Approach to Reading Comprehension for the Limited English Speaking Migrant Student

Workshop Outline Ideas

Possible outcome: Know what informational text is, and how to choose, adapt, and supplement appropriate texts for access by migrant and migrant/ELL students.

Major shifts required by common core

Importance of teaching “informational” or non-fiction text (50/50 at elem and 70/30 at HS); Why is this important? Because college students and people in careers are more likely to work with informational text than fiction, so CCSS better equips students with skills that will be needed in college and the work place.

It is challenging for migrant and ELL students because of assumption of background knowledge

It is challenging for ELL (includes many migrant students) because of use of complex academic language in this type of text