Providing Level 1-3 ELLs with Authentic Access to Complex Texts

Do Now: Text CAROLINEFALC781 to 37607

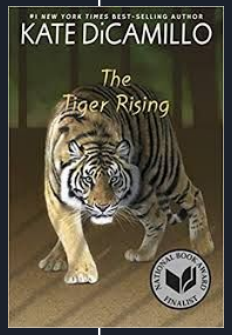
Providing Level 1-3 ELLs with Authentic Access to Complex Texts

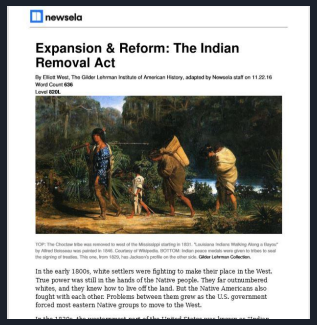
By Caroline Falcone and Mandy Hollister

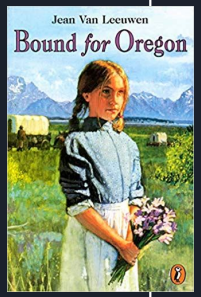
What do we teach?

Mandy Hollister, 4th Grade ESL/ ESL Coordinator

ESL in Shared Text via push in and pull out







Structure: Read complex text, discuss, write

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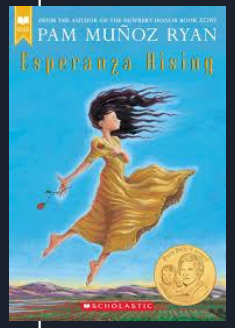
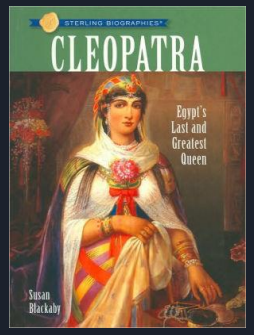
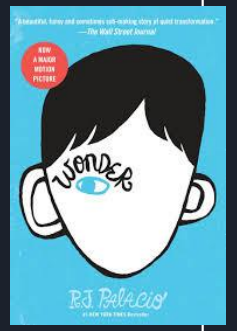
Caroline Falcone, 5th Grade ESL

Literature, exclusively push in







Structure: Read complex text, discuss, write

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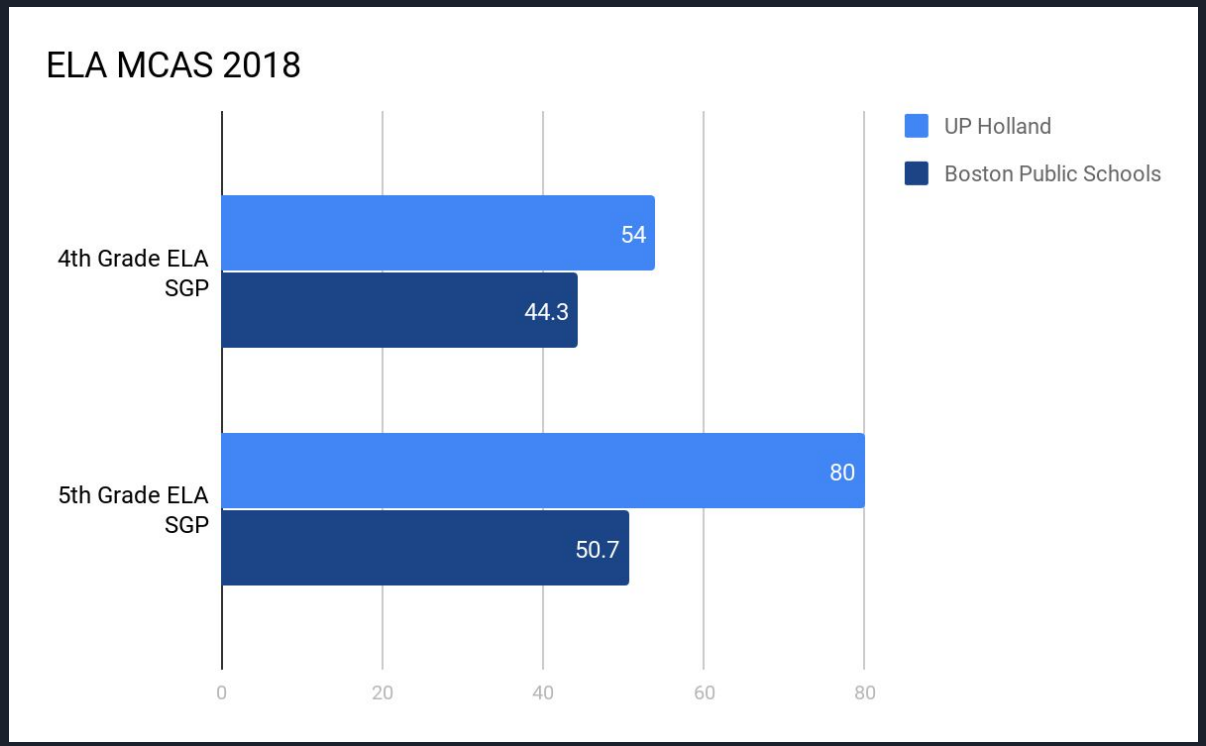
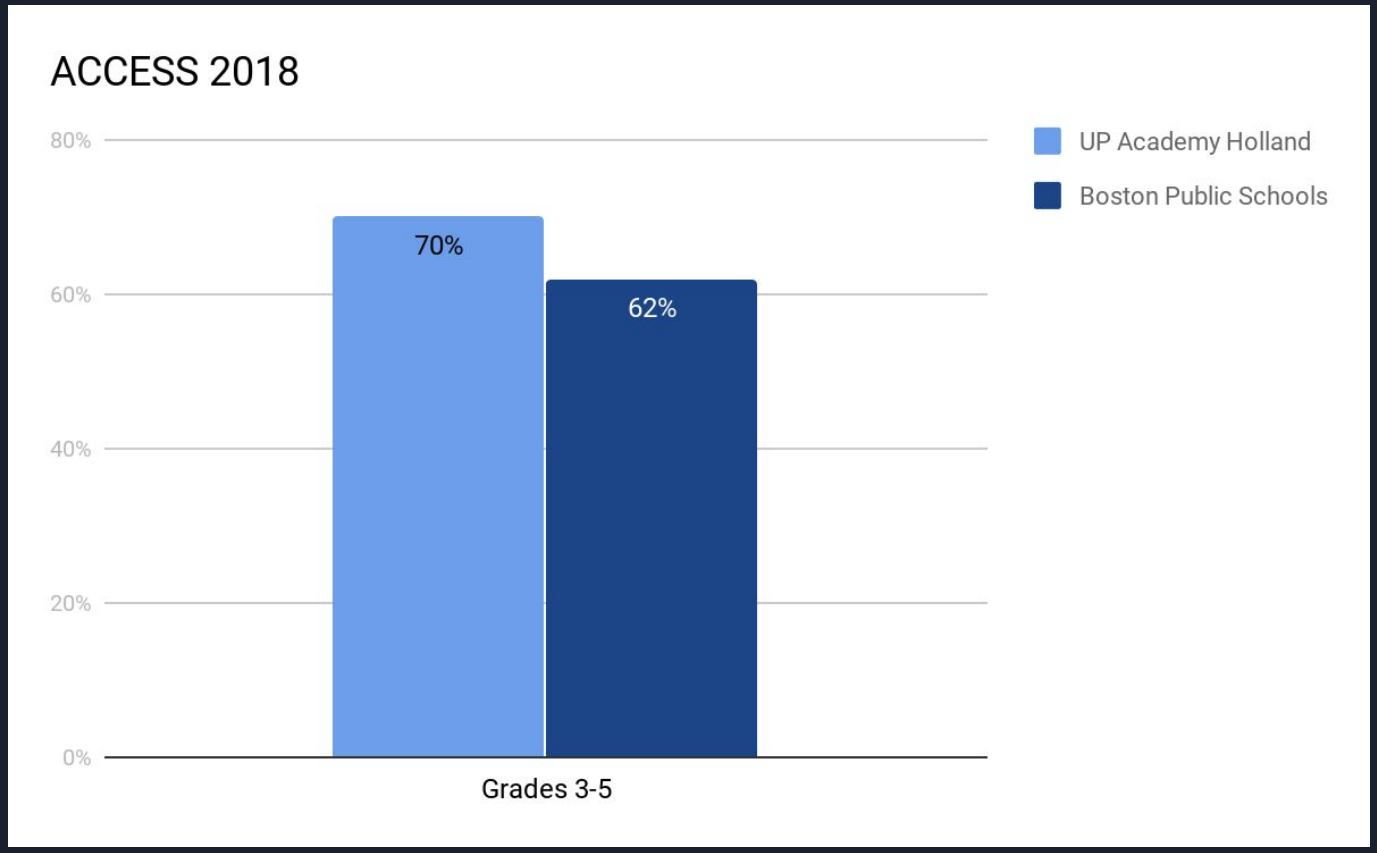
Our Results- ELA MCAS



Our Results- ACCESS



Objectives

-Teachers are able to state the importance of complex texts by understanding that when Level 1-3 ELLs are given access to grade level texts, they are receiving an education that is equitable.

-Teachers are able to name a new strategy they want to implement to help their Level 1-3 ELLs access grade level, complex texts.

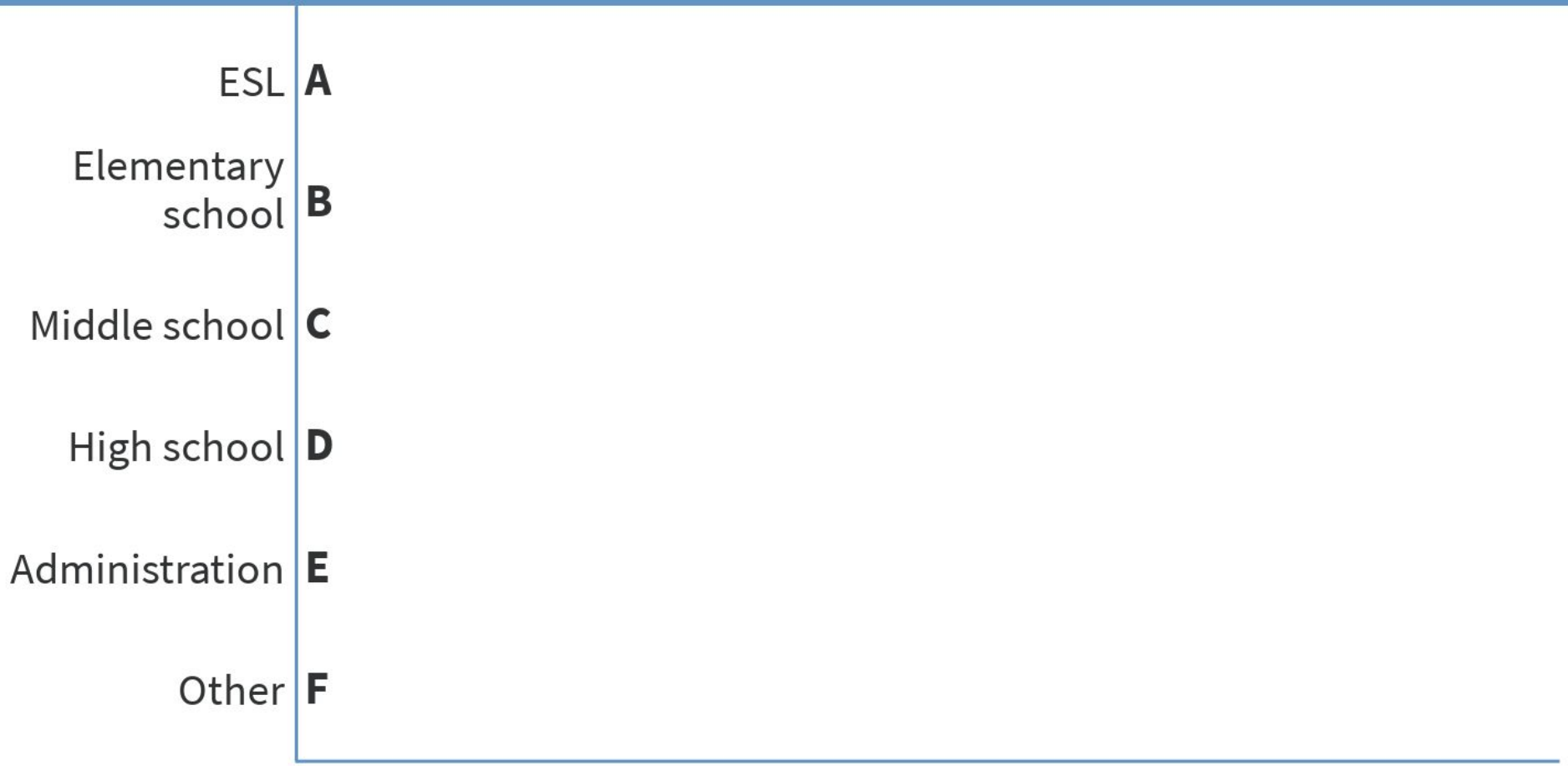
Agenda

-Framing

-Discuss strategies that have worked for us

-Work time

What do you teach?



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How would you define a grade level, complex text?

sentences
complex

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Complex Texts

- Qualitative
  - Conversational vs. academic
  - Literal vs. figurative
  - Singular vs. multiple or complex themes
  - Singular vs. multiple perspectives
  - Familiar vs. unfamiliar knowledge
- Quantitative
  - Syntactic complexity
  - Sentence structure
  - Word length
  - Vocabulary
  - Lexile Level
- Reader and Task
  - Design authentic tasks that demand high quality

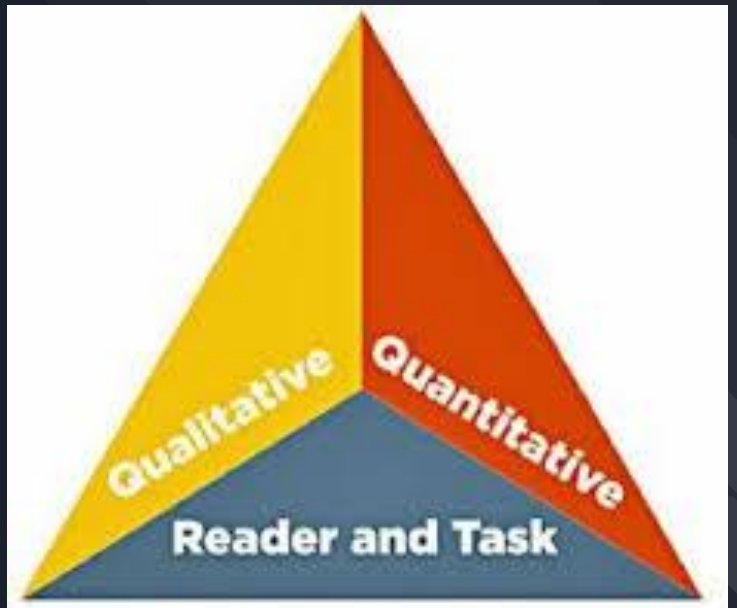

Figure 1: The Standards' Model of Text Complexity

How often do your Level 1-3 ELLs interact with complex, grade level texts?

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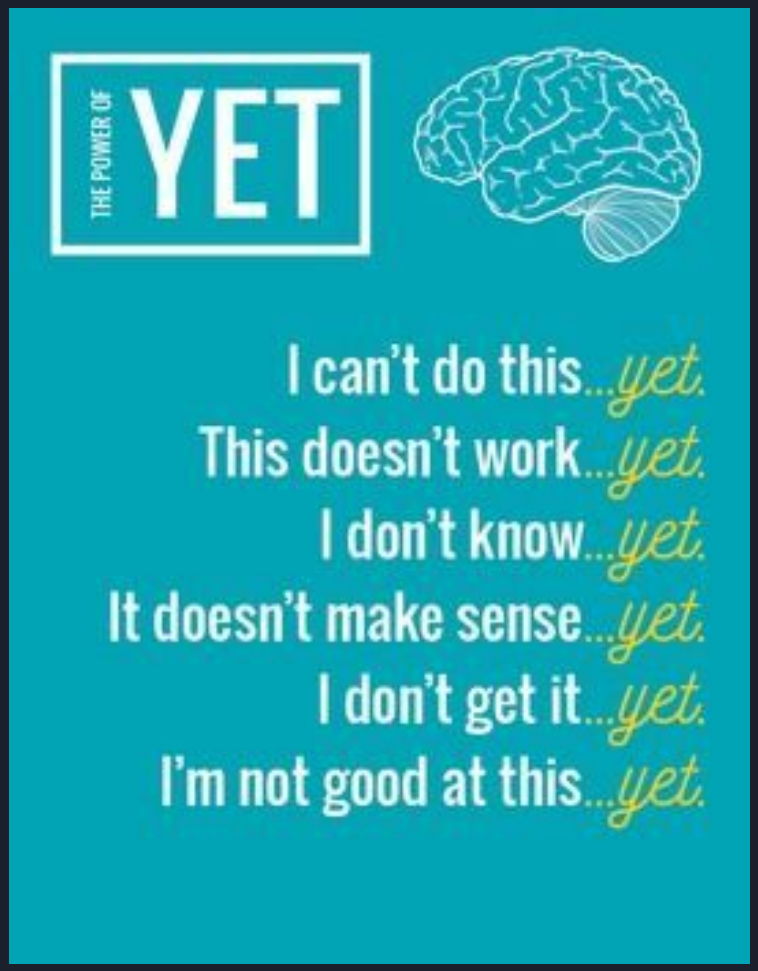
Research

"The research shows that while the complexity of reading demands for college, career, and citizenship have held steady or risen over the past half century, the complexity of texts students are exposed to has steadily decreased in that same interval. In order to address this gap, the CCSS emphasize increasing the complexity of texts students read as a key element in improving reading comprehension." -Common Core State Standards

"Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works. Herein lies a major problem for English learners and language minority students. One of the biggest roadblocks to learning is that they never get a chance to work with complex text" -Lily Wong Fillmore


THE POWER OF
YET
I can't do this...yet.
This doesn't work...yet.
I don't know...yet.
It doesn't make sense...yet.
I don't get it...yet.
I'm not good at this...yet.

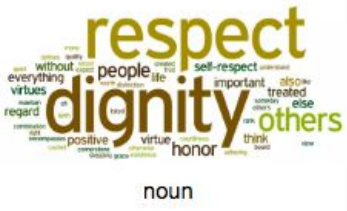
i m
POSSIBLE

Strategies

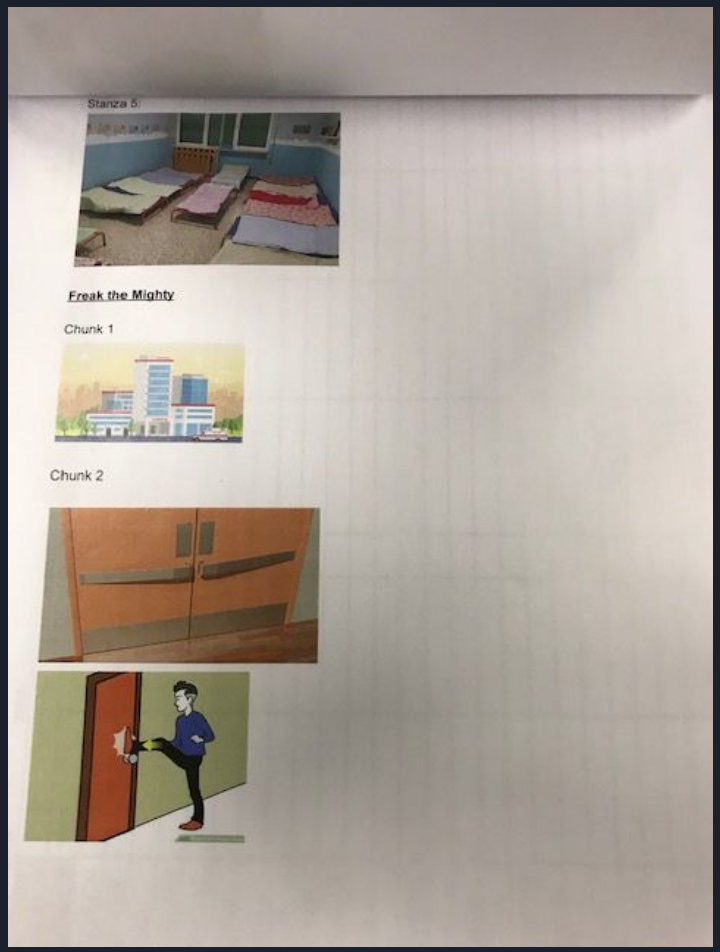
Pre-Reading Strategies- Vocabulary

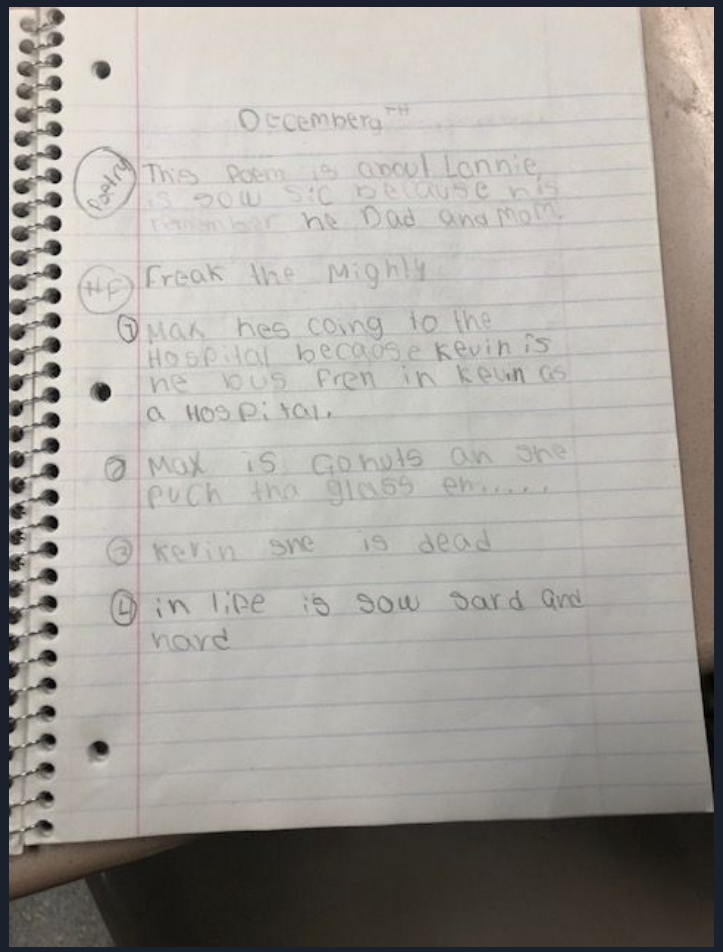
Chapter 14

Word	Definition	Translation	Picture
fleet	(noun) group of ships	flota	
strait	(noun) a narrow passage of water connecting two seas	estrecho	
retreat	(verb) to withdraw from the enemy or fall back	retirada	
desertion	(noun) the act of leaving or abandoning	deserción	

dignity	majesty	sublimity
 noun	noun	noun
the _____ of being respected or deserving respect	the quality that something _____ has of being impressive, powerful, or beautiful	something that is sublime is so _____ or beautiful that it affects you deeply

Pre-Reading Strategies- Visuals



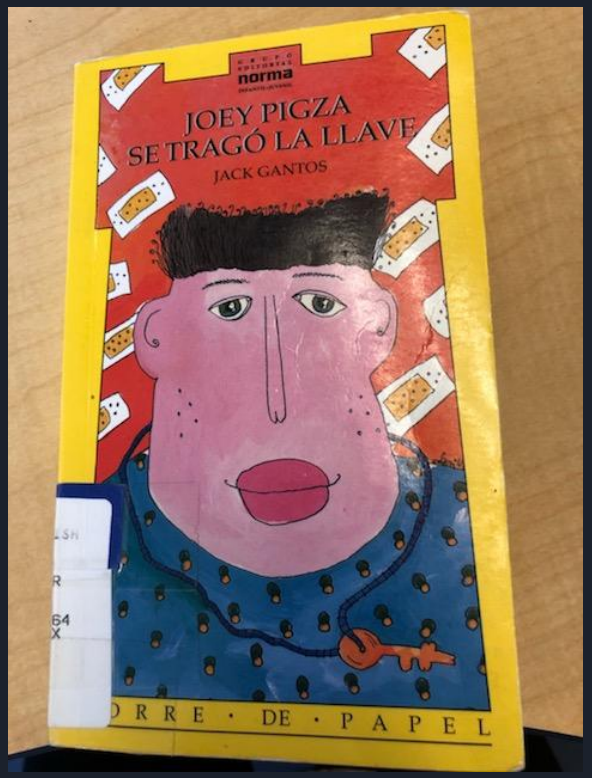


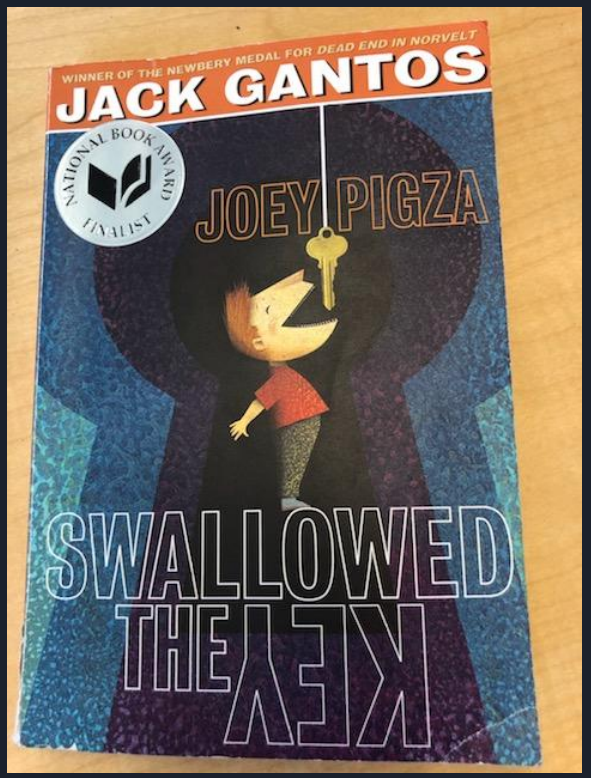
Pre-reading- Activating Prior Knowledge

Vocabulary KWL

Words I **Know**	Words I **Want** to Know	Words I **Learned**
List words you already know in the picture (English)	Make a list of words you want know (Spanish or picture)	Write down the words you learned
• _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____	• _____ • _____ • _____ • _____ • _____	• _____ • _____ • _____ • _____ • _____

Pre-reading Strategies- Using L1





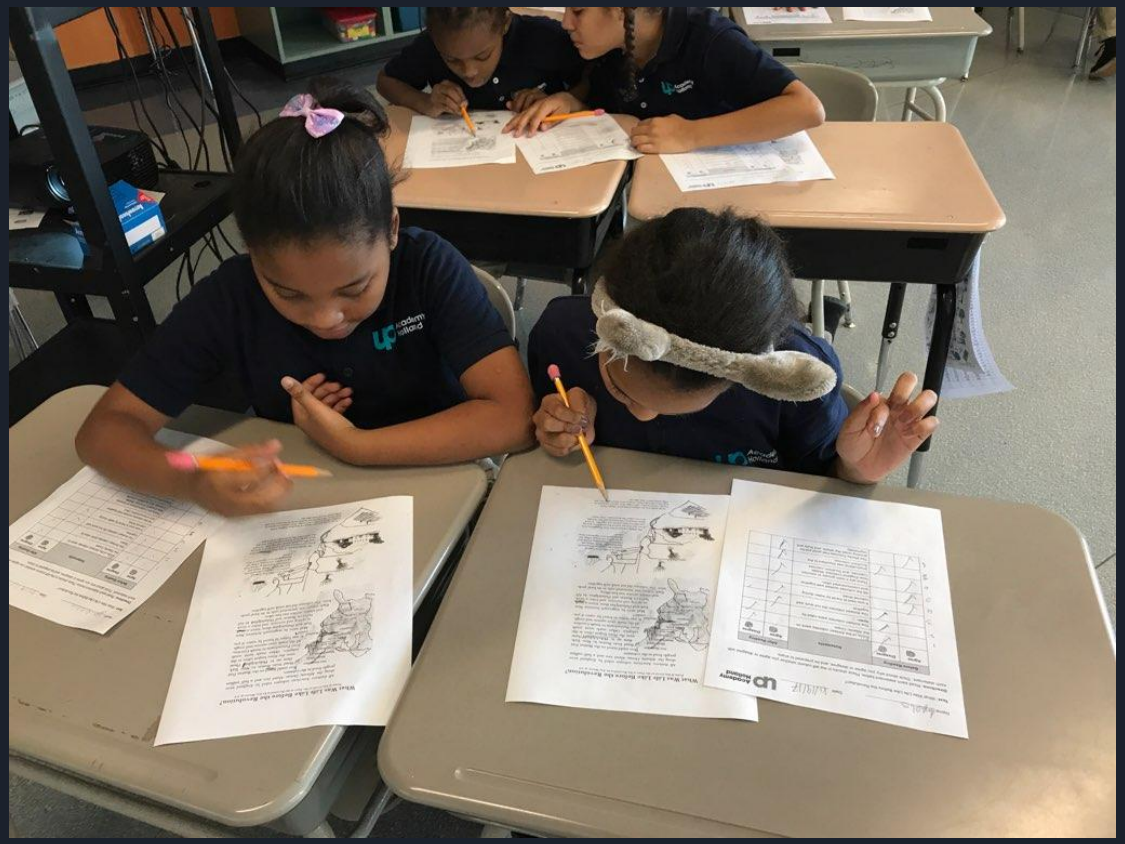
Pre-Reading Strategies- Anticipation Guide

Text: "Firsthand Accounts of the Boston Tea Party"

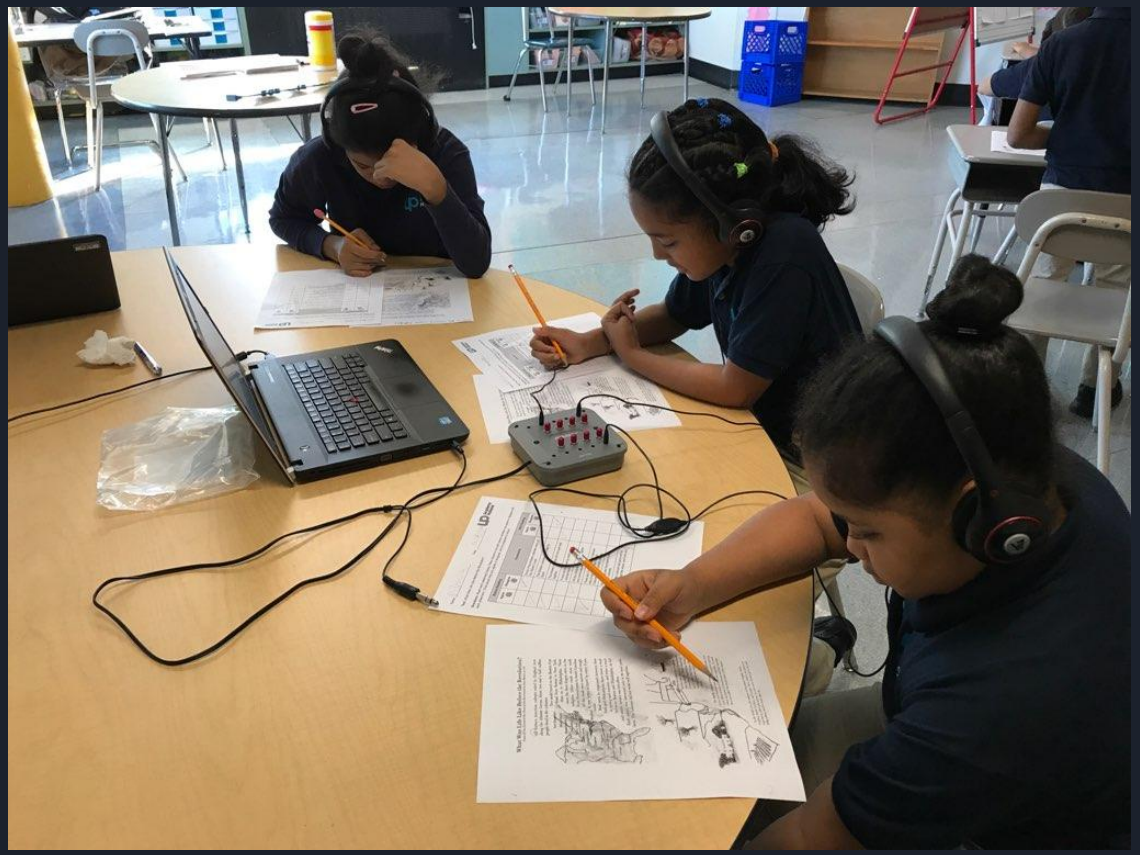
Directions: Read each statement below. Place checks in the left column whether you agree or disagree with each statement. Think about why you agree or disagree, and be prepared to share.

Before Reading		Statements	After Reading	
Agree	Disagree		Agree	Disagree
		A firsthand account is a description of an event based on research that comes from someone who was not there.		
		When reading a firsthand account, you should pay attention to the peoples' reactions to the events described		
		John Rowe was present at the Boston Tea Party		
		John Rowe was a very wealthy merchant		
		John Adams was a very wealthy merchant		
		John Adams thought the Boston Tea Party was necessary and amazing.		

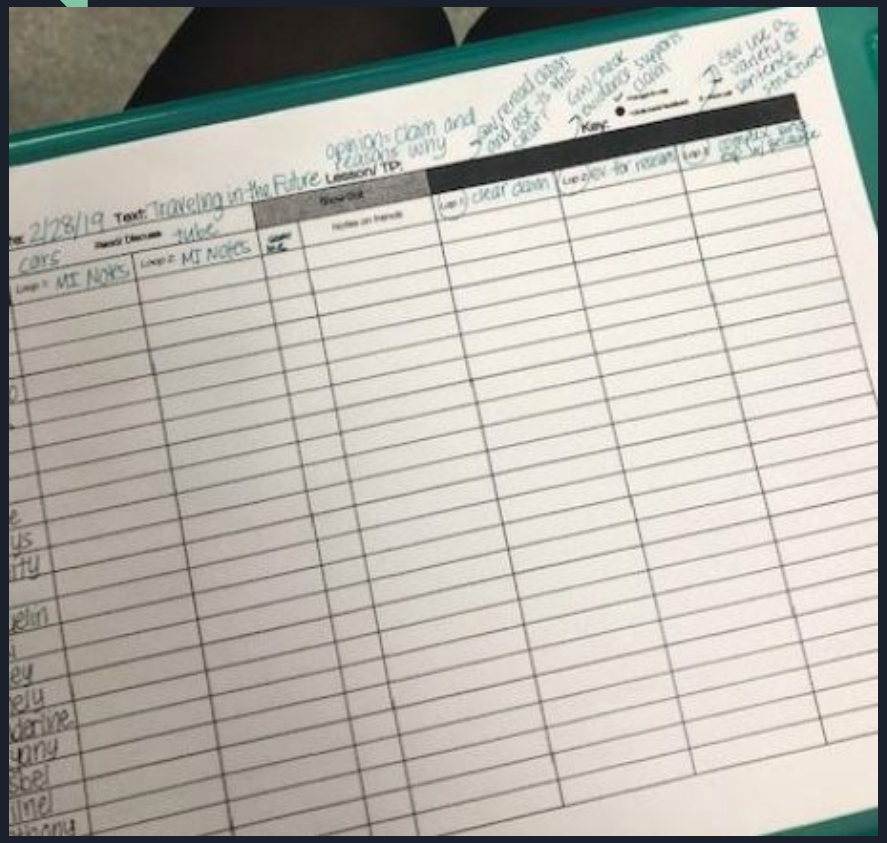
During Reading- Partner Reading



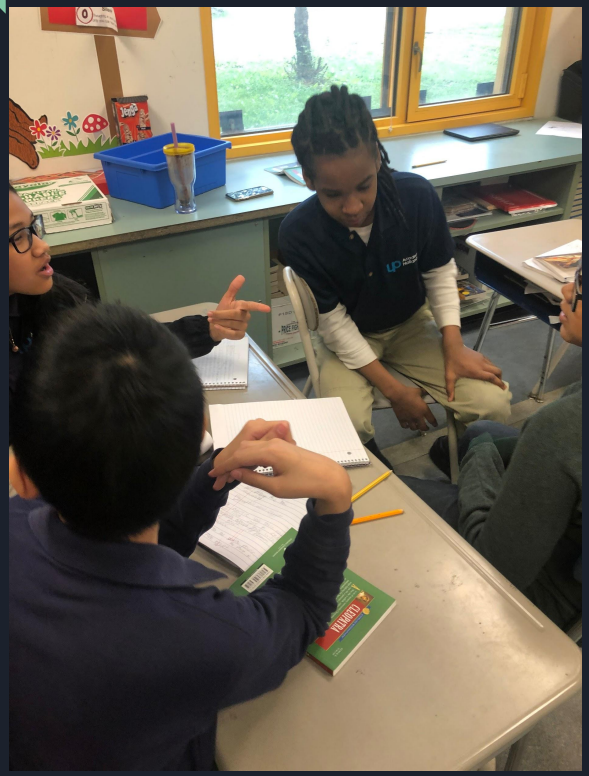
During Reading Strategies- Text to Speech

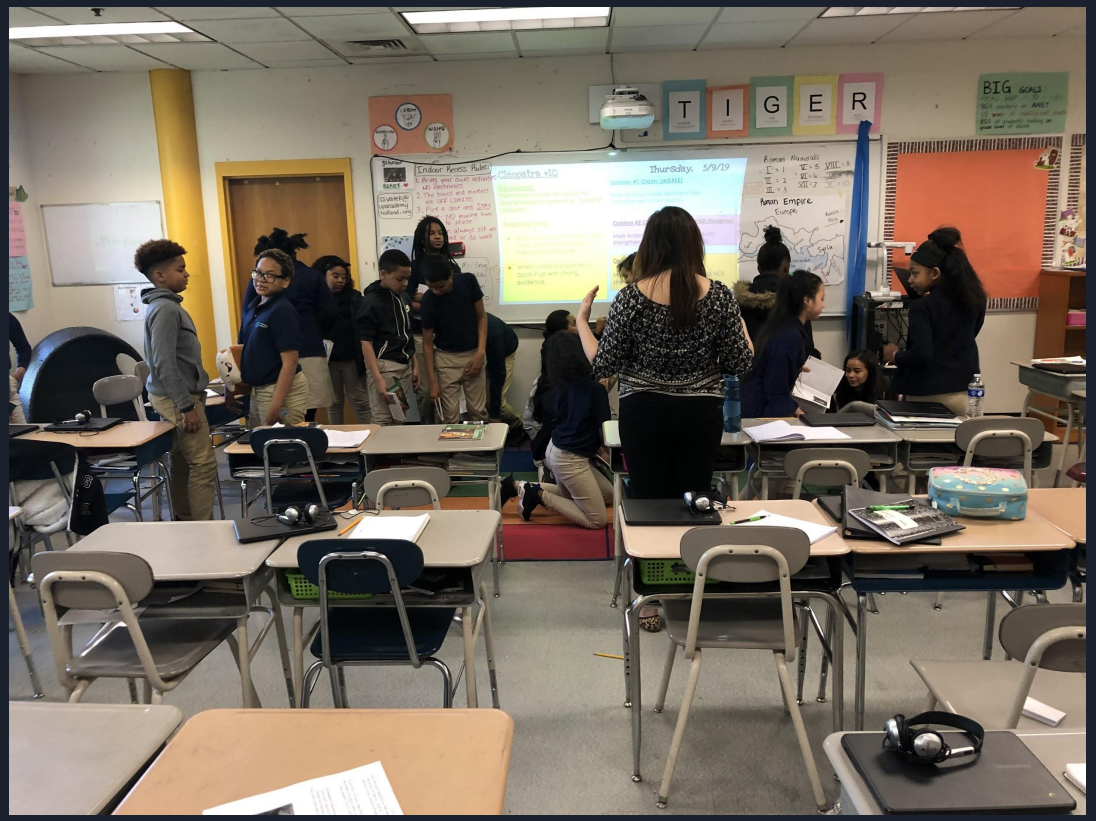


During Reading Strategies- Aggressive Monitoring



Post Reading Strategies- Discussion





Strategies Bank

Pre-Reading

-Vocabulary

-Visuals

-Activating Prior Knowledge

-Using L1

-Anticipation Guide

During Reading

-Aggressive Monitoring

-Partner Reading

-Text to Speech

Post-Reading

-Discussion with visual supports

Our goal today was for you to walk away knowing that giving Level 1-3 ELLs access to complex texts is about providing an equitable education for these students.

How will you share or use these strategies going forward?

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