

LA 5.4: Center 3: Text Structures and Text Features in Literacy Instruction



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy</p> <p>Employ theories of first and second language acquisition in teaching content area subjects</p> <p>Assessment: 25 pts.</p> <p>TA: 25 Minutes</p>	<p>Teachers can design and implement instruction in their content that enlists text structures and text features to support ELs in comprehending text and building knowledge of subject matter.</p>	<p>Students have learned about defining content and language objectives, supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to deepen their understanding about supporting their students reading skills.</p>

Instructions

1. Read the article summary [Increasing ELL Student Reading Comprehension with Non-Fiction Texts](#).
2. Answer questions:
 - What is the difference between text structures and text features?
 - How will you explicitly teach the text structures and text

- features of this reading?
- How can you help students use text features to identify and connect big ideas when they read?
 - How can I help students identify signals of text structures?
3. Text Structures and Text Features require explicit instruction. Use [Academic Language Toolkit](#) to answer: what graphic organizers and signal words correspond to the text structures of your texts? How will you incorporate them into the activities regarding this text?
 4. Besides graphic organizers and signal words, how else can you make the readings and related activities more context embedded and cognitively challenging? Review the concepts of context embedded and cognitively challenging activities from [Cummins Four Quadrants](#) and a range of challenging activities from [Depth of Knowledge \(DOK\)](#).
 5. With a partner, share your readings and use what you have learned to identify places where the things you have learned can be applied to your unit plan and make notes of the possible learning activities or reading support you might apply to help your students build content knowledge and literacy skills. Record any findings on the key ideas worksheet.



Raty, M. , Gallagher, E. , Wootton, T. , Graham, R. ,
Teemant, A., Rice, M., & Pinnegar, S. E. (2019).
Developing Second Language Literacy. EdTech Books.
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