Modifying Science Texts to Accommodate the Needs of Struggling Readers and English Language Learners

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¿Conoces algo sobre la prehistoria? ¿Sabes por qué se le llama así? ¿Te imaginas cómo eran: el mundo, los animales, las plantas... y los hombres hace millones de años? ¿Crees que nuestra especie ha ido cambiando a través de las épocas? Al respecto existen muchas teorías; ¿te gustaría conocerlas?

Con esta actividad te invitamos a realizar un viaje al pasado donde podrás compartir con nosotros tus inquietudes y puntos de vista de todo lo que visitemos. Pon mucha atención a todo, pues al final te pediremos que realices con tus propias palabras un informe de las tareas que llevaste a cabo durante la actividad.
Using Latin prefixes, roots and suffixes to define words. Circle the words you feel your Latino students (13+) would know.

Abominate  Defunct  Immaculate  Novice  Suave
Antipathy  Deviate  Incarcerate  Odious  Supplication
Augment  Diabolical  Incorrigible  Palpitate  Talon
Avian  Dictum  Indignant  Perturb  Terrain
Azure  Domicile  Infamy  Protagonist  Torment
Barbarian  Edifice  Junta  Quadruped  Vain
Blasphemy  Equivocate  Juvenescent  Quarantine  Valor
Bona fide  Explicate  Lachrymose  Quotidian  Venom
Brevity  Facile  Lament  Remedial  Vigilant
Buoyant  Felicity  Luminous  Replete  Vigor
Cadaver  Finale  Malice  Repudiate  Vocation
Calamity  Fragile  Masticate  Repugnant
Calumny  Grandiose  Matriculate  Repulsive
Capricious  Gratitude  Melancholy  Sacerdotal
Cascade  Gravity  Miniscule  Salutation
Castigate  Gusto  Mea culpa  Sanctuary
Celestial  Herbivorous  Nocturnal  Serene
The following translation in English is intended to give you a better idea of the way the Spanish words in the passage are put together and how knowing the Latin roots of some of these words can facilitate reading comprehension.

Do you know something about prehistory? Do you know why is called like that? Can you imagine how they were: the world, the animals, the plants… and the men millions of years ago? Do you believe that our species have been changing throughout the epochs? To that respect, (there) exists many theories; would you like to know them?

With this activity, we invite you to (realize or) imagine a trip to the past, where you can share with us your concerns and points of view of everything we will visit. Pay lots of attention to everything, because at the end we will ask you to put together in your own words an essay of the exercises that you carried out during this activity.
The Fry Graph Readability Formula

**Step 1**: Select 3 samples of 100-word passages randomly (eliminate the numbers from word count).

**Step 2**: Count the number of sentences in all three 100-word passages, estimating the fraction of the last sentence to the nearest 1/10th.

**Step 3**: Count the number of syllables in all three 100-word passages. Make a table as follows:

<table>
<thead>
<tr>
<th></th>
<th>Number of Sentences</th>
<th>Number of Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 100 words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second 100 words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third 100 words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 4**: Enter the graph with Average Sentence Length and Number of Syllables. Plot dot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.

**Step 5**: If you find a great deal of variability, you can put more sample counts into the average.

Deciduous Forest Biomes

Your trip to the next biome takes you to another forest. It is now late summer. Cool mornings here give way to warm days. Several members of the expedition are busy recording the numerous plant species. Others are looking through their binoculars, trying to identify the songbirds. You step carefully to avoid a small salamander.

You are now visiting a deciduous forest biome. Many of the trees in this forest are deciduous trees (deˈsidəs), trees that shed their leaves and grow new ones each year. Oaks and maples are examples of deciduous trees. Deciduous forests receive enough rain to support the growth of trees and other plants, at least 50 centimeters per year. Temperatures in the deciduous forest vary greatly during the year. The growing season usually lasts five to six months.

The variety of plants in a deciduous forest creates many different habitats. Different species of birds live in different parts of the forest, eating the insects and fruits in their specific areas. Mammals such as chipmunks and skunks live in deciduous forests. In a North American deciduous forest you might also see wood thrushes, white-tailed deer, and black bears.

If you were to return to this biome in the winter, you would not see much wildlife. Many of the bird species migrate to warmer areas. Some of the mammals hibernate, or enter a state of greatly reduced body activity similar to sleep. Animals that hibernate rely on fat stored in their bodies during the winter months.

What are deciduous trees?

Deciduous Forest Biome

The deciduous (dee SIJ oo us) forest biome is known for having four seasons. This includes winter, spring, summer, and fall. During the fall, deciduous trees lose their leaves. During the spring, new leaves grow on the trees and continue growing during the summer. During the winter, most trees have no leaves.

Compared to the tundra and taiga biomes, the temperatures of the deciduous forest are mild. The weather averages around 50 degrees Fahrenheit. The amount of rain averages at 50 inches per year. This is enough rain to help plants and trees grow. Growing season can last up to six months.

Animals of the deciduous forest. Animals that live in this biome have adapted to the changing seasons. During winter months, some animals hibernate. Animals hibernate to conserve energy. Animals who do not hibernate, migrate to warmer areas to find food. Hibernating animals such as squirrels and chipmunks hide in caves or burrows to avoid the cold winter.

During the other seasons, animals get food from organisms in their environment. They also mate and produce offspring. The animals eat and gathering plants, nuts and fruits to store or gain weight. The extra weight helps provide energy and warmth during hibernation.

Other animals in deciduous forest have adapted to the cold season. The Whitetail deer, cottontail rabbit, and the black bear have thick fur coats that protect them from the cold. Other animals such as birds fly south during the cold months in order to find food. They return during the warmer seasons.

Plants of the deciduous forest. Plants in the deciduous forest biome include deciduous trees such as oak, maple and walnut trees. There are also different kinds of shrubs such as azaleas and huckleberries. Small plants found in this biome include lichen and mosses. Plants adapt to the cold months by shedding their leaves to conserve water.
Making Science Curricula Accessible
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From the Flesch Grade Level Readability Formula: http://www.readabilityformulas.com/flesch-grade-level-readability-formula.php