Close Up on Close Reading with English Learners

CABE
2016
Introduction

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In The Room??
Learning Goals

• Understand the place of complex text within CA’s ELA/ELD Framework

• Explore qualitative elements that make text complex

• Explore strategies that help EL students access complex text

Success Criteria

• Identify the emphasis on complex text in one of the Framework’s 5 key themes

• Identify four qualitative features within complex text

• Apply strategies that help EL students access complex text
Common Core Shifts

Regular practice with complex text and its academic language

Reading, writing, and speaking grounded in evidence from text, both literary and informational

Building knowledge through content-rich nonfiction
Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
ELA/ELD Framework
ELA/ELD Framework

Figure 2.1

English Language Arts/English Language Development Framework for California Public Schools
Kindergarten Through Grade Twelve

Adopted by the California State Board of Education, July 2014
Published by the California Department of Education
Sacramento, 2015
Circles of Implementation

Outer Ring
Overarching goals of ELA/literacy & ELD instruction
- College, career, civic life readiness
- ELA capacities
- Broadly literate
- 21st century competencies

Figure 2.1
Circles of Implementation

Figure 2.1

White Field
Instructional Strategies based on:
• Intrapersonal domain
• Interpersonal domain
• Cognitive domain
Teachers play a crucial role in ensuring that all students engage meaningfully with and learn from challenging text. They provide strategically designed instruction with appropriate levels of scaffolding based on students’ needs that are appropriate for the text and the task while helping students work toward independence.

Figure 2.1

ELA/ELD Framework, Ch. 2 p. 74
Circles of Implementation

Center

Year end outcomes
ELA/ELD standards

“The CA ELD Standards provide EL students with full access to the CA CCSS for ELA/Literacy and other content standards.”

ELA/ELD Framework Ch. 2 p. 3
Consider the requirements of the CA State Standards and the ELA/ELD framework, why is it important to use complex text with students? What supports do students need to be successful?
Scaffolds for Reading Complex Text

- Frontloading readers to support confidence and participation
- Chunking
- Read aloud
- Rereading
- Annotations
- Text Dependent Questions
- Paraphrasing and summarizing

Adapted from www.achievethecore.org
Scaffolds for Reading Complex Text

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Adapted from www.achievethecore.org
Common Core’s Model of Text Complexity
## Quantitative Component

“Readability Measure”

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Current Lexile Band</th>
<th>“Stretch” Lexile Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2-3</td>
<td>450 - 725L</td>
<td>420 – 820L</td>
</tr>
<tr>
<td>4-5</td>
<td>645 - 845L</td>
<td>740 – 1010L</td>
</tr>
<tr>
<td>6-8</td>
<td>860 - 1010L</td>
<td>925 – 1185L</td>
</tr>
<tr>
<td>9-10</td>
<td>960 - 1115L</td>
<td>1050 – 1335L</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070 - 1220L</td>
<td>1185 – 1385L</td>
</tr>
</tbody>
</table>
Qualitative

1. Levels of Purpose – Info Text
   • Single purpose to multiple purposes
   • Explicit to implicit

2. Structure
   • Simple to complex

3. Language Conventionality
   • Clear to ambiguous
   • Contemporary to archaic
   • Conversational to academic

4. Knowledge Demands
   • Cultural
   • Subject Matter Knowledge
   • Intertextuality
# Qualitative Component

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXT

<table>
<thead>
<tr>
<th>QUALITATIVE</th>
<th>Very Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td>Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements</td>
<td>Purpose: Implied, but fairly easy to infer; more theoretical than concrete</td>
</tr>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td>Organization of Main Ideas: Connections between main ideas or events are clear, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline</td>
<td>Organization of Main Ideas: Connections between main ideas or events are not as clear or obvious; organization of the text is generally sequential</td>
</tr>
<tr>
<td><strong>LANGUAGE FEATURES</strong></td>
<td>Use of Graphics: If used, they are essential to understanding content</td>
<td>Use of Graphics: If used, they may occasionally be essential to understanding the text</td>
</tr>
<tr>
<td><strong>KNOWLEDGE DEMANDS</strong></td>
<td>Subject Matter Knowledge: Extensive, specialized or even theoretical discipline-specific content knowledge, range of challenging abstract and theoretical concepts</td>
<td>Subject Matter Knowledge: Everyday, practical knowledge and some discipline-specific content knowledge, both simple and more complicated, abstract ideas</td>
</tr>
</tbody>
</table>

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*Note: The rubric is a qualitative assessment tool used to evaluate the complexity of informational texts.*
Excerpt of Complex Text from Appendix B

  
  From “We the People …”
The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are “We the People?” This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme Court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.
So, Now What...
Purpose: I get a sense that the purpose is pretty explicit—I’m supposed to consider this phrase of the Constitution—it’s a fairly narrow purpose.

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Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment lowered the voting age to eighteen-year-olds.

Purpose for Reading:
Learning Goal
Read to find out why three small words from the Constitution are considered so important, but also so problematic.
The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

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Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.
The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

What does the author tell us about the Constitution so far?

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Neither were white males who did not own property, American Indians, or African Americans—slave or free.

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Reread this chunk of the text. Underline the word advocates. What do you think the meaning of this word is? What clues does the text give you about the meaning of the word advocates?

Reread this chunk of the text. Underline the word suffrage. What do you think the meaning of this word is? What clues does the text give you about the meaning of the word suffrage?
The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

Language Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. precede, recede, secede).

ELD P.1.1 Exchanging information/ideas

ELD P.2.4. Using nouns and noun phrases

Look at the word popular. Do you know it? Circle it. What does “pop” mean?

Putting these together, what would popular sovereignty mean?
Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

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Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” The Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.
Analyze a Complex Text

*Freedom Walkers*

- Analyze the text for qualitative complexity
- Consider how you might scaffold the text based on your analysis?
EL Considerations....
Rationale for Using Complex Text

• It’s a standard – grade level criteria – Reading Standard 10 for both literature and informational text
  – ELD P.1.6 “based on close reading of a variety of grade-appropriate texts”
• Builds strong content AND language knowledge
• Develops students’ capability and capacity to deal with future complex texts
Sentence Deconstruction
The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government.

This principle is known as popular sovereignty.
Sentence Deconstruction

1. Start with a text you are already using.
2. Identify sentences students find challenging to understand.
3. Focus on meaning: Show students how to unpack the meanings in the sentence by writing a list of simple sentences below it that express the meanings of the sentence.
4. Focus on form: Show students important features of the sentence (e.g., how conjunctions are used to connect two ideas in a complex sentence, how prepositional phrases are used to add details, vocabulary).
5. Guided practice: Guide the students to help you with steps 3 and 4.
6. Keep it simple: Focus on one or two things and use some everyday language examples, as well as examples from the complex texts.

ELA/ELD Framework, Ch. 3, p. 270
Partner Practice

• Work with a partner
• What sentence/s might you choose to deconstruct from “We the People” or the “Freedom Walkers” texts based on your students’ language needs?
One Word Summary

• Consider one word (or short phrase) that captures your understanding of the topic of text complexity
• Whip around to share

Wow!
Questions? Contact Us

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