DEVELOPING ACADEMIC LANGUAGE USING PAIRED TEXT

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WHAT IS DIFFERENT ABOUT THE CCSS

- The standards are integrated.
- The standards emphasize critical thinking and collaboration.
- Students need to read and hear complex text.
- Students participate in and discuss close reading of text.
**Anchor Standards**

**Key Ideas and Details**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**
- 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.

**Integration of Knowledge and Ideas**
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**Supporting English Learners**

- Learning is a social process, design learning opportunities that integrate reading, writing, speaking, and listening with practice for each discipline.
- Use ELLs’ home language, their cultural assets, and prior knowledge as a bridge to connect to new learning and in making content meaningful and comprehensible.
- Provide appropriate and deliberate scaffolds to support for rigorous and standards-aligned learning.
- Take into account ELL’s English proficiency level(s) and prior schooling experiences and design instruction accordingly.
- Instruction should equip ELLs’ with strategies necessary to comprehend and use language in a variety of academic settings.
- Formative assessment should be used to measure students’ content knowledge, academic language competence, and participation in academic studies. Assessment allows teachers to monitor students’ learning so that they may adjust instruction.

Adapted from Stanford University – Understanding Language 2013
**Paired Complex Text**
- Extends understanding of each text
- One text and builds background knowledge for reading related text
- Provides experiences with various genres and content areas
- Demonstrate how different genres provide students with different lenses for interpreting text
- Highlight different text structures, specialized academic vocabulary, text features
- Increases academic vocabulary (common vocabulary in different context)
- Increases motivation

**Strategies to Support Comprehensible Input**
- Use primary language to preview and review lessons
- Use visuals and realia
- Scaffold content area learning with charts, diagrams, and graphic organizers
- Write down key words
- Use technology, Power Point, e-readers, videos, blogs, and media
- Check frequently for comprehension
- Utilize collaborative activities

[Freeman, Freeman, 2007]
**READING & ENGLISH LEARNERS**

- Use culturally relevant materials
- Connect reading to background knowledge and experiences
- Give students opportunities to discuss reading
- Replace discrete skill exercises with reading opportunities
- Read aloud frequently
- Stimulate content knowledge before reading
- Teach key vocabulary
- Experiences in writing help clarify reading

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**ACADEMIC LANGUAGE**

<table>
<thead>
<tr>
<th>Aspect of Proficiency</th>
<th>Everyday English</th>
<th>Academic English</th>
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</thead>
<tbody>
<tr>
<td>Language Domains</td>
<td>More use of listening and speaking</td>
<td>More use of reading and writing</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Minor errors are acceptable</td>
<td>High standard of accuracy in grammar and vocabulary</td>
</tr>
<tr>
<td>Linguistic Functions</td>
<td>More reliance on narrative such as describing</td>
<td>Persuading, analyzing, interpreting, hypothesizing</td>
</tr>
<tr>
<td>Cognitive Demands</td>
<td>Highly contextualized</td>
<td>Fewer context clues, rely on prior knowledge of content and language</td>
</tr>
<tr>
<td>Range of Knowledge</td>
<td>Requires smaller lexicon</td>
<td>Requires knowledge of more than 20,000 word forms and grammatical rules</td>
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</tbody>
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**Common Core Standards Planning Cycle**

1. **Standards**
2. **Big idea - Essential questions**
3. **Outcome - How will students demonstrate their learning?**
4. **Plan - How will I support EL students?**
5. **Teach**
6. **Assess**
7. **Reteach**

- **Example:**
  - **Word:** convince
  - **Meaning:** to make someone do something
  - **Language and extension:**
    - Convincing
    - Convinced

  - Comment: They **convinced** me to go to the park when they told me they were going to play tag.
**Paired Text**

**Stellaluna**  
Janeil Cannon

**BATS**  
By Gail Gibbons

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**Paired Text**

**Alatorcida**  
Janell Cannon

**EL BOSQUE TROPICAL**  
Helen Cowcher
INTERACTIVE READ ALOUD

- Present information students can’t access as independent readers
- Promotes reading as a learning and thinking tool
- Model English language through oral reading
- Develop active listening
- Share information and build background knowledge
- Demonstrate reading strategies for comprehension
- Encourage a love of reading

(Chen, Mora-Flores, 2006)

PLANNING FOR INTERACTIVE READ ALOUDS

1. Select a text
2. Preread the text and mark stopping points with sticky notes
3. Determine language and comprehension challenges and develop appropriate scaffold
4. Develop language frames to scaffold language
5. Develop questions for think-pair-share, stop and jots, or think-pair-write
6. Tap prior knowledge
7. Read!
PAIR ED TEXT - LITERARY

HOW DOES THE INTERACTIVE READ ALOUD SUPPORT ELs

- Build background knowledge
- Focus students attention to illustrations and vocabulary
- Visual support for comprehensible input
- Teacher repeats student's ideas in complete sentences
- Students interact and rehearse language, use new vocabulary
- Language frames to support language objective and language function
- Context for language

(Chen, Mora, 2006)
NARRATIVE TEXT STRUCTURES

Comparing and Contrasting Two Texts
STUDENT RESPONSES

LANGUAGE EXPERIENCE APPROACH

LEA (Ashton-Warner, 1959; Dixon & Nessel, 1983) for young readers and ELLs at the earliest levels of proficiency.

- Identify and discuss a topic (shared experience or visual)
- Students orally share ideas
- Teacher records the information
- With the teachers support, students are able to read their own sentences and more easily retain vocabulary and sentence structure.
INNOVATIONS

• Familiar stories
• Pattern books
• Own version of favorite stories
• Create class books

INFORMATIONAL TEXT

• Teach features of informational text.
• Tap prior knowledge/Build background
• Use thinking maps to delve deeper into informational text.
• Use visuals to support comprehensible input and vocabulary.
• Integrate reading standards with social studies, science, speaking and listening standards
**Graphic Organizer and Sentence Frames**

- Both have __. __ is not __.
- Both __ and __ are __.
- They are different because __ and __ are similar because __.

**Discussion Frames**

- My idea about this is __.
- I think __ because __.
- I agree with __ because __.
- I disagree with __ because __.
- I would like to add to __’s idea.
Paired Text - Informational

Vocabulary Building Charts
 VOCABULARY BUILDING CHART

 PAIRED TEXT - INFORMATIONAL

 Apples for Everyone
 BY JILL ESBAUM
 SCHOLASTIC

 How Do Apples Grow?
 by_LIMIT Maestro • Illustrated by Guido Mazzeto

 SCHOLASTIC
Organize New Learning

Parts of an Apple

Leaf
Stern
Seeds
Skin
Flash

Paired text - Informational

La vida del pingüino
Los Pingüinos
ORGANIZING NEW LEARNING

- Organize curriculum around “big ideas”
- Identify standards to be taught
- Develop essential questions
- Develop assessments
- Incorporate a variety of resources (books, newspaper, magazines, videos, etc.)
- Utilize text sets
- Incorporate culturally relevant texts

INTEGRATED UNITS OF STUDY
REFERENCES


THANK YOU FOR ATTENDING!

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