Up Close and Purposeful Close and Critical Reading Strategies

INTERNATIONAL READING ASSOCIATION NEW ORLEANS, LA.
MAY 9, 2014

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The goals for this session:

- * Experience close reading strategies
- * Share resources



Why close reading?

A significant body of research

- links the close reading of complex text—whether the student is a struggling reader or advanced to significant gains in reading proficiency
- and finds close reading to be a key component of college and career readiness.

(Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)



Overview:

- Review of critical reading strategies and the e-portal...
- Read like a Detective A Common Core Close Reading Strategy…
- Text Dependent Questions
- GHR / A short experience with Guided Highlighted Reading a close reading strategy for comprehension...

http://4-12ela.idso.eportalnow.net/

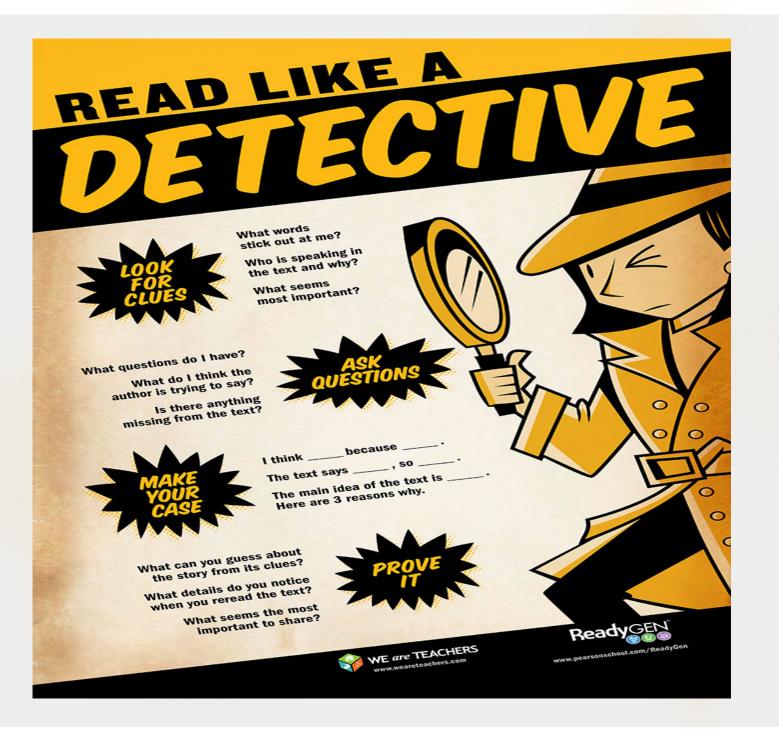
Close and Critical Reading Framework

Four questions...

- 1. What does the text say? OR What is the content of the text?
- 2. How does the text say it? OR What techniques of craft and structure does the author use in the text?
- 3. What does the text mean? OR What is the theme/ thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose author's intent?
- 4. What does the text mean to me?

"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



Look at
both sides
of the paper
and read
"What
Close
Readers Do
Differently."

Use the "Close Reading" Strategies on "Read Like A Detective", after reading

"Safari Park Imposes Dress Code To Stop Visitors Scaring The Animals"

The Guardian Tuesday, 24th September 2013.

- 1. Read the article to yourself or with a partner.
- In pairs or individually, use the worksheet to respond to all the questions except the last three.
- 3. You will have read the article more than one time.
- 4. Share your responses.
- 5. Discuss how multiple readings helped you respond to the text.

Safari park imposes dress code to stop visitors scaring the animals

Chessington World of Adventures zookeepers say fake leopard print and tiger stripes might cause confusion or fear



Chessington World of Adventures has banned visitors from wearing leopard print clothing. Photograph: /Solent News & Photo Agency

Visitors to a Surrey safari park have been asked not to wear animal print clothes after concern emerged that fake leopard print and tiger stripes might be confusing or even frightening the animals. Zookeepers at Chessington World of Adventures noticed a change in behaviour of animals after the launch of a new attraction which allows visitors to be driven off-road through a 22-acre Serengeti-style reserve, where animals roam free.

Spokeswoman Natalie Dilloway said: "Animals are getting confused when they see what looks like zebras and giraffes driving across the terrain in a 7.5 tonne truck."

Keepers reported that some animals had tried to communicate with visitors, while others had run away, fearing they were predators.

The banned clothes include anything that resembles the skin of giraffes, leopards, cheetahs or tigers.

The attraction, near Epsom, has even brought in staff to regulate visitors' clothes and is issuing grey boiler suits to anyone they think may be mistaken for an animal.

Becky Elkin said: "With the gorillas, people often come to see them in fancy dress, which is now 100% banned. Giraffes have also been putting their heads right into the trucks, and one named Kismet has really taken to the sight of different animal prints."

Animal behaviour consultant Dr Candy D'Sa said colours and patterns can provoke strong reactions in animals

"Certain colourations give warning signals to other animals. For instance the yellow and black stripe of a bee is there as a warning and leopard print or tiger print will trigger some sort of instinct as well.

"Movement is also a key trigger. Big cats will start getting interested if someone limps past their enclosure because they look weak.

"Possibly the worst thing you could do is limp past the lion or tiger enclosure in a zebra print outfit."

Text for Read Like A Detective

Text talk...

What can you guess about the text from the clues?

What details do you notice when you reread the text?

What seems most important to share?

How do you see this as a useful strategy for close reading?

Using Text-Dependent Questions

We expect our students to use evidence from texts

- to present careful analyses,
- well-defended claims,
- and clear information.

A central tool to help students develop these skills is textdependent questions:

• questions that can only be answered by referring back to the text.



Non Text Dependent

In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.

In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text Dependent

What makes Casey's experiences at bat humorous?

What can you infer from King's letter about the letter that he received?

"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

Types of Text Dependent Questions

Using questions to peel back the layers of meaning in a text.

"Right There " Questions

Ask for explicit information drawn from the text itself:

Text Structure Questions

Look at how the text and its component parts are arranged:

Academic Vocabulary and Key Phrase Questions

Focus on how specific word choices contribute to the meaning of the text:

Clarification Questions

Ask for further explanation of particular portions of the text:

Paraphrasing

Request condensed summaries of particular passages:

Questions

Inferential Questions

Solicit conclusions that stem from evidence within the text but not explicitly stated:

Organizing Questions

Examine the text and sort information based on relevant criteria:

Sequence Questions

Identify and analyze the steps in an explanation or argument:

Purpose Questions

Investigate the text's function and deeper meaning:

Developed by David Pook (dopook@gmail.com)

Developing Text-Dependent Questions

1. Read one of the two selections.

For Middle Level the selection is:

Steinbeck, John. *Travels with Charley: In Search of America*.

New York: Penguin, 1997.

(1962)

From pages 27–28

For Secondary the selection is: Hemingway, Ernest. *A*Farewell to Arms. New York:

Scribner, 1995. (1929)

- 2. Review the types of Questions for Text Dependency.
- Select 1 type of question that would be appropriate for the text and write a question that reflects the type of question and refers explicitly to the text.
- 4. Share your questions with those around you.

Reviewing the strategy

How would you use this as part of your instruction?

How often?

With what kinds of text?

Would you have your students write their own questions?

Guided Highlighted Reading

- Reading the text
- Responding to prompts as part of multiple readings of the text
- Marking the text with highlighters
- Checking responses
- Summarizing
- Assessment

"The Quilt of A Country" Anna Quindlen Newsweek 27/09/2001

- 1. You'll need three highlighters different colors.
- 2. Read the text carefully.
- 3. Prompts will be read to you and you will highlight text that respond to the prompts. If a word or phrase has already been highlighted, then use the other colored highlighter to underline what has already been highlighted.
- 4. After both sets of prompts have been read, and responses have been checked, you will write a 1-4 sentence summary of what the text says to you.
- 5. Share your summary with your table.
- 6. We will then use the third marker for author's craft prompts.
- 7. You will take a short quiz.



From: "A Quilt of a Country" Anna Quindlen, Newsweek 2001/09/27

1. Tolerance is the word used most often when this kind of coexistence succeeds, but tolerance is a vanilla-pudding word, standing for little more than the allowance of letting others live unremarked and unmolested. 2. Pride seems excessive, given the American willingness to endlessly complain about them, them being whoever is new, different, unknown or currently under suspicion. **3**. But patriotism is partly taking pride in this unlikely ability to throw all of us together in a country that across its length and breadth is as different as a dozen countries, and still be able to call it by one name. 4. When photographs of the faces of all those who died in the World Trade Center destruction are assembled in one place, it will be possible to trace in the skin color, the shape of the eyes and the noses, the texture of the hair, a map of the world. 5. These are the representatives of a mongrel nation that somehow, at times like this, has one spirit. 6. Like many improbable ideas, when it actually works, it's a wonder.

"A Quilt of a Country" Prompts for Vocabulary

- In sentence one, find and highlight the word that means "open-mindedness."
- In sentence one, find and highlight the word that means "two or more groups living together."
- In sentence one, find and highlight the word that means "ignored, not spoken about".
- In sentence two, find and highlight the word that means "extravagant."
- In sentence two, find and highlight the word that means "distrust."
- In sentence three, find and highlight the word that means "loyalty."
- In sentence five, find and highlight the word that means "crossbreed."
- In sentence six, find and highlight the word that means "unlikely or questionable."

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"A Quilt of a Country" Prompts for Summary

- In sentence one, find and highlight what tolerance means.
- In sentence two, find and highlight what "them" is referencing.
- In sentence three, find and highlight what patriotism is taking pride in.
- In sentence four, find and highlight who is pictured on the "map of the world."
- In sentence five, find and highlight the kind of nation these people represent.
- In sentence six, find and highlight when it is "a wonder".

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Writing a summary

At this point you would have students write a 1-4 line summary of what they've just read and highlighted. If they are working on an on-screen copy, then they can open a word document and construct their summary. When finished you can use the rubric below to score their summaries. Periodically you might have students score their own summaries

Standard CCSS Anchor Standards for Reading	3 Complete	2 Partial	1 Minimal	Score
1. Read closely to determine what the text says explicitly and make logical inferences from it: cite textual evidence when writing or speaking to support conclusions drawn from the text.	states what the text says explicitly. makes logical inferences and cites specific textual evidence to support conclusions drawn from the text.	Pesponse: Includes much of what the text says explicitly. Perposition of what text says explicitly.	includes little of what the text says explicitly. makes few logical inferences and gives little support drawn from the text.	/6points
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	 clearly identified central or main ideas. supports central ideas well with key details from the text. 	Responses summarizes using: • partially or ineffectively identified central or main ideas. • supports central ideas with some details and ideas from the text.	Reponses summarizes using: • inaccurately identified central or main idea. • supports central ideas with few details and ideas from the text.	/6points
			Total:	/12

"A Quilt of a Country" Prompts for Author's Craft

- In sentence one, find and highlight the word choice the author uses for living together peacefully.
- In sentence one, find and highlight the metaphor the author uses for the word tolerance.
- In sentence three, find and highlight the partial definition of patriotism.
- In sentence three, find and highlight what America is compared to in the sentences.
- In sentence four, find and highlight the imagery used to describe the physical traits of humans.
- In sentence four, find and highlight in the extended metaphor, what the photographs of the dead placed together would resemble.
- In sentence six, find and highlight the author's word choice used to emphasize the mix of nations within one nation.
- In sentence six, find and highlight the two descriptions of America.

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Multiple Choice test

Choose the best answer for each of the questions. You may review the text you have highlighted.

1. Read the following phrase:"...standing for little more than the allowance of letting others live unremarked and unmolested."

What does allowance mean in the phrase above?

- A. imposed handicap
- B. taking in to account circumstances
- C. A regularly provided sum
- D. the act of permitting
- 2. Which of the following phrases is an example of a metaphor?
 - A. "...the word used most often when this kind of coexistence succeeds."
 - B. "...but tolerance is a vanilla-pudding word"
 - C. "...letting others live unremarked and unmolested"
 - D. "...when it actually works, it's a wonder."
- 3. Which of the following words does the author use to emphasize the mixture of nations.
 - A. mongrel
 - B. coexistence
 - C. vanilla-pudding
 - D. Allowance
- 4. Which of the following words does the author use to emphasize the physical traits of humanity?
 - A. imagery
 - B. similes
 - C. metaphors
 - D. Personification
- 5. What is the primary purpose of the selection?
 - A. To persuade the reader that America is a wonder
 - B. To instruct the reader in American history
 - C. To entertain the reader with humor and word choice
 - D. To inform the reader through analogies and story

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Thinking about GHR (Guided Highlighted Reading)

- How does it guide students into the text?
- In what way are key words and salient points identified?
- How do the summary and assessment extend the reading?
- How would text dependent questions be a logical follow-up to the GHR?
- In what ways does it offer an expansion for extended conversation about the topic?

Questions to consider....

- 1. How do you see this strategy being useful for your instructional program?
- 2. If you teach multiple content areas, such as Social Studies, Science or Math, how would this be useful in helping students read text in those content areas?

Reviewing online resources - the portal

http://4-12ela.idso.eportalnow.net/

http://4-12ela.idso.eportalnow.net/close-reading-and-guided-highlighted-reading.html

Online course work supporting...

- Close reading of complex text
- Constructing text dependent questions

Format / Haiku Class Management



https://my.haikulearning.com/do/account/xauth

Resources:

Isles E/LA e-portal link

http://4-12ela.idso.eportalnow.net/

Critical Reading and QAR resources portal page



http://4-12ela.idso.eportalnow.net/critical-reading-strategies.html

Close Reading and Guided Highlighted Reading page with modules for use.

http://4-12ela.idso.eportalnow.net/close-reading-and-guided-highlighted-reading.html

Appendix B/Common Core/text exemplars and sample Performance tasks

http://www.corestandards.org/assets/Appendix_B.pdf

Conclusion:

- 1. What are the 3 strategies we reviewed for close reading?
- 2. What online resources are available for you to use?
- 3. Where are some samples and models of GHR?
- 4. How can you contact me for any assistance if needed?

Many thanks for your time and I hope this has been useful for you.