

Close Reading (Elementary)

Thank you for joining the webinar.
The session will begin shortly.

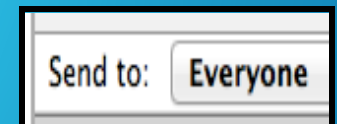
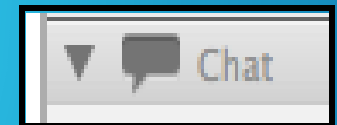


Webinar Reminders

- Close all other applications to your computer.
- Please make sure to (mute) red your microphone and keep them muted unless otherwise instructed.



- Please ask all questions through the chat box.
- Make sure your chat box is set for “everyone”.
- Questions will be addressed during Q & A.
- This session will be recorded.



Group Norms for Webinar

Self-directed Learner

Make personal
connections to your
position

Community Contributor

Honor the expertise of
ALL

Complex Thinker

Synergize – Collective
thoughts

Quality Producer

Grow professionally

Effective Communicator

Seek first to
understand, then to be
understood

Effective & Ethical User of Technology

Remove all other
distractions

Hawaii DOE's Strategic Plan

July 1, 2011- June 30, 2018

Assure all students are college and career ready through effective use of standards-based education

GP # 1 Assessment of and for learning drives instruction

GP # 2 Evidence-based instructional strategies

Ensure and sustain a rich environment and culture for life long learning

GP # 4 Instructional leadership and professional learning

GP # 6 School, home, and community partnerships

Continuously improve the effectiveness, efficiency and responsiveness of the educational system

GP # 3 Aligned policies and resources across school, complex area, and state levels

GP # 5 Accountability

Webinar Information

A recording of this webinar will be posted on the Standards Toolkit website.

If there are any questions, please e-mail:

- Dewey Gottlieb, Mathematics Specialist
- Monica Mann, Acting Administrator
- **Petra Schatz, Language Arts Specialist**



Essential Questions

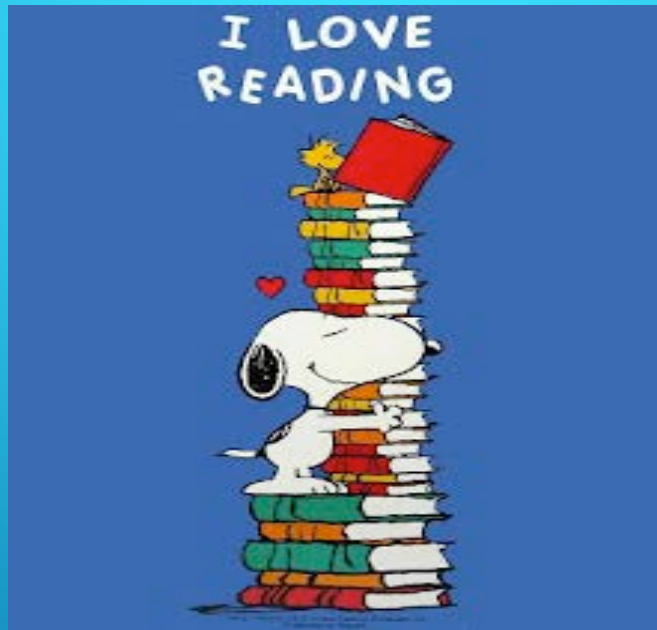
- What is close reading?
- Why is close reading important?
- What strategies are used with close reading?



Desired Outcomes

An understanding of...

- Close reading and how it supports the Common Core State Standards
- How to use close reading in the classroom





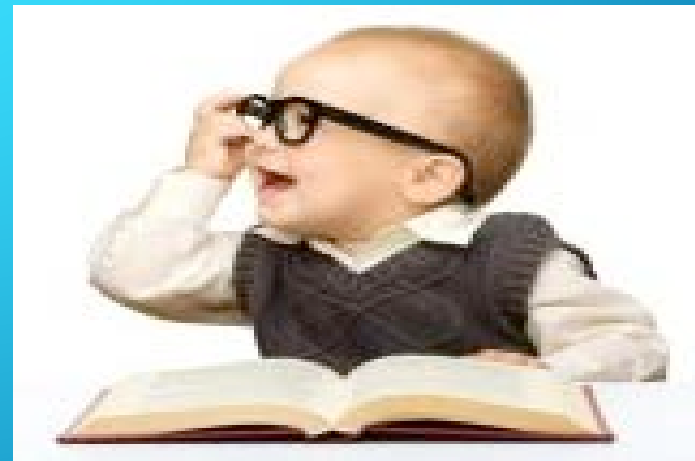
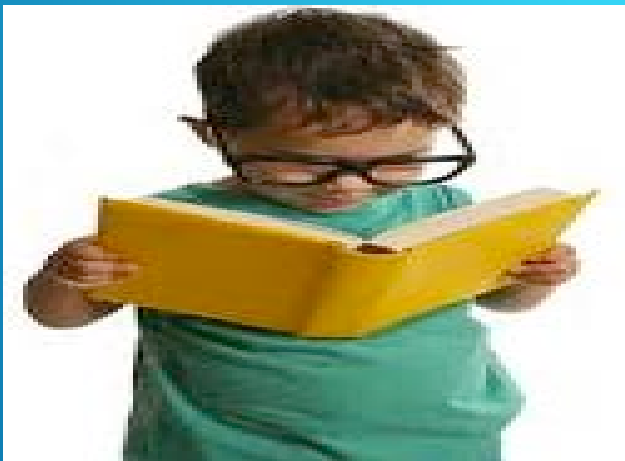
The CCSS Requires Three Shifts in ELA/Literacy

1. **Building knowledge through content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with complex text and its academic language

The Anchor Standards

- 1. Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 10. Read and comprehend complex literary and informational texts independently and proficiently

What is Close Reading?



Close Reading:

“Close reading of a text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times” (Pearson & Gallagher, 1983 as cited in Brown & Kappes, 2012).

Teacher's Goal in the Use of Close Reading -

“To gradually release responsibility to students – moving from an environment where the teacher models for students the strategies to one where students employ the strategies on their own when they read independently” (Pearson & Gallagher, 1983 as cited in Brown & Kappes, 2012).



Additional Considerations When Implementing Close Reading in Practice

- It can be an effective strategy for deepening content knowledge and learning to read like an expert in all academic disciplines
- It demands teachers have substantive knowledge and understanding of text complexity and text-dependent questions – what they are and how they are employed in teaching Close Reading
- It is used judiciously and employed for specific learning outcomes
- It builds skill and motivation in the reader

(Pearson & Gallagher, 1983 as cited in Brown & Kappes, 2012)

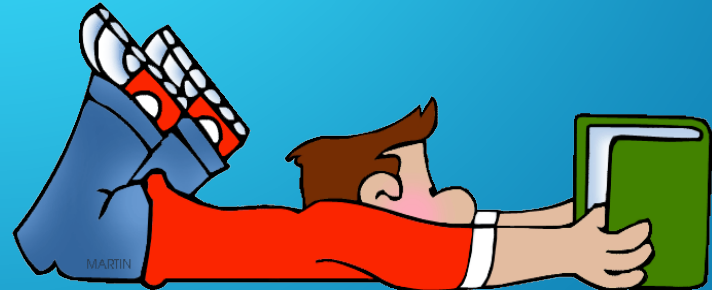
Additional Considerations When Implementing Close Reading in Practice

- Close reading is as much a way of thinking and processing text that is emphasized through the Common Core as it is about a way of reading a singular piece of text.
- Close reading can not be reserved for students who are already strong readers; it should be a vehicle through which all students grapple with advanced concepts and participate in engaging discussions regardless of their independent reading skills. It builds skill and motivation in the reader

(Pearson & Gallagher, 1983 as cited in Brown & Kappes, 2012)

A Common Core Approach for Close Reading: Attributes of Close Reading Lessons

1. Selection of brief, high quality complex text.
2. Individual reading of the text (when possible).
3. Group reading aloud.
4. Text-based questions and discussions that focus on discrete elements of the text.
5. Discussion among students.
6. Writing about the text.



Background Knowledge and Close Reading

(Brown & Kappes, 2012)

- It is important to distinguish between the background knowledge that is required to understand the text and the knowledge sought to be gained from reading the text.
- Teachers should ensure their students have enough context and background knowledge to access the text, either through prior instruction and/or pre-reading activities.
- Previewing the content of the text undermines the value of a Close Reading exercise.



Student Achievement Partners:

David Coleman, Susan Pimentel, Jason Zimba

Achieving the Core Standards for all students to succeed.

Steal these tools

Free resources especially useful for implementation this year

You've got to read this

Articles, sites and research you shouldn't miss

By teachers for teachers

Voices of educators doing the work of the Core





"Power Standards, or Why the Common Core is Like a Second Marriage" by Tim Shanahan: <http://t.co/uU1u7krn>

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implementation this year
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By teachers for teachers

Close reading exemplars

To be college and career ready, students need to be able to read sufficiently complex texts on their own and gather evidence, knowledge, and insight from those texts. These close reading exemplars intend to model how teachers can support their students as they undergo the kind of careful reading the Common Core State Standards require.

Each of these exemplars features the following: readings tasks in which students are asked to read and reread passages and respond to a series of text dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use text evidence and refine their thinking; and writing tasks that assess student understanding of the text.

We encourage teachers to take these exemplars and modify them to suit the needs of their students. If you try these lessons in your classroom and have ideas about how to make them better, tell us what you think.

Grade 6, "The Making of a Scientist"

"Not having experience with many fathers, I didn't realize how remarkable he was. How did he learn the deep principles of science and the love of it, what's behind it, and why it's worth doing?"

Grade 6, "The Great Fire"

"FIRE!" It would be a warning cry heard thousands of times during the next thirty-one hours. Chicago in 1871 was a city ready to burn..."

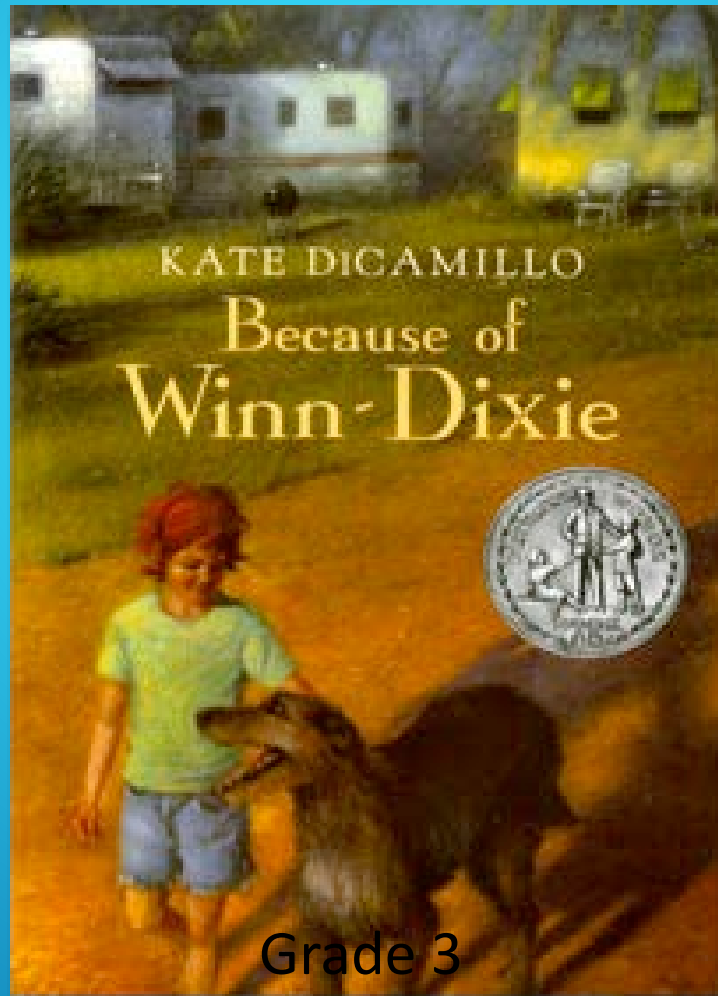
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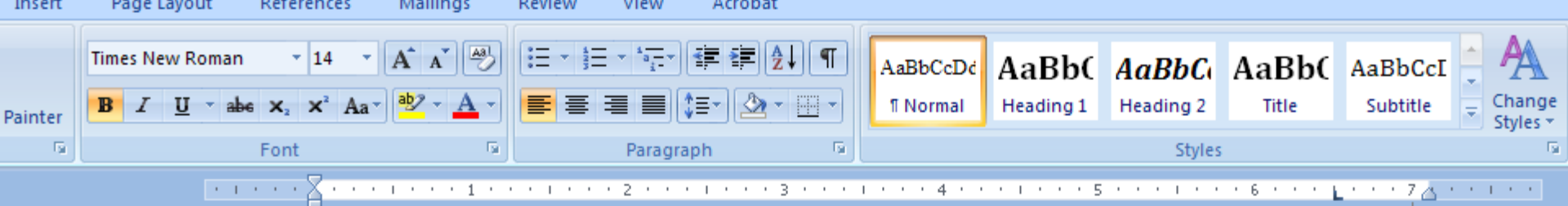
Grade 7, "The Adventures of Tom Sawyer"

"Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of [Tom] for having to work- the very thought of it burnt him like fire..."

Let's Look at A Close Reading Exemplar

(Student Achievement Partners, 2012)





Day One: Instructional Exemplar for DiCamillo's *Because of Winn-Dixie*

Summary of Activities

1. Teacher introduces the day's passage with minimal commentary and students read it independently.
2. Teacher or a skillful reader then reads the passage out loud to the class as students follow along in the text. Teachers can reverse numbers 1 and 2 if they feel students need the support of hearing the text read aloud first.
3. Teacher asks the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.

Text Passage under Discussion	Instructional Commentary/Guiding Questions For Teachers/Proficient Responses
<p>I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.</p> <p>It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the <u>window</u>, she didn't think he was a dog. She thought he was a bear.</p> <p>[read the intervening paragraphs]</p> <p>"Certain ones," said Miss Franny, "a select few." And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.</p>	<p>1. Introduce the passage and students read independently. Other than giving the brief definitions offered to words students would likely not be able to define from context (underlined in the text), avoid giving any background context or instructional guidance at the outset of the lesson while students are reading the text silently. This close reading approach forces students to rely exclusively on the text instead of privileging background knowledge and levels the playing field for all students as they seek to comprehend DiCamillo's story. It is critical to cultivating independence and creating a culture of close reading that students initially grapple with rich texts like DiCamillo's without the aid of prefatory material, extensive notes, or even teacher explanations. That being said two initial readings provide much support, but all coming from the text rather than outside of it.</p> <p>2. Read the passage out loud to the class as students follow along in the text. Asking students to listen to <i>Because of Winn-Dixie</i> exposes students a second time to the rhythms and meaning of her language before they begin their own close reading of the passage. Speaking clearly and carefully will allow students to follow DiCamillo's story, and reading out loud with students following along improves fluency while offering all students access to this complex text. Accurate and skillful modeling</p>

Close Reading Requires a Good Sequence of Text Dependent Questions



Three Types of Text-Dependent Questions

When you are writing or reviewing a set of questions, consider the following three categories:

- Questions that assess themes and central ideas
- Questions that assess knowledge of vocabulary
- Questions that assess syntax and structure





Creating Text-Dependent Questions

Step One: Identify the core understandings and key ideas of the text.

Step Two: Start small to build confidence.

Step Three: Target vocabulary and text structure.

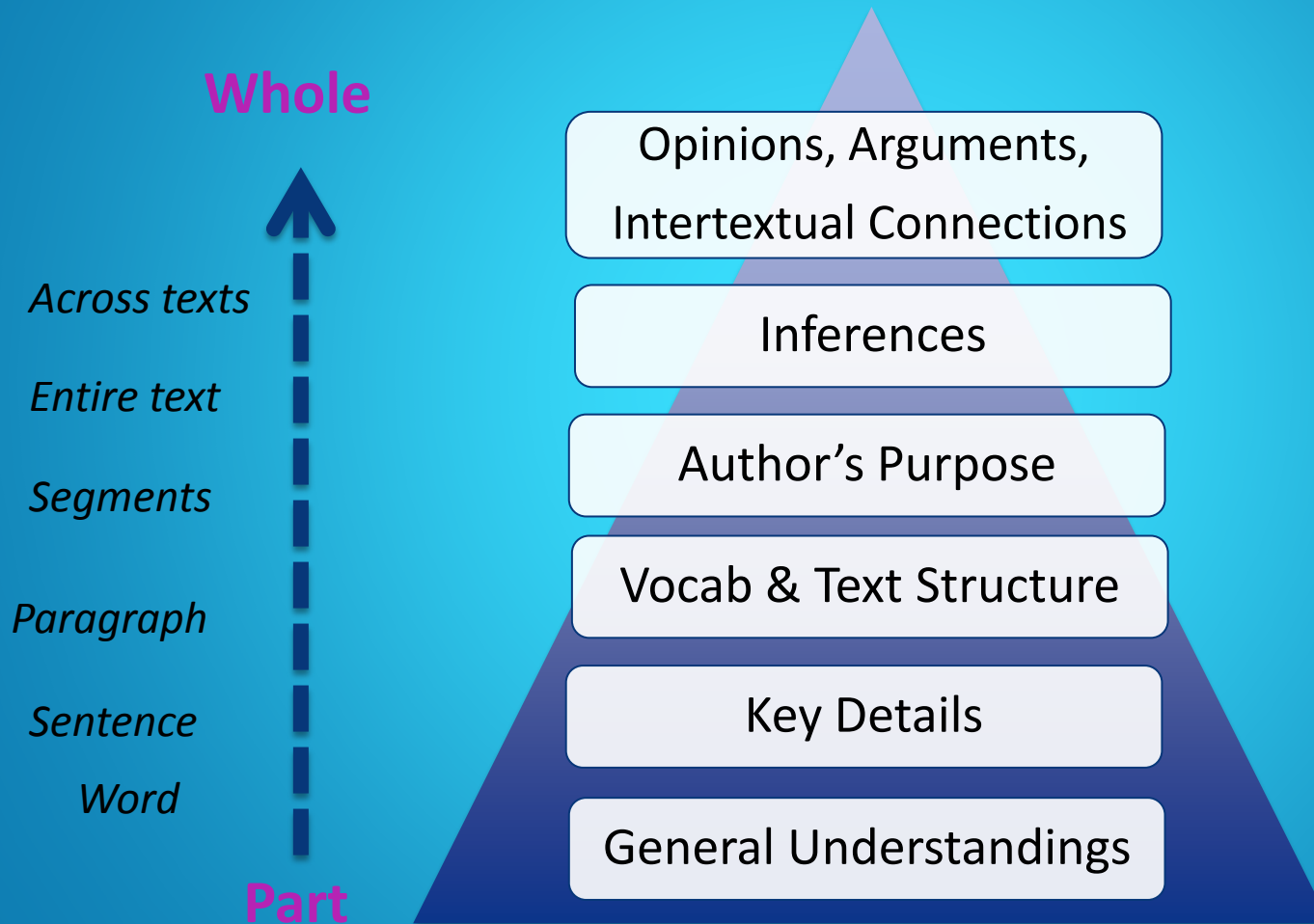
Step Four: Tackle tough sections head-on.

Step Five: Create coherent sequences of text-dependent questions.

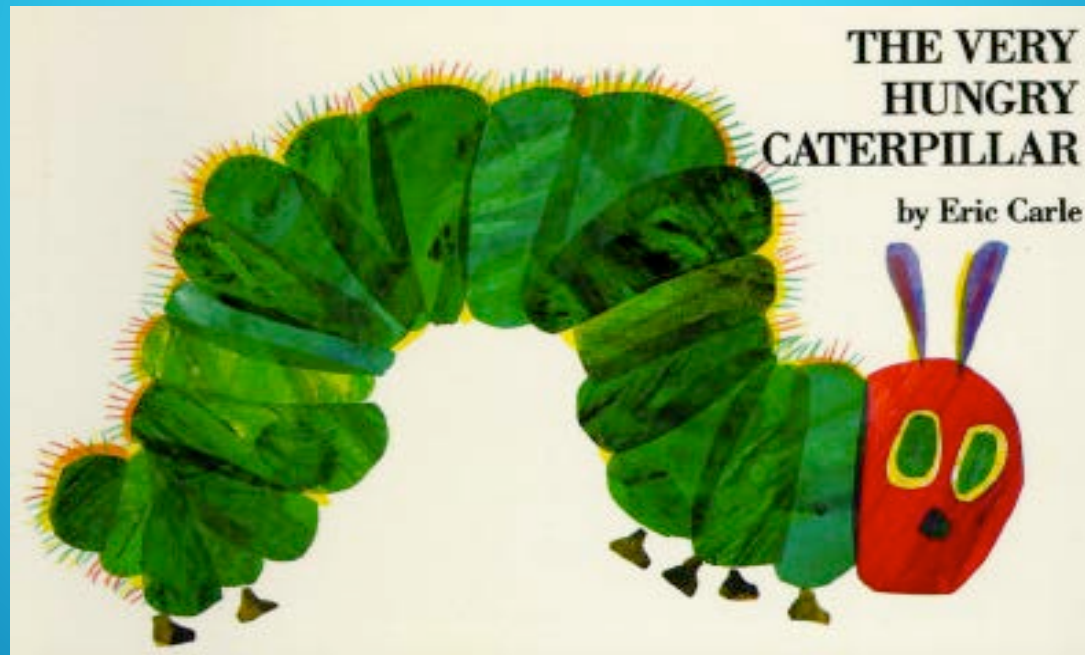
Step Six: Identify the standards that are being addressed.

Step Seven: Create the culminating assessment.

Progression of Text-dependent Questions



The following slides are from a
Nancy Frey powerpoint:
“Teaching with Complex Text”
(www.fisherandfrey.com)



Let's Take a Look at a Text.



General Understandings

- Overall view
- Sequence of information
- Story arc
- Main claim and evidence
- Gist of passage



General Understandings in Kindergarten

Retell the story in order using the words
beginning, middle, and end.



Key Details

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main ideas
- Answers who, what, when, where, why, how much, or how many.

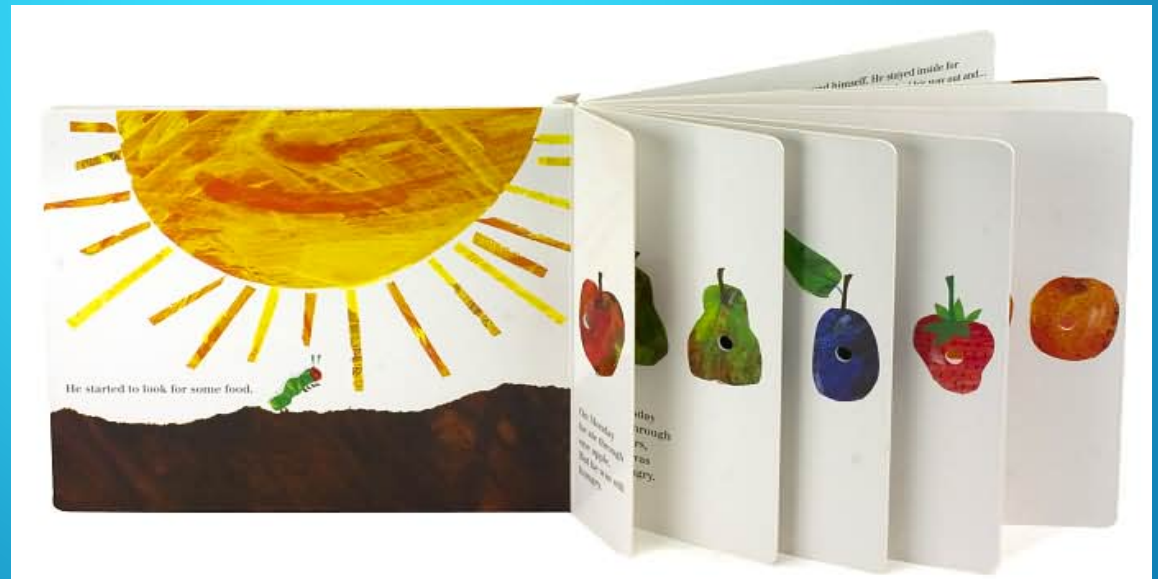


Key Details in Kindergarten

- How long did it take to go from a hatched egg to a butterfly?
- What is one food that gave him a stomachache? What is one food that did not give him a stomachache?



It took more than 3 weeks. He ate for one week, and then “he stayed inside [his cocoon] for more than two weeks.”



Foods that did not give him a stomachache

- Apples
- Pears
- Plums
- Strawberries
- Oranges
- Green leaf



Foods that gave him a stomachache

- Chocolate cake
- Ice cream
- Pickle
- Swiss cheese
- Salami
- Lollipop
- Cherry pie
- Sausage
- Cupcake
- watermelon

Vocabulary and Text Structure



- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
- How organization contributes to meaning

Vocabulary in Kindergarten

How does the author help us to understand what cocoon means?



There is an illustration of the cocoon, and a sentence that reads, “He built a small house, called a cocoon, around himself.”



Author's Purpose

- *Genre*: Entertain? Explain? Inform? Persuade?
- *Point of view*: First-person, third-person limited, omniscient, unreliable narrator
- *Critical Literacy*: Who's story is *not* represented?

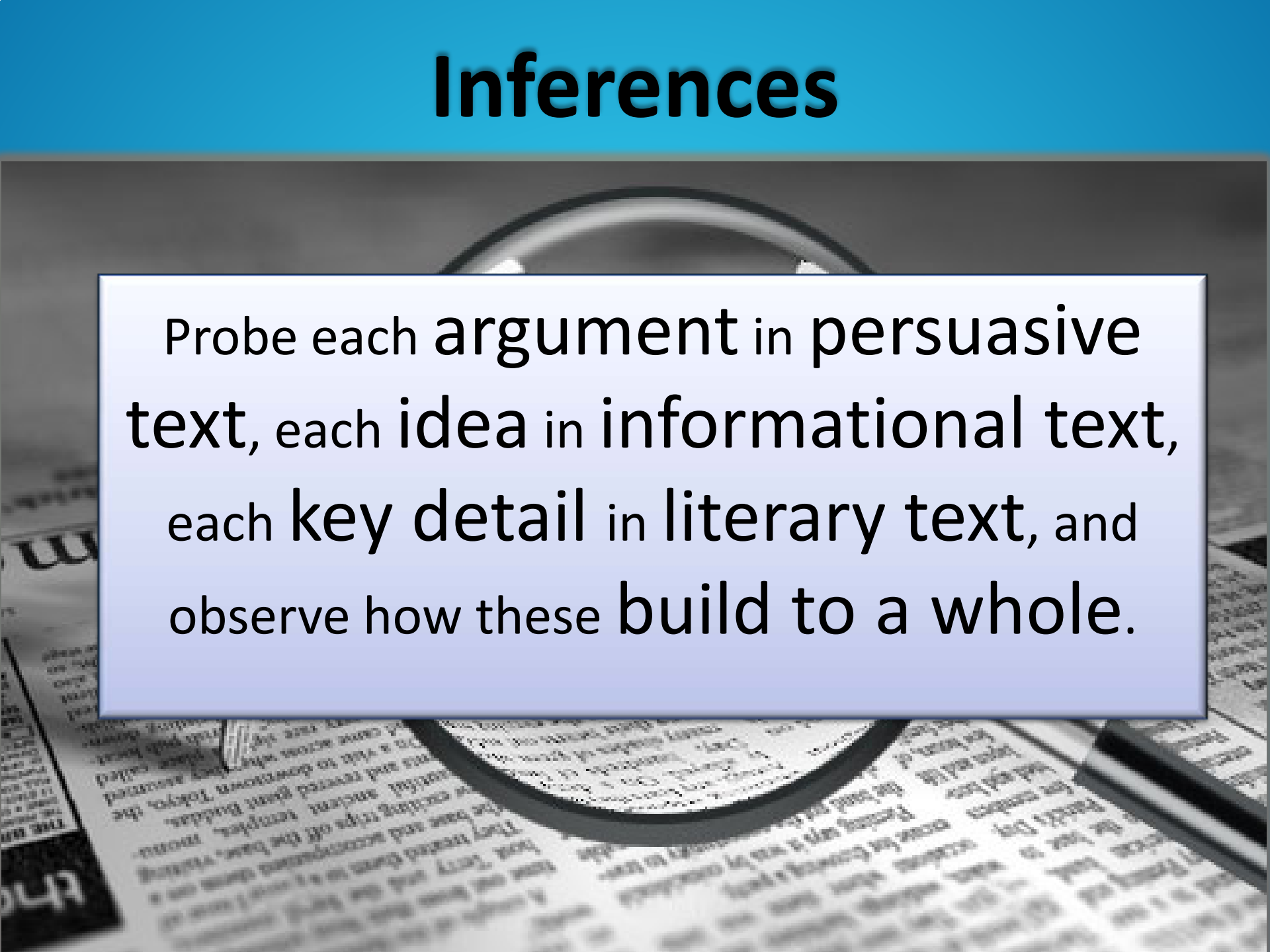


Author's Purpose in Kindergarten

Who tells the story—the narrator or the caterpillar?



Inferences

A magnifying glass is positioned over a newspaper, with its lens focused on a specific article. The background is a solid blue color.

Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.

Inferences in Kindergarten

The title of the book is *The Very Hungry Caterpillar*. How do we know he is hungry?



The caterpillar ate food every day “but he was still hungry.” On Saturday he ate so much food he got a stomachache! Then he was “a big, fat caterpillar” so he could build a cocoon and turn into a butterfly.



Opinions, Arguments, and Intertextual Connections

- Author's opinion and reasoning (K-5)
- Claims
- Evidence
- Counterclaims
- Ethos, Pathos, Logos
- Rhetoric

Links to other texts throughout the grades

Opinions and Intertextual Connections in Kindergarten

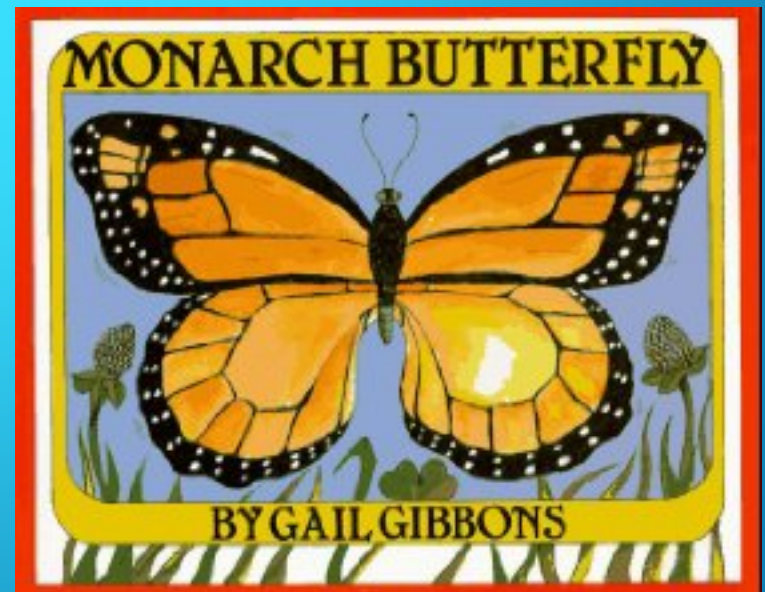
Narrative

Is this a happy story or a sad one? How do you know?



Informational

How are these two books similar? How are they different?



“Every book has a skeleton hidden between its covers. Your job as an analytic reader is to find it.”



Adler and Van Doren, 1940/1972

Often, textbook writers have frontloaded all necessary information to spoil any chance for intellectual discovery on the part of the student. The CCSS wants students to have opportunities to grapple with difficult text.

David Coleman



Resources

- <http://standardstoolkit.k12.hi.us>
- achievethecore.org
- www.fisherandfrey.com
- Implementing the Common Core State Standards: A Primer on “Close Reading of Text.” Brown & Kappes (October, 2012)

Questions and Answers

