Close Reading for Emergent Bilinguals

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Fordham Leadership Academy-District 10
8:30-3:00

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Today we will:

- Become familiar with the Shifts of the CCLS
- Understand the purpose of a Close Read for ELLs
- Working with grade level text
Shifts of the CCLS

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary
## Anticipation Guide on Close Reading

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<thead>
<tr>
<th>Statement</th>
<th>Before /True or False</th>
<th>After /True or False</th>
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<tbody>
<tr>
<td>1. Close Reading limits opportunities for ELLs to work at their proficiency level.</td>
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<td>2. Close Reading is an analysis of text to understand what it means.</td>
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<td>3. Close reading requires the book or selection to be completed in its entirety.</td>
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<td>4. Pre-reading activities are a MUST for ELLs when conducting a Close Reading.</td>
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<td>5. Close Reading for ELLs should be no more than three readings of the same text.</td>
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<td>6. ALL Close Reading selections require building background for ELLs.</td>
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<td>7. Close Reading cannot be used in Mathematics.</td>
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What is Close Reading?

Close Reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings et. It is a requirement of the Common Core State Standards and directs the reader’s attention to the text itself.

Close Reading includes:

- Using short passages and excerpts
- Diving right into the text with limited pre-reading activities
- Focusing on the text itself
- Rereading deliberately
- Reading and making annotations
- Noticing things that are confusing
- Discussing the text with others-Think Pair Share or Turn and Talk /small group or whole class
- Responding to text dependent questions
Today we are going to read a few paragraphs from Triangle Shirtwaist Factory Fire (1911) or Global Warming Is an Immediate Crisis (AL Gore)

Think about these paragraphs and see what you can figure out the gist of the selection and then we will work together to think about the words and meanings.

For second and third reading we will reread the paragraphs several times to help us understand how the author uses words and provides details about the event.
First Reading- Key ideas and Details- Independently

- Getting the GIST: Main Idea, story elements
- What are the key ideas and details in the text?
- Sharing with your partner: Think Pair Share

Reflecting on text:

What is this text mostly about? Explain your response

Teacher: As students read independently notice students who are underlining, highlighting as they work with the text.

Scaffolds: read aloud, think aloud - paired or shared reading
First Reading- Students read independently
Key Ideas and Details-Without Building Background

Students “scrape the surface” in this reading, connecting their background knowledge with the text and focusing on key ideas and details.

After a first reading, discuss the text with a small group or have them discuss with their turn-and-talk partners while teacher listens. Assess whether students have understood the main idea of what they have read.

Close Reading can be in either language

Consider Texts for TBE Programs or Dual Language Programs
First Student Discussion - Partner Talk

☐ Checking for meaning

• Discuss the text you just read with your partner

**Partner A:**

The main idea of this selection/text is to ..........

One detail I was amazed to learn was .............

**Partner B:**

The main idea of this selection/text is to ..........

Another detail I was amazed to learn was .............

*Students underline/circle the main idea and details*
How the text works?

- Author uses reasons and evidence to support particular points in a text.
- Identify which reasons and evidence supports which points.
Selecting Text—Not every text is appropriate for students to read closely

<table>
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<tr>
<th>Unworthy texts are:</th>
<th>Worthy texts are:</th>
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<tbody>
<tr>
<td>❏ Texts with simple story lines</td>
<td>❏ Complex ideas worthy of exploring</td>
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<tr>
<td>❏ Texts with vocabulary that is easily understood</td>
<td>❏ Rich vocabulary, ideas and information to read, examine and discuss</td>
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<tr>
<td>❏ Texts that do not have deep ideas</td>
<td>❏ Texts should leave you with thought provoking messages that go beyond the text.</td>
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<tr>
<td>❏ Lacks complex text-Below grade level</td>
<td>❏ Complex text-Grade level or above</td>
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Gaining new insight into the text every time is read
Introducing the Second Reading - Task

Parts of books that are difficult - What makes the text difficult?

- Authors use descriptive or fancy language to paint a picture on the reader’s mind. They use vocabulary or phrases we are not familiar with. We may have encountered this topic for the first time and we do not know much about this topic. The purpose is to look at this text and reread to understand the author’s purpose.

- Take a look at these parts - What is the text saying?
  1. Questioning/Label Questions
  2. Going back to the text
  3. Thinking about the words that paint a picture
2. This time, students dig a little deeper, rereading a paragraph or meaty “chunk,” focusing on text features, organizational patterns, and content vocabulary the author included. *Think of language patterns(syntax) for ELLs also. Make annotations in the text.*

**The teacher:** Listens to discussions following the second read, assess who needs to dig deeper and more carefully (rereading parts of text). Provide feedback. Reflect with students on their experience with the second reading.

**Scaffold:** Shared Reading or group reading, pictures
Vesuvius last erupted in 1944. People live near the volcano because the soil is rich and good for growing crops such as grapes, tomatoes, onions, oranges, and lemons.

The people who live near Italy’s Mount Vesuvius (veh-SOO-veh-uh) must be ready to leave the area at any time. Why? Vesuvius, a huge volcano, may soon erupt or explode. That means big trouble for those people—all 2 million of them!

Fire From the Mountain
If Vesuvius erupts, it will release hot gases, thick ashes, and lava or red-hot liquid rock. It will be very dangerous for anyone to be nearby. “We expect a large area could be destroyed in a few minutes,” says Edoardo Del Pezzo, a volcano expert. This is what happened almost 2,000 years ago. An eruption by Vesuvius buried the ancient, or very old, city of Pompeii (pom-PAY).

Escaping the Eruption
To make sure everyone can get to safety, special practice drills are held. When sirens are sounded, the people get to their cars quickly and drive away from the area. Scientists are studying Vesuvius closely. They hope to know when the volcano will erupt before it happens. But Del Pezzo says, “It is not possible to actually know when it will erupt.”
Speeches or Primary Documents

Samuel Gompers

What does the working man want?

- Union: a group of workers that join together to negotiate
- Big union, strikes
- The basis: white, skilled workers
- Utah, 1904: coal
- 1900: strike for 8-hour day
- 1893: strike
- Knights of Labor
- 1889: Knights of Labor
- Will work for loss
- No sympathy to bosses
- Extreme beliefs
- Mill, 1904
- Cooper losses
- 1904, 1886
- Strike: & Hard Work

All over the world, workers support America's getting on the right track.
Second Discussion with students - Assessing for Understanding

- Share facts with the class
  - What words or phrases were unfamiliar or unclear?
  - What words painted a picture for you of the event?
  - What parts of the text were difficult?
  - How did you try to figure them out?

**Teacher:** Notices how students are using annotations in preparation for partner, group or whole class discussion.

**Scaffold:** Discuss phrases or one vocabulary word in the text that can pose a problem. Reread sections of text for clarity. Use pictures if necessary. Recreating certain sections of the event as a skit or role play.
Second discussion continued- GOING BEYOND THE TEXT

☐ What does this text cause me to think or wonder about some larger aspect of the text?

☐ Did the text help you to think of a human condition?

Teacher: Categorize this text using one or two words what words did you select? Provide other readings with the same theme.

Scaffold: Picture Word Inductive Model for Entering and Emerging students, Native Language Support, Anchor Charts
Anchor Charts

Unit's Driving Question

Is the U.S. still a Land of Opportunity?

- Growing Workforce?
- Natural Resources?
- Immigration
- Low Income Populations
- Unplanned Pregnancies
- Character Strengths
- Minorities
- Education
- Technology
- Innovation?
- Government Policies?
- Monopolies
- Trust
- Unions vs. Corporations
- Working Conditions
- Strikes
- Alliances
- Protests & Public Proposals
- Social Darwinism
- Survival of the Fittest
- Fear

What examples of intervention have we collected from the art of study?

- Economic Gain?
- Peace = Militarism?
- Social Darwinism?
- Nationalism?
- Imperialism?
- Danger?
- Alliances?

- Western Ideals
- Imperialism
- New World
- Old World
- Dominance over
- Colonies
- Ruling
- Control of Empire
- Exploitation
- Profit
- Control
- Exploitation
- Imperialism
- Alliances
**Perimeter**
the measure of the area around a space

8 ft
4 ft

8 + 8 + 4 + 4 = 24 ft
add all sides!!

**Area**
the measure of the area inside a space

8 ft
4 ft

8 x 4 = 32 ft
multiply the sides!!

**Definition:**
The total distance around a figure.

**How to find it:**
- Add the lengths of all sides (total)

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**Examples:**
- Triangle: Perimeter = 26 cm + 30 cm + 12 cm = 68 cm
- Square: Perimeter = 8 cm + 8 cm + 8 cm + 8 cm = 32 cm

**Real World Use:**
- Around a building
- Fence
- Garden
- Tablecloth
- Window
- Doorway
Where is your thinking??

**WITHIN the text**
- What was the problem in the story?
- Talk about how this story ended.
- How was the problem solved?
- What happened when — happened?
- What happened after —?
- What was the mystery in this story?
- What was the surprise at the end?

**BEYOND the text**
- Why do you think — really wanted —?
- What do you think — was thinking?
- Why was — important?
- What lesson did the character learn?
- What kind of person do you think — was?
- What was the most important idea?
- What new information did you learn?
- How are — and — different? The same?

**ABOUT the text**
- What are some of the different kinds of text in this book?
- Why do you think the author —?
- Why do you think this picture was used?
- What did the author do to make — interesting?
- How did the author show you what kind of person — was?
- In addition to the main text, how did the author give you more information about —?

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**Electricity**

- electricity flows (r. charge)
- open circuit: electricity is not flowing
  everything is not connected

- closed circuit: electricity is flowing
  everything is connected

**Conductor**
- allows the flow of electricity
- metal

**Insulator**
- stops the flow of electricity
- rubber band
- plastic
- cardboard
- *not metal*
3. The third close reading goes even deeper, requiring students to answer text based questions. Provide for small groups or whole class one or more text dependent questions to focus on before they begin their third reading.

The teacher: Seeing the students' thoughts in writing or during partner work to assess whether they have a thorough, usable understanding of the text, or if they are still stuck at the simplistic or literal level. For ELLs who are Entering or Emerging use CAN DO DESCRIPTORS-WIDA to determine what students are able to do at a specific language proficiency level.

Scaffolds: Start with one question for students to work in partners. Chunk text and provide one question per page when text is very dense for Entering or Emerging students for English. Reading sections of the text aloud during discussion in looking for evidence.
Third Discussion with students-Answering and discussing text-dependent questions

Answering questions as a whole class:

☐ Were you able to find the evidence for questions?
☐ Did any questions pose a problem? How?

**Teacher:** Encourages students to go back to the evidence. Citing phrases words or sections from their recorded notes.

**Scaffold:** After working independently to answer questions, partner or group work should be encouraged before whole class discussion.
Text Dependent Questions

- Text-specific questions to guide the reading, discussion and writing
- The questions are directly related to the focus and identified standards.
- Some questions target literal understanding and others require students to make inferences, analyze or make connections.
- Some questions require students to cite textual evidence

**Critical**: Text dependent questions are not low-level, nor do they prompt students to produce literal or recall answers. The question should invite students to interpret theme, and support student’s understanding of vocabulary, analyze the effects of specific word choice. Students need to use the text.
Planning

- Text dependent questions
  - Digging deep into the text
  - Should leave you with thought-provoking messages that go beyond the text