Close Reading and the English Language Learner:
Planning & Organizing Instruction in the Integrated ENL Classroom

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NYS/NYC RBE-RN Network

November 9, 2018
Program Overview

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<th>November 9</th>
<th>January 14</th>
<th>February 25</th>
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<tr>
<td><strong>Regents Part 1</strong></td>
<td><strong>Regents Part 2</strong></td>
<td><strong>Assessing Student Needs</strong></td>
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<td>Teachers will develop a close reading lesson that enables struggling readers to make sense of Regents-level text &amp; to think strategically about what the questions require.</td>
<td>Teachers will explore strategies and processes that can be used to prepare students for writing an argument from 3-4 sources.</td>
<td>Teachers will analyze student samples to identify persisting academic needs and will explore ways to address them.</td>
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**Program outcomes and indicators November 9:**

Teachers will develop a close reading lesson that enables struggling readers to make sense of Regents-level text and to think strategically about what the questions require by:

- identifying aspects of the texts that challenge students.
- Exploring strategies and activities that empower students to address the challenges associated with reading and responding to complex texts.
- reviewing the questions asked on the Regents and linking them to state standards and text-based discussions
- reviewing process and metacognitive questions and selecting those that will help students to develop the dispositions that lead to success

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Agenda

8:15 – 8:30
❖ Agenda and Reflection on Successful ELLs:
What can we learn about language learning from the behavior of academically successful ELLs?

8:30-9:00
❖ Academic Conversations and Gradual Release of Responsibility
How can we maximize the literacy development of our ELLs?

9:00 – 9:45
❖ Close Reading
How can the structure of a Close Reading support literacy development?

9:45-10:00
❖ Break

10:00 – 10:30
❖ Comprehension: Vocabulary and Structure
How can I help ELLs to make sense of a complex text?

10:30-12:00
❖ Text-Based Questions within the Curriculum: Rigor & Scaffolding
How can I create questions that require critical thinking, promote collaborative arguments, AND prepare students for state assessments?

12:00-1:00
❖ Lunch

1:00-1:30
❖ Strategies for Responding to Text-Based Questions
What skills and dispositions help students to respond to text-based questions?

1:30-3:00
❖ Outline for a Close Reading Experience
How can I use the Template to create a Close Reading Experience for my students?
Reflection and Introductions
What can we learn about language learning from our most successful ENLs?

Directions: Picture your most successful ENLs engaging with complex text.
With that in mind, respond to each of the questions in the frame below.

How do they approach unfamiliar English vocabulary/idioms?

What can we learn from our most successful ELLs?

What dispositions do they demonstrate as they approach academic challenges?

What kind of class activities engage them most effectively?
Academic Conversations & Gradual Release of Responsibility

How can we maximize the literacy development of our ELLs?

Directions:
1. Review the quotes and chart below.
   a. Place a check mark next to statements that reflect your current understanding and practice.
   b. Put a question mark next to statements you would like clarified.
   c. Share questions in small groups; bring unresolved questions to debriefing.

Academic Conversations (Collaborative Argumentation)

“Much of what students understand in the texts they read and write comes from their participation in discussion. Collaborative argumentation is a field of study that focuses on how learners co-construct meaning in the company of peers. The social aspect of collaborative argumentation is vital for learning as participants make claims, provide evidence, and consider the counterclaims of others.”
(Nussbaum, 2008) in Teaching Students to Read like Detectives by Fisher, Frey, and Lapp, 2012, p. 28

“No one learns language from listening to language. We learn language from producing language. What we have to do is make kids spend a large percentage of the day producing language – the language of instruction.”

Gradual Release of Responsibility

[Diagram of the gradual release of responsibility model]

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The Structure of a Close Reading Experience

*How can the structure of a Close Reading Experience support literacy development?*

**Directions:** Individually review the different phases of a close reading experience; note questions that surface as well as your thoughts on how the formative assessments, built into each phase, might affect instruction and learning.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Purpose</th>
<th>Learning Opportunities</th>
<th>Formative Assessments</th>
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<tbody>
<tr>
<td><strong>Pre-Reading</strong></td>
<td>• to give all students a basic understanding of major concepts to be learned</td>
<td>• Ask students to share experiences or information relevant to the concepts to be learned.</td>
<td>• Students share experiences or information related to the concepts</td>
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<td>• to teach essential academic vocabulary.</td>
<td>• Show videos and/or pictures to prepare students for the text.</td>
<td>• Students give their own definitions of the words orally and/or in writing</td>
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<td>• Provide in-depth instruction for 5-8 essential academic words in the text.</td>
<td>• Students rewrite sentences from the text using different forms of the words.</td>
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<td>• Introduce Juicy Sentences from the text.</td>
<td>• Students use the words correctly in conversation and in writing.</td>
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<td><strong>Getting the Gist (First Read)</strong></td>
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<td>• to familiarize all students with the gist of the text</td>
<td>• Read the text aloud, reviewing familiar terms/information and explaining new terms and ideas as you go.</td>
<td>• Students explain the gist of the text or portions of the text to a partner.</td>
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<td>• to allow students to hear the text read fluently.</td>
<td>• Chunk the text as you read and allow students to think/pair/share the gist of each chunk.</td>
<td>• Students share ideas about the text in large group.</td>
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<tr>
<td><strong>(Marking the Text) (Second Read)</strong></td>
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<td>• To give students the opportunity to make sense of the text on their own and to ask questions about sections that are unclear.</td>
<td>• Chunk the text for students.</td>
<td>• Students make marginal notes indicating what they have understood about each paragraph. They can paraphrase, make connections or explain how it affects their thinking.</td>
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<td>• Give students time to read the text independently and make a marginal note about the gist of each chunk/paragraph.</td>
<td>• (If a paragraph was problematic, students can make a note about how they feel at this point in the text and/or what is causing them problems.</td>
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<td>• Discuss the structure of the text and guide students in selecting and filling out a graphic organizer that helps them to unpack the text.</td>
<td>• Students share marginal notes or graphic organizers in pairs.</td>
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<td>• Encourage students to underline words, phrases or sections that interfered with their understanding of the text.</td>
<td>• Students ask questions about words, phrases or sections they feel they need to know in order to comprehend the text.</td>
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<tr>
<td>Elements</td>
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| **Questions**        | • To help students to focus on information in the text that will help them to succeed on the summative task.  
                        • To provide scaffolds that guide students toward higher levels of thinking. | • Give students a few questions that have been strategically selected and organized to prepare students for the summative task.  
                        • Have students work independently to mark the text and/or give written responses to the questions.  
                        • Provide sentence starters or student-friendly wording of questions as needed.  
                        • Allow students to bi-code if necessary. | • Students show what information in the text they will use by marking the text and giving the question number.  
                        • Students give responses to the questions orally or in writing. |
| (Third Reading)      |                                                                         |                                                                                        |                                                                                        |
| **Discussion**       | • To provide opportunities for students to share ideas and perspectives and to learn from each other. | • Allow students to share the information they have underlined and/or answers to the questions in small groups.  
                        • Allow students to bi-code if necessary.  
                        • Use heterogeneous grouping so that ENLs are supported by native speaking classmates. | • Students participate in small group discussion. |
| (Rereading portions to check evidence) |                                                                         |                                                                                        |                                                                                        |
| **Writing**          | • To provide opportunities for students to use academic vocabulary, to demonstrate knowledge and understanding and to practice written communication. | • Provide students with graphic organizers and/or sentence starters.  
                        • Provide students with checklists and/or rubrics and anchors to guide their writing.  
                        • Allow students to draft their responses and engage in peer-review.  
                        • Allow student to revise written work based on peer and teacher feedback. | • Students use notes, evidence from the text and what they have learned from discussions in response to the task.  
                        • Students use feedback to revise their written work. |

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The Structure of a Close Reading Experience

How can the structure of a Close Reading support literacy development?

1. How does the structure of a Close Reading Experience support literacy development?

2. How can the various formative assessment moments inform instruction and literacy development? Give specific examples.

3. How would this process prepare students for the Regents exam?

4. What additional supports might ENL’s need as they work through the process?

5. What questions or concerns surfaced?
Comprehension: Vocabulary & Structure

How can I help ELLs to make sense of a complex text?

Directions: Skim the excerpt from “The Background” The Chronicles of Clovis, 1912
The Chronicles of Clovis, by —H.H. Munro (“Saki”)

Overview:

1. State the gist of the story and then share your statement with a partner.

2. Identify aspects of the text that would be most challenging for ELLs.

Juicy Sentence Protocol encourages student-led discussions about one or two sentences selected from the text. The purpose is to promote language use, to help students to understand the meaning of the sentence under discussion, and to give them the tools they need to make meaning from future sentences that use the same syntactical features, grammatical structures, & vocabulary.

Directions:

1. Discuss how a Juicy Sentence, like the one below can be used in pre-reading phase.
2. Share strategies for analyzing the syntax of this sentence.
3. Explain how you would use this sentence to provide students with necessary background information.
4. Discuss the benefits of using a juicy sentence like this one.
5. If you would use another sentence instead or in addition, share your thoughts with the group.

<table>
<thead>
<tr>
<th>Juicy Sentence</th>
<th>How it can be used in pre-reading</th>
</tr>
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</table>
| Signor Pincini was, perhaps, the most brilliant master of tattoo craft that Italy had ever known, but his circumstances were decidedly impoverished, and for the sum of six hundred francs he gladly undertook to cover his client’s back, from the collar-bone down to the waistline, with a glowing representation of the Fall of Icarus.3 (14-17) | • Analyze Syntax  
• Discuss background necessary for understanding the story  
• Review footnote and discuss the painting and what it represents |
Vocabulary: Preparing Students to Meet the Language Demands of the Text
A Review of the Current Research (NRTAC) on Vocabulary Instruction, indicated:

Directions: Read the items below and underline key points to consider in planning vocabulary work.

- Repetition and multiple exposures to vocabulary items are important. Stahl (2005) cautioned against “mere repetition or drill of the word,” emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.
- Vocabulary words should be those that the learner will find useful in many contexts. Instruction of high-frequency words known and used by mature language users can add productively to an individual’s language ability (Beck, McKeown & Kucan, 2002).
- Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge. Stahl and Kapinus (2001) stated, “When children ‘know’ a word, they not only know the word’s definition and its logical relationship with other words, they also know how the word functions in different contexts.”

Strategic Planning of Vocabulary Instruction

1. Determine which words can be mentioned briefly:
   - are familiar to the student and can be revisited.
   - can be introduced with student-friendly definitions (or synonyms)
   - can be understood using cognates
   - can be acted out or demonstrated with gestures, artifacts, etc.

2. Determine which words have sufficient context clues to reveal their meaning.

3. Select 5-8 words for in-depth Vocabulary Instruction:
   - words central to understanding the text.
   - words frequently used in the text.
   - words that appear in other texts in the unit and/or in other content areas.
   - words with multiple meanings
   - words that can be altered by adding prefixes and/or suffixes to change meaning or grammatical form.
**Directions:** Review the words already selected. Then, individually, review the text to select words for each category. In small groups, share selected words and decide which will provide the greatest benefits to students. Then fill in the chart below.

<table>
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<tr>
<th>Category</th>
<th>Selected Words</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words with sufficient context clues (2-3)</td>
<td>Impelled (11)</td>
<td><em>(Give Context Clues)</em> &quot;It was not a large legacy, even from the modest standpoint of Henri Deplis, but it impelled him towards some seemingly harmless extravagances. In particular it led him to patronise local art as represented by the tattoo-needles of Signor Andreas Pincini.”*</td>
</tr>
<tr>
<td></td>
<td>Defacing (66)</td>
<td><em>(Give strategies)</em></td>
</tr>
<tr>
<td>Words to review or mention briefly (3-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words for in-depth study (5-8)</td>
<td>execution (20)</td>
<td><em>(Give reasons)</em> <em>Multiple meanings</em> Study root word and different forms</td>
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<td>indignation (33)</td>
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</tbody>
</table>

...a fellow-worker, in the heat of debate, broke a phial full of corrosive liquid over his back. The red shirt that he was wearing mitigated the effects, but the Icarus was ruined beyond recognition. His assailant was severely reprimanded for assaulting a fellow-anarchist and received seven years’ imprisonment for defacing a national art treasure.
Structure: Use Graphic Organizers to Analyze Relationships

Directions: Review the graphic organizers on this page and the next. In small groups, discuss:

- What kind of graphic organizer(s) would help students to make sense of the text?
- How will you chunk the text for working with the selected graphic organizer(s)?
  (This might be differentiated depending on the needs of students.)


The manner in which information is arranged, affects students’ comprehension (Bakken & Whedon, 2002; Ciardiello, 2002; Kobayashi, 2002; Meyer, 2003).
The most common informational structures include:

  - Description: A list of information
  - Compare & contrast: Noted similarities & differences between two concepts
  - Temporal sequence: How events change or remain the same over time
  - Cause and Effect: Causal relationships
  - Problem and solution: Situation or issue and how it is solved
Directions: Select the graphic organizer best suited to this text and use the space below draw it and fill it in with appropriate information.
Processing Questions:

1. What did you learn from sharing the gist of the story with a partner? 
   How might this strategy support teaching/learning?

2. How can a “Juicy Sentence” support language development and student efficacy?

3. What new ideas do you have concerning vocabulary instruction? 
   What might you do differently with your students?

4. How did filling out the graphic organizer affect your understanding of the story? 
   How can the graphic organizer be used as a formative assessment?
### Next Generation Reading Standards

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<tr>
<th>Standard</th>
<th>Generic Questions</th>
<th>Text-Specific Questions</th>
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</table>
| 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) | Why do you think...?  
What textual evidence do you have to support your inference? | What do lines 11-25 and 25-29 reveal about Henri Deplis?  
(based on Saki story - Part 1 of Regents June 2018) |
| 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL) | What message does the text convey?  
List passages that support this message?  
How are specific details chosen and organized to convey this theme? | What do you think is the purpose of Saki’s story?  
What message is conveyed in lines 65-68?  
What events or details in the rest of the story support this message?  
What do the *Flight of Icarus* (see foot note) and this story have in common? |
| 11-12R3: In literary texts, analyze the impact of author’s choices. (RL)  
In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) | How did the author’s choice of words and sensory details affect the tone?  
What is the connection between the idea in paragraph X and the idea in paragraph Y? | What connotation is associated with “…bore on his back the burden of the dead man’s genius”  
How are the events that follow in the paragraph support this impression?  
What words/details in the paragraph add to the tone and message? |
| 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) | What is the meaning of X in this passage?  
What clues helped you to determine this?  
How does the use of technical terms affect your ability to comprehend the text? | The author describes another character, saying, “He nurses the illusion that he is one of the lost arms of the Venus de Milo,11 and hopes that the French Government may be persuaded to buy him. On all other subjects I believe he is tolerably sane.”  
What clues in the text helps you to determine the meaning of the word illusion?  
Why does the author use the word “nurses” here? |
<table>
<thead>
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<th>Next Generation Reading Standards</th>
<th>Generic Questions</th>
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<tbody>
<tr>
<td>11 -12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</td>
<td>Are events ordered chronologically? How does foreshadowing/flashback affect your understanding of the story? Is the information organized logically? What structure is used? How did structure affect your response to the text?</td>
<td>What graphic organizer would you use to analyze this story as a whole? How do the first &amp; last paragraphs fit this story?</td>
</tr>
<tr>
<td>11 -12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</td>
<td>How did the comparison in par X affect your reaction to Y? What causes motivated the character? What was the effect of X on Y?</td>
<td>Trace the events that caused municipality of Bergamo to own the artwork on Henri Deplis’ back.</td>
</tr>
<tr>
<td>11 -12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&amp;RL)</td>
<td>Who is narrating the text? What is the author’s purpose? Are the author’s arguments persuasive? What is ironic about...? How did the use of irony affect your thinking about the subject?</td>
<td>What is ironic about the next to last paragraph in this story? What message does the author convey through this irony?</td>
</tr>
<tr>
<td>11 -12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&amp;RL)</td>
<td>What bias seems to affect the author’s thinking? Which of the examples are most effective in convincing the audience? How were these examples presented/developed to be effective?</td>
<td>Part 3: Regents June 2018: Identify a central idea in the text and analyze how the author’s use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis.</td>
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Curriculum-Embedded Text-Based Questions/Discussions

*How can I create questions that require critical thinking, promote collaborative arguments, AND prepare students for state assessments?*

1. How might this story fit into the summative task for a unit on short stories/fiction?  
   *How will students use information and vocabulary from this text in writing?*  
   *Feel free to refer to the NYS Standards (pp. 15-16) for ideas.*

2. Based on your summative task, what questions would you select from those on pages and how would you scaffold them?  
   *(The questions should draw students’ attention to the facts/details they need to answer the summative.)*

3. What additional questions might you add to support ENLs in moving toward higher-level questions?  
   *Consider literal questions that provide information needed for higher level questions.*

4. What connections do you see between the questions for class discussion and the Regents questions on pages 18-19?
## Strategies for Responding to Text-Based Questions

<table>
<thead>
<tr>
<th>Regents question</th>
<th>Textual evidence</th>
<th>What the question requires</th>
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<tbody>
<tr>
<td>1 Lines 11 through 13 and lines 25 through 29 reveal that Henri Deplis (1) invests wisely (2) behaves impulsively (3) avoids confrontation (4) resists change</td>
<td>It was not a large legacy, even from the modest standpoint of Henri Deplis, but it impelled him towards some seemingly harmless extravagances. In particular it led him to patronise local art as represented by the tattoo-needles of Signor Andreas Pincini. There remained, however, the widow Pincini, to whom the six hundred francs were due. And thereupon arose the great crisis in the life of Henri Deplis, traveller of commerce. The legacy, under the stress of numerous little calls on its substance,5 had dwindled to very insignificant proportions, and when a pressing wine bill and sundry6 other current accounts had been paid, there remained little more than 430 francs to offer to the widow.</td>
<td>Look beyond the lines suggested to find evidence that describes Delis’ behavior. Make inferences and then use process of elimination.</td>
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<tr>
<td>2 The municipality of Bergamo owns the artwork on Henri Deplis’s back as a result of (1) a harmless misunderstanding (2) widow Pincini’s vengeance (3) a fair exchange (4) Henri Deplis’s pride</td>
<td>(29-36)The lady was properly indignant, not wholly, as she volubly explained, on account of the suggested writing-off of 170 francs, but also at the attempt to depreciate the value of her late husband’s acknowledged masterpiece. In a week’s time Deplis was obliged to reduce his offer to 405 francs, which circumstance fanned the widow’s indignation into a fury. She cancelled the sale of the work of art, and a few days later Deplis learned with a sense of that she had presented it to the municipality of Bergamo, which had gratefully accepted it.</td>
<td>Look at the whole section to see how the wife felt and what led her to sell the art to the city. If you don’t know indignation, look at the meaning of fury.</td>
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<tr>
<td>3 As used in line 36, the word “unobtrusively” most nearly means (1) reluctantly (3) rebelliously (2) indecisively (4) inconspicuously</td>
<td>He left the neighborhood as unobtrusively as possible and was genuinely relieved when his business commands took him to Rome, where he hoped his identity and that of the famous picture might be lost sight of.</td>
<td>Try to eliminate words that don’t fit if you don’t know what inconspicuously means.</td>
</tr>
<tr>
<td>4 The figurative language in line 39 implies that Henri Deplis feels (1) the tattoo is a curse to him (2) responsible for the artist’s death (3) the tattoo is a thing of beauty (4) obligated to display the artwork</td>
<td>“But he bore on his back the burden of the dead man’s genius” On presenting himself one day in the steaming corridor of a vapor bath, he was at once hustled back into his clothes by the proprietor, who was a North Italian, and who emphatically refused to allow the celebrated Fall of Icarus to be publicly on view without the permission of the municipality of Bergamo.</td>
<td>Consider the meaning of the word burden. Then look at what happens to him for additional clues.</td>
</tr>
<tr>
<td>Regents question</td>
<td>Textual evidence</td>
<td>What the question requires</td>
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<tr>
<td>5 Lines 50 through 52 indicate that Henri Deplis’s situation causes him to become (1) successful (3) manipulative (2) powerless (4) respected</td>
<td>His thankfulness, however, ceased abruptly at the Franco-Italian frontier. An imposing array of official force barred his departure, and he was sternly reminded of the stringent law, which forbids the exportation of Italian works of art.</td>
<td>Infer that he is not free to leave. Connect that inference to the word powerless.</td>
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<tr>
<td>6 It can be inferred that Henri Deplis joins the “Italian anarchists” (line 60) because he (1) is afraid for his future (2) desires wealthy friends (3) is unconcerned with international politics (4) seeks gainful employment</td>
<td>“Meanwhile, the unhappy human background fared no better than before, and it was not surprising that he drifted into the ranks of Italian anarchists. Four times at least he was escorted to the frontier as a dangerous and undesirable foreigner, but he was always brought back as the Fall of Icarus (attributed to Pincini, Andreas, early Twentieth Century).”</td>
<td>Infer that Deplis thinks by joining the anarchists he will be able to escape Italy. Try to eliminate other answers.</td>
</tr>
<tr>
<td>7 Lines 65 through 68 support a central idea that (1) people can achieve their personal goals (2) governments often choose stability over change (3) societies often value objects above individuals (4) governments can develop reasonable regulations</td>
<td>The red shirt that he was wearing mitigated the effects, but the Icarus was ruined beyond recognition. His assailant was severely reprimanded for assaulting a fellow-anarchist and received seven years’ imprisonment for defacing a national art treasure. As soon as he was able to leave the hospital Henri Deplis was put across the frontier as an undesirable alien. “</td>
<td>Turn the information that the assailant was jailed for ruining the art, not for injuring Deplis into a generalization.</td>
</tr>
<tr>
<td>8 The phrase “nurses the illusion” (line 71) reveals that Henri Deplis is (1) fulfilling his ambitious dream (2) searching for anonymity (3) struggling with reality (4) enjoying his freedom</td>
<td>He nurses the illusion that he is one of the lost arms of the Venus de Milo,11 and hopes that the French Government may be persuaded to buy him. On all other subjects I believe he is tolerably sane.”</td>
<td>Look at what he claims. Then look at the last line for confirmation.</td>
</tr>
<tr>
<td>9 The subject of Henri Deplis’s tattoo implies a parallel to his (1) social ignorance (3) sense of humility (2) economic worth (4) loss of control</td>
<td>3Fall of Icarus — In Greek mythology Icarus wore wings made of wax and feathers so he could fly. However, because of his excessive pride and carelessness he flew too close to the sun. His wings melted, and he plunged to his death in the sea.</td>
<td>Check footnote to see what the art depicts. Then look at the sequence of events.</td>
</tr>
</tbody>
</table>
**Self-Regulation Prompts**

**Directions:** Determine which of the questions below would be most effective in promoting the skills and dispositions needed to succeed on state assessments? Explain how you would incorporate them into your Close Reading activities.

<table>
<thead>
<tr>
<th>Questions that help direct students</th>
<th>Questions that focus on self-evaluation</th>
<th>Questions that focus on disposition &amp; habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you break that down in parts?</td>
<td>What did you do well? What did you struggle with?</td>
<td>What do you know about perseverance that will help you to work through a difficult question?</td>
</tr>
<tr>
<td>Can you try a different strategy? What other strategy might work here?</td>
<td>What strategy worked for you?</td>
<td>How can you use empathy to understand his point of view?</td>
</tr>
<tr>
<td>How can you use the strategies we have learned in class to make inferences from the chart and text? How can you use these inferences to answer the question?</td>
<td>Does your answer meet the success criteria? How can you use the success criteria to improve on your answer?</td>
<td>How can you ensure that everyone has a fair chance to talk and share his/her thinking?</td>
</tr>
<tr>
<td>How can you use what you know to help you answer the question?</td>
<td>What did you do to solve the problem?</td>
<td>What assumptions did you make? How might those assumptions have influenced your process and/or thinking?</td>
</tr>
<tr>
<td>Where else can you find information that will help you to answer that question?</td>
<td>What did you learn that would help you next the time?</td>
<td>How might your answer reflect a bias?</td>
</tr>
</tbody>
</table>
### Template for Preparing a Close Reading

<table>
<thead>
<tr>
<th>Title of Text</th>
<th>_____Lexile</th>
<th>Enduring understandings of the unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Purpose for reading this text:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Assessment of the Unit:</th>
<th>Questions relevant to Summative Task: (give DOK level for each question)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary:

<table>
<thead>
<tr>
<th>Category</th>
<th>Selected Words</th>
<th>Reason for Selection/strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words with context clues (2-3)</td>
<td></td>
<td>(Give context clues)</td>
</tr>
<tr>
<td>Words to mention briefly (3-5)</td>
<td></td>
<td>(Give strategy)</td>
</tr>
<tr>
<td>Words for in-depth study (5-8)</td>
<td></td>
<td>(Give reasons for selection)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graphic Organizer for analyzing structure:</th>
<th>Relevant test-prep questions:</th>
</tr>
</thead>
</table>
# Template for Close Reading Lessons

**Directions:** In small groups, complete the parts of the chart that have not been filled in.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Purpose</th>
<th>Learning Opportunities (include specific supports for ENLs)</th>
<th>Formative Assessments</th>
</tr>
</thead>
</table>
| **Pre-Reading**| • to give all students a basic understanding of major concepts to be learned  
• to teach essential academic vocabulary. | Give students lines 14-17. Ask them what it means.  
Show students the different clauses and ask them to talk to a partner about the relationship.  
Have student read the foot note about the painting and show a print. Ask them what the painting might mean.  
Teach vocabulary and have students practice using different forms of the words in sentences. |                       |
|                |                                                                         |                                                                                                                             |                       |
| **Getting the Gist**  
(First Read) | • to familiarize all students with the gist of the text  
• to allow student to hear the text read fluently. | Read the story aloud to line 20. Ask students to turn and tell a partner what they know about the main character and what happened in the third paragraph. |                       |
| **(Marking the Text)**  
(Second Read) | • To give students the opportunity to make sense of the text on their own and to ask questions about sections that are unclear. | Have students fill out a graphic organizer for sequence.  
Fill out the first sections with them. |                       |
<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
</table>
| Questions             | • To help students to focus on information in the text that will help them to succeed on the summative task.  
• To provide scaffolds that guide students toward higher levels of thinking. |                                                             |                       |
| (Third Reading)       |                                                                         |                                                             |                       |
| Discussion            | • To provide opportunities for students to share ideas and perspectives and to learn from each other |                                                             |                       |
| (Rereading portions to check evidence) |                                                                     |                                                             |                       |
| Writing               | • To provide opportunities for students to use academic vocabulary, to demonstrate knowledge and understanding and to practice written communication. |                                                             |                       |
Resources to Enhance Your Learning

Protocol for Juicy Sentences:
https://achievethecore.org/content/upload/Juicy%20Sentence%20Protocol.pdf

A Review of Current Research on Vocabulary Instruction
file:///C:/Users/lizlo/OneDrive/Documents/Close%20Reading%20and%20Regents%202018/RESEARCH%20ON%20VOCABULARY%20INSTRUCTION.pdf

What Does Text Complexity Mean for ELLs?
http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

Videos to enhance your learning

Gradual Release of Responsibility
https://www.youtube.com/watch?v=cjURdvzy4c

Collaborative Conversations
https://www.youtube.com/watch?v=IMkGWSHxAJc

Accessing Complex Text
https://www.teachingchannel.org/video/complex-text-syntax-high-school
Reflection Questions
NYS/NYC RBE-RN Network
November 9, 2018

1. Identify one to three strategies you feel confident about using next week in your own classes?

2. How do you see Close Reading fitting into your practice?

3. In what ways do you believe using Close Reading will help your students in general, and ENLs in particular, to succeed on the English Regents?

4. What questions or concerns remain?