



**English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment**  
Integrating Supports for English Learners into ELA Teaching and Learning

Grade Level: Grades 4-5

<b>Strategy:</b> <b>Focus:</b>	<b>CLOSE READING</b> <b>COMPREHENSION</b>
<b>ELA Standard:</b>	<b>LA 1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
<b>ELA Indicator (by grade):</b>	<b>LA 4/5.1.6.a</b> Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.
<b>ELP Corresponding Standard(s):</b>	<b>4-5.4</b> Construct grade-level appropriate oral and written claims and support them with reasoning and evidence.
<b>Objective/Learning Target:</b>	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
<b>Time Required:</b>	20-30 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Content-specific reading passages</li> <li>2. Highlighters or colored pencils</li> <li>3. Whole class viewing device.</li> <li>4. Create an anchor chart (poster) with close reading steps.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>“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)</p> <p>Close reading is a strategy that will support students in developing critical reading skills.</p>

<p><b>Step-By-Step Instructions*:</b></p> <p><i>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).</i></p>	<ol style="list-style-type: none"> <li>1. The teacher models the process of close reading with a short passage. (Can show this video to whole class: Close Reading of Nonfiction on Teachertube at: <a href="http://www.teachertube.com/video/close-reading-non-fiction-327829">http://www.teachertube.com/video/close-reading-non-fiction-327829</a> (Be sure the video is audience appropriate). While modeling, complete the following steps:             <ol style="list-style-type: none"> <li>a. Read the text (read with a pencil and record unknown words)</li> <li>b. Reread the text for a deeper purpose (annotate**,??, I think, I'm confused, This is important...)</li> <li>c. Write about the text (provide evidence to support ideas).</li> </ol> </li> <li>2. The students practice close reading as a whole class.             <ol style="list-style-type: none"> <li>a. Discuss and highlight key "authors purpose" words that students should be looking for during their 2nd read.</li> </ol> </li> <li>3. The students work with a partner to do close reading.             <ol style="list-style-type: none"> <li>a. Provide sentence frame for response of "I know the author's purpose is _____ because _____." Then have students share their responses orally with a partner to rehearse ideas. Next share to large group as well.</li> </ol> </li> <li>4. The students do close reading independently.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p> <p>Given that close reading has already been taught, modeled and practiced, these supports would be helpful.</p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Provide sentence frame to complete the oral and written exercise.</li> <li>• Provide a list of words that indicate author's purpose/ Perspective.</li> <li>• Have peers share ideas orally before written task.</li> <li>• Provide a graphic organizer to brainstorm.</li> <li>• Check for understanding frequently.</li> <li>• Create a chart of close reading</li> </ul>	<p><b>Progressing</b></p> <ul style="list-style-type: none"> <li>• Partner students for written portion of assignment.</li> <li>• Provide sentence starters or transition words when they write the paragraph.</li> <li>• Build in discussion around writing topic before writing to generate ideas and provide vocabulary.</li> <li>• Create a chart of close reading annotations.</li> <li>• Provide transition words or grammar</li> </ul>	<p><b>Nearly Proficient</b></p> <ul style="list-style-type: none"> <li>• Allow time to discuss ideas before writing.</li> <li>• Create a chart of close reading annotations.</li> <li>• Provide transition words or grammar structures necessary for the paragraph.</li> <li>• Display teacher model.</li> </ul>

	annotations with images. <ul style="list-style-type: none"> <li>• Display teacher model.</li> </ul>	structures necessary for the paragraph. <ul style="list-style-type: none"> <li>• Display teacher model.</li> </ul>	
<b>Resources:</b>	Fisher and Frey, Literacy for Life at <a href="https://fisherandfrey.com/">https://fisherandfrey.com/</a>  Douglas Fisher at <a href="http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading">http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading</a>		
<b>Meta Tagging:</b>	Close reading, Comprehension		

\*Lesson has been contextualized for students in this grade band.