



NEBRASKA
ENGLISH
LEARNER
PROGRAMS



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

Grade Level: Kindergarten

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 0.1.6.a With adult guidance, identify author’s purpose (e.g. explain, entertain, inform).
ELP Corresponding Standard(s):	K.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
Objective/Learning Target:	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
Time Required:	10-20 minutes
Materials Needed:	<ol style="list-style-type: none"> 1. Content-specific read aloud passages 2. Whole class viewing device. 3. Create anchor charts (posters) about author’s purpose and close listening.
Strategy Overview and Rationale:	<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>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 listening/reading with a short passage. Teacher could show kindergarten appropriate video.</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 the purpose of identifying author’s purpose. Talk/write about the text (use stem: The author’s purpose in _____ is to (entertain, inform, persuade) because <p>2. The students practice close reading as a whole class.</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"> Show pictures of different examples of texts. Show visuals of different purposes (including the words). Provide opportunities for students to discuss author’s purpose of text read. Match author’s purpose visuals (cards or pictures) to texts read aloud. 	<p>Progressing</p> <ul style="list-style-type: none"> Show pictures of different examples of texts. Show visuals of different purposes (including the words). Provide opportunities for students to discuss author’s purpose of text read and why. Write author’s purpose for texts read aloud (use stem- The author’s purpose of _____ is (entertain, inform, persuade). 	<p>Nearly Proficient</p> <ul style="list-style-type: none"> Show pictures of different examples of texts. Show visuals of different purposes (including the words). Provide opportunities for students to discuss author’s purpose of text read and why. Use sentence stem (see above) to write author’s purpose and evidence.
<p>Resources*:</p>	<p>Fisher and Frey, Literacy for Life at https://fisherandfrey.com/</p>		

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

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