

Strategies for Supporting Learners' Engagement with Complex Text

- The strategies in column 2 are the core strategies for students.
- The strategies in column 3 provide suggestions for supporting English learners.
- The strategies in column 4 provide suggestions for supporting students with learning disabilities or students experiencing difficulties with reading.
- Column 5 provides suggestions for how to apply the recommend, evidence-based strategies in the classroom for English learners with IEPs.

1	2 What	3 What	4 What	5 How
Strategies	Teachers support <i>all</i> students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students experiencing difficulties with reading may include . . .	Suggestions to apply recommended strategies in the classroom for English learners with disabilities (using UDL guidelines in the diverse classroom)...
Background Knowledge	<ul style="list-style-type: none"> • Leveraging students' existing background knowledge 	<ul style="list-style-type: none"> • Drawing on primary language and home culture to make connections with existing background knowledge • Developing students' awareness that their background knowledge may "live" in another language or culture 	<ul style="list-style-type: none"> • Providing visual supports and think-alouds to aid in connecting new content to build background knowledge • Engaging in activities to activate students' relevant prior knowledge • Previewing introductory materials 	<ul style="list-style-type: none"> • Use short videos in primary language and in English with closed captions to activate and connect background knowledge to new content • Provide visual and primary language to preview key concepts • Guiding students as a whole class or in small groups, complete the K column of a K-W-L chart, allowing students to use pictures and other non-linguistic representations as well as primary language to add to the chart

Comprehension Strategies	<ul style="list-style-type: none"> • Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) • Providing multiple opportunities to employ learned comprehension strategies 	<ul style="list-style-type: none"> • Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English 	<ul style="list-style-type: none"> • Explicit modeling and discussion of strategies and opportunities for practice with guidance in meaningful contexts • Ensuring ample opportunities for success 	<ul style="list-style-type: none"> • Review and practice previously learned comprehension strategies using a familiar text at an accessible lexile level (a text students have read previously) • Explicitly teach and model additional, new comprehension strategies using a familiar text at an accessible lexile level • Students experience success following multiple opportunities for students to practice skills with familiar and accessible text • Explicitly model (via think-alouds and visual models using docu-cam) how to apply the comprehension strategies students have been applying to familiar text to the new text • Clearly explain the specific goals for each reading of the text. For example, “During 1st read, identify the main idea. During 2nd read, underline the key points of the main idea. During 3rd read, write questions about parts you do not understand and want to discuss.” Following each read, add information to the W column of the K-W-L chart. Alternate strategy is
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				<p>to have students complete 3-2-1 charts in small groups or as whole class (3 new discoveries, 2 interesting facts, 1 question).</p>
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> • Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time • Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered 	<ul style="list-style-type: none"> • Explicitly teaching particular cognates and developing cognate awareness • Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, -dad, -ión, -ía, -encia) that have the English counterparts (-ty, -tion/-sion, -y, -ence/-ency) 	<ul style="list-style-type: none"> • Integrating media to illustrate/define /explain domain-specific vocabulary (e.g. <i>erosion, tsunami</i>) • Planning for multiple opportunities to apply vocabulary knowledge • Building from informal to formal understanding 	<ul style="list-style-type: none"> • Provide visual and primary language to learning new vocabulary • Provide non-examples where appropriate • Provide multiple meaningful opportunities for students to use new vocabulary in discussions • Provide language response frames to support use of new vocabulary in discussions • Demonstrate how students can use online visual and auditory dictionaries that provide visual connections and use text-to-speech

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Text Organization and Grammatical Structures	<ul style="list-style-type: none"> • Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension 	<ul style="list-style-type: none"> • Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge • Drawing attention to grammatical differences between the primary language and English (e.g., word order differences) 	<ul style="list-style-type: none"> • Drawing attention to similarities and differences between the text organization, features, and structures of different text types 	<ul style="list-style-type: none"> • Prior to 1st read, identify the text features that are used • Direct students to use previously created chart or poster that identifies the purpose(s) for text features, for example, "Text that is in bold means it is very important, and could be key detail; text in a separate box indicates a chunk of information that is connected to the text" • Provide a graphic organizer that includes a visual of the text feature and a column for students to select if the feature helps them to understand the content and a column for how it helps (provide sentence starters for students who need them)

<p style="text-align: center;">Discussions</p>	<ul style="list-style-type: none"> Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary 	<ul style="list-style-type: none"> Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary 	<ul style="list-style-type: none"> Strategically forming groups to best support students experiencing difficulty 	<ul style="list-style-type: none"> Provide question stems Provide language response frames Review established discussion protocols prior to every discussion Use flexible student groupings depending on the purpose of the discussion (pairs, triads, traverse, jigsaw, etc) Provide opportunities for ‘backchannel’ discussions prior to in-person discussions for students to have processing and rehearsal time (posting questions and thoughts online a few days prior to the class discussion then bringing to in-class discussion)
<p style="text-align: center;">Sequencing</p>	<ul style="list-style-type: none"> Systematically sequencing texts and tasks so that they build upon one another Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves 	<ul style="list-style-type: none"> Focusing on the language demands of texts, particularly those that may be especially difficult for ELs Carefully sequencing tasks to build understanding and effective use of the language in them 	<ul style="list-style-type: none"> Offering texts at students’ readability levels that explain key ideas to build proficiency in reading in preparation for engaging students in more difficult text 	<ul style="list-style-type: none"> Chunk the larger text into smaller sections that students focus on before moving on to the next section If using texts at multiple lexile levels, have students work in Home and Expert Jigsaw groups

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Rereading	<ul style="list-style-type: none"> Rereading the text or selected passages to look for answers to questions or to clarify points of confusion 	<ul style="list-style-type: none"> Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading 	<ul style="list-style-type: none"> Strategically chunking and rereading text to maintain engagement, to construct and clarify ideas and organize them, and to provide many successful reading opportunities 	<ul style="list-style-type: none"> Read text aloud (or use audio recording) for a first listen/read so all students hear the entire text prior to beginning analysis tasks
Tools	<ul style="list-style-type: none"> Teaching students to develop outlines, charts, diagrams, graphic organizers or other tools to summarize and synthesize content Teaching students to annotate text (mark text) 	<ul style="list-style-type: none"> Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently 	<ul style="list-style-type: none"> Offering technology tools to develop outlines, charts, diagrams, or graphic organizers to summarize and synthesize content Providing opportunities to collaboratively (with the teacher and with peers) 	<ul style="list-style-type: none"> Direct students as to which tools they should use for the specific text and for the specific tasks (for example, do they need to use a summary frame or a synthesis chart or a main idea/supporting details chart)

	and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence)	<ul style="list-style-type: none"> Using the tools as a scaffold for discussions or writing 	develop and use tools	
Writing	<ul style="list-style-type: none"> Teaching students to return to the text as they write in response to the text and providing them with models and feedback 	<ul style="list-style-type: none"> Providing opportunities for students to talk about their ideas with a peer before (or after) writing Providing written language models (e.g., charts of important words or powerful sentences) Providing reference frames (e.g., sentence and text organization frames), as appropriate 	<ul style="list-style-type: none"> Using graphic organizers to help students organize their thoughts before writing Allowing for students to express ideas with labeled drawings, diagrams, or graphic organizers 	<ul style="list-style-type: none"> Use a familiar text at an accessible level that students have strong comprehension of the content, model for students who to use the information in the graphic organizer or outline and transfer that information to include in writing Model for students how to analyze the writing task to clarify what they are being asked to write

Table Adapted from *English Language Arts/English Language Development Framework for California Public Schools, Kindergarten Through Grade Twelve*, (2015). Chapter Two: Essential Consideration in ELA/Literacy and ELD Curriculum, Instruction, and Assessment. California Department of Education. Retrieved May 15, 2018 from: <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>

