

**Figure 2.10. Strategies for Supporting Learners’ Engagement with Complex Text**

Strategies	Teachers support <i>all</i> students’ understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Background Knowledge	<ul style="list-style-type: none"> <li>Leveraging students’ existing background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on primary language and home culture to make connections with existing background knowledge</li> <li>Developing students’ awareness that their background knowledge may <i>live</i> in another language or culture</li> </ul>
Comprehension Strategies	<ul style="list-style-type: none"> <li>Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing)</li> <li>Providing multiple opportunities to employ learned comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time</li> <li>Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teaching particular cognates and developing cognate awareness</li> <li>Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, <i>-dad, -ión, -ía, -encia</i>) that have English counterparts (<i>-ty, -tion/-sion, -y, -ence/-ency</i>)</li> </ul>
Text Organization and Grammatical Structures	<ul style="list-style-type: none"> <li>Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge</li> <li>Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)</li> </ul>
Discussions	<ul style="list-style-type: none"> <li>Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary</li> </ul>
Sequencing	<ul style="list-style-type: none"> <li>Systematically sequencing texts and tasks so that they build upon one another</li> <li>Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves</li> </ul>	<ul style="list-style-type: none"> <li>Focusing on the language demands of texts, particularly those that may be especially difficult for ELs</li> <li>Carefully sequencing tasks to build understanding and effective use of the language in texts</li> </ul>

Strategies	Teachers support <i>all</i> students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Rereading	<ul style="list-style-type: none"> <li>Rereading the text or selected passages to look for answers to questions or to clarify points of confusion</li> </ul>	<ul style="list-style-type: none"> <li>Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads)</li> <li>Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading</li> </ul>
Tools	<ul style="list-style-type: none"> <li>Teaching students to develop outlines, charts, diagrams, graphic organizers, or other tools to summarize and synthesize content</li> <li>Teaching students to annotate text (mark text and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence)</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently</li> <li>Using the tools as a scaffold for discussions or writing</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Teaching students to return to the text as they write in response to the text and providing them with models and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities for students to talk about their ideas with a peer before (or after) writing</li> <li>Providing written language models (e.g., charts of important words or powerful sentences)</li> <li>Providing reference frames (e.g., sentence, paragraph, and text organization frames), as appropriate</li> </ul>

## Reading Closely

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely and thoughtfully to extract and construct meaning. Accordingly, teachers carefully and purposefully prepare reading lessons that facilitate close reading. Teachers select challenging texts that are worth reading and rereading, read texts in advance to determine elements that may be challenging for particular students, and plan a sequence of lessons that supports students to read complex texts with increasing independence. This process requires teachers to analyze the cognitive and linguistic demands of texts, including the sophistication of the ideas or content, students' prior knowledge of the content, and the complexity of the vocabulary, sentences, and organization. In addition, teachers carefully plan instruction to help students interpret implicit and explicit meanings in texts.

As stated in chapter 1, the CA CCSS for ELA/Literacy emphasize the importance of textual evidence "plac[ing] a premium on reading, writing, and speaking grounded in evidence from text, both literary and informational." Students are expected to "present careful analyses, well-defended claims, and clear information" in response to texts in writing and speaking. Rather than relying exclusively on their background knowledge or general information about a text gleaned from classroom discussions or Internet searches, students are expected to read carefully to make meaning and identify evidence. Students learn to detect the threads of ideas, arguments, or themes in a text, analyze their