Adaptation of Text for English Language Learners

Elizabeth Góngora
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Objectives for Today

Content Objective

• Identify available tools to assist teachers in the adaptation of text to meet the linguistic needs of English Learners (ELs)
• Select from a variety of techniques for adapting content to students’ proficiency and cognitive levels
• Present their ideas for implementation of the tool(s)

Language Objective

• Read sections of Texas Educator Standards and T-TESS to make connections to today’s learning
• Collaborate with a group to discuss how the tool could be used to facilitate learning of ELs
Why is this important?

• Provides access to the curriculum
  • Textbooks and other resources are usually written at a higher reading level
  • Too much information can be overwhelming

• SIOP Feature 5: Adaptation of Content to All Levels of Student Proficiency
Why is this important?

**Texas Educator Standards**

- **Standard 1 – Instructional Planning and Delivery**
  - B – developmentally appropriate, standards-driven lessons
    - B ii – Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students
    - B iii – Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals
  - C – diverse learners, adapting methods

- **Standard 2 – Knowledge of Students and Student Learning**
  - A – belief that all students have the potential to achieve
    - A ii – create a community of learners in an inclusive environment
  - B – acquire, analyze, and use background information to engage students in learning
    - B ii – understand the unique qualities of students with exceptional needs...and know how to effectively address these needs through instructional strategies and resources
Why is this important? – **T-TESS**

- **Dimension 1.1 Standards and Alignment** – All activities, materials and assessments that...are *appropriate for diverse learners*
- **Dimension 1.2 Data and Assessment** – analysis of student data *connected to* specific instructional strategies
- **Dimension 1.3 Knowledge of Students** – *adjustments* to address strengths and gaps in background knowledge, life experiences and *skills of all students*
- **Dimension 1.4 Activities** – activities, resources, technology and instructional materials that are aligned to instructional purposes, are *varied and appropriate* to *ability levels of students*
- **Dimension 2.4 Differentiation** – *adapts* lessons to address individual needs of all students; provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught
Definition

For purposes of this session, we will use the following definition:

**Adapted text** – text and other resource materials that have been made accessible for all students (include controlled vocabulary and include grade-/age-appropriate concepts)
Possible Examples

• Native language text – to supplement a textbook or clarify key concepts
• Podcasts / Audible books
• Summarizing the text to focus on the key points of information
  • Outline
  • List of bulleted points
  • Graphic organizer
• Elaborating the text to add information
  • Embedded definitions
  • More background information
• Rewriting text – include a topic sentence with several sentences providing supporting details
  • Small sequential steps
  • Logical chunks of information
  • Short, simpler sentences
Guiding Principles when Rewriting Text

• Decide what students need to learn from the text
• Focus on concrete concepts first, then abstract
• Reduce nonessential details
• Relate new information to students’ experiences
• Use visual representations – maps, charts, timelines, outlines
• Simplify vocabulary but keep key concepts and technical terms
• Elaborate to explain concepts if necessary
• Check word choice and sentence order
Learning / Demonstration

**TEKS – 7th Grade: Texas History**

(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:

- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;
- (B) describe the positive and negative consequences of human modification of the physical environment of the United States; and
- (C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.
TexQuest

What is TexQuest and Who Can Participate?

TexQuest is a statewide digital resources program of the Texas State Library and Archives Commission that provides anytime, anywhere access to high quality, authoritative digital resources to all educators, students and students' immediate families in public schools and open enrollment charter schools in the great state of Texas.

ESC 20

Education Service Center, Region 20 serves as the TexQuest Support Center and is responsible for help desk, technical assistance, outreach, communication, and training to support the program.

- www.texquest.net
- Contact your school librarian for username and passwords
TexQuest: Britannica School
Newsela

- NEWSELA
- You will need to create an account
Rewordify

- [https://rewordify.com/](https://rewordify.com/)

**Rewordify.com** is powerful, free, online software that improves reading, learning, and teaching. This site can:

- Intelligently simplify difficult English, for faster comprehension
- Effectively teach words, for building a better vocabulary
- Help teachers save time and produce engaging lessons
- Help improve learning outcomes

Rewordify.com's amazing features have helped millions of people read billions of words more easily.
Google tools

• Read & Write for Google Chrome
  • Apps (top left corner)
    • Webstore
      • For Sharyland isd
        • Select read&write (purple puzzle piece icon)
          • Visit website

• Tools
Google tools: Read Aloud
Text to Speech (TTS)
Google tools: Translate
Google tools: Simplify (premium)
Textbook Resources

- Login to one of your textbook sites
  - Look for an ELL supplement
  - Look for differentiation ideas provided by the publisher/author(s)
How does this fit with Sheltered Instruction?

**Sheltered Instruction Components**

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application
- Lesson Delivery
- Review and Assessment
How does this fit with Collaborative Strategic Reading (CSR)?

<table>
<thead>
<tr>
<th>CSR Components</th>
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<tbody>
<tr>
<td><strong>Preview</strong></td>
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<tr>
<td>Read; Brainstorm; Predict</td>
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<tr>
<td><strong>Click &amp; Clunk</strong></td>
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<tr>
<td>Clunks &amp; Fix-Up Strategies</td>
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<tr>
<td><strong>Get the Gist</strong></td>
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<tr>
<td>Main Idea</td>
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<tr>
<td><strong>Wrap Up</strong></td>
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<tr>
<td>Question &amp; Review</td>
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How does this fit with Writing Across the Curriculum (WAC)?

<table>
<thead>
<tr>
<th>WAC Components</th>
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<tbody>
<tr>
<td>Read</td>
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<tr>
<td>Think</td>
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<tr>
<td>Write</td>
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Implications; Application; Activities; Strategies

- Implications
- Application
- Activities
- Strategies
Curriculum Implications

• Grade level TEKS are accessible to students
Instruction

- Strategy
- Activity
- Potential Pitfalls
Assessment

- In class
- District
- State
Comments / Questions
References

• NEWSELA
• Texas Education Agency – TEKS
• TexQuest
Contact Information

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