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: Grades 6-8

| Strategy:<br>Focus: | **CLOSE READING**<br>**COMPREHENSION** |
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| **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 6.1.6.a**<br>Analyze text to determine author's purpose(s) and describe how author's perspective influences text.<br>**LA 7-8.1.6.a**<br>Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective. |
| **ELP Corresponding Standard(s):** | **6-8.1** Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.<br><br>**6-8.8** Determine the meaning of words and phrases in oral presentations and literary and informational text. |
| **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   40-60 minutes (or broken over two lessons) |
| **Materials Needed:** | 1. Content-specific reading passages<br>2. Highlighters or colored pencils<br>3. Whole class viewing device.<br>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 |

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| | the structure of the text tells us." (Douglas Fisher)<br><br>Close reading is a strategy that will support students in developing critical reading skills. |
| **Step-By-Step Instructions\*:**<br><br>*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).* | 1. The teacher introduces vocabulary terms (terms: evidence, annotate/annotation).<br>2. 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:<br>http://www.teachertube.com/video/close-reading-non-fiction-327829<br><br>While modeling, complete the following steps:<br>   a. Read the text (read with a pencil and record unknown words)<br>   b. Reread the text for a deeper purpose (annotate\*\*,??, I think, I'm confused, This is important…) Create a visual aide (table tents, poster, bookmark, anchor chart – **see attached**) to display throughout lesson<br>   c. Write about the text (provide evidence to support ideas). While writing, reiterate or clarify the prompt to reflect author's purpose/perspective standard). Include use of sentence stems:<br>      i. This shows that…<br>      ii. This means...<br>      iii. For example…<br>   d. Teacher displays the annotated sample (freeze on doc camera, poster) for reference<br><br>2. The students practice close reading as a whole class.<br><br>3. The students work with a partner to do close reading. Possibly include different configurations, like think-pair-share or numbered heads together or make a larger group of four students<br><br>4. The students do close reading independently using visual aides as support |

| **Leveled Supports for English Learners** | Emerging | Progressing | Nearly Proficient |
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| | • Highlight evidence from text.<br>• Identify key words related author's purpose (word wall). Examples: | • Provide a word bank related to author's purpose.<br>• Identify author's purpose or choose examples from a | For writing piece:<br>• Provide a paragraph frame for response to author's purpose/ Perspective. |

| | o Persuade<br>o Inform<br>o Entertain | list of choices from the text. | |
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| **Resources:** | Fisher and Frey, Literacy for Life at https://fisherandfrey.com/<br><br>Douglas Fisher at http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading<br><br>RACER Stem worksheet and bookmark (attached) | | |
| **Meta Tagging:** | Close reading, Comprehension | | |

*This lesson has been contextualized for students at this grade band.

# **RACER –** For Text Dependent Analysis Prompt Response

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| **R** - Restate the prompt/create a thesis for the prompt. | Introduction |
| **A** - Answer the question using words from the question. | Introduction |

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| **C** - Cite textual evidence for the passage to support your response to the question.<br>  - In the text, it says…<br>  - The author states…<br>  - In the article/poem/story, it says…<br>  - According to the text…<br>  - One example from the text is…<br>  - In paragraph ___, the author states... | **E** – Explain the evidence<br>  - This is important because…<br>  - This shows…<br>  - This is significant because…<br>  - This proves…<br>  - This demonstrates…<br>  - This matters because…<br>  - The evidence shows... |
| Body Paragraph #1<br>Tuck | Body Paragraph #1 |
| Body Paragraph #2 | Body Paragraph #2 |
| Body Paragraph #3 | Body Paragraph #3 |
| **R** Restate the thesis to conclude the response. | Conclusion |

# RACER Writing Stems (bookmark)

**R**estate the main idea of the text
- Summarize what the text was about.

**A**nswer the prompt
- Use words from the prompt to write this sentence.

**C**ite textual evidence
- In the text, it says…
- The author states…
- In the article/poem/story, it says…
- According to the text…
- One example from the text is…
- In paragraph ___, the author states...

**E**xplain the evidence
- This is important because…
- This shows…
- This is significant because…
- This proves…
- This demonstrates…
- This matters because…
- The evidence shows...

**R**estate the thesis
- Reword your R+A to develop your conclusion.