For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Summary Learning Statement

- Complete the Summary Learning Statement in the box below. You are identifying and describing how you will use a chosen reading comprehension strategy in your particular teaching context.
- You will be supporting your opinion with concepts from this session's discussions and required readings.

1) What strategy will you try in your class? Do *not* include *the Identifying Text Features Strategy* but rather the <u>additional</u> strategy you will try out and hopefully use multiple times.

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2) Why will you be choosing this strategy? Why will any ELL/struggling reader in your class likely benefit from this strategy? Support your decision by explaining how ideas/concepts from this session's discussions and required reading informed your decision-making process.

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Reading – Part 4

Modeling Analysis of Texts for Genre and Text Organization

Predominant Genres found in the Massachusetts Curriculum Frameworks
Prepared by Lynne Britton and Meg Gebhard; based on Derewianka, (1990), Knapp & Watkins (2005)

Genres	Expected Genre Structures (Sensitive to purpose and audience)	Possible Register Features (sensitive to purpose & audience)	Sample Connections to Standards
Narrative: to entertain or teach by reflecting on experience in fiction and non---fiction texts (e.g., Personal Recount at the earlier elementary grades, Fairy tales, Myths, Legends, Personal Narratives) Also could include **recount**: *to reconstruct events in the order in which they occurred* (e.g., personal recounts, factual recount in science and history)	Narrative Orientation Complication Resolution	1. Action verbs to construct the plot 2. Verbal verbs to support dialogue and character development (e.g., *scream, whispered*) 3. Time sequence words to move the plot along 4. (e.g., *once, then, next, suddenly, after that, even now*)	*RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.* *RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action* *RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem* *RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).* *Recount:* Science: Steps in an experiment History: Timeline of events

Explanation: To account for a phenomenon (factorial and causal; e.g., Textbooks in science, math, and history; Research articles; News reports)	Explanation (note variation; not always a five paragraph essay) Statement about the phenomenon Sequenced explanation of factors or causes Restatement of interactions between factors or causes	1. Abstract, non-human generalized nouns (e.g., *population*) 2. Nominalization (*to decrease---> the decrease*) 3. Long noun groups (*the rate of decrease…*) 4. Declarative sentences with fewer modal and mental verbs 5. Greater use of passive 6. Cohesive devises support genres purpose (e.g., first, second, third, in sum, in combination, as a result, therefore)	*RI 3.3 -- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.* *Math: 4.NF.1 -- Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.*
Argument: To propose and support a thesis (e.g., editorials, commentaries, position papers).	Argument (note variation depending on purpose and audience; not a 5 paragraph template) 1. Statement of the thesis 2. Point and explanation of evidence 3. Restatement of thesis	Variation depending on purpose and audience 1. Personal/ Impersonal 2. Mental verbs/ Action verbs 3. Requests/ Declaratives/ Commands 4. Modals (may/ should/ must) 5. Everyday vocabulary/ technical 6. Everyday sentences /more packed; more nominalization 7. Cohesive devises build (*first, in addition, in contrast, moreover, in sum*)	*W 9---10.1.a---e. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.* *W 9---10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.* *WHST 6 – 12.1 Write arguments focused on discipline---specific content.* ***Mathematical Practice #3**: Construct viable arguments and critique the reasoning of others.*

Modeling Analysis of Texts: Massachusetts Sheltered English Instruction Teacher Endorsement Course Syllabus

Introduction

The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter their content instruction, so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

The course has three overarching goals:

To help teachers effectively carry out their teaching responsibility for the learning of ELLs as well as to understand the social and cultural issues that contribute to and impact the schooling of ELLs.

- To expand teachers' knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language.
- To provide teachers practical, research-based protocols, methods, and strategies to integrate subject area content, language, and literacy development—per the expectations of the Massachusetts English Language Development (ELD) *World Class Instructional Design and Assessment* (WIDA) standards—and thus to support ELL students' success with the 2011 *Massachusetts Curriculum Frameworks for English Language Arts and Literacy* and *Mathematics* and other Massachusetts content standards.

Background

This SEI Endorsement course, the Administrators' SEI Endorsement course, and Bridge Endorsement courses for teachers who have taken two or more Category trainings, together comprise three key elements of the Commonwealth's *Rethinking Equity and Teaching for English Language Learners* (RETELL) initiative. RETELL also includes statewide implementation of the WIDA ELD standards, and the WIDA-ACCESS (Assessing Comprehension and Communication in English State-to-State) assessment tools. Teachers will be introduced to ELD standards and WIDA tools in this course. More information about the RETELL initiative is available at http://www.doe.mass.edu/retell/.

Analyzing Text Organization & Genre: Guiding Questions

Use the following questions to guide your analysis of text. Time permitting, write your ideas in a poster and be prepared to share your answers and ideas with the whole group.

What's the Genre?

What is the purpose of the text? How do you know?

How is the text organized? (chronologically, logically) What clues helped you figure out text organization?

Are there any distinguishing text features? (headings, images, captions, bold words)

What linguistic characteristics can be found in the text?
- Type(s) of vocabulary (Tier 1, 2, or 3)
- Sentence structures (simple, complex)
- Common verb tenses (past, present, future, etc.)
- Other parts of speech – adjectives, nouns, conjunctions (connectives)

Teaching Text Characteristics

Which one of these genre or linguistic characteristics would your ELLs find challenging?

How could you teach these characteristics in CONTEXT?

How would you support ELLs at different ELD levels?

Rafflesia arnoldii (corpse flower): Excerpt from The Royal Botanical Gardens

Also see Mentor Texts in the Common Tools section of the Participant Manual

A Race of Discovery

The first botanist to find a specimen of a *Rafflesia* was the French explorer Louis Auguste Deschamps (1765–1842). He was a member of a French scientific expedition to Asia and the Pacific. During the expedition he spent three years on Java, where in 1797 he collected a specimen of what is now known as *R. patma*. During the return voyage in 1798, his ship was taken by the British, with whom France was at war, and all his papers and notes were confiscated. They did not see the light of day until 1954 when they were rediscovered in the Natural History Museum, London.

The British botanist Joseph Arnold (1782–1818) and the statesman Sir Thomas Stamford Bingley Raffles (1781–1826, founder of modern Singapore) collected a specimen of another *Rafflesia* species found by a Malay servant in Sumatra in 1818. Arnold contracted a fever and died soon after the discovery. Lady Raffles, who had also been present when the specimen was collected, finished the colour drawing that Arnold had started of the plant, and it was sent to Joseph Banks, along with the preserved material. Banks passed all the materials on to Robert Brown (1773–1858) of the British Museum and Kew[14]'s resident botanical artist Franz Bauer (1758–1840).

William Jack (1795–1822) who was Arnold's successor in Sumatra, being aware that Deschamps, despite his loss of notes, could formally publish a name for the newly discovered genus at any moment, rushed to draft a description to ensure the credit went to a British botanist. This draft description was held in readiness, in case there was word that the French were about to publish, whilst waiting for the British Museum to produce a better-prepared version.

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[14] Royal Botanical Gardens

The generic name, *Rafflesia* (given in honour of Sir Raffles), proposed by Brown (who had originally wanted to call it *Arnoldii*) after Joseph Arnold, was validated by S.F. Gray in his report of the June 1820 meeting of the Linnean Society of London, as published in the *Annals of Philosophy* in September that year. The species *Rafflesia arnoldii* was officially described for the first time in 1821 by Brown, so then Arnold was commemorated after all.

Source: Royal Botanical Gardens, http://www.kew.org/plants-fungi/Rafflesia-arnoldii.htm

Note: This text was selected for illustrative purposes only for the purpose of this professional development course. Teachers will need to determine for themselves whether or not a particular level of text is suitable for the students in their classrooms. Matching texts to a student's reading level is critical.

Save the Rafflesia!

Do you want to have a beautiful, but smelly cause to fight for? Why not join the crusade to "Save the Rafflesia"?

There exists a battle between harvesting these rare flowers for their immediate and profitable traditional medicinal use (related to fertility and childbirth) and preserving this exotic endangered species of one of the planet's largest known flowers, for future generations to study and enjoy.

We would argue that the Rafflesia is an invaluable icon of the Southeast Asian rainforest and this warrants the need for its preservation as an attraction to the region. Stamps, postcards, calendars and other print resources feature these gigantic blossoms and there is an income derived from these efforts which, hopefully, could compensate for the perceived lack of income if the plants were sold for their consumption.

Environmental tourism, a profitable industry, could help sustain the efforts to save this endangered species, if the message would just get out about this treasure of nature. Land owners where these plants exist are being encouraged to charge an entrance fee to see the plant; these meager sums, over time, could help support their conservation. It's more profitable, in the long run, to preserve this species than reap only short term financial gains at the cost of the flowers' annihilation.

Because it is grown in the most remote areas of the forest there is little known about the best methods for conserving these flowers. Research needs to be supported and conducted in order to determine the ideal growing conditions and measures to take to ensure that the species is not harvested to the point of extinction.

One example of an effort to save a variety of the species known as *Rafflesia Schandenbergiana* with a local municipality occurred in August of 2011 when the Department of Environmental and Natural Resources of Baungon, Bukidnon, Philippines, (the region where this particular variety exists) signed a Memorandum of Agreement for the plant's preservation and conservation. A regional director of the area's protected areas, Belen O. Daba, remarked that the conservation effort was made to save the only remaining population of Rafflesia. We need more such committed efforts.

Here are several MUSTS to help preserve this magnificent species. We must…

- Continue to enact laws to protect these magnificent flowers
- Learn more about their methods for pollination
- Discourage the over collection of the species' flower buds as traditional medicine
- Encourage owners of private property to charge eco-tourists a small fee to see the flower
- Fight against deforestation practices in general in the regions where the plants thrive
- Continue to monitor and protect specimens as they are discovered
- Strategically plan for complete habitat protection
- Search and fight for funding sources to support all of these efforts

The varieties of species of Rafflesia may be smelly and it may have an unappealing nickname, "Corpse Flower," but this does not mean that we should let it become extinct. We must work hard to keep the Corpse Flower from becoming just that – a corpse!

Boni-esther Enquist, 2013

Note: This text was created for illustrative purposes only for the purpose of this professional development course. Teachers will need to determine for themselves whether or not a particular level of text is suitable for the students in their classrooms. Matching texts to a student's reading level is critical.

20 Strategies to Teach Text Structure, Text Structures (C. Simoneau, K. Orcutt, T. Konrade)

As early as third grade, students are expected to recognize expository text structures such as the following: sequence, description, compare-contrast, cause-effect, and problem-solution. The ability to identify and analyze these text structures in reading helps make expository text easier to understand. Students should also use these text structures to organize their own writing. The following research-based teaching strategies can be applied in teaching students to use text structure:

1. Discuss with students that writers use text structures to organize information. Introduce the concept to them, and reinforce it every time students read and write.
2. Introduce and work on text structures in this order: description, sequence, problem and solution, cause and effect, and compare and contrast.
3. Skim and scan to predict text structure(s). Make predicting possible text structures a part of every pre-reading activity.
4. Teach the signal words for each text structure. Prior to reading, skim and scan passages and make predictions about text structure. During reading, analyze text and revise predictions about structure.
5. Teach and model the use of graphic organizers to go with each text structure. Identify text structures in advance and provide appropriate advanced organizer. For example , the teacher models charting the structure of specific paragraphs while reading and also provides practice in using the graphic organizer to write different text types .
6. Scaffold instruction using the gradual release of responsibility model. Spend quality instructional time in each phase of the model when teaching text structure strategies. For example, the teacher uses a think aloud to model for demonstration. The teacher then invites students to participate for shared demonstration. Then

students practice with teacher support for guided practice. Finally, students apply the skills and strategies they have learned for independent practice.
7. Provide explicit instruction. For example, the teacher shows students specifically how and when to use strategies such as attending to signal words while reading different content areas or using signal words when writing expository text.
8. Model a think-aloud strategy. The teacher reads aloud a paragraph, pausing at appropriate points to share her own comprehension strategies and understanding of the text. Next the teacher might move to a shared-reading strategy, encouraged students to talk aloud as they engage in the process with the teacher. For example, the teacher asks students to talk about the clues they use to try to identify the text structure.
9. Ask focusing questions targeting text structure. Teachers can use focusing questions as a means of scaffolding the use of strategies or assisting students in the think-aloud process. For example, the teacher asks a student which signal word might be best to show a particular relationship among ideas in a text structure.
10. Use and create non-linguistic representations. For example, during reading the teacher models the drawing of a series of pictures to represent a sequence described in the passage.
11. Create and provide pattern guides and teacher-made organizers that reflect that structure of the original text. These tools help students focus on the key elements of the reading selection.
12. Present students with a completed graphic organizer as a pre-reading strategy. Have students write a probable paragraph using a predicted text structure prior to reading. After reading, compare students' probable passages and the original text.
13. Write using the text structures. While students watch, the teacher models writing a paragraph using a particular text structure and describes her actions as she is writing. Then students write their own paragraphs using text structure/ paragraph frames as templates.
14. Make the connection between reading and writing. When students read an example of a particular text structure, have them write using that same text structure. Writing can be done as a pre-reading or post-reading strategy.
15. Rewrite a paragraph or passage using a different text structure than the original. Compare the two and analyze why the author might have chosen the original pattern.
16. Read and analyze a variety of text, both single-structure passages and multi- structure passages. Use every opportunity that students read as an opportunity to teach text structure.
17. Have a text structure treasure hunt with a newspaper, classroom magazine, nonfiction book, textbook chapter, or students' independent reading material.
18. Use summary frame questions to guide students' comprehension before, during, and after reading. Each organizational structure suggests questions which readers should consider as they are reading and be able to answer once they've finished reading the passage.
19. Use text coding strategies - highlighters, Post-It Notes, etc. - targeting text structures. Remember to model these strategies in advance and be consistent in your procedures (same color each time, etc.). For additional coding ideas, visit the Text Mapping site: http://www.textmappin g.org/overview.html
20. Use text structure sorts to compare different paragraphs on a single topic. Begin by

analyzing and sorting only one text structure at a time, then add another and so on.

Remember: Identifying patterns of organization is NOT the ultimate goal of text structure teaching. This ability is only beneficial as students internalize knowledge about text structure and subsequently use it to enhance their comprehension. Teach students to use text structures to improve their reading comprehension and writing organization.

Characteristics of Social Studies Texts
- Past-tense verbs
- Long sentences with multiple embedded clauses
- Cause-and-effect statements
- Sentences beginning with a "because" clause
- Complex past-tense forms, such as past perfect, conditional
- Use of *it* and *they* as referents

Example sentence: As the courts usually ruled in favor of the railroads, the commission remained largely ineffective until strengthened by new legislation after the turn of the century. (In a paragraph about the Interstate Commerce Acts of 1887)

Syntactic Features of Math Word Problems

Comparatives
- Less than or equal to

Prepositions
- By how much will your stopping distance increase…?

Passive voice
- Zero was originally used by the Hindus to represent an empty column in a counting board similar to an abacus. The concept was brought to Europe by way of Arabia in the 9th century. The negative numbers were invented very much later in Renaissance Europe.
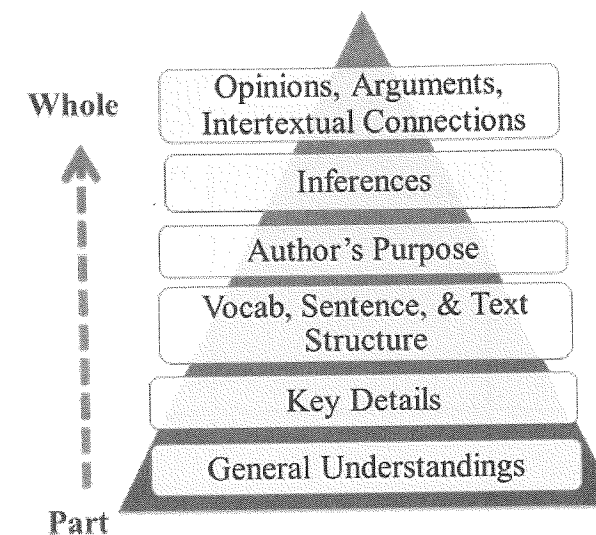
Logical connectors
- If…then, etc.

Dense sentences

Example: The Rational Root Theorem.
- If one of the roots of the equation P(x) = 0 is x = p/q where p and q are nonzero integers with no common factor other than 1, then p must be a factor of ao, and q must be a factor of an.

Progression of Text-dependent Questions

Close Reading with Text-Dependent Questions: Modeling

Supporting the Text: If Course Participants were Level 4 ELLs
- *Background knowledge-building activities:* classroom structured discussion about the topic of these endangered flowers (what they are, where they grow in the world, what the economy of the region is like, etc.); video and blog from an eco-tourist visiting these plants
- *Pre-teaching of key Tier 2 and Tier 3 vocabulary terms (and other forms of these words found in the text):* crusade, profitable, fertility, endangered, icon, consumption, extinction, ecotourism, species, reap, pollination, thrive, deforestation
- *Analysis of other samples of this particular type of informational text:* studying other articles of general interest about endangered species and efforts to prevent extinction
- Mini-lesson on how to separate ideas embedded in a complex sentence
- Graphic organizers during the activity

Writing – Part 2

WIDA Performance Definitions - Speaking and Writing Grades K–12

At each grade, toward the end of a given level of English language proficiency and with instructional support, English language learners will produce…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent • expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Every day social and instructional words and expressions

…within sociocultural contexts for language use.

WIDA Performance Definitions – Speaking and Writing Grades K–12

Writing Rubric of the WIDA Consortium Grades 1–12			
Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Usage**
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in statewide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first- language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

Adapted from ACCESS for ELLs® Training and Test Administration Manuals, Series 103 (2007–08)

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.