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”

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.

Achieve the core
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.”

ELA/ELD Framework
Figure 2.10

[Diagram showing strategies for supporting learners' engagement with complex text, including:
- Leveraging students' existing background knowledge
- Drawing on primary language and home culture to make connections with existing background knowledge
- Developing students' awareness that their background knowledge may be in another language structure
- Emphasizing a clear focus on the goal of reading as meaning making (with cultural knowledge being an important skill while still learning to communicate through English)
- Systematically sequencing text supports and scaffolds as they build up to another.
- Converging on model critical reading of complex texts during teacher-led discussions while also ensuring students build proficiency in reading complex texts themselves.
- Revisiting the text of focused passages to think about answers to questions or to clarify points of confusion.
- Revisiting the text to build understanding of ideas and language simultaneously (e.g., beginning with familiar comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent readings).]
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.

CA ELA/ELD Framework
“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
Primary Language Support

- underscore key ideas
- clarify misconceptions
- cognates
Thinking Maps & Graphic Organizers
Top Hat Organizer

Object 1

Object 2

similarities

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

*DR-TA* Directed Reading Thinking Activity Bookmark Guide

1. **Introduction**
   - What do you already know about this subject?
2. **Predict**
   - Looking at the title, what do you think the story is about? Why?
   - Looking at the pictures, what do you think the story will be about? Why?
3. **Prove or Modify Predictions**
   After reading each section, answer the following:
   - What do you think now?
   - Can you prove your predictions or do you need to modify them?
   - What do you think will happen next and why?

4. **Reflect**
   After reading the entire selection answer the following:
   - What...
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
<table>
<thead>
<tr>
<th><strong>Comparison Chart</strong></th>
<th>Biography of Charles Drew (Biography Channel, 2013)</th>
<th>Charles Drew: Docor Who Got the World Pumped Up to Donate Blood (Venezia, 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the text define blood plasma?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does the text tell about the differences between plasma and whole blood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does the text tell us about why plasma is better for blood transfusions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does the text say was Dr. Drew’s greatest accomplishment regarding blood plasma?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

CCSS in ELA for ELL p. 94
# Word Banks & Frames

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We think that...</td>
<td>I/We believe that...</td>
<td>My interpretation is...</td>
</tr>
<tr>
<td>The author said...</td>
<td>The author states...</td>
<td>The evidence shows...</td>
</tr>
<tr>
<td>Some think/feel</td>
<td>Some disagree...</td>
<td>In contrast to...</td>
</tr>
<tr>
<td>Also...</td>
<td>Similarly...</td>
<td>Likewise...</td>
</tr>
<tr>
<td>For example...</td>
<td>For instance...</td>
<td>To illustrate...</td>
</tr>
<tr>
<td>Then...</td>
<td>As a result...</td>
<td>Hence...</td>
</tr>
</tbody>
</table>
Pre-reading strategy

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