Designing Close Reading Experiences for ELL’s Elementary Level

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Does language instruction for ELL’s in your building tend toward conceptualization or understanding?

<table>
<thead>
<tr>
<th>FROM A CONCEPTUALIZATION OF</th>
<th>TO UNDERSTANDING</th>
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<tbody>
<tr>
<td>Language acquisition as an individual process</td>
<td>Language acquisition as apprenticeship in social contexts</td>
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<tr>
<td>Language as isolated structures or functions</td>
<td>Language as action, subsuming structure and function</td>
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<td>(Ellis &amp; Larsen Freeman, 2010; van Lier &amp; Walqui, 2012)</td>
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<tr>
<td>Language acquisition as a linear and progressive process aimed at accuracy and fluency</td>
<td>Non-linear and complex developmental process aimed at comprehension and communication</td>
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<tr>
<td>Activities that pre-teach the content or simply “help students get through texts”</td>
<td>Activities that scaffold students’ development and autonomy</td>
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Read two of the three texts provided (pps. 4-8)

- Annotate the two texts using the following code:
  - * This is general practice in our building
  - ✓ This is something we need to address
  - ? This needs clarification

- Use your annotations to draw conclusions about the strengths and gaps in your program.

- Share your conclusions and ideas for improving the program.
Experiencing a Close Reading Activity

Learning Target:
I can discuss Martin Luther King’s purpose and explain how he used word choice and images to achieve that purpose.

Lens for the Close Read:
Word Choice
After listening to the excerpt (1:33-3:17) do a “Quick Write” to explain the purpose of the speech. Share your idea with a partner.

"I Have a Dream"

“I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.”

Martin Luther King, Jr.
Jigsaw  (The text is on page 9)

1. Do a “Close Read” of the two paragraphs assigned to you, looking for words and phrases that evoke strong emotions, strong images or clear ideas. In your small group discuss the ideas you are getting from the words on your list.

2. Jigsaw: As you share your list of evocative words and phrases with students who have looked at different paragraphs, look for patterns from one section to the next.

3. Discuss the big ideas established by these patterns and how they support MLK’s purpose in writing.
Performance of Understanding

Write a paragraph explaining your new understanding of MLK’s purpose and provide evidence from the text to support that idea.
Processing the Experience  (page 10)

1. What have you learned about close reading and reading comprehension in general?

2. What aspects of this lesson would work for ELL students? Explain.

3. What aspects of this lesson would challenge or frustrate ELL’s?

4. How would you modify the lesson or add supports so that ELL’s could participate successfully?
Close Read K-2 (5:00-10:00)

**Bugs, Bugs, Bugs!**

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<th>Questions:</th>
<th>What does the teacher do to support the work? Write down specific strategies used.</th>
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### Close Read Grade 5

#### Grappling with Complex Text

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Sample One Grade 1
“Frogs are Amphibians” (12-18)

Activity 4:
1. Read the passages on the life cycle of the frog and the text-based questions which are aligned to the CCLS for RI 1. What makes this text complex? (challenging vocabulary, sentence structure, background information, text structure)?
2. Discuss what you noticed about the levels of the questions as well as their relationship to the authentic task.
3. Label each question with the reading for information standard to which it is aligned. (For example RI 1.8)
Sample 2: Grade 3 “Tackling the Trash”

After reading through this sample (19-23), discuss modifications and/or additions for your own class.
A Three-Part Model for Measuring Text Complexity

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(1) Qualitative dimensions of text complexity. In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

(2) Quantitative dimensions of text complexity. The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

(3) Reader and task considerations. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.
Qualitative Dimensions of Text Complexity

Common Core Appendix A

Levels of Meaning or Purpose
- Multiple meanings/purposes and implicit purpose

Structure
- Complex, out of chronological order, traits of a specific genre, sophisticated graphics

Language Conventionality and Clarity
- Figurative, ambiguous, academic and domain specific

Knowledge Demands
- Life experiences, cultural literacy, content knowledge
Use the chart on page 26 to assess the complexity of a text you have selected.

Quantitative Measures:

*What is the Lexile or similar readability score for the text?*

Qualitative Measures:

*What is the purpose?*
*How is the text structured?*
*What kind of background information is needed?*

Reader Considerations:

*Do they have the skills needed?*
*Will they be interested/motivated?*
*Do they have the prior knowledge needed?*
Activity 8: Designing a Close Reading Experience for ELL’s

Use the following tools to help you in designing a close reading experience for your own students:

- Ideas from the two samples provided
- Suggestions for annotating text (31)
- Discussion protocols (30-34)
Reflection

1. What are the most important insights you acquired today?
2. What worked for you?
3. What did you accomplish today?
4. What questions/concerns do you have?