

Day 2 ELA Sessions

Close Reading and Complex Text

Grade 4–5

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 have a solid understanding of the intersection of equity, language, and students (learners).		
I can assess text complexity and use that assessment to scaffold my instruction to support my students' access to complex grade-level text.		
I can apply the Juicy Sentence Protocol to scaffold student understanding of text.		
I can develop scaffolding questions aligned to the standards.		
I can infuse equity into instructional moves and decision-making.		

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.

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.

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.

Developing My Profile

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.

Please look at the following handouts 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? Explain.	

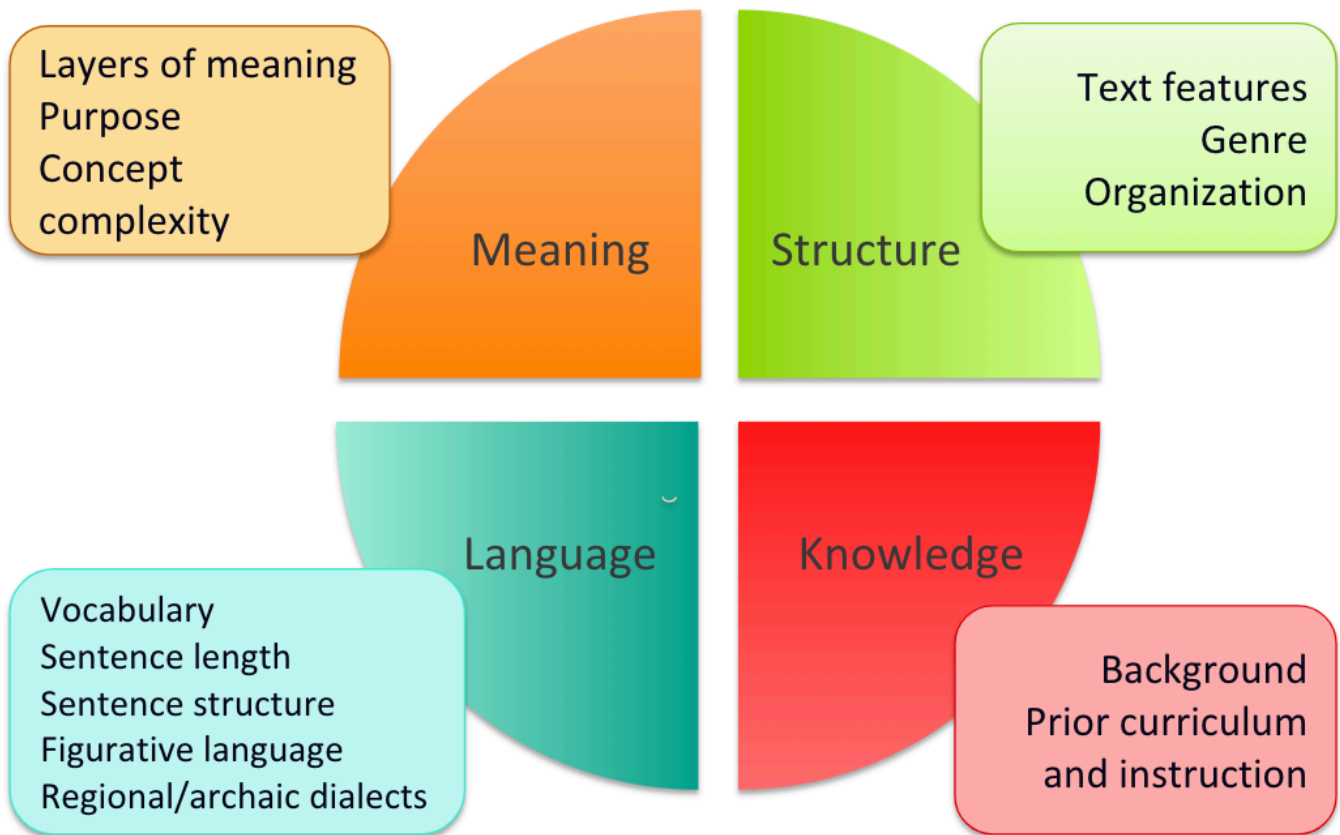
COACHES AND INSTRUCTIONAL LEADERS

<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 demonstrates that I believe all students can meet grade-level 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 doing 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 demonstrates that I believe all students can meet grade-level standards?</p>	

Text Complexity



Journey of the Peacemaker

By Dehowähda·dih - Bradley Powless

Eel Clan, Onondaga Nation

Journey of the Peacemaker

Over a thousand years ago on the shores of Onondaga Lake, in present day central New York, democracy was born. The Seneca, Cayuga, Onondaga, Oneida, and the Mohawk people had been warring against each other and there was great bloodshed. These five nations had forgotten their ways and their actions saddened the Creator.

The Creator sent a messenger to the people so that the five nations could live in peace. His name was the Peacemaker.

The Peacemaker carried powerful words of peace to the five nations. He traveled in a canoe of white stone to show that his words are true.

One of the first to join the Peacemaker's vision was an Onondaga named Hiawatha. Hiawatha was in mourning with the death of his daughters. The Peacemaker used Hiawatha's purple and white wampum strings to clear his mind to think clearly again. Together they traveled to the other nations persuading them to put down their weapons of war.

The Peacemaker then sought out the most evil people of the five nations. He knew that for peace to endure, these men needed to be turned into good-minded leaders.

The Peacemaker had already successfully convinced the Mohawks, Oneidas, Cayugas, and Senecas to join the Great Peace; however an Onondaga named Tadodaho stopped the completion of the vision. He was the most evil person of the time. Tadodaho was so evil that his body was twisted and snakes grew from his head.

The Peacemaker gathered all of the chiefs. They traveled together to convince him to join the peace. Only then did Tadodaho accept the Peacemaker's message and his special duty of caretaker of the council fire of the

Haudenosaunee. His body and hair straightened and he became the last of the fifty chiefs. The five nations were united at last!

The Peacemaker showed them that one nation can be easily broken, like a single arrow; but five nations bound together, like five arrows, will become strong. The Peacemaker further symbolized this union of peace by selecting the white pine tree. The tree's pine needles are also bundled into groups of five to remind us of the Great Peace. The Peacemaker uprooted a great white pine tree leaving a great hole. Everyone then buried their hatchets of war and replanted the tree. The Peacemaker placed an eagle on top of the Tree of Peace. The eagle is there to warn the Haudenosaunee of any dangers to this Great Peace.

A wampum belt made of purple and white clam shells was created to record the event. Four squares (starting from the east) representing the Mohawk, Oneida, Cayuga and Seneca Nations with the Great Peace Tree (representing the Onondaga) in the center. This became known as the Hiawatha Belt which showed the union of the five Nations.

Coming Together

The Onondaga Nation is a sovereign nation with its own government. This began when the Peacemaker replanted the Great Tree of Peace. It has been in existence for countless centuries.

The entire Haudenosaunee (Ho-den-no-sho-ne) has fifty Hoyane (Ho-ya-nay) or chiefs among the five nations. The Hoyane are all considered equal. To show that they are leaders, the Peacemaker places the antlers of the deer on the Gustoweh (Gus-to-wah) or headdress of every Hoyane. When in council, every chief has an equal responsibility and equal say in the matters of the Haudenosaunee.

The Peacemaker envisioned the chiefs holding arms in a large circle. Inside the circle are the laws and customs of our people. It is the responsibility of the Hoyane to protect the people within the circle and to look forward Seven Generations to the future in making decisions.

At Onondaga, there are fourteen Hoyane, including Tadodaho. Each chief works with his female counterpart, the Clan Mother. In council they are the voice of the people of their clan.

The council is divided into three benches or groups. Each bench must work together on decisions for the nation. When a decision by council has been agreed upon by all three benches, it comes with the backing of

all of the chiefs in agreement. It is said that the Council is "Of One Mind". There is no voting.

Since that first meeting with the Peacemaker, the Onondaga Nation Chiefs and Clan Mothers continue to govern by the ways given by the Peacemaker. This makes the Haudenosaunee and the Onondaga Nation the oldest continuous democratic government in North America.

Text Complexity: Informational Text

Text Complexity: Qualitative Measures Rubric INFORMATIONAL TEXTS

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE		<ul style="list-style-type: none"> Organization: Connections between an expanded range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific Text Features: If used, are essential in understanding content Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> Organization: Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits Text Features: If used, directly enhance the reader's understanding of content Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological Text Features: If used, enhance the reader's understanding of content Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES		<ul style="list-style-type: none"> Conventionality: Dense and complex; contains considerable 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 and transition words; sentences often contains 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 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
PURPOSE		<ul style="list-style-type: none"> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> Purpose: Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS		<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

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:

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

Over a thousand years ago on the shores of Onondaga Lake, in present-day central New York, democracy was born.

Copy the sentence.

What does this sentence mean?

Write other things that you notice.

Write a new sentence mimicking the author's structure.

Creating Questions for Close Analytic Reading Exemplars: A Brief Guide to Support Scaffolding

1. Consider 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 focal point for other activities to build toward.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. 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.
5. 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.
6. 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.
7. 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 Series of Text-Based Scaffolding Questions

- How does the Peacemaker’s vision look today in the Haudenosaunee Nation?
- With your table, craft three or four text-based questions that **scaffold** students for success in answering this question—*without giving the answer away*.
- Post these questions on chart paper beneath the central question (in orange).
- Select a member from the table to share out.

Developing Standards-Based TDQs: Optional Rubric for Feedback and Review

To what extent do the questions ...	Notes and Evidence
address the text by attending to its particular structure, concepts, ideas, events, and details? Provide evidence.	
require students to use evidence from the text to demonstrate understanding of the text?	
require students to use evidence from the text to support their ideas about the text?	
attend to the words (academic vocabulary), phrases, and sentences within the text?	
High Level Trends and Feedback:	

OPTIONAL (IF TIME):

Sharing Thinking About Juicy Sentences

Juicy Sentence: Identify a sentence from the text that would be a strong sentence to squeeze the juice from.

What makes the sentence you chose complex enough for deep analysis?	
What reading standard (besides Standard 1) would you want to explore with this sentence?	
What opportunities for language standard-based direct instruction (or review) does this sentence provide?	
What additional instructional opportunities does this sentence present?	
How is using this sentence in this way supporting a principle of equity?	