



GRADE 2 LITERACY: TCRWP NONFICTION
READING AND INFORMATIONAL WRITING
SUPPORTS FOR ENGLISH
LANGUAGE LEARNERS

GRADE 2 LITERACY: TCRWP NONFICTION READING AND INFORMATIONAL WRITING

Supports for ELLs

Part I

Pre-Reading

- Refer to the *ELL Considerations for Common Core-Aligned Tasks in English Language Arts* to build essential vocabulary that ELLs need to comprehend the reading of *Big Babies Little Babies* and *Wolves* as well as the viewing of the penguin video.
- Use a vocabulary graphic organizer, such as the one below, that can assist ELLs as they acquire vocabulary:

Word:
Definition:
Sentence:
Illustration:

- Encourage students to refer to dictionaries, picture dictionaries and native language dictionaries as they complete their graphic organizers. (Note: dictionary skills should be taught beforehand.)
- Remember that the way in which the organizer is completed by the students may differ due to varying levels of the students' English language proficiency. For example, a beginner ELL may fill in short answers in English and his/her native language as well as draw pictures; an advanced ELL may use more vivid vocabulary and refer to dictionaries.

During Reading

- Use a Think-Pair-Share to assist ELLs in making connections to the books and video. Provide students with prompts giving them sufficient time to think and write a quick response, after

which students should work in pairs to share their ideas. The teacher can follow this with a group share.

- When ELLs are at beginning and low intermediate levels of English proficiency, allow them to complete this task in their native languages.
- Be sure that the text is in big book format or on an interactive screen in order to facilitate interaction between the text and the student. In addition, reference visuals in the text to provide context.
- Show the video with captions in English or the native language. This will allow for students to read vocabulary with which they might otherwise be unfamiliar.
- Allow time to explicitly teach ELLs the features of a nonfiction text such as table of contents, index, headings/subheadings, bold print, pictures, captions and glossaries through the exploration of the text.

Part II

Preparing for the Video

- Pre-teach conceptual vocabulary that is essential to completing the task when viewing the video. Vocabulary taught should allow the students to answer who, what, where, when, why and how.
- Use a Think-Pair-Share activity to invite students to talk while the video is paused. Have students name and discuss the responses to who, what, where, when, why and how.
- Further scaffold this activity by providing students with sentence starters that include responses to who, what, where, when, why and how in order for the students to develop mastery of the vocabulary.
- Provide the note-taking matrix below to students in order to clarify where they should concentrate their focus while viewing the video.

Title of Video: _____

Who?
What?
Where?
When?

Why?
How?

- Prior to having ELLs independently read the chapter “By Sea,” allow them to revisit the features of a nonfiction text found in this book using the Nonfiction Text Features Matrix below:

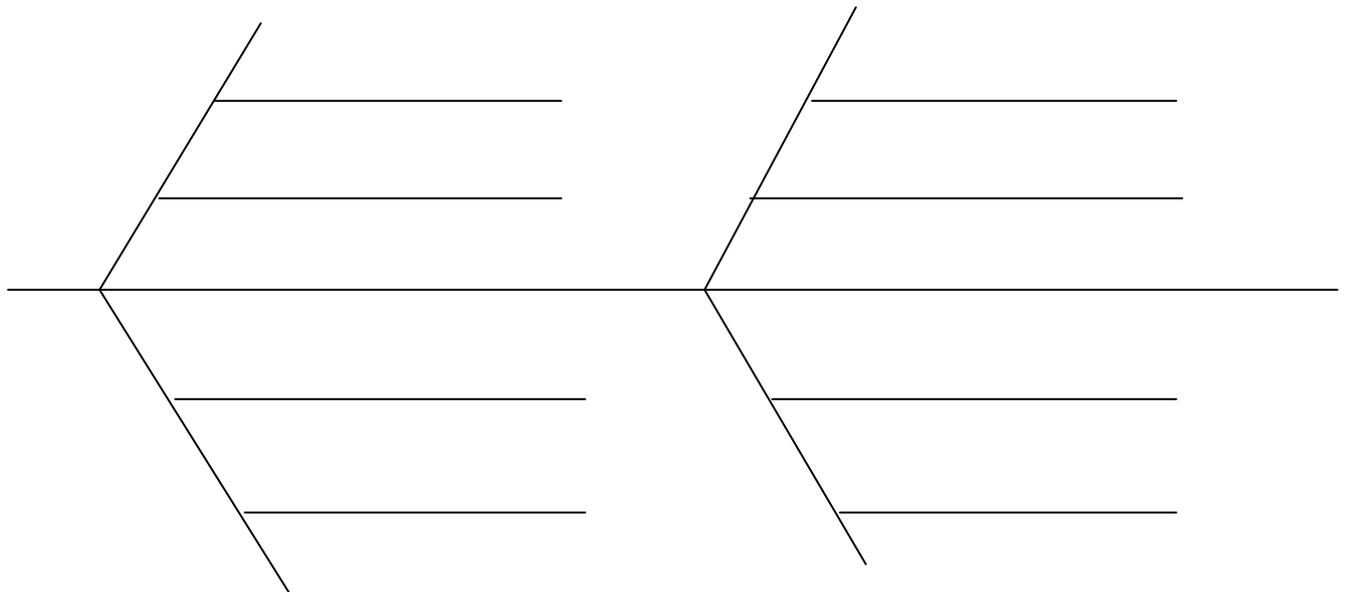
Nonfiction Text Features	Check (✓) If the feature is present	Page(s)
Table of Contents	<input type="checkbox"/>	
Headings	<input type="checkbox"/>	
Index	<input type="checkbox"/>	
Bold Print	<input type="checkbox"/>	
Pictures with Captions	<input type="checkbox"/>	
Glossary	<input type="checkbox"/>	

- Provide the note-taking matrix to the students to use during their independent reading of the chapter “By Sea” In *Amazing Arctic Animals*, which will establish a purpose for reading.

Part III

- Record main ideas and key details in a shared class Fishbone Chart (see below) as chapters of *Big Babies Little Babies* are discussed. The completion of the chart should be accomplished through a teacher-led discussion. This chart should be placed in an area visible to students in order for them to refer to it throughout the unit.
- Use a Think-Pair-Share activity to invite students to talk about the main ideas and supporting details throughout the exercise.
- Provide students with sentence starters in order to scaffold the Think-Pair-Share. Some examples are
 - I think the author’s message in this chapter is....
 - One detail that supports my thinking about the main idea is....
 - The author is trying to say....

Fishbone Chart



- Allow ELLs to complete the *Big Babies Little Babies* section of the Compare-and-Contrast Matrix (see below) prior to reading the excerpt from *Wolves*.
- Use student responses to monitor student understanding of the text.
- Allow ELLs to complete the *Wolves* section of the Compare-and-Contrast Matrix both during and after the reading of the selection.

Compare-and-Contrast Matrix		
	<i>Wolves</i>	<i>Big Babies Little Babies</i>
Who?		
What?		
When?		

Where?		
Why?		
How?		

- Introduce concepts of comparing and contrasting.
- Use the matrix above to generate a discussion about the similarities and differences found in the two texts. Allow ELLs time to discuss in English and the native language (in pairs or in small groups) and share their findings with the whole class.
- Have students complete the Nonfiction Text Features Matrix for each of the nonfiction books used in the class. Use these to monitor student understanding and generate small group discussion.

Part IV

Preparing for the Video

- Pre-teach vocabulary that will be needed to comprehend the alligator video when it is viewed.
- Use a Think-Pair-Share activity to invite students to talk while the video is paused.
- Further scaffold this activity by providing students with sentence starters that include responses to who, what, where, when, why, and how.
- Allow students to view the video with captions in English and/or the native language. This will allow students to read vocabulary with which they might otherwise be unfamiliar.
- Allow students to jot down ideas in English and/or their native languages as they view the video clip.
- Encourage students to use the framework of who, what, where, when, why and how as they organize the ideas they are jotting down.
- Allow students to use the native languages during this exercise.
- Provide students with visuals of the components of nonfiction texts listed on the chart. For example, provide laminated samples with clearly labeled components of nonfiction books, such as a table of contents, captions, headings, and subheadings. Students can reference these throughout their independent writing.
- Have ELLs revisit the graphic organizers they completed throughout the unit in order to make a decision on which topics they are going to choose for their information books.
- Hold individual student conferences with ELLs in order to ensure they have made a well-informed decision when choosing their topics.

- Provide students with a variety of graphic organizers in order to assist them in the structure and organization of their information books. Some students might need the teacher to support them as they begin to decide where the components will be placed.