Figure 9.14. Strategies for Supporting Learners' Engagement with Complex Text

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students experiencing difficulties with reading may include . . .
Background Knowledge	• Leveraging students' existing background knowledge	• Drawing on primary language and home culture to make connections with existing background knowledge • Developing students' awareness that their background knowledge may "live" in another language or culture	• Providing visual supports and think-alouds to aid in connecting new content to build background knowledge • Engaging in activities to activate students' relevant prior knowledge • Previewing introductory materials
Comprehension Strategies	• 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) • Providing multiple opportunities to employ learned comprehension strategies	• 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	• Explicit modeling and discussion of strategies and opportunities for practice with guidance in meaningful contexts • Ensuring ample opportunities for success
Vocabulary	• Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time • Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered	• Explicitly teaching particular cognates and developing cognate awareness • Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, –dad, -ión, -ía, -encia) that have the English counterparts (–ty, -tion/-sion, -y, -ence/-ency)	• Integrating media to illustrate/define/explain domain-specific vocabulary (e.g. *erosion*, *tsunami*) • Planning for multiple opportunities to apply vocabulary knowledge • Building from informal to formal understanding

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Text Organization and Grammatical Structures	• 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	• 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 • Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)	• Drawing attention to similarities and differences between the text organization, features, and structures of different text types
Discussions	• Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary	• Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary	• Strategically forming groups to best support students experiencing difficulty
Sequencing	• Systematically sequencing texts and tasks so that they build upon one another • Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves	• Focusing on the language demands of texts, particularly those that may be especially difficult for ELs • Carefully sequencing tasks to build understanding and effective use of the language in them	• Offering texts at students' readability levels that explain key ideas to build proficiency in reading in preparation for engaging students in more difficult text

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Rereading	• Rereading the text or selected passages to look for answers to questions or to clarify points of confusion	• 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) • Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading	• Strategically chunking and rereading text to maintain engagement, to construct and clarify ideas and organize them, and to provide many successful reading opportunities
Tools	• Teaching students to develop outlines, charts, diagrams, graphic organizers or other tools to summarize and synthesize content • Teaching students to annotate text (mark text and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence)	• 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 • Using the tools as a scaffold for discussions or writing	• Offering technology tools to develop outlines, charts, diagrams, or graphic organizers to summarize and synthesize content • Providing opportunities to collaboratively (with the teacher and with peers) develop and use tools
Writing	• Teaching students to return to the text as they write in response to the text and providing them with models and feedback	• Providing opportunities for students to talk about their ideas with a peer before (or after) writing • Providing written language models (e.g., charts of important words or powerful sentences) • Providing reference frames (e.g., sentence and text organization frames), as appropriate	• Using graphic organizers to help students organize their thoughts before writing • Allowing for students to express ideas with labeled drawings, diagrams, or graphic organizers