Our Objective

In response to the demands of complex academic text...

- we will explore levels of meaning within language at the text, sentence, clause, phrase, and word levels, and learn strategies to facilitate learning and address the work these language structures invite for language learners.
Think, Jot, Share

Why do English Learners need exposure to complex texts?
Why Complex Text for ELs?

There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.

Wong Fillmore, L. & Fillmore, C. “What Does Text Complexity Mean for English Learners and Language Minority Students?”
## The Shifts in ELD

<table>
<thead>
<tr>
<th>1999 California ELD Standards From the idea of...</th>
<th>2012 California ELD Standards To understanding...</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a set of rules</td>
<td>English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose</td>
</tr>
<tr>
<td>Grammar as syntax, separate from meaning, with discrete skills at the center</td>
<td>An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary, and as inseparable from meaning</td>
</tr>
<tr>
<td>Language acquisition as a linear, individual process</td>
<td>Language acquisition as a nonlinear, spiraling, dynamic and complex social process in which meaningful interaction with others is essential</td>
</tr>
<tr>
<td>Language development focused on accuracy and grammatical correctness</td>
<td>Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices</td>
</tr>
<tr>
<td>Simplified texts and activities, often separate from content knowledge, as necessary for learning English</td>
<td>Complex text and intellectually challenging activities focused on building content knowledge as essential to learning academic English</td>
</tr>
</tbody>
</table>
Language is a meaning-making resource.
Using language for meaning-making:

- **Input**
  - Receptive: listening, reading
  - Productive: speaking, writing

- **Output**
  - Ss use language to process & express understanding of stimuli they encounter

- Ss make sense of stimuli they encounter
Herein lies a major problem for English learners and language minority students. One of the biggest roadblocks to learning is that they never get a chance to work with complex texts. Why would that be a problem? Simply put, the easy texts schools give to ELs and LMs – given prophylactically as a safeguard against failure – actually prevent them from discovering how language works in academic discourse. Simplified texts offer no clue as to what academic language sounds like or how it works.

Wong Fillmore, L. & Fillmore, C. “What Does Text Complexity Mean for English Learners and Language Minority Students?”
ELs and Complex Text

Qualitative
- Levels of meaning or purpose
- Structure
- Language conventionality and clarity

Quantitative
- Sentence and word length
- Frequency of unfamiliar words
- Word frequency
- Number of syllables in words

Reader & Task
- Knowledge
- Motivation
- Experience
- Purpose for reading
- Complexity of associated tasks
So, what can we do?

**Anticipate Needs**

**DO:** lift the level of language instruction, prepare for language demands, invite students into rigorous text & intellectually-stimulating curricula, demonstrate high expectations, provide support

**DON’T:** water down the content, lower expectations, or offer simplified text as an alternative to rigor
**Integrated ELD**-
Engage all in close reading of complex content

**Designated ELD**-
Engage ELs in close attention to and learning of the academic language of the text and the impact of language on meaning
A Focus on Form: Understanding & Producing Texts

Purpose (Genre)

Ideas

Organization

Typical language

Sentences/Clauses

Vocabulary

Spelling

Text/discourse/paragraph level

Sentence/clause level

Word/phrase level

ELD Standards, Parts I, II, II & CA Standards for ELA/Literacy

Slide credit: adapted from Dr. Aída Walqui, WestEd, adapted from Walqui & Hernandez, 2001
Integrated ELD

Instructionally address:

- Initial close reading experience
- The purpose of the genre
- The critical content vocabulary that all learners need
- The extended reading

- What does the text say?
- How does the text say it?
- What does it mean? What is it’s value? How does it connect to other texts I’ve read/seen/heard?
Designated ELD

Instructionally address:

- The structures, patterns, and language ELs need to acquire academic English and fully engage
- Lift the language to amplify how it reflects meaning

What does an EL need to understand about language in order to navigate and comprehend this text? To which language resources do they need access?
Anticipating Needs of Language Learners:

- What are the language demands?
- What language resources and other assets are ELs bringing to the learning?
- Where might ELs get tripped up by language?
- Where does language create potential confusion within the text?
- What language is critical to full comprehension of the big ideas within the text?
RECEPTIVE LANGUAGE: Where is reading comprehension breaking down for our ELs?

- Text/Discourse/Paragraph Level
- Sentence/Clause Level
- Word/Phrase Level

Listening comprehension ≠ reading comprehension.
Understanding at the Text Level:

Text structure...

- Narratives
- Informational texts, i.e., compare/contrast, description, etc.
- Arguments

Cohesion, i.e., connecting or transition words

Referring backward or forward in text, i.e., pronouns, synonyms, connectives to signal shift in meaning

→ analyzing, evaluating, jointly constructing, drafting, revising, attending to overall meaning
Growing sophistication within sentences

“Polluting the air is wrong, and I think people should stop polluting.”

“Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”

Complex sentences, subordinating conjunctions, academic & domain-specific vocabulary → deconstruct to analyze structure (linguistic features) & derive meaning (comprehension)
Understanding at the Phrase Level:

Looking at meaningful chunks within a sentence, i.e., the phrases

\[
\text{\textit{build and unpack expanded noun phrases and verb phrases}}
\]

Non-native \textit{plants} are \textit{species} introduced to California after European contact and as a direct or indirect result of human activity (NGA and CCSSO 2010).
CA ELD Standards, Chapter 5

Understanding at the Word Level:

Attention to learning the meanings of and using general academic & domain-specific vocabulary in context

- Context
- Nominalization: verb (or an adjective) is transformed into a noun or noun phrase

“The ranchers came to the rain forest, and they cut down a lot of trees. The next year, the river flooded everything.”

“The *destruction* of the rain forest led to widespread *flooding*.”

→ Analyze precise vocabulary within a text in relation to purpose
<table>
<thead>
<tr>
<th>Word/Phrase Level</th>
<th>Sentence-Clause Level</th>
<th>Text/Discourse/Paragraph Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Word relationships</td>
<td>● Dependent &amp; independent clauses</td>
<td>● Genre traits</td>
</tr>
<tr>
<td>● Word or phrase meanings</td>
<td>● Sentence structure &amp; organization</td>
<td>● Text structure &amp; organization</td>
</tr>
<tr>
<td>● Word parts</td>
<td>● Length &amp; complexity</td>
<td>● Text connectives</td>
</tr>
<tr>
<td>● Expanded noun phrases</td>
<td>● Pronoun referents</td>
<td></td>
</tr>
<tr>
<td>● Expanded verb phrases</td>
<td>● Transitions between ideas</td>
<td></td>
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</tbody>
</table>

**ELD Standards:**

| ELD Standards: | ELD Standards: | ELD Standards: |
Today’s Mentor Text

Accessed from Reading A-Z

readinga-z.com
Not simply strategies.

Why?

When?

What?

How?

Deliberate instructional decisions.
Where is **Comprehension** breaking down for our ELs?

The **Whole Text/Discourse/Paragraph level**...

- Genre traits
- Text structure & organization
- Text connectives
Comprehension break down...

Text/Discourse/Paragraph level...

- Mixed Up
  - Sentence by sentence
  - Paragraph by paragraph
  - Key idea/event by key idea/event
- Match the Heading
Her father, Juan Fernández, was a miner who was active in his miner’s union. The owners or leaders of a business might not listen to just one person. A union is an organization in which workers come together to negotiate with the owners or leaders of a business. They may ask for safer working conditions, better pay, or solutions to other issues that are important to them. However, it’s difficult to ignore all their employees. The involvement of her father in the union, as well as his later role in state government, stayed with Dolores all her life.

I think ______ goes _______ because __________. The words _____ are a cue that _____ belongs _____.

How to you know?

What about the language of the text tells you that…?
A union is an organization in which workers come together to negotiate with the owners or leaders of a business.

Her father, Juan Fernández, was a miner who was active in his miner’s union.

The owners or leaders of a business might not listen to just one person.

They may ask for safer working conditions, better pay, or solutions to other issues that are important to them.

Born in 1930 in Dawson, New Mexico, Dolores Clara Fernández was exposed to activism at a young age.

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However, it’s difficult to ignore all their employees.
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At the age of three, Dolores moved with her mother, Alicia Chávez, and two brothers to the rural farming community of Stockton, California. Her mother ran a hotel where low-wage farmworkers often stayed. Young Dolores saw her mother sometimes let them pay a lower fee or even stay for free. As she grew up, Dolores helped her mother at the hotel. She met many farmworkers...and learned about their lives and struggles.

Following college graduation, Dolores taught elementary school near Stockton. Seeing her students, many of them children of farmworkers, often come to school hungry and without proper clothing left Dolores longing to do more. She wanted to help people of color and people with little money, especially farmworkers. Dolores said, “I thought I could do more…”

At Stockton High School, Dolores was a member of many different clubs and organizations. She did well in school, but she also experienced prejudice. One teacher doubted that Dolores could have written an outstanding essay just because she was Latina.
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Match the Heading

Born to Be an Activist

Changing the Law

Working for Women and Families

Huerta was able to succeed as a female leader in a mostly male-dominated field. However, Huerta wants women to have more opportunities, especially in politics. In a 2017 interview with National Public Radio (NPR), she discussed the issues women face when struggling to balance work and family.

While the UFW helped farmworkers, the law did not recognize the union. In 1975, Huerta worked as the chief lobbyist for farmworkers. She helped get the Agricultural Labor Relations Act passed. The law finally gave farmworkers the official right to unionize.

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Where is **Comprehension** breaking down for our ELs?

The **Sentence or Clause level**...

- Length & complexity
- Dependent & independent clauses
- Sentence structure & organization
- Pronoun referents
- Links between ideas
Comprehension break down...

Sentence/Clause level...

- Sentence Unpacking & Sentence Repacking
- Sentence Deconstruction
- Split Sentence
Even today, thousands of farmworkers get sick each year because of exposure to pesticides.

- Pesticides can make people sick.
- Farmworkers are at high risk.
- Many farmworkers are impacted by unsafe chemicals in the fields.
- This is a problem of the past that still exists.
Huerta helped bring about important improvements in the lives of millions of farmworkers, from helping them gain the right to unionize to getting certain harmful pesticides banned.
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- Dolores Huerta made a positive difference.
- She impacted the lives of millions of people who needed an advocate.
- She helped farmworkers build a strong union.
- She helped eliminate dangerous pesticides.
Seeing her students, many of them children of farmworkers, often come to school hungry and without proper clothing left Dolores longing to do more.
Seeing her students, many of them children of farmworkers, often come to school hungry and without proper clothing left Dolores longing to do more.
Split Sentence

She founded the Agricultural Workers Association because she wanted to help rural communities and farmworkers.

What are the two big ideas?
She founded the Agricultural Workers Association because she wanted to help rural communities and farmworkers...

What are the two big ideas?
She founded the Agricultural Workers Association because she wanted to help rural communities and farmworkers...

What are the two big ideas?
Huerta and Chavez tried both unsuccessfully to convince the CSO to expand its reach to farmworkers.
Where is Comprehension breaking down for our ELs?

The Word or Phrase level...

- Word relationships
- Word or phrase meanings
- Word parts
Comprehension break down...

Word/Phrase level...

- Break It Down
- Catch the Noun/Verb
- Guess the Covered Word Meaning
- Word Learning Strategies
Her father, Juan Fernández, was a miner who was active in the miner’s union.
Young *Dolores* moved with her family to the rural farming community of *Stockton, California*. 
Young Dolores moved with her family to the rural farming community of Stockton, California.
Young Dolores moved with her family to the rural farming community of Stockton, California.
Young Dolores moved with her family to the rural farming community of Stockton, California.
Verb Phrases: Catch the Verb

Young Dolores moved with her family to the rural farming community of Stockton, California.
Young Dolores moved with her family to the rural farming community of Stockton, California.
Guess The Unknown Word: Sense making

Following college graduation, Dolores taught elementary school near Stockton. Seeing her [blank], many of them children of farmworkers, often come to school hungry and without proper clothing left Dolores longing to do more.
Word Learning Strategies

To negotiate (v): to have a discussion with another in order to settle something
[cognate: negociar]

Negotiating (v): the act of talking to settle or compromise
Negotiation (n): a business-oriented conversation where two sides argue, discuss, and compromise to reach some agreement.
Negotiable (adj): able to be settled or compromised
Non-negotiable (adj): not able to be settled or compromised
## Nominalization

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop</td>
<td>development</td>
</tr>
<tr>
<td>discriminate</td>
<td>discrimination</td>
</tr>
<tr>
<td>negotiate</td>
<td>negotiation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>strength</td>
</tr>
<tr>
<td>different</td>
<td>difference</td>
</tr>
</tbody>
</table>
This law finally gave farmworkers the official right to unionize.

union-ize

uni- one  ize- (makes it a verb)

Leverage L1: unir
Go-to question...

**WHO or WHAT**

*is this (sentence/chunk/section)*

about?

And, what about _____?
Thank You!
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