Get Close for Deeper Thinking:

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Today’s Goal

• Understand the relationship among close reading practices, developing text-dependent questions, and providing evidence-based responses.
Three Instructional Shifts for CCS-ELA & Literacy

1. Building knowledge through content-rich nonfiction

2. Reading, writing, and speaking grounded in evidence from text

3. Regular practice with complex text and its academic language
To ensure our students are college and career ready, we must teach them critical reading strategies in order for them to independently attack a text. They must learn how to own a text, rather than letting the text own them.
What is Close Reading?
It is an interaction between the reader and a text.

(Douglas Fisher in the online video interview, “Close Reading and the Common Core State Standards,” April 3, 2012)
It is making careful observations of a text and then interpretations of those observations.

(Patricia Kain for the Writing Center at Harvard University, 1998)
It involves rereading; often rereading a short portion of a text that helps a reader to carry new ideas to the whole text.

(Kylene Beers and Robert Probst in Notice and Note, 2012)
“…an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means.”

(Tim Shanahan in What is Close Reading?, 2012)
Close Reading

• is reading and re-reading a whole text or passage

• seeks meaning from within the text

• develops meaning from the interaction of the reader and the text
Why Use Close Reading?
Background

• A priority of the CCSS is students **closely read texts of increasing complexity** to acquire knowledge.

• The CCSS focus on **gathering evidence**, knowledge, and insight from what is read.

• Questions and tasks should require **thinking about the text carefully** and finding evidence in the text to support responses.
Building knowledge through content-rich nonfiction

Regular practice with complex text and its academic language

Reading, writing, and speaking grounded in evidence from the text

Close Reading

Adapted from the Systems of Professional Learning for Coaches ELA Module 1: Focus on Instructional Shifts developed by PCG
The Process
• Reading through once allows the student to come up with ideas

• Rereading allows the student to pull information from the text
  o to provide a focus: descriptions, definitions, techniques/structures, point of view, word choice
  o to enhance understanding: what is revealed after examining the description, definitions, techniques/structures, point of view
  o to utilize text evidence to support new ideas/inferences/conclusions
Role of Teacher

• Be well prepared
• Select challenging, appropriate text
• Analyze content, language ahead of time
• Anticipate potential text challenges for certain students (e.g., English Learners, students with disabilities, students reading above or below grade level)
Role of Teacher

- Structure opportunities for reading, rereading, and discussion
- Write purposeful, text-dependent questions that engage students
- Facilitate rich, rigorous conversations (through the use of text-dependent questions) that keep students engaged
- Ensure reading activities stay closely connected to text
Role of Students

- Read the text more than once
- Persevere in reading and comprehending challenging text
- Annotate the text
- Analyze the text for purpose and/or levels of meaning

Read like a detective (Be a keen observer and notice the clues)
Role of Students

• Use evidence from the text to ask and answer text-dependent questions
• Increase comprehension of a text through multiple re-readings
• Participate in rich, rigorous, collaborative conversations about a common text

Be active and think deeply
Selecting a Text
Select Short, Worthy Texts

• May be a passage from a longer text or a complete short text
• Consider the skill that is the focus of the lesson
• Determine what kind of text would be the best tool for instruction of skill

Don’t worry! Application to longer texts will come later.
Finding Appropriately Complex Text
# Understanding Text Complexity

<table>
<thead>
<tr>
<th>Measure</th>
<th>How Measured?</th>
<th>Example</th>
</tr>
</thead>
</table>
| **Quantitative**               | *By computer software:* Readability measures, including word and sentence analysis | • Lexile  
• Fry  
• ATOS                                                              |
| **Qualitative**                | *By an attentive reader:* Levels of meaning/purpose, structure, language conventionality and clarity, knowledge demands, emotional/age-appropriateness | • Qualitative Measures Rubric for Literary and Informational text  
• Fountas & Pinnell levels |
| **Matching Text to Reader and Task** | *By a skilled educator:* Considerations of reader and considerations of task | • Motivation  
• Knowledge  
• Experiences  
• Emotional/age-appropriateness  
• Purpose of task  
• Complexity of task  
• Complexity of questions posed |
Let's Compare…

DIARY of a Wimpy Kid vs The Grapes of Wrath
A Worthy Text

• is short enough to read and re-read within the instructional period

• should require multiple readings for comprehension, interpretation, analysis

• could be part of a text that has sufficient fodder to support exploration, discussion, reflection
Broaden Your Definition of Text

A text for close reading can include:

- Short stories
- Poems
- Articles
- Letters
- Documents
- Photos
- Paintings
- Websites
Digging a Hole
Close Reading Process

• What does the text say?
• How does the text work?
• What does the text mean?
• What does the text inspire you to do?
Annotation: A Close Reading Tool
What is Annotating?

• The process of marking and taking notes on a text to make the most of the reading process. This includes highlighting, underlining, circling, arrows, and making notes by paraphrasing, summarizing, or noting original ideas.
What is the Purpose of Annotating?

Annotation slows down the reader in order to deepen understanding.
How do you Annotate?

• Read through the text, noting unfamiliar or difficult words or concepts.

• Reread the text multiple times, each time with a different lens. Depending on your purpose for reading, lenses you might apply include:
  – Important ideas, key understandings, big takeaways, deeper meaning, author’s message
  – Development of ideas or arguments
  – Relationships between ideas and elements
  – Organization, structure, use of metaphor, imagery, symbolism, tone, mood
  – Vocabulary and word choice
  – Use of illustrations or other text features
Text-Dependent Questions
Progression of Text-dependent Questions

Whole
- Opinions, Arguments, Inter-textual Connections
  - Standards 8 & 9
- Inferences
  - Standards 3 & 7
- Author’s Purpose
  - Standard 6
- Vocab & Text Structure
  - Standards 4 & 5
- Key Details
  - Standard 2
- General Understandings
  - Standard 1

Graphic: Doug Fisher and Nancy Frey
### Summary of text-dependent questions

<table>
<thead>
<tr>
<th>Category</th>
<th>Text-Dependent Questions</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Yes</td>
<td>50 words</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Yes</td>
<td>75 words</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Yes</td>
<td>30 words</td>
</tr>
<tr>
<td>Text Structure</td>
<td>Yes</td>
<td>40 words</td>
</tr>
</tbody>
</table>

### Text for writing text-dependent questions

The table below can help you write high-quality and challenging questions that require students to demonstrate their understanding of the text.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing/Literary Analysis</th>
<th>Analysis of Visuals/Artwork</th>
<th>Oral Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The text&quot;</td>
<td>What did the author mean by...?</td>
<td>How do the characters in this scene...?</td>
<td>How many... did...?</td>
</tr>
<tr>
<td>&quot;In the text&quot;</td>
<td>What is the author saying about...?</td>
<td>How does the plot evolve...?</td>
<td>How many... did...?</td>
</tr>
<tr>
<td>&quot;The text&quot;</td>
<td>How does the author...?</td>
<td>How does the setting...?</td>
<td>How many... did...?</td>
</tr>
<tr>
<td>&quot;In the text&quot;</td>
<td>What is the significance of...?</td>
<td>How do the characters...?</td>
<td>How many... did...?</td>
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</tbody>
</table>

### Text-dependent questions checklist

- Did the questions lead to a deeper understanding of the text?
- Did the questions require students to analyze the text critically?
- Did the questions encourage students to think about the text in new ways?
- Did the questions provide feedback for students to improve their understanding?
Text Dependent Questions In Action

USING TEXT DEPENDENT QUESTIONS
Text-Dependent Questions

• are questions that can only be answered correctly by close reading of the text and demand careful attention to the text
• require an understanding that extends beyond recalling facts
• often require students to infer
• do not depend on information from outside sources
• allow students to gather evidence and build knowledge
• provide access to increasing levels of complex text
• call for careful and thoughtful teacher preparation
• require time for students to process
• are worth asking
Let’s Try It Out
Close Reading of a Picture

• What do you notice? Share your observations with a partner.
Guiding Questions Using a Graphic Organizer

- What details do you notice from the picture?
- What was your initial impression and reaction?
- What are your unanswered questions?
Further Guiding Questions

• Why do you think the photographer took this picture?

• What is the photographer’s point of view?

• What do you notice as different or unusual in the picture? Use information from the picture to support your answer.
Become a Secondary Student...

• Read Document 1

• Share your thoughts about the document.

• Read the Guiding Questions document with your group.

• Reread Document 1 and use the Guiding questions to discuss the document again. Remember to use evidence from the text to support your inferences and conclusions.
Guiding Questions

• What is the author’s point of view?
• What do you notice as different or unusual in the text?
• Where do you think this is from, when was it written, and for what purpose was it written?
• What is the central idea of the document?
Listen to Audio
Guiding Questions for Audio

• Does this add any clarity to what you have read?
• How do reading Document 1 and listening to Document 1 differ?
• Does the audio change the impact of Document 1? Consider voice, emotional appeal, and expression.
• Who is the author of this document and what is the purpose of it?
• When was it written? Who was the audience?
Bringing Close Reading and Text-Dependent Questions To Life
Close Reading in Action: An Elementary Perspective

Erica Augustyn
Pleasant Valley Elementary School
South Windsor
What Close Reading Looks Like in the Elementary Classroom

• Modeling
• Anchor Charts
• Short texts
• Post-its, highlighters, pencils – students actively engaged in reading
• Guiding questions to help set a purpose for each reading of the text
• Collaborative work → peers working together to best understand a text
Anchor Charts

Close Reading
Read with a pencil to show your thinking!

- I have a question
- I don’t understand
- Surprising
- Important part
- Love this part
- Favorite
- Making a connection
- “This reminds me of…”
- Main Idea
- Evidence that supports the Main Idea

CLOSE READING

- Read the text slowly
- Get the gist of what the text is all about
- Circle words you’re unsure of
- Reread, Annotate, and underline key vocabulary
- Use the text to answer questions
- Read again→Summarize→Specific questions
Lesson Planning with Close Reading

• To be successful with Close Reading teachers do need to read and reread the text themselves.

• Creating guiding questions to drive the second and third reading of a text is crucial; there needs to be a clear objective set for students to understand WHY they are rereading the same passage.

• Time needs to be devoted to creating text-dependent questions that will challenge students and extend their thinking.

• Text-dependent questions can hit a multitude of standards, which makes integration of Close Reading into current curriculum successful.
# Guiding Questions

## Potential Questions for Literary Text

- What clues to meaning do you find on the cover that prepare you to read this story?
- What is the author’s message?
- How does the setting (time and place) make a difference in the story?
- What tone or mood does the author create?
- Who is speaking in this passage?

## Potential Questions for Informational Text

- What is the main idea, and how does the author show this in the text?
- Why does the author choose these particular details to include?
- What are the most important words to talk about this text?
- Why do you think the author chose this genre or format?
- Do you think the author is openly trying to convince you of something?
Using Guiding Questions

Close Reading Pandora’s Box

- What words + phrases contribute to the tone?
- What words paint a picture?
- What words create a strong feeling?
- What words + phrases give you an idea of how Pandora feels about the box?

Guiding Question: What words + phrases contribute to the tone?

Guiding Question: What words paint a picture?

Guiding Question: What words create a strong feeling?

Guiding Question: What words + phrases give you an idea of how Pandora feels about the box?

Guiding Question: What is the purpose of the myth, Pandora’s Box? What evidence can you use to support your answer?

Purpose: Evidence From Text

Cautionary: “Whatever you do, do not open this box!”

Creation: “Be warned! Zeus never to open it.”

Curiosity: “But how horrible, wicked things…”

Teach a Lesson: “Hope allows us to believe that no matter how bad today is, tomorrow will be better.”
Connecting Close Reading to Writing

- Close Reading directly integrates and supports writing
- Ties into students writing constructed responses where they are required to find evidence in the text to support their thinking
- Not all guiding questions have to lead to a written response
Close Reading
Lesson: Spelunking
Day 1: First Read of the Text

• This is an area where you can differentiate for various reading levels (some independently read, some partner read, some read in a small group with a teacher)

• Set the purpose ➔ Read to find out what spelunking is.
  – Students “closely read” an image of people spelunking in a cave (What do you see? What types of emotions does this image generate?)
  – After students closely read image of spelunking ➔ students read article in its entirety
  – Objective is to get the “gist” of the article without stopping to discuss
  – At end of passage students shared out their thinking of what spelunking is and what spelunking entails
  – Clear up any remaining confusion or misunderstanding of the text
Day 2: Second Read of the Text

• Guiding Question: How do the text features help you understand the text?

• Students annotate and interact with the text
  – Students mark up the text using pencils, post-its, highlighters
  – Mark up unfamiliar phrases, key words, ask questions of the text
  – Utilize Close Reading bookmark that has symbols for coding the text
  – With a partner or in a small group, students share out what they notice, citing how the text is organized
  – At the end of small group/partner work students share out their ideas from their post-it notes and create a student generated anchor chart
Day 2: Close Reading Bookmarks

Close Reading
Read with a pencil to show your thinking!

? *I have a question
  *I don’t understand

! *Surprising information
  *Important part

❤ *Love this part
  *Favorite Part of a text

C *Making a Connection- to self
  text, real world
  **“This reminds me of…”

* *MAIN IDEA

E * Evidence that supports the
  main idea

Question 1
* What is the author telling me?

Question 2
* Are there any words that are hard or seem important?

Question 3
* What does the author want me to understand?

Question 4
* How does the author play with language to add to meaning?
Day 2: Close Reading in Action

Guiding Question: How do the text features help you understand the text?

Student Generated Ideas

Examples of Student Thinking

• Photograph/caption
  – It gives a visual of what a stalagmite is
  – They give you a picture of something that you don’t know what it looks like
  – It helps me see what spelunking looks like

• Headings
  – Show key ideas from the text
  – Tell the main idea of each section
  – Give you an idea of what is coming next

• Text Box
  – Gives extra information on spelunking
  – Has important facts about spelunking
  – Lets me know quick facts about the topic
Day 2: Students in Action
Day 2: Student Work Samples
Day 3: Third Read of the Text

• Guiding Question: How does the author feel about spelunking and how do you know?
  – As an area of differentiation, you can have certain students look throughout the entire text, whereas you may give other students specific paragraphs to look through for evidence
  – Graphic organizers help students organize their thinking
  – Depending on standard you are currently focusing on, this may become a formalized written response
  – Third read guiding questions tend to synthesize and pull all of their understanding together as a final analysis of the text
Day 3: Close Reading in Action

Guiding Question: How does the author feel about spelunking and how do you know?

Student-Generated Ideas

Examples of Student Thinking

- Positive Word Choice
  - The author thinks spelunking is fun and interesting
  - Phrases from the text: “exciting”, “enjoyable”, “spelunking is an exciting sport”, “see the natural beauty of the caves”

- Author’s Purpose/Author’s Point of View
  - Encourages people to try spelunking
  - Purpose for writing is to inform and persuade

- Tone
  - Uses exclamation point to show excitement
  - Although talks about dangers, doesn’t focus on them to scare reader
  - Positive tone throughout the text
Day 3: Students in Action
Day 3: Student Work Samples

Here are three ways the author feels about spelunking. The author thinks spelunking is really fun because in the text he wrote "Spelunking is the exciting sport of cave exploration." Second, he wants to persuade people to go spelunking. He doesn’t want to make spelunking sound dangerous but he has a purpose for writing the text. Finally, he has a great but fun word choice (exciting, comfortable, and experience) which are great words. These were only a few feelings the author has about going spelunking.

B. Wilkins, the author of the passage, Spelunking, likes this topic. One reason I know B. Wilkins likes spelunking is because of the author’s purpose. It’s evidence because why would B. Wilkins write about it if he didn’t like it? Another example is his word choice. He uses words like “exciting” and “enjoyable.” Those words send a good feeling. Finally, I see that the author likes the topic by his tone. He says, “If you are a risk-taker who craves adventure, spelunking is for you. That shows that the author is saying that if you like adventure, you should go spelunking.” Those are my reasons why B. Wilkins likes spelunking.
A Perspective from a Secondary Teacher

Michael Webb
Grade 9 & 11 English/Humanities
South Windsor High School
## Selecting the Text

### TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

**LITERARY TEXT**

<table>
<thead>
<tr>
<th>Text Title:</th>
<th>Setting</th>
<th>Multiple levels of complex meaning</th>
<th>Multiple developments of meaning</th>
<th>Meaning</th>
<th>Structure</th>
<th>Language</th>
<th>Knowledge &amp; Use</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Middle High</td>
<td>High</td>
<td>Multiple transformations of complex meaning</td>
<td>Multiple developments of meaning</td>
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</table>

**TEXT COMPLEXITY ANALYSIS TEMPLATE**

- **Event/Date:** July 25, 2018
In order to build their content context for future readings of *In the Shadow of the Banyan*, students watch a portion of the PBS video. Students follow the discussion protocol “ABC...Plus One.”
• The Publisher’s Criteria for the CCSS advocates a close reading approach that “focuses on what lies within the four corners of the text”

• There’s a difference between background knowledge that takes you away from a text and background knowledge that takes you further into a text.

• Close reading really asks students to understand a text based on the new material they find in it. In fact, it actually allows students to build new background knowledge.
Purposeful Annotation

- We’ve been doing it since the beginning of time
- Provides a focus
  - The task of understanding and learning from a text while reading
  - The task of understanding and learning from a text after reading
- Not just “fill in the margins as much as you can”
- Doesn’t have to be a complicated system
Text Dependent Questions

• Aid in unlocking the answer to the Essential Question of the unit
• This may be a newer experience so build in scaffolds

• Remember to use textual evidence to support your ideas.
• Be sure to include specific evidence from the text to support your ideas.
• Remember to use words and phrases from the text to prove your answer.
• What in the text helped you to know?
• What words or phrases did the author use that led you to your answer?
What clues/evidence from the text tell you that they may be safe?

The townsfolk came out with pots and dishes filled with food. The district leader greeted everyone kindly and addressed them respectfully. The author also says “It was clear this was to be our new home. Everyone sighed with relief.”

What clues/evidence from the text tell you that they may be safe?

Clues from text that tell me they may be safe is when he talks about how anxious he was after seeing all the food and “It was clear this was to be our new home” (p. 243). After being welcomed by district leader, seems the family is now in good hands with their new home. Even though the others beat them to the bedrooms, they best off living in the immense kitchen rather than the forest.
How does the author reflect the ideology of the Revolution here? Use details to support your question.

The author reflects the ideology of the Revolution here by saying, "We didn't learn to read/write, it was clear we must keep quiet until we knew" (pg 286). The author reflects belief of Rev. because all they ever was learnt to do in didn't matter about education just knowing what you must to remain alive. And the lyrics in the song pretty much explores their beliefs. "Blood sisters, blood of farmers/soldiers" reflects to how blood everywhere is the blood of everyone.
How to Support Implementation of Close Reading
• Schedule professional learning time for your teachers so they can learn how to analyze texts for text complexity and how to do close reading.

• Provide time for teachers for whole-school planning for close reading
  – identifying key goals and coordinating what text will be used at different grade levels
  – how close reading will be integrated into language arts, social studies, science, and mathematics
• Work with teachers to decide upon school-wide or grade-level annotations so students do not need to relearn annotation markings each year.

• Provide coaching for teachers as they begin utilizing close reading in their classrooms.

• Support teachers’ efforts by arranging opportunities for peer observation and feedback.
Resources

• CTCoreStandards.org
• CCSSO Navigating Text Complexity
• Achieve the Core
• EduCore
• International Literacy Association
• LearnZillion