



**RETELL Strategy Implementation in the Classroom**

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| **Teacher** | Andrew Larocque |
| **Content Area /** **Grade Level** | Algebra 1/ Grade 9 |
| **Unit** **(Topic or Skill)** | CME: Algebra 1 Common CoreThis is the second lesson, 4.02 Pitch and Slope of Investigation 4A All about slope |
| **Content Objectives** | SWBAT:* Describe the steepness of a line
* Calculate the slope between two points
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| **Language Objectives** | * Students will read and analyze the text observing text features and then write notes in their notebook.
* Students will write the definition of slope and how it is used in the real world.
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| **Strategy**  | Text Features |
| **Brief explanation of how the strategy was used** | The text book uses a lot of different text features to help the students comprehend the content. The lesson’s title is at the top of the page underlined and in bold font which reads 4.02 Pitch and Slope. After the title is a picture of a roof and a paragraph stating that slope in reference to construction is called pitch. There is a side note in the margin that mentions that in construction pitch is measured in 12 inch increments because there are 12 inches in a foot. Next, the text book gives its first example which has a border around it. It includes the problem, where the color of the word ‘problem’ is shown in blue followed by the solution written in green writing. The solution is written in words, arithmetically, and graphically. The next page has a section called For You To Do which has 3 questions about slope for the students to complete. After that is the 2nd Example again in the same format as the first example. Finally written in a rectangular yellow box with bold lettering is the definition of slope and its formula. The problem set that the students need to complete is written under the heading Check Your Understanding and the homework has the heading On Your Own.Each one of these text features helps the ELLs locate the important aspects of the content. The title includes a real life example of the topic. The picture and the paragraph about the roof reinforces the relevance of slope to the real world. This also activates the students’ background knowledge and makes connections to their own lives. The examples all have a border which shows the importance. The problem and solution are written in different colors showing the importance and that they are different. The solution is written in three different forms. The For You To Do makes the student aware that this is something that they are responsible for doing that is based on the example that was just reviewed. The second example has the same format which helps the students know exactly what to expect and how to read the example taking away the information. The ELLs know that the most important aspect of the lesson is the definition of slope and its formula because it is written in a totally different way than the rest of the text that the students have seen and because the title of the lesson was named Pitch and Slope. The ELLs can locate the class work and the homework from the lesson given their titles. These text features are specifically placed into the book so that the students can comprehend the content. |
| **Reflection: How and why was the strategy effective? What might you change for next time?** | The text features strategy makes the ELLs in the classroom aware that the text is written in a specific way to help them comprehend the content that is written. When the text is read and heard, students are using and analyzing the academic language. There is a lot of information on the page and the students need to be able to read through it and pull out the important information. If the students do not understand the text features then it would be the same as listening to a lecture but not knowing what is being said. The text features allow the ELLs an opportunity to observe how academic language is used and written. It showed the students words, definitions, examples, phrases, and formulas they should understand. The students observe how words and math work together to form the academic language in the content. Especially in the For You To Do the students were asked to answer questions within the note taking process and be a part of the academic language. Using the text features the ELLs analyzed the text books and wrote notes using the academic language.Next time I use this strategy I would have the students go through the text doing the thinking notes strategy focusing on the text features and how they impact the students learning. I would have the students read through the text and pick out different text features that either helped them learn the content or caused confusion. This would be the next step in the text features because it would have the student read the text, tell me what they learned and which features of the text helped them learn the content. This would lead to great discussion because the students would either agree about the text features and what they had learned or have a different point of view. The students would be speaking and listening to one another using the academic language. This would be very beneficial when the students have to read a math textbook on their own. |