

Supporting Fragile Readers in the Core

USD 259
ESOL Instructional Services

Objectives

- Content
 - Support fragile readers by providing practice opportunities in all four literacy domains
 - Practice two reading strategies
- Literacy
 - Take notes to support claims
 - Use discussion to process learning

LITERACY Is The Key!

- It's the foundation for all learning
- Family income level has a dramatic impact on literacy development

Apple PPT left side.jpg

If a student is from...	...they are exposed to this many words by the time they enter school
A professional home	45 million
A working class home	26 million
A home of poverty	13 million

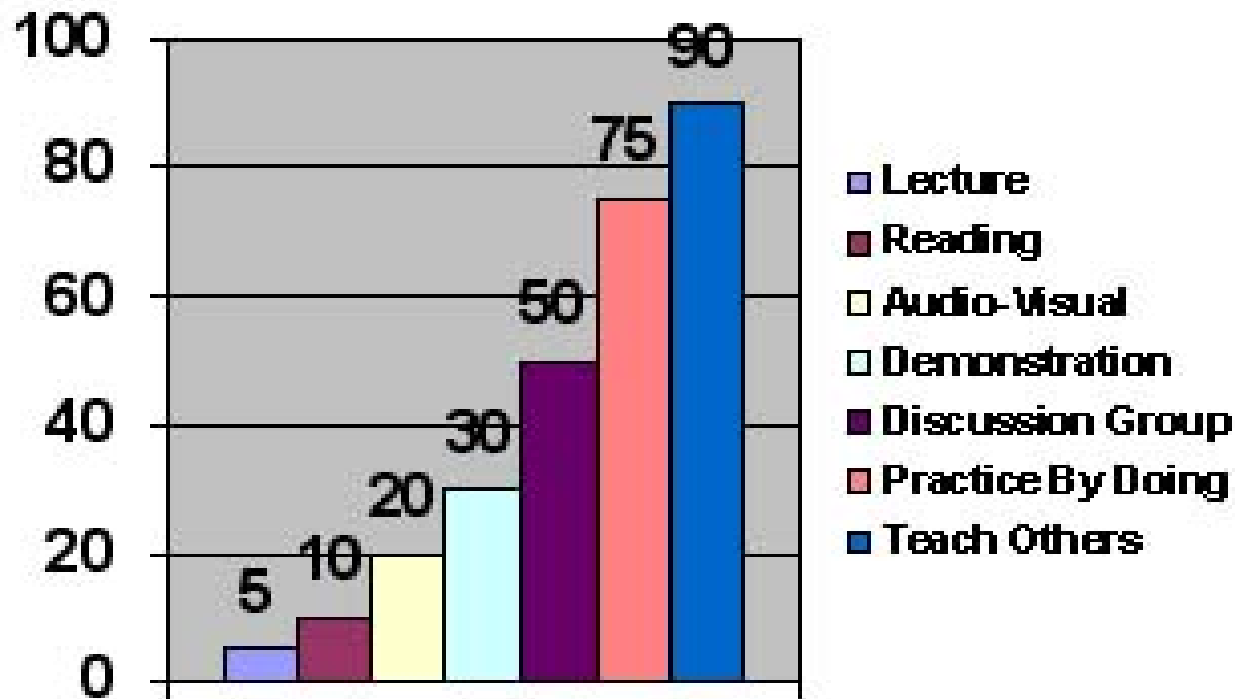


Who are Fragile Readers?

- Tier 2, Tier 3
- ESOL
- SPED
- Low Language
- Mobile
- Title 1



How much do we remember?



Sousa, D.A. (2000)

Literacy Domain Check

What is KCCRS asking of our fragile readers?

SPEAKING

LISTENING

READING

WRITING

Default Register - Social

Target Register - Academic



Listening

Default Register - Social

Don't get it.



That's stupid.

Target Register - Academic


I'm having trouble with this. Would you mind helping me...

My opinion differs ... because...

Default Register - Social

KWIM?	Know what I mean?
L8R	Later
L8R G8R	Later gator
LD	Later, dude
LDR	Long-distance relationship
LHO	Laughing head off

Target Register - Academic



And it came about that owners no longer worked on their farms. They farmed on paper; and they forgot the land, the smell, the feel of it, and remembered only that they owned it, remembered only what they gained and lost by it. And some of the farms grew so large that one man could not even conceive of them any more, so large that it took batteries of bookkeepers to keep track of interest and gain and loss; chemists to test the soil, to replenish; straw bosses to see that the stooping men were moving along the rows as swiftly as the material of their bodies could stand. Then such a farmer really became a storekeeper, and kept a store. He paid the men, and sold them food, and took the money back. And after a while he did not pay the men at all, and saved bookkeeping.

Reading

Default Register - Social



Target Register - Academic

An annotated expository essay titled 'Expository Essay' about dogs. The text is written in a formal, academic style but includes several handwritten annotations in blue ink. An orange arrow points from the 'Default Register - Social' section to this text.

Expository Essay

For example, did... ① Did you know that dogs can laugh? Did you know that dogs are social and work? Did you know that the ^{smartest} dogs are: ② border collie; ③ poodle; ④ golden retriever? Did you know that the dumbest dog is the Afghan? Dogs are interesting and fun, and that is why the dog is my favorite animal. *Start with this sentence; that would make the essay a little more clear*

① Ok, a dog-laugh isn't really like a human laugh, but is more like a pant with lots of sounds. Three scientists showed that dogs who hear a dog-laugh have more play behavior, "pro-social behavior", and more tail wagging. They show less stress, growling, and bad behavior. My dog does a dog-laugh after she has run around the dog park and is really excited.

Dogs are also very social, and some actually work. Dogs are pack animals, and their packs are just like our families. When we get a dog, it becomes part of our "pack" family. They feel love, friendship, and loyalty. But they aren't just part of our families, some of them work too. Some dog jobs are: search and rescue, law enforcement, guards (people, property, and livestock), guiding the blind, hearing for the deaf, pulling sleds, and helping hunters.

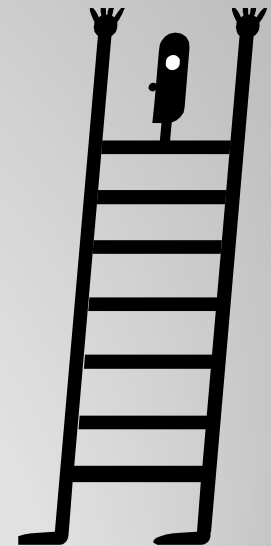
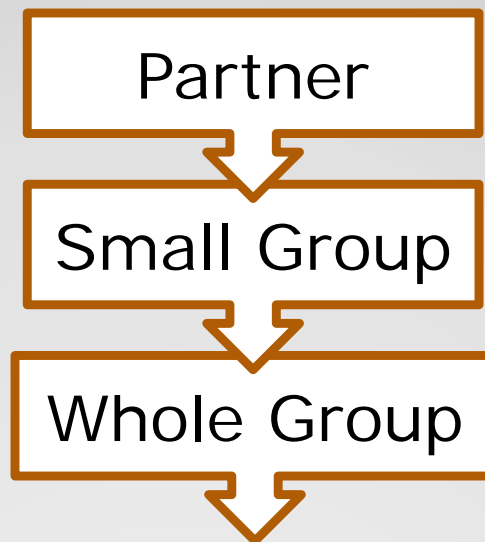
Needs a better transition here- These jobs show how smart some dogs are. *Three of the smartest breeds of dogs are:* The smartest dog is the boarder collie. Next is the poodle, then the golden retriever. I have a cockapoo (cocker spaniel and poodle), and she is really smart. She can sit, lie down, play dead to "bang-bang", roll over, and stand up on her back legs. Since she is still a puppy (she isn't even 1 year old yet), she doesn't always listen and my dad says we have the only dumb poodle. But the dumbest dog is the Afghan, so he is wrong.

I love dogs. My dog's laugh is funny, because it sounds like she is a panting monkey. I think working dogs help a lot of people. I even think being a pet dog is work too, because they help their owners not be lonely. Dogs are smart, loyal, interesting, fun, can learn lots of stuff, and they love us back. That is why the dog is my favorite animal.

Just mention your 3 main points in your conclusion. That will tie the essay together a little better.

Writing

- ✓ Adequate mix of domains?
- ✓ Opportunities to respond— grouping?
- ✓ Supports to move from social to academic language?



LISTENING

Chunk and Chew
Pause-Star-Rank
Building Background with Key Vocab
Listen for...
Guided Notes
Inside-Outside Circle
Pair Share
Numbered Heads Together
Response Cards

SPEAKING

Restate, Paraphrase
Discussion Starters/Sentence Stems
Stand Up, Hand Up, Pair Up
Partners Teach
Inside-Outside Circle
One Sentence/Word Summary
Pair Share
Pairs Compare
Socratic Seminar

Fragile
Readers
Need...

READING

Study-Tell-Help-Check
Read, Stop, Respond
Word Bank with Key Vocabulary
Chunk and Chew
Whisper, Cloze, Echo Read
Small Group, Partner Read
Close Reading with Evidence
Marking the Text
Unpacking the Text

WRITING

Sentence Stems
Writing Frames
Quick Writes
Focused Note Taking
Chunk the Writing
Response Boards
Graphic Organizers
Analogies

Before Reading

Provide background knowledge:

Just enough to help form a mental representation or memory, vital information only.

Activate prior knowledge:

Do so without giving away the text

Pre-teach vocabulary:

Critical vocabulary only that can't be learned from context

Preview the text:

Look at title, graphics, text features

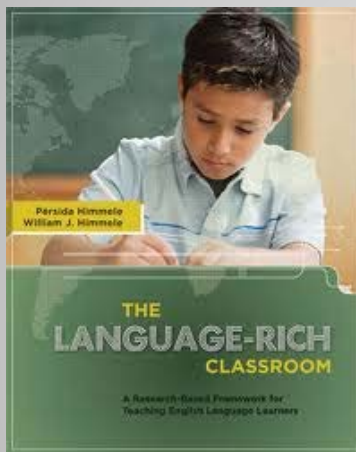
Set Purpose:

What will we learn?

What are we reading for (Close Reading 1, 2, 3)?

3 Strategies

- Respond to Headings
- Unpacking the Text
- Reading for Meaning



Understanding Language

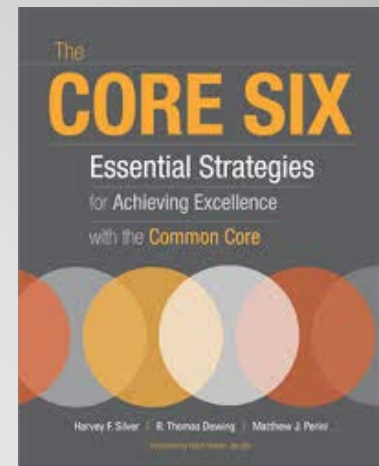
Language, Literacy, and Learning
in the Content Areas

What Does Text Complexity Mean for English Learners and Language Minority Students?

Lily Wong Fillmore, *University of California, Berkeley*
Charles J. Fillmore, *University of California, Berkeley*

Text Complexity and Academic Language

We begin with questions that educators throughout the U.S. should be asking. What will the more demanding complex texts implied by the Common Core State Standards (CCSS) mean for those students who are already having trouble with existing standards? This group includes English learners (ELs), and also the language minority students (LMs)¹ who speak English only, but not the variety that is valued and promoted in the society's schools. What will the CCSS mean for the educators who work with these students? The students are unaware of what the changes in standards will mean for them, but teachers are not, and they are worried. How can they be expected to help their students handle materials that are more demanding than what already seems difficult enough?



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Socratic Seminar

Respond to Headings

READING

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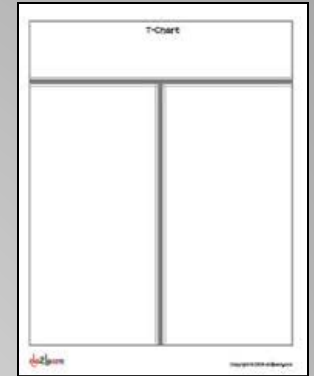
WRITING

Sentence Stems
Writing Frames
Quick Writes
Focused Note Taking
Chunk the Writing
Response Boards
Graphic Organizers
Analogies

**Choose
strategies**

Responding to Headings

- Examine nonfiction passage.
- Turn headings into questions
- List on the left side of the T-chart.
- Read the passage to answer the questions. Write answers on the right side of the T-chart.
- Share answers with your small group.



LISTENING

Chunk and Chew
Pause-Star-Rank
Building Background with Key Vocab
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Unpacking the text...

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Analogies

- figurative language, idioms
- dialects and regional language
- key vocab
- pronouns and antecedents
- compound sentences
- phrases and clauses
 - appositives, prepositional, etc.
- modals and conditionals
- passive voice
- acronyms

So, what is **proficiency**, anyway? Did the 100% goal ever make sense? What were the impacts of setting such a goal, positive and negative? And where do we go from here?


Proficiency, as defined by the law, **ain't nothing** but a number. Morgan Polikoff, an education professor at the University of Southern California, calls it a "crude gauge of student performance." It's a particular score on a particular test of reading or math given by states to students each spring in grades 3 through 12. Change the test, or the passing score, and you change the definition of **proficiency**. "I've called **proficiency** a '**weasel** word,'" says Andrew Ho at the Harvard Graduate School of Education. "It **inspires consensus** where there really is none."

Did The Goal Make Sense?

Sandy Kress, **one of the chief architects of NCLB**, says the inspiration for the 100 percent goal was simple. "This was a bipartisan consensus.... Leaving no child behind is the right rhetorical goal. It generally resonates with educators, students, teachers, administrators, and the public. We don't want to leave a child behind, and the standard we want them to achieve should be high."

Pre-teach vocabulary

Critical vocabulary only that can't be learned from context

<p>Show ability or skill at something</p>	
<p>She is a good reader. She is proficient at reading.</p>	<p>proficiency</p> <p>proficient – noun, adjective proficiency – noun proficiently – adverb</p>

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Proficiency = 3



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You Do It! Tell your partner how to unpack this sentence.

- Ho, like most observers, agrees that this focus on the achievement gap is NCLB's most important and positive legacy.

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Planning for reading for meaning

- Identify a text
- Generate 3-5 statements on the organizer
 - A. true/false, provoke discussion & debate
 - B. customize for skills, standards, objectives
- Introduce topic, preview statements
- State expectations for recording evidence (differentiation)

Reading for Meaning: Support/Refute Organizer

Evidence for	Statement	Evidence Against
	NCLB was a failure.	

Evidence for	Statement	Evidence Against
	The goal of proficiency made sense.	

Evidence for	Statement	Evidence Against
	The new systems are fixing and advancing accountability.	

Let's experience reading for meaning!

- I do/we do/you do: Record evidence for/against statements while reading
 - Number Paragraphs
 - Mark the text: highlight, underline, key vocab, etc.
- Discuss evidence with partners
- Whole group justify positions
 - Teacher uses student responses to evaluate reading comprehension and ability to support position.

Let's reflect on the Reading for Meaning strategy

How many times did you have to go back into the text?

Further Supports for Sped/ESOL

- Word bank
- Sentence starter
- Student generated pictures
- Post it Note strategy
- Highlighting tape
- Reduce number of statements
- Narrow range of pages
- Student grouping

<https://www.engageny.org/resource/close-reading-strategies-with-informational-text-by-expeditionary-learning>

Turn and Talk

What is your biggest take-away from this session?

Content

Support fragile readers by providing practice opportunities in all four literacy domains

Practice two reading strategies

Literacy

Take notes to support claims

Use discussion to process learning

For more information

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