Using Literature to Attain Core Content with English Learners

How Can We Help ELLs Access Complex Text?

WIDA Conference
Philadelphia
October 15, 2016
Presenter: Lisa Tabaku

Center for ENGLISH LANGUAGE Learners
an American Institutes for Research

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Overview of Presentation

How Can We Help ELLs Access Complex Text?

- Enhancing Background Knowledge
- Acquiring Vocabulary
- Supporting Close Reading

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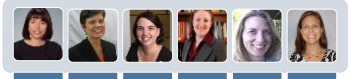

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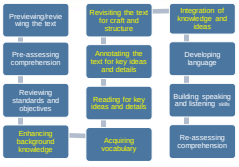
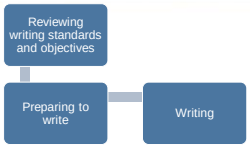
Attaining Core Content for English Language Learners (ACCELL): The Model

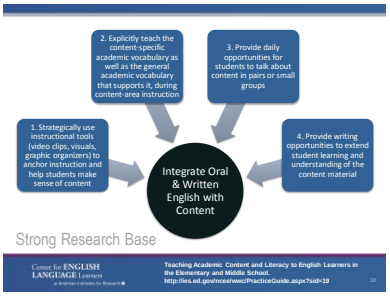
ACCELL Model: Reading Components



ACCELL Model: Writing Components



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



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Teaching Academic Content and Literacy to English Learners in the Elementary and Middle School.
http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19

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

The Voice That Challenged a Nation

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

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Excerpt from The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights by Russell Freedman. Copyright © 2004 by Russell Freedman. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

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Part 1: Excerpt

[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.

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Part 2: Excerpt

[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.

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

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What is Close Reading? Quick-Write

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

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What is Close Reading? Quick-Write

- 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 does this text really mean?
  - Where is the symbolism?
  - What is the author's point of view?

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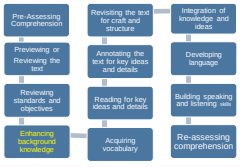
ACCELL Model: Reading Components



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Enhancing Background – Objectives

- 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

- Identify the key information or facts needed by the students to understand a passage.
- 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.

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

Before Reading: Enhancing Background Knowledge

What fundamental background knowledge will be needed to understand *The Voice?*

The historical context: Marian Anderson's concert as part of the ongoing struggle for Civil Rights for Black Lives in the United States

Before: Enhancing 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: Enhancing Background Knowledge

For the text excerpt *(The Voice* segment, pp. 5-6*):*
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]

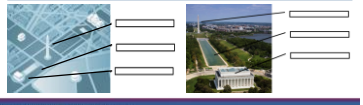
Before: Enhancing Background Knowledge

The National Mall

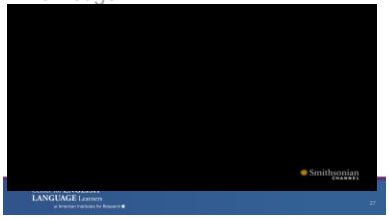
Below is a picture of part of the National Mall park in Washington, D.C., the capital of the United States. There is also a map and an image of some landmarks around the National Mall. The tallest building is the Washington Monument. The rectangular building is the Lincoln Memorial and the pool is the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

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

landmark— a historic building



Before: Enhancing Background Knowledge



Scaffold Background Knowledge

- It is important to scaffold the language in the background-knowledge building activities.
- Ensure materials are comprehensible.
  - Include glossaries for key terms needed to understand the passage.
  - Scaffold guiding and supplementary questions with word banks, sentence stems, and sentence frames.
  - Include visual images from sources such as http://pics.tech4learning.com/ or http://freestockphotos.com

Ask Questions and Scaffold Responses

- ELLs with lower levels of proficiency may also need sentence starters, sentence frames, or word banks to help them answer questions.
  - Omitted words in sentence frames are words that carry the most meaning in the sentence.
- The level of scaffolding can and should be adjusted depending on ELLs' level of English proficiency.

Before: Enhancing Background Knowledge

Provide Students With a Short, Relevant Text

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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.

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justice – *fairness*
Constitution – *laws of a country*
civil rights – *basic freedoms*
illegal – *against the law*

Enhancing Background Knowledge: Ensuring in Understanding

Ask Students Questions About the Text

What does it mean if a person is African American?

It means their *ancestors* came from *Africa*.

Which president banned slavery with the Emancipation Proclamation?

President *Abraham Lincoln* banned slavery.

How were African Americans treated badly or differently?

African Americans could not serve on *juries* and could not study at the same *schools*. They were prevented from *voting*.

Scaffolds for Short Texts and Website Information with Questions

Emergent	Intermediate	Advanced
Provide **a glossary, a word bank, and sentence frames** to accompany the guiding and supplementary questions. Provide **background materials in the home language** or translate **Partner students with bilingual students** who can help interpret information.	Provide a **glossary, word bank, and sentence stems** to accompany the guiding and supplementary questions. Provide opportunities for **structured conversations** to discuss or clarify content or concepts.	Provide a **glossary and word bank** to accompany the guiding and supplementary questions. Provide opportunities for **structured conversations** to discuss or clarify content or concepts.

Scaffolds for Video Clips with Questions

Emergent	Intermediate	Advanced
Provide **videos** in the student's **home language**. Provide **transcribed text and a glossary**; questions with sentence frames and word banks Partner ELLs with bilingual students who can help them understand if the video is available only in English.	Provide a glossary, a word bank, and sentence stems to accompany the guiding and supplementary questions. Provide opportunities for structured conversations to discuss or clarify content or concepts.	Provide a glossary to accompany the guiding and supplementary questions. Provide opportunities for structured conversations to discuss or clarify content or concepts.

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).
- Provide scaffolds for students at lower levels of proficiency using fill-in-the blank sentences and word banks.
- Pause the video at intervals and rewind as needed if students need more time to process what they hear.
- Review the questions and answers when done.

Finding and Adapting Resources to Develop Background Knowledge: Home Language Resources

- Search for links, text, or video using the home-language key words for the concept being taught.
- *If you are not a speaker of the language,* find someone who is 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 Close Reading

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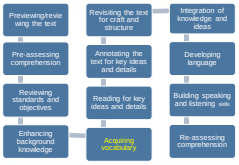
ACCELL Model: Reading Components



Acquiring Vocabulary - Objectives

- Select vocabulary to teach
- Define *extended* vocabulary instruction and when to extend
- Define *embedded* vocabulary instruction and when to embed
- Identify some word learning strategies and tools

Vocabulary Acquisition Throughout the Lesson

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.
During reading	Have students use glossaries and other resources to clarify meanings of unknown vocabulary
Post-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 discussing a topic or reading a text?

- Frequency
  - Use tools like the *Academic Word List Highlighter* to select frequently encountered English words.
- Importance to Text
  - Select words that will be critical for answering text-dependent questions.
- Conceptual Complexity (see Hand-out pages 8 and 9.)
  - Select words to pre-teach that are not easily imageable, that are abstract, and that have a high degree of relatedness.

Vocabulary Selection

Frequent Words and Phrases

- ELLs typically exhibit vocabulary growth rates that are similar to or surpass those of native English speakers. However, ELLs are often 2–3 years behind their English-speaking peers, so a large vocabulary gap remains (Mancilla-Martinez & LeSaux, 2010).
- ELLs' English reading comprehension is compromised because they don't know common English words that English-proficient students are likely to have acquired.
  - The **100** most frequent English words account for about **50%** of words that readers encounter in text.
  - The **1,000** most frequent English words account for about **70%** of words that readers encounter in text.
  - The **4,000** most frequent English words account for about **80%** of words that readers encounter in text.

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Vocabulary Selection

Importance to Text

- To be successful readers, students need to know words that are frequent across multiple texts.
- For close reading, students need to know the meanings of words and phrases that are crucial to understanding text at hand.

Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
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.	Which words describe the weather?	
	Did the weather prevent people from assembling?	
	Which word describes the streets near the concert?	

Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
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.	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: General Academic Importance

Academic Word List Highlighter

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 Instruction – Extended Instruction

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.
- Repeat the sentence from the text that uses the word.
- Structure opportunities for students to talk about the word.

Model: Vocabulary Word Cards

Extended Instruction

Students see:

I was disturbed by_____.

The teacher says:

- **Picture Connection:** Look at the picture of the two girls. The girl on the phone has disturbed, or bothered, the girl who is writing. She is talking in a loud voice on her cell phone. The other girl is trying to finish her homework.
- **Explanation:** Let's talk about the word *disturb*. *Disturb* means to bother someone. *Disturb* in Spanish is *molestar*. Let's repeat the word [*disturb*]
- **Partner talk:** Tell your partner about a time that someone disturbed you. Start your sentence with, "I was disturbed by_____."
- **Text Connection:** In the story, Mary's mother does not want to be bothered, or *disturbed* by, Mary's crying. When we read the story, put your thumbs up when you hear the word "disturb."

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. Let's spell ____.

Partner talk. Tell your partner about a time when you anticipated you would have a good time and you did.

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 – Embedded Instruction

Embedded Instruction

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

- Define the word in context.
- Use gestures to demonstrate the word.
- Show the word in illustrations from the text.

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

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
  - Reference materials (e.g., 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 *animado*	animated	full of excitement	People arrived in large animated groups.	I saw many animated fans at the D.C. United game.	Yes
anticipating *anticipando*		expect and prepare for something	Anticipating 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 arrivals found places close to the steps of the monument.		
arrived *llegaron*		come to or reach a place	People arrived singly and in pairs.		

Vocabulary - Student Self-Directed

Morphological Awareness

- Manipulating (or recognizing that) the parts of words create new meanings or altered, but similar, meanings
- Segmenting of words into affixes (prefixes and suffixes) and roots or base words, and the origins of words
- Direct instruction of morphology is an effective means to help with understanding and applying word structure for decoding, spelling, and vocabulary study (Wilson, 2005).

Vocabulary - Student Self-Directed

Morphological Awareness

- Students can be taught strategies to segment or manipulate words according to their affixes and roots.
- Students may be able to recognize an unfamiliar word simply by identifying the affixes and the remaining base word or root (Carreker, 2005).

Morphology- a cognitive strategy

Steps to break a word down into morphemes:

1. Recognize that the word is not known.
2. Analyze the word for recognizable morphemes, both in the roots and suffixes.
3. Think of a possible meaning based upon the parts of the word.
4. Check the meaning of the word against the context of the reading.
5. Check the meaning of the word against a dictionary definition.

(Lesaux, 2009)

Prefixes

The **four most frequent prefixes** account for **97%** of prefixed words in English:

- dis- (opposite)
- in-, im-, il-, ir- (not)
- re- (again)
- un- (not)

Suffixes

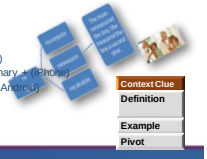
Most commonly used suffixes

- _s, _es — plural or verb tense
- _ed — past verb tense, past participle
- _ing — verb tense or noun form indicating on-going action
- _ly — how, when, where, or under what conditions
- _er, _or — one who
- _er — comparative adjective
- _tion/ion/sion/ition — the process or act of

Vocabulary: Additional Support for ELLs

Student Self-Directed Word Learning Strategies

- Dictionaries and digital resources
  - Online:
    - English: wordsmyth.net
    - spanish.dictionary.com
    - translate.google.com
  - Smartphone apps:
    - English: SnaPanda (Android)
    - Free Spanish-English Dictionary + (Phone)
    - English-Spanish Dictionary (Android)



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http://www.wordsmyth.net/

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

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Close Reading - Objectives

- 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

Attributes That Make Text Challenging

Lexical level

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

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

Attributes That Make Text Challenging

Sentence level

- Figurative language
- Significant use of "nonstandard" dialect
- Sentence complexity (simple, compound, complex)

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

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 cohesion (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 from 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 ideas.
- The guiding questions require students to express the main idea.
- Text-dependent, guiding questions cannot be answered without referring to the text.

Model: Reading for **Key Ideas**

Asking Guiding Questions

Paragraph Number	Main Idea	Guiding Question(s)
#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 on the Mall that day?

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 may 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?

Source: Pook, D. (2012). *Implementing the CCSS: What teachers need to know and do.* Manuscript.

MODEL: 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?

Text dependent	Inquire about word meanings.	Which words describe the weather? What do the words mean?
Sequence to support understanding	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?

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	Inquire about word meanings.	Which words describe the weather? What do the words mean?
Sequence to support understanding	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 Dependent?
Guiding Question	Who was Marian Anderson? What were her accomplishments?	yes
Supplementary Question 1	*Applaud* 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 can and should be adjusted depending on the student's level of proficiency.
  - Emergent level proficiency: Sentence frames and word banks
  - Intermediate level proficiency: Sentence starters (word banks optional)
  - 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 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

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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

- 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 the text 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	*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 media (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." 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 as was used for guiding questions focused on key ideas and details.
  - Supplementary questions
  - Sentence starters or frames
  - Word banks

Managing Differentiation for Close Reading

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Management Techniques for Differentiating Close Reading

Teacher prepares 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.

Please call or e-mail me if you have questions.

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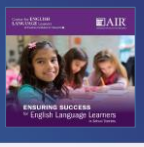

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