

Examining Biographies: Transcript

Note: Transcripts from this event are machine generated. Please contact the WIDA Client Services Center at help@wida.wisc.edu for accommodation needs or questions.

[The text on the screen says, "Reading Comprehension Across Content Areas with Multilingual Learners. Examining Biographies."]

Sarah (Voiceover): When we talk about text organization, I think it's really important to pre-teach the organization of the text before students are actually reading the text. Because when they understand how a text is going to be organized, they have a head start to understanding what they're going to read.

Sarah to class: Let's learn some more things about biographies. Okay? If you know these things, it will help you understand what you read when you read a biography. Okay? A biography has sequence of events. Can you say sequence of events?

Students: Sequence of events.

Sarah to class: Good. Let's say the words that help us tell the sequence of events. Ready? Go.

Sarah and students: First, next, then, later, finally.

Sarah to class: When we tell about a biography, we use sequence words to tell the sequence of events. Hmm. Biographies. Also do this. Can you read it with me? Ready?

Sarah and students: How the person helps others.

Sarah to class: One more time. Ready? Go.

Sarah and students: How the person helps others.

Sarah to class: So today when we read the biography of Luis Soriano, we will see how Luis Soriano helped other people. Okay. And finally, lessons we can learn. What is a biography? Mm-Hmm.

Student: A biography is something when you write it for about a person life.

Sarah to class: Good. And when we read a biography, what should we notice? What should we look for? Remember, first look at the title. What is the title of our biography?

Students: The Donkey Library.

Sarah to class: The Donkey Library. As we read the biography, just like every biography, it's important to think what was first, then, next, after that, later, and finally. Remember, you always need to read the heading at the top of the page. It will tell you what the biography is about. Let's start with the yellow words. Ready? All together. Ready? Go. We need to find out what is the first event in our sequence of events. All right. Let's see. Luis put books in a bag and put the bag on his donkey. They rode all over the countryside. Was that the first event in the sequence of events?

Students: No.

Sarah to class: No. Luis was a teacher in rural Colombia.

Students: Yes.

Sarah to class: His students did not have books to read at home. Is that correct?

Students: Yes.

Sarah to class: All right. So, let's put that for first. Let's keep reading to see what's next in our sequence of events.

Sarah (Voiceover): For example, right now, my second graders are reading biographies, and I've taught them that whenever they read a biography, they need to be looking for the timeline or the sequence of events. And if they're given multiple exposures to, uh, like a physical representation of that timeline, and co-create timelines with their teachers for multiple texts, eventually, the goal is for them to internalize that structure. And every time they pick up a biography, they know, "Okay, I need to be looking for the sequence of events in this, in this biography."

Sarah to interviewer: So, by taking that time to attend to the text features before reading, students are going to improve their comprehension of a text.

[The text on the screen says, "WIDA would like to thank Sarah and her students at Weddington Hills Elementary School for their collaboration on this project."]