

Adapting Texts for use with English Language Learners

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Why bother?

- Federal and State Mandates
- Civil Rights Act of 1964
- *Lau v. Nichols*
- NCLB
- VoCATS
- It's the equitable thing to do!

What does proficiency mean?

- Speaking/Listening/Reading/Writing abilities
- BICS
- CALP
- Communicative competence in a variety of situations

LEP Classifications

- Novice Low/Novice High
- Intermediate Low/Intermediate High
- Advanced
- Superior

English Development Standard Course of Study

NC Assessment Accommodations

- Separate Room
- Multiple Testing Sessions
- **Bilingual Dictionary/Electronic Translator**
- Scheduled Extended Time
- **Read Aloud**
- **Read Aloud to Self**

Accommodations must be practiced throughout the year!

Novice Low/Novice High

- Issues:
 - very limited BICS and CALP in English
 - Unfamiliar with American English grammar/writing styles
 - Unfamiliar with socio-cultural expectations
- What to do: Focus on the 'Big Idea'
 - Essential content vocabulary
 - Understanding key/main points of the text
 - Address glaring communicative mistakes

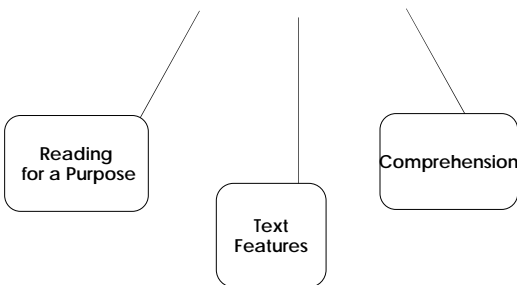
Intermediate Low/High

- Issues: CALP; Communicative Competence
 - Oral proficiency often much higher than reading/writing
 - Difficulty understanding content-specific texts and writing styles
 - Difficulty understanding complex instructions in English
- What to do:
 - Encourage student use of academic language during class discussions;
 - Model/revoice appropriate academic language structures;
 - Explicitly teach 'unspoken code' of conduct in different situations;
 - Focus grammar/mechanical corrections on frequent mistakes.

Advanced

- Issues: Some gaps in grammar/vocabulary; communicative competence
- What to do:
 - Rephrase and repeat
 - Explicitly address situations where the 'unspoken code' of conduct are especially important
 - Explicitly teach/provide examples of important grammar/mechanical points
 - Provide rubric/editing checklist for written assignments

Academic Literacy



Academic reading: NL/NH

- Reading for a purpose:
 - Find answers in the text
 - Define key vocabulary
- Text features:
 - Headings/subheadings
 - Illustrations, diagrams, charts
 - Captions
 - Chapter objectives
 - Chapter summaries
 - Bolded, italicized terms/information
- Basic comprehension:
 - Identify most essential information—'the big idea'

Academic reading: IL/IH

- Reading for a purpose
 - Identify key information and details
 - Answer questions about the text
- Text features
 - Organizational features like headings
 - Illustrations, diagrams, charts
 - Chapter objectives
 - Chapter summaries
 - Bolded, italicized terms/information
 - Review/study questions
- Comprehension
 - Make predictions
 - Summarize & Apply information

Academic text: Advanced

- Reading for a purpose
 - Most useful & important info
 - Identify relevant details
 - Answer questions about the text
- Comprehension
 - Skimming/scanning
 - Applying/Inferring
 - Evaluating
- Text features
 - Chapter objectives
 - Chapter summaries
 - Organizational features like headings
 - Bolded/italicized words

Adapting Textbooks

- Identify key vocabulary and concepts
- Chunk text
- Provide structure for the reading
- Supplement with other texts

Identifying Vocabulary

- Content objectives
- “Language Alerts”
- Think: *What do my students need to understand/do in order to be successful on this task?*

Identifying Content Vocabulary

- Content-specific terms and phrases
- Vocabulary necessary for understanding directions
- Question stems commonly used on tests
- Bloom’s Taxonomy verbs
- High-frequency words

Identify ‘Language Alerts’

- Words with multiple meanings
- Colloquial language/slang
- Words with multiple pronunciations/Homophones
- Idiomatic expressions

Try these sentences . . .

- *There* were three of *their* cousins over *there*.
- The buck *does* funny things when the *does* are around.
- Since *there is no time like the present*, he thought it was time to *present* the *present*.

Vocabulary strategies for text

- Highlight/underline key terms
- Sticky notes in side-bars
- Color-code direction/Bloom’s words
- Circle/underline key words in directions

Teaching Vocabulary

- “Wear the word”
- Use gestures/change in tone of voice/bell/etc. to draw attention to the word
- Refer to a hand-motion/ action
- Refer to illustration/written form
- Have students create a word chart
- Create chants/rhymes/songs using the vocabulary in context

Sample Word Chart

Name _____ Date _____ Unit/Chapter _____

Words to Know

Word (part of speech)	Definition	In context (page number)	Drawing/illustration/Cue

Chunking Text

- “Box in” a paragraph or section
- Break up reading assignments in class with questions/small group work
- Break up homework reading assignments with written questions/checklist

Provide structure for the text



- Chapter outlines/
study sheets
- Reading strategies
like SQ3R Strategy
- Taking notes
- Complete graphic organizers
- Call attention to key sections, charts, etc.

Graphic Organizers for Reading

- **Pre-reading:** Prior knowledge, making predictions, asking questions . . .
- **During reading:** Taking notes, finding the main idea, comparing/contrasting . . .
- **After reading:** Summarizing information, checking accuracy of predictions . . .

Other uses for Graphic Organizers

- Content Areas/Subject Specific areas
 - Procedures/processes
 - Defining/understanding key concepts
 - Ordering important events
- Writing
 - Brainstorming
 - Organizing one’s thoughts
 - Mapping out the overall structure

Example of Study Sheets

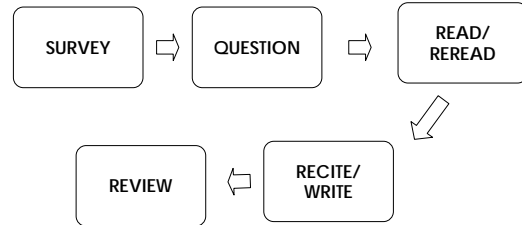
Name _____ Class _____ Date _____
 Chapter _____ Unit _____
 Number of important points _____
 1) _____
 2) _____
 3) _____
 Important Vocabulary _____

Reading Assignment
 1) Read and understand the important points on this page.
 2) Read and understand the chapter objectives.
 3) Read and understand the chapter content.
 4) Read and understand the chapter content in your own words. Read the paragraph.

Notes
 1) Complete the word sheet for each important vocabulary word.
 2) Complete each important vocabulary word in your own language.
 3) Copy the definition from the book that answer these questions in your own words.
 4) _____
 5) _____

Copy the diagram on page _____ in your notes. Write the definition of any words you do not know.
 1) Read and understand the important points.
 2) Read and understand the chapter objectives.
 3) Read and understand the chapter content.
 4) Read and understand the chapter content.
 5) Read the important points.
 6) Study the diagram on p. _____ in your notes and complete this diagram on the page.

SQ3R Strategy



QAR Strategy: Question-Answer Relationships

- **Identify the type of question**
 - *Right There*
 - *Think and Search*
 - *Author and Me*
 - *On My Own*
- **Determine the strategy to use**
- **Read to answer the question**
- **For *Right There* & *Think and Search* Questions, mark the location of the answer in the text**



Implementing Strategies

- **Consistency:** Pick one example and stick with it until students are familiar with it
- **Model for students**
- **Explain why you've selected to use it**
- **Provide guided practice**
- **Provide individual practice**

Supplement with other texts

- **Alternative sources of information**
 - Internet
 - Picture books/encyclopedias
 - Magazine/newspaper articles
 - Instructional posters
 - Videos/DVDs
 - Other textbooks
- **Simplify the text**
 - Summarization of textbook reading
 - Shorter sentences
 - Active voice
 - Simple grammatical structures
 - Bold and italicize strategically

Selecting alternative texts

- **Contains accurate information**
- **Easier reading level**
- **Contains relevant pictures and graphics**
- **Headings directly relate to the main idea**
- **Key vocabulary clearly identified**
- **Key vocabulary is concisely and clearly defined**

Simplifying Text

- *From textbook:*
- *Simplified version*

Adapting Textbooks: NL/NH

Reading assignments:

- Headings, subheadings
- Chapter objectives
- Summary section
- Captions to pictures, graphs
- Topic sentences [identified by teacher]
- Other essential text [identified by teacher]

Appropriate Homework

- Word chart/definitions in L1 and L2
- Cloze/ fill in the blank activities based on readings
- Complete a structured graphic organizer
- Draw/illustrate processes
- Answer simple questions based on the reading
- Copy topic sentences into notes

Other Ideas

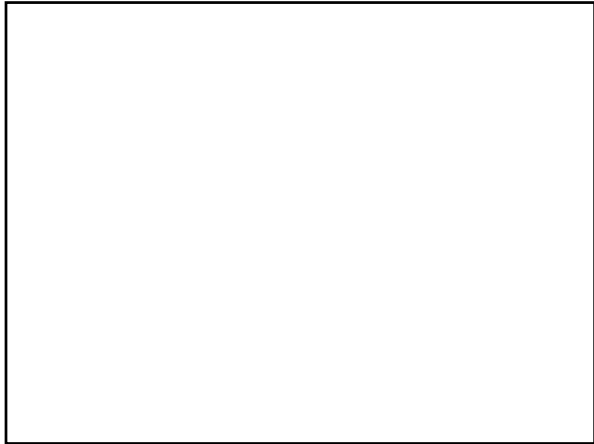
- Nonverbal demonstrations of understanding
- Putting Steps/sentences in order
- Vocabulary matching activities:
 - Term to the illustration
 - Term to the definition
 - Term to an example

Adapting Textbooks: IL/IH

- Reading Assignments:
 - Preview headings/subheadings, charts, etc.; make predictions
 - Read the summary section first
 - Read each section for a specific purpose

Appropriate Homework

- Identify the main idea/topic sentence of each section (copy into notes)
- Summary sentences for each section
- Summary paragraph for the chapter
- Vocabulary in context exercises
- Answer select textbook questions
- Complete graphic organizer about text



References & Resources

- NC DPI English as a Second Language Site
 - <http://community.learnnc.org/dpi/esl/>
- *English Language Development Standard Course of Study*
 - <http://www.ncpublicschools.org/docs/curriculum/esl/scos/eld.pdf>

References & Resources

- TESOL National Standards PreK-12
 - <http://www.tesol.org/sites/tesol/secss.asp?CID=113&DID=1583>
 - Graphic organizers:
 - www.eduscapes.com/tap/topic73.htm
- Help! They Don't Speak English!*
- <http://escort.org/?q=node/149>

Name _____

Date _____

Unit/Chapter: _____

Words to Know

Word (part of speech)	Definition	In context (page number)	Drawing/illustration/Cue

NL/NH Study Guide

Name: _____ Date: _____
Class/Period: _____ Unit: _____
Chapter: _____ pp. _____

Summary of important points:

- 1) _____

- 2) _____

- 3) _____

Important Vocabulary:

Reading Assignment:

- 1) Read and understand the important points on this page.
- 2) Read and understand the chapter objectives.
- 3) Read and understand the chapter summary.
- 4) Find each important vocabulary word in the text. Read the paragraph.

Homework:

- 1) Complete the word chart for each important vocabulary word.
- 2) Translate each important vocabulary word in your own language.
- 3) Copy the sentences from the book that answer these questions in your notes:
 - 1.
 - 2.
 - 3.

Copy the diagram on page ____ in your notes. Write the definitions of any words you do not know.

Study for the test:

- 1) Read and understand the important points.
- 2) Read and understand the chapter objectives.
- 3) Read and understand the chapter summary.
- 4) Learn the important points.
- 5) Learn the important vocabulary.
- 6) Study the diagram on p. _____. You will draw and complete this diagram on the test.