

CLOSE READING IN THE PRIMARY GRADES

TEXT COMPLEXITY, RAISING RIGOR IN READING
DOUGLAS FISHER, NANCY FREY, DIANE LAPP

Kayce Patterson, September 5, 2012

Objectives

2

- I understand what close reading is.
- I will analyze the components of close reading.
- I will participate in a close reading of a text.
- I will construct a lesson plan for a close reading of a text.

What is close reading?

3

You Tube

Douglas
Fisher: Close
Reading and
the CCSS, Part
1 and 2

- Watch these two short videos from Douglas Fisher on close reading.
- After each video write a short note about what important information you took away that helps you to understand what close reading is.
- Share with your partner.
- Wordle

What is close reading?

4

- A balance between crafting understanding directly from the text and blending that with a reader's interpretation of the text.
- The reader's interpretation **SHOULD** not over power the author's purpose or tone.

“The reader must remain faithful to the author's text and must be alert to the potential clues concerning character and motive.” Rosenblatt (1995) pg. 11

What is close reading?

5

- The Common Core State Standards suggest that the sociopolitical and historical context should be considered but students need to focus on what the **AUTHOR ACTUALLY SAYS**.
- Students will have to use evidence from the text to support their claims.
- Students will read closely to make sense of what the author is saying and then compare that to their own experiences and beliefs.

Four Roles of Readers

6

- Code Breaker: Understanding the text at the surface level.
- Meaning Maker: Comprehending the text at the level intended by the author.
- Text User: Analyzing the factors that influenced the author and the text.
- Text Critic: Understanding that the text is not neutral and that existing biases inform calls to action.

Freebody and Luke (1990)

Four Roles of Readers

7

- Close reading is the process in which students are invited to revisit the text to go through all of the roles.
- By stopping after the first two roles, the reader is only a consumer of the text.
- The CCSS require students to understand what the text means and be able to defend their opinions about the text with evidence from the text.

Key points of close reading.

8

- Use of short passages
- Rereading
- Reading with a pencil
- Noticing things that are confusing
- Discussing the text with others
- Responding the text-dependent questions

Selecting Short, Worthy Passages

9

- Use short pieces of text. This helps students to see how to apply the strategy or skill within the text with more clarity and ease.
- Narrative or informational text.
- Short stories, articles, any specific passage.
- Not all texts require close reading.

Rereading

- ❑ Close reading requires a willingness to return to the text more than once.
- ❑ Students need to understand that their comprehension of a passage is always growing and changing.
- ❑ Rereading helps the reader to notice details and subtle characteristics of things like tone and voice.
- ❑ Slowing down the reading process, always returning to text.

Rereading

- Students can also lead the group in where to reread within the passage.
- A question can be asked and instead of letting the child answer, have them direct the group where to reread in the text that proves his/her answer.
- After all students have reread then that student can explain their answer.
- This creates space for student to reread in advance of the discussion.

Rereading

12

- “The rereading gets them paying attention to someone else’s ideas, instead of only thinking about what they are going to say next. They are also getting better at listening to their classmates.”

Miss Anaya, Second grade teacher

Reading with a pencil

13

- Taking notes or annotating makes students pay attention to the text and gives them support when they return to the text to find evidence.
- Making copies, interactive graphic organizers, electronic notes.
- It keeps the reader awake and active.
- Helps students to remember their thoughts of the text and/or author.
- Younger students need to see this modeled.

Reading with a pencil

14

- Teach students a format.
- Underlining important parts.
- Circling important words.
- Putting a question mark on words or ideas.
- Numbers in margin to show sequence of events, BME, CE, PS

Noticing Confusing Parts

15

- Students learn to identify specific parts of the text that they find confusing.
- Students have to be taught this.
- Students don't know what causes confusion; an idea the reader has never considered before, a single unknown word, the structure of a sentence, etc.
- Students need to become proficient in **NOTICING** what is causing the problem.

Noticing Confusing Parts

16

- Once these issues are noticed they can be turned into think-alouds or modeling opportunities for next close reading.
- Return to text and model that strategy with the same or different text in timely manner to provide that additional instruction.

Noticing Confusing Parts

- ❑ Teachers should not front-load vocabulary. Many times the academic vocabulary is the confusing part and students need to learn to use their strategies to try to figure out the meanings of the words.
- ❑ Teachers should not give away the meaning of the text in advance of close reading (background knowledge).
- ❑ Teachers should not highlight specific comprehension strategies before doing a close read.

Reasoning from David Coleman

18

- Go to: <http://engageny.org>
- Search close reading and choose David Coleman doing a close read on the letter from Birmingham Jail.

Discussing the Text

- Students need to engage in purposeful talk, using academic vocabulary and citing evidence in the text to support their claims.
- Students need time to practice and scaffolding to become proficient in this.
- At first teachers will need to play larger roles helping their students to return to the text.

CCSS Expectations for students in discussions:

20

- Engage in a variety of grade-level topics in small and large group settings with a diverse range of learners.
- Be prepared for the discussion.
- Follow discussion guidelines and purposes, including specified assigned roles.
- Ask and answer questions, request clarification, furnish evidence and examples, and contribute ideas that enhance the discussion.
- Summarize and synthesize a speaker's main points.

Asking Text-Dependent Questions

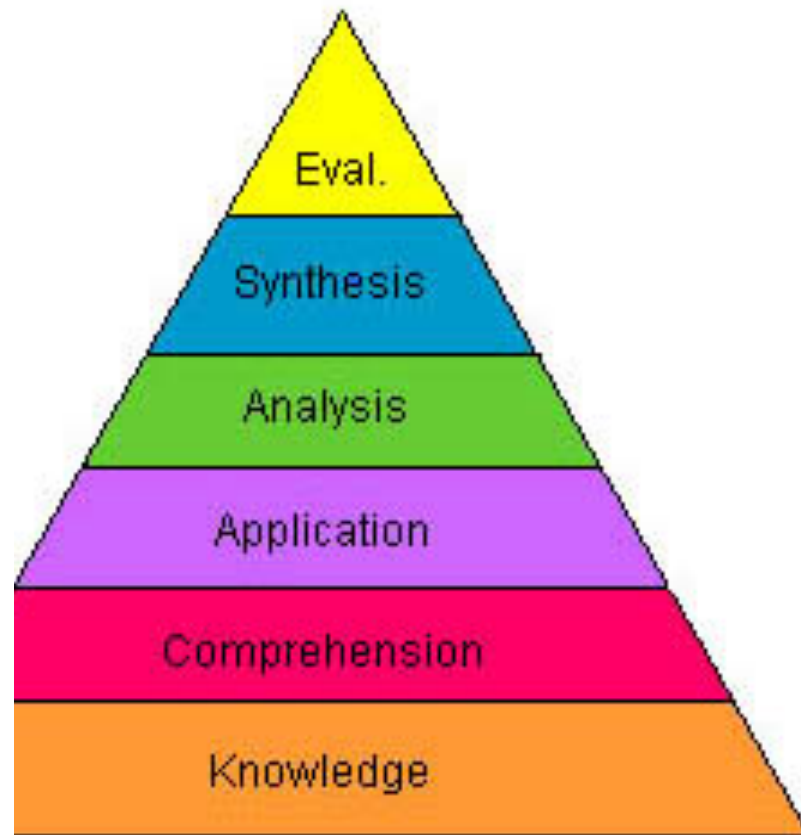
- Text-dependent questions help to prompt students to go back to the text.
- Text-dependent questions can only be answered with evidence from the text. 80% portion of reading CCSS in most grades.
- They don't have to only be limited to the literal meaning, but also the deeper meaning that students have to make inferences about. (Mood, tone, author's purpose, choice of words, etc.)

Asking Text-Dependent Questions

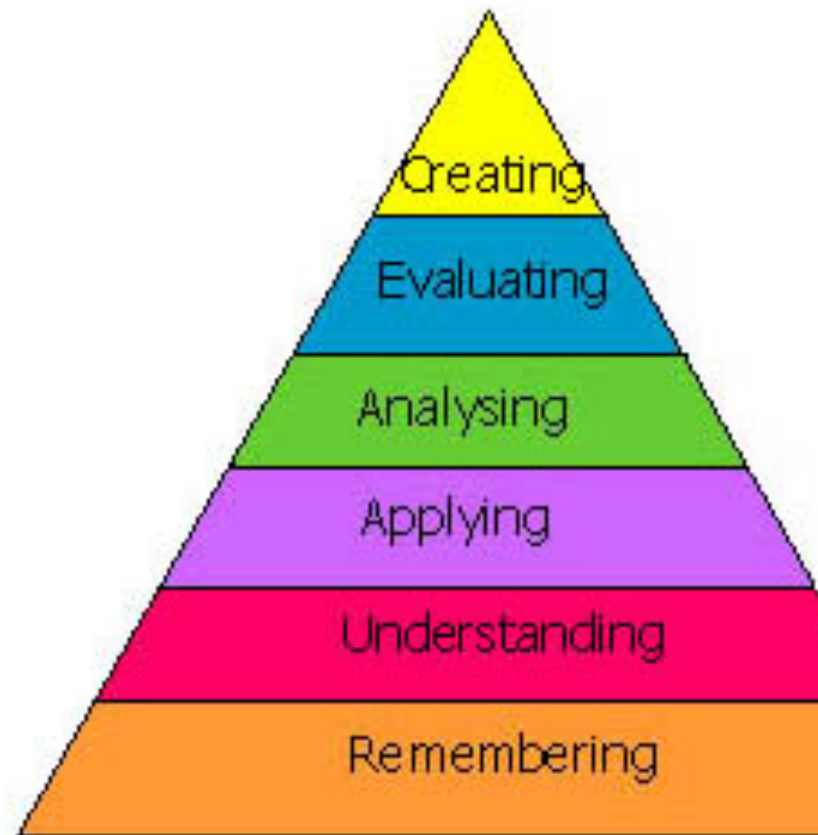
- ❑ Don't ask questions that take them away from the text.
- ❑ By redirecting them to the text this will help struggling readers' stamina and skills.
- ❑ Questions have to be developed before the lesson.
- ❑ Bloom's Taxonomy-oriented questions are effective.
- ❑ Students will read for the type of questions that they are asked most frequently. We should try to build into higher order thinking.

Bloom's Taxonomy in the 21st Century

23



Old Version



New Version

Types of Questions

- Right there – book questions
- Think and search – book questions
- Author and you – brain questions
- On your own – brain questions
- In a close reading , most of the questions will be book questions (in the text). Once the teacher knows the students are understanding they can answer brain questions (in my head) still referring to the text.

Questioning the Author

- Students have to think beyond the words and consider the author's intent.
- This is not trying to encourage students to challenge the writer, but rather encourage them to return to the text to find evidence.
- Students can analyze authors' intent, craft, clarity, or organization. For example, *The Very Hungry Caterpillar*. Why did the author write it in a sequence of events?

Questioning the Author

26

- What is the author trying to tell you?
- Why is the author telling you that?
- Does the author say it clearly?
- How could the author have said things more clearly?
- What would you say instead?

Steps in a Close Read

1. Establish a purpose for reading.
2. Students read independently. They will circle words or ideas they have questions about.
3. Students write key idea and share with a partner. “I was amazed to learn that....”
4. Have students share out. Teachers will use this to guide their modeling.
5. Teacher will read aloud the text and model confusing parts/words or comprehension modeling. Students will reread passage in response to text-dependent questions.
6. Students will continue discussion around text-dependent questions referring to text as needed.
7. Final reading of text (optional).
8. Journal/Writing response or final step in graphic organizer. Younger kids could return to their first statement and make one now; comparing both of them.

Apples – Text Dependent Questions

Gail Gibbons

28

1. Read text to students and have them circle words they don't understand or ideas.
2. Students write and share a main idea they took away. Teachers gather data on words/ideas to be taught or modeled. Ask kids what main purpose author has for writing this page? Use illustrations, text features.
3. Teacher rereads text, focus on vocab: tart, firm, core, remove and mixture.

Apples – Text Dependent Questions

Gail Gibbons

29

4. Have students reread text or read to them in order to answer these questions, highlighting or finding evidence in text.

-After you put the dough in the pan what do you do?

What word means cut?

-Where are the crusts in a pie and how many are there? Highlight in the text or picture.

5. Ask them where was the trickiest part to read?
Step 3. Why? Parenthesis mean additional information (think of the word or). Look at her pattern, she gives an amount then uses parenthesis.

Apples – Text Dependent Questions

Gail Gibbons

30

5. Ask them where was the trickiest part to read?
Step 3. Reread. Why? Parenthesis mean additional information (think of the word or). Look at her pattern, she gives an amount then uses parenthesis.

-What ingredients are in the mixture? Find these in the text with a manipulative.

We used the authors pattern to understand critical information. This will take modeling!

Apples – Text Dependent Questions

Gail Gibbons

31

6. Ask students this question: How do they poke holes in the top crust? Why do they do this?
7. Next question: What qualities does the author say an apple should have when you are making a pie? Find evidence (tart and firm). Explain WHY.
8. Last inferential question: Why does it say to “make your own apple pie with the help of an adult”?

Apples – Text Dependent Questions

Gail Gibbons

32

9. Culminating assessment: Students will write in response to this question.

Explain how to make an apple pie in your own words.

Why does Gail Gibbons tell us at the bottom to make our own apple pie? (This ties into the whole book; a good use for the apples. Apples can be enjoyed in many different ways.)

How to write text dependent questions

33

- You might switch step 2 and 3 because if you ask a simple question and the child has a vocabulary issue within the question it will not build confidence.
- Look at the words the students circled.