Day 2 ELA Sessions

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*Linguistically Marginalized students refer to students for whom the language of academia is not spoken at home, and whose style/dialect of language is not usually recognized or valued in the academic setting*
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<th>Questions</th>
<th>Beginning of the Day Reflection: Think about your current practice as it applies to the question</th>
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<td>How do I provide my students the time they need to ensure they can access text at a complexity beyond their independent reading level?</td>
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The Progression of Reading Comprehension
P. David Pearson and David Liben

The question of how to foster reading comprehension is of central importance to education. Reading competence is strongly associated with K–12 academic success and with success in college and careers. As students advance through school and enter college and the workforce, the reading tasks they face typically become more demanding and the texts they read more complex in terms of both concepts and language.

It is useful to first address the question of what such development actually means so that we might more effectively help students develop their reading comprehension ability. To characterize that development, we must unpack and elaborate four key constructs and their tightly intertwined roles in reading comprehension:

1. Developing and maintaining a standard for coherence for evaluating our models of meaning
2. Employing cognitive strategies to repair comprehension when it breaks down
3. Building models of what we think texts say and mean
4. Using knowledge to propel and assess comprehension

In general, students make progress in comprehension as they travel through school. They can read and understand increasingly complex texts, and they can demonstrate their understanding by engaging in increasingly sophisticated thinking about the ideas they encounter in text. If we set aside for the moment the vital role that text itself plays, the ability to comprehend depends on two critical variables the reader brings to the task—knowledge and cognitive strategies. The knowledge that drives comprehension includes general world knowledge, knowledge from topics within specific disciplines, and knowledge about the nature of language, including the genres and conventions of written text.

When comprehension occurs optimally, it is driven by readers’ knowledge and their highly automated processing skills; readers know that a text they are reading “makes sense” when their interpretation of the text (the model of meaning they are building for that text) is consistent with what they know to be true about the world and what they just read a moment ago. In this state of more or less automatic processing, reading and comprehension seem smooth and effortless. But when their standard for coherence is not met—when the text stops making sense to them—readers must take stock, reconsider options, and look for ways to achieve the coherence they seek. The processes they invoke when things don’t make sense are what we call cognitive or comprehension strategies. These strategies are a set of deliberate mental procedures (corrective or “fix-up” routines) that students invoke when they sense that comprehension has broken down. In order for comprehension to grow sufficiently to meet increasing demands placed upon their reading skill, students must continue to develop both knowledge and comprehension strategies throughout their schooling. Both are necessary; neither is sufficient in itself.

A standard for coherence: Comprehension as ongoing monitoring
A key part of this ongoing comprehension process is maintaining a consistent standard for coherence. The term standard for coherence refers to a “reader’s criteria or general sense of the importance of forming a coherent representation, especially of how different parts of a text are related to one another” (Magliano et al, in McNamara, 2007, p.121) and how the text maps onto a reader’s prior knowledge. As text becomes more complex and as tasks become more demanding, students must develop and maintain an increasingly wide and rigorous standard for coherence if comprehension is to develop apace. The skilled reader monitors comprehension in accordance with this robust standard for coherence. When recognized, violations of the standard—inconsistency among the parts of a text, ambiguity about word meanings, or conflict with existing knowledge—call forth strategies needed to overcome these impediments. Thus, developing a high standard for coherence, learning to monitor comprehension actively, and learning to respond with appropriate corrective strategies all hold a central position in developing comprehension. Generally, these strategies include some mix of paraphrasing and self-explanation, rereading generating questions, analyzing and using the structure of the text, visualizing, drawing bridging and elaborative inferences, close reading (this may itself overlap with and include a variety of strategies), and summarizing (including the use of graphic organizers to depict one’s emerging understanding). Let’s take a peek at some of these and how they come into play.
Cognitive strategies: repairing comprehension when it breaks down

Students need to learn how to match the right strategy to the right text and task. Thus, although strategies may be introduced singularly, instruction needs to move quickly to an emphasis on developing a “tool kit” of strategies from which they can pull the right strategy for a given text and task. However, if students are not presented with a variety of text types and tasks, the full panoply of these strategies will likely not emerge evenly, and breadth of comprehension will suffer. This, in fact, often happens in elementary schools, where most reading instruction centers on narrative text, with the net effect that they enter middle school ill-prepared to meet the challenge of informational texts in science, social studies, and mathematics. This situation has begun to change, albeit slowly.

Many of these strategies involve making inferences. Older and more proficient comprehenders make more inferences than younger or less proficient readers. However, students who are younger or less proficient can make the same sorts of inferences as their counterparts when directly prompted. So the issue here may be that skilled readers expect to understand what they read. They have a high coherence standard, and when they are confused, they start to do more vigilant monitoring of their understanding. Their less proficient peers are not as accustomed to understanding what they read, and don’t therefore always do the work to insure comprehension. This may be the factor that separates the two types of students, rather than relative ability in making inferences.

If students maintain a high standard for coherence and continue to monitor comprehension, their once-effortful strategies over time will be transformed into skills—that is, less effortful, more automatic, and more likely to be retained. Therefore, the transition from effortful strategy to automatic skill is another aspect of progress of comprehension. It should be kept in mind that more demanding tasks or texts will require reversion to more effortful strategic reading, beginning the transition anew. Over time, this cycle of conscious effort transforming to automatic habit scaffolds the emergence of highly proficient readers.

Just as breadth of comprehension develops with breadth of texts and tasks, depth of comprehension develops as students read, with instructional support, a progression of increasingly demanding texts requiring active use of strategies, including making inferences, as well as more profound and multidimensional tasks.

Models: Building levels of representation

Another key part of the comprehension process is model building. In fact, it can be (and has been) plausibly argued that comprehension is nothing but building representations (models) of the meaning of text. One key level of meaning is what Kintsch has dubbed the textbase. It involves an accurate reading of the text for the purpose of getting the key ideas (what psychologists call propositions) into working memory. It also involves using knowledge of language and text to make all the local inferences required to connect the sentences to one another (e.g., inferring that the pronoun she refers to the woman just mentioned in the preceding sentence). It is what the common core standards refer to when the demand is made to “read closely to determine what the text says explicitly (reading standard 1).” A second level of representation is the situation model—that coherent mental representation of the events, actions, and conditions in the text that represents the integration of the textbase with relevant prior knowledge from long-term memory. To develop satisfactory situation models (ones that meet the standard for coherence already outlined), readers must successfully integrate information from the textbase (the words, sentences, and paragraphs) with available and relevant prior knowledge retrieved from long-term memory and fold it all into their emerging models of the meaning of the text.

Constructing a situation model is central to reading comprehension. It is the mechanism that allows readers to integrate what they already know with what they read in the service of building new knowledge structures in response to reading. These new structures feed back into memory where readers use them to reinforce, modify, or replace those currently stored in memory. Just as knowledge drives comprehension, so does comprehension provide the reader with new knowledge to modify the existing knowledge structures in long-term memory. In other words, knowledge begets comprehension begets knowledge in just the sort of beneficial cycle we would like students to experience.
Central to the development of any satisfactory situation model are the inferences a reader must employ in order to fill in what the textbase leaves undefined, uncertain, or ambiguous. For example, the statement “Despite repeated efforts, cloud seeding over deserts has failed to produce rain” requires a skilled reader the logical inference that clouds, at least under some circumstances, are capable of producing rain. At a simpler level, a first-grader reading the sentence “Henry dug a hole” will infer that Henry used a shovel—unless, of course, there is something in the text to block such an inference, such as an earlier statement that Henry had no tools or that Henry is a dog, and assuming that the young student knows what a shovel is.

Skilled readers have two advantages over less skilled readers when it comes to model building. One is greater facility with text processing and the other is more knowledge. Thus, skilled readers are more readily able to integrate broader arrays of relevant elements from the textbase and to bring wider and deeper knowledge to the task of constructing a situation model.

**Knowledge: Propelling and assessing comprehension**
Finally, we focus on what has already emerged as a critical factor in this whole process—knowledge. Development of comprehension requires knowledge as well as procedural tools (skills and strategies). Background knowledge influences comprehension, especially the understanding of expository text. It plays a key role in the construction of the two critical representational models, the textbase and the situation model. As suggested earlier, virtually all forms of knowledge boost comprehension of text, but these in particular are crucial:

- **General world knowledge**
  This is knowledge of all of the mundane things that make everyday life manageable.

- **Knowledge of relations among people**
  This is particularly relevant to understanding literature since most literature focuses on themes that involve the stuff of human experience.

- **Disciplinary knowledge**
  This is knowledge of how ideas are organized and how arguments are made in various disciplines. This is the stuff of academic discourse. Also included in disciplinary knowledge is knowledge of the particular topics that comprise the disciplines (e.g., character development in literature, photosynthesis in biology, or the structure of revolutions in history). Knowledge of specific topics is especially important for reading informational texts, and the wider and deeper this knowledge the deeper and more precise our comprehension.

- **Knowledge of language**
  This includes, of course, the all-important aspects of printed language, including knowledge of the cipher—how letters map onto sound—as well as the conventions of writing and the most common rhetorical structures.

As important as knowledge is to the development of comprehension, active strategic reading is equally important. Nowhere has this been better demonstrated than in the work of Cain and her colleagues who show that even when less able readers possessed knowledge of a topic equal to that of skilled readers (in this case, knowledge of an artificial world for which all readers had been taught to the same criterion level of knowledge), better readers were still able to draw inferences that the less able readers could not. In the cloud seeding example above, a student reading about the persistent failure of cloud seeding over a period of decades might also infer that there are no known methods to produce rain from clouds. Similarly, in the earlier example about Henry digging the hole, a first-grade student reading that water came from the hole Henry dug could infer that at least in some locations water can be found underground. These inferences would not be available to students struggling just to establish a rudimentary textbase.

**A Word about word knowledge**
Knowledge of words themselves is also important to the development of skilled reading—not just because reading obviously involves words but also because words are windows into our knowledge; words name our ideas. Word knowledge entails many codes—phonological, orthographic, morphological, and semantic—but it is the semantic aspect of word knowledge that is most central to comprehension. As Walter Kintsch puts it, “Vocabulary growth is not just a question of knowing a word, but knowing the right things about it (nuances
of meaning in different contexts). We don’t learn words; we learn semantic networks.” That is, we learn words in a web of relationships to other words. A progression of comprehension therefore entails expansion of that network—learning more words, learning more about those words, learning what other words and ideas those words are like and unlike, and experiencing those words in enough settings and contexts to begin to differentiate the various definitions of any given word.

Strengthening what is known about each word, however, involves more than the word’s meanings. Knowing a word indeed means knowing as much as possible about it semantically, but also phonologically, morphologically, and orthographically. The greater students’ knowledge in each of these areas, the greater their reading comprehension and the greater their ability to learn new words rapidly and to retain them.

Before entering college students learn about five thousand words a year. Even if a smaller figure that bases its count on unique roots alone is used, it is clear that most words inevitably must be learned in the context of reading rather than through direct instruction. The deeper and wider students’ knowledge of words, the more efficient and effective their learning of new words and the better their general reading comprehension.

Knowledge of words, like knowledge more generally, bears a reciprocal relationship to comprehension: knowledge of words begets comprehension, and comprehension, in turn, begets new knowledge of words.

A final word
Four key constructs—a standard for coherence, strategies, model building, and knowledge—are the infrastructure of comprehension. Together, they form a tightly woven framework, with each element necessary for the development of the others. These elements all work together to produce and refine greater knowledge of words, the world, disciplines, and language. This enhanced knowledge yields greater comprehension, which fuels the ability to comprehend increasingly challenging text in the future. If all these elements are in place, actively reinforcing one another, comprehension will progress appropriately across the grades.
Notes for the Progression of Reading Comprehension

A standard for coherence: Comprehension as ongoing monitoring


Cognitive strategies: repairing comprehension when it breaks down


Day 2 ELA


**Models: Building levels of representation**


**Knowledge: Propelling and assessing comprehension**


**A Word about word knowledge**


The greater students' knowledge in each of these areas, the greater their reading comprehension: Perfetti, C.A, & Hart, L. (2001). The lexical bases of comprehension skill. In D. Gorfien (Ed.), *On the consequences of*


Framing the Day Part 3: Sitting with Synthesis

Taking into consideration “The Progression of Reading Comprehension,” the Shifts for ELA, “Cultivating Wonder,” the CCSS for Reading and Language, take 10 minutes to craft a written answer to the following question:

How does each text contribute to a shared idea?
- identify an idea common to all texts
From Grade 7 Module 2A Overview

https://www.unbounded.org/ela/grade-7/module-2a

In this module, students explore the issue of working conditions, both historical and modern day. As they read and discuss both literary and informational text, students analyze how people, settings, and events interact in a text and how an author develops a central claim. Students strengthen their ability to discuss specific passages from a text with a partner, write extended text-based argument and informational pieces, and conduct a short research project. At the end of the module, students will have a better understanding of how working conditions affect workers and the role that workers, the government, consumers, and businesses play in improving working conditions. The first unit focuses on Lyddie, a novel that tells the story of a young girl who goes to work in the Lowell mills, and explores the issue of working conditions in industrializing America. This unit builds students’ background knowledge about working conditions and how they affect workers, and centers on the standard RL.7.3, which is about how plot, character, and setting interact in literature. As an end of unit assessment, students write an argument essay about Lyddie’s choices regarding her participation in the protest over working conditions. The second unit moves to more recent history and considers the role that workers, the government, and consumers all play in improving working conditions. The central text in Unit 2 is a speech by César Chávez, in which he explains how the United Farm Workers empowered farmworkers. Unit 2 focuses on reading informational text, and students practice identifying central ideas in a text, analyzing how an author develops his claims, and identifying how the sections of the text combine to build those ideas. This unit intentionally builds on Odell Education’s work, and if teachers have already used the Chávez speech and lessons, an alternate text is suggested with which to teach the same informational text standards. In the End of Unit 2 Assessment, students apply their understanding of text structure to a new speech. Unit 3 focuses on the research standards (W.7.7 and W.7.8): through an investigation of working conditions in the modern day garment industry, students explore how businesses can affect working conditions, both positively and negatively. As a final performance task, students create a consumer’s guide to working conditions in the garment industry. This teenage consumer’s guide provides an overview of working conditions and offers advice to consumers who are interested in working conditions in the garment industry. This task focuses on NYSP12 ELA Standards W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6

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<th>Instructional Focus</th>
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<td>Unit 2: How Working Conditions Change: Chávez and the UFW</td>
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| **Weeks 5-6** | • Introducing Agents of Change for working conditions; Analyzing the development of claims in the Commonwealth Club Address | • I can cite several pieces of text-based evidence to support an analysis of informational text. (RL.7.1)  
• I can determine a theme or the central ideas of an informational text. (RL.7.2)  
• I can analyze the development of a theme or central idea throughout the text. (RL.7.2)  
• I can analyze the interactions between individuals, events, and ideas in a text. (RL.7.3)  
• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RL.7.5) | • Mid-Unit 2 Assessment: How Chavez Develops His Claims in the Commonwealth Club Address (RL.7.1, RL.7.2, RL.7.3, and RL.7.5) |
| | • Analyzing the structure of the Commonwealth Club Address | | |
| | • I can cite several pieces of text-based evidence to support an analysis of informational text. (RL.7.1)  
• I can determine a theme or the central ideas of an informational text. (RL.7.2)  
• I can analyze the development of a theme or central idea throughout the text. (RL.7.2)  
• I can analyze the interactions between individuals, events, and ideas in a text. (RL.7.3)  
• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RL.7.5) | • End-of-Unit 2 Assessment: Analyzing the Structure of Chavez’s “Wrath of Grapes” Speech (RL.7.1, RL.7.2, RL.7.3, and RL.7.5) |
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<th>1984 Cesar Chavez Address to the Commonwealth Club of California</th>
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<td><strong>Address by Cesar Chavez, President United Farm Workers of America, AFL-CIO</strong> The Commonwealth Club of California November 9, 1984--San Francisco</td>
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<td>Twenty-one years ago last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident.</td>
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<td>The Braceros had been imported from Mexico to work on California farms. They died when their bus, which was converted from a flatbed truck, drove in front of a freight train.</td>
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<td>Conversion of the bus had not been approved by any government agency. The driver had &quot;tunnel&quot; vision.</td>
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<td>Most of the bodies lay unidentified for days. No one, including the grower who employed the workers, even knew their names.</td>
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<td>Today, thousands of farm workers live under savage conditions--beneath trees and amid garbage and human excrement--near tomato fields in San Diego County, tomato fields which use the most modern farm technology.</td>
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<td>Vicious rats gnaw on them as they sleep. They walk miles to buy food at inflated prices. And they carry in water from irrigation pumps.</td>
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<td>Child labor is still common in many farm areas.</td>
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<td>As much as 30 percent of Northern California’s garlic harvesters are under-aged children. Kids as young as six years old have voted in state-conducted union elections since they qualified as workers.</td>
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<td>Some 800,000 under-aged children work with their families harvesting crops across America. Babies born to migrant workers suffer 25 percent higher infant mortality than the rest of the population. Malnutrition among migrant worker children is 10 times higher than the national rate.</td>
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<td>Farm workers’ average life expectancy is still 49 years--compared to 73 years for the average American.</td>
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<td>All my life, I have been driven by one dream, one goal, one vision: To overthrow a farm labor system in this nation which treats farm workers as if they were not important human beings.</td>
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Farm workers are not agricultural implements. They are not beasts of burden--to be used and discarded.

That dream was born in my youth. It was nurtured in my early days of organizing. It has flourished. It has been attacked.

I'm not very different from anyone else who has ever tried to accomplish something with his life. My motivation comes from my personal life--from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California.

That dream, that vision, grew from my own experience with racism, with hope, with the desire to be treated fairly and to see my people treated as human beings and not as chattel.

It grew from anger and rage--emotions I felt 40 years ago when people of my color were denied the right to see a movie or eat at a restaurant in many parts of California.

It grew from the frustration and humiliation I felt as a boy who couldn't understand how the growers could abuse and exploit farm workers when there were so many of us and so few of them.

Later, in the '50s, I experienced a different kind of exploitation. In San Jose, in Los Angeles and in other urban communities, we--the Mexican American people- -were dominated by a majority that was Anglo.

I began to realize what other minority people had discovered: That the only answer--the only hope--was in organizing. More of us had to become citizens. We had to register to vote. And people like me had to develop the skills it would take to organize, to educate, to help empower the Chicano people.

I spent many years--before we founded the union--learning how to work with people.

We experienced some successes in voter registration, in politics, in battling racial discrimination--successes in an era when Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-existent.

But deep in my heart, I knew I could never be happy unless I tried organizing the farm workers. I didn't know if I would succeed. But I had to try.

All Hispanics--urban and rural, young and old--are connected to the farm workers' experience. We had all lived through the fields--or our parents had. We shared that common humiliation.

How could we progress as a people, even if we lived in the cities, while the farm workers--men and women of our color--were condemned to a life without pride?

How could we progress as a people while the farm workers--who
symbolized our history in this land--were denied self-respect?

How could our people believe that their children could become lawyers and doctors and judges and business people while this shame, this injustice was permitted to continue?

Those who attack our union often say, 'It's not really a union. It's something else: A social movement. A civil rights movement. It's something dangerous.'

They're half right. The United Farm Workers is first and foremost a union. A union like any other. A union that either produces for its members on the bread and butter issues or doesn't survive. But the UFW has always been something more than a union -- although it's never been dangerous if you believe in the Bill of Rights. The UFW was the beginning! We attacked that historical source of shame and infamy that our people in this country lived with. We attacked that injustice, not by complaining; not by seeking hand-outs; not by becoming soldiers in the War on Poverty.

We organized!

Farm workers acknowledged we had allowed ourselves to become victims in a democratic society--a society where majority rule and collective bargaining are supposed to be more than academic theories or political rhetoric. And by addressing this historical problem, we created confidence and pride and hope in an entire people's ability to create the future.

The UFW's survival--its existence--was not in doubt in my mind when the time began to come--after the union became visible--when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers--when our people started asserting their rights on a broad range of issues and in many communities across the country.

The union's survival--its very existence--sent out a signal to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were empowering the least educated among us--the poorest among us.

The message was clear: If it could happen in the fields, it could happen anywhere-- in the cities, in the courts, in the city councils, in the state legislatures.

I didn't really appreciate it at the time, but the coming of our union signaled the start of great changes among Hispanics that are only now beginning to be seen.

I've travelled to every part of this nation. I have met and spoken with thousands of Hispanics from every walk of life--from every social and economic class.

One thing I hear most often from Hispanics, regardless of age or position--and from many non-Hispanics as well--is that the farm
workers gave them hope that they could succeed and the inspiration to work for change.

From time to time you will hear our opponents declare that the union is weak, that the union has no support, that the union has not grown fast enough. Our obituary has been written many times.

How ironic it is that the same forces which argue so passionately that the union is not influential are the same forces that continue to fight us so hard.

The union’s power in agriculture has nothing to do with the number of farm workers under union contract. It has nothing to do with the farm workers’ ability to contribute to Democratic politicians. It doesn't even have much to do with our ability to conduct successful boycotts.

The very fact of our existence forces an entire industry --unionized and non-unionized--to spend millions of dollars year after year on improved wages, on improved working conditions, on benefits for workers.

If we're so weak and unsuccessful, why do the growers continue to fight us with such passion?

Because so long as we continue to exist, farm workers will benefit from our existence—even if they don't work under union contract.

It doesn't really matter whether we have 100,000 members or 500,000 members. In truth, hundreds of thousands of farm workers in California—and in other states— are better off today because of our work.

And Hispanics across California and the nation who don't work in agriculture are better off today because of what the farm workers taught people about organization, about pride and strength, about seizing control over their own lives.

...

Are these make-believe threats? Are they exaggerations?

Ask the farm workers who are still waiting for growers to bargain in good faith and sign contracts. Ask the farm workers who've been fired from their jobs because they spoke out for the union. Ask the farm workers who've been threatened with physical violence because they support the UFW.

Ask the family of Rene Lopez, the young farm worker from Fresno who was shot to death last year because he supported the union.
We have achieved more success with the boycott in the first 11 months of 1984 that we achieved in the 14 years since 1970.

The other trend that gives us hope is the monumental growth of Hispanic influence in this country and what that means in increased population, increased social and economic clout, and increased political influence.

South of the Sacramento River in California, Hispanics now make up more than 25 percent of the population. That figure will top 30 percent by the year 2000.

There are 1.1 million Spanish-surnamed registered voters in California; 85 percent are Democrats; only 13 percent are Republicans. ...

In light of these trends, it is absurd to believe or suggest that we are going to go back in time--as a union or as a people! The growers often try to blame the union for their problems--to lay their sins off on us--sins for which they only have themselves to blame.

The growers only have themselves to blame as they begin to reap the harvest from decades of environmental damage they have brought upon the land--the pesticides, the herbicides, the soil fumigants, the fertilizers, the salt deposits from thoughtless irrigation--the ravages from years of unrestrained poisoning of our soil and water.

Thousands of acres of land in California have already been irrevocably damaged by this wanton abuse of nature. Thousands more will be lost unless growers understand that dumping more poisons on the soil won't solve their problems--on the short term or the long term.

Health authorities in many San Joaquin Valley towns already warn young children and pregnant women not to drink the water because of nitrates from fertilizers which have contaminated the groundwater.

The growers only have themselves to blame for an increasing demand by consumers for higher quality food--food that isn't tainted by toxics; food that doesn't result from plant mutations or chemicals which produce red, luscious- looking tomatoes--that taste like alfalfa.

The growers are making the same mistake American automakers made in the '60s and '70s when they refused to produce small economical cars--and opened the door to increased foreign competition.

Growers only have themselves to blame for increasing attacks on their publicly- financed hand-outs and government welfare: Water subsidies; mechanization research; huge subsidies for not growing crops.

These special privileges came into being before the Supreme Court's one- person, one-vote decision--at a time when rural lawmakers dominated the Legislature and the Congress. Soon, those hand-outs could be in jeopardy as government searches for more revenue and as urban taxpayers take a closer look at farm programs--and who they really benefit.
The growers only have themselves to blame for the humiliation they have brought upon succeeding waves of immigrant groups which have sweated and sacrificed for 100 years to make this industry rich. For generations, they have subjugated entire races of dark-skinned farm workers.

These are the sins of the growers, not the farm workers. We didn't poison the land. We didn't open the door to imported produce. We didn't covet billions of dollars in government hand-outs. ...

History and inevitability are on our side. The farm workers and their children--and the Hispanics and their children--are the future in California. And corporate growers are the past! Those politicians who ally themselves with the corporate growers and against the farm workers and the Hispanics are in for a big surprise. They want to make their careers in politics. They want to hold power 20 and 30 years from now. But 20 and 30 years from now--in Modesto, in Salinas, in Fresno, in Bakersfield, in the Imperial Valley, and in many of the great cities of California--those communities will be dominated by farm workers and not by growers, by the children and grandchildren of farm workers and not by the children and grandchildren of growers. These trends are part of the forces of history that cannot be stopped. No person and no organization can resist them for very long. They are inevitable. Once social change begins, it cannot be reversed. You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore. Our opponents must understand that it's not just a union we have built. Unions, like other institutions, can come and go. But we're more than an institution. For nearly 20 years, our union has been on the cutting edge of a people's cause--and you cannot do away with an entire people; you cannot stamp out a people's cause.

.... That day may not come this year. That day may not come during this decade. But it will come, someday! And when that day comes, we shall see the fulfillment of that passage from the Book of Matthew in the New Testament, "That the last shall be first and the first shall be last." And on that day, our nation shall fulfill its creed--and that fulfillment shall enrich us all. Thank you very much.
# Text Complexity: Qualitative Measures Rubric

## INFORMATIONAL TEXTS

**Text Title**

**Text Author**

<table>
<thead>
<tr>
<th>Exceedingly Complex</th>
<th>Very Complex</th>
<th>Moderately Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Organization:</td>
<td>Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</td>
<td>Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</td>
<td>Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</td>
</tr>
<tr>
<td><strong>LANGUAGE FEATURES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventionality:</td>
<td>Conventionality: Fairly complex and contains some abstract, ironic, and/or figurative language</td>
<td>Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning</td>
<td>Conventionality: Explicit, literal, straightforward, easy to understand</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td>Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</td>
<td>Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic</td>
<td>Vocabulary: Contemporary, familiar, conversational language</td>
</tr>
<tr>
<td>Sentence Structure:</td>
<td>Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</td>
<td>Sentence Structure: Primarily simple and compound sentences, with some complex constructions</td>
<td>Sentence Structure: Mainly simple sentences</td>
</tr>
<tr>
<td><strong>PURPOSE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</td>
<td>Purpose: Implied but easy to identify based upon context or source</td>
<td>Purpose: Explicitly stated, clear, concrete, narrowly focused</td>
</tr>
<tr>
<td><strong>KNOWLEDGE DEMANDS</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Subject Matter Knowledge:</td>
<td>Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</td>
<td>Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</td>
<td>Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas</td>
</tr>
<tr>
<td>Intertextuality:</td>
<td>Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.</td>
<td>Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc.</td>
<td>Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.</td>
</tr>
</tbody>
</table>
Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

• Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.

• Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.

• Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.

• Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.

• Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.

• Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.

• Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.
# Developing a Sequence of Questions

Text Title/Focus Area and Grade

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Criteria</th>
<th>Comments/Questions for Redesign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Standards aligned:</strong> questions have a clear connection to stated standards, or are in service of a standard</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Text specific/dependent:</strong> questions require students to read the text to be answered; students do not rely on background knowledge to answer questions; inferences are grounded in text</td>
<td></td>
</tr>
</tbody>
</table>
|        | **Organization:** questions demonstrate scaffolding to move learners along a continuum; questions allow movement from comprehension to meaning-making  
  - Consider structure  
  - Consider language  
  - Consider prior knowledge gleaned from text |
|        | **Clarity:** questions are clearly written and avoid unnecessary language that causes confusion in understanding; questions are answerable |
A Propensity for Density

The language used in complex texts differs enough from the English familiar to most students that it constitutes a barrier to understanding when they first encounter it in the texts they read in school. This becomes critical in the fourth grade and beyond when the texts children read take on a different pedagogical function...

...To communicate complex ideas and information calls for the lexical and grammatical resources of mature discourse – students must master these if they are to succeed in school and career.

From “Understanding Language: What does text complexity mean for English Language Learners and Language Minority Students” Lily Wong Filmore, Charles Filmore
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 the variation in the circumstances to which they apply. Syntax will teach you how to give all your words their proper situations 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, 1818

My Definition
Putting it Together: Juicy Sentences

By Chris Hayes

As you read the following article, annotate for the following:

1. What makes a sentence “juicy”?
2. What instructional opportunities does this strategy/activity provide for students reading at grade level? Below grade level?
3. Think about an experience you have had in the classroom this past year where working with Juicy Sentences would have been especially helpful.

The juicy sentence is a strategy developed by Lily Wong Fillmore, specifically to address the needs of ELL’s and accessing complex text. But, I have found it to be a useful tool for all students. The juicy sentence provides the opportunity for students to gain a deeper understanding of the text by breaking apart a complex sentence. Through this close look at the sentence, many aspects of language can be taught in context. Here is my version of how the juicy sentence can be used in a classroom:

- After engaging the students in a close read using an exemplar, a BAP lesson, a RAP lesson, or even a class read-aloud, I choose a sentence worthy of our time which may include: vocabulary worth investigating further, complex structure, language features that match grade level language standards, etc.

- I write the sentence on the board and ask the students to copy the sentence verbatim. Then the students are instructed to write what they think the sentence means. We then discuss the meaning of the sentence, which will usually lead to a deeper discussion of how that sentence relates to the story we had read. I also take this opportunity to discuss any vocabulary and the use of context clues to determine the meaning (other instructional opportunities may come up for vocabulary – word replacement, etc.)

- Then I have the students write about “anything else they notice” about the sentence. This is difficult at first, as they need some modeling as to what this means. This is when I really go into the language standards – circling verbs and discussing tense, circling words with affixes and discussing meanings, base words, etc., circling punctuation and discussing purpose, etc... The grade level language standards really drive this learning.

- The last part I ask the students to do is to rewrite the sentence using the same structure as the author. For example, if the sentence uses quotations, the students will include the same quotations. If the sentence is a compound sentence, the students will write a compound sentence. The topic does not have to mimic the original sentence, and actually, I think it shows a deeper understanding when it doesn’t.
Here is an example from a fifth grade story found in Houghton Mifflin Harcourt’s, *Katie’s Trunk*:

*Math breath got caught somewhere midst my stomach and chest, and I could not get it back.*

This sentence gives the opportunity to discuss how the sentence relates to the overall meaning of the story, to determine the meaning of *midst* using context clues, to teach about compound sentence structures, and verb endings. Another version of how to use a juicy sentence is described in the article found on this website: [http://leafturned.wordpress.com/2010/03/13/juicy-language/](http://leafturned.wordpress.com/2010/03/13/juicy-language/).

After using the juicy sentence to examine syntax, you can take this instruction further. Judith Hochman uses kernel and complex sentences to expand students’ understanding of syntax in her book *Teaching Basic Writing Skills*. A kernel is when a sentence is broken apart into the smallest sentence possible (Volcanoes erupt). The complex sentence expands a kernel into a more detailed, complex sentence. You can begin this understanding by tearing the juicy sentence into a kernel, and expanding it using the student’s own language. Then this learning can be connected to sentence expansion with the students’ personal writing. Hochman’s book also gives specific examples to learning other aspects of language from the sentence level to full essay writing, with applications from Kindergarten on.

More information about Lily Wong Fillmore’s work can be found in this article: [http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)
Deconstruction Exercise I

Tens of thousands of the children and grandchildren of farm workers and the children and grandchildren of poor Hispanics are moving out of the fields and out of the barrios--and into the professions and into business and into politics.

1. Copy the sentence.

2. What does this sentence mean?

3. Write other things that you notice.

4. Write a new sentence mimicking the author’s structure.
Let’s Try it Ourselves

And Hispanics across California and the nation who don't work in agriculture are better off today because of what the farm workers taught people about organization, about pride and strength, about seizing control over their own lives.

- Identify what makes this sentence important to Chavez’s message (why focus on this one)?

- Identify what makes this sentence complex, with attention to language, grammar, and vocabulary

- Identify the specific skills you want students to model in their own sentence construction

- What mini lesson would support this kind of modeling?
Deconstruction Exercise II

1. Copy the sentence.

2. What does this sentence mean?

3. Write other things that you notice.

4. Write a new sentence mimicking the author’s structure.
Grammar and Comprehension

Scaffolding Student Interpretation of Complex Text

Dr. Timothy Shanahan, retrieved from shanahanonliteracy.com, June 17, 2015

I’m a fourth grade special education teacher in NYC. Our school has acquired a new reading/writing program and has discontinued a grammar program we've used for several years. In the new program the grammar component is virtually non-existent. On a gut level I feel that students are struggling with test questions, even math ones, due to lack of practice/knowledge of grammar. They simply don’t understand what the questions are asking. I was wondering what your opinion/research shows as far as the relationship between grammar instruction and reading comprehension. Do you have any preference as far as grammar programs/teaching methodologies go?

Great question. There is a lot of evidence showing the importance of grammar in reading comprehension. Studies over the years have shown a clear relationship between syntactic or grammatical sophistication and reading comprehension; that is, as students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too.

Also, readability measures are able to predict how well students will comprehend particular texts on the basis of only two variables: vocabulary sophistication and grammatical complexity. At least for the Lexile formula, grammar is much more heavily weighted than vocabulary. This means that the text factor that is most predictive of comprehensibility is how complicated the sentences are grammatically.

There are also experimental studies that show that there are ways that grammar can be taught formally that improve reading comprehension. For example, teaching students to combine sentences seems to improve how well students understand what they read. Clearly, it makes sense to guide students to understand how sentences work.

Studies of metacognition and theories of reading comprehension suggest the importance of students having a language of grammar (knowing the difference between a noun and a verb for example), and common sense would suggest that it makes sense to help students to unpack sentences that confuse them.

That doesn’t necessarily justify a lot of grammar worksheets and the like, but it does argue for teaching students about sentences as they meet them. For example, look at the following sentence from Nikki Giovanni:

“The women of Montgomery, both young and older, would come in with their fancy holiday dresses that needed adjustments or their Sunday suits and blouses that needed just a touch—a flower or some velvet trimming or something to make the ladies look festive.”

It is a long sentence (44 words), and it has lots of embedding (witness the author’s use of 2 commas and an em-dash). I surmise many students would struggle to make sense of this sentence primarily because of the complex grammar. How would you deal with this?
First, I would have the students read this page from Giovanni’s *Rosa* and one of the questions I would ask would be, “What did the women of Montgomery do?” Perhaps I’d find that the students weren’t as perplexed as I assumed in which case I’d move on. But let’s imagine that they couldn’t answer my question... then I’d show them how to break this sentence down.

For example, I would point out that the phrase between the commas, “both young and older,” adds an idea but that I want to set it aside for now. That would simplify the sentence a bit:

“The women of Montgomery would come in with their fancy holiday dresses that needed adjustments or their Sunday suits and blouses that needed just a touch – a flower or some velvet trimming or something to make the ladies look festive.”

Even with such a simple change, I bet more kids would understand it better, but maybe not. Let’s go further:

As with the commas, the word “that” (which shows up twice here) signals the inclusion of a separate or additional idea, and as a reader that is another point of attack that I can use in trying to interpret this sentence. And the word “or” is another good place to separate these additional ideas.

Let’s slice the sentence at the first “that” and the first “or:” “The women of Montgomery would come in with their fancy holiday dresses” “that needed adjustments”

"or their Sunday suits and blouses that needed just a touch–a flower or some velvet trimming or something to make the ladies look festive."

Obviously, we could keep breaking this one down, but again, many kids would get it at this point: The women were bringing in their fancy dresses... Which women? The young and the old. Which fancy dresses? The ones that needed adjustments. What other kinds of outfits did they bring in? Sunday suits and blouses. Which suits and blouses? The ones that needed just a touch—something that would make them look festive.

The point of this kind of exchange would not be to teach grammar per se, but to help students to untangle complex grammar so that they could independently make sense of what they read. Frankly, few of our children know what to do when they confront this kind of text complexity. Kids who know something about sentences and parts of speech will be at an advantage, but they still will not necessarily be able to interpret a sentence from that alone. This kind of scaffolded analysis is aimed at both untangling the meaning of this sentence and in giving students some tools for unpacking such sentences when they are on their own.

Your reading program should provide some instruction in grammar, and it should provide you with some support in providing students with instruction in parts of speech, sentence combining, and/or the kinds of scaffolding demonstrated here. It is pure romanticism that assumes that children will just figure this kind of thing out without any explicit instruction (and it is even more foolish to assume that English language learners will intuit these things without more direct support).
Juicy Sentences and The Progression of Reading Comprehension

Question for Table Discussion and Share-out:

How does the Juicy Sentence work address the components in The Progression of Reading Comprehension?

Review your text dependent questions from the morning; where would the Juicy Sentence Protocol fit into these questions?