



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

Grade Level: Grades 9-12

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 9-10.1.6.a Evaluate the meaning, reliability, and validity of text considering author’s purpose, perspective, and contextual influences. LA 11-12.1.6.a Evaluate the meaning, reliability, and validity of text considering author’s purpose, perspective, rhetorical style, and contextual influences.
ELP Corresponding Standard(s):	9-12.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing 9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence. 9-12.6 Analyze and critique the arguments of others orally and in writing
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

	<p>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.</p>		
<p>Step-By-Step Instructions*:</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>	<p>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: http://www.teachertube.com/video/close-reading-non-fiction-327829)</p> <p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> Read the text (read with a pencil and record unknown words) Reread the text for a deeper purpose (annotate**,??, I think, I’m confused, This is important...,) Read a third time to determine author’s purpose Write <i>and speak</i> about the text (provide evidence to support ideas). Option: Allow time for small groups to talk before they write about the text. <p>(Post in the room and students have a copy of the process, annotations, possible sentence starters, and transitions) – See RACER writing stems attachment as option</p> <p>2. The students practice close reading as a whole class. Repeat process from step 1.</p> <p>3. The students work with a partner to do close reading.</p> <p>4. The students do close reading independently.</p>		
<p>Leveled Supports for English Learners</p>	<p>Emerging</p> <ul style="list-style-type: none"> Work with the student (teacher or para) or strategically pair with another student (during pair work). Provide native language support. Practice strategy with a section of 	<p>Progressing</p> <ul style="list-style-type: none"> Use language frames for discussion and to support writing. Supply a graphic organizer. Provide resources to students to look up new words Build background as needed. 	<p>Nearly Proficient</p> <ul style="list-style-type: none"> Model the process using a think aloud. Supply key for annotations. Allow time for discussing before writing. Provide discourse and transitions for discussion. Provide bilingual

	<p>the reading/text.</p> <ul style="list-style-type: none"> ● Find an adaptive resource that may help student understand the content in order to practice the skill. ● Model the skills with an instructional level text. ● Support students by practicing sentence starters with them (writing and speaking). ● Provide students with two choices to locate Close Reading Strategies (e.g. author’s purpose, annotations). Students will choose between selected sentences that show author’s purpose. ● Build background as needed. ● Preteach vocabulary. 	<ul style="list-style-type: none"> ● Preteach vocabulary. 	<p>dictionary or thesaurus.</p> <ul style="list-style-type: none"> ● Provide key academic language to help support writing and speaking. ● Build background knowledge around a topic.
<p>Resources:</p>	<p>Fisher and Frey, Literacy for Life at https://fisherandfrey.com/</p> <p>Douglas Fisher at http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading</p>		
<p>Meta Tagging:</p>	<p>Close reading, Comprehension</p>		

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

RACER Writing Stems (bookmark)

Restate the main idea of the text

- Summarize what the text was about.

Answer the prompt

- Use words from the prompt to write this sentence.

Cite 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...

Explain the evidence

- This is important because...
- This shows...
- This is significant because...
- This proves...
- This demonstrates...
- This matters because...
- The evidence shows...

Restate the thesis

- Reword your R+A to develop your conclusion.