Empowering Every Reader: Breaking Barriers and Equipping Diverse Learners to Conquer Complex Text

Kentucky Department of EDUCATION

Presented by Fayette County Public Schools

https://go.fcps.net/VoicesFromTheField

FCPS Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Strategic Priorities

Student Achievement	Improve student achievement through rigorous curriculum and instruction providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students.
Unity, Belonging, and Student Efficacy	Foster and instill a culture of unity, belonging, and student efficacy across the district and address opportunity gaps.
Highly Effective, Culturally Responsive Workforce	Hire, support, and retain a highly effective, culturally responsive and diverse workforce.
Outreach and Engagement	Effectively engage students, employees, families, and community members to improve opportunities and outcomes for all students.
Organizational Health and Effectiveness	Foster a culture of continuous improvement to maximize organizational effectiveness and efficiency, support the well-being of our team members, and provide formal recognition of their efforts.

EL Core Commitments

Compliance	Evidence-Based Instructional Decision Making	Opportunity and Access	Community of Learners
Regulations and guidance that ensure compliance with laws and regulations	Evidence-based practices for continuous instructional improvement	Interdepartmental collaboration and advocacy that ensures students have opportunity and access to activities, rigorous content, experiences and school programs	Fostering collaborative environments that support the development and engagement of students, staff and families through shared learning and professional growth

Learning Intentions & Success Criteria

Learning Intentions:

We are learning to use intentional language supports and reading structures to help students access and make meaning of academic texts… …so that students can actively read, discuss, and make meaning of complex content alongside their peers.

Success Criteria:

We will know we are successful when we can intentionally select and implement structured reading supports that build students' comprehension, language development, and engagement with grade-level academic texts.

1100 Middle School English Learners in FCPS

1%

<1 year in US schools; 2.0 or below

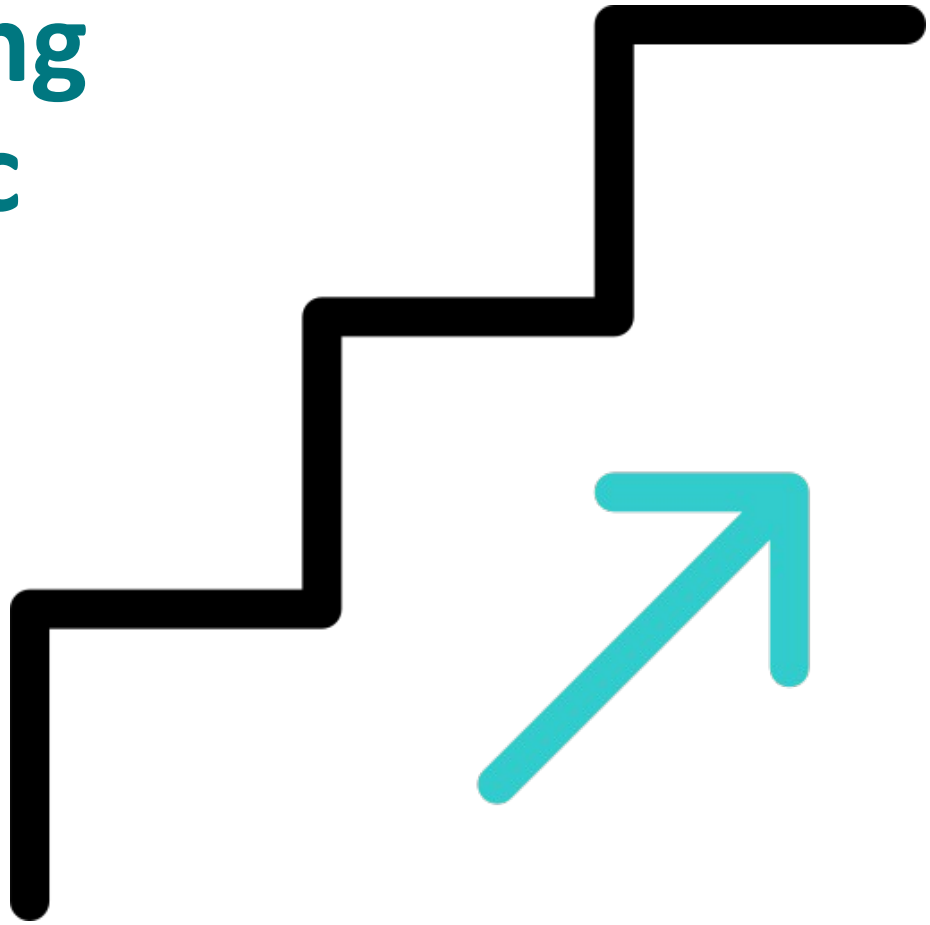
23%

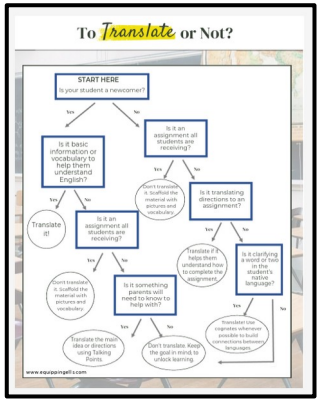
2.0 or below

51%

Long Term English Learners: 5+ years in US schools

Scaffolding Academic Reading





Common Thread

What are the different purposes for reading in your classroom?

Jot Thoughts: **List** your ideas

- Independently: List as many ideas as you can in 2 minutes
- One idea per post it

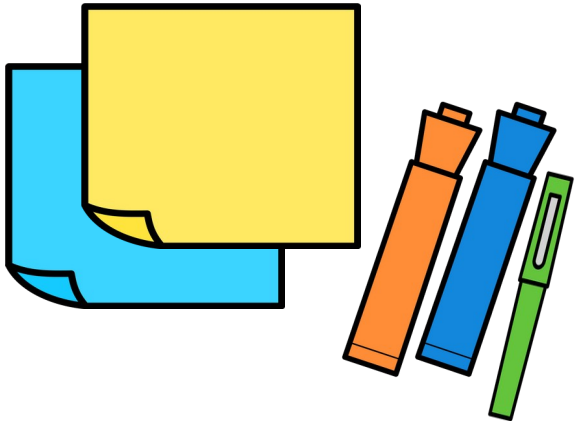
G**roup** them into categories

- Justify why they belong
- Add ideas to categories as they come up in discussion

Label your categories

- Different color post it note

Share



02:00

Purpose for Reading

Learning to Read

Build Reading Skills

Reading to Learn

Gain Content Understanding

Use It or Lose It!



60%

Within 20 Mins

You remember only 60% of what you just learned.

30%

Within 24 Hours

Retention drops rapidly to only 30% after one day.

80%

Practice

Practice within 24 hours and then practice again to lock in 80% of the knowledge!

Reading to Gain Understanding

Steer clear...

Assignment Completion



Instead...

Do something with it!

Process and apply

- **Talk**
- **Write**
- **Create**

Have you seen this before?





How can I help students access the text?

Scaffolding Academic Reading

Preparing the Text	Before Reading	During Reading	After Reading
Chunk text	Preview Vocabulary	Structured Read	Respond to Text
Set Purpose for Reading	Build Background	Annotating Text	
Visual Supports			

Preparing the Text: Chunk text

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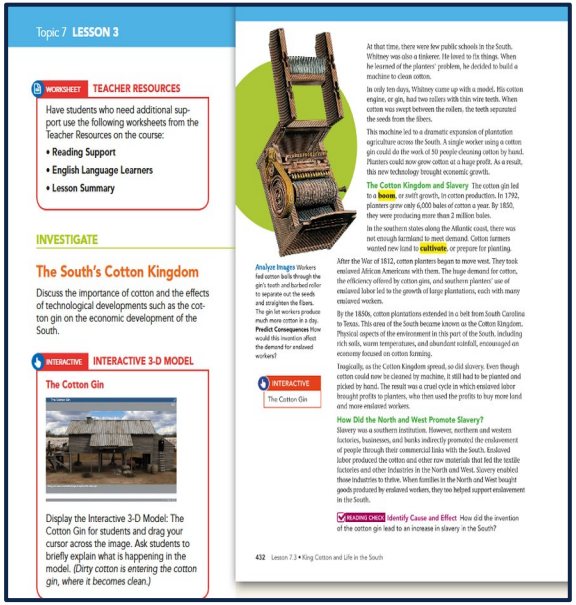

Topic 7 LESSON 3

WORKSHEET TEACHER RESOURCES

Have students who need additional support use the following worksheets from the Teacher Resources on the course:

- Reading Support
- English Language Learners
- Lesson Summary

INVESTIGATE

The South's Cotton Kingdom

Discuss the importance of cotton and the effects of technological developments such as the cotton gin on the economic development of the South.

INTERACTIVE INTERACTIVE 3-D MODEL

The Cotton Gin

Display the Interactive 3-D Model: The Cotton Gin for students and drag your cursor across the image. Ask students to briefly explain what is happening in the model. *(Dirty cotton is entering the cotton gin, where it becomes clean.)*

Analyze Images Workers fed cotton balls through the gin's teeth and barbed roller to separate out the seeds and straighten the fibers. The gin let workers produce much more cotton in a day. **Predict Consequences** How would this invention affect the demand for enslaved workers?

INTERACTIVE The Cotton Gin

At that time, there were few public schools in the South. Whitney was also a tinkerer. He loved to fix things. When he learned of the planters' problem, he decided to build a machine to clean cotton.

In only ten days, Whitney came up with a model. His cotton engine, or gin, had two rollers with thin wire teeth. When cotton was swept between the rollers, the teeth separated the seeds from the fibers.

This machine led to a dramatic expansion of plantation agriculture across the South. A single worker using a cotton gin could do the work of 50 people cleaning cotton by hand. Planters could now grow cotton at a huge profit. As a result, this new technology brought economic growth.

The Cotton Kingdom and Slavery The cotton gin led to a **boom**, or swift growth, in cotton production. In 1792, planters grew only 6,000 bales of cotton a year. By 1850, they were producing more than 2 million bales.

In the southern states along the Atlantic coast, there was not enough farmland to meet demand. Cotton farmers wanted new land to **cultivate**, or prepare for planting.

After the War of 1812, cotton planters began to move west. They took enslaved African Americans with them. The huge demand for cotton, the efficiency offered by cotton gins, and southern planters' use of enslaved labor led to the growth of large plantations, each with many enslaved workers.

By the 1850s, cotton plantations extended in a belt from South Carolina to Texas. This area of the South became known as the Cotton Kingdom. Physical aspects of the environment in this part of the South, including rich soils, warm temperatures, and abundant rainfall, encouraged an economy focused on cotton farming.

Tragically, as the Cotton Kingdom spread, so did slavery. Even though cotton could now be cleaned by machine, it still had to be planted and picked by hand. The result was a cruel cycle in which enslaved labor brought profits to planters, who then used the profits to buy more land and more enslaved workers.

How Did the North and West Promote Slavery?

Slavery was a southern institution. However, northern and western factories, businesses, and banks indirectly promoted the enslavement of people through their commercial links with the South. Enslaved labor produced the cotton and other raw materials that fed the textile factories and other industries in the North and West. Slavery enabled those industries to thrive. When families in the North and West bought goods produced by enslaved workers, they too helped support enslavement in the South.

READING CHECK **Identify Cause and Effect** How did the invention of the cotton gin lead to an increase in slavery in the South?

432 Lesson 7.3 • King Cotton and Life in the South


city: New York 1855

What was life like in the North?

After the American Revolution, the North and the South developed different ways of life. Most northerners still lived in rural areas, but the North also developed a number of busy cities, embraced technology and industry, and built **factories** staffed by paid workers. As immigrants arrived in northern **ports**, the North became an increasingly diverse society.


cotton plantation

How was the South different from the North?

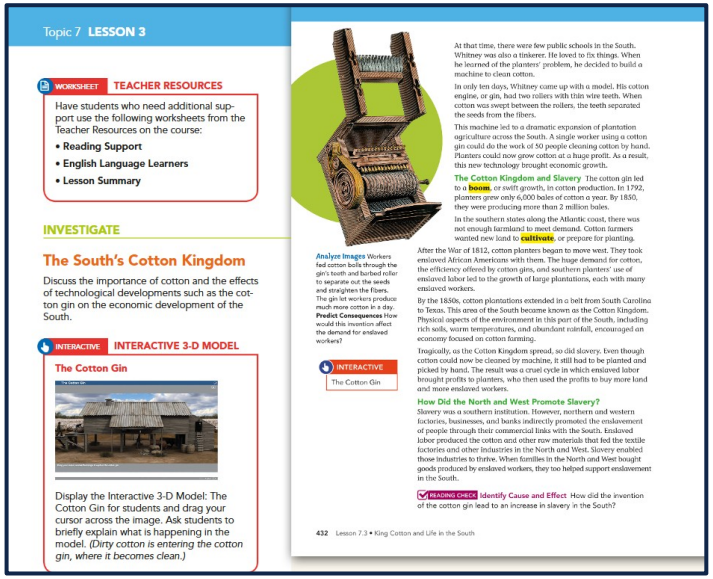
The South, on the other hand, remained an **agrarian**, or agricultural, society. The southern economy was based largely on a single crop: cotton. An organized **plantation** system and labor from enslaved African Americans make **cotton** one of the most important cash crops in the United States.


making textile from cotton

Why did the North and South need each other?

However, northern and southern **economies** also depended on one another. The North depended on southern cotton to make **textile** products, and the South depended on the North for **manufactured** goods.

Preparing the Text: Chunk text



1. **Extract text in Gemini**
   - Upload PDF or screenshot
   - Prompt Gemini to extract text cleanly
2. **Set up in Google Doc**
   - Create a two-column table
   - Paste extracted text into the right column
3. **Determine where to chunk**
   - Chunk by natural paragraph breaks
   - Or segment strategically by core ideas

go.fcps.net/EmpowerMS4

Folder for Texts

Preparing the Text

Preparing the Text
Chunk text
Set Purpose for Reading
Visual Supports

Before Reading
Preview Vocabulary
Build Background

During Reading
Structured Read
Annotating Text

After Reading
Respond to Text

Questions to consider

1. What understanding do you want your students to get out of your text?
2. What key idea from each chunk is important for them to meet that goal for understanding?
3. What academic language is essential?
   - Ensure you leave it in!

Preparing the Text: Set Purpose for Reading

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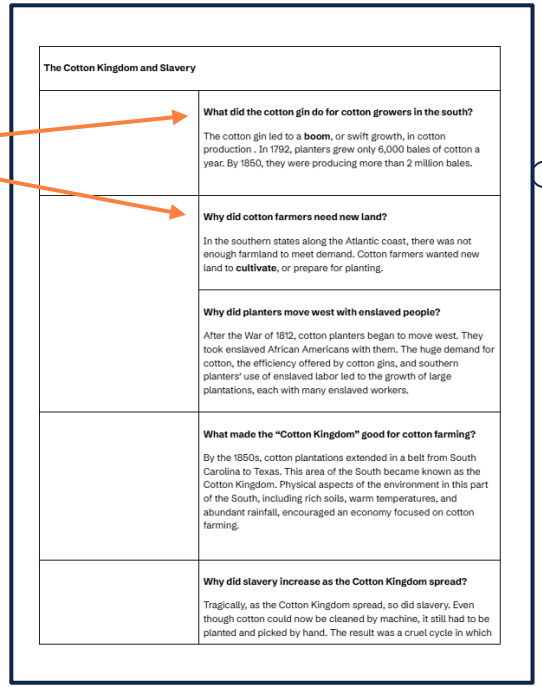

The Cotton Kingdom and Slavery	
	What did the cotton gin do for cotton growers in the south? The cotton gin led to a **boom**, or swift growth, in cotton production . In 1792, planters grew only 6,000 bales of cotton a year. By 1850, they were producing more than 2 million bales.
	Why did cotton farmers need new land? In the southern states along the Atlantic coast, there was not enough farmland to meet demand. Cotton farmers wanted new land to **cultivate**, or prepare for planting.
	Why did planters move west with enslaved people? After the War of 1812, cotton planters began to move west. They took enslaved African Americans with them. The huge demand for cotton, the efficiency offered by cotton gins, and southern planters' use of enslaved labor led to the growth of large plantations, each with many enslaved workers.
	What made the "Cotton Kingdom" good for cotton farming? By the 1850s, cotton plantations extended in a belt from South Carolina to Texas. This area of the South became known as the Cotton Kingdom. Physical aspects of the environment in this part of the South, including rich soils, warm temperatures, and abundant rainfall, encouraged an economy focused on cotton farming.
	Why did slavery increase as the Cotton Kingdom spread? Tragically, as the Cotton Kingdom spread, so did slavery. Even though cotton could now be cleaned by machine, it still had to be planted and picked by hand. The result was a cruel cycle in which

What question can we ask (as a header) that draws their thinking toward the key idea of the chunk?

Preparing the Text: Visual Supports

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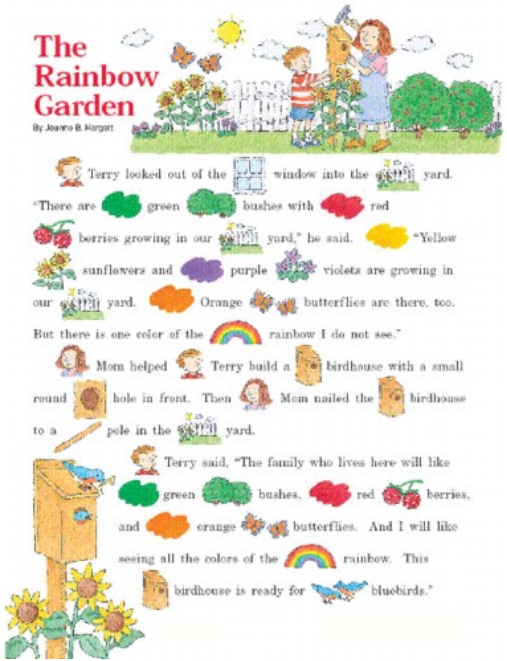

Preparing the Text: Visual Supports

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The Cotton Kingdom and Slavery



What did the cotton gin do for cotton growers in the south?

The cotton gin led to a **boom**, or swift growth, in cotton production. In 1792, planters grew only 6,000 bales of cotton a year. By 1850, they were producing more than 2 million bales.



Why did cotton farmers need new land?

In the southern states along the Atlantic coast, there was not enough farmland to meet demand. Cotton farmers wanted new land to **cultivate**, or prepare for planting.

Why did planters move west with enslaved people?

After the War of 1812, cotton planters began to move west. They took enslaved African Americans with them. The huge demand for

Before Reading: Preview Vocabulary

Preparing the Text
Chunk text
Set Purpose for Reading
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During Reading
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Respond to Text

Questions to consider

1. What academic vocabulary is essential?
2. What meaning can be determined through context?



Before Reading: Preview Vocabulary

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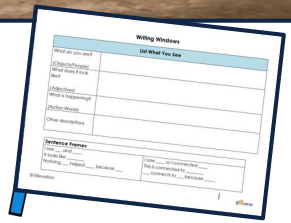
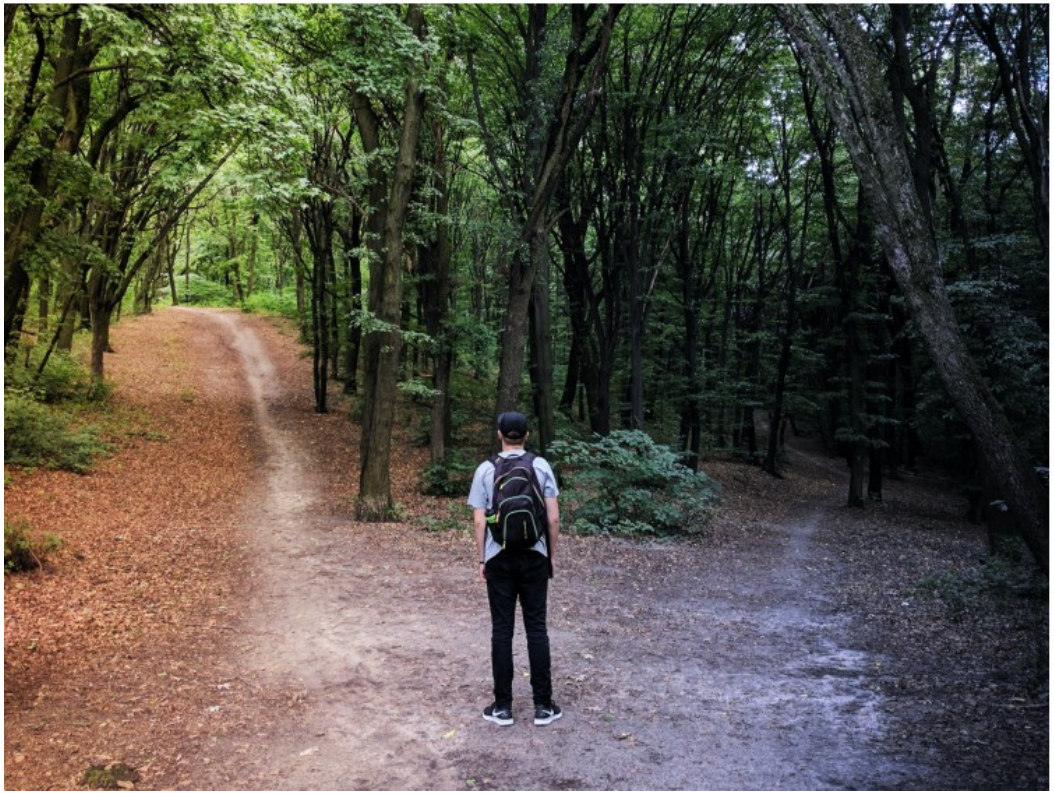
Writing Windows

1. Show an image related to content.
    a. From text
    b. Custom create in Gemini
2. Have students list what they see in the image. Discuss and expand vocabulary.
    a. What do you see? (objects)
    b. What does it look like? (adj.)
    c. What is happening? (actions)
3. Provide writing prompt for the image.
    a. **Caption the Image**: Write a short headline and a 3-sentence caption for this picture that explains to a reader what is happening, where it takes place, and why the machine in the middle is important





Writing Windows

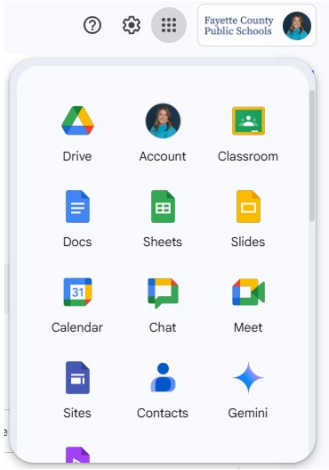


1. List everything in the image.
2. List adjectives that describe the objects in the image.
3. List all of the action words connected with the image.

Imagine yourself in the image. Look around. What do you see, hear, smell, taste, or touch? What are the people in the image wearing and saying? Record all of your thoughts.

Writing Windows Example 2 of 2





Create an image that helps introduce the following vocabulary and concepts in the attached text: alighted, roosted, spruce, perch, sweep (part of a tree). Include a bluejay, a woodpecker and chickadee

\+ Deep Research Canvas

Before Reading: Activities

Preparing the Text
Chunk text
Set Purpose for Reading
Visual Supports

Before Reading
Preview Vocabulary
Build Background

During Reading
Structured Read
Annotating Text

After Reading
Respond to Text

Try These Activities!

Uncover the Picture
Engage students with visual discovery before text dive.

Visual Description Matchup
Connect descriptive vocabulary with target imagery.

Describe, Describe, Draw
Reinforce comprehension through cooperative drawing.

During Reading: Structured Read

Reader, Reporter, Announcer

Assign Roles

- Reader, Reporter, Announcer

Read Aloud

- Reader: reads aloud
- Reporter: records important points and details discussed in the group

Share Information and Ideas

- Announcer: shares ideas with class
  - Team Stand and Share
    - New idea
    - Build on an idea



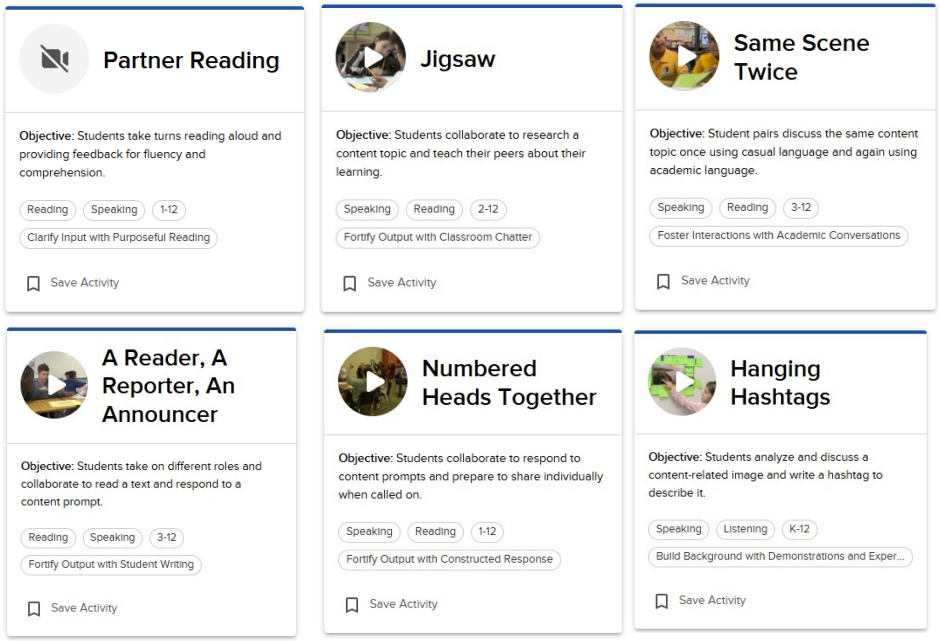
During Reading: Strategies

Preparing the Text
Chunk text
Set Purpose for Reading
Visual Supports

Before Reading
Preview Vocabulary
Build Background

During Reading
Structured Read
Annotating Text

After Reading
Respond to Text



During Reading: Annotating Text

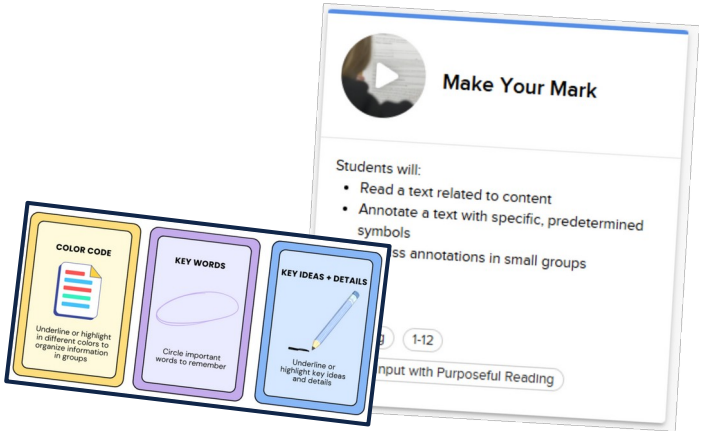
Preparing the Text
Chunk text
Set Purpose for Reading
Visual Supports

Before Reading
Preview Vocabulary
Build Background

During Reading
Structured Read
Annotating Text

After Reading
Respond to Text

When using text annotations with students, choose only a couple of annotations at a time. Otherwise, if you choose all six at one time, this could be overwhelming for students and take away from the close reading.



Example of Text Annotations



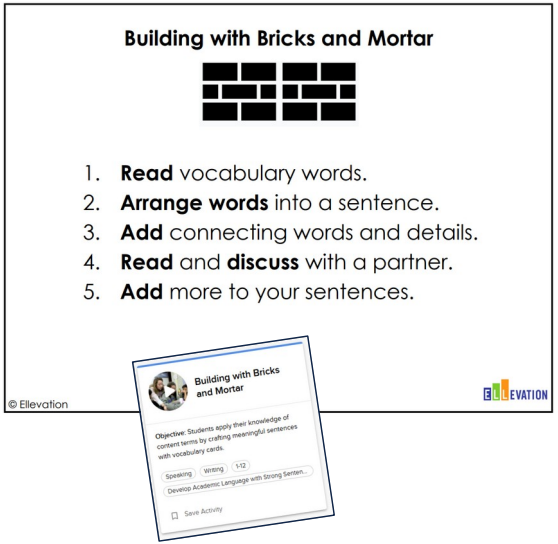
After Reading: Respond to Text

Preparing the Text
Chunk text
Set Purpose for Reading
Visual Supports

Before Reading
Preview Vocabulary
Build Background

During Reading
Structured Read
Annotating Text

After Reading
Respond to Text



Group Task

Build sentences using academic language to share how you can support your readers by providing access to complex text.

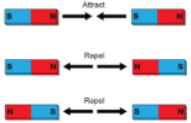
05:00



How can I lower the text complexity appropriately?

Magnetic Forces: WIDA Level 1

Magnetic Forces - Adapted For WIDA Level 1

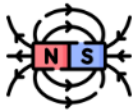
Original Text	Adapted for Level 1
The stronger a magnet is, the larger its magnetic force is. The area around a magnet where its magnetic force can act is called a magnetic field.	A **magnet**  has a **magnetic force**.  Strong  magnets have a strong force. Weak  magnets have a weak force. The space around the magnet is called a **magnetic field**. 
If any magnetic substance enters the magnetic field of another magnet, it will react to it. The rule for how magnetic substances react to each others' magnetic fields is: opposites attract and likes repel.	A **magnet** is in the **magnetic field**. The **magnet** responds to the magnetic field.  The magnetic field pushes or  **pulls**  the object.
Every magnet has two poles, a north pole and a south pole. These poles are the areas of the magnetic field where the magnetic force is strongest. The north pole of one magnet and the south pole of another magnet will attract each other. The north pole of one magnet and the north pole of another magnet will repel each other. (And the same goes for the two south poles!)	Every magnet has two **poles**.   It has a North Pole and a South Pole. The force is very strong at the poles. • **Opposites**: North and South poles **attract**. They pull together. • **Alike**: North and North poles **repel**. They push away. South and South poles also repel. They push away. 





Magnetic Forces: WIDA Level 3

Magnetic Forces - Adapted For WIDA Level 3

Original Text	Adapted for Level 3
The stronger a magnet is, the larger its magnetic force is. The area around a magnet where its magnetic force can act is called a magnetic field. If any magnetic substance enters the magnetic field of another magnet, it will react to it. The rule for how magnetic substances react to each others' magnetic fields is: opposites attract and likes repel. Every magnet has two poles, a north pole and a south pole. These poles are the areas of the magnetic field where the magnetic force is strongest. The north pole of one magnet and the south pole of another magnet will attract each other. The north pole of one magnet and the north pole of another magnet will repel each other. (And the same goes for the two south poles!).	Magnets have a powerful force. Strong magnets have stronger **magnetic forces** than weaker magnets. A **magnetic field** is the area around a magnet where this force works. If a metal object enters the magnetic field, it will react to the magnet. 
	The object will **attract** or **repel** because of the poles. Every magnet has a **North Pole** and a **South Pole**. These poles are the strongest parts of the magnetic field. Opposite poles (North and South) **attract** each other, so they pull together. However, like poles (North and North) **repel** each other, so they push away. 

“Ode to Man”: WIDA Level 1

“Ode to Man” - Adapted For WIDA Level 1

Original Text	Adapted for Level 1
Many the wonders, but nothing walks stranger than man. This thing crosses the sea in the winter’s storm, making his path through the roaring waves. And she, the greatest of the gods, the earth– ageless she is, and unwearied– he wears her away as the ploughs go up and down from year to year and his mules turn up the soil.	Many things in the world are powerful . Human beings  are powerful too. Humans cross the sea , even during storms  and strong waves . Humans work the land . They turn the soil  year after year . They grow  food from the earth .
Gay nations of birds he snares and leads, wild beast tribes and the salty brood of the sea with the twisted mesh of his nets, this clever man. He controls with craft the beasts of the open air, walkers on the hills, the horse with shaggy mane he holds and harnesses, yoked about the neck, and the strong bull of the mountain.	Humans catch birds, fish, and wild animals. They use tools and nets.  Humans control animals . They train horses . They work with strong  animals like bulls .

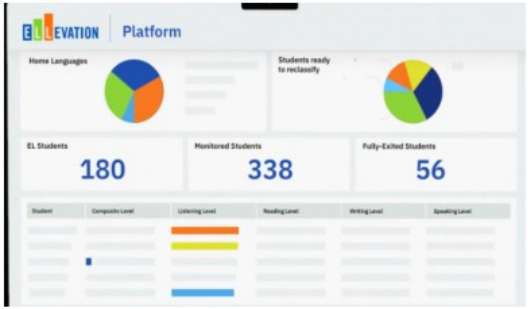
flaticon



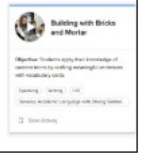
Resources Shared: Voices From the Field

Resources Shared - Voices From The Field

Ellevation- Houses FCPS EL student data



Ellevation- Research-based strategies

Common Thread	Writing Windows	Reader, Reporter, Announcer	Make Your Mark	Building With Bricks and Mortar
				

VISTA HIGHER LEARNING

Vista Higher Learning

Benchmark EDUCATION

Benchmark Education Company

Culturally Responsive Teaching & THE BRAIN

Extract text in Gemini

- Upload PDF or screenshot
- Prompt Gemini to extract text cleanly

FLATICON

Online database

icons, stickers, interface icons, and illustrations (visual scaffolds)

Learning Intentions & Success Criteria

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