



Close Reading And The English Learner

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What is close reading

"reading to uncover layers of meaning that lead to deep comprehension"

-Nancy Boyles- Educational Leadership Dec. '12/ Jan. '13



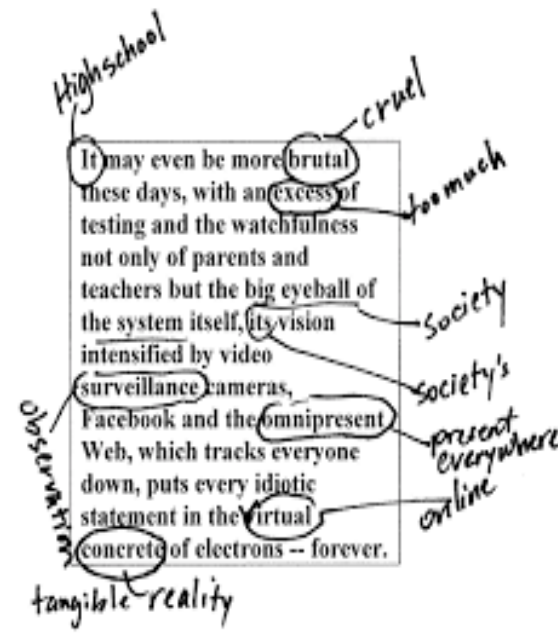
Text Annotation

Grades 2+ = Underline the main idea
Circle unfamiliar words
Wow! That is interesting!

Grades 3+ = ? I have a question about this.
(write the question in the margin.)

Grades 5+ = "E's" This is Evidence, Elaboration,
an Expert opinion, an Example

Grades 6+ = Make connections (within text)



Text Dependent Questions

- Can *only* be answered with evidence from the text.
- Can be literal and must involve analysis, synthesis, evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.

Why do EL's benefit?

“...some EL scholars argue that a major focus of literacy and content instruction for ELs should be on amplification of concepts and language and not simplification (Walqui and vanLier, 2010)”

ELA/ELD Framework Ch. 2, pg. 33



What does the Framework say?

“All students should engage meaningfully with and learn from challenging text.”

Figure 2.10. Strategies for Supporting Learners' Engagement with Complex Text

Strategies	Teachers support <i>all</i> students' understanding of complex text by...	Additional, amplified or differentiated support for linguistically diverse learners may include...
Background Knowledge	<ul style="list-style-type: none"> Leveraging students' existing background knowledge 	<ul style="list-style-type: none"> Drawing on primary language and home culture to make connections with existing background knowledge Developing students' awareness that their background knowledge may live in another language or culture
Comprehension Strategies	<ul style="list-style-type: none"> Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) Providing multiple opportunities to employ learned comprehension strategies 	<ul style="list-style-type: none"> Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English
Vocabulary	<ul style="list-style-type: none"> Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered 	<ul style="list-style-type: none"> Explicitly teaching particular cognates and developing cognate awareness Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, <i>-dad</i>, <i>-ión</i>, <i>ía</i>, <i>encia</i>) that have English counterparts
Organization and Grammatical Structures	<ul style="list-style-type: none"> Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension 	<ul style="list-style-type: none"> Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)
Discussions	<ul style="list-style-type: none"> Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary 	<ul style="list-style-type: none"> Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary
Sequencing	<ul style="list-style-type: none"> Systematically sequencing texts and tasks so that they build upon one another Continuing to model close/analytical reading of complex texts during teacher read-alouds while also ensuring students build proficiency in reading complex texts themselves 	<ul style="list-style-type: none"> Focusing on the language demands of texts, particularly those that may be especially difficult for ELs Carefully sequencing tasks to build understanding and effective use of the language in texts
Rereading	<ul style="list-style-type: none"> Rereading the text or selected passages to look for answers to questions or to clarify points of confusion 	<ul style="list-style-type: none"> Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads)

ELA/ELD Framework
Figure 2.10

Levels of “support”

Examples:

“*light*” - sentence frames

“*moderate*” - teacher think aloud

“*substantial*” - Allow processing time in L1

What are some examples of scaffolds?

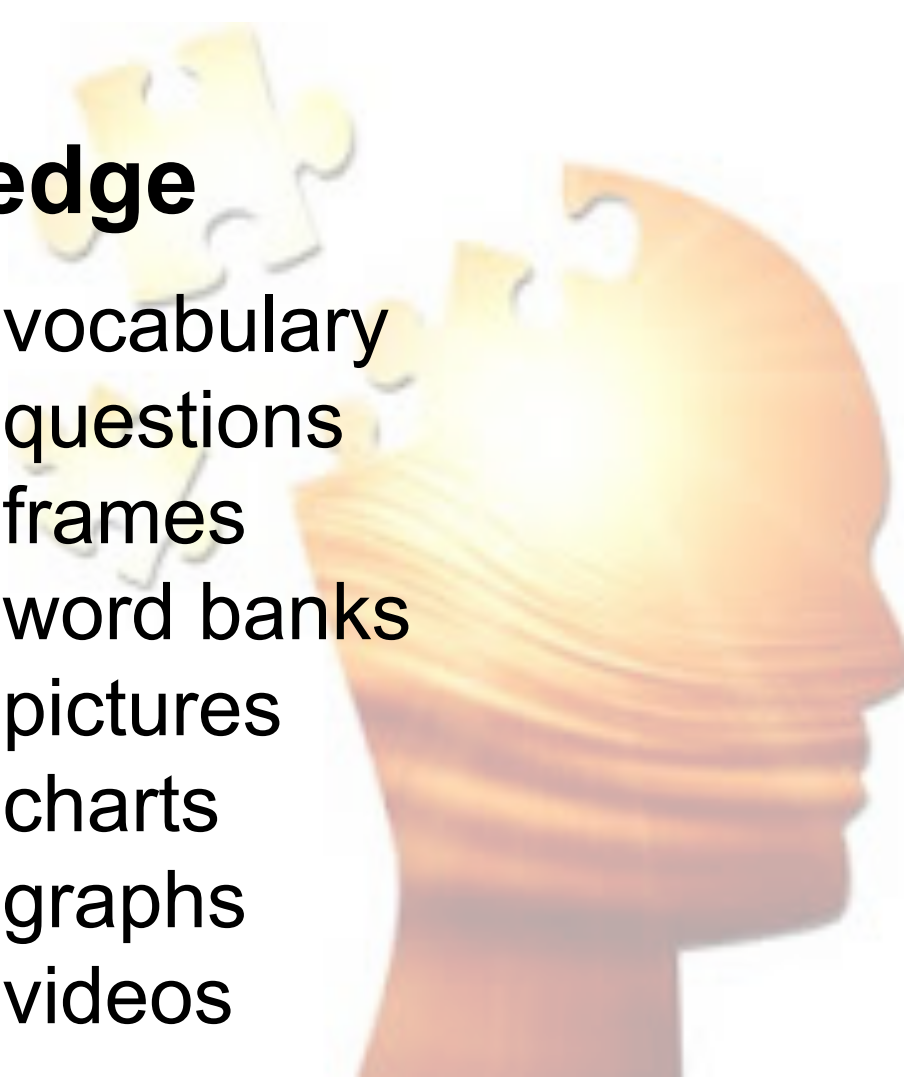
- ❑ Leveraging background knowledge
- ❑ Teacher Think-alouds
- ❑ Grammatical differences
- ❑ Focus on language demands of text
- ❑ Modeling how to use outlines, graphic organizers, etc.

Building/Accessing Background Knowledge

“Building background activities should be brief; students need to understand enough about the topic to comprehend the text. They shouldn’t reveal the meaning of the text but rather supplement it.”

CCSS in ELA for ELL

- vocabulary
- questions
- frames
- word banks
- pictures
- charts
- graphs
- videos

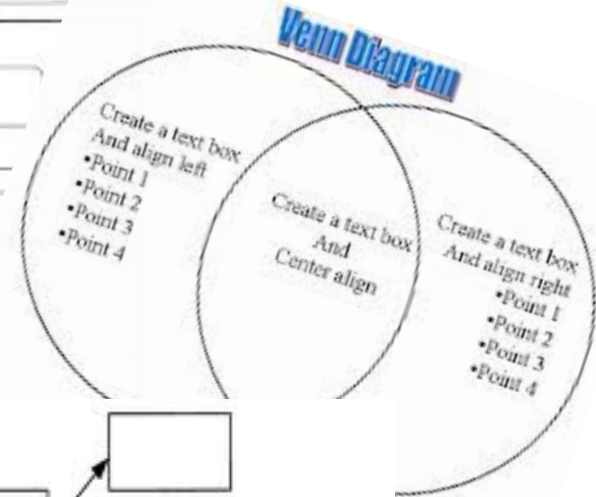
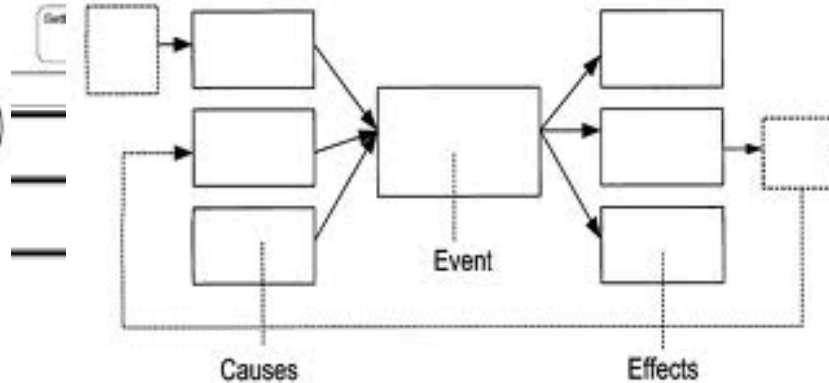
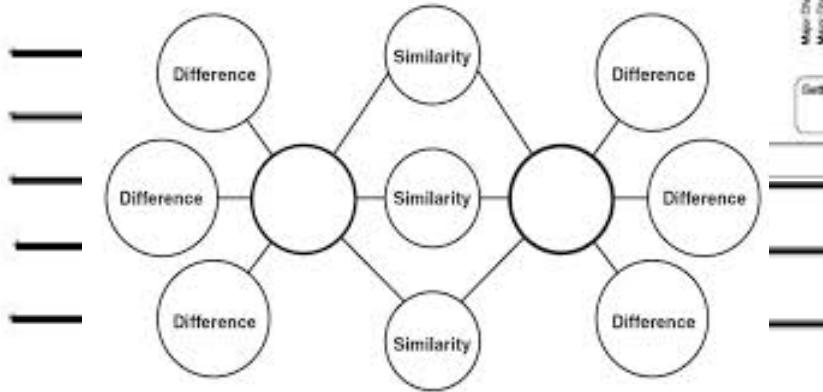
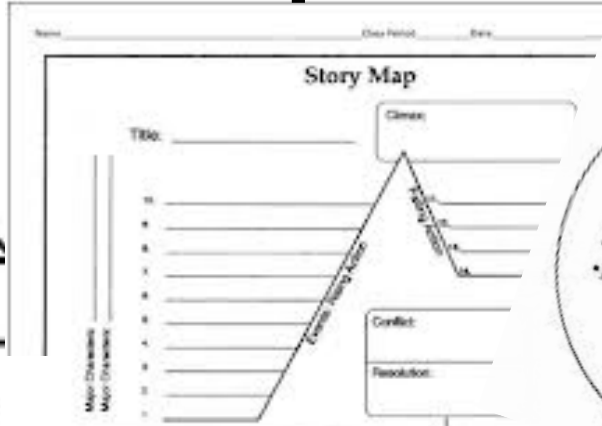
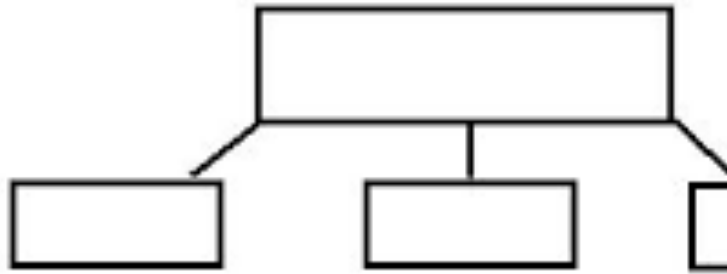


Primary Language Support

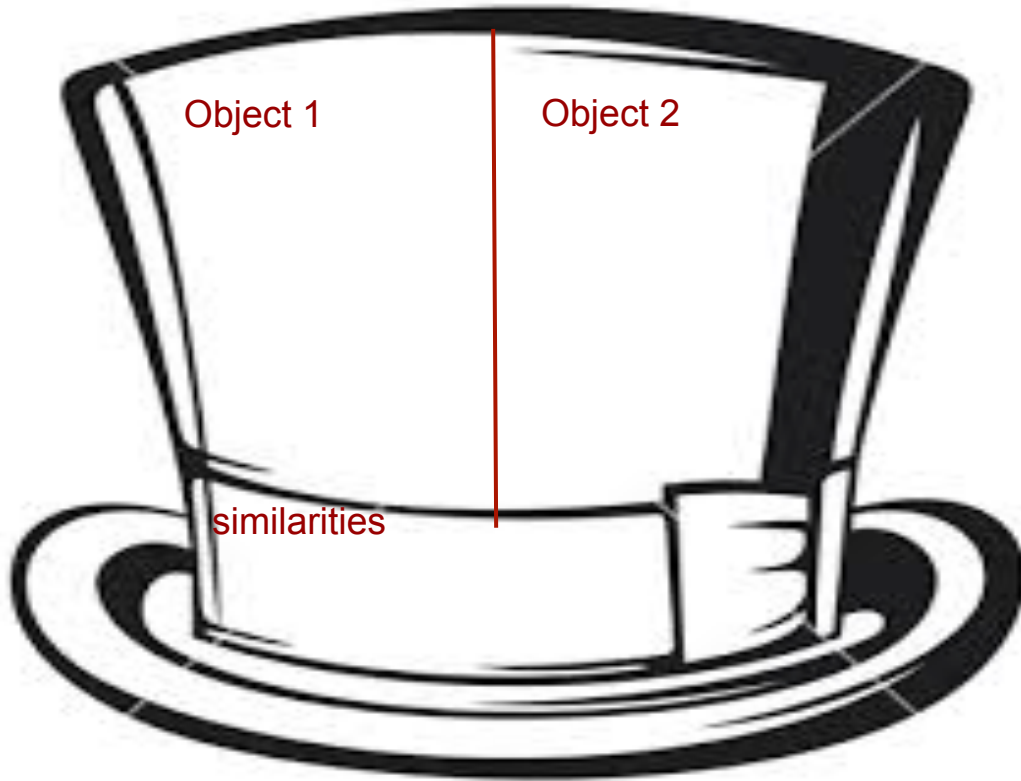
- underscore key ideas
- clarify misconceptions
- cognates



Thinking Maps & Graphic Organizers



Top Hat Organizer



Standards:

RL.3, 7, 9;

RI.3, 5, 6

W.2, 7, 8, 9

SL.4

C.R. Lesson with supports for EL

before:

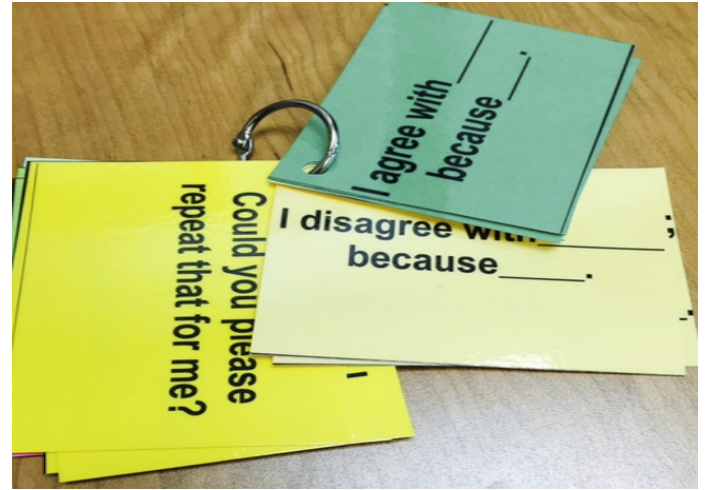
APK

Text Graffiti

Ask questions?

Provide students an opportunity to research

Provide sentence frames for student responses

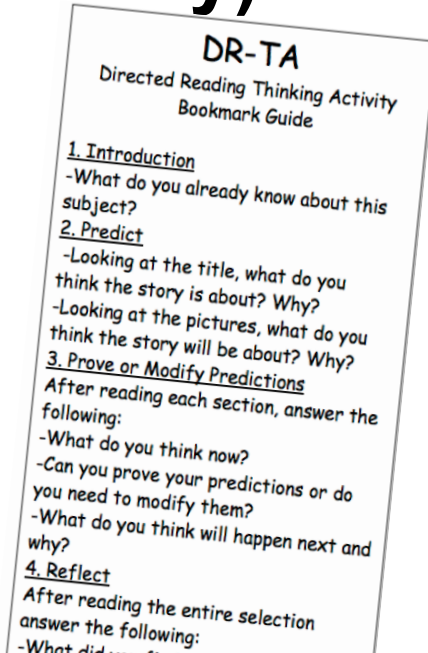


C.R. Lesson with supports for ELs

during with *Informational Text*

DRTA (Directed Reading Thinking Activity)

- preview the text
- ask open-ended questions
 - to make predictions of the content
- read- confirm and refine predictions
- summarize- support with evidence



C.R. lesson with supports for EL

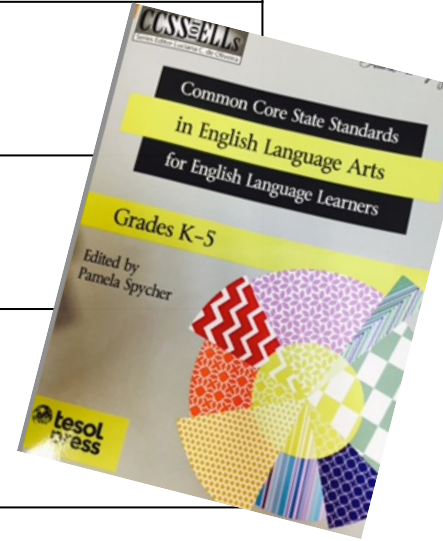
after

- Compare information read to information found on other sources.
- ELs need instruction on the language of *compare/contrast*

whereas, by contrast, similarly, they both indicate



Comparison Chart	Biography of Charles Drew (Biography Channel, 2013)	Charles Drew: Docor Who Got the World Pumped Up to Donate Blood (Venezia, 2009)
How does the text define blood plasma?		
What does the text tell about the differences between plasma and whole blood?		
What does the text tell us about why plasma is better for blood transfusions?		
What does the text say was Dr. Drew's greatest accomplishment regarding blood plasma?		



The web site defines plasma as _____. However, the text defines plasma as _____. Both text indicate that _____.

Word Banks & Frames

Emerging	Expanding	Bridging
I/We think that...	I/We believe that...	My interpretation is...
The author said...	The author states...	The evidence shows...
Some think/feel	Some disagree...	In contrast to...
Also...	Similarly...	Likewise...
For example...	For instance...	To illustrate...
Then...	As a result....	Hence...

Text Graffiti

Pre-reading strategy

The other is just as good

“Then took the other, as just as fair
And having perhaps the better claim”

“The better claim “
means that one is better



EQ: What can we learn by the choices made by others?

“The Road
Not Taken”

by Robert Frost



The Road Not Taken by Robert Frost

The Road Not Taken

BY ROBERT FROST

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.



Guiding question: What lesson can be learned from this poem?

What does the text say?

What is the setting in the poem?

The setting in the poem is...

Why is the setting important?

The setting is important because...

What is the question facing the narrator at the beginning of the poem? Cite textual evidence for your answer.

The question facing the narrator at the beginning of the poem is

How does the text work?

How do you know that the road she took was the road less taken? (cite textual evidence)

I know that the road she took was the road less taken because...

What might the roads symbolize?

I think that the roads symbolize...

Did the author use a planned rhyme scheme?

Yes/No the author did/didn't use a planned rhyme scheme.

What is the feeling or mood of the poem?

The feeling or mood of the poem is ...

What does the text mean?

What is **the overall message in the poem**?

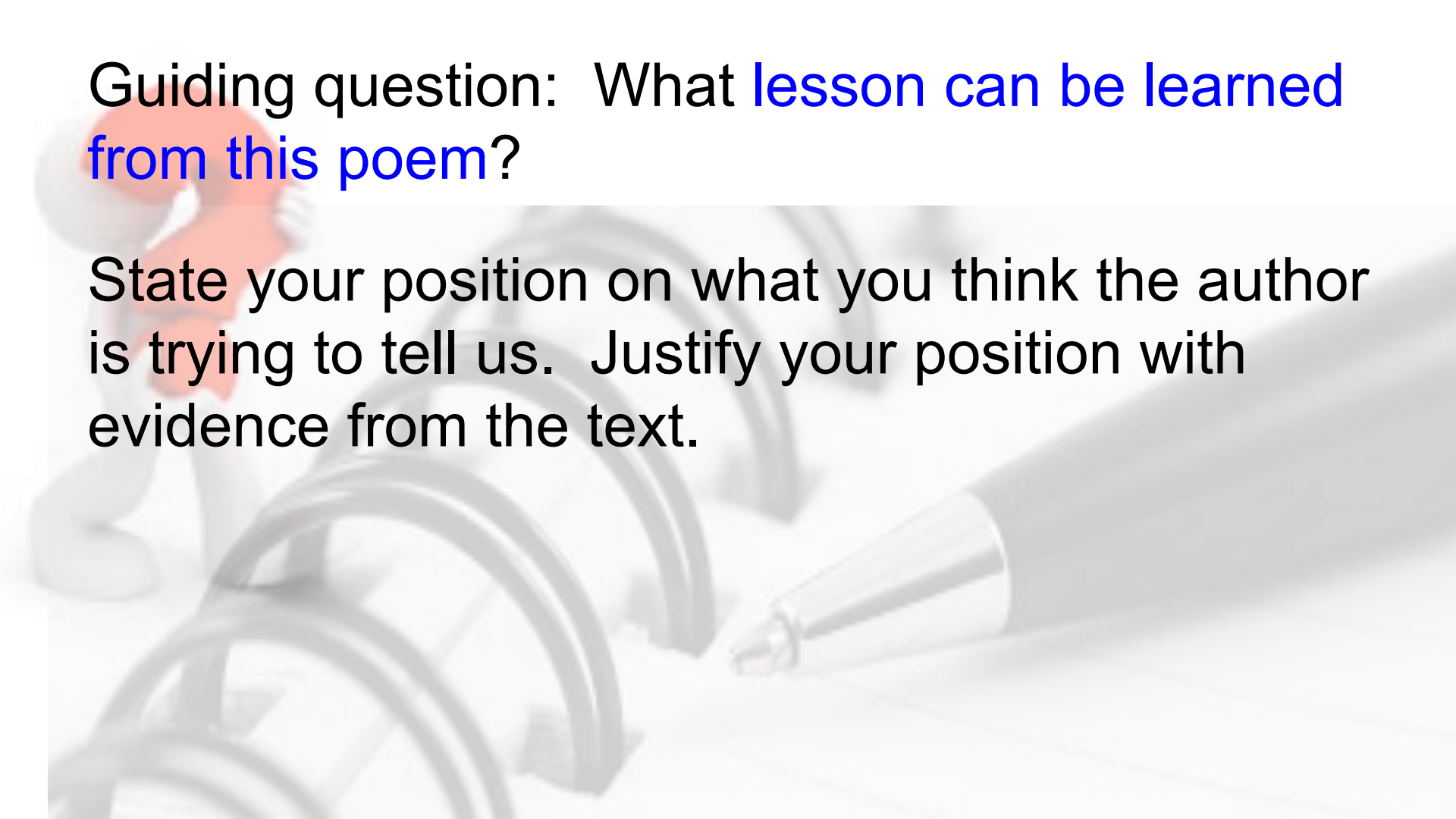
The overall message in the poem is...

How can **taking the road “less traveled by”** make a difference in your life?

By taking the road less traveled, one can...

Does **the poet regret the choice** that was made?

Yes/No the poet did/did not regret the choice because...



Guiding question: What **lesson can be learned from this poem?**

State your position on what you think the author is trying to tell us. Justify your position with evidence from the text.

Resources

Accountable Cards: <http://bit.ly/frames4el>

Close Reading lessons & ELA Standards
bookmarks can be found on our website:
<http://commoncore.tcoe.org>

PPT: <http://bit.ly/crcabe15>





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*Thank
You*