Close Up on Close Reading with English Learners

CABE 2017
Hello!

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Who’s 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 role of complex text for English learners
• Identify four qualitative features within complex text
• Apply strategies that help EL students access complex text
Shifts in ELA & ELD
### Instructional Shifts in ELA & ELD

<table>
<thead>
<tr>
<th>ELA</th>
<th>ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Complex Text/Academic Language</td>
<td>● Complex text and intellectually challenging activities with appropriate scaffolding</td>
</tr>
<tr>
<td>● Use of Evidence</td>
<td>● Use academic language for a specific audience, task, and purpose</td>
</tr>
<tr>
<td>● Building Strong Content Knowledge</td>
<td>● Content connected to language learning</td>
</tr>
<tr>
<td></td>
<td>● Foundational Skills are differentiated</td>
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<tr>
<td></td>
<td>● Language development as a social, dynamic process</td>
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</tbody>
</table>
Complex Text

Guidelines from the CA ELA/ELD Framework
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.
...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 van Lier 2010). In other words, ELs should engage with complex texts and topics with appropriate scaffolding that facilitates their path toward independence with the texts (Schleppegrell 2004).
Supporting Learners’ Engagement with Complex Text

- With a partner, examine Figure 2.10 to understand how to support EL students as they work to make meaning of complex text.
- In particular, pay close attention to the following:
  - Text Organization and Grammatical Features
  - Discussions
  - Sequencing
  - Rereading
Partner Share

Considering the shifts of CA CCSS, the CA ELD Standards and the guidelines from the ELA/ELD framework, why is it important to use complex text with students? What supports do students need to be successful?
Reflection Write

- List what you know about complex text?
- Jot down your ideas
## Quantitative Component "Readability Measure"

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Current Lexile Band</th>
<th>&quot;Stretch&quot; 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 Components
“The quality of the texts”

1. Levels of Purpose – Info Text
2. Structure
3. Language Conventionality
4. Knowledge Demands
# Text Complexity Rubric

## INFORMATIONAL TEXT

### QUALITATIVE 

**PURPOSE**
- **Very Complex:** Purpose: Explicit, stated, or inferred content is conveyed through supporting text content and context.
- **Slightly Complex:** Purpose: Often implied, but not explicitly stated.

**TEXT STRUCTURE**
- **Very Complex:** Organization of Main Ideas: Connections between ideas, scenes, or events are clear and logical; all parts are connected and with supporting evidence.
- **Slightly Complex:** Organization of Main Ideas: Connections between ideas, scenes, or events are not always clear; supporting evidence is sometimes lacking.

**TEXT FEATURES**
- **Very Complex:** Text Features: If used, essential to understanding content.
- **Slightly Complex:** Text Features: If used, generally enhance the reader's understanding of content.

**USE OF GRAPHICS**
- **Very Complex:** Use of Graphics: If used, essential to understanding the text.
- **Slightly Complex:** Use of Graphics: If used, may be supplementary to understanding the text.

**LANGUAGE FEATURES**
- **Very Complex:** Concreteness: Descriptive, vivid, sensory specific content knowledge.
- **Slightly Complex:** Concreteness: General, abstract, or sensory specific content knowledge.

**SENTECE STRUCTURE**
- **Very Complex:** Main sentence: Complex sentences or sentences containing multiple clauses.
- **Slightly Complex:** Main sentence: Simple or compound sentences.

**KNOWLEDGE DEMANDS**
- **Very Complex:** Subject Matter Knowledge: Extensive, comprehensive, and complex knowledge.
- **Slightly Complex:** Subject Matter Knowledge: Basic or intermediate knowledge.

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**Text Title:**

**Text Author:**

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**Purpose:** Explicit, stated, or inferred content is conveyed through supporting text content and context.

**Organization of Main Ideas:**
- Connections between ideas, scenes, or events are clear and logical; all parts are connected and with supporting evidence.
- Connections between ideas, scenes, or events are not always clear; supporting evidence is sometimes lacking.

**Text Features:**
- If used, essential to understanding content.
- If used, generally enhance the reader's understanding of content.

**Use of Graphics:**
- If used, essential to understanding the text.
- If used, may be supplementary to understanding the text.

**Concreteness:**
- Descriptive, vivid, sensory specific content knowledge.
- General, abstract, or sensory specific content knowledge.

**Sentence Structure:**
- Main sentence: Complex sentences or sentences containing multiple clauses.
- Main sentence: Simple or compound sentences.

**Subject Matter Knowledge:**
- Extensive, comprehensive, and complex knowledge.
- Basic or intermediate knowledge.
Hurricanes: Earth’s Mightiest Storms
Patricia Lauber - CCSS Appendix B, p. 71
### Quantitative Grade Span

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Quantitative Scale</th>
</tr>
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<tbody>
<tr>
<td>K-1</td>
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</tr>
</tbody>
</table>
Purpose: I get a sense that the purpose is pretty explicit – I’m supposed to learn about hurricanes – it’s a fairly narrow purpose

Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea. Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth’s mightiest storms.

Like all storms, they take place in the atmosphere, the envelope of air that surrounds the earth and presses on its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low pressure areas over warm oceans give birth to hurricanes.
So, now what?
Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar. But no matter what they are called, they are all the same sort of storm. They develop in the same way, in tropical waters. They develop the same way, they develop in warm air. And they do the same kind of damage, both ashore and at sea. They all have a way of covering a bigger area or have higher winds, but none can match the fury of hurricanes. They are earth’s mightiest storms.

Like all storms, they take place in the atmosphere, the envelope of gas that surrounds the earth and presses on its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder against the earth; these are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Greater areas over warm oceans give birth to hurricanes.
Great whirling storms roar out of the oceans into the atmosphere. They are born in the same way, in tropical water, warm, moist air. And they do the same kind of damage. But they may cover a bigger area or have higher winds, making them hurricanes. They are earth’s mightiest storms.

What does the author tell us about storm structure?

Like all storms, they take place in the atmosphere, where warm air rises and moves away from the center, and cold, sinking air presses on its surface. The pressure at any level, whether it’s high or low, when air is sinking and the atmosphere presses up against the ground, is how powerful the storms will be. The stronger the winds, the more damage a storm can do. Strong winds spin around the center, creating a low-pressure system, which is how hurricanes.

What does the author tell us about the different kinds of storms?
Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone—but they are all the most familiar ones. But no matter what they are called, they are still just a sort of storm.

Reread the first sentence. Look at the word “roar.” What do you connect with that word? Why do you think the author used “roar” instead of “come”? How would it change the meaning or tone of this text?

Reread the second paragraph. Mark all the “alive” words. Why do you think the author chose to use these words?
Like all storms, they take place in the atmosphere, the envelope of air that surrounds the earth and its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low pressure areas over warm oceans give birth to hurricanes.
Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea.

Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth’s mightiest storms.

Like all storms, they take place in the atmosphere, the envelope of air that surrounds the earth and presses on its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. Other days the pressure is lower, and the air is rising and the atmosphere does not press down as hard. Low pressure areas over warm oceans give birth to hurricanes.

Underline these two parts. Reread these two sections. How do these parts help explain how hurricanes begin?

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Read this graphic and caption. How does this compare to what you just read? What else can you learn from this graphic or caption?
Learning About How English Works

For linguistically diverse learners
They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones.

Reread this sentence. What is different about this sentence from other sentences?

Why does the author use this line, called a dash? What is its purpose?
Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm.

Underline the “they” in these sentences. Who does “they” mean? What evidence from the text supports your answer?
But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea.
Close reading a word

... both ashore and at sea.

Reread this phrase. What do you think the word “ashore” means? What in the text makes you think so?
Another concept from the CA ELD Standards is that for ELs, at all levels of English language proficiency, meaningful interaction with others and with complex texts is essential for learning language and learning content. Through collaborative conversations about rich texts and concepts and through deep interactions with complex informational and literary texts, ELs extend both their language and knowledge of the world.

ELA/ELD Framework, Ch. 1 p. 30
Thank you for all you do for CA’s English Learners

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