Planning for Close Reading

1. Determine which text you will engage students in reading closely. Use your literacy curriculum, unit work, science, or social studies texts to guide your decisions.

2. Analyze the text. Determine the text type and purpose (see ELD Standards *Texts and Discourse in Context* column). Determine how the text is structured- Note there may be multiple structures (description, cause/effect, sequential, compare/contrast, procedural, argument.)

3. Analyze the text for qualitative complexity. Think about what you might focus on to closely read- what in the text warrants spending time reading closely? (see California ELA/ELD Framework, Ch. 2,Fig. 2.8, Fisher/Frey graphic). Think about where students might encounter challenges with the text due to qualitative complexity factors (see California ELA/ELD Framework, Ch. 2, Fig. 2.10.)

4. Formulate text dependent questions (based on steps 2 and 3 above, also see California ELA/ELD Framework, Ch. 2, Fig. 2.11):
   a. Plan out the first phase of reading. (Focus on what the text says- who, what, where, when, and sometimes why/how. Why/how questions may be more appropriate for phase 2 or 3)*
   b. Plan out the second phase of reading (Focus on how the text works)*
   c. Plan out the third phase of reading (Focus on what the text means)*
   
   *Think about how much scaffolding is needed here-where/when you need to model think aloud for the question, and where/when you can release the question and have students think about the question, look for the evidence in the text, and respond in an academic talk structure.

5. Determine the sentence frames for students to respond to the text dependent questions.

6. Determine how students will talk about the text or respond to the text dependent questions/frames. (see California ELA/ELD Framework, Ch. 2, Figure 2.15) Is the question more appropriate for Think-Pair-Share OR does it warrant a more complex talk structure (discussion with multiple students)?

7. Determine how students will respond to the text in writing. Determine the type of written response for each phase of reading.

**California ELA/ELD Framework References**

- Chapter 2, pg. 31, Figure 2.8- Qualitative Dimensions of Text Complexity
- Chapter 2, pg. 35, Figure 2.10- Strategies for Supporting Learners’ Engagement with Complex Texts
- Chapter 2, pg. 39, Figure 2.11- Text Dependent Questions
- Chapter 2, pg. 49, Figure 2.15- Structures for Engaging All Students in Academic Conversations
Close Reading: Supporting Elementary English Learners Navigate Through Complex Texts

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Session Objectives

• Examine some of the complex features of academic texts and the challenges they pose for English learners

• Review current frameworks for close reading in K-12 education

• Examine some of the language features and patterns of informational texts in relation to the CCSS for ELA/Literacy and the California ELD Standards

• Engage in closely reading a complex through hands-on language analysis activities
CCSS for ELA/Literacy: Challenges for Diverse Learners

The CCSS for ELA/Literacy require students to:

• Closely read complex texts

• Analyze how ideas develop within and across texts, text structure, and the relationships between sentences, paragraphs, and the text as a whole

• Clearly convey complex ideas and information grounded in evidence in an organized manner

• Engage in collaborative conversations about grade level texts and topics

• Apply knowledge of language functions in different contexts
“Most newcomers arrived in California with only what they could carry. These people needed places to live, food to eat, clothes to wear, and much more. This created demand for workers of many kinds. Carpenters built homes and buildings, and merchants sold supplies.”

Harcourt Social Studies, grade 4
Challenges of Complex Texts-
Clause Linking

When spores are mature, the capsules dry up and open. Then they are released into the air where they scatter. Spores germinate if they land where conditions are good. But the tiny plants that begin to grow are not complete. Adult plants form only after two different parts of these tiny plants join.

Harcourt Science, grade 4
Challenges of Complex Texts-
Lexical Density

“When a river slows down, it drops sediment that builds up in layers at the bottom of rivers, lakes, seas, and oceans, which press and stick together to form sedimentary rock.”

Harcourt Science, grade 3
“After weathering has broken the rock into sediment, erosion and deposition cause the particles to build up as new sand on beaches. Over time, sedimentation forms new rocks on the beach. This new rock formation is made up of several layers.”
Close Reading

• Multiple reads:
  - What the text says
  - How the text works
  - What the text means/author’s purpose or perspective

• Annotating short passages

• Text-based questions focusing on discrete elements of the text such as vocabulary, word choice, syntax, form, tone, imagery, and levels of meaning

• Responding to text-dependent questions through discussion and in writing

CLOSE READING

Complex, engaging text

Text dependent questions

Multiple reads and annotations

Students speaking and writing about TEXT
Students need **many opportunities** to read a wide variety of complex texts and **discuss** the texts they are reading, **asking and answering** literal and inferential text-dependent questions to **determine** the meanings in the text, and to **evaluate** how well authors presented their ideas. **There is no one best way to read closely**, and the techniques that teachers use should attend to a variety of factors, including the **content and linguistic complexity** of the text itself.

-California ELA/ELD Framework, Ch. 2, p. 39
### Phase One

**What does the text say?**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the meaning of a given word or phrase in context.
3. Describe a setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heraclean).
5. Explain the difference between poetic device and presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
6. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
7. Interpret information presented in visual and analytical ways (e.g., charts, graphs, diagrams, timelines, page directions) and explain how the information shapes the reader’s or listener’s responses to the text.
8. (Optional) Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Phase Two

**How does the text work?**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the meaning of a given word or phrase in context.
3. Describe a setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heraclean).
5. Explain the difference between poetic device and presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
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10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Phase Three

**What does the text mean?**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the meaning of a given word or phrase in context.
3. Describe a setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heraclean).
5. Explain the difference between poetic device and presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
6. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
7. Interpret information presented in visual and analytical ways (e.g., charts, graphs, diagrams, timelines, page directions) and explain how the information shapes the reader’s or listener’s responses to the text.
8. (Optional) Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
PHASE ONE:

WHAT DOES THE TEXT SAY?
Focus on unpacking meaning

- Why is this sentence difficult?
- Who or what is this sentence about? (main noun phrase or subject)
- What is it saying about __________? (main verb)
- How many “chunks” of information can we pull out of this sentence?
  - What do these chunks mean? What are they doing in the sentence?
  - How do the chunks work together or add detail to the information?
### Unpacking sentences for meaning

**Tropical storms are cyclones of heavy clouds that spin at steady wind speeds of 39 to 73 miles per hour.**

- These storms occur in the tropics
- Tropical storms are cyclones
- The cyclones are made of heavy clouds
- The clouds/cyclones spin
- They spin at a steady/consistent rate
- They can spin at speeds between 30-73 mph
How many chunks of information are in this sentence? What do they mean?

<table>
<thead>
<tr>
<th>The hurricane is growing/getting bigger</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hurricanes forms bands</td>
</tr>
<tr>
<td>The bands are made of clouds and winds</td>
</tr>
<tr>
<td>The bands form near the surface of the ocean</td>
</tr>
<tr>
<td>The bands spiral air</td>
</tr>
<tr>
<td>The air moves inward</td>
</tr>
</tbody>
</table>

The growing hurricane forms bands of clouds and winds near the ocean surface that spiral air inward.
PHASE TWO:

HOW DOES THE TEXT WORK?
## Connecting ideas within and across sentences

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coordinating-Compound sentences</strong></td>
<td>and, so, for, but, yet, or, neither</td>
</tr>
<tr>
<td><strong>Subordinating-Complex sentences</strong></td>
<td>besides, after, before, since, until, while, although, because, unless</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time/Sequence</strong></td>
<td>later, then, previously, finally, first, second, next</td>
</tr>
<tr>
<td><strong>Cause/Effect</strong></td>
<td>therefore, as a result, due to</td>
</tr>
<tr>
<td><strong>Comparing/Contrasting</strong></td>
<td>similarly, likewise, however, yet</td>
</tr>
<tr>
<td><strong>Clarify/Elaborate</strong></td>
<td>for example, for instance, to illustrate</td>
</tr>
</tbody>
</table>
Hurricanes break up and die down only when they pass over cool water or land.

What does “when” mean? How does it connect the two ideas?

What does the “only” do to the meaning?
The power of the hurricane increases **as** the heated air creates strong winds **and** forces them higher.

- What does the “**as**” do in the sentence? How does it connect the two ideas?

- What does the “**and**” do?
Focus on understanding cohesion & connecting ideas

How does the text “stick together” within sentences?

• What words or phrases connect ideas or “chunks of information”?
  • What do those signal words mean? How do they connect or relate ideas?
Focus on text structure and understanding cohesion

How does the text “stick together” across sentences?

• What words or phrases connect ideas or “chunks of information”?
Focus on Organization and Information Development: Known Information-New Information

Theme is the known or given information in a sentence (comes before the main verb)

Rheme is the new information introduced in the sentence (begins with the main verb)

- Text organization
- Cohesion

Sentence Beginnings
Focus on Understanding Cohesion & Connecting Ideas

• How are ideas introduced and referenced throughout the text? (nouns, pronouns, other?)

• How are ideas connected across sentences and paragraphs?
Atmosphere gathers heat through contact with warm water → Moisture evaporates → Bands of clouds and winds-spirals air inward → Power of hurricane increases-stormy conditions

Heated air creates strong winds that rise

Warm water heats air → Strong winds → Winds rise higher
PHASE THREE:

WHAT DOES THE TEXT MEAN?
Hurricanes are huge spinning storms that develop in warm areas around the equator. Hurricanes bring strong winds, heavy rains, storm surges, flooding, and sometimes even tornadoes. Coastal areas and islands are in the most danger during a hurricane, but even inland areas are at risk.

Introduction- Setting the stage for information to come
Hurricanes are one of three kinds of storms called tropical cyclones. Tropical means that the storms form over the warm waters of the Tropics near the equator. Cyclones are storms spinning around a calm center of low air pressure. Cyclones spin counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere.

Tropical depressions are cyclone of clouds and thunderstorms that spin around a central area. They have steady wind speeds of 38 miles per hour or less.

Tropical storms are cyclones of heavy clouds and strong thunderstorms that spin at steady wind speeds of 39 to 73 miles per hour.

Hurricanes are the strongest tropical cyclones. They have steady winds of 74 miles per hour or higher. When these storms form over the North Atlantic, Caribbean Sea, Gulf of Mexico, or west coast of Mexico, they are called hurricanes. In the North Pacific, these kinds of storms are called typhoons, and in the Indian Ocean they are called cyclones.
Hurricanes are **the world’s worst storms**. That may seem strange, because tornadoes have stronger winds that can reach more than three hundred miles per hour. Hurricane winds rarely blow at even half that speed. But a tornado is usually less than a mile wide on the ground and even a small hurricane is hundreds of miles wide.

Tornadoes usually last less than an hour, while hurricanes last days or even weeks. Every second, a large hurricane releases the energy of ten atomic bombs like those used in World War II. A hurricane can cause more damage than any other single weather event.
If you are ever caught in a hurricane, it’s important to know what to do. The first thing to remember is to listen closely to the radio, television, or NOAA Weather Radio for official bulletins. Follow instructions and try to leave with your family if you are instructed to do so.

Do not stay in a house if you are ordered to leave. Stay away from windows and doors during the storm. During the worst of the storm, lie on the floor under a table or another sturdy object.

Even after a hurricane passes by, conditions outside may still be dangerous. Here are some tips for you and your family:

• Keep listening to the radio for updates on flooding.
• Wait until an area is declared safe before going back into it.
• Stay away from moving water.
• Rapidly moving water can sweep you away.
• Use bottled or stored water for drinking and cooking. Use tap water only when officials say it is safe.
People are much more aware of hurricanes than they ever were before. Along the East Coast and the Gulf Coast, hurricanes are a fact of life. The more we learn about hurricanes, the better our chances of staying safe.
Collaborative Summary-
Responding to Reading in Writing

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Find out who/what is most important in the section. Circle these words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Find out what the who/what are doing. Underline these words.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Discuss with your group which words are most important by discussing the meaning of the text. Use the most important words to summarize the section.</td>
</tr>
</tbody>
</table>

Who/What + does what + how/why
Planning for analyzing language of complex texts

Step 1: Analyze the text type
• What kind of text is this?
• What is its purpose?
• How is it organized? What are its stages or phases?

Step 2: Identify the language
• What language is the most critical to this text?
• What language is challenging that will interfere with meaning making?
Suggestions for analyzing language with students

• Use familiar text- no “cold” reads

• Read and discuss the “gist” of the text first- Shared reading is a supportive approach if students are not reading at grade level

• Highlight text purpose, structure/organization first

• Focus on one linguistic feature at a time in a short section

• Analyze short sections/chunks of the text sentence-by-sentence.
...teachers who understand the lexical, grammatical, and discourse features of academic English and how to make these features explicit to their students in purposeful ways that build both linguistic and content knowledge are in a better position to help their students fulfill their linguistic and academic potential.
References and Resources


