



Launching the 2014 ELA/ELD Framework

Bakersfield Double Tree Inn
April 24, 2015



CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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Reading Closely: Supporting Students to Make Meaning with Complex Texts 6–12

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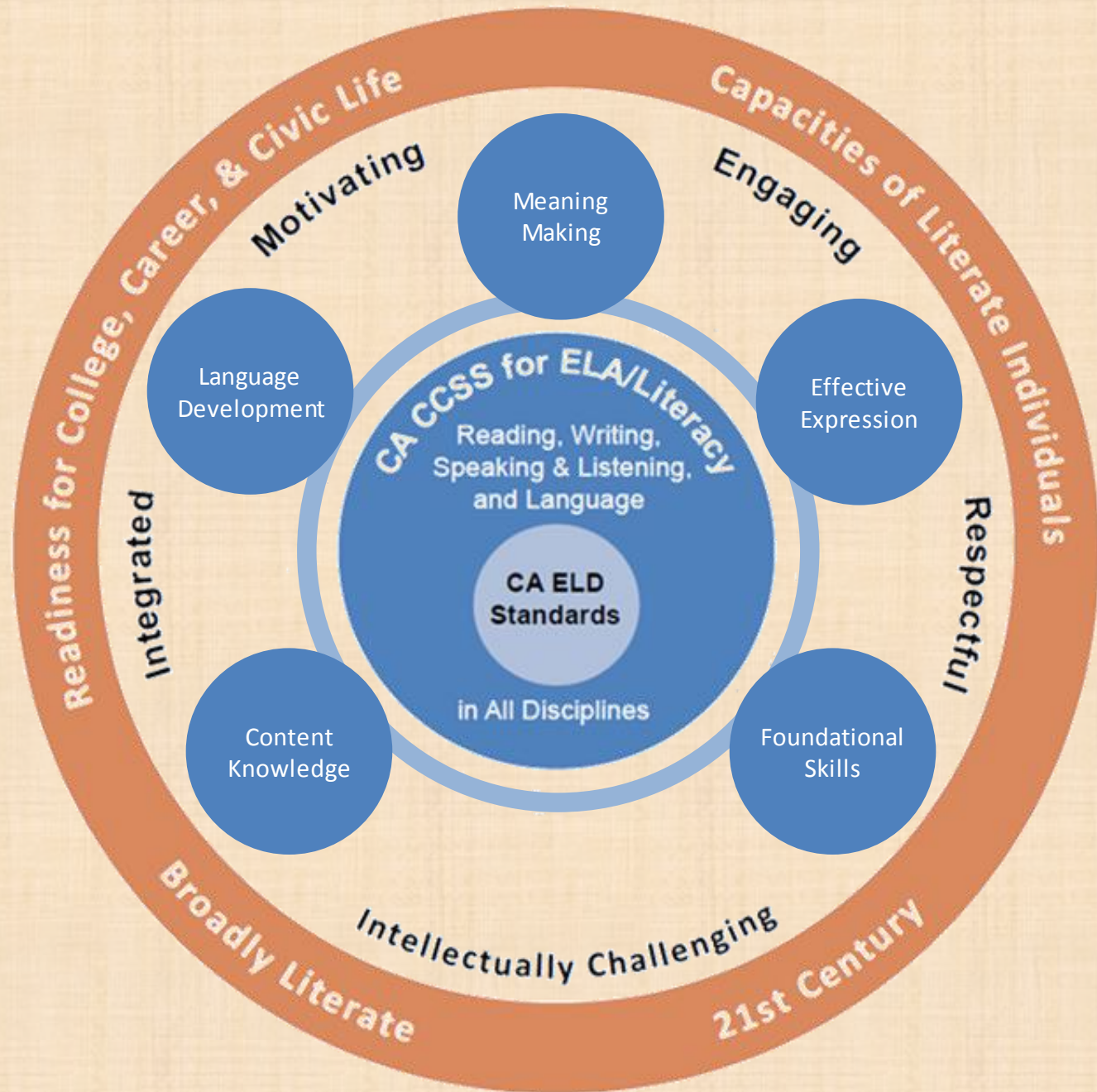
Presentation materials are available on the Digital Chalkboard ELA/ELD Framework Launch Events Web page at <http://bit.ly/KernDigitalChalkboard>

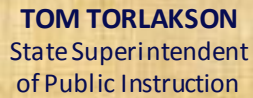
Tell the story of what is happening. How do you know? What evidence or reasons can you provide to support your ideas?





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Meaning

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Meaning Making

ELD



Reading



Listening



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Meaning Making: Reading

- Demonstrate literal and inferential comprehension
- Determine the themes or main idea(s) in texts, drawing on key details, and summarize texts
- Understand the authors' choices about language and structure
- Make connections between and analyze different presentations of information



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Meaning Making: Writing

- Write opinion pieces and arguments, informative/explanatory texts, and narratives
- Produce writing in which the development and organization are appropriate to the task
- Conduct research projects, building and presenting knowledge they have gained



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Meaning Making: Speaking and Listening

- Engage in a range of collaborative discussions
- Summarize the meaning of texts
- Present information so that others understand
- Use language appropriate to the task and situation in meaningful exchanges



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Meaning Making: Language

- Determine and clarify the meaning of unknown words and phrases; understand figurative language, word relationships, and nuances in word meanings
- Gain control over conventions of standard English grammar, usage, and mechanics.



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Defining Complex Text





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Supporting Learners' Engagement with Complex Text

1. ***Skim*** Figure 2.10
2. ***Highlight*** the amplifications provided in the **third column** for linguistically diverse learners that resonate with you
3. ***Discuss*** with a partner



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Supporting Students to Comprehend Complex Texts

- Leverage background knowledge
- Structure discussions
- Reread the same text for different purposes, including to locate evidence for interpretations or understandings
- Use tools, such as text diagrams and student-made outlines;
- Teach writing in response to text
- Teach comprehension strategies, vocabulary, text organization, and language features



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Supporting Students to Comprehend Complex Texts

- Select challenging texts that are worth reading and rereading
- Read the texts ahead of time in order to determine why it might be challenging to this set of students
- Model how to read text closely by thinking aloud for students
- Provide many opportunities to read a wide variety of complex texts



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Supporting English Learners with Complex Texts

- Draw on primary language/background knowledge
- *Amplify* concepts and language—don't *simplify*
- Carefully match texts to readers-focus on the language demand of text
- Provide the appropriate amount of scaffolding with the goal of independence



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Reading Closely

- Modeled Read Alouds
- Rereading/Highlighting text with various purposes
- Examining text organization, text features, and other language resources
- Deconstructing/Reconstructing text
- Text-dependent questions
- Utilizing outlines, charts, diagrams, graphic organizers



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Close Reading Activity: The House

- ***Partner A:*** Read the passage and highlight/underline information that would be significant to someone that wishes to **rob the house**.
- ***Partner B:*** Read the passage and highlight/underline information that would be significant to a **perspective home buyer**.
- **After you read/highlight:** Share this information with each other



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Text-Dependent Questions

- Can *only* be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.



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Exploration Activity: Meaning Making in Snapshots

1. *Skim:* Two people *Skim* the same snapshot.

Partner A: Focus on how the **students** are interacting meaningfully with text

Partner B: Focus on how the **teacher** provides support for students to make meaning from the text

2. *Talk:* Discuss your snapshot with your partner.



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Exploration Activity: Meaning Making in Snapshots

3. *Distill*: Then, decide upon the ***most important thing*** you will both tell other people about it.

4. *Mingle*: Tell at least two other people about your snapshot.

A portrait of Malala Yousafzai, a young woman with dark hair, wearing a black headscarf, looking directly at the camera with a slight smile. The background is a plain, light gray.

You

Books can capture injustices in a way that stays with you and makes you want to do something about them. That's why they are so powerful.

-Malala Yousafzai



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Session Evaluation

Your feedback is important to us!

Please take a few minutes to complete
the Session Evaluation:

<http://bit.ly/KernSessionFeedback>