EDU 1/268 Content-Based Reading Instruction

Classroom Activity Summary:

The **objectives** for this lesson are:

- Become more familiar with Common Core and ELD Standards
- Be able to break down a standard and apply ELA for subject area
- Culturally and Linguistically Relevant Teaching
- Develop Critical Thinking Skills
- Use of Parallel Teaching (Co-teaching strategy)

ELA and ELD Standards

Overview of Grades 6-12 English Language Arts Standards (Common Core for All Subjects)

- **Reading**
  - Key ideas—explicit and implicit conclusions
  - Craft and Structure (includes purpose)
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity
- **Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing

Speaking and Listening

  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
- **Language**
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

Thinking of these themes from the ELA standards, take a look at the ELD standards (Grades 9-12) begin on page 122 of this document. However, if you are teaching at the middle school level, feel free to review that level, rather than the high school.

nhttp://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf (Links to an external site.)

Notice the similarities, in terms of:

- Modes of Communication

- Collaborative
- Interpretive
- Productive

As you continue to create your lesson plan, be sure you are drawing upon the ELA and ELD standards in addition to your content standards for your subject area. On the lesson plan template, here is where you will record these...

Context and Goals

Grade/Class/Subject: Teacher:

(For what class is this lesson designed?)   *(Your name)*

Time/Duration of the lesson: *(i.e. 9:15-10:00 or 45 minutes)*

English Language Proficiency of Students: (*Before classroom instruction, teachers will understand their students' English language proficiency, and the language demands of the lesson's instructional materials.)*

California Content Standards:

(Which standards do you plan to teach? Paste these from the Current CA Content Standards)

Copy the full standard to be addressed from the CA content standards

Enduring Understandings:

(What concepts/big ideas?)

Essential Knowledge/Skills:

(What knowledge/skills? How does this lesson build upon prior lessons? How will this knowledge/skill enable students to understand future lessons?)

Higher-Order Questions:

(What is/are the focusing question(s) for this lesson?)

Academic Language Objectives:

(What specific objectives from the ELD standards does this lesson address?)

Create objectives from the ELD standards in student-friendly language.

Let's look further at these standards and think about how they can be included in your lessons.

Reading (Craft and Structure) applied to History/Social Studies, Science, and Technical Subjects—Part II of ELD

- Choose one of the following ELD standards and think about how you might prepare students to meet that standard within your course. Consider how you might include one of these in your Guest teaching lesson plan.

  o Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

  o Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

  o Assess how point of view or purpose shapes the content and style of a text.

For additional exploration, you may wish to consider watching one or more of these videos and/or looking at the math resource.

1. May be more oriented to teachers of younger students, but very clearly shows you how to plan for ELD applicable to all grade levels.

https://www.youtube.com/watch?v=wt0vaoGx_d4 (Links to an external site.)

2. Discussion with teacher about how she implemented ELD using the methods in video 1.

3. PPT for integrating ELD in Mathematics

https://ccss.tcoe.org/docs/default-source/Math-docs/0-math-integrated-eld-presentation-(2-slides)

Here is a self-assessment strategy that you might use with your students. As we go through the reading in the next sections, you might want to try using this....

- While I was reading, how much did I use these "think-aloud" strategies?

In narrative texts, authors use a variety of words to develop their characters' traits and problems and the story's setting.

To describe a character who is typically sloppy, an author does not repeat the word sloppy but creates a sense of this trait with words such as slovenly, chaotic, and disorganized.

The unknown words in narrative texts are often synonyms for concepts students already have but are often words that they have not encountered before. The new words in the text create nuances in students' existing understanding of basic ideas.

They know that people walk and run but in good narrative texts, they learn that there are numerous ways in which walking can be described—on the tips of one's toes (tiptoe), for pleasure (stroll or saunter), and unsteadily (stagger).

The instructional task: support students in understanding this rich use of language and the variety of ways to express known concepts.

In informational texts, the unique words typically represent conceptually complex concepts that are new to students. These concepts are complex because they depend on a related system of ideas to understand—and often the underlying ideas themselves are new.
For example, understanding the term electrochemical energy requires familiarity with terms such as chemical energy, conversion, and electric energy.
These terms usually have neither synonyms nor are they likely known by students

without instruction.

The instructional task: Hands-on experiences, extensive demonstrations, and discussions are needed for acquiring new vocabulary for ideas that are complex and interrelated. This learning requires careful design to ensure that students learn connections across words that make up a concept.

More on Complexity:

- A morpheme is the smallest meaning unit in language. There are base morphemes (e.g., *cat, jump),* often called root words. There are also are bound morphemes (e.g., *-s, -ed, -ing).* Base morphemes have meaning on their own; bound morphemes always need to be attached to a base morpheme.
- Only the simplest of bound morphemes were used in creating the 4,000 simple word families—all of them at the end of a word (e.g., *-s, -ed, -ing).* But there is also a group of bound morphemes that change the meaning and function of words in more complex words. These include prefixes (e.g., *re-, un-)* and suffixes (e.g., *-ion, -ive, -ment).*
- Many of the words in the 4,000 simple word families have related words that use these more complex bound morphemes. For example, *locate* (with endings *locates, located, locating)* is a member of the 4,000 simple word families. By using the more complex bound morphemes, the family becomes much larger with *location, locative, allocate, relocate,* and *dislocate.*

- In this activity, you will compare vocabulary in a narrative and informational text from the CCSS exemplars (CCSS, 2010) to examine the words that fall beyond the core or high frequency vocabulary 4000 simple word families) for The Gift of the Magi and Gettysburg Address (9-10 grade)

  1.How many times a given term appears in the text ?

  2.How frequently the word is estimated to appear per million words in school books ?

  3.How likely it is that student readers will be able to decode the word given the reading skills appropriate for their grade levels ?

  4.Whether the word can be figured out in the context of the reading material ?

  5.Whether the word represents a concept that is probably unknown to students ?

  As you work, consider what is the same and different among the unique or rare words from the narrative and informational texts. From the readings linked here, complete the table below:

Note: ***Whole class discussion Word count for Magi is 427. Word Count for Gettysburg is 265.*** Can compare by %.

	Narrative Text	Informational Text
Number of Rare words		
Degree to which rare words can be decoded and/or recognized from context		
Suggest ways in which words representing unknown concepts could be taught		

To Consider for Reading.....

1. Instructional **routines** (often called "strategies") should be **carefully selected** to match the demands of the vocabulary as it appears in texts students will read.
2. The cognitive strategies students ***might employ*** (using context cues, for example) and their familiarity with the terms impact reading fluency, which, in turn, influences the depth of students' comprehension.
3. Readers tend to remember **morphological (or word) families** (Links to an external site.)rather than creating separate entries in long-term memory for each word they encounter and for which they have deep knowledge.
4. Within a given domain or content area (e.g., mathematics, literature study, science) there are often words students need to know to understand the domain, but these may not be directly reflected in the reading. How teachers treat these words may be of significant importance as students work to **read closely** and **understand key concepts** embodied in the words they see in a given text.

As you consider including the ELA/ELD standards in your content area, think about the challenges for reading, writing, and speaking in the context of your subject matter. You might also think about the needs of professionals in your field, in terms of reading, writing, and speaking. What role does academic language play? What strategies make the most sense for making the readings accessible to students? For example, science courses often find strategies related to morphemes to be helpful with the long, complex vocabulary words needed for precise definitions.

Finally, take a moment to write a reflection in the electronic discussion: ED: Reflecting on ELA/ELD standards

- Thinking about the language/literacy needs required for mastery of the Common Core standards, what is your "take-away" from tonight's activities? What do you see will be the biggest impact on teaching in your subject area?