

# Integrating Science, Common Core Literacy and World Language Standards

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Sixth International Conference on Immersion and Dual Language Education:  
Connecting Research and Practice Across Contexts

**October 20–22, 2016**  
**Hyatt Regency Hotel**  
**Minneapolis, MN, USA**

## INFORMATIONAL READING / SPEAKING, VIEWING, LISTENING, MEDIA LITERACY / ACTFL STANDARDS

Description: Three lessons on nonfiction reading plus assessment, to be integrated with the FOSS weather unit (concurrent with, just before or just after). The presentational communication assessment will take several days but can be spread out over as many days as necessary.

This is not the entire unit, but, rather, the parts of the unit that made up the presentation at the CARLA conference.

### English/French Language Arts Standards:

#### Informational Reading:

- 2.2.1.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- 2.2.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 2.2.5.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 2.2.6.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.2.7.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### Speaking, Viewing, Listening and Media Literacy:

- 2.8.2.2 **Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**
- 2.8.5.5 **Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**
- 2.8.7.7 Distinguish, understand, and use different types of print, digital, and multimodal media.
  - a. Use tools for locating print and electronic materials appropriate to the purpose.

**2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

**2.8.8.8 With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)**

a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.

**b. Share the work with an audience.**

**Bolded** items reflect the ACTFL World Language Standards as well.

## ACTFL Standards:

### COMMUNICATION

Standard 1.1: Students engage in conversations, provide and obtain information *about weather*.

Standard 1.2: Students understand and interpret written and spoken language *about weather*.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers *about weather*.

### CONNECTIONS

Standard 3.1: Students reinforce and further their knowledge of *science and literacy* through the foreign language.

### COMMUNITIES

5.1 Students use the language both within and beyond the school setting *by presenting a weather forecast for parents and/or a digital audience*.

5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, *by making an audio or video recording of songs related to weather, which they can enjoy at home*.

## Lesson Outline:

See <https://goo.gl/99q8DN> for accompanying Google Slide Show.

Non-French speakers, see [Conference notes](#) as necessary.

### FRENCH LANGUAGE ARTS

**Lesson 1:** Whole group lesson: *Fiction ou non-fiction?*

*Knowledge targets:*

- **Explain and give an example** of fiction and nonfiction.
- **Name** the first nonfiction reading strategy: *Utiliser mes connaissances*

*Reasoning target:*

- **Use** the “*Utiliser mes connaissances*” strategy before reading a text.

1) Show the book covers of *Le vent* and *Simon et le vent d'automne* (**Slides 7-8**) and ask how the two covers are alike and different. After you've elicited students' observations, fill in the double-bubble map (*diagramme à double-bulle*) by sliding the words from behind the box. If you do not have an interactive white board, make sets of cards and have students do a word sort.

Conference note:

*Le vent* bubbles: a photo, a (real) person, a lot of text on the cover besides the title, a variety of fonts, colors and sizes of words.

*Simon et le vent d'automne*: a character, only the title (besides the author's name), one font/size/color.

Common characteristics: the word "wind," the name of the author, an illustration.

2) Ask if anyone knows what to call these two kinds of texts. Introduce the terms *fiction/histoire – non-fiction/livre informatif*.

3) Show students the cover of *Je comprends tout ! Météo* (**Slide 9**) and ask if it is fiction or nonfiction and why they think so. Explain that before reading the book, they are going to think of things they already know about weather, and that this is a strategy that will help them read and understand the text. Introduce the first reading strategy: *Utiliser mes connaissances (Utiliser ce que je sais déjà pour m'aider à comprendre quelque chose de nouveau)*. (**Slide 10**)

Conference note: Use my prior knowledge (Use what I already know to help me understand something new)

PPP (= Think/Pair/Share – **Slide 11**):

- Students think of and jot down three words or phrases they already know that apply to weather.
- Students compare what they wrote with a partner and star the words they both mentioned.
- Share starred words with class with a circle map (*diagramme en cercle*) (**Slides 12-13**)
- The square around the map is to write where they learned these things – from books, science lessons, watching weather forecasts on TV.

Conference note: By limiting the brainstorm to three to five words, you can keep the lesson moving and also ensure that everyone is participating.

4) End the lesson by saying that once they've identified what they already know, the next strategy is to think of what they might want to learn or what they think the author might want to explain, and that you will continue with that the next time.

## Lesson 2 – Questions et réponses

Knowledge targets:

- **Name** second reading strategy: "Poser des questions."
- **Name** question words and **give examples** of questions.

Reasoning target:

- **Use** the "Poser des questions" strategy to **match** questions to answers.

1) Ask who remembers what we talked about last time (fiction/nonfiction; reading strategy *Utiliser mes connaissances*). Introduce the second nonfiction strategy: *Poser des questions* by showing the strategy poster (**Slide 14**) and asking for examples of questions using these words.

2) Open *Météo* book to pages 4-5. Call attention to the layout (*mise en page*), which is often nonlinear in nonfiction texts. These two pages read as though they were one page and you read *La météo: je connais!* together (point out capitalization and punctuation as a guide to how to read the sentence) and the sentence "Presque..." follows after "Chaque jour..."

Read each box on the page and see if students can come up with the questions that the text answers:

**Pourquoi** la pluie est-elle importante?

**C'est quoi** le vent ? / **Qu'est-ce que c'est** que le vent ?

**Comment s'appelle** le degré de chaleur ou de froid ?

Continue with the two sentences at the bottom of the page.

**Où** est l'endroit le plus humide/le plus chaud?

**Où** est le Sahara ?

### Lesson 3 – Idée principale et détails

*Knowledge target:*

- **Recognize** some of the ways a nonfiction text shows what is important.
- **Name** third reading strategy: Déterminer ce qui est important.

*Reasoning target:*

- **Analyze** the features of a text to identify main idea and detail.

In this lesson, students discover the many different ways that information can be presented:

Dans un livre informatif, on trouve habituellement :

- des mots accrocheurs ou imagés
- des diagrammes, des illustrations et/ou des photos
- des légendes qui expliquent les illustrations et les photos
- des étiquettes qui identifient les parties d'une image
- des idées principales et des détails
- des questions et des réponses

Dans un livre informatif, il faut tenir compte :

- des types de police
- de la grosseur de l'écriture
- des couleurs différentes
- de la mise en page

Conference note : In a nonfiction text, you'll find diagrams, illustrations, keys, labels, charts, etc. Also, main ideas and details, questions and answers. Things to notice: types of font, size and colors of text, the layout.

1) Show third reading strategy poster (**Slide 15**): *Déterminer ce qui est important* and explain that there are many ways that a nonfiction text shows the reader what is more important and what is less important. One way is by the kind of font (*polices*) and size (*taille, grosseur*) of the letters.

Show *Météo* : pages 8-9 (**Slide 16**).

PPP :

- Students jot down how many different kinds of fonts and font sizes they see.
- Students compare their numbers with a partner.
- Share with class.

Read pages 8-9, then ask:

- Quels mots sont les plus grands ? Pourquoi ?
- Qu'est-ce que le voilier, le moulin à vent et l'éolienne ont en commun ? Comment l'auteur nous montre-t-il que les trois ont qch en commun ? (Même police, même taille, les trois textes encadrés)
- Un mot « imagé » saute aux yeux avec la couleur, le choix de police, la forme du mot. Y a-t-il un mot imagé sur ces pages ? (*cerf-volants*)
- Le petit volet à droite a deux phrases numérotées. Pourquoi ? (étapes à suivre)
- Qu'est-ce que la petite taille de ces phrases indique ? (Elles sont moins importantes que les informations.)

- Un mot qui identifie un objet sur une photo ou une illustration s'appelle *une étiquette*. Quelles sont les étiquettes sur ces pages ?

Conference note: Ask questions such as: Which are the most important words? How do you know? What do the three boxes have in common? What are some labels on these pages?, etc.

End the lesson by reviewing the three nonfiction reading strategies we've learned thus far and things they've learned about the weather.

## SCIENCE (FOSS)

As part of the FOSS science unit, students observe weather patterns and record their data. Throughout this unit, help students make connections with what they learned about weather in their language arts class. Review the terminology they learned and that they will be using, such as diagram, pictogram, label, key, etc.

**Integrating language objectives – verb endings:** Introduce the weather journal (**Slide 20**) in which students will record their weather data over the course of the month. Review how to write the date, explain/talk about the difference between °F and °C, how to read the compass rose, how to color in the thermometer. Skip the *Échelle de Beaufort* for now.

Once all of the data has been recorded (use a weather website), students write 2 sentences about the weather. (In the beginning, they should do this in pairs.) Model : *Today it is sunny. Tomorrow, I think it will rain.* After the first day, add Yesterday.

Focus on form: Noticing. As students share their sentences, record them as seen on **Slide 21**. Ask students what they notice. Use colors to highlight verb endings. Spend a couple minutes practicing by calling out a verb and have students call back Yesterday! Today! or Tomorrow!

**Integrating language objectives – adjective agreement:** After a week or so, introduce the Beaufort scale (**Slides 22-23**).

Focus on form: Noticing. Read aloud the terms for forces 1 – 5. Highlight the adjectives and ask students what they notice about them. Talk about the *e* rule for feminine nouns and adjectives, reminding them that it is not 100% applicable, but that it is for the Beaufort scale.

As the weeks go on, encourage students to find different ways of describing weather so that they're not simply copying what they wrote the day before. Brainstorm some sentence starters for Tomorrow: I think, I hope, They say, According to the weather forecast, etc. You can even throw in some subjunctive: I want it to \_\_\_\_\_.

## ASSESSMENT (science, informational reading, communication)

See the three modes of communication (**Slide 5**).

### 1. Interpersonal communication

- Introduce the “information gap” activity, which gives students practice in reading a very specific kind of nonfiction text: a weather map. Students will work in pairs to describe their weather map to a partner and to fill in the weather map of their partner. To do this they will have to read the key and identify the pictograms. Before beginning the info gap activity, generate complete sentences for each of the pictograms. Encourage different ways of describing the pictograms (le soleil = *Il fait beau, Il y a du soleil, Le ciel est clair, etc.*)

- b) **Slides 24-25:** Practice reading the 12 cities (6 on each map). Then model the activity with your intern or a student.
- Partner A : Looking at blank map, asks «Quel temps fait-il à \_\_\_\_ ? » (What's the weather like in \_\_\_\_?)
  - Partner B : Locates that city on his/her map and responds.
  - Partner A draws pictogram next to city.
  - Then Partner B starts the questioning. After completing their maps, partners compare their maps to see if they are accurate.

I have included this as an assessment, so that means you need to be present to listen to each pair. You can also use an iPad or webcam to videotape them, then review them later. If you find that's not doable, just use it as an activity.

## 2. Interpretive Communication

Listen to and interpret informational audio book about weather (**Slides 26-27**). Students listen to one page at a time and match it to the corresponding picture.

Conference notes: Google slides do not incorporate sound files. If you want to use this, you will find the text+audio here: <https://www.youtube.com/watch?v=d9pZgX8a8BY>. I made print screens and rerecorded the text, page by page and put them in a PowerPoint.

## 3. Presentational Communication

Create and present a weather forecast (partner activity). Click on the screen to see link. (**Slide 28**) If you would like more detailed information about this assessment, contact me.

**For all of these assessments, you will need to develop a rubric for the language features you have chosen.**