



SEDII StarTalk TEACHER PROGRAM

Myriam Met
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COMPREHENSIBLE
INPUT

**MAKING LANGUAGE
UNDERSTANDABLE**

SELECTING TEXTS

- Your handout describes a system to determine the difficulty of texts for emerging readers of English.
- Read to yourself the descriptors for Levels A-E.
- Discuss in your group the descriptions. How might these apply to reading materials for students who are in immersion? Try answer any questions your group may have .



ADAPTING TEXTS FOR LANGUAGE LEARNERS

ADAPTING TEXTS

- ✓ Think about: why did you select this text? What is important to emphasize for meeting the lesson's objectives?
- ✓ Identify vocabulary essential for making meaning from the story.
- ✓ Identify vocabulary that is a great 'teachable moment.'
- ✓ Identify important concepts or ideas that can support other reading tasks or content areas.

TEXT ADAPTATIONS: OPTIONS

- Re-sequencing material
- Deleting parts of the text
- Linguistic adaptation: word substitutions, elaborations, intentional repetition
- Identify instructional resources (print/non-print) that will support text comprehension. Where is it best to insert visuals such as pictures or diagrams?

Adapting Texts

Original text

Adapted text



National Government

Focus *What does each branch of government do to help people?*

Our national government makes decisions and passes laws to help people in the United States. The United States government has three parts, or branches. You can learn about each branch on the map of Washington, D.C., below.

Can you find the White House? That's where the President lives and works. The **President** is the leader of our country and head of the first branch of government.

The map also shows the building where Congress, the second branch of government, meets. **Congress** makes the laws for our country. It is the national legislature. Like the President, members of Congress are chosen by voters.

Three important buildings are shown on the map of Washington, D.C., below. **Map Skills:** *The mapmaker chose to show only certain parts of the city. How does that help you read the map?*

The White House

The President is the head of one branch of the national government. The President has many jobs. One is to suggest new laws to Congress. Another is to head the army, navy, marines, and air force. The President also works with leaders of other nations.

The United States government has three parts, called branches. The branches are:

- 1. the President**
- 2. the Congress**
- 3. the Supreme Court**

The **President** is the leader of our country. The **Congress** makes laws for our country. The **Supreme Court** answers questions about laws. It is the most important court in our country.

1. The President

This is a picture of Barack Obama. He is the president of our country.



This is a picture of George Washington. He was the first president of the United States.



The President is elected by voters in all the states.

ADAPTING TEXTS

- Your group will continue to work with the book you selected earlier. Use your handout to assign a level to the text you have selected.
- Use the work you did earlier that identified what students need to know to understand your story.
- Use that work along with the Leveling Text handout to decide how to adapt your story to make it
 1. Understandable
 2. A good language learning tool

HOW WILL YOU USE YOUR STORY?

- When is the most useful time to read the story to students?
- What will you do to help students understand the story BEFORE you read to them?
- What will you do while reading? Will you read the text more than once?
- How will you follow up so students can use what they learned?

SCAFFOLDING A STORY

Determine background knowledge and build where appropriate.

Picture walk

Advance organizers:

- Graphic organizers
- Story maps

Oral and written interaction among students

SCAFFOLDING A STORY

- Read the story to students more than once. Each time, use your voice or body to place a different emphasis on certain parts of the story or words in the story.
- Use repeated readings to clarify any parts students did not seem to understand.

3-2-1

- WRITE: **3** big ideas I learned about language learning and stories
- TELL A PARTNER: **2** things you will apply as you teach your class this fall
- SHARE OUT LOUD: **1** 'AHA" moment you had