

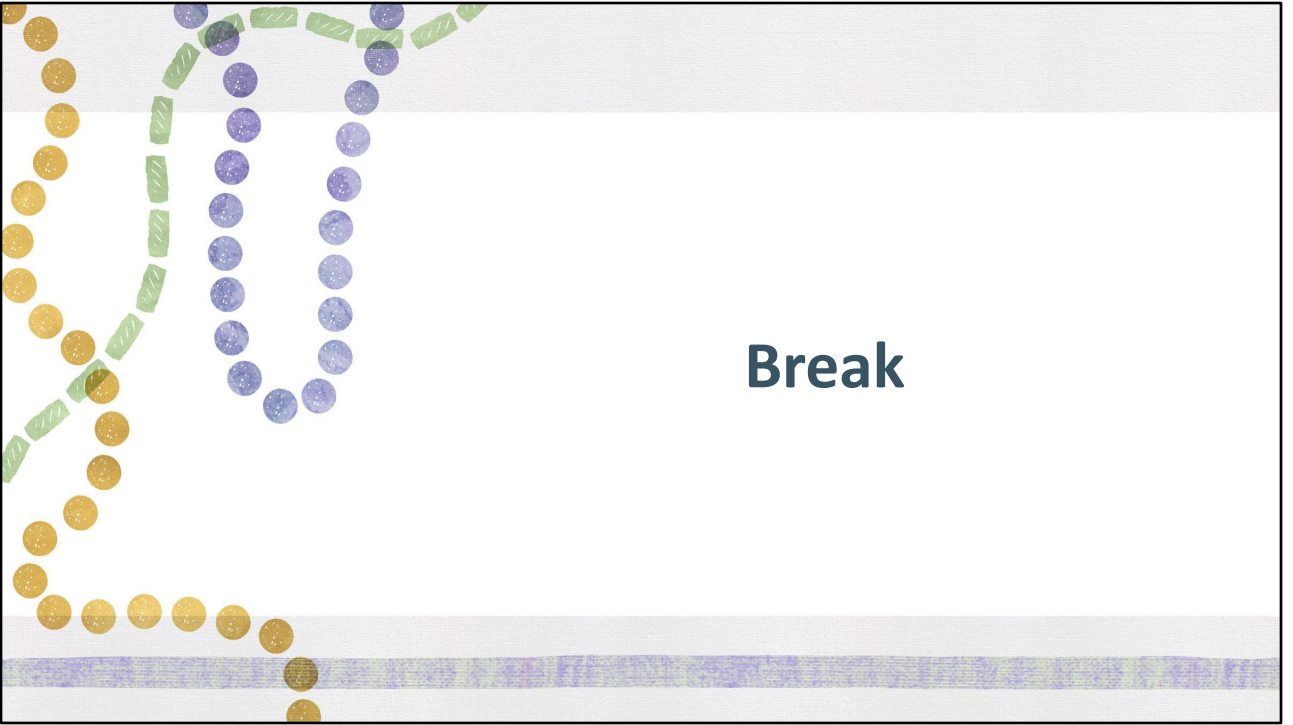


Sheltered English Instruction Teacher Endorsement Course

4. Reading

MATERIALS:

- Bring cardstock name tents (you may want to collect after each session)
- Take Attendance
- Move break slide to desired location; consider adding a timer.
- Prepare video to be shown from YouTube. No recordings may ever be done of videos!
- Move Beaded "Break" slide to desired location; consider adding a timer



5 mins - Move slide to desired location

Agenda

1:00

- Review Session 3: Tiered Vocabulary & 7-Steps Vocabulary
- Reading Concept Development
- Text Features and Text Structures
- Strategy: Think Aloud/Partner Reading
- Interactive Strategy: Numbered Heads Together
- Language objectives for Reading
- Wrapping Up and Next Steps

Purpose: To review the agenda of the session.

Time: 1 min

Procedure: Summarize the main sections of the first course session.

Vocabulary 7-Step Strategy Try-out: Discuss (groups of 3) ^{8:00}

- How did the strategy go? Why? What might I change next time? Did you...
 - Choose terms effectively? Remember that some Tier III terms are best taught in another way.
 - Keep under the 2 mins/term timeframe?
 - Create a good Step #6?
 - Ensure that Step #7 was efficient and later in the lesson?
 - Ensure that you debrief the activity to be able to improve teacher delivery each time
 - Make any necessary adjustments (very young children, students with disabilities, etc.)?



Purpose: To review the targeted vocabulary strategy from last session: 7-Steps

Time: 8 min

Procedure:

1. Read the slide or have a participant read it aloud.
2. Have groups of 3 share out to their group quickly

Content Objectives: PWBAT

- Conduct a reading comprehension think-aloud attending to content and language
- Compare text features to text structures

Language Objective: PWBAT

2:00

- Compare the difference between text *features* and text *structures* using comparative terms: *although, whereas and in comparison to...*

 Believes

5

Purpose: To provide examples of content and VOCABULARY-FOCUSED language objectives related to this lesson.

Time: 2 mins

Procedure: Review slide

Talking Points:

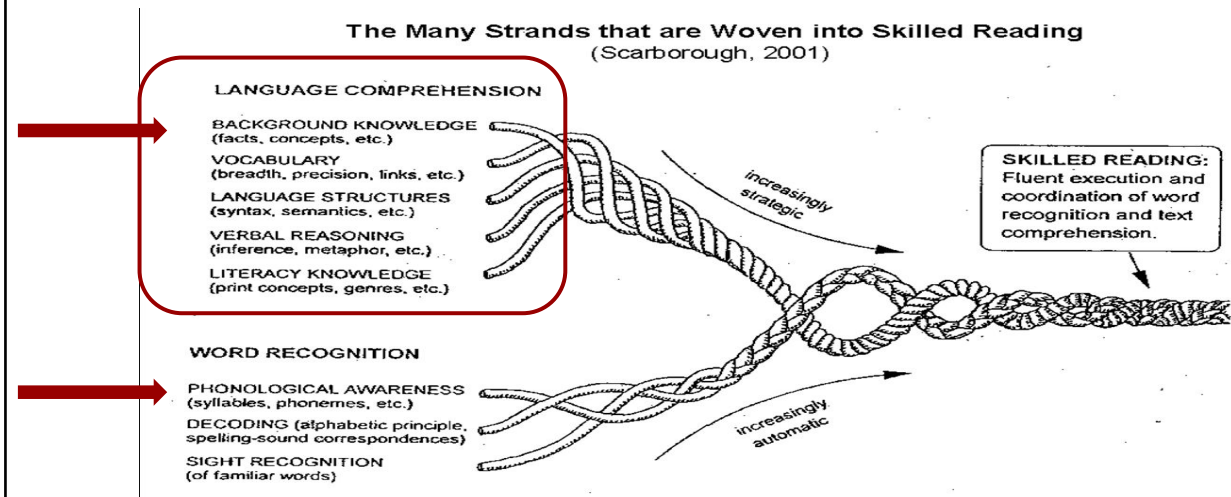
- What proficiency level do you think this language objective is appropriate for? Remembering that it should be NEW language learning.
- 1 language objective FUNCTION (Compare) is appropriate per lesson, but you might want to provide it at several levels (Ex: use of “but” for ELP levels 1-2)

Reading Instruction: Practicing the Art of Reading for ELs



Reading Model: Focus on the top part

1:30



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Believes

As included in the Massachusetts Department of Elementary and Secondary Education

7

(animated slide)

Purpose: To introduce a graphic to show various aspects of learning to read

Time: 1:30

Materials: Participant Manual Handout: *The Many Strands that are Woven into Skilled Reading*

Procedure: Refer participants to their handout. Facilitator reviews slide following as led by the animation.

Reading Comprehension - it' a function of...

2:00

- Words we know (and nuances)
- Grammatical structures (that provide a LOT of clues) of English
- Knowledge of Literacy (including oral text) experiences related to:
 - particular varied literacy tasks (familiarity with genre-based texts and tasks (ex: narrations, making comparisons, scanning for details, reading dialogues, the organization of a recipe, etc.)
 - Knowledge of the world/subjects/concepts

Recommendation: "Teaching Content is Teaching Reading" ([link](#))

 Believes

8

Purpose: To identify aspects of reading dependent on LANGUAGE Comprehension

Time: 2:00 min

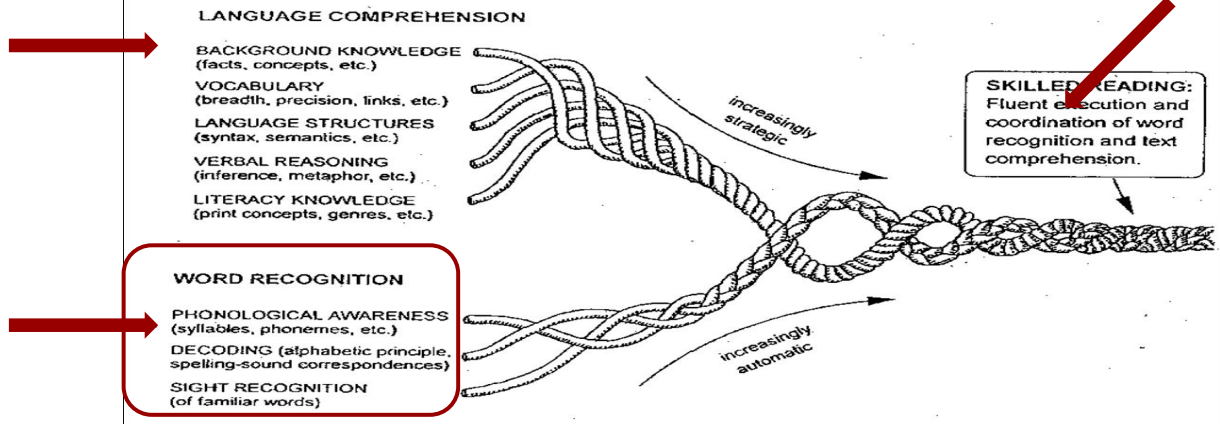
Procedure: Facilitator reviews slide

Consider sending the video link (11:00) to participants if time does not allow for this video

Reading Model: Focus on the bottom part

2:00

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



As included in the Massachusetts Department of Elementary and Secondary Education

9

(animated slide)

Purpose: To introduce a graphic to show various aspects of learning to read

Time: 2 min

Materials: Participant Manual Handout: *The Many Strands that are Woven into Skilled Reading*

Procedure: Refer participants to their handout for diagram. Facilitator reviews slide following as led by the animation.

Comprehension as a function of Word Recognition: Breaking the Code for ELs

2:30

Concept of reading is learned once, then we make connections

- Some teaching strategies can be the same (letter-sound practice, segmentation, rhyming, etc.)
- More attention needed to hearing/pronouncing sounds B/V (Spanish speakers), L/R (Asian speakers), sound of long E/long A and spelling differences (distinguishing by using minimal pairs; bat≠vat)
- English orthography (spelling) is very opaque versus Spanish 1:1 letter-sound correspondence
- Varying alphabets, letters, syllables and some languages use symbols for concepts rather than letters make sounds, then know what that word means (Not letter-sound related - some signs in SLA, Chinese characters)

Meaning? Varies by L1 literacy, more attention, practice, examples, time

 Believes

10

Purpose: To identify aspects of word recognition (decoding and encoding) (especially related to learning English as an additional language)

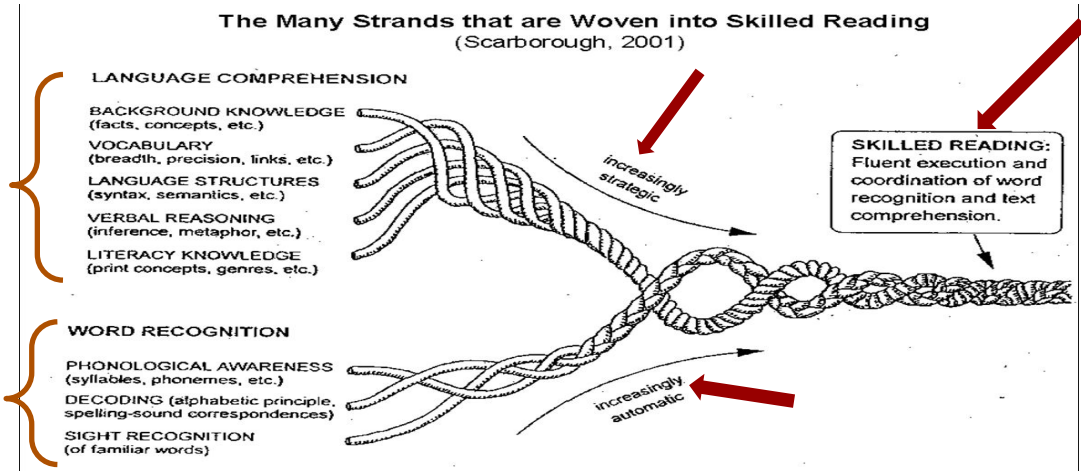
Time: 2:30 min

Procedure: Facilitator reviews slide

Notes for Facilitators: Ex: non-alphabet: The American sign for Red Cross (the concept of a hospital) is to make a cross on your shoulder as if it were a Red Cross emblem. The sign for dog is to pat your hip. In American Sign language one CAN spell out letters of words, but some signs are not dependent on this. Chinese characters are a set of written marks to stand for a concept. The letter-sound aspect does not come into play.

Goal: Skilled Reader but still more language to learn!

1:00



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Believes

As included in the Massachusetts Department of Elementary and Secondary Education

11

(animated slide)

Purpose: To show the desired end product of reading automatically and strategically

Time: 1min

Materials: Participant Manual Handout: *The Many Strands that are Woven into Skilled Reading*

Procedure: Facilitator reviews slide as animation leads.

Talking points:

- Age, prior experiences (of the world) and those with more developed literacy (including ORAL Literacy skills in their L1) will develop this more quickly.

Strategy Effectiveness for Reading for ELs

2:00

More Traditional

- Silent Reading
- Choral Reading (effective for *fluency*, not NEW learning language)
- Round Robin (effective for *participation* but not learning NEW language)
- Disconnected from real life
- Quiz at end of week

Sheltered Content Instruction

- Explicit connections to ELs' lives (for learning leverage)
- Unpack academic mentor text (to see and then copy typical patterns)
- Think-Aloud
- Partner Reading
- Connections to mentor texts (& CCSS)
- Interactive practice



Adapted from Massachusetts Department of Elementary and Secondary Education

12

Purpose: Discuss difference between now and then.

Time: 2 minute

Procedure: Facilitator review slide

Supporting Reading Comprehension and Language Development: Text Features & Text Structures



Use of a Mentor Text

1:00

“A good mentor text will be something student writers can read (individually or as a group), identify techniques and approaches used by the writer, discuss and understand why those approaches were effective, and integrate what they learned from this process into their own writing. A mentor text will *show*, not just *tell*, students how to write well, and allow them to envision the kind of writer they can be as they develop their skills.”

(Dorfman & Cappelli, 2017) as cited by Iowa Reading Research Center

Purpose: To see what one source says about the use of a mentor text

Time: 1:00

Procedure: Review slide

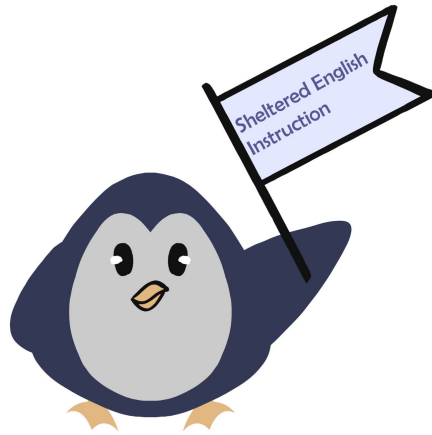
Text Features: What do YOU see here? (Manual)

5:00

Features - Face of the text

-Access link and jot down YOUR answer in Manual

-Time permitting we will look over the typical features in YOUR materials.



Levy, K. (2021, October 5). Fossil Found By Student Naturalists Turns Out To Be New Species Of Ancient Giant Penguins. Retrieved 2022, March 31, from <https://www.dogonews.com/2021/10/5/fossil-found-by-student-naturalists-turns-out-to-be-new-species-of-ancient-giant-penguins>

Note: Because artwork is copyright protected, we have used a logo created JUST for our course!!

Purpose: To apply understandings of Text Features to the course Mentor Text (a news article on a scientific topic)

Time: 5:00

Procedure: Have participants follow directions as they write in their course manual. This is the FIRST row of the chart with three entries entitled, “**Practice Identifying and Analyzing Text Features: Mentor Text & Your Text**”

Talking Points: Let’s practice this first whole class on COMMON text, this particular slide, and then in pairs looking at YOUR OWN text. Bold letters of SOME words in title (for some purposes and based on some writing conventions, parentheses to indicate where to find the article, Colored letters (to give a HINT towards the fact that FEATURES are about the FACE (the “look”) of the text.

There are links (embedded and whole URL copied, A graphic to get our attention, the artist’s signature (a typical features associated with a piece of art). There is also the Logo from LDOE and the Slide number. All things that the writer/designer of the text does to help the reader.

Text Structure:

1:30

- Expert reader (teacher) helps “unpack” typical text structures
- Focus on author’s purpose to meet varied purposes & audience need
- Structures might vary in different cultures
- Point out the structure of the whole text - *what happens when* in the text and for what purpose (ex: orientation to a topic, etc.)
- Provide opportunities for supported student practice
- Invite students to try to emulated the structure & its typical features and structures in their own writing

 **Believes**

16

Purpose: To describe ways teacher can help ELs learn (and eventually apply in writing), knowledge of mentor text structure

Time: 1:30 min

Procedure: Facilitator reviews slide

Moving to Text Structures:

3:00

Fossil Found By Student Naturalists Turns Out To Be New Species Of Ancient Giant Penguins

By Karen Levy, Dogonews [link](#) OCTOBER 5, 2021

When some curious summer campers at the Hamilton Junior Naturalist Club (Junats) set out on an expedition to Kawhia Harbour on New Zealand's North Island, they were just hoping to find some small crustacean fossils. Instead, they discovered a well-preserved skeleton of a new species of a giant penguin that inhabited the area between 27 to 30 million years ago.

The chain of events leading to the amazing discovery dates back to January 2006. Accompanied by Junats fossil expert Chris Templer, the group — aged 10 to 18 — was well into their trek along the majestic harbor when they spotted what looked like an old propeller. However, a closer examination revealed a perfectly preserved penguin skeleton embedded in a block of hardened sandstone. "We were looking for fossil sea urchins, and what we found was a penguin – what a bonus!" Templer told the Waikato Museum.



Levy, K. (2021, October 5). Fossil Found By Student Naturalists Turns Out To Be New Species Of Ancient Giant Penguins. Retrieved 2022, March 31, from <https://www.dogonews.com/2021/10/5/fossil-found-by-student-naturalists-turns-out-to-be-new-species-of-ancient-giant-penguins>

17

Purpose: To point out aspects of reading comprehension related to text structure, first in common course mentor text, then applied to teachers' own typical texts

Time: 3:00

Procedure: Have participants refer to their own copies of the text as teacher-led whole class think-aloud, points out elements such as: Long clear description as title (to entice reader and see if they are interested), Typical news structure such as time sequence, most important answer to Who? What? Where? When? How? Why? next. Less key details with perhaps a quote (specialists) and future implications are toward the end (to allow editor to cut off superfluous parts if the article needs shortening. This is upside down triangle/pyramid format. Parts may be added related to SCIENTIFIC nature of article.

A video for facilitators to look at to prep was created by Boni-esther and is linked on the Clickstop for this session. [Link](#)

Text Structures: Make it Transparent

Making Text Structure Transparent (looking for transfer from students being able to see this structure and ultimately being able to produce texts in this same structure!)

- Unpack text structure of a mentor text (typically organized and commonly related to the content/topic) to have students:
 - Develop the skills to navigate this and similar texts
 - Develop the forms/features (grammatical structures, bodies of vocabulary typically found in that structure, language learning objectives?)
- See the manual for some typical forms/features found in sample content areas. You will likely want to collect more!

Purpose: To describe elements of text structure

Time: 1:30

Procedure: Review slide

Preparation: Facilitator gets ready to point out the handout “**Teaching Text Characteristics and Samples from Content Areas**” and **The Wisconsin Department of Public Instruction handout “Text Structures”**.

The manual contains a few examples of some typical text structures for some content areas. Teachers are encouraged to start to collect ideas such as this from other online resources to become even better experts at how we organize the typical texts of our content area(s).

**Reading Strategy:
Think-Alouds
Teacher -> Student**



Think-Aloud: What do you notice? Jot ideas (former EL)

Fossil Found By Student Naturalists Turns Out To Be New Species Of Ancient Giant Penguins

When some curious summer campers at the Hamilton Junior Naturalist Club (Junats) set out on an expedition to Kawhia Harbour on New Zealand's North Island, they were just hoping to find some small crustacean fossils. Instead, they discovered a well-preserved skeleton of a new species of a giant penguin that inhabited the area between 27 to 30 million years ago.

The chain of events leading to the amazing discovery dates back to January 2006.

Accompanied by Junats fossil expert Chris Templer, the group — aged 10 to 18 — was well into their trek along the majestic harbor when they spotted what looked like an old propeller. However, a closer examination revealed a perfectly preserved penguin skeleton embedded in a block of hardened sandstone. "We were looking for fossil sea urchins, and what we found was a penguin – what a bonus!" Templer told the Waikato Museum.

By Karen Levy, Dagonews [link](#) OCTOBER 5, 2021



Purpose: To model a think aloud with a mentor text with illustrations that are typical for a person who may not have spent their whole life speaking English.

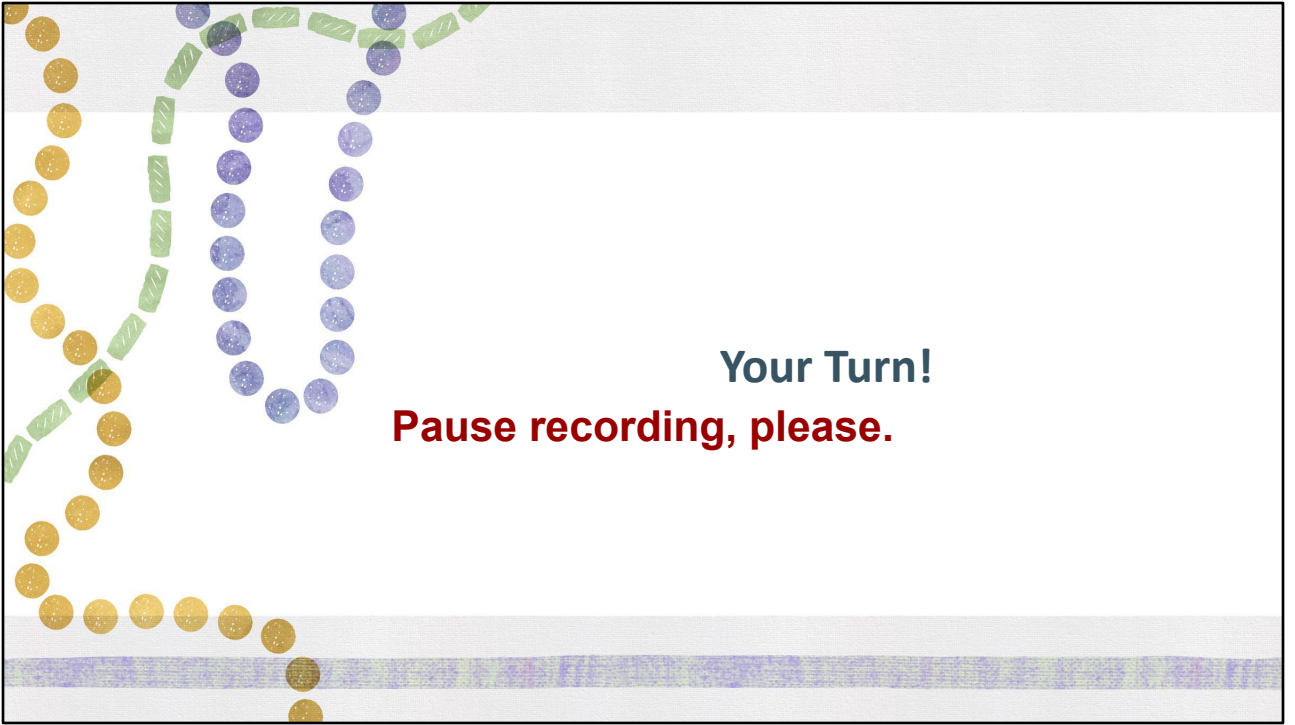
Time: 4:00 min

Preparation:

- 1) For facilitator use in preparation for this session, watch the sample way-to-long but hopefully helpful video sample created by Boni-esther, linked in the Course clickstop for this session and here, [Link](#).
- 2) Instruct participants to jot down (on any piece of paper) what the teacher (competent reader) does during this modeled Think-aloud demonstration.

Procedure:

Facilitator models a whole class think-aloud, showing this slide only and pointing out elements such as: Long clear description as title (to entice reader and see if they are interested), Typical news structure such as time sequence, most important answer to Who? What? Where? When? How? Why? next. Less key details with perhaps a quote (specialists) and future implications are toward the end (to allow editor to cut off superfluous parts if the article needs shortening. This is upside down triangle/pyramid format. Parts may be added related to SCIENTIFIC nature of article.



Think-Aloud: What's nice to see?

4:00

Video: Think Aloud

The Balanced Literacy Diet, YouTube

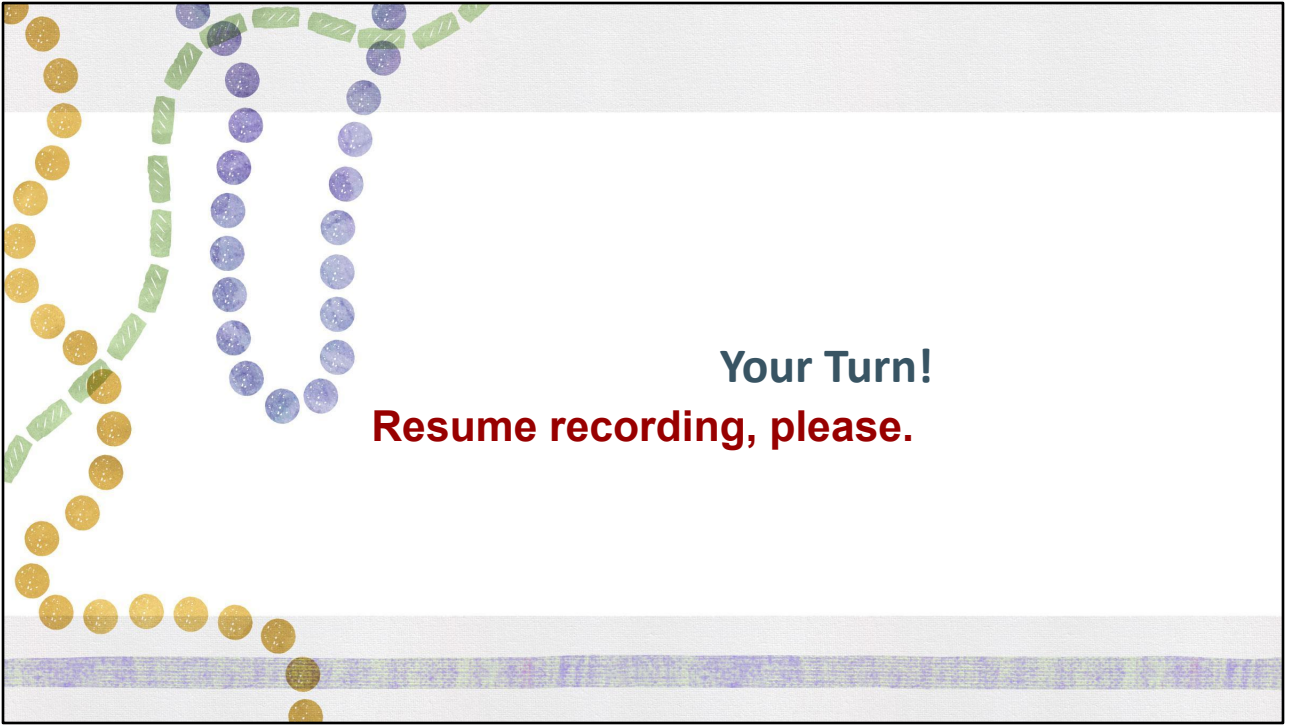
The Balanced Literacy Diet, YouTube.com

Note: No recording of any videos can occur! Copyright issues

Purpose: To provide some comments from a teacher related to Think-alouds to help students develop these skills for themselves!

Time: 4:00

Procedure: Review video and Turn-and-talk what you appreciated seeing



Reading Challenges for ELs: A Summary

4:00

Vocabulary: density of unfamiliar vocabulary, homonyms, synonyms, spelling, idioms, figurative language, unfamiliarity with the connotative and denotative

Grammar, etc.: word order, sentence types, types of verbs

Concepts: unfamiliar story themes, endings, text structures, symbolism, lack of understanding of what the author has left unsaid; information that “everyone knows”

Reading in class: fear of participation or interaction, U.S. dialects, unfamiliarity with some tasks (drawing conclusions, analyzing characters, predicting outcomes, challenging the text)

Adapted from Judy Haynes, May 22, 2015 TESOL International Association

 Believes

24

Purpose: To point out and generate ideas related to some aspects of reading that might affect multilingual readers

Time: 4:00

Procedure: Review slide

Examples:

- 1) One example might be that some readers from some cultures might not be encouraged, or have the habit of questioning the veracity of a text. This might differ from the experience of some readers in other countries.

Think-Aloud (not just “Modeling” or “Shared” Reading)

- Time to slow-down and talk about reading a text at the challenging level
- Don't focus too long on background knowledge development (connecting to ELs and text-to-self connections); If it takes too long, you may have chosen the wrong text or too big of a chunk.
- Avoid the trap of *read-read- read - stop and wonder about a NEW WORD*
- Don't take more than 10 minutes of class time.
- Teach *students* how to think-aloud, re-read texts and develop the “fine art of reading”, *aloud* too, please. Reluctant readers may prefer reading aloud in pairs.
- Don't ask the student doing the *reading aloud* about comprehension when they have been the *performer*; they were focusing on production.

 Believes

Purpose: To model a think aloud with a mentor text

Time: 2:30 min

Procedure: Review slide and point out that the course handouts has a page with some additional considerations “**Think-Alouds: Other Considerations**” to refer to on your own.

Try-out Think-Aloud in Pairs (Manual)

6:00

- Practice Think-Aloud in pairs on a different paragraph of the article
- Consider elements listed in your handouts
- One person reads, other person takes notes
- Switch to the second person trying out the strategy

Purpose: To provide time for participants to practice the Think-aloud strategy

Time: 6:00

Procedure: Review slide, work in in pairs.

Discussion:

What did you observe during this task?

Can you think of other considerations?

Reading Strategy: Partner Reading



Partner Reading (manual)

8:00

- Read over some choices for ways to Partner Read (the first choice uses groups of 3 students, and includes a Newcomer)
- In pairs, choose ONE way and practice with a partner using any paragraph from our mentor text.

Purpose: To provide time for participants to practice the Think-aloud strategy

Time: 8:00

Procedure: Review slide, work in in pairs.

Discussion:

What did you observe during this task?

Can you think of other considerations?

Interactive Strategy: Numbered Heads Together



Directions for Activity: *Numbered Heads Together*

- Teams of 4 members number off 1, 2, 3, 4
- Teacher asks one question to whole class (revealed line by line, next slide)
- Teams quietly “put their heads together” brainstorming a response
- Teacher calls out ONE number & those teachers with that number all stand up
- Teacher calls on each standing person (one at a time) to respond to the question using responses such as: *“I think”, “I agree/disagree with the last person...”, “I’d like to add...”, etc.*

Practice question (before moving to next slide): **How will it feel to be the first one chosen from your group to demonstrate this strategy?**

Purpose: To learn the directions for the interactive strategy “Numbered Heads Together” which can be useful for a summary post-reading, interactive strategy

Time: 1:30

Procedure:

- 1) Read over the slide, having groups of 4 created
- 2) Use the last question to “practice” the activity before going on to the next slide

Questions (revealed line by line)

(cont')
8:00

- What are some of the challenges that ELs might experience when reading in English?
- How would you address background knowledge to support reading comprehension?
- What are some challenges for a *newcomer* reading grade level text?
- Why is it a good idea to teach ELs about text structure?
- What is one challenge a *long-term EL* might have in reading?
- What are some challenges for *SIFE* students?

(animated slide with each line being shown one at a time)

Purpose: To model an interactive strategy

Time: 8:00

Procedure: Go through this animated slide by having questions come up one at a time, and allowing a very short amount of time for groups of 4 to brainstorm answers, before randomly choosing a number 1, 2, 3 or 4.

Discussion: Proceed through all questions (but keeping an eye on the clock).

Discussion: Get 1-2 volunteers to say what was helpful about this strategy?

(Time Permitting) Practice with YOUR Text



Connections to YOUR Text: Text Features

On your own or with a partner, examine the text that you brought and point out some text features.

-How typical are these to YOUR discipline's types of texts?

-How/when might you point them out (teach) to students?

Purpose: To provide practice time applying concepts to your own texts

Time: 5:00

Procedure: Refer participants to section in handouts

Connections to YOUR Text: Text Structures

On your own or with a partner, examine the text that you brought and point out some text structures.

- How typical are these to YOUR discipline's types of texts?
- How/when might you point them out to students?
- Time permitting, share out big findings in whole group.

Purpose: To provide practice time applying concepts to your own texts

Time: 5:00

Procedure: Refer participants to section in handouts

Preview Assignment: Strategy Try-out (Manual)

Let's look over this template in the Appendix 1.

2. Reading Strategy: Teacher Think-Aloud or Partner Reading

Teacher Name:	Date:	Grade/Content Area/How many ELs? Approximate English Proficiency levels:

Lesson Title		
1] How I quickly introduced both the content & the Language Objectives... (type here)		
2] Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed (L, S, R, W) after each task. (type here)		
3] Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.		
Tiered Vocabulary		
Tier 1	Tier 2	Tier 3
(type here)	(type here)	(type here)

Purpose: To refer participants to the assignment.

Time: :30

Procedure: Review slide

Assignment and Additional Resources (Time permitted)



Note: If time is short, just refer participants to Appendix 2 to see the template for the Think-Aloud and Partner reading.

Time permitting look over the EL Connector tools in next few slides. If all participants bring their OWN copies of the EL Connectors to class, they may wish to use their own grade level.

LA Connectors for ELs: Handouts

1:00

Grades 4-5: Louisiana Connectors For English Learners: At-a-Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	<p>An EL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentations.</p>

Purpose: To show one place where reading fits into the EL Connectors

Time: 1:00

Directions:

LA Connectors for ELs: Summarization (p. 48)

1:00

24. Language Function: Summarizing					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Copy out short texts; can copy out single words and short texts	Paraphrase shortwritten passages in a simple fashion, using the original text wording and ordering; pick out and reproduce keywords and phrases or short sentences from a short text within the learner's limited competence and experience	Summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion; summarize the plot and sequence of events in a poem or play; collate short pieces of information from several sources and summarize them for someone else	Summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes	Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result	Modals (would, could, might), Compound tenses (would have been): Students learn to summarize and speculate using modals and compound tenses.

Purpose: To show examples of what ELs might be expected to do at various proficiency levels in regards to Summarization

Time: 1:00

Procedure: Review tool and point out the last column for some typical forms to highlight, practice and consider using for language objectives

LA Connectors for ELs (Appendix A)

1:00



LANGUAGE FUNCTIONS and FORMS

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions
Asking Clarifying Questions	Questions with increasing specificity
Expressing and Supporting Opinions	Sentence structure, modals (will, can, may, shall)
Comparing	Adjectives and conjunctions, comparatives, superlatives, adverbs
Contrasting	Comparative adjectives
Summarizing	Increasingly complex sentences with increasingly specific vocabulary
Persuading	Verb forms
Literary Analysis	Sentence structure, specific vocabulary
Cause and Effect	Verb forms
Drawing Conclusions	Comparative adjective
Defining	Nouns, pronouns, and adjectives
Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
Generalizing	Abstract nouns, verb forms, nominalizations
Evaluating	Complex sentences, increasing specificity of nouns, verbs, and adjectives
Interpreting	Language of propaganda, complex sentences, nominalizations
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
Hypothesizing and speculating	Modals (would, could, might), compound tenses (would have been)



38



Purpose: To show examples of typical language forms/features associated with selected language functions. Helpful for creating language objectives.

Time: 1:00

Procedure: Show the location of this helpful document to consider featuring related to types of texts and tasks. Consider using for language objectives

Language Objectives for Reading



Sample Language Objectives: Reading (Manual)

0-2:00

1. SWBAT read (by pointing out) or retell the sequence of events in a story using sequence terms: *In the beginning, before long, after a while, etc.* (Please avoid doing too much of *first, next, then, lastly; they get a LOT of play*)
2. SWBAT identify examples of the lack of personal voice/pronouns and the use of the passive voice in science texts. (example: Results were observed)
3. SWBAT discuss when events happened, attending to expressions of time. Ex: *Long before, shortly after, at the onset of...* (in a math word problem or a Social Studies text)

Your ideas?	
1.	
2.	
3.	

Purpose: To provide some language objectives related to READING

Time: 0-2:00

Procedure: Refer participants to these examples in the handouts.

Review Content & English Lang. Objectives: PWBAT

- Conduct a reading comprehension think-aloud
- Compare text features to text structures
- Compare the difference between text features and text structures using comparative terms: *although, whereas and in comparison to...*

Purpose: To provide examples of content and language objectives related to this lesson

Time: 2:00

Procedure: Review slide



**Thank you for your
Participation!!**