The Five Challenges of Teaching Close Reading

CABE 2017
42nd Annual Conference
Anaheim Marriott – Platinum 7
Anaheim, California
April 1, 2017
Learn an 11-step instructional approach that succinctly synthesizes Close reading.

Understand how to craft rigorous text dependent questions to support academic discourse.

Leave with an activity to help students craft an author’s central message.

Understand that all of the standards are craftily written to support Close Reading.

Understand that the SBAC targets assess at the higher levels of rigor.

Today’s Workshop Outcomes
Challenge #1
Teach close reading in isolation.

Challenge #2
Not sure how the standards work together to support close reading.

Challenge #3
Not sure where SBAC fits in with close reading.

Challenge #4
Conducting academic discourse without planning the questions.

Challenge #5
Not sure what the big picture is.
Challenge #1
Teach close reading in isolation.
The Aspen Institute Research

1. *Selection of a brief, high-quality, complex text.*

2. *Individual reading of the text.*

3. *Group reading aloud.*

4. *Text-based questions and discussion that focus on discrete elements of the text.*

5. *Discussion among students.*

6. *Writing about the text.*
Teach Close Reading Like a Pro!

Read to get the gist by previewing the text. Annotate.

Read the text to yourself. Read the text with a fluent friend. Annotate the text with your added thinking.

Discuss with small group or partner the questions you had after reading the text, as well as the words of which you don’t know the meaning.

Summarize the text. Jot down more annotations.

What is the Author’s Central Message?

The Nine Analytical Lenses supporting theme.

Questioning what is missing?
Author’s Purpose
Patterns/Repetition
Figurative Language
Shifts, Conflicts, Transitions
Text Structures & Features
Author’s Perspective
Relationships or Interactions
Tone and Mood

Synthesize the text by determining the theme of the text. Begin with one word themes as a scaffold. “Forgiveness” or “Regret”

Where do you stand on the author’s message? Do you agree or disagree? Keep discussing, debating, questioning, use evidence, prove it.

Compare and Contrast
Understanding your biases about the message, what resources support your point of view, as well as the author’s point of view?

Critically analyze the text in writing.
Summarize; Infer, Analyze, Support; Evaluate; Call to Action

Legend
First Read
Second Read
Third Read

Disclaimer: This process is not necessarily linear.
Challenge #2

Not sure how the standards work together to support close reading.
Inside of each folder, there is either a red, yellow, green or blue card holder. Within the card holder, there are standards on white pieces of paper glued onto a post-it note.

Place the post-its on the “TEACH CLOSE READING LIKE A PRO”! poster

Discuss what you notice.

10 minutes
Insert Text Here

00:06:05

Hours Minutes Seconds
Time for whole group share out
Challenge #3

Not sure where SBAC fits in with close reading.
DELVE-IN ACTIVITY WITH THE TARGETS in CLAIM ONE

In your folder, take out your SBAC targets which are glued on post-its. (salmon colored paper)

Place on the same “TEACH CLOSE READING LIKE A PRO”! Poster.

Discuss what you notice.

10 minutes
Hours: 00:00:00
Insert Text Here

00:00:30

Hours  Minutes  Seconds
00:03:01
Time for whole group share out
Challenge #4

Conducting academic discourse without planning the questions.
What is a text dependent question?

.... specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.
## Developing TDQs

(Fisher, Frey & Boyles Handout)

<table>
<thead>
<tr>
<th>PHASE ONE</th>
<th>PHASE TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Understanding Questions</td>
<td>Vocabulary Based Questions</td>
</tr>
<tr>
<td>Standard 1; Standard 2</td>
<td>Standard 4</td>
</tr>
<tr>
<td>Key Details Questions</td>
<td>Structure of the Text Questions</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Standard 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE THREE</th>
<th>PHASE FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Purpose Questions</td>
<td>Opinion with Evidence or Argument</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Writing Standard 1 – Write opinion pieces</td>
</tr>
<tr>
<td>Inter-textual Connections Questions</td>
<td></td>
</tr>
<tr>
<td>Standard 7; Standard 9</td>
<td></td>
</tr>
</tbody>
</table>
SMALL GROUP ACTIVITY

Read “Chameleon Schlemieleleon”

Craft a text dependent question based on TDQ Color Dot in your folder.

RED – PHASE ONE
BLUE – PHASE TWO
YELLOW – PHASE THREE
GREEN – PHASE FOUR

Be prepared to share aloud with the group.
Time for whole group share out
Challenge #5

Not sure what the big picture is.

The animation automatically begins.
Crafting an Author’s Central Message

**Metacognition**
- Write a complex sentence beginning the message with a subordinating conjunction.
- Use modal/auxiliary verbs.
- The message emerges from the problem and solution of the text.
- The message is speaking to a group of people about what they should do, think or feel in real life.

**Checkpoints**
- *Did you remember to take out the character’s names from the message?*
- *Is your message phrased in third person?*
- *Does your message make the reader think about how people should think, feel and behave?*

---

**Subordinating Conjunction**
- Even if; Even though; Although; Because; Whenever; Provided that

**Tying to Life Application**
- Sometimes in life; there may be times when; in everyday life; there are

**Modal/Auxiliary Verbs**
- People may; people might; people can; people who might; people who may; people who may think

**Real World Issue, Conflict or Problem derived from the text**

**In Opposition**
- It is important to; people should; people must learn to; people need to

**What should people do to solve the issues, conflict or problem?**

---

**EXAMPLE MESSAGE**

Although there may be times when people may find it difficult to get to know people of different races due to certain obstacles, it is important to know that most barriers can be removed with a positive effort.
CRAFTING AN AUTHOR’S CENTRAL MESSAGE

In your table group, re-read “Chameleon Schlemieleleon”.

Look the ACM Scaffold Poster and craft an author’s central message.

Write your message on the worksheet provided.

Be prepared to share with the group.
Insert Text Here

00:03:00

Hours Minutes Seconds
Insert Text Here

00:00

Hours Minutes Seconds
Time for whole group share out
Overcoming the Challenges
What are your “Walk-away-withs”?
Learn an 11-step instructional approach that succinctly synthesizes Close reading.

Understand how to craft rigorous text dependent questions to support academic discourse.

Leave with a scaffold lesson idea to begin close reading in the classroom.

Understand that all of the standards are craftily written to support Close Reading.

Understand that the SBAC targets assess at the higher levels of rigor.

Today’s Workshop Outcomes