



Unlocking the Power of Language Structures for Skilled Reading in Grades 6-12



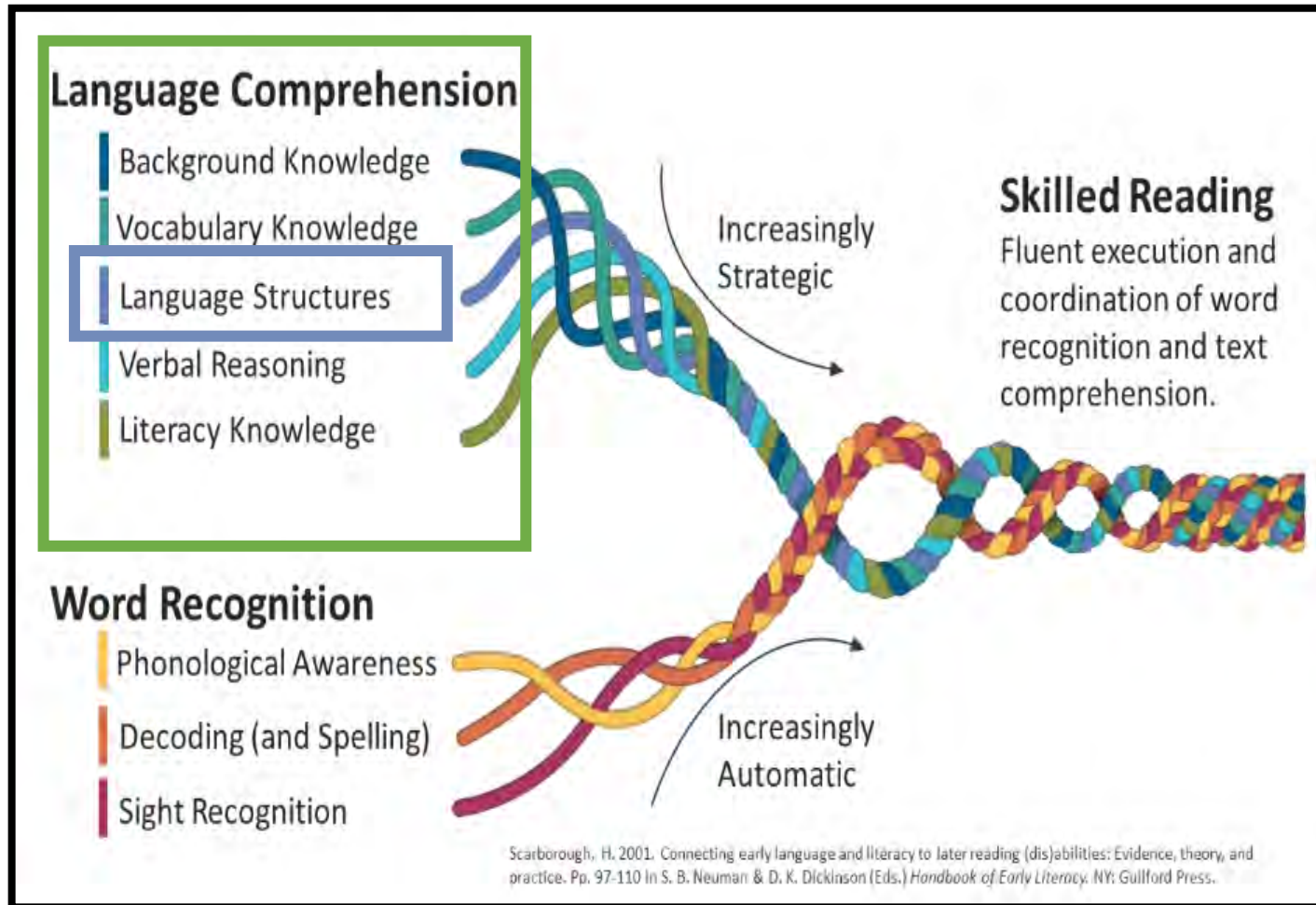
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Objectives

- Describe key components of language structures that contribute to skilled reading.
- Practice evidence-based instructional strategies that connect key components of language structures to the B.E.S.T. English Language Arts (ELA) Standards.
- Develop one action step to apply key components of language structures to enhance reading instruction for all learners.

Scarborough's Reading Rope



Language Structures

Students were not cleaning up after themselves in the cafeteria, so the administration suspended students' access to open seating during lunch.



The Impact of Language Structures on Making Meaning of Text



Key Features of a Significant Sentence

Rich Vocabulary

- Powerful, precise or evocative words
- Provoke deep thinking about language choices

Meaning-Packed

- Dense with meaning
- Address significant ideas, themes or concepts

Figurative Language

- Include metaphors, similes or symbolism
- Enrich imagery and meaning

Rhetorical Impact

- Persuade, provoke or evoke strong responses
- Memorable and impactful sentences

Complex Syntax

- Intricate structures
- Help students with meaning and sentence mechanics

Thematic Depth

- Tie in broader themes or central ideas
- Help develop comprehension and an overall message

Experience the Text

- Read the excerpts from “What to the Slave Is the Fourth of July?” by Frederick Douglass.
- Jot down your initial reactions and understanding of the text on a sticky note.



What Does the Sentence Say?

“What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim.”



How Does the Sentence Work?

Text Talk

Syntax

What specific choices does Douglass make in terms of word order and sentence structure?

Semantics

What specific words or phrases does Douglass choose to use?

How do his choices help achieve his purpose?

How Does the Sentence Connect?

Text Talk

What additional sentences does Douglass use to advance his purpose?

How does he use rhetorical devices and/or appeals to advance his purpose?

How Has the Sentence Impacted My Understanding of the Text?

Text Talk

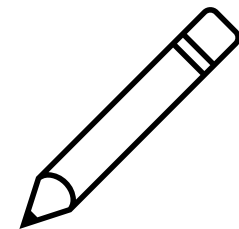
How has your understanding of the text changed?

How has the significant sentence impacted my understanding of the text?

Writing Opportunities

Option 1: How does Frederick Douglass use language, such as word choice, syntax and rhetoric, to challenge his audience's views on freedom and justice?

Option 2: How does Douglass use language to challenge his audience's understanding of freedom and justice?



Planning Through the Lens of Language Structures Application





Practice

The New Colossus

By Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

7th
Grade

Ozymandias

By Percy Bysshe Shelley

I met a traveller from an antique land
Who said—“Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal these words appear:
‘My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!’
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.”

10th
Grade

Stop – Reflect – Consider



Reflect on your experience today and how it can impact future instructional planning that focuses on language structures.

What are your key takeaways?



Closing and Next Steps



Reflection



- Reflect on the question most related to your current role.
- Jot down your action step on a sticky note and place it on the handout packet at the conclusion of today's session.

Teacher	Coach	Administrator
How might you intentionally plan to attend to language structures in your classroom?	How might you bring attention to language structures with the teachers that you support?	How did today's session enhance your current look-fors in literacy classrooms?

Objectives Review

- Described key components of language structures that contribute to skilled reading and writing.
- Practiced evidence-based instructional strategies that connect key components of language structures to the B.E.S.T. ELA Standards.
- Developed one action step to apply key components of language structures to enhance reading and writing instruction for all learners.



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