

Supporting English Learners with Close Reading

How Can We Help ELLs Access and Produce Complex Text?

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Presenter: Heidi Goertzen

Center for **ENGLISH**
LANGUAGE Learners
at American Institutes for Research ■

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Overview of Presentation

How Can We Help ELLs Access Complex Text?

- Scaffolding Close Reading
 - Enhancing Background Knowledge
 - Acquiring Vocabulary
 - Interaction and Multiple Readings
- Supporting Writing

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Our EXPERTISE



ENSURING SUCCESS
for English Language Learners
in School Districts

EARLY CHILDHOOD EDUCATION. Improve school readiness through curriculum and teacher training using **COLLTS** (Cultivating Oral Language and Literacy Talent in Students), a research-based program developed by AIR to prepare prekindergarten and kindergarten dual-language learners for mastering kindergarten English language arts standards.

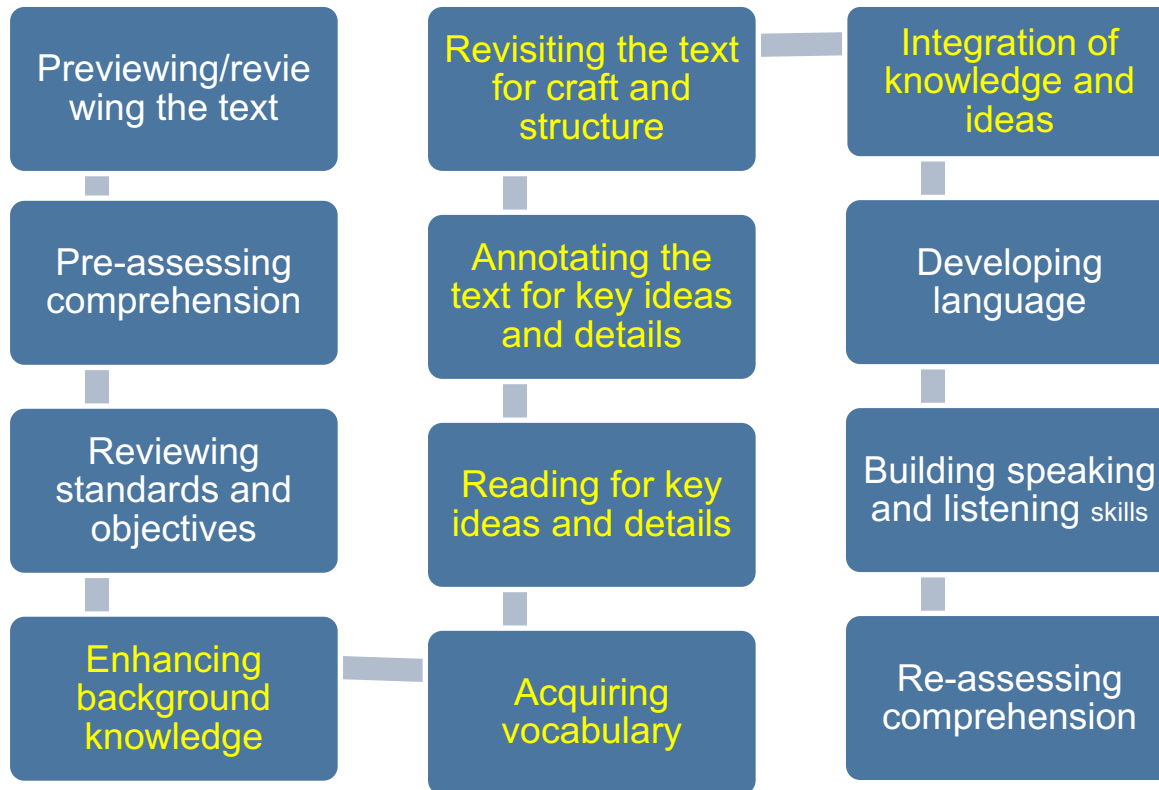
K-12 CURRICULUM AND INSTRUCTION. Assist districts and schools as they implement curriculum and instruction to meet their states' challenging academic standards using AIR's Attaining Core Content for ELLs (**ACCELL**), a research-based framework for scaffolding core content for English language learners (ELLs).

DISTRICT AND SCHOOL SUPPORT. Review current programs and policies to develop resources and structures to improve ELL outcomes; for example, identify students who are struggling as well as those who are excelling; provide guidance on alternative assessments and accommodations to capture ELL learning; and ensure that teacher evaluation systems support effective teaching of English language learners.

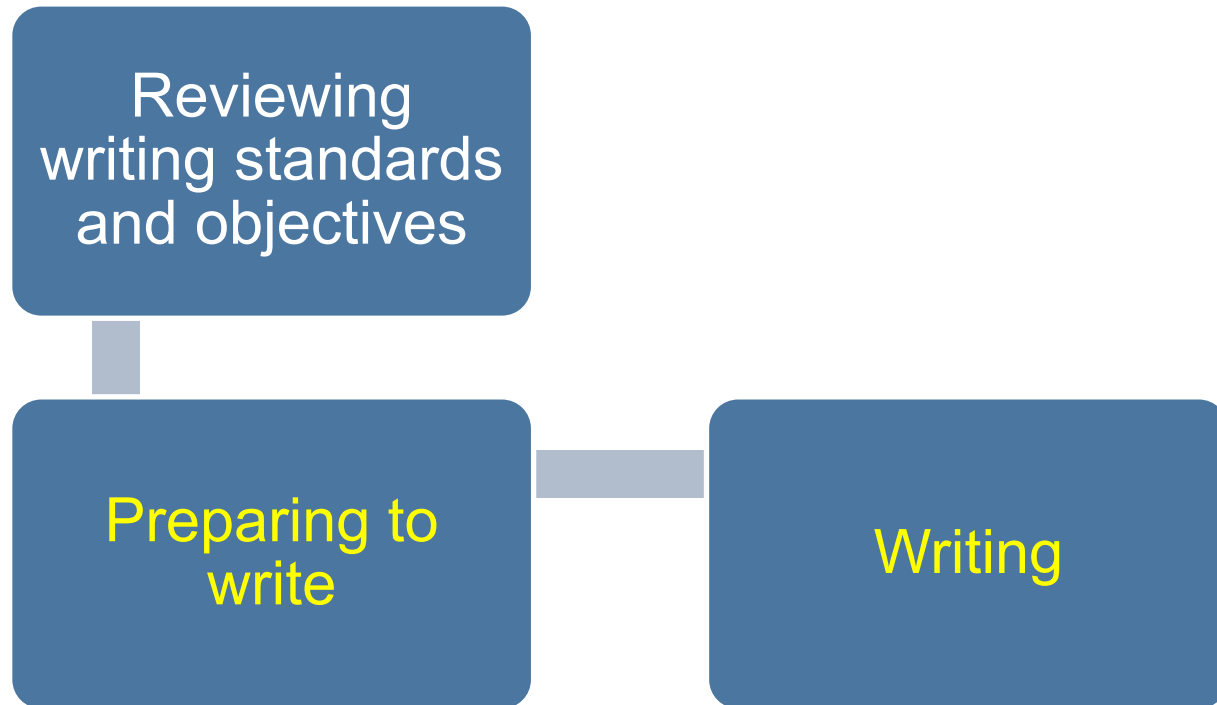


Attaining Core Content for English Language Learners (ACCELL): The Model

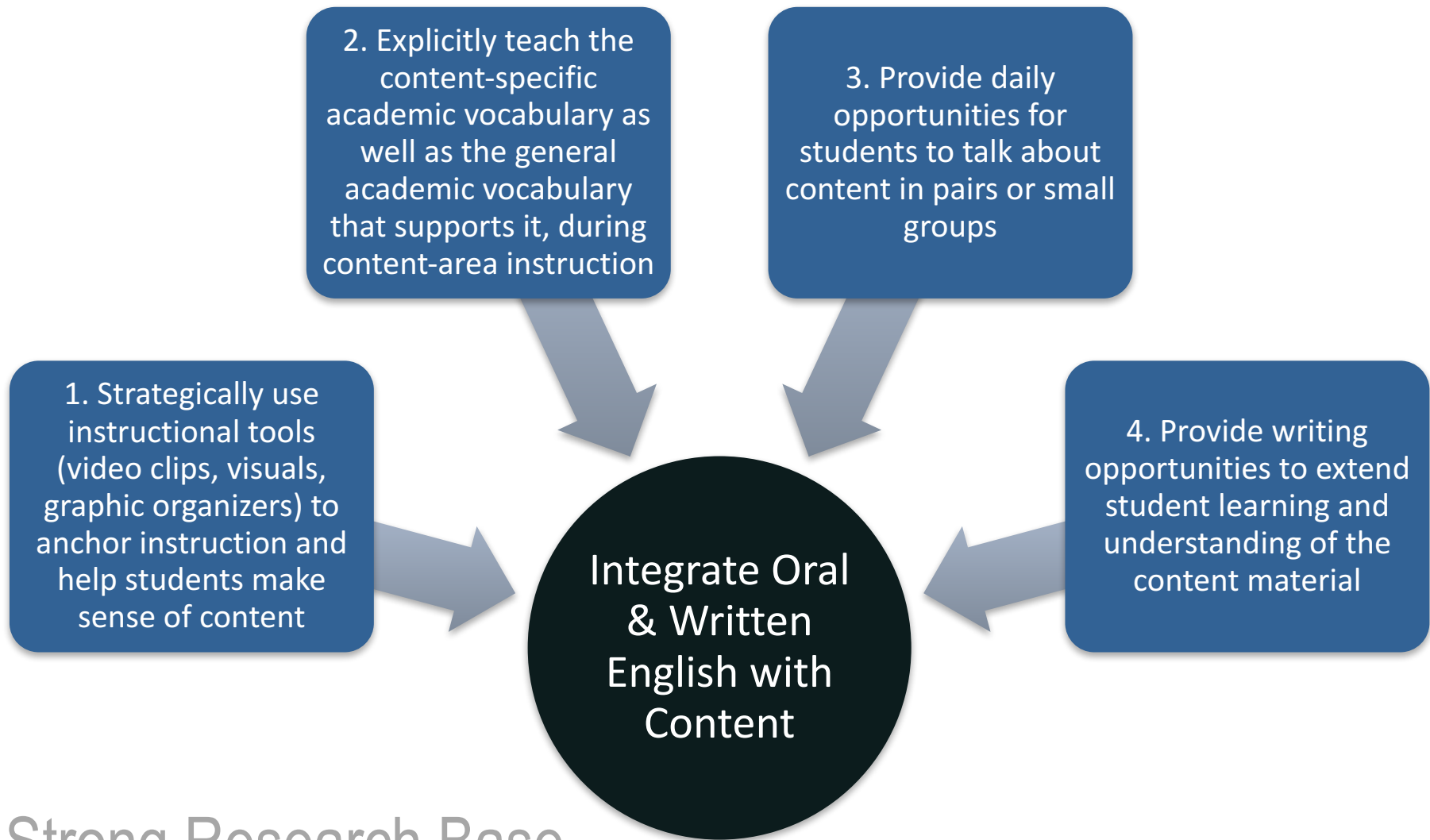
ACCELL Model: Reading Components



ACCELL Model: Writing Components



Attaining Core Content for English Language Learners (ACCELL): Research Base

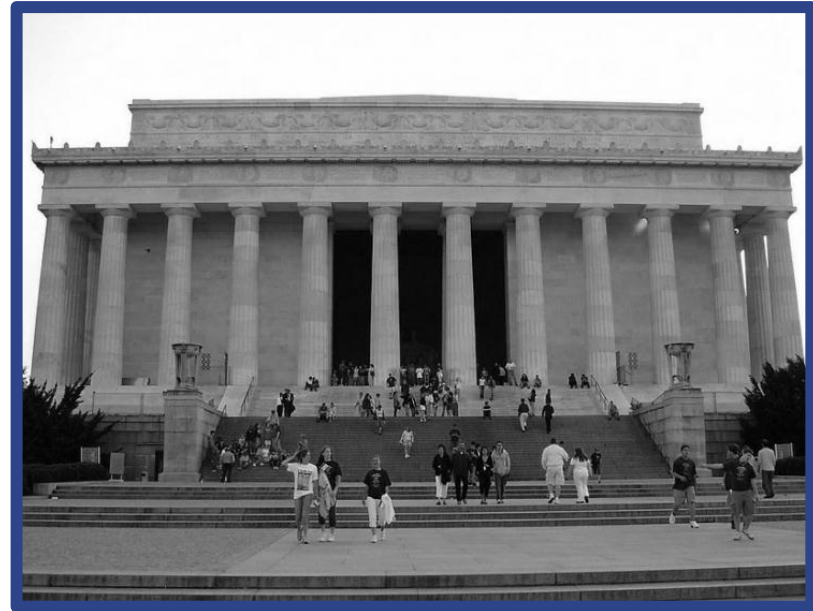


Strong Research Base

Attaining Core Content for English Language Learners (ACCELL): Exemplar Text

The Voice That Challenged a Nation

The Voice That Challenged a Nation by Russell Freedman (2004)



The Voice That Challenged a Nation

by Russell Freedman (2004) Excerpt: Part 1

[1] Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

[2] The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

[3] Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was scheduled to start, an estimated 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to demonstrate their support for racial justice in the nation's capital.

Excerpt from *The voice that challenged a nation: Marian Anderson and the struggle for equal rights* by Russell Freedman (pp. 1–3). Copyright © 2004 by Russell Freedman. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Excerpt: Part 2

[4] Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States. But because she was an African American, she had been denied the right to sing at Constitution Hall, Washington's largest and finest auditorium. The Daughters of the American Revolution, the patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.

[5] News of the DAR's ban had caused an angry controversy and set the stage for a historic event in the struggle for civil rights. Working behind the scenes, a group of influential political figures had found an appropriate concert space for Anderson. Barred from Constitution Hall, she would give a free open-air concert on the steps of the Lincoln Memorial.

[6] Shortly before the concert got under way, the skies above Washington began to clear. Clouds, which had shadowed the monument, skittered away to the north, and the late afternoon sun broke through to bathe the reflecting pool and shine on the gaily dressed Easter crowd. Secretary of the Interior Harold L. Ickes appeared on the speaker's platform. He introduced Miss Anderson, and she stepped forward to the bank of microphones.

[7] The massive figure of Abraham Lincoln gazed down at her as she looked out at the expectant throng. Silencing the ovation with a slight wave of her hand, she paused. A profound hush settled over the crowd. For that moment, Marian Anderson seemed vulnerable and alone. Then she closed her eyes, lifted her head, clasped her hands before her, and began to sing.

Excerpt from *The voice that challenged a nation: Marian Anderson and the struggle for equal rights* by Russell Freedman (pp. 1–3). Copyright © 2004 by Russell Freedman. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Attaining Core Content for English Language Learners (ACCELL): Enhancing Background Knowledge for Reading Complex Text

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Enhancing Background

- Determine the background knowledge students may need to understand the text.
- Identify methods for tapping or developing background knowledge.
- Scaffold background knowledge for different levels of proficiency.
- Find appropriate resources to enhance background knowledge.

Research Base: Background Knowledge

- Background knowledge is important for comprehending text (Shanahan, 2013).
- Across all ages and levels of ability, reading comprehension depends on the reader's ability to *integrate prior knowledge with new information in the text* (Dole, Duffy, Roehler, & Pearson, 1991).

Determine the Background Knowledge Required

- Preview the text to determine whether there are areas of background knowledge students may not have.
 - Background knowledge might consist of cultural, historical, chronological, or spatial context for the text.
- Capitalize on students' prior knowledge.
 - Consider background knowledge students may have that would help them understand the text.
- Recognize that not all texts require the development of background knowledge.

Methods for Developing Background Knowledge

- Draw from a variety of sources—e.g., auxiliary texts, video clips, pictures, field trips, photographs, tables, graphs, and concept maps.
- Create or adapt existing resources, as necessary, to develop materials that build background knowledge.
- Manage the time you devote accordingly.

Methods for Developing Background Knowledge



True or False?

Background knowledge should not summarize, replace, or reveal the meaning of the target text.

Before Reading:

Enhance Background Knowledge

What “big picture” background knowledge will be needed to understand *The Voice*?

The historical context: Marian Anderson’s concert as part of the struggle for Civil Rights for African-Americans in the United States

Before Reading:

Enhance Background Knowledge Provide Students With a Short, Relevant Text

Civil Rights in the United States

African Americans—people whose **ancestors** came from Africa—have not always had the same rights, or freedoms as everyone else. Before 1863, many African Americans were **slaves**. In 1863, President Abraham Lincoln signed the Emancipation **Proclamation**, which freed the slaves.

However, many White people found ways to **discriminate** against African Americans. They **banned** or **barred** African Americans from using the same schools and **public** places. African Americans could not serve on **juries** and they were often prevented, or stopped from voting. They did not receive fair treatment under the law, or the **justice** that all people should receive, or get according to the United States **Constitution**. In 1964, the United States passed the **Civil Rights** Act. The Civil Rights Act made it **illegal** to discriminate against people.

ancestor—*family from a long time ago*

slave—*when someone owns another person*

proclamation—*a public announcement*

discriminate—*treat someone badly because of their race*

ban/bar—*to make a rule against something*

public—*something that is open to everyone*

jury—*a group of people who decides if someone did something wrong*

justice—*fairness*

Constitution—*laws of a country*

civil rights—*basic freedoms*

illegal—*against the law*

Before Reading:

Enhance Background Knowledge

For the text excerpt *from the Voice*:

Students will get a better sense of the huge crowd if they can see image/map/video of the area in which people gathered to hear Marian sing.

- The Mall/the Lincoln Memorial in Washington, D.C. [map]
- Marian Anderson performing at the Lincoln Memorial [short video]

Before Reading:

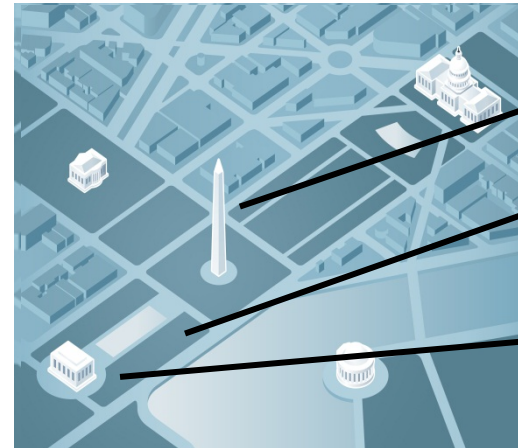
Enhance Background Knowledge

The National Mall

Below is a picture of part of the National Mall park in Washington, D.C., the capital of the United States. There is also a map and an image of some landmarks around the National Mall. The *tallest* building is the Washington Monument. The *rectangular* building is the Lincoln Memorial and *the pool of water* is the reflecting pool. Work with a partner to label these buildings on the map and the image using the underlined words.

**landmark—
a historic
building**

Next see if you can recognize any of these landmarks during the short video clip of the famous singer Marion Anderson.



Before Reading:

Enhance Background Knowledge



Enhance Background Knowledge:

Video Clips

- Look for short clips (less than 10 minutes is recommended) that include
 - Accurate information
 - Comprehensible language and speech
 - Visuals that support comprehension
- If possible, provide subtitles in English, the home language, or both

Scaffolding Video Viewing

- Give students a set of questions about the video text before viewing.
- Review the questions with students first and address unknown, key vocabulary.
- Watch the clip in its entirety.
- Watch again and have students work in pairs to answer the questions (pair students strategically).

Scaffolding Video Viewing, cont'd

- Pause the video at intervals and rewind as needed if students need more time to process what they hear.
- If needed, provide scaffolds for students at lower levels of proficiency using fill-in-the blank sentences and word banks.
- Review the questions and answers as you go along or when finished.

Enhance Background Knowledge

Home Language Resources

- Search for links, text, or video using the home language term for the concept being taught.
- Ask a native speaker to review materials that will be shared with students to guarantee accuracy of the information and language.

Attaining Core Content for English Language Learners (ACCELL): Acquiring Vocabulary for Reading Complex Text

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Vocabulary Acquisition Throughout

Lesson Routine	Vocabulary Acquisition
Enhance background knowledge	Teach vocabulary related to background.
Pre-teach vocabulary	Pre-teach a limited number of words and phrases that are central to understanding the text.
Engage in close reading	Have students use glossaries and other resources to clarify meanings of unknown vocabulary
	Have students identify words they still don't know.
Teach word-learning strategies	Teach vocabulary strategies to help students become independent learners

Partner Talk



How do you select vocabulary to prepare your students to read more complex text?

Vocabulary Selection – How do you select vocabulary in preparation for reading?

- Frequency
 - Select frequently encountered words
- Importance to Text
 - Select key words that will be critical for overall understanding

Vocabulary Selection: General Academic Value

Academic Word List Highlighter

● 1 ● 2 ● 3 ● 4 ● 5 ● 6 ● 7 ● 8 ● 9 ● 10

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was scheduled to start, an estimated 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time

Submit

Reset

Vocabulary Selection

Academic Word List Highlighter (AWLH)

- General academic words; not content-specific
- Frequently encountered in expository text
- List constructed using college-level texts



Circle the words in *The Voice*, Excerpt Part 1, that you think you would encounter on the AWLH.

Vocabulary Selection

Highlighted Results

Despite cold and threatening weather, the crowd began to **assemble** long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals **found** places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was **scheduled** to start, an **estimated** 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to **demonstrate** their support for racial justice in the nation's capital.

Vocabulary Selection

Importance to Text

- ELLs also need to know the meanings of words and phrases that are crucial for responding to text-dependent questions.

Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
<p>Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.</p>	Which words describe the weather?	

Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
<p>Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.</p>	Which words describe the weather?	cold, threatening

Vocabulary Selection

Importance to Text

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<p>Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.</p>	Which words describe the weather?	cold, threatening
	Did the weather prevent people from assembling?	

Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
<p>Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.</p>	Which words describe the weather?	cold, threatening
	Did the weather prevent people from assembling?	despite, assemble

Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
<p>Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.</p>	Which words describe the weather?	cold, threatening
	Did the weather prevent people from assembling?	despite, assemble,
	Which word describes the streets near the concert?	

Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
<p>Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.</p>	Which words describe the weather?	cold, threatening
	Did the weather prevent people from assembling?	despite, assemble, animated
	Which word describes the streets near the concert?	jammed

Vocabulary Selection – Which Words Do We Pre-Teach?

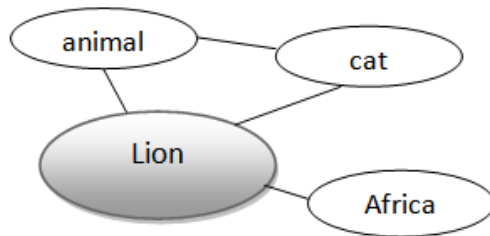
Conceptual Complexity

- Select words to pre-teach that are
 - not easily imageable,
 - that are abstract,
 - and/or that have a high degree of relatedness.

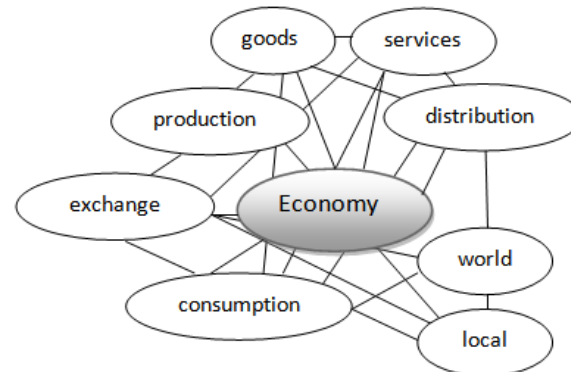
Vocabulary Selection

Relatedness

- The degree to which understanding the word requires an understanding of related concepts is *relatedness*.
- Words that have dense networks of other related concepts have high relatedness.



Low relatedness



High relatedness

Vocabulary Instruction: Words to Pre-teach

Extended Instruction More intensive instruction for less imageable, less concrete, and highly related words:

- Use an illustration and synonym to explain a word's meaning.
- Provide a definition. Make sure it is the one used in the target text.
- Provide the home language definition and cognate status.
- Structure opportunities for students to talk about the word.
- Provide the way the word is used in the text.

Vocabulary Word Cards

Extended Instruction

Students see:



The goal keeper anticipates where the ball will go.

One time, I anticipated having a good time but I did not because _____.

- The teacher says:

Explanation: Let's talk about the word *anticipate*.

Look at the picture. The soccer goal keeper anticipates where the ball will go. He prepares to block the ball to keep it out of the goal.

(Demonstrate blocking an imaginary ball.)

Anticipate means to expect and prepare for something.

Anticipate in Spanish is *anticipar*. *Anticipar* and *anticipate* are cognates. They sound alike and are almost spelled the same.

Partner talk. Tell your partner about a time when you anticipated you would have a good time but you did not.

Text Connection: In the story, the people who work for the National Park Service anticipate or expect that many people will come to the concert.

Vocabulary Instruction: Words to address during reading

Embedded Instruction

Less intensive instruction for highly imageable, concrete, and low relatedness words

- Define the word in context and at the point of need.
- Show a picture of the word.
- Use gestures to demonstrate the word.
- Provide a glossary.

Vocabulary - Embedded Instruction

Teacher embeds instruction:

Word (paragraph 1)	Teaching Technique
threatening	define in context <i>“Threatening weather means it looks like it’s going to be bad weather.”</i>
assemble	define in context and provide an example <i>“Assemble means to gather or come together. For example, we assembled in the auditorium yesterday for a concert.”</i>
jammed	define in context and show the picture in the book of the crowd



Vocabulary Instruction – Student Self-Directed

Teaching Student Self-Directed, Word Learning Strategies

- It is not feasible to directly teach students all of the words they need to know to be successful readers.
- It is important to teach students word learning strategies:
 - Context clues
 - How to use reference materials (e.g., glossaries, online dictionaries, bilingual dictionaries)
 - Cognates (for languages that share cognates with English)
 - Morphology (e.g., using roots or base words, prefixes, and suffixes to determine word meanings)

Vocabulary - Student Self-Directed

Glossary Use

Word Translation	Re-write the Word	Definition	Example from Text	Your Sentence	Is it a Cognate?
animated <i>animado</i>	animated	full of excitement	People arrived in large <u>animated</u> groups.	I saw many animated fans at the D.C. United game.	Yes
anticipating <i>anticipando</i>		expect and prepare for something	<u>Anticipating</u> a huge turnout, the National Park Service had enlisted the help of five hundred police officers.		
arrivals <i>llegadas</i>		person who has come to a place	The earliest <u>arrivals</u> found places close to the steps of the monument.		
arrived <i>llegaron</i>		come to or reach a place	People <u>arrived</u> singly and in pairs.		

Demonstrate and explain:

- Where to enter the word and dictionary levels
- Pronunciation key
- Parts of speech
- Definitions
- Example use
- Synonyms

contact

Beginner's Dictionary
 Intermediate Dictionary
 Advanced Dictionary


Alphabetical Results ?

↑ Previous ↑
consumptiveness
cont.²
cont.¹
cont. (contd.)
contact
contacted
contacting
contact lens
contact print
contacts

Multi-Word Results ? Similar Spellings ?

contact lens
contact print
eye contact

con·tact ← 

pronunciation: **kan taekt** 

parts of speech: **noun, verb**

features: [Word Explorer](#), [Word Parts](#)

part of speech: **noun**

definition 1: the touching of two things or people.
*He got a shock when his hand **came into contact with** the wire.*

synonyms: **touching**
similar words: **connection, opposition**

definition 2: communication.
*She is **out of contact with** her family.
He is **in contact with** his old friends.*

similar words: **communication**

related words: **feeling, impact, touch**

part of speech: **verb**

inflections: contacted, contacting, contacts

definition: to speak or write to someone; communicate.
I contacted my friend about our weekend plans.

synonyms: **communicate with, reach**

Attaining Core Content for English Language Learners (ACCELL): Interactive Approaches to Reading Complex Text

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What is Close Reading?



Discuss with a partner.

What is Close Reading?

- Asking students to grapple with complex text that requires multiple readings because meaning may be difficult to understand at a surface level.
- Analysis is needed to uncover deeper meaning

What is Close Reading?

- First read: what is the surface meaning?
- Second read: looking deeper
 - What literary devices are used to add meaning?
 - How is the text organized? How does this add meaning?
 - What are word choices of the author?
- Third read: what is the deep meaning?
 - Where is the symbolism?
 - What is the author's point of view?
 - How can I relate this to my life, to current events, other texts?

Helping Students Understand More Complex Text

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Engage Students in Multiple Readings

Reading for Key Ideas and Details

- Teacher Read Aloud: The teacher reads the text aloud to demonstrate reading fluency.
- First Read: Students read the text in pairs or groups and answer questions focused on key ideas and details and vocabulary.

Annotating for Key Ideas and Details

- Second Read: Students reread the text and note vocabulary and details that they do not yet understand.

Revisiting for Craft and Structure or Integration of Knowledge and Ideas

- Third Read: Students read the text in pairs or groups and answer questions focused on craft and structure or integration of knowledge and ideas.

Chunking Text

Present Text in Smaller Sections

To help ELLs engage deeply with text, present it in small, coherent sections.

- Each chunk of text should represent one key idea.

(by events, ideas, descriptions).

- The number of chunks per lesson may depend on the level of difficulty of the text for a particular group of students.

Reading for Key Ideas and Details

Chunking Text

For example, this is how we chunked the initial paragraphs of “The Voice.”

**CHUNKED
Paragraph
Numbers**

Key Idea

1-3

A large crowd was gathered on the Mall despite the threatening weather. They had come to hear a great voice and support racial justice.



Reading for Key Ideas and Details

Chunking Text – You Try It

What paragraph(s) would you chunk next in “The Voice?”

Paragraph Numbers	Key Idea	

Example: Reading for Key Ideas and Details

Chunking Text

Additional paragraphs chunked in “The Voice”

Paragraph Numbers	Key Idea	
# 4 and 5	The great voice was Marian Anderson, a Black woman, who was not allowed to sing at DAR Constitution Hall. Instead, she sang at the Lincoln Memorial.	
# 6 and 7	The weather improved and Marian Anderson sang in from of the statue of Abraham Lincoln.	

Reading for Key Ideas and Details

Ask Guiding Questions

- Now we ask guiding questions to help students identify the key ideas.
- The guiding questions require students to express the key idea.

Reading for Key Ideas

Asking Guiding Questions

Paragraph Number	Main Idea	Guiding Question
#1-3	A large crowd was gathered on the Mall despite the threatening weather. They had come to hear a great voice and support racial justice.	Why were there so many people on the Mall despite the threatening weather?



Reading for Key Ideas

Asking Guiding Questions – You Try It

What guiding questions would you ask to help students find the key ideas?

Paragraph Numbers	Main Idea	Guiding Question
# 4 and 5	The great voice was Marian Anderson, a Black woman, who was not allowed to sing at DAR Constitution Hall. Instead, she sang at the Lincoln Memorial.	
# 6 and 7	The weather improved and Marian Anderson sang in front of the statue of Abraham Lincoln.	

Example Reading for Key Ideas

Asking Guiding Questions

Possible guiding questions you would ask to help students find the key ideas:

Paragraph Numbers	Main Idea	Guiding Question(s)
# 4 and 5	The great voice was Marian Anderson, a Black woman, who was not allowed to sing at DAR Constitution Hall. Instead, she sang at the Lincoln Memorial.	Who was the great voice the people had come to hear? Why was she singing at the Lincoln Memorial?
# 6 and 7	The weather improved and Marian Anderson sang in front of the statue of Abraham Lincoln.	What happened to the weather just before the concert began? Where did Marian Anderson stand to sing?

Reading for Key Ideas **and Details**

Ask Supplementary Questions

- Students may need additional, supplementary questions to help them answer the guiding question
- Questions delivered sequentially in the order in which information appears in the chunk.

Reading for Key Ideas **and Details**

Ask Supplementary Questions

Make it easier for students to answer supplementary questions by

- Defining key words prior to asking the question or asking questions about word meanings.
- Restating phrases or sentences that will help students answer the question

(Note that supplementary questions are text dependent!)

Reading for Key Ideas and Details

Ensure a Text-based Focus

- Requires the reader to go back to the text to find evidence.
- Cannot be answered solely on personal opinion, background information, and/or imaginative speculation.

Non-Text-Dependent Questions

What is it like to go to an open-air concert?

Who is Russell Freedman? Why did he write this book?

Describe different types of concerts people go to.

Text-Dependent Questions

Why had so many people come to the concert?

Who was Marian Anderson? What were her accomplishments?

In what kinds of venues did Marian Anderson perform?

Reading for Key Ideas and Details

Ask Supplementary Questions

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial. (Paragraph 1.)

Guiding question: *What was the scene like on the Mall in Washington, D.C. on that day?*

Reading for Key Ideas and Details

Ask Supplementary Questions

Guiding question: What was the scene like on the Mall in Washington, D.C. on that day?

Text dependent	Sequence to support understanding	Inquire about word meanings.	Which words describe the weather? What do the words mean?
		Inquire about larger sequence of text	Did the weather prevent people from assembling? How do you know?
		Restate phrases or sentences	It says people arrived in large animated groups. What does animated mean?
		Define key words prior to asking the question	Remember the Mall is a national park. Which words describe the streets leading to the Mall?

Example: Reading for Key Ideas and Details

Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States.

		Text Focus ?
Guiding Question	Who was Marian Anderson? What were her accomplishments?	yes
Supplementary Question 1	<i>Applaud</i> means to cheer for someone. Who applauded Marian Anderson?	yes
Supplementary Question 2	Who did Marian Anderson sing for in the White House?	yes
Supplementary Question 3	What kinds of audiences did she sing in front of?	yes

Response Scaffolds

Scaffold Questions for Different Levels of Proficiency

- The level of scaffolding is adjusted depending on the student's level of proficiency.
 - Emergent level proficiency: Sentence frames and word banks
 - Intermediate level proficiency: Sentence starters and word banks
 - Advanced level proficiency: Questions only (word banks optional)

MODEL: Scaffolding Questions

Scaffold Questions at Different Levels of Proficiency

Emergent

cold

did not

thousands

despite

jammed

threatening

- Which words describe the weather?

The words cold and threatening describe the weather.

- Did the weather prevent people from assembling? How do you know?

The weather did not prevent people from assembling. I know this because the author uses the word despite.

- Which words describe the streets leading to the Mall?

The words jammed with thousands of people describe the streets leading to the Mall.

MODEL: Reading for Key Ideas and Details

Scaffold Questions at Different Levels of Proficiency

Intermediate (may add Word Bank as needed)

- Which words describe the weather?

The words _____ describe _____

- Did the weather prevent people from assembling? How do you know?

The weather _____

I know this because _____

- Which words describe the streets leading to the Mall?

The words _____ describe _____

MODEL: Reading for Key Ideas and Details

Scaffold Questions at Different Levels of Proficiency

Advanced (may add Word Bank as needed)

- Which words describe the weather?

- Did the weather prevent people from assembling? How do you know?

- Which words describe the streets leading to the Mall?

Annotating the Text for Key Ideas and Details

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Annotating the Text for Key Ideas and Details

Engage Students in Multiple Readings

Reading for Key Ideas and Details

- Teacher Read Aloud: The teacher reads the text aloud to demonstrate reading fluency.
- First Read: Students read the text in pairs or groups and answer questions focused on key ideas and details and vocabulary.

Annotating for Key Ideas and Details

- Second Read: Students reread the text and note vocabulary and details that they do not yet understand.

Revisiting for Craft and Structure or Integration of Knowledge and Ideas

- Third Read: Students read the text in pairs or groups and answer questions focused on craft and structure or integration of knowledge and ideas.

Annotating the Text for Key Ideas and Details (optional)

- Students to annotate the text after they have participated in reading and answering questions about the text for key ideas and details.
- Students annotate the text to
 - Identify vocabulary they still don't know.
 - Identify portions of the text they don't understand.
 - Develop questions related to portions they don't understand.

Annotating the Text for Key Ideas and Details

INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections.

1) Write up to five words or phrases you don't know:

- _____
- _____
- _____
- _____
- _____

2) Write questions for the parts of the text you don't understand.

- _____
- _____
- _____
- _____
- _____

Revisiting Text for Craft and Structure or Integration of Knowledge and Ideas

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Revisiting Text for Craft and Structure or Integration of Knowledge and Ideas

Engage Students in Multiple Readings

Reading for Key Ideas and Details

- Teacher Read Aloud: The teacher reads the text aloud to demonstrate reading fluency.
- First Close Read: Students read the text in pairs or groups and answer questions focused on key ideas and details and vocabulary.

Annotating for Key Ideas and Details

- Second Read: Students reread the text and note vocabulary and details that they do not yet understand.

Revisiting for Craft and Structure or Integration of Knowledge and Ideas

- Third Read: Students read the text in pairs or groups and answer questions focused on craft and structure or integration of knowledge and ideas.

Revisiting the Text for Craft and Structure and Integration of Knowledge and Ideas

Once students comprehend the text at a surface level,

- Revisit it to help students understand Craft and Structure questions and integrate Knowledge and Ideas.
- Model the skills required by the standards.
- Ask text-dependent questions related to these skills.

Revisiting the Text for Craft and Structure

Ask Questions About Craft and Structure

Cluster	Sample Standard	Generic Stem	<i>The Voice</i>
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	What does the word/phrase _____ mean in this text? For example, What does the phrase “crowned heads” mean?	Use the context of the fourth paragraph to explain what the phrase “crowned heads” means.

Revisiting the Text for Craft and Structure and Integration of Knowledge and Ideas

Ask Questions About Craft and Structure

Cluster	Sample Standard	Generic Stem	<i>The Voice</i>
Craft and Structure	Analyze the structure of the excerpt to show how the structure helps define the key ideas.	How are the paragraphs structured? How does this add meaning to the text?	Next to each paragraph, write whether it is written in the past or past perfect? Why are some paragraphs in the past and others in the past perfect? How does this make the text more meaningful/interesting?

Revisiting the Text for Craft and Structure and Integration of Knowledge and Ideas

Ask Questions to Integrate Knowledge and Ideas

Cluster	Sample Standard	Generic Stem	The Voice
Integration of Knowledge and Ideas	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	What are the advantages and disadvantages of presenting a subject or concept through a particular medium (e.g., print or digital text, video, multimedia)?	What are the advantages of watching a video clip of this event instead of reading about it? What are the disadvantages of watching a video clip of this event instead of reading about it?

Revisiting the Text for Craft and Structure and Integration of Knowledge and Ideas

Ask Questions Aligned With Integration of Knowledge and Ideas Standards

Cluster	Sample Standard	Generic Stem	The Voice
Integration of Knowledge and Ideas	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Outline and evaluate the claims the author is making in support of his/her argument.	Freedman claims the DAR's ban had "set the stage for a historic event in the struggle for civil rights." What evidence does Freedman provide for this claim?

Revisiting the Text for Craft and Structure and Integration of Knowledge and Ideas

Scaffold Questions Aligned With Craft and Structure or Integration of Knowledge and Ideas Standards

- May need to provide the same types of differentiated scaffolding used for guiding questions focused on key ideas and details standards.
 - Supplementary questions
 - Sentence starters or frames
 - Word banks

Managing Differentiation for Close Reading

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Techniques for Differentiating Close Reading

Teacher prepares guiding and supplementary questions in written form.

- Some students work independently to answer the questions.
- Other students work in pairs to answer the questions.
- At the same time, the teacher works with a small group that needs more support to answer the questions.

Ideally, the text is glossed.

Attaining Core Content for English Language Learners (ACCELL): Preparing to Write and Writing

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Preparing to Write

- Scaffold writing for ELLs
 - Make writing prompts comprehensible
 - Discuss the topic first
 - Use graphic organizers and paragraph frames

Preparing to Write

- Develop a writing prompt that aligns with your standards.
 - If you are using a prompt that has already been developed, make sure that ELLs will be able to understand it.
- Have students discuss responses to the prompt orally.
- Develop a graphic organizer to assist students in collecting the information they need for writing.
- Provide paragraph frames that align with the genre requirement of the writing prompt (e.g., expository text, argument, analysis).
- Differentiate for students with less proficiency, provide sentence starters, sentence frames, and word banks.

Scaffolding the Prompt

Writing prompt:

Describe in detail the scene on the National Mall on Easter Sunday, 1939.

Scaffolded writing prompt (if needed):

What happened on the National Mall on Easter Sunday, 1939? **Tell what happened using many details.**

Scaffolding the Prompt

Your Turn



- **Writing prompt:**
Why was Marian Anderson's concert on the Mall in Washington a critical, historic event?
- **Scaffolded writing prompt:**

Scaffolding the Prompt

Writing prompt:

Why was Marian Anderson's concert on the Mall in Washington a **critical**, **historic** event?

Scaffolded writing prompt:

Marian Anderson's concert on the Mall in Washington was an **important** event **in history**.
Explain why.

Preparing to Write

- Oral language development is an important precursor for writing - why?
 - Helps students organize their thinking and develop/review concepts
 - Helps ELLs review/develop language needed for writing

Preparing to Write a Summary

Provide a Graphic Organizer

Describe what happened on the National Mall on Easter Sunday, 1939.

Key idea 1

Write one thing that happened.

Details From the Text

Use details from the text to describe the first key idea.

Key idea 2

Write another thing that happened.

Details From the Text

Use details from the text to describe the next key idea.

Significance

Write why this was important.

Preparing to Write a Summary

Provide a Paragraph Frame

Describe what happened on the National Mall on Easter Sunday, 1939.

[Introduction —Write what you will describe.] On Easter Sunday, 1939

[Key idea 1] A large crowd had gathered because _____

[Details—Provide details from the text] The crowd _____

[Key idea 2] Marian Anderson _____

[Details—Provide details from the text.] She _____

[Concluding statement] This was important because

Preparing to Write an Essay

Provide a Graphic Organizer

Why was Marian Anderson's concert on the Mall in Washington a critical historic event?

Claim Write what you are going to argue for	Marian Anderson's concert on the Mall in Washington, D.C., was a _____ event in the struggle for _____.
Support 1 Write one thing that shows how the concert was an important event for civil rights.	One reason it was important was _____ _____.
Evidence 1 Write how you know this from the text.	We can tell this from the story because _____ _____.
Support 2 Write another thing that shows how the concert was an important event for civil rights.	Another reason it was important was _____ _____.
Evidence 2 Write how you know this from the text.	We know this because _____ _____.
Conclusion What do you think this evidence shows about the struggle for civil rights?	The evidence shows that _____ _____.

Preparing to Write an Essay

Provide a Paragraph Frame

Why was Marian Anderson's concert on the Mall in Washington a critical historic event?

[Claim]—Write what you will argue for.] Marian Anderson's concert on the Mall in Washington, D.C., was an _____ in the struggle for _____.

[Support 1] One reason it was important was _____.

[Evidence]—Provide evidence from the text.] We can tell this from the story because _____.

[Support 2] Another reason it was important was _____.

[Evidence]—Provide evidence from the text.] We know this because _____.

[Concluding statement] The evidence shows that _____.

Conclusions



How Can We Help ELLs Access Complex Text?

- What scaffolding ideas will you use in your practice?
- What modifications may you need to make?

Please call or e-mail us at AIR if you would like to know more about using the ACCELL Model.

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