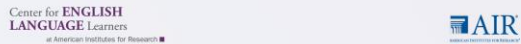


Helping English Learners in Grades 3-12 Meet Standards for Literacy

How Can We Help ELLs Access and Produce Complex Text?

Rochester Regional Supporting All Students Conference
 March 28, 2018
 Presenter: Lisa Tabaku, Principal Researcher and TA Consultant
 Center for English Language Learners at American Institutes for Research



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Overview of Presentation

How Can We Help ELLs With Complex Text?

Scaffold close reading by

- Enhancing background
- Helping students acquire vocabulary
- Helping students deconstruct complex text



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Our EXPERTISE

EARLY CHILDHOOD EDUCATION: Improve school readiness through curriculum and teacher training using ELLS (Enriching the Language and Literacy Skills in Schools), a research-based program designed for early language development and language use for young children for reading development (English language and literacy).

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

DISTRICT AND SCHOOL SUPPORT: Review current programs and practices to identify resources and strategies to improve ELL outcomes. For example, identify students who are struggling or at risk to those who are excelling, provide guidance on alternative assessments and accommodations to support ELL learning, and ensure that teacher evaluation systems support effective teaching of English language learners.

ENSURING SUCCESS
for English Language Learners
in School Districts



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Center for ELLs at AIR: Core Team for Technical Assistance

Linda Cavazos, Senior Technical Assistance Consultant Austin, TX	Heidi Goertzen, Senior Technical Assistance Consultant SE Alabama	Ashley Simpson Baird, Senior Researcher Washington, DC	Alex Marken, Research Associate Waltham, MA	Nicole Guarino, Research Associate Chicago, IL	Alejandra Martin, Research Associate CA



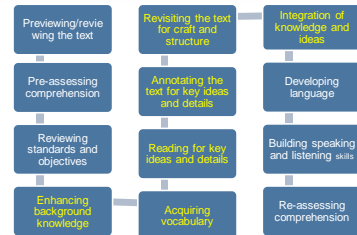
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Attaining Core Content for English Language Learners (ACCELL): The Model



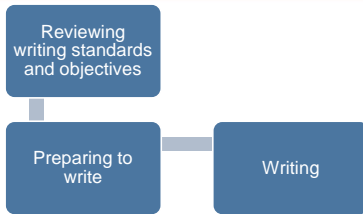
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ACCELL Model: Reading Components

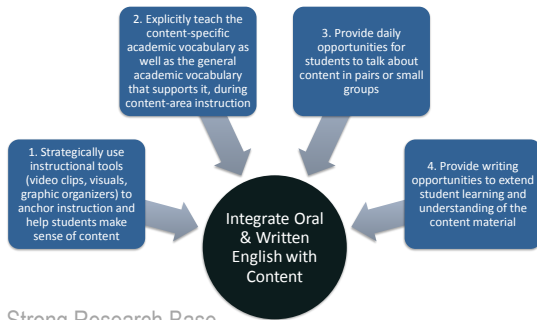


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ACCELL Model: Writing Components



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

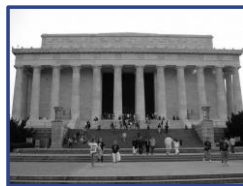


Strong Research Base

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. Copyright © 2004 by Junior Library Guild. 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

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).

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.

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.

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]

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

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

Vocabulary Acquisition Throughout

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

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

Conceptual Complexity

Vocabulary Selection – Which Words Do We Pre-Teach?

Conceptual Complexity

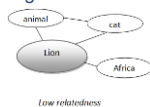
Select words to pre-teach that are

- 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 and 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.
- Give the L1 translation.
- 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 "Threatening weather means it looks like it's going to be bad weather."
assemble	define in context and provide an example "Assemble means to gather or come together. For example, we assembled in the auditorium yesterday for a concert."
jammed	define in context and show the picture in the book of the crowd



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Vocabulary Instruction: 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)

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Vocabulary - Student Self-Directed Glossary Use

Word Translation	Re-write the Word	Definition	Example from Text	Your Sentence	Is it a Cognate?
animated animado	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 anticipando		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 llegadas		person who has come to a place	The earliest <u>arrivals</u> found places close to the steps of the monument.		
arrived llegaron		come to or reach a place	People <u>arrived</u> singly and in pairs.		

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Attaining Core Content for English Language Learners (ACCELL): Word Analyzer Tool

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<http://www.wordsmyth.net/>

contact + **con-tact**

pronunciation: kan tækt

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.
employee: communicate with, reach

Demonstrate and explain:

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

Word Analyzer Tool

<https://vocabularytool.airprojects.org>

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

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What is Close Reading?

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

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Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

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What is Close Reading?

- First read: what is the surface or literacy 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 that add meaning?
- Third read:
 - 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?

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Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

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Close Reading Presentation Overview

- Analyze what makes text difficult for students reading in English when English is not their first language
- How to:
- Chunk text and provide guiding and supplementary questions to help students unpack complex text
 - Scaffold responses to differentiate instruction
 - Guide students to annotate the text for key ideas and details
 - Identify management techniques for differentiating close reading tasks

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Attributes That Make Text Challenging

Lexical level

- Unfamiliar vocabulary
- Words with multiple levels of meaning
- Nominalization (e.g., implementation, help)
- Use of archaic language

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Attributes That Make Text Challenging

Sentence level

- Figurative language
- Significant use of "nonstandard" dialect

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Attributes That Make Text Challenging

Discourse level

- Text with multiple levels of meaning
- Distortions in organization of text (e.g., time sequences)
- Specialized content knowledge required
- Limited use of text features and graphics

Text Complexity

- Give ELLs texts that are closer to their zone of proximal development (i.e., comprehensible but challenging).

Text Complexity

Resources for Finding Leveled Texts

- Smartphone apps
 - Level It Books (iPhone; developer KTL Apps) for \$3.99
 - Level Finder (iPhone; developer Brandie Collins) for \$1.99
- Subscription databases (search for articles by Lexile level)
 - EBSCO
 - ProQuest
 - Gale
 - World Book

Text Complexity

Resources for Finding Leveled Texts

- Lexile Find-A-Book (<http://www.lexile.com/fab>)
- Newsela.com
 - Provides real world news for students at 5 different Lexile levels.
 - Free for students; teacher can subscribe to Newsela Pro, which includes additional resources.

Chunking Text and Engaging in Multiple Readings 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.
- The chunk should have (e.g., 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.

Model: Reading for Key Ideas and Details Chunking Text

For example, this is how we chunked the initial paragraphs of "The Voice"

CHUNKED Paragraph Number	Main 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	Main Idea	Guiding Question

Example: Reading for Key Ideas and Details Chunking Text

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

Paragraph Numbers	Main 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 front of the statue of Abraham Lincoln.	

Reading for Key Ideas and Details Ask Guiding Questions

- Now we ask guiding questions to help students understand the key idea.
- The guiding questions require students to express the key idea.
- Text-Dependent Questions cannot be answered without referring to the text.

Model: Reading for Key Ideas Asking Guiding Questions

Example

Paragraph Number	Main Idea	Guiding Questions
#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 so many people gathered on the Mall when the weather was so bad?

Reading for Key Ideas Asking Guiding Questions – You Try It



What guiding question(s) would you 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.	
# 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

What guiding question(s) would you 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 often need additional, supplementary questions to help them understand details.
- Teacher poses questions.
- 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	Text-Dependent Questions
What is it like to go to an open-air concert?	Why had so many people come to the concert?
Who is Russell Freedman? Why did he write this book?	Who was Marian Anderson? What were her accomplishments?
Describe different types of concerts people go to.	In what kinds of venues did Marian Anderson perform?

MODEL: 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

Scaffolding Questions

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 (word banks)
 - Advanced level proficiency: Questions only (word banks)

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: Scaffolding Questions

Scaffold Questions at Different Levels of Proficiency

Intermediate (add Word Bank if 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: Scaffolding Questions

Scaffold Questions at Different Levels of Proficiency

Advanced (add Word Bank if 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

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 already 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

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

- **Annotation:** 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

- **Second Close 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.
- Scaffold questions and answers as needed.

Revisiting the Text for Craft and Structure

Ask Questions About Craft and Structure

Cluster	Sample Standard	Generic Stem	The Voice
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	The Voice
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 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." Outline the evidence Freedman provides 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

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

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.

Review and Wrap



How Can We Help ELLs Access and Produce Complex Text?

1. What will I do to enhance background?
2. How will I help students acquire vocabulary?
3. How will I use shared interactive reading to help students understand complex text at multiple levels of meaning?

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

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