



Adaptation of Text for English Language Learners

Elizabeth Góngora





Need / Data

	2016 Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6+	
N U M B E R Of ELLs	3 rd	15	22	230	21	0	0	
	4 th	19	12	15	208	19	0	
	5 th	13	17	13	14	180	35	
	6 th	8	15	20	9	13	147	
	7 th	18	21	9	6	13	72	
	8 th	16	19	9	13	12	86	
	9 th	38	13	19	15	7	53	
	10 th	3	13	8	7	9	39	
	11 th	0	14	8	15	13	28	
	12 th	0	1	13	14	14	44	
	TOTALS		130	147	344	322	280	504

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.



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
- Gale Cengage Learning
- Adam Matthew
 - The American West
 - American Indian Histories and Cultures



TexQuest: Britannica School

Britannica School



Newsela

- [NEWSELA](#)
- You will need to create an account



Rewordify

- <https://rewordify.com/>

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

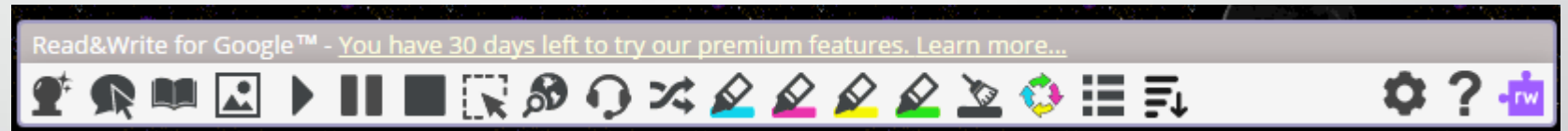
- Intelligently [simplify difficult English](#), for faster comprehension
- Effectively [teach words](#), for building a better vocabulary
- Help teachers [save time](#) and produce [engaging lessons](#)
- Help [improve learning outcomes](#)

Rewordify.com's [amazing features](#) have helped millions of people read billions of words more easily.



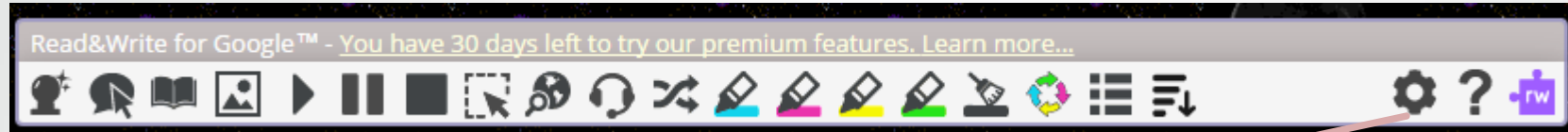
Google tools

- 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 Docs and Web Supports
- Text to Speech (TTS)
- Change TTS Voice
- Change TTS Speed
- Translator
- Change Translator Language
- Mult-Language Support

Settings

Speech

Prediction

Language

About

Voice: US Ava - Vocalizer

Speed: Very slow Slow Medium Fast

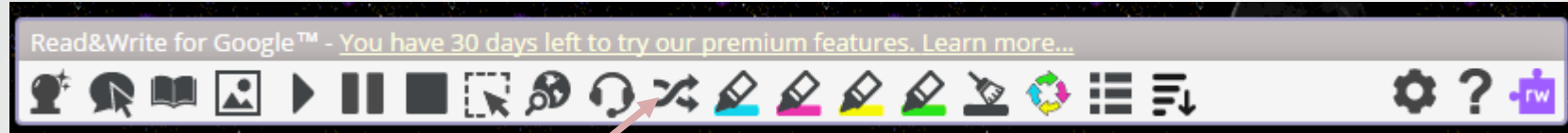
Reading: Continuous reading

Translation: Español

OK Cancel



Google tools: Translate



- Google Docs and Web Supports
- Text to Speech (TTS)
- Change TTS Voice
- Change TTS Speed
- Translator
- Change Translator Language
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Settings

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Speed: Very slow, Slow, Medium, Fast

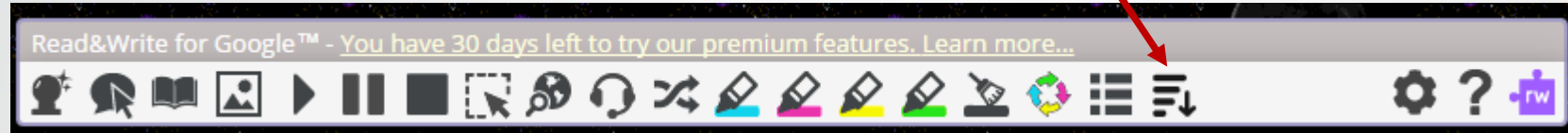
Reading: Continuous reading

Translation: Español

OK Cancel



Google tools: Simplify (premium)



Read&Write for Google™ - You have 30 days left to try our premium features. Learn more...

Moonlight Madness

The **revolution** of the Moon around the Earth causes the Moon to appear to change shape in the sky. These apparently different shapes are called "phases" of the Moon. The Moon passes through a cycle of eight phases which repeats itself every 29.5 days. There is no definite starting point for the cycle, but phases follow one behind the other in a strict order. Below you will find photographs of each of the eight Moon phases as well as the names and a brief description of each phase. First, match the name of each Moon phase to the photograph of the Moon during that phase. Next, STARTING WITH THE PHOTOGRAPH OF THE NEW MOON AS NUMBER 1, number the photographs to reflect the order in which the phases are viewed from the Earth.

New Moon: lighted side of the Moon faces away from the Earth.

Waxing Crescent: a small part of the Moon appears lighted and grows larger on successive days.

First Quarter: the right half of the Moon appears lighted, with the lighted part growing larger on successive days.

Waxing Gibbous: more than half of the Moon appears lighted, with more and more becoming lighted on successive days.

Full Moon: lighted side of the Moon faces toward Earth.

Waning Gibbous: more than half of the Moon appears lighted, with less and less becoming lighted on successive days.

Third Quarter: the left half of the Moon appears lighted, with the lighted part growing smaller on successive days.

Waning Crescent: a small part of the lighted Moon is visible and grows smaller on successive days.

	A	B	C
Phase	Choose a phase ▼	Choose a phase ▼	Choose a phase ▼
Order	order	order	order

+ Simplify -

Read&Write for Google™ - You have 30 days left to try our premium features. Learn more...

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Waxing on successive days.



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)?

CSR Components

Preview

Read; Brainstorm;
Predict

Click & Clunk

Clunks & Fix-Up
Strategies

Get the Gist

Main Idea

Wrap Up

Question & Review



How does this fit with Writing Across the Curriculum (WAC)?

WAC Components

Read

Think

Write



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

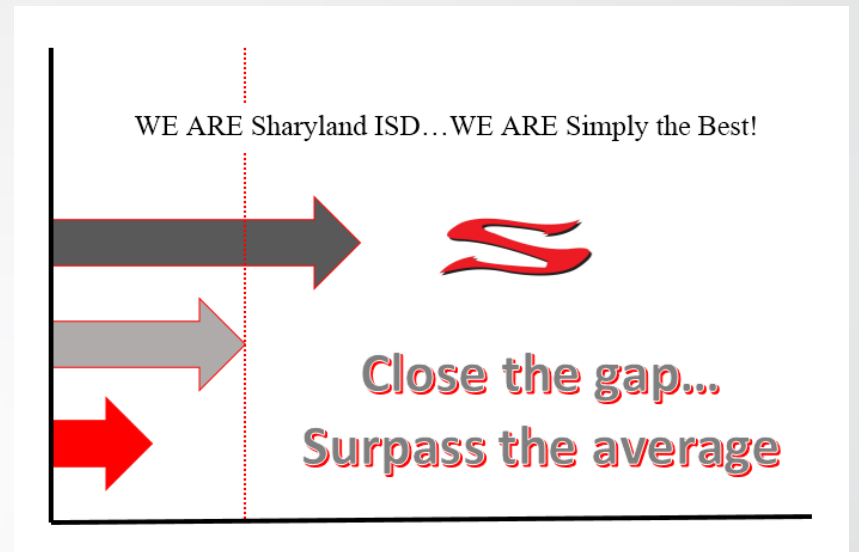


References

- [NEWSELA](#)
- [Texas Education Agency – TEKS](#)
- [TexQuest](#)



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