# Bathroom Briefs
## EAL strategies on-the-go, as you go
Episode # 20

To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
   4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at TeacherPayTeachers.com

## "Compare" Text Structure

|  | Object 1 | Object 2 |
|---|---|---|
| **Trait** | details | details |
| **Trait** | details | details |
| **Trait** | details | details |
| **Trait** | details | details |
| **Commonalities** details | | |

*Adapted from Gonzalez (2014)*

EmpoweringELLs.com

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from http://www.cultofpedagogy.com/text-structures/

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. Language Teaching Research, 15(3), 363–380.