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Literacy Across the Curriculum



Expository Writing in the Social Studies Classroom

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Elementary

- I. Welcome
- II. Reading Strategies/Graphic Organizers using Social Studies Content
 - a. Tea Party
 - b. Say Something
 - c. It Says....I Say.....And So
 - d. Graphic Organizers
- III. Pearson Resources
 - a. Pearson Realize online
 - b. Activity Cards
 - c. Leveled readers
- III. Literacy in YouTube Videos
- IV. Questions & Concerns

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LITERACY ACROSS THE CURRICULUM

Expository Writing in the Social Studies Classroom
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10/01/2016

READING STRATEGIES VIA Social Studies Content

TEA PARTY-



- Pre-reading strategy that allows students to predict what they think will happen in the text or then make inferences.
- 1. Write down phrases directly from text onto index cards (repeating them at least twice).
- 2. Students each get at least two cards and read up as many as their classmates cards as they can in about 5 minutes (or so).
- 3. Students grouping more than 5 students per group) to discuss the information they've read and as a group write a statement about what they think the story/text will be about, based on the information on the cards.

SAY SOMETHING –



- Rules for Say Something:
 1. 1. With your partner, decide who will say something first.
 2. 2. When you say something, do one or more of the following:
 - - make a prediction
 - - ask a question
 - - clarify something you had misunderstood
 - - Make a comment
 - - make a connection
 3. 3. If you can't do one of those five things, then you need to reread.

IT SAYS.....I SAY.....AND SO.....

- A visual scaffold that helps students organize their thoughts as they move from considering what's in the text to connecting that to their prior knowledge.
- 1. Introduce the strategy to students using a short, familiar story such as "The Three Little Pigs."
- 2. Model
- 3. Model
- 4. Model

LITERACY IN YOUTUBE VIDEOS

1. Fliee builds teamwork (gets the team pool)
 - <http://www.youtube.com/watch?v=1000000000000000000000>
2. How to Make Giant Bunnies
 - <http://www.youtube.com/watch?v=1000000000000000000000>

Rules for Say Something

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
 - Make a prediction
 - Ask a question
 - Clarify something you had misunderstood
 - Make a comment
 - Make a connection
3. If you can't do one of those five things, then you need to reread.

Make a Prediction

- * I predict that . . .
- * I bet that . . .
- * I think that . . .
- * Since this happened (fill in detail), then I bet the next thing that is going to happen is . . .
- * Reading this part makes me think that this (fill in detail) is about to happen . . .
- * I wonder if . . .

Ask a question

- * Why did . . .
- * What's this part about . . .
- * How is this (fill in detail) like this (fill in detail) . . .
- * What would happen if . . .
- * Why . . .
- * Who is . . .
- * What does this section (fill in detail) mean . . .
- * Do you think that . . .
- * I don't get this part here . . .

Clarify Something

- * Oh, I get it . . .
- * Now I understand . . .
- * This makes sense now . . .
- * No, I think it means . . .
- * I agree with you. This means . . .
- * At first I thought (fill in detail), but now I think . . .
- * This part is really saying . . .

Make a Comment

- * This is good because . . .
- * This is hard because . . .
- * This is confusing because . . .
- * I like the part where . . .
- * I don't like this part because . . .
- * My favorite part so far is . . .
- * I think that . . .

Make a Connection

- * This reminds me of . . .
- * This part is like . . .
- * This character (fill in name) is like (fill in name) because . . .
- * This is similar to . . .
- * The differences are . . .
- * I also (name something in the text that has also happened to you) . . .
- * I never (name something in the text that has never happened to you) . . .
- * This character makes me think of . . .
- * This setting reminds me of . . .

FIGURE 7.2 Stem starters for Say Something comments

It Says-----I Say-----And So

Question	It Says	I Say	And So
----------	---------	-------	--------

-
- | | | | |
|----------------------|--|--|--|
| 1. Read the Question | 2. Find information from the text that will help you answer the question | 3. Think about what you know about that information. | 4. Combine what the text says with what you know to come up with the answer. |
|----------------------|--|--|--|



Vocabulary Strategies to Activate Knowledge in Social Studies

Concept of Definition Map

Background Information

The Concept of Definition Map (Schwartz and Raphael 1985) is a graphic organizer used to teach the definitions of the most essential vocabulary terms. These terms should represent important concepts in the reading material. The Concept of Definition Map encourages students to learn more than just the dictionary definition of key terms. It helps them learn the subtleties and nuances of particular words, which are reinforced by the visual organization of the information in a graphic organizer. Included in the Concept of Definition Map are the categories or classes for and properties or characteristics of the term (What is it?), comparison terms (What is it like?), and illustrations or examples (What does it look like?). The analogies that students create promote long-term memory by personalizing the association of the concept.

Grade Levels/Standards Addressed

Grades 1–2 (Standard 5.1)

Grades 3–5 (Standards 5.6–5.7)

Grades 6–8 (Standard 5.3)

Activity

Prior to assigning a reading selection, choose a word that is key to comprehending the text. Write the term on the board and at the center of the Concept of Definition Map (page 52). Guide the students in adding to the map by asking them the following questions:

- What is it?
- What are some things you know about it?
- What is it like?
- What is an example of it?

Encourage students to then read the text and add information to the map. Ask students in grades 6–8 to think of an original analogy to explain what the concept is like. After completing the map, ask the students to use their maps as guidelines to write a definition of the concept. Meet as a class to discuss student answers, and write examples of good definitions on the board to model for the students.

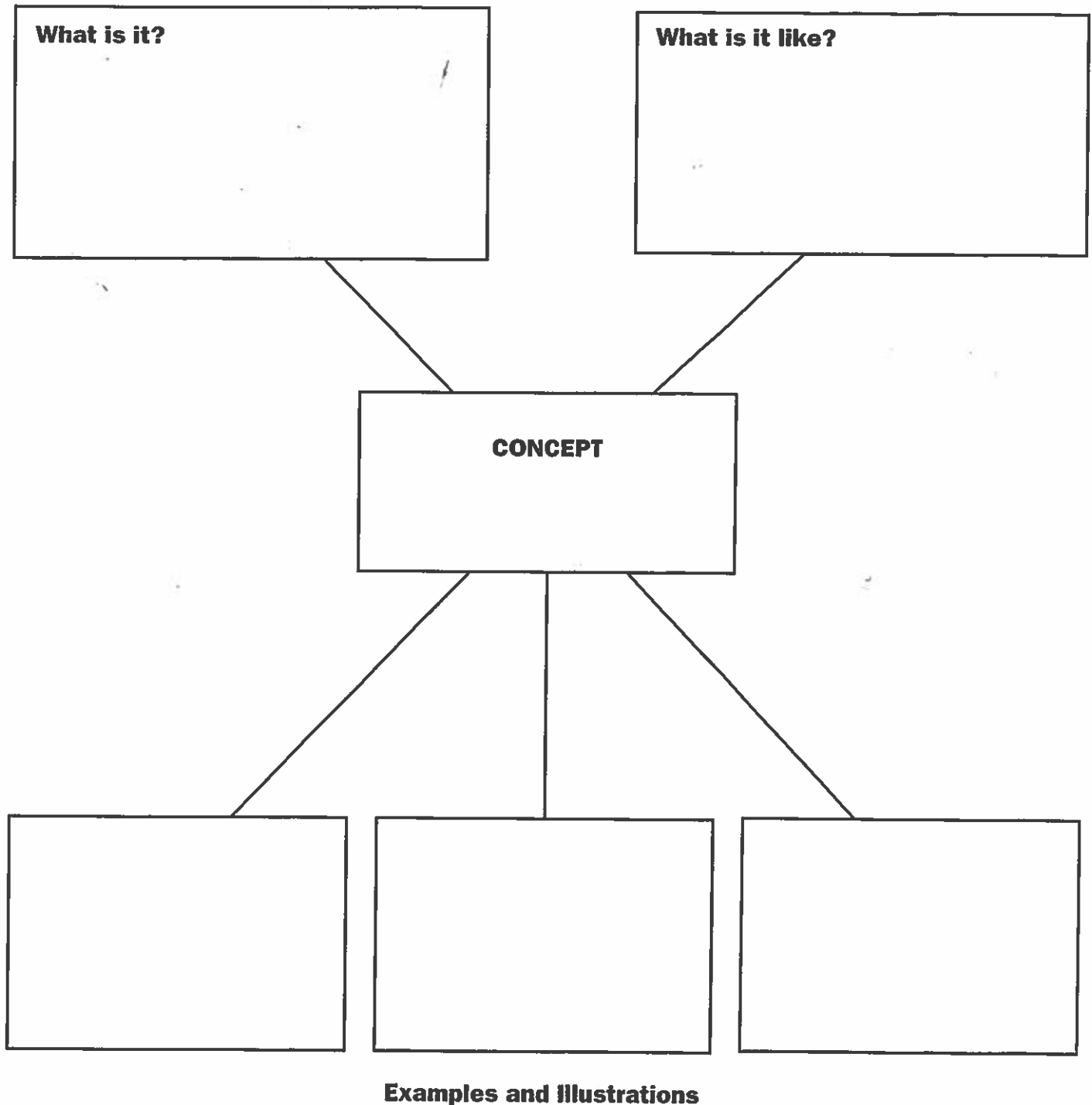
Differentiation

ELLs will benefit from working with a partner during this activity. Cooperative learning lowers the anxiety levels of ELL students and promotes collaboration. Encourage gifted students to complete further research by collecting the definitions and examples from various resources, not just the textbook, and combining them into a definition that is a synthesis of what they have learned. Students reading below grade level will benefit from the teacher filling out a section of the graphic organizer prior to distributing them to the students. This will help the students orient themselves with concepts and ideas and lower their anxiety.

Name: _____

Concept of Definition Map

Directions: Fill out the different categories for the selected word. Use a dictionary or a thesaurus if necessary.





Vocabulary Strategies to Activate Knowledge in Social Studies *(cont.)*

Vocabulary Diagram

Background Information

The Vocabulary Diagram enables students to break down individual words and examine them in different categories. Students look at a given word in terms of its part of speech, its Greek or Latin roots, its synonyms and antonyms, its cognates (related words), the people or things that illustrate the word, a drawing, a sentence from their reading, and original sentences. By examining words in this dynamic manner, students gain a clearer understanding of the multidimensional nature of the words they study (Nagy and Scott 2000). Analyzing a single word through different vocabulary categories makes it possible for students to recognize and decode a greater number of unknown words during reading and promotes better long-term retention of vocabulary words. The science teacher should select the target word for this graphic organizer carefully, making sure that the students will be able to complete each category. Students should only complete one Vocabulary Diagram per lesson or perhaps unit, otherwise the word study becomes overwhelming and tedious.

Grade Levels/Standards Addressed

Grades 3–5 (Standards 5.4, 5.6)

Grades 6–8 (Standards 5.2–5.3)

Activity

As students are reading a selection from a social studies textbook, trade book, or article, locate a dynamic word that is essential to understanding the text. Display a blank overhead transparency of the Vocabulary Diagram (page 63) as a reference guide. Instruct students to place the selected word in the

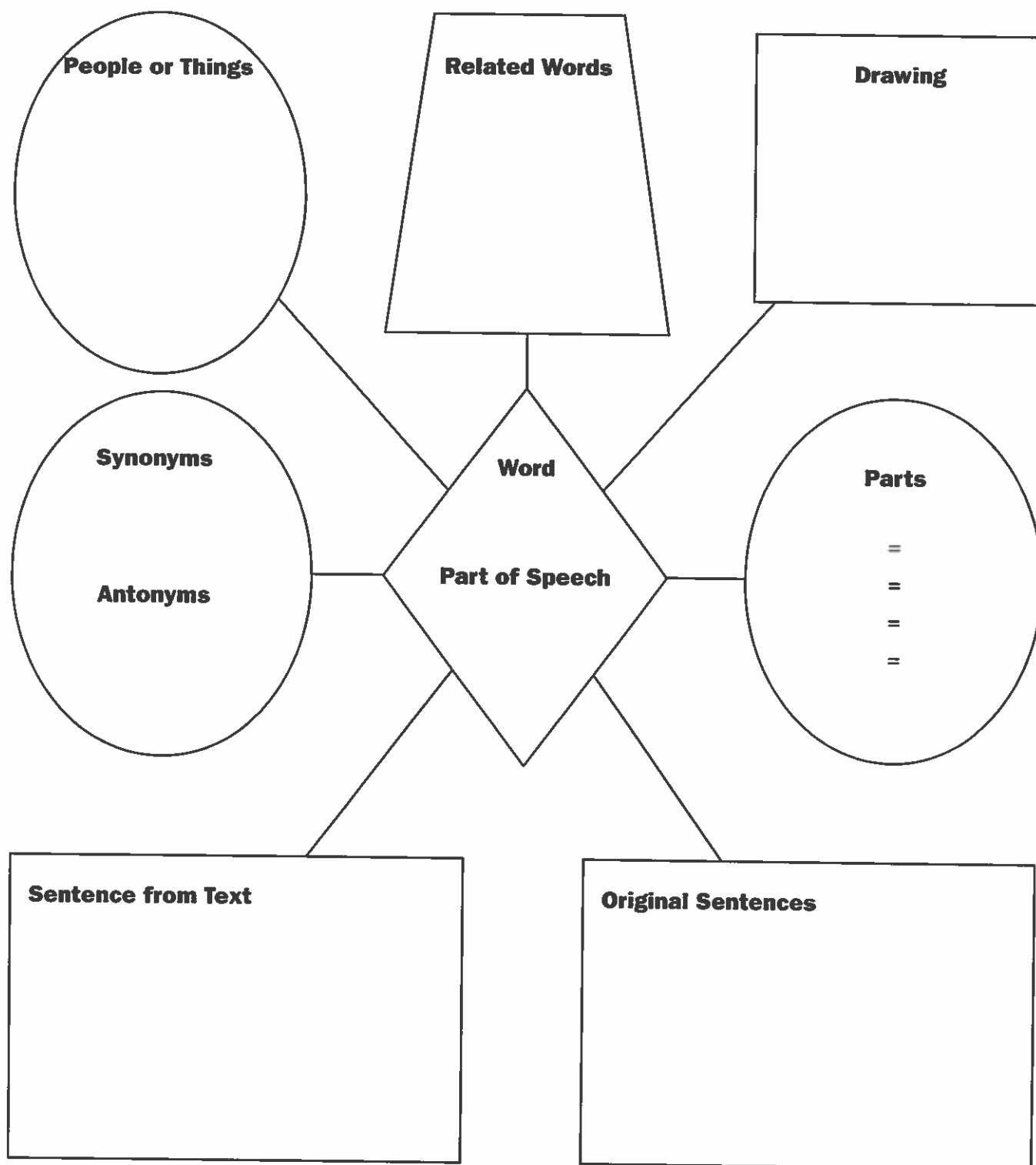
diamond at the center of the graphic organizer and identify its part of speech. Ask students to write the sentence from the text that contains the word in the rectangle at the bottom left. Have them locate any synonyms and antonyms for the word and place those in the oval on the left. Next have students break down the word to identify the Greek or Latin roots and a prefix and suffix, if present. Place these in the oval to the right. Instruct students to include words that have the same Greek or Latin root as the selected word in the trapezoid. Ask them to draw a picture illustrating the meaning of the word in the square. Instruct them to think of a person or thing that exemplifies the word and add this to the circle. Require students to write one or two sentences that clearly demonstrate the word's definition in the rectangle at the bottom right. As a class, share ideas on the blank overhead, and discuss each word as needed.

Differentiation

Complete some portions of the Vocabulary Diagram sheet for ELL students to allow them to concentrate on other areas (i.e., synonyms, antonyms, part of speech, and roots). They will also benefit from whole classroom instruction and completion of the diagram. Gifted students should be encouraged to independently select a word that they find challenging and complete the form independently.

Name: _____

Vocabulary Diagram





Strategies to Assess and Build on Prior Knowledge in Social Studies *(cont.)*

List-Group-Label

Background Information

List-Group-Label is an activity that can be used in social studies to assess and build on prior knowledge. It combines brainstorming and classification as a way to help students organize concepts related to social studies reading. Students associate their knowledge with concepts presented by the teacher, and then they organize the information by generating categories. It works best when students have some background knowledge related to the concepts, but it can also be used to introduce or review concepts.

The activity stimulates meaningful word associations among vocabulary terms that are a part of the same category of concepts. It also helps students to coordinate the hierarchical relationships among concept words. Most importantly, it activates students' social studies background knowledge prior to reading the new text.

Most importantly, the students must justify the categories they have selected by presenting a rationale. The teacher must keep the students focused on words and categories that are directly related to the lesson objectives. The more the students describe and explain their rationales for the categories and words selected, the more the students will make associations with new words.

Grade Levels/Standards Addressed

Grades 1–2 (Standards 7.3–7.4)

Grades 3–5 (Standards 7.1, 7.6)

Grades 6–8 (Standards 7.1, 7.4)

Activity

Write the word or phrase that describes the lesson topic on the board or a transparency. Ask students to generate words or phrases they associate with the topic, and write their responses in a list. If students give a word that is seemingly unrelated to the topic, ask them to explain the connection and encourage them to make stronger connections. Once students have generated 20–30 words or phrases, divide the class into small groups and distribute List-Group-Label graphic organizers (page 83). Have students organize those words that will fit into categories and eliminate any words that do not belong. The category labels should be determined by evaluating the different attributes, characteristics, and features that the words may have in common. Students may generate additional words for the categories and reorganize the categories and words by combining categories or deleting categories.

Variations

Present the class with a list of words (rather than have the students generate the words) and ask students individually or in small groups to classify the words and select the labels for those categories.

Differentiation

ELLs may benefit from having resource books available to them during the word-generating process so that they can locate words. Make sure to use several words to explain each word associated with the topic—providing visuals if possible—so that ELLs can better understand. Clearly define the words on the board for students reading below grade level. Both ELLs and students reading below grade level will benefit from working in mixed-ability groups. Encourage gifted students to reclassify the words into alternate categories.

Name: _____

List-Group-Label

Directions: Write in the topic, then make a list of words about the topic. Look at the list and create categories of related words. Be sure to label each category.

Topic: _____

List

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Categories

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Strategies to Assess and Build on Prior Knowledge in Social Studies *(cont.)*

Think Sheet

Background Information

The Think Sheet strategy enables students to compare and contrast their pre-reading ideas with their post-reading understandings. Teachers encourage students to examine their own background knowledge and questions on social studies issues to be studied so that they will be better prepared to read. After reading, when students compare and contrast their ideas and questions with the new information in the reading materials, they are better able to make connections between their prior knowledge and their new conceptual knowledge. This technique helps new social studies information remain in the long-term memory because the students have made the connections among their schemata.

This strategy works best when there is an issue that involves some debate or controversy. The teacher models the process on an overhead transparency so that students better understand the procedure. The teacher should take some time to explain that social studies reading generally centers on an issue or topic about which the reader may have many questions.

Grade Levels/Standards Addressed

Grades 1–2 (Standards 7.3, 7.4)

Grades 3–5 (Standards 7.1, 7.6)

Grades 6–8 (Standards 7.1, 7.4)

Activity

Determine the main topic of a reading passage. Distribute copies of the Think Sheet (page 87) to the students or recreate one on an overhead transparency or on the board. Present the main issue to the class, and ask students to write down questions that they have about the topic. Ask them to explain what they hope to learn from reading. Write their questions down in the first column, “My Questions.” Next, ask students to explain what they already know about the main issue, and encourage them to share even if they are not sure if their information is correct. Write their information in the second column, “My Thoughts.” Explain to students that they should read the text to locate the answers to their questions and also to determine if their thoughts were supported or countered by the information in the text. As students read, they record the important ideas from the text in the last column on the Think Sheet, “Text Ideas.” After reading, students share what they have learned from the reading and make connections between their questions, their thoughts, and the information presented in the text.



Strategies to Assess and Build on Prior Knowledge in Social Studies *(cont.)*

Think Sheet *(cont.)*

Activity *(cont.)*

The reading can be completed as a read aloud for the younger students (1–2), paired reading for middle grades (3–5), or as a homework assignment for the older students (6–8). Discuss what students learned from the reading, and show them how their questions, their thoughts, and the information in the text are all related and connected. Ask questions such as: *What did the book say about your question? Did you have any questions that were not answered by the book? Were any of your thoughts inaccurate? Which ones?*

Differentiation

Model how to formulate questions for ELLs. Gifted students should be encouraged to conduct further reading to find the answers to any questions left unanswered by the reading selection and share their findings with the class. Scaffold the Think Sheet with some responses for students reading below grade level, and they should do a paired reading or hear the reading selection aloud.

Name: _____

Think Sheet

Directions: Write down the main topic of the reading. Next, write questions about the topic in the My Questions column. Write what you already know about the question in the My Thoughts column. After reading, record important ideas in the Text Ideas column.

Main Issue: _____

My Questions	My Thoughts	Text Ideas



Strategies for Predicting and Inferring in Social Studies *(cont.)*

Text and Subtext

Background Information

When students make inferences while reading, they make connections to what they already know, to other information they have read, and to their general knowledge of the world around them. They take what they “see” and infer information that is not directly stated in the reading. Students are generally taught inferential reasoning when reading fiction, but teachers should also extend the skill practice to nonfiction materials (Hoyt 2002). It is essential to guide students in their development of inferential thinking skills when working with nonfiction and informational reading materials in social studies because students need to learn how to make inferences about the real world around them. As Hoyt (2002) points out, “With adequate modeling, readers can infer from even so little as a sentence and experience the power of reading beyond what is stated.”

Teachers can begin the explicit instruction of inferential reasoning by allowing students to interpret body language, facial expressions, pictures in reading books, photographs, and short, predictable stories. After much practice, students can extrapolate information from the text to demonstrate insight on the topic of study.

Grade Levels/Standards Addressed

Grades 3–5 (Standard 5.3)

Grades 6–8 (Standard 7.5)

Activity

Begin the activity with teacher modeling and demonstration. Conduct a read aloud of the reading selection for the students. When finished, locate a quote that will enable the students to infer and interpret its meaning. Write the quote on the board and ask students to write it on their Text and Subtext graphic organizers (page 95). Model for the students how to restate the information in the text in their own words by thinking aloud and write your thoughts on the board. Ask the students to study the two statements and then explain what information they can infer. The students should look at word choice, sentence structure, and details. When the students use inference, they are also identifying the subtext. After students identify the subtext, hold a class discussion to further explore meaning and implications of the subtext.

Differentiation

Teaching inference can be tricky, so it is best to provide individual instruction for both ELLs and students reading below grade level. All students will benefit from heterogeneous grouping for this activity. It is important for ELLs to have adequate modeling for this activity. Make sure that the reading selection is at an appropriate level for students reading below grade level. Gifted students may need little instruction and may prefer to work independently.

Name: _____

Text and Subtext

Directions: After completing the reading, explain what the selection says in your own words. Find a quote that supports your explanation. Then write down what the subtext is.

Restate the reading selection in your own words

Quote from the reading

Subtext



Questioning Strategies for Social Studies

Previewing the Text Through Questioning

Background Information

One way to stimulate generating questions in students is to have the students preview the social studies text by looking at the pictures included in the reading. Previewing the Text Through Questioning (Hoyt 2002) is an effective pre-reading activity that enables students to develop questioning skills. Before the class reads the text together, the teacher guides the students as they look at each picture included in the reading selection. The teacher marks an important image in the text with a sticky note and asks the students to begin on that page rather than at the beginning of the selection. As the students focus on developing questions about the pictures, they activate their prior knowledge on the topic. They use prediction skills to hazard answers to their own questions, and they are encouraged to reflect on the accuracy of their question-answering skills after reading in order to help them develop stronger metacognitive skills.

Grade Levels/Standards Addressed

Grades 1–2 (Standard 5.2)

Grades 3–5 (Standard 5.3)

Activity

Determine the reading selection to be introduced to the students. Invite students to preview the reading by looking at all of the pictures as a class. Model the strategy by thinking aloud as you examine the pictures and encourage students to share their thoughts. Ask students to choose the picture that they believe is most important and have them explain their choice. Have students develop questions about the picture and the reading selection, and write these on sticky notes.

Point out moments during the question generating when students are relying on their prior knowledge. Encourage them to predict the answers to their questions. Summarize the questions and students' answers for the class and then ask students to read the selection. Have students reflect on their pre-reading questions and answers by asking them to identify which questions they answered correctly during the preview, why they were able to answer the questions, and which questions they discovered answers to.

Students can preview the reading in small groups and then independently by using the Previewing the Text Through Questioning (Hoyt 2002) handout (page 130). Stop the students before they complete the reading to share and discuss their questions and the possible answers. Ask them to justify and explain their predictions.

Differentiation

ELLs may need to have the text read aloud to them as they complete the activity independently or in small groups. It may help to allow students reading below grade level to complete the handout orally, and have a classmate write down the students' answers. Encourage gifted students to develop higher-level questions before they read so that they can look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Name: _____

Previewing the Text Through Questioning

Directions: Before you begin reading, preview the text and write down your questions and possible answers. After reading, write your answers to the reflection questions.

Previewing Questions	
As I previewed the images, my questions were: Possible answers:	
_____	_____
_____	_____
_____	_____
_____	_____
After-Reading Reflections	
What were the questions I answered correctly during the preview about?	

Why was I able to answer the questions correctly?	

What questions can I now answer after reading?	

Adapted from Linda Hoyt, *Make It Real*, [Portsmouth, NH: Heinemann, 2002], 125.



Questioning Strategies for Social Studies *(cont.)*

Scaffolding Reader Questions

Background Information

It is essential to encourage students to verbalize and record their questions when developing questioning skills in students to improve reading comprehension. This helps readers to anticipate questions in the future and develops their reasoning skills. When students are young, teachers can help readers formulate and record their questions, but as they become more fluent readers, they can record their own questions. The Scaffolding Reader Questions strategy (Hoyt 2002) enables the students to develop questions before, during, and after reading. The teacher should model how to construct questions during each of the reading phases for the students to make the process clear.

Grade Levels/Standards Addressed

Grades 1–2 (Standard 8.2)

Grades 3–5 (Standard 8.2)

Grades 6–8 (Standard 8.2)

Activity

Distribute copies of the Scaffolding Reader Questions handout (page 134). Before students begin reading a particular selection, ask them to conduct a preview in which they look at the title, table of contents, headings, key vocabulary, pictures, diagrams, and other elements. Have students create questions based on the preview.

They must be specific about how the preview leads them to the questions. Have students share their questions with the entire class and explain how the preview led them to the questions. Next, instruct students to begin reading the selection. During guided reading, pause and ask them to record important items worthy of noting. Before students continue reading they must record questions that will allow them to further their understanding and learning on the topic. Finally, ask students to record questions that the reading did not address but that they want to find the answers to.

Differentiation

ELLs will benefit from having the process modeled for them. They may need a list of words to help them complete the activity. Provide extra time for students reading below grade level to produce questions. Be sure to write down the questions students generate based on their previews on an overhead or the board for the class to review and use as a guide. Gifted students should be encouraged to ask higher-level thinking questions to make connections to other topics and areas of learning.

Name: _____

Scaffolding Reader Questions

Directions: Before you read, preview the text and write down your questions. While you read, take notes of what you notice in the text and write down your questions. After reading, write down what questions you still have about the topic.

Before-Reading Questions	
Based on my preview of...	My questions are:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
During-Reading Questions	
While I was reading, I noticed...	My questions are:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
After-Reading Questions	
I still wonder about...	My questions are:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Adapted from Linda Hoyt, *Make It Real*, [Portsmouth, NH: Heinemann, 2002], 125.



Questioning Strategies for Social Studies *(cont.)*

Coding the Text

Background Information

It is essential for students to self-monitor as they read so that they can check their understanding and use fix-up strategies if needed. Coding the Text is an activity that helps students to generate questions about the text and develop their metacognitive skills. The activity teaches students how to deal with areas of confusion when reading. The teacher performs a think-aloud when introducing the activity so that the students have a model for completing the task. During Coding the Text, students use sticky notes to mark the moments in the reading that are confusing and things they want to know more about.

Grade Levels/Standards Addressed

Grades 1–2 (Standard 8.2)

Grades 3–5 (Standard 8.2)

Grades 6–8 (Standard 8.2)

Emergent readers should be limited to the first two codes while more fluent readers can use more codes. Distribute sticky notes to the students and instruct them to place the notes in the text and code the text as they read. After students code the text, instruct them to generate questions based on the codes they have created. Share the questions in a classroom discussion in which the students attempt to answer the questions and generate more.

Differentiation

ELLs may benefit from hearing the reading selection read aloud as they follow along. Students reading below grade level should use only three codes as they read, as too many might overwhelm them. Gifted students should be encouraged to explain why they placed the codes in the locations they did; push them to generate higher-order thinking questions.

Activity

Write the codes on the board that students should use to make notes about the reading.

- ? *I am confused/I don't understand*
- M *I want to learn more about this*
- * *This is important*
- N *New information*
- C *Connection*
- TH *Theme of the text*
- AHA *Big idea in the text*



Summarizing Strategies for Social Studies *(cont.)*

Common Transition Words for Summarizing

Using transitions in summaries helps the papers read more naturally, allowing the ideas to flow smoothly in a coherent manner.

Generalizing			
generally	generally speaking	usually	ordinarily
as a rule	as usual	for the most part	
Adding Details			
also	besides	furthermore	in addition
moreover	again	in fact	for this reason
for example	for instance	and	next
finally	another	such as	
Comparing and Contrasting			
in contrast	instead	likewise	on one hand
on the other hand	on the contrary	rather	similarly
yet	however	still	nevertheless
neither . . . nor	but	both	instead
Sequencing			
at first	first of all	to begin with	in the first place
at the same time	for now	for the time being	the next step
next	in time	in turn	later on
meanwhile	then	soon	later
while	earlier	simultaneously	afterward
in the end	in conclusion		



Visual Representations and Mental Imagery Strategies for Social Studies *(cont.)*

Imagine, Elaborate, Predict, and Confirm

Background Information

Imagine, Elaborate, Predict, and Confirm is a mental imagery strategy combined with prediction that helps students comprehend text better and improve the details in their writing. It requires students to use their imaginations as they predict and confirm what they will be reading. IEPC has been field tested and has proven to increase motivation and interest, in addition to improving comprehension and writing skills (Wood 2002).

In the *imagine phase*, the teacher asks students to close their eyes and use their imaginations to create pictures about the reading selection. The teacher can direct the students to formulate their pictures based on the book cover, title, pictures, etc. Students are encouraged to use all of their senses during this phase. The teacher then writes everything the students report on an IEPC transparency.

In the *elaboration phase*, students use their visual images to add details and prior knowledge and to expand on their original images. By sharing their pictures with the whole class, the students may stimulate one another to describe more.

Students make simple predictions based on their images during the *prediction phase*. They are then instructed to keep their predictions in mind as they complete the reading task.

During the *confirmation stage*, students return to their predictions and determine whether or not they were correct. The teacher and the students modify the original predictions and integrate the new information learned.

Grade Levels/Standards Addressed

Grades 1–2 (Standard 5.2)

Grades 3–5 (Standard 5.3)

Grades 6–8 (Standard 5.1)

Activity

Instruct students to close their eyes and try to picture everything they can on the topic. Encourage them to use all of their senses to experience the images. Ask them to report on their mental images and record these on an IEPC transparency (page 174) for the class to review. Next, model how to use their visual images to add more details and information and record this on the transparency. Encourage students to follow your lead. Again, using the think-aloud technique, make at least one prediction about what you expect to find in the reading based on the visual images, and ask students to do the same. Ask students to complete the reading task. After reading, have students review their predictions and see if they were correct. Model how to revise the predictions and integrate them with the new information being learned. It is important to model exactly how to go back to the text and locate the key parts to check predictions.

Differentiation

ELLs will be able to comprehend the reading selection better if it is read aloud to them as they follow along with the printed material in front of them. Students reading below grade level may prefer to conduct the reading in pairs and summarize or retell sections to partners, while gifted students may prefer to read silently to themselves.

Name: _____

Imagine, Elaborate, Predict, and Confirm

Imagine	Elaborate
Predict _____ _____	
Confirm _____ _____	

Adapted from Karen Wood "Differentiating Reading and Writing Lessons to Promote Content Learning" (pp. 164–165)



Strategies for Attending to Text Structure in Social Studies

Textbook Scavenger Hunt

Background Information

A fun way for students to familiarize themselves with the features of their textbooks is to have them complete a scavenger hunt (Robb 2003). The students can complete the activity all at once or it can be organized for the students to complete over a number of days. Students can complete the activity with a partner or in small groups.

Grade Levels/Standards Addressed

Grades 1–2 (Standard 7.1)

Grades 3–5 (Standard 7.4)

Differentiation

ELLs should have a vocabulary list of text terms with definitions available to them during the activity. Provide them with extra time to complete the task or have some of the questions answered for them. Students reading below grade level should approach the questions in the order they find most comfortable and should not be rushed to complete the task. Gifted students should compete to see who finishes the task first.

Activity

Activate the students' prior knowledge about text features through whole-class questioning. Review the different features of a textbook with the class while skimming through a book. Divide the class into groups of four students. Distribute copies of the Textbook Scavenger Hunt handout (page 184). Instruct the students to work together to complete the handout. As the students work on the handout, circle the room to provide assistance as necessary. When they have completed the handout, call on the different teams to share their findings. Place the students' findings on the board and discuss them further.

Name: _____

Textbook Scavenger Hunt

Directions: Work with your team member and use the textbook to complete the following questions.

1. **Index** number of pages _____ location _____

Locate and write a key topic that has several pages of information.

Find a topic that has a single page listed.

2. **Table of Contents** number of pages _____ location _____ number of sections _____

List three sections that interest you.

3. **Glossary** number of pages _____ location _____

What kind of information does it contain? How can a glossary help you?

4. **Chapters**

Look at the first page of a chapter. List the information here.

Look at the last page of a chapter. What do you find there? How can this help you?

5. **Boldfaced Words** List three boldfaced words in the same chapter. What do they mean?

In what ways can you use a textbook to find the meanings of words?

6. **Photographs** page number _____ description _____

Study the picture and the caption and write down what you learned.

7. **Visual Aids** page number _____ description _____

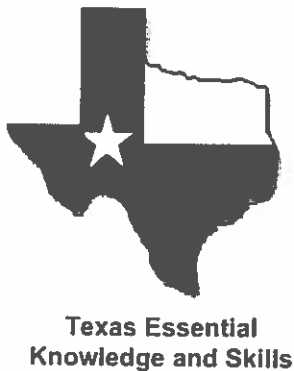
Locate a graph, chart, diagram, or map. Study it and read all of the print that accompanies it. Explain what this visual aid can teach you.

8. **Other** page number _____ description _____

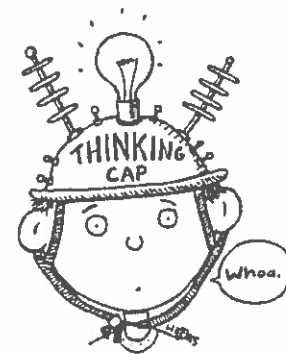
What other features are in your textbook? How do these help you learn new information?

TEKS addressed throughout the video lessons:

- infer the implicit theme of a work of fiction, distinguishing theme from the topic.[6.3A]
- summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.[6.6A]
- describe different forms of point-of-view, including first- and third-person.[6.6C]
- compare and contrast the stated or implied purposes of different authors writing on the same topic.[6.9A]
- summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.[6.10A]
- synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.[6.10D]
- explain messages conveyed in various forms of media.[6.13A]
- recognize how various techniques influence viewers' emotions.[6.13B]
- analyze various digital media venues for levels of formality and informality.[6.13D]
- write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.[6.17C]
- use complete simple and compound sentences with correct subject-verb agreement.[6.19C]
- develops a topic sentence, summarizes findings, and uses evidence to support conclusions.[6.25B]
- listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.[6.26A]
- paraphrase the major ideas and supporting evidence in formal and informal presentations.[6.26C]
- participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.[6.28A]
- establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.[6.RCA]
- ask literal, interpretive, evaluative, and universal questions of text.[6.RCB]
- monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions).[6.RCC]
- make inferences about text and use textual evidence to support understanding.[6.RCD]
- summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.[6.RCE]
- make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.[6.RCF]



YouTube



ELPS addressed through the video lessons:

- use prior knowledge and experiences to understand meanings in English.[1A]
- use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[1C]
- speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).[1D]
- internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.[1E]
- use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.[2E]
- listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.[2F]
- speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.[3D]
- express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.[3G]
- use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.[4F]
- write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.[5F]
- narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.[5G]



Nice bulldogs Teamwork (gets tire from pool)

1. Begin by showing the video and stop after the first few seconds. To engage students in discussion, stop and ask:
 - a. Turn and talk to your neighbor about – What is the **problem** here?" (*The dogs want the tire but it is at the bottom of the pool*).
2. Continue the video for a few more minutes and then stop to ask more questions:
 - a. What can you **infer** about the dogs relationship to the tire? (*It might be their favorite toy because they seem to really want to get the tire out. They are whining and whimpering indicating they desperately want to get their toy.*)
 - b. Make a **prediction**. What do you think the dogs are going to do to get the tire? (*They will both go in and dive down for the tire. Or they will bark and whine until their owner gets it out for them. Or they will pull and tug and scratch at the side of the pool until the water comes out and they can get to the tire.*)
3. Continue until the one dog jumps in and begins to try and go under for the tire. Stop and ask:
 - a. If you know what the **problem** is now, what are the **characters** (the dogs) trying to do to solve the problem? (*One dog is taking over and trying to dive down for the tire. The other dog is encouraging his friend.*)
 - b. What kind of **relationship** do the dogs have with each other? How do you know this? (*They are friends. They could be brothers or brother and sister. They like each other. I know because they seem to be speaking to one another through whimpering and whining. They are wagging their tails signaling they are happy but anxious.*)
 - c. Have we seen the solution yet? (*No. We are seeing the **rising action**, the attempts at the solution.*)
 - d. This is a real video. Not a made up or rehearsed scenario. What **genre** could we give this video since it is not fiction? (*This video is an example of a **personal narrative**. The author of this short, true story is the person taking the video. They are entertaining you with a funny moment in their life. The **author's purpose** is to entertain you. Along the way, you do learn about dogs and what they are capable of doing.*)
 - e. We spend a lot of time writing **personal narratives** in our class. Think about the author of this video. What is this author doing that we often do in our personal narratives? (*They are showing a small moment in time. There's a main character with a problem. This has a beginning, middle, and end. There's an **opportunity to reflect** overcoming the problem at the end.*)
4. Continue watching but stop right before the dog goes under to finally get the tire. Stop and ask:
 - a. What is the dog doing each time he shakes? (*He's trying to go under and get the tire, but water is getting in his ears or his nose or maybe his mouth. He doesn't seem to know how to handle this happening to him.*)
 - b. What can you **infer** about this dog's experience with water? (*He probably doesn't know how to hold his breath under water because he has to keep trying over and over to get the tire. He keeps shaking and snorting water out of this nose.*)
 - c. What **character trait** can you give the dog? (*determined*)
5. Watch until the dog gets the tire and then swims over to the side. Stop and ask:
 - a. Was your **prediction** correct? (*Yes, I thought he would dive down and grab the tire. Or no, I thought the owner would reach in and get it for them. ***I had a few kids tells me, "I knew they were going to get it on their own because I read the title of the video!"*)

- b. Where do you think the **climax** of this story comes? (***)I discuss how this video could also be like the **genre literary nonfiction** because it is 1. true/nonfiction and 2. it is literary in that it has story elements of a **plot line**. *The climax could be when the dog goes down for the last time and actually holds his breath long enough to grab the tire.*)
 - c. Can you give a **character trait** to the dog that was outside of the pool? (*helpful, encouraging*)
6. Watch until the end. Stop and ask:
- a. What was the **solution** to the **problem**? (*The dogs worked together to pull the tire out of the pool once the main dog went under the water and grabbed the tire.*)
 - b. How do you think the dog(s) **changed from the beginning of the video until the end**? (*They were anxious, upset their tire was at the bottom of the pool and they couldn't get to it. They were confused and frustrated about how to get it. They didn't let their confusion stop them. They were determined to get the tire. They were excited to have their tire out of the pool at the end. I know because they stopped whimpering and they began chewing on the tire, wagging their tails.*)
 - c. What was the **main idea** of this video? (*Two dogs work together to get their tire from the bottom of the pool.*)
 - d. What is a possible **theme** from this video? (*Teamwork pays off. Never give up even when things are difficult. Keep trying.*)

By stopping and discussing along the way, we have done to this video what teachers and students often do in close reading of text. Instead of analyzing text, we have analyzed media. Students find this method less threatening and often more engaging because ALL students are able to participate – no matter their reading level abilities. ELL students have an opportunity to TALK and hear appropriate vocabulary used to explain what they know about what they are “reading” but in this case “watching.” They see that they watched a video but did so through the eyes of a “reader” – looking for main ideas, inferring, predicting, and drawing conclusions about the characters and author's purpose.



How to Make Giant Bubbles

1. What do you think this video will be about?
2. Do you think this video is in regular motion or slow motion? What makes you think this?
3. Look at the setting background. What season could this be taking place in? What makes you think this?
4. When do you discover the author's purpose?
5. What is the author's purpose? How did you know?
6. Why do you think the author removed the synthetic inner string to the cotton rope?
7. Why does the author use the word "essential"?
8. Listen again to author's description of the dishwashing liquid. What does "unessential" mean?
9. What reading and/or writing genre can we classify this video as?
10. What "text structure" does this video have?
11. The author stated his purpose at the very beginning of the video. In expository writing, this is often called the what? ***Thesis statement
12. Why do you think the author tells you to stand "with your back to the wind"?
13. "This method can be used even on hot, dry days when evaporation can cause giant bubbles to pop." Tell a friend what you know about heat and evaporation and the effect it has on liquids.
14. The author used the term "carabineer." What do you think a carabineer is and why does the author use it?
15. Why do you think the man in the video keeps walking backwards?
16. Is the man in the video the author of the video? How can we know for sure?
17. What other kinds of videos do you think you could find on the author's channel "NighHawkinLight"?

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