Supporting English Learners in the English Language Arts and Reading Classroom

Adriane Geronimo
Midland Senior High School
Elevate! 2019
Build Big Dreams
Introduction

• Midland High School Newcomer Academy
• Newcomer 1:
  • Reading 1
  • Practical Writing Skills
Motivation

• English language development support embedded within ELAR classroom
• English STAAR intervention from general education English teachers
Learning Target:
• Use strategies to teach reading and build relationships with ELs in the regular ELAR classroom

Essential Question:
• What strategies can we use in the ELAR classroom to meet the particular needs of ELs?
Agenda

- Matching Texts to Readers
- Vocabulary Learning
- Highlighting and Annotating
- Building Relationships
Matching Texts to Readers
Matching Texts to Readers

March 2017 STAAR Reading, Grade 8

- Scale Score: 1534
- Raw: 20/44
- Percent: 45%
- Lexile Measure: 850L
- Does Not Meet

Testing Reporting Categories

```
<table>
<thead>
<tr>
<th>Category</th>
<th>Student</th>
<th>Campus</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>3</td>
<td>75%</td>
<td>60%</td>
<td>70%</td>
</tr>
</tbody>
</table>
```

Mission: All students will graduate prepared and ready for college or career.
Matching Texts to Readers

<table>
<thead>
<tr>
<th>Fall 2018 Retest STAAR EOC, English I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale Score: 3601</td>
</tr>
<tr>
<td>Raw: 33/68</td>
</tr>
<tr>
<td>Percent: 49%</td>
</tr>
<tr>
<td>Written Comp Score 1: 3</td>
</tr>
<tr>
<td>Lexile Measure: 100SL</td>
</tr>
<tr>
<td>Does Not Meet</td>
</tr>
</tbody>
</table>

Testing Reporting Categories

- **1**: 100%
- **2**: 75%
- **3**: 50%
- **4**: 25%
- **5**: 0%
- **6**: 0%

- **Student**
- **Campus**
- **District**
Matching Texts to Readers

Classroom Summary
Istation Reading results
at Istation Demo – 2015/2016 School Year

**Critical Intervention**
0 students have been identified at or below the 10th percentile and in need of critical intervention.

### Students in Tier 2

<table>
<thead>
<tr>
<th>Name</th>
<th>ISIP (Overall ability)</th>
<th>Percentile Rank</th>
<th>Lexile Level</th>
<th>Grade Equivalent</th>
<th>Usage (hours)</th>
<th>Current Cycle</th>
<th>Reading Curriculum (including ISIP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>Jane Student</td>
<td>233</td>
<td>38</td>
<td>330L</td>
<td>3.0</td>
<td>1.2</td>
<td>12</td>
<td>✓</td>
</tr>
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</table>

### Students in Tier 1

<table>
<thead>
<tr>
<th>Name</th>
<th>ISIP (Overall ability)</th>
<th>Percentile Rank</th>
<th>Lexile Level</th>
<th>Grade Equivalent</th>
<th>Usage (hours)</th>
<th>Current Cycle</th>
<th>Reading Curriculum (including ISIP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>Joe Student</td>
<td>231</td>
<td>69</td>
<td>265L</td>
<td>2.8</td>
<td>1.6</td>
<td>5</td>
<td>✓</td>
</tr>
</tbody>
</table>
Matching Texts to Readers

Student Summary Handout
for 2nd Grade - 10
at George Washington Elementary School - 2014/2015 School Year

Abdullah

Program Overview

Current Reading Program Cycle: 9
Last Date Used: Mon May 04 2015 12:54:36 PM (-05:00)

Program Usage (hours): 18.1
Lexile Student Measure: 565L
Matching Texts to Readers

Program Overview

Current Reading Program Cycle: 8
Last Date Used: Thu May 23 2013 11:06:07 AM (-05:00)

Program Usage (hours): 28
Lexile Student Measure: 115L

Aalivia

Overall Reading: Tier 2 Performing moderately below grade level and in need of intervention.
Grade Equivalent: 1.8 (Performing as an average 1st Grade student who took this test in April.)

Overall Reading

<table>
<thead>
<tr>
<th>Ability Index</th>
<th>Sep 2012</th>
<th>177</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td></td>
<td>217</td>
</tr>
<tr>
<td></td>
<td></td>
<td>237</td>
</tr>
</tbody>
</table>

Ability Index for May: 224
Percentile Rank: Better than or equal to 38% of students who took this test in May.

Letter Knowledge

<table>
<thead>
<tr>
<th>Ability Index</th>
<th>Sep 2012</th>
<th>158</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>179</td>
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<tr>
<td></td>
<td></td>
<td>199</td>
</tr>
<tr>
<td></td>
<td></td>
<td>219</td>
</tr>
</tbody>
</table>

Ability Index for December: 240
Percentile Rank: Better than or equal to 99% of students who took this test in December.

Phonemic Awareness

<table>
<thead>
<tr>
<th>Ability Index</th>
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<th>156</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>176</td>
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<tr>
<td></td>
<td></td>
<td>196</td>
</tr>
<tr>
<td></td>
<td></td>
<td>216</td>
</tr>
</tbody>
</table>

Ability Index for May: 223
Percentile Rank: Better than or equal to 92% of students who took this test in May.

Provides Summary of Student Performance for the current school year
Matching Texts to Readers

<table>
<thead>
<tr>
<th>All Students</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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</thead>
<tbody>
<tr>
<td>Alvarez-Salas, Fatima</td>
<td>370L</td>
<td>565L</td>
<td>250L</td>
<td>8340L</td>
<td>295L</td>
<td>420L</td>
<td>495L</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Bishop, Genevieve</td>
<td>740L</td>
<td>820L</td>
<td>615L</td>
<td>915L</td>
<td>1150L</td>
<td>830L</td>
<td>715L</td>
<td>945L</td>
<td></td>
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<tr>
<td>Caldwell, Lailah</td>
<td>585L</td>
<td>635L</td>
<td>805L</td>
<td>1060L</td>
<td>1090L</td>
<td>570L</td>
<td>690L</td>
<td>805L</td>
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<tr>
<td>Gamacho Vergara, Karla</td>
<td>850L</td>
<td>1200L</td>
<td>880L</td>
<td>1200L</td>
<td>775L</td>
<td>965L</td>
<td>100S</td>
<td>865L</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Camp, Savannah</td>
<td>545L</td>
<td>265L</td>
<td>890L</td>
<td>1355L</td>
<td>295L</td>
<td>255L</td>
<td>325L</td>
<td>25L</td>
<td></td>
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<td>Davis, Natalya</td>
<td>445L</td>
<td>260L</td>
<td>505L</td>
<td>455L</td>
<td>585L</td>
<td>675L</td>
<td>610L</td>
<td>785L</td>
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<td>Devore, Emma</td>
<td>1200L</td>
<td>1200L</td>
<td>1200L</td>
<td>1085L</td>
<td>1200L</td>
<td>805L</td>
<td>1200L</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Ferrell-Solder, Jaden</td>
<td>500L</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>525L</td>
<td>740L</td>
<td>615L</td>
<td>805L</td>
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<tr>
<td>Frye, Keegan</td>
<td>410L</td>
<td>265L</td>
<td>225L</td>
<td>365L</td>
<td>215L</td>
<td>205L</td>
<td>345L</td>
<td>405L</td>
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<tr>
<td>Gainer, Johana</td>
<td>495L</td>
<td>415L</td>
<td>585L</td>
<td>530L</td>
<td>760L</td>
<td>680L</td>
<td>580L</td>
<td>640L</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hutto, Matthew</td>
<td>1200L</td>
<td>670L</td>
<td>1200L</td>
<td>690L</td>
<td>1200L</td>
<td>940L</td>
<td>510L</td>
<td>695L</td>
<td></td>
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<td>Ibarra, Cristian</td>
<td>340L</td>
<td>400L</td>
<td>475L</td>
<td>515L</td>
<td>515L</td>
<td>445L</td>
<td>450L</td>
<td>565L</td>
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<td></td>
</tr>
<tr>
<td>King, Ryley</td>
<td>175L</td>
<td>45L</td>
<td>215L</td>
<td>215L</td>
<td>355L</td>
<td>255L</td>
<td>350L</td>
<td>325L</td>
<td></td>
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<tr>
<td>Knox, Ezra</td>
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<td>505L</td>
<td>490L</td>
<td>520L</td>
<td>385L</td>
<td>465L</td>
<td>490L</td>
<td>590L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Matching Texts to Readers

**How likely are my students to be on track for College and Career when the State Assessment is administered?**

*December 6, 2016*

The data below show projected student readiness for College and Career at the time of the State Assessment, using Lexile® grade-specific bands from the Common Core State Standards.

Class: ENG LANG ARTS GR 8

<table>
<thead>
<tr>
<th>#</th>
<th>User Name</th>
<th>Grade</th>
<th>Lexile</th>
<th>Lexile Updated Date</th>
<th>Current Readiness</th>
<th>Forecasted Readiness</th>
<th>Lexile Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alberto, Raymond</td>
<td>8</td>
<td>500L</td>
<td>09/07/2016</td>
<td>Falls far below</td>
<td>72% 28% 0% 0%</td>
<td>1010 - 1187L</td>
</tr>
<tr>
<td>2</td>
<td>Chao, Benjamin</td>
<td>8</td>
<td>1060L</td>
<td>11/30/2016</td>
<td>Meets</td>
<td>0% 26% 62% 12%</td>
<td>1190L and Above</td>
</tr>
<tr>
<td>3</td>
<td>Camarena, Alana</td>
<td>8</td>
<td>755L</td>
<td>11/30/2016</td>
<td>Approaches</td>
<td>9% 89% 2% 0%</td>
<td>1010 - 1187L</td>
</tr>
</tbody>
</table>
Matching Texts to Readers

• Renaissance 360
• Read 180
Matching Texts to Readers

- ReadTheory
  - readtheory.org
My Friend

A A A

My name is Julie. I have a friend. My friend’s name is Jessica. She lives in California, and she’s seventeen years old. Jessica is cool. I like her a lot. Jessica is smart. She likes to read. She is a good reader. She is good at math, too. It is her best subject.

I like to eat lunch with her. We eat lunch on Monday, Tuesday, and Wednesday. Jessica is my friend.

No sources were consulted in the composition of this passage.
My Friend

A  A  A

My name is Julie. I have a friend. My friend’s name is Jessica. She lives in California, and she’s seventeen years old. Jessica is cool. I like her a lot. Jessica is smart. She likes to read. She is a good reader. She is good at math, too. It is her best subject.

 I like to eat lunch with her. We eat lunch on Monday, Tuesday, and Wednesday. Jessica is my friend.

No sources were consulted in the composition of this passage.

How old is Julie’s friend?

A. 15 years old
B. 16 years old
C. 17 years old

Sorry, that’s incorrect.

Explanation:
In the second paragraph, Julie says that Jessica is "seventeen years old." We can understand from this that Julie’s friend is 17 years old. Choice (C) is correct.
Quick! Pass that truck so you can cross through the intersection before the light turns red! Okay, good job. You made it through the yellow light. But wait...slow down. The light at the next intersection is already red.

Does this scenario sound familiar? Many people believe that driving fast and weaving through traffic can decrease travel time. However, studies show that the speed at which you drive has little, if any, overall impact on the amount of time you spend in the car. Given the ubiquitous presence of traffic lights, all drivers, no matter how fast, are destined to get caught at a red light at some point during their commute.

Based on this rationale, it is the decision of the SAE to oppose Act #1432 of the Piedmont Community Legislative Commission; it is our
already red.

Does this scenario sound familiar?
Many people believe that driving fast and weaving through traffic can decrease travel time. However, studies show that the speed at which you drive has little, if any, overall impact on the amount of time you spend in the car. Given the ubiquitous presence of traffic lights, all drivers, no matter how fast, are destined to get caught at a red light at some point during their commute.

Based on this rationale, it is the decision of the SAE to oppose Act #1432 of the Piedmont Community Legislative Commission; it is our belief that city and highway speed limit laws should remain unchanged. Moreover, in hopes of precluding the appearance of similar acts in the future, we encourage commissioners to acknowledge the futility of tampering with preexisting speed limits given what we know about the true causes of increased travel time.

No sources were consulted in the composition of this passage.
Lexile® Level Progression

Lexile text measures of the passages read by the student

This graph does not indicate the student's level of comprehension of the passages or the Lexile measure of the student.

Mission: All students will graduate prepared and ready for college or career.
<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Date</th>
<th>Level</th>
<th>Lexile</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>#109</td>
<td>Jackie Robinson: Baseball Hero</td>
<td>11/15/2018</td>
<td>Five</td>
<td>630L</td>
<td>40%</td>
</tr>
<tr>
<td>#108</td>
<td>One Hundred Dollars</td>
<td>11/15/2018</td>
<td>Four</td>
<td>690L</td>
<td>100%</td>
</tr>
<tr>
<td>#107</td>
<td>Bottle Deposits</td>
<td>11/15/2018</td>
<td>Four</td>
<td>800L</td>
<td>80%</td>
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<tr>
<td>#106</td>
<td>Vision</td>
<td>11/13/2018</td>
<td>Three</td>
<td>620L</td>
<td>100%</td>
</tr>
<tr>
<td>#105</td>
<td>Many Languages</td>
<td>11/13/2018</td>
<td>Two</td>
<td>250L</td>
<td>100%</td>
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<tr>
<td>#104</td>
<td>Franny's Ball</td>
<td>11/13/2018</td>
<td>One</td>
<td>150L</td>
<td>100%</td>
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<tr>
<td>#103</td>
<td>The Weather</td>
<td>11/08/2018</td>
<td>One</td>
<td>200L</td>
<td>60%</td>
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<tr>
<td>#102</td>
<td>How Plants Eat</td>
<td>11/08/2018</td>
<td>Two</td>
<td>400L</td>
<td>60%</td>
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<tr>
<td>#101</td>
<td>Tessie Learns</td>
<td>11/05/2018</td>
<td>One</td>
<td>350L</td>
<td>100%</td>
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<tr>
<td>#100</td>
<td>Reduce, Reuse, and Recycle!</td>
<td>11/05/2018</td>
<td>Two</td>
<td>450L</td>
<td>50%</td>
</tr>
</tbody>
</table>
Matching Texts to Readers

ReadWorks

- readworks.org
- Leveled Passages
- StepReads: same content at multiple levels for some passages
Do you know where the most expensive house in the universe is located? Some might guess Hollywood, where some of the richest and most famous movie stars have their homes. Others might think of New York City, where a one-bedroom apartment in Manhattan can cost more than a mansion in the suburbs. But they would all be wrong, because this is a trick question. The most expensive house isn’t even properly located on Earth. It’s the International Space Station (ISS), which is circling in orbit above us right now. The cost to
Do you know where to find the most expensive house in the universe? Some people might guess Hollywood because that's where some of the richest and most famous movie stars have their homes. Other people might think of New York City because that's where a small apartment can cost more than a huge house in the suburbs. But they would all be wrong. The most expensive house isn't even on Earth. It's in space, circling Earth. It's the International
Do you know where to find the most expensive house in the universe? It isn’t in Hollywood, where many rich and famous movie stars live. It isn’t in New York City, where even small places cost a lot of money. It isn’t even on Earth! It is circling above Earth, in space. It is the International Space Station, or the ISS. This is a place where astronauts can live in space. The ISS is about the size of a football field. It cost about 150 billion dollars to build!
The town of Tadoussac, in northern Quebec, Canada, lies between mountains and the shoreline. It’s located just where the Saguenay Fjord runs into the St. Lawrence River. A fjord is a small arm of the sea in the middle of high rocks or cliffs.
The town of Tadoussac is in Canada. Next to it are mountains and two bodies of water. One of these bodies of water is a river. The other is a fjord, a strip of sea between cliffs. The town is located where the fjord runs into the river.
The Canadian Beaver

There is a town in Canada called Tadoussac. It is located where two bodies of water meet. One of those bodies of water is a river. The other is a fjord. A fjord is a strip of sea between cliffs.
Seraphic Melody

It was in the spring of my 64th year that I first heard of the seraphic melody. A generous grant from the Yale Institute of Sacred Music allowed me to spend two years in Vienna, Austria, in the dust of the basement libraries that riddle the old city.

I had an apartment in the Margareten district. Though the subway provided convenient transport, I often found myself wandering. I've always had a strange feeling that the forgotten makers of history watch us, hidden in some crinkle of time—never was this feeling as strong as in Vienna. Munching on kasekrainer, or sausage, that I bought from street vendors, I wandered the stone and glass, alone with my thoughts. I even dreamed about aimless wanderings.

But that was my free time. In truth, I spent most of my waking hours seated, bent over a book, or else with my nose to library stacks. I frequented the major institutions, of course. But my research at that time—the rather scholarly branch of pre-Baroque xenophanomics (alternate music tuning systems)—led me further and further off the beaten path, to museums and specialized libraries on the city's suburbs, and from there to the personal libraries and collections of Vienna's elusive musical devotees.
I was 64 years old when I first heard of the seraphic melody. At the time I was studying music in the city of Vienna, Austria. Much of my time there was spent in the dusty basements of libraries that are found throughout the old city.

In one district of the city I had an apartment. Although I could get around by subway, I often found myself wandering on foot. I’ve always had a strange feeling that the forgotten makers of history are secretly watching us. Never was this feeling as strong as it was in Vienna. Eating some sausage that I had bought in the street, I wandered among the stone and glass, alone with my thoughts. I even dreamed about wandering.

But that was my free time. I actually spent most of my days seated, bent over a book, or standing in front of a library shelf. I visited the big libraries and museums, of course. But the music I was studying at that time led me farther and farther from those well-known places. My studies led me to museums and libraries at the edge of the city, and from there to the personal libraries and collections of music lovers in Vienna.

It was in the personal library of an architect named Mr. Wolf that I first saw a book titled *Scales of the Dragon*. Its title is a pun. The title refers to both musical scales and the subject of
Matching Texts to Readers

Newsela

• newsela.com
• Leveled Passages
• Update: Current Events only free content
U.S. cyberbullying is rising, and girls are bearing the brunt

By Sally Ho, Associated Press
08/07/2019

In this Monday, July 22, 2019, photo, Rachel Whalen poses at her home in Draper, Utah. Whalen remembers feeling gutted in high school when a former friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online. Photo by: Rick Bowmer/AP Photo

SEATTLE, Washington — Rachel Whalen remembers feeling gutted in high school when a former friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online.
Cyberbullying is on the rise, and it's a predominantly female problem

By Associated Press, adapted by Newsela staff
08/07/2019

In this Monday, July 22, 2019, photo, Rachel Whalen poses at her home in Draper, Utah. Whalen remembers feeling gutted in high school when a former friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online. Photo by: Rick Bowmer/AP Photo

SEATTLE, Washington — Rachel Whalen remembers feeling gutted in high school when a former friend would cyberbully her. The friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online.
A nationwide rise in cyberbullying spurs schools to take action

By Associated Press, adapted by Newsela staff
08/07/2019

In this Monday, July 22, 2019, photo, Rachel Whalen poses at her home in Draper, Utah. Whalen remembers feeling gutted in high school when a former friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online. Photo by: Rick Bowmer/AP Photo

SEATTLE, Washington — Rachel Whalen remembers feeling gutted in high school when a former friend would cyberbully her. The friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online.
Online bullying is a problem that's only getting worse in the U.S.

By Associated Press, adapted by Newsela staff
08/07/2019

In this Monday, July 22, 2019, photo, Rachel Whalen poses at her home in Draper, Utah. Whalen remembers feeling gutted in high school when a former friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online. Photo by: Rick Bowmer/AP Photo

SEATTLE, Washington — Rachel Whalen remembers feeling gutted in high school when a former friend would cyberbully her. The friend would mock her online postings and threaten to unfollow or unfriend her on social media. She would also post inside jokes about her to others online.
Schools are working to help stop the problem of cyberbullying

By Associated Press, adapted by Newsela staff
08/07/2019

In this Monday, July 22, 2019, photo, Rachel Whalen poses at her home in Draper, Utah. Whalen remembers feeling gutted in high school when a former friend would mock her online postings, threaten to unfollow or unfriend her on social media and post inside jokes about her to others online. Photo by: Rick Bowmer/AP Photo

SEATTLE, Washington — Rachel Whalen was cyberbullied by a friend in high school. The friend would mock her online postings. She would threaten to unfollow her on social media. She would also post inside jokes about her to others online. It got so bad that Whalen considered suicide.
Matching Texts to Readers

News in Levels

• newsinlevels.com
• Leveled Passages
News in Levels

Dengue Fever
08-08-2019 07:00
Things are not good for many people in Bangladesh. First there is very heavy rain. There are floods. Sixty-one people...

One Year ago: This Cat Can Jump 6 Feet
This story is about a cat. It lives in Chicago. A woman finds the cat in an alley. The woman...

Colours of the Ballet Shoe
07-08-2019 15:00
Traditionally, ballet shoes are pink. They do not come...

Mission: All students will graduate prepared and ready for college or career.
News in Levels

Dengue Fever – level 1

08-08-2019 07:00  Level 1  Level 2  Level 3

Things are not good for many people in Bangladesh. First there is very heavy rain. There are floods. Sixty-one people die. Over 800,000 people must leave their homes.

Water is everywhere. This is good for mosquitoes. There are so many of them. This is bad because mosquitoes transmit diseases. One of the diseases is the dengue fever.

Many people catch this fever. More than 1,000 people catch it in just 24 hours. It hits Bangladesh’s capital very hard. Hospitals do not have enough room for everybody.

Difficult words: floods (big water, when rivers get really big and water breaks things), transmit (carry and give), disease (something bad which happens to your body because of viruses or bacteria).

You can watch the original video in the Level 3 section.
News in Levels

Dengue Fever – level 2

08-08-2019 07:00

Recently, heavy rains and floods hit Bangladesh, killing at least 61 people, and over 800,000 people had to leave their homes.

The wet environment means that there are now many mosquitoes which transmit diseases. One of the diseases is the dengue fever. It is a lot like having the flu, but you can die from the dengue. Eight or more people died in Bangladesh of dengue this year, and more than 13,000 are sick with it. Last week, there were over 1,000 cases of dengue in just 24 hours.

Bangladesh told CNN that the outbreak is the worst since 2000. Dhaka, the country’s capital, was hit the hardest, and hospitals do not have enough room for all the sick people.

Difficult words: environment (a place), disease (something bad which happens to your body because of viruses or bacteria), outbreak (when many people suddenly catch a disease).

You can watch the original video in the Level 3 section.

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News in Levels

Dengue Fever – level 3

08-08-2019 07:00

Recently, heavy **monsoon** rains and floods hit Bangladesh, killing at least 61 people, and **displacing** over 800,000.

The wet environment is perfect for mosquitoes which transmit diseases, and one of them is the dengue fever. It causes flu-like symptoms, vomiting or a rash. At least eight people died in Bangladesh this year and more than 13,000 were sickened. Over 1,000 of those cases were diagnosed over the period of 24 hours last week.

Bangladesh told CNN that the **outbreak** is the worst since it started keeping records of dengue cases in 2000. Dhaka, the country’s capital, has been hit the hardest, as hospitals do not have enough room for all the sick people.

Difficult words: **monsoon** (a wind which brings a lot of rain every summer in south east Asia), **displace** (make you leave your home because of danger), **outbreak** (when many people suddenly catch a disease).

You can watch the video news lower on this page.
Matching Texts to Readers

Rewordify

Enter English text or a web page to simplify:

Rewordify text
Matching Texts to Readers

- Microsoft Word
  - Spelling & Grammar → Readability Statistics

An ecosystem is made up of both living and nonliving things. Biotic factors are the living and once-living parts of an ecosystem, including all of the plants and animals. Biotic factors include dead organisms, dead parts of organisms, such as leaves, and the organisms’ waste products. The biotic parts of an ecosystem interact with each other in various ways. They also interact with the abiotic factors, the nonliving parts of the ecosystem. Abiotic factors include air, water, rocks, sand, light, and temperature.
Matching Texts to Readers

- Microsoft Word
  - Spelling & Grammar → Readability Statistics
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An ecosystem is made of living and nonliving things. Biotic factors are the living and once-living parts of an ecosystem. This includes plants and animals. Biotic factors include dead organisms, dead parts of organisms, such as leaves, and the organisms’ waste products. The biotic parts of an ecosystem interact with each other in different ways. They also interact with the abiotic factors. These are the nonliving parts of the ecosystem. Abiotic factors include air, water, rocks, sand, light, and temperature. (9.1)
Matching Texts to Readers

An ecosystem has **living** things.
An ecosystem has **nonliving** things.
Biotic factors are the living parts of an ecosystem.
Biotic factors are also the once-living parts of an ecosystem. This includes plants and animals.
Biotic factors include dead **organisms**.
Biotic factors include dead parts of organisms.
Leaves are one dead part of an organism.
Biotic factors include the waste products of organisms.
The biotic parts of an ecosystem **interact** with other biotic parts. They also interact with the **abiotic factors**.
These are the nonliving parts of the ecosystem. Abiotic factors include air, water, rocks, and sand. Abiotic factors also include light and temperature. (8.8)
Matching Texts to Readers

Free Lexile Analyzer

•   la-tools.lexile.com/free-analyze
Phillis Wheatley, also spelled Phyllis and Wheatly (c. 1753 – December 5, 1784) was the first published African-American female poet.[1][2] Born in West Africa, she was sold into slavery at the age of seven or eight and transported to North America. She was purchased by the Wheatley family of Boston, who taught her to read and write and encouraged her poetry when they saw her talent. The publication of her Poems on Various Subjects, Religious and Moral (1773) brought her fame both in England and the American colonies. Figures such as George Washington praised her work.[3] During Wheatley's visit to England with her master's son, African-American poet Jupiter Hammon praised her work in his own poem. Wheatley was emancipated (set free) shortly after the publication of her book.[4] She married in about 1778. Two of her children died as infants. After her husband was imprisoned for debt in 1784, Wheatley fell into poverty and died of illness, quickly followed by the death of her surviving infant son.
Phillis Wheatley was the first published African-American female poet. She was born in West Africa. She was sold into slavery at the age of seven. She was taken to North America. She was purchased by the Wheatley family. They taught her to read and write. They encouraged her poetry. They saw her talent. The publication of her poems brought her fame both in England and the American colonies. Figures such as George Washington praised her work. During Wheatley’s visit to England with her master’s son, poet Jupiter Hammon praised her work in his own poem. Wheatley was set free shortly after the publication of her book. She married in 1778. Two of her children died as infants. After her husband was imprisoned for debt in 1784, Wheatley fell into poverty and died of illness, quickly followed by the death of her surviving infant son.
Matching Texts to Readers

Free Lexile Analyzer®

Results

- Lexile® Measure: 400L - 500L
- Mean Sentence Length: 6.50
- Mean Log Word Frequency: 3.40
- Word Count: 117

Original Text

Phillis Wheatley was a poet. She was born in West Africa. She was sold as a slave. She was taken to North America. She was purchased by the Wheatley family. They taught her to read and write. They encouraged her poetry. They saw her talent. Her poems brought her fame in England and America. George Washington praised her work. Wheatley visited England with her master's son. The poet Jupiter Hammon praised her work. Wheatley was set free after her book was printed. She married in 1778. Two of her children died as infants. Her husband was imprisoned for debt in 1784. Wheatley fell into poverty. She died, quickly followed by the death of her surviving infant son.

Mission: All students will graduate prepared and ready for college or career.
Matching Texts to Readers

Free Lexile Analyzer®

Results

- Lexile® Measure: 300L - 400L
- Mean Sentence Length: 4.45
- Mean Log Word Frequency: 3.56
- Word Count: 89

Original Text

Phillis Wheatley was a poet. She was born in Africa. She was a slave. She went to America. She lived with the Wheatley family. They helped her read. They helped her write. She wrote poetry. They saw her talent. Her poems were famous. Many people liked her work. She visited England. A poet liked her work. Wheatley was free after her book was printed. She got married. Two of her children died as babies. Her husband went to jail. Wheatley was poor. She died. Then her baby son died.
Do you eat any vegetables? How about fruits? Maybe you eat a lot of rice. Or you may sometimes eat things with sugar. All of these foods come from farms. Some farmers grow crops like rice or vegetables. They plant fields full of seeds. These seeds grow into crops. When the crops are ready, the farmer gathers them. This is called harvesting.

All of these foods come from farms. Some farmers grow crops like rice or vegetables. They plant fields full of seeds. These seeds grow into crops. When the crops are ready, the farmer gathers them. This is called harvesting.

People have grown corn in America for many years. Native Americans were planting it hundreds of years ago. Later on, some of them taught the Pilgrims how to grow it. Now the United States grows more corn than any other country.

American farmers plant corn seeds in the spring. The weather has to be warm enough for the seeds to grow. They will die if the ground is too cold. Corn needs lots of room to grow. It also needs good weather. It has to have a lot of sun and enough water. If the weather is good, farmers can pick the corn by September. If the weather is bad, the corn may not grow.
Matching Texts to Readers

Mission: All students will graduate prepared and ready for college or career.
Matching Texts to Readers

Adobe H

Adobe is a popular building material because it is durable for a long time. In fact, some of the oldest buildings are Adobe because it keeps the homes cool during the summer. Adobe is also popular because it keeps the homes cool during the winter.

Yurts in N

Yurts are homes that can be moved. For nomads, this takes between 30 minutes and 3 hours. Animals often People use wooden poles and animal hides to build. This makes the yurt's roof look like an upside-down umbrella. Some yurts can house up to 15 people. Large yurts are Cooking takes one space. The sleeping area takes up three quarters of the yurt space. Would you want to live in a yurt?

Corowai Tree H

Can you imagine living in a tree house? In the jungle?

There are a few reasons why the Korowai live in trees. The second reason is that it helps them fly close to the ground, so these tree houses:

A large tree trunk serves as the main pole that is placed under each corner of the house. The whole family, including their pets, live in the sturdy

Scottish Crannogs

Scotland is famous for its crannogs. Crannogs are small, human-made islands in many of Scotland's lochs, or lakes. Wooden homes, where families and their animals once lived, are on most of the crannogs. There are about 600 crannogs in Scotland. Scholars believe that these crannogs are more than 5,000 years old.

Most scholars also believe that these crannogs were built for protection. Crannogs are surrounded by water, which would have made it difficult to reach. People who lived on the crannogs probably knew that they would not be surprised by an attack. It would have been easy to spot someone approaching on water.

Would you feel safe living on a crannog?
Matching Texts to Readers

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## Matching Texts to Readers

**English Language Arts Department**
**English IV Approved Reading List for Classroom Instruction**

These titles can be used as instructional texts in ELA Courses in English IV only. Any deviation from the titles on this list must be approved prior to use by the ELA Director.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Cultural Diversity</th>
<th>Historical Reference</th>
<th>Author Diversity</th>
<th>Classic Literature</th>
<th>Grade Level Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Orwell</td>
<td>1984</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Leslie (930): Mature content and text complexity</td>
</tr>
<tr>
<td>Henrik Ibsen</td>
<td>A Doll’s House</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grade level appropriate drama</td>
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<tr>
<td>Ernest J. Gaines</td>
<td>A Lesson Before Dying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Leslie (750): Mature content and text complexity</td>
</tr>
<tr>
<td>Charles Dickens</td>
<td>A Tale of Two Cities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Leslie (790): Mature content and text complexity</td>
</tr>
<tr>
<td>Tom Stoppard</td>
<td>Arcadia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grade level appropriate text (Leslie Not Available)</td>
</tr>
<tr>
<td>Anonymous</td>
<td>Beowulf</td>
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<td></td>
<td>Grade level appropriate text (Leslie Not Available)</td>
</tr>
<tr>
<td>Aldous Huxley</td>
<td>Brave New World</td>
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<td>Lower Leslie (875): Mature content and text complexity</td>
</tr>
<tr>
<td>Voltaire</td>
<td>Candide</td>
<td></td>
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<td></td>
<td>Leslie appropriations for English IV</td>
</tr>
<tr>
<td>Anthony Burgess</td>
<td>Clockwork Orange</td>
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<td>Leslie appropriations for English IV</td>
</tr>
<tr>
<td>Fyodor Dostoevsky</td>
<td>Crime and Punishment</td>
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<td>Lower Leslie (800): Mature content and text complexity</td>
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<tr>
<td>Alan Paton</td>
<td>Cry, the Beloved Country</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Leslie (640): Mature content and text complexity</td>
</tr>
<tr>
<td>Bram Stoker</td>
<td>Dracula</td>
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<td></td>
<td></td>
<td>Lower Leslie (600): Mature content and text complexity</td>
</tr>
<tr>
<td>Mary Shelley</td>
<td>Frankenstein</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Leslie (830): Mature content and text complexity</td>
</tr>
</tbody>
</table>

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Matching Texts to Readers

Frankenstein: Chapter 1

1. Victor Frankenstein said, "I am the one who made the Monster. I am to ________ for everything. For all those he has killed. For his being alive still to this very day."

2. "I wanted to make a living who could think and laugh and live. I wanted to do what God himself had done when he created people!"

3. "How could I put together a body with parts dug up from the bones of a dead man. And I could not help his being alive. For his being alive was my fault. And I was the one who did it."

4. "My heart pounded in my chest. My face was covered in sweat. What had I done? I had to put an end to this ________ Thing!"

A. innocent
B. grave
C. blame
D. creature
E. object
F. beautiful
G. horrible
H. grave
J. creature

3. "I then thought that my father would be unjust if he ascribed my neglect to vice or faultlessness on my part, but I am now convinced that he was justified in conceiving that I should not be altogether free from _________. A human being in perfection ought always to preserve a calm and peaceful mind and never to allow passion or a transitory desire to disturb his tranquillity."

A. grave
B. horrible
C. blame
D. creature

3. "Who shall conceive the horrors of my secret toil as I dabbled among the unhallowed damps of the ________? The dissecting room and the slaughter-house furnished many of my materials; and often did my human nature turn with loathing from my occupation, whilst, still urged on by an eagerness which perpetually increased, I brought my work near to a conclusion."

A. grave
B. horrible
C. blame
D. creature

3. "It was already one in the morning; the rain pattered dimly against the panes, and my candle was nearly burnt out. When by the glimmer of the half-extinguished light, I saw the dull yellow eye of the ________ open: it breathed hard, and a convulsive motion agitated its limbs."

A. grave
B. horrible
C. blame
D. creature
E. object
Matching Texts to Readers

Lexile Find a Book
  • fab.lexile.com
Matching Texts to Readers

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Scholastic Book Wizard

• scholastic.com/teachers/bookwizard
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Matching Texts to Readers

Lexiled Series:
- Read 180
- System 44
- Scholastic FX
- Scholastic Action
- Time Nonfiction Readers (TCM)
- Scholastic LEGO City
Vocabulary Learning
Vocabulary Learning

LINCS Vocabulary Strategy

• Edwin Ellis
• webpages.uncc.edu/gcampbe1/5279/LINCsvocabPDGuide.pdf
1. Take an index card and divide both sides in half by drawing lines across the middle of both sides.
**Vocabulary Learning**

2. Write the word to be learned on the top half of one side. Then circle it.

- fief
Vocabulary Learning

3. Write the parts of the definition you need to remember on the top of the other side.

- fief
- land given by king for fighting in army
4. Write the Reminding Word on the bottom half of the first side.

- **fief**

  - land given by king for fighting in army

- **chief**
Vocabulary Learning

5. Write the LINCing Story on the bottom half of the second side.

fief

land given by king for fighting in army

chief

chief of his land
5. Draw the LINCing Picture on the bottom half of the second side.

- fief
- chief
- land given by king for fighting in army
- chief of his land
## Vocabulary Learning

<table>
<thead>
<tr>
<th>Word</th>
<th>Example sentence</th>
<th>Meaning in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>10.</td>
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</tbody>
</table>
Highlighting & Annotating
Think Marks

**THINK MARKS**
“Visible Critical Thinking”

<table>
<thead>
<tr>
<th>Pink: Inference</th>
<th>Blue: Connections</th>
<th>Orange: Question</th>
<th>Yellow: Summary</th>
<th>Green: Visualizing</th>
</tr>
</thead>
</table>

- The character said ... and did ... so I think ...
- That reminds me of ...
- I remember when ...
- I felt like that character when ...
- What will happen next?
- Why does the character feel that way?
- What does the character want?
- First, ...
- Next, ...
- Then, ...
- Last, ...

Mission: All students will graduate prepared and ready for college or career.
Highlighting and Annotating

Dorian highlights and annotates as he reads this excerpt from *Chato’s Kitchen* by Gary Soto.

The guys got to work. While Chato rolled out the tortillas with a rolling pin, Novio Boy placed them on the hot griddle, careful not to burn his paws. He flipped them over when one side was baked, until both sides were perfect.

All afternoon they worked away in the kitchen. They cooked the beans and made *salsa*—not too spicy for the guests—and a large pitcher of *tamarindo*. They made *fajitas*, *enchiladas*, *carne asada*, *chiles rellenos*, and finally a sweet, smooth *leche flan*.

They still remembered, as the sun began to drop below the trees, that they should make another dish. What did they make? *Quesadillas*, of course, featuring their guests’ favorite ingredient—above! My mom makes *compostas*—similar, but stuffed with meat!

---

1 Why does Dorian highlight the phrase "careful not to burn his paws"?

A He does not have paws.
B It is a similarity to his prior experience.
C It contrasts with his prior experience.
D He is always very careful when he is cooking.

---

2 Why does Dorian highlight the phrase "salsa—not too spicy"?

A His experience is in contrast to the characters in the story.
B He has never experienced salsa.
C He likes spicy *chiles rellenos*.
D He makes a personal connection to the characters in the story.

---

3 What can Dorian highlight to help him answer the question, "Who prepared the tortillas?"

A "Chato rolled out the tortillas with a rolling pin."
B "All afternoon they worked away in the kitchen."
C "they should make another dish."
D "The guys got to work."
Building Relationships
Building Relationships

Mentoring

- The mentee chooses the mentor
Building Relationships

Mentoring

• Be receptive to being an EL’s go-to person
Building Relationships

Consultation

• What are you doing?
• Is it working?
• If I could give you something to help you, what would be different?
• Where would you like me to focus right now?
• Where would you like to go with this?
Learning Target:

• Use strategies to teach reading and build relationships with ELs in the regular ELAR classroom

Essential Question:

• What strategies can we use in the ELAR classroom to meet the particular needs of ELs?
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