NEBRASKA ENGLISH LEARNER PROGRAMS

NEBRASKA DEPARTMENT OF EDUCATION

English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment

Integrating Supports for English Learners into ELA Teaching and Learning

Grade Level: Grade 1

Strategy: Focus:	CLOSE READING COMPREHENSION
ELA Standard:	**LA 1.6** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
ELA Indicator (by grade):	**LA 1.1.6.a** Identify author's purpose (e.g., explain, entertain, inform)
ELP Corresponding Standard(s):	**ELP 1.1** Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
Objective/Learning Target:	I can determine the author's purpose for writing a text to help evaluate the meaning of text.
Time Required:	20-30 minutes
Materials Needed:	1. Content-specific reading passages 2. Highlighters or colored pencils 3. Whole class viewing device. 4. Create an anchor chart (poster) with close reading steps.
Strategy Overview and Rationale:	"Close reading is a careful and purposeful rereading of a text. IT's an encounter with text where students really focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us." (Douglas Fisher) Close reading is a strategy that will support students in developing critical reading skills.

Step-By-Step Instructions:	1. The teacher models the process of close reading with a short grade-appropriate passage.

During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).	While modeling, complete the following steps:
	  a) Read the text (read with a pencil and record unknown words)
	  b) Reread the text for a deeper purpose (annotate**,??, I think, I'm confused, This is important…)
	  c) Write about the text (provide evidence to support ideas).
	
	2. The students practice close reading as a whole class.
	
	3. The students work with a partner to do close reading.
	
	4. The students do close reading independently.

Leveled Supports for English Learners	Emerging	Progressing	Nearly Proficient
	• During pair work, work with student individually. • Provide visual supports in explaining author's purpose (explain, inform, entertain…). • Students may point to parts of the text. • Provide sentence frame with word bank of choices. "The author's purpose is ____." Explain, inform, entertain...	• Provide sentence starters for students to discuss text features and author's purpose. "I think the author's purpose is ___ because___." • Provide an anchor chart or checklist to help guide partner discussion.	• Provide sentence frames for elaborating, agreeing and disagreeing, and providing evidence. "I agree/disagree because ___." "Where do you think that?" etc.

Resources:	Fisher and Frey, Literacy for Life at https://fisherandfrey.com/

	Douglas Fisher at http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading
Meta Tagging:	Close reading, Comprehension