WORKING WITH COMPLEX TEXT WITH ELLS

PS 55
Presenter: Eva García
Today we will:

- Discuss Text Complexity and how to work with complex text to support academic language for ELLs.
- Work with Qualitative Dimensions of Text Complexity in analyzing non-fiction text to plan for scaffolds.
- Use language progressions to determine appropriate language supports for proficiency levels.
- Reflect on the New Language Progressions for ENL.
WHY CHANGES

- The text complexity of K-12 textbooks has become increasingly "easier" over the last 50 years. The Common Core Standards quote research showing steep declines in average sentence length and vocabulary level in reading textbooks.

- The text demands of college and careers have remained consistent or increased over the same time period. College students are expected to read complex text with greater independence than are high school students.

- As a result, there is a significant gap between students' reading abilities and the text demands of their postsecondary pursuits. Research shows that this gap is equal to a Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP). (Read more or watch a video about Lexile measures.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Not On Track</th>
<th>Approaches</th>
<th>On Track</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BR111L and Below</td>
<td>BR110L - 185L</td>
<td>190L - 530L</td>
<td>535L and Above</td>
</tr>
<tr>
<td>2</td>
<td>150L and Below</td>
<td>155L - 415L</td>
<td>420L - 650L</td>
<td>655L and Above</td>
</tr>
<tr>
<td>3</td>
<td>265L and Below</td>
<td>270L - 515L</td>
<td>520L - 820L</td>
<td>825L and Above</td>
</tr>
<tr>
<td>4</td>
<td>385L and Below</td>
<td>390L - 735L</td>
<td>740L - 940L</td>
<td>945L and Above</td>
</tr>
<tr>
<td>5</td>
<td>500L and Below</td>
<td>505L - 825L</td>
<td>830L - 1010L</td>
<td>1015L and Above</td>
</tr>
<tr>
<td>6</td>
<td>555L and Below</td>
<td>560L - 920L</td>
<td>925L - 1070L</td>
<td>1075L and Above</td>
</tr>
<tr>
<td>7</td>
<td>625L and Below</td>
<td>630L - 965L</td>
<td>970L - 1120L</td>
<td>1125L and Above</td>
</tr>
<tr>
<td>8</td>
<td>660L and Below</td>
<td>665L - 1005L</td>
<td>1010L - 1185L</td>
<td>1190L and Above</td>
</tr>
<tr>
<td>9</td>
<td>775L and Below</td>
<td>780L - 1045L</td>
<td>1050L - 1260L</td>
<td>1265L and Above</td>
</tr>
<tr>
<td>10</td>
<td>830L and Below</td>
<td>835L - 1075L</td>
<td>1080L - 1335L</td>
<td>1340L and Above</td>
</tr>
<tr>
<td>11/12</td>
<td>950L and Below</td>
<td>995L - 1180L</td>
<td>1185L - 1385L</td>
<td>1390L and Above</td>
</tr>
</tbody>
</table>
Qualitative Dimensions of Text Complexity

- Structure—story or form of piece
- Language clarity and conventions
- Knowledge demands—life, content, cultural/literacy
- Levels of meaning or Purpose

*How do we apply these dimensions to text complexity when working with ELLs?*

*What should we consider?*
Applying Dimensions of Text Complexity

1. Using the text provided—determine how the Dimensions of Text Complexity apply to this text. Use the description provided to help you in analyzing the text. Discuss using that criteria.

2. Knowing your ELL students proficiency levels with new progressions determine how you will support your students during ENL/ELA or ENL/Integrated periods.

3. NEXT: Determine the scaffolds you will use to get ELL students to engage with complex text during the ENL/ELA period. Use the grade level progressions chart for informational text to help you in planning your scaffolds. **EXPLAIN & GIVE YOUR REASONS FOR USING SCAFFOLDS**
Reflect on NEW Language Progressions

- How can you use the progressions when working with text?
- Do students remain at the same progression throughout the year? What does this mean for you as a teacher?
- What can you conclude about the use of the progressions in planning?
In Summary: Reading books above Lexile range

- Don't sacrifice content for readability's sake. Instead, use Lexile measures to gauge the comprehension gap and bridge that gap with instruction, such as background teaching or discussion. Building Background - Using visual for discussion

- Higher-level books provide a great opportunity for reading growth. If a student is highly motivated to read a particular book, he or she will attempt to read that book regardless of its Lexile level. Books above a reader's Lexile level can help to stimulate growth when its topic is of extreme interest to the reader. Expose ELLs to several readings above Lexile - Read Aloud

- Build an individualized reading or enrichment plan with your advanced and enthusiastic readers using Lexile measures.

- Lexile measures can help parents know that their child might need help through a hard but interesting or required book. Inform parents about Lexile's

  How do you support ELLs with the academic language of text or books?

Source: Lexile Framework for Reading
In summary: Reading books below Lexile range

- Struggling and reluctant readers can use Lexile measures to find easier books to practice with on topics they’re interested in or required to read about.

  ELLs need language supports during ENL/ELA period-its not about struggling with reading

- Combine Lexile range and developmental level to find easier books that are still age-appropriate.

  Use this level books as stair step books in reaching more complex texts

- If a required book or text is too hard, Lexile measures can help you find other books or texts on the same subject at a lower Lexile level.

  Consider other books as your stair step text

- When factors make a particular reading situation more challenging, threatening or unfamiliar, lower-level text can be a safety net for your students.

  How can you use lower level text without sacrificing text complexity when working with ELLS?

Source: Lexile Framework for Reading