

Day 2 ELA I Session

Close Reading and Complex Text

Grades PreK–3

Summer Institute 2018

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Objectives Self-Assessment

DAY 2 OBJECTIVES SELF-ASSESSMENT	Pre-Day 2 Session	Post-Day 2 Session
	1 = Not Capable 2 = Unsure 3 = I Believe So, with Some Practice 4 = Absolutely, Yes	1 = Not Capable 2 = Unsure 3 = I Believe So, with Some Practice 4 = Absolutely, Yes
I can recognize that the shifts change the focus of standards-based instruction.		
I can make instructional decisions based on an understanding of text complexity.		
I understand how to develop a sequence of text-dependent questions that support student proficiency with specific standards.		
I can apply the Juice Sentence protocol to enhance reading comprehension and support student writing.		
I can infuse equity into instructional moves and decision making.		

Unpacking Equity

Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.

Equity systematically promotes fair and impartial access to rights and opportunities.

Equity may look like adding supports and scaffolds that result in fair access to opportunities, or creating opportunities for all voices to be heard.

Educational Equity ensures that all children—regardless of circumstances—are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

We become change agents for educational equity when we acknowledge that we are part of an educational system that holds policies and practices that are inherently racist and that we have participated in this system. We now commit to ensuring that all students, regardless of how we think they come to us, leave us having grown against grade-level standards and confident in their value and abilities.

Staying on Topic Within a Grade and Across Grades

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
<p>The Human Body</p> <p>Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.</p>	<p>The five senses and associated body parts</p> <ul style="list-style-type: none"> • <i>My Five Senses</i> by Ailiki (1989) • <i>Hearing</i> by Maria Rius (1985) • <i>Sight</i> by Maria Rius (1985) • <i>Smell</i> by Maria Rius (1985) • <i>Taste</i> by Maria Rius (1985) • <i>Touch</i> by Maria Rius (1985) <p>Taking care of your body: Overview (hygiene, diet, exercise, rest)</p> <ul style="list-style-type: none"> • <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) • <i>Get Up and Go!</i> by Nancy Carlson (2008) • <i>Go Wash Up</i> by Doering Tourville (2008) • <i>Sleep</i> by Paul Showers (1997) • <i>Fuel the Body</i> by Doering Tourville (2008) 	<p>Introduction to the systems of the human body and associated body parts</p> <ul style="list-style-type: none"> • <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) • <i>Me and My Amazing Body</i> by Joan Sweeney (1999) • <i>The Human Body</i> by Gallimard Jeunesse (2007) • <i>The Busy Body Book</i> by Lizzy Rockwell (2008) • <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) <p>Taking care of your body: Germs, diseases, and preventing illness</p> <ul style="list-style-type: none"> • <i>Germs Make Me Sick</i> by Marilyn Berger (1995) • <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) • <i>Germ Stories</i> by Arthur Kornberg (2007) • <i>All About Scabs</i> by Genichiro Yagu (1998) 	<p>Digestive and excretory systems</p> <ul style="list-style-type: none"> • <i>What Happens to a Hamburger</i> by Paul Showers (1985) • <i>The Digestive System</i> by Christine Taylor-Butler (2008) • <i>The Digestive System</i> by Rebecca L. Johnson (2006) • <i>The Digestive System</i> by Kristin Petrie (2007) <p>Taking care of your body: Healthy eating and nutrition</p> <ul style="list-style-type: none"> • <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) • <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) <p>Muscular, skeletal, and nervous systems</p> <ul style="list-style-type: none"> • <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) • <i>Muscles</i> by Seymour Simon (1998) • <i>Bones</i> by Seymour Simon (1998) • <i>The Astounding Nervous System</i> Crabtree Publishing (2009) • <i>The Nervous System</i> by Joelle Riley (2004) 	<p>Circulatory system</p> <ul style="list-style-type: none"> • <i>The Heart</i> by Seymour Simon (2006) • <i>The Heart and Circulation</i> by Carol Ballard (2005) • <i>The Circulatory System</i> by Kristin Petrie (2007) • <i>The Amazing Circulatory System</i> by John Burstein (2009) <p>Respiratory system</p> <ul style="list-style-type: none"> • <i>The Lungs</i> by Seymour Simon (2007) • <i>The Respiratory System</i> by Susan Glass (2004) • <i>The Respiratory System</i> by Kristin Petrie (2007) • <i>The Remarkable Respiratory System</i> by John Burstein (2009) <p>Endocrine system</p> <ul style="list-style-type: none"> • <i>The Endocrine System</i> by Rebecca Olien (2006) • <i>The Exciting Endocrine System</i> by John Burstein (2009)

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

English Is Complicated

Unpacking Equity:

Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.

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We become change agents for educational equity when we acknowledge that we are part of an educational system that holds policies and practices that are inherently racist and that we have participated in this system. We now commit to ensuring that all students, regardless of how we think they come to us, leave us having grown against grade-level standards and confident in their value and abilities.

SECTION A

All English speakers use variants of American English, even “native” English speakers.

“Standard” English is currently the language of power in the United States.

Standard English is not linguistically a better or more superior variety of English. Its prestige lies in the social value given to it as the language of education, the law, public administration, and so on. It is the language of international diplomacy and business.

Standard English is infused with “Academic Language,” or “Academic English.”

SECTION B

All students benefit from learning Academic Language.

Students whose variant of English is closer to Standard English have a shorter path to proficiency with academic language because the rules are similar. This does not mean these students are smarter.

We are the gatekeepers of academic language in the classroom.

Academic English proficiency is critical for all students.

It is our job as educators to value all variants of English, and to make Academic language accessible to all students.

Equity Profile

How do my beliefs and biases play a role in the school(s) I serve?

Directions: Please take five minutes to reflect on the following questions based on your role with schools and districts. Look at the back of the handout if you do not see your role identified.

TEACHERS

What evidence exists that shows I value the culture students bring to the classroom?	
When I see a student who is speaking his or her English variant or a different language with his or her peers, what is my first reaction?	
How do I strike a balance between variants of English and a focus on academic language in my classroom? What does this look like? What could this look like?	
When I use scaffolding, do I scaffold up to the standards, or do I simplify content?	

COACHES AND INSTRUCTIONAL LEADERS

<p>What evidence exists that shows I value the culture students bring to the classroom?</p>	
<p>When I see a student who is speaking his or her English variant or a different language with his or her peers, what is my first reaction?</p>	
<p>How do I support teachers in identifying when the objective calls for the use of academic language, and when the objective links to a product that students can accomplish or create using conversational variants?</p>	
<p>What actions have I taken that demonstrate that I believe all students can meet gradelevel standards?</p>	

PARTNERS

<p>How does my work with schools and districts emphasize the importance of valuing student culture?</p>	
<p>How do my personal beliefs about what students are capable of impact how I talk with representatives from schools and districts about curriculum and instruction?</p>	
<p>How do I have conversations with school and district leaders who feel that students are unable to meet grade-level standards?</p>	
<p>What actions have I taken that demonstrate that I believe all students can meet grade-level standards?</p>	

Know What You Are Seeing: The Garden of Abdul Gasazi

CCSS.ELA.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Look-fors	Notes/Evidence
Questions/tasks address text and help build knowledge by attending to its particular structure, concepts, ideas, and details.	
Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text.	
Instruction focuses on building students' academic vocabulary in context.	
Questions and tasks attend to the text's words, phrases, and sentences.	
Students cite specific evidence from text(s) to support analysis, inferences, and claims orally and in writing.	
Do students express their ideas through both written and oral responses?	
Do questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text?	
Students use evidence to build on one another's observations or insights during discussion or collaboration.	

Dimensions of Text Complexity

Figure 2: Qualitative Dimensions of Text Complexity

Levels of Meaning (literary texts) or Purpose (informational texts)

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure

- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

Language Conventuality and Clarity

- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

Knowledge Demands: Life Experiences (literary texts)

- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Adapted from ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York: Carnegie Corporation of New York; Chall, J. S., Bissett, G. L., Conrad, S. S., & Harris-Sharples, S. (1996). *Qualitative assessment of text difficulty: A practical guide for teachers and writers*. Cambridge, UK: Brookline Books; Hess, K., & Biggam, S. (2004). A discussion of "increasing text complexity." Published by the New Hampshire, Rhode Island, and Vermont departments of education as part of the New England Common Assessment Program (NECAP). Retrieved from www.nciea.org/publications/TextComplexity_KH05.pdf

Text Complexity: Qualitative Measures Rubric: Literature Texts

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE		<ul style="list-style-type: none"> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> Organization: May include subplots, time shifts and more complex characters Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> Organization: May have two or more storylines and occasionally be difficult to predict Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> Organization: Is clear, chronological or easy to predict Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES		<ul style="list-style-type: none"> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> Conventionality: Explicit, literal, straightforward, easy to understand Vocabulary: Contemporary, familiar, conversational language Sentence Structure: Mainly simple sentences
MEANING		<ul style="list-style-type: none"> Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> Meaning: One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS		<ul style="list-style-type: none"> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores several themes; experiences portrayed are common to many readers Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

Syntax Definition (1818)

“*Syntax* is a word which comes from the Greek. It means, in that language, the joining of several things together; and, as used by grammarians, it means those principles and rules which teach us how to put words together so as to form sentences. It means, in short, sentence-making. Having been taught by the rules of Etymology what are the relationships of words, how words grow out of each other, how they are varied in their letters in order to correspond with variation in the circumstances to which they apply. Syntax will teach you how to give all your words their proper situation or places, when you come to put them together into sentences.”

William Cobbett, *A Grammar of the English Language in a Series of Letters: Intended for the Use of Schools and of Young Persons in General, but More Especially for the Use of Soldiers, Sailors, Apprentices, and Plough-Boys*, 1831

My Definition

Working with Examples

As you watch the video, take notes on the following:

How does this process allow various entry points for students across a continuum of reading and writing proficiency?	How does this process address the language standards?	How does this process adhere to the Principles of Language, Equity, and Learners?

Deconstruction Exercise I

I heard whispers about a school, a secret school for girls,
behind a green gate in a nearby lane.

Copy the sentence.

What does this sentence mean?

Write other things that you notice.

Write a new sentence mimicking the author's structure.