ELLs can be taught to critically analyze complex texts. The following is an excerpt from a research article written by Kelly Gallagher in his book by the same title.

Research Says

Challenging

Academic language grows from engaging in tasks that require students to use academic language. Building academic language is an important part of improving literacy and reading skills.

Growth

Therefore having ELLs construct challenging, high-experience reading tasks may improve their academic language and reading skills.

Skills

Making this group a normal part of the academic Reading to the Reading will create an opportunity to increase reading proficiency.

1. Setting a Context

Ask a question connected to the theme of the text.

Ex: How should a child be disciplined?

2. First Reading

Read a section of the text aloud. Is it a long text or read the entire piece for shorter texts.

Then help ELLs summarize the plot.

Have them look for something specific, such as a symbol, a particular literary device, or a concept.

3. Second Reading

Ask the ELLs to reread the section of text you just read aloud.

Each group then shares the best evidence with the whole class, and the class discusses which is the single, clearest evidence.

4. Collaboration

Students then share what they found during the Second Reading in small groups to construct meaning.

The metaphors can be connected to the theme, or concepts of the unit.

5. Metaphoric Responses

Ask students to respond to the question by providing insights from their discussion.

Gallagher, K. (2008). “Making this group a normal part of the academic Reading to the Reading will create an opportunity to increase reading proficiency.” Empowering ELLs, 61.