

Take a “Close” Look

Using Close Reading Strategies with CCSS

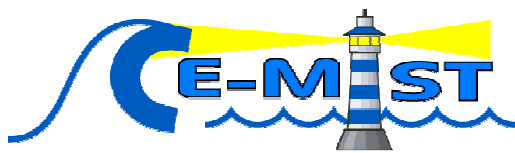
A.L. Corbett Middle School

Bridget Black, 6th Grade ELA

Kanelia Cannon, 8th Grade ELA

Tara Davis, Keyboarding/Computer Applications

Sandra Watts, 7th/8th Grade SS

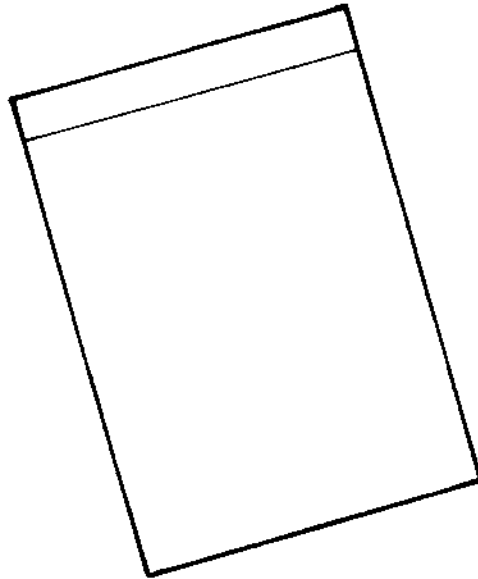


Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching

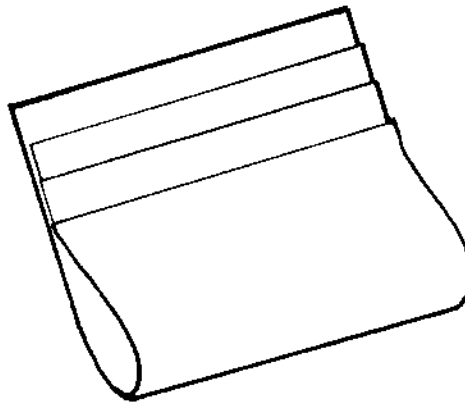


Layered Look Book

1. Stack two sheets of paper (8 1/2 x 11), and place the back sheet one inch higher than the front sheet.

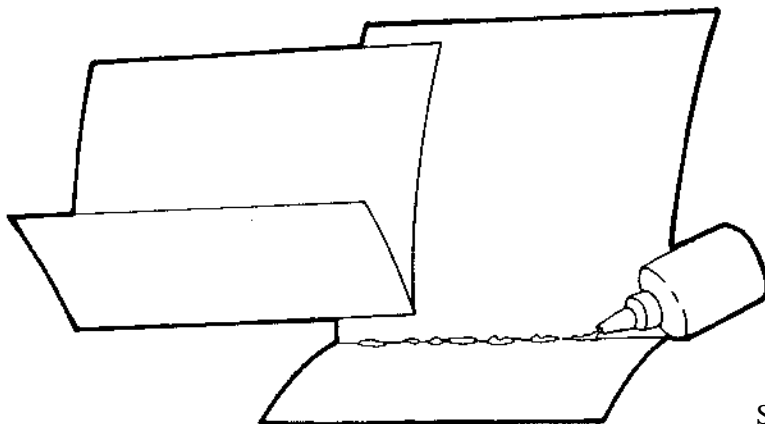
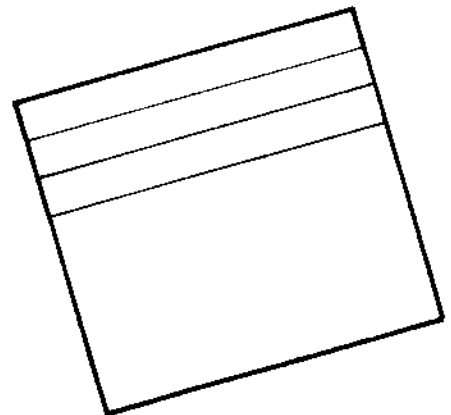


2. Bring the bottom of both sheets upward and align the edges so that all the layers or tabs are the same distance apart.



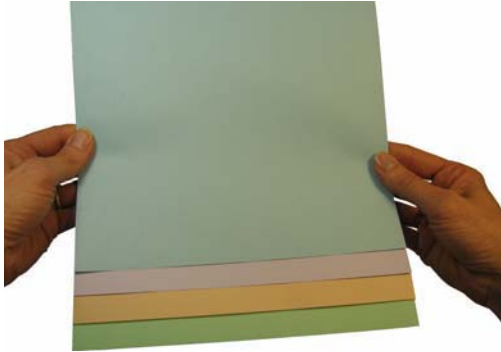
3. When all tabs are an equal distance apart, fold the papers and crease well.

4. Open the papers and glue them together along the valley/center fold.

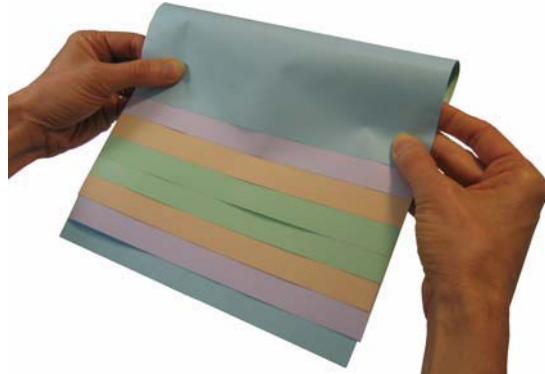


How to make a Layered Look Book Foldable®*

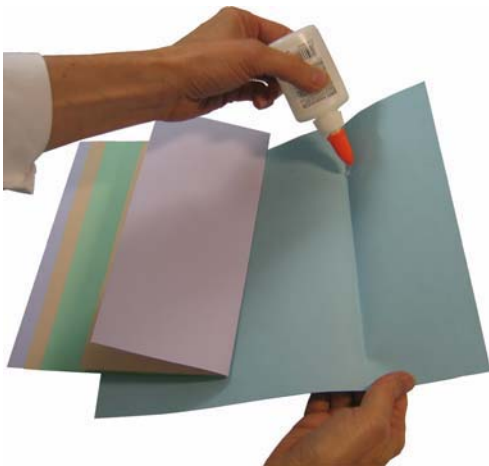
1. Stack four sheets of paper (8 ½" x 11") together, placing each consecutive sheet around ¾ of an inch higher than the sheet in front of it.



2. Bring the bottom of both sheets upwards and align the edges so that all of the layers or tabs are the same distance apart.



3. When all of the tabs are equal distance apart, fold the papers and crease well.
4. Open the papers and glue them together along the valley/center fold.



Read Around the Text Lesson Plan

Background:

Read Around the Text is a series of six steps that asks students to preview text to be read. One of the single best things readers can do to improve comprehension is to set a purpose for their reading and activate prior knowledge.

Directions:

Begin by distributing a blackline master of *Read Around the Text* that students can keep in their binders. Take the time to model this activity with a textbook. Select a new lesson and have students work in partners to answer the six questions from *Read Around the Text*. To ensure all students are practicing the strategy, have one partner be A and the other partner be B. For the first question, ask partner A to tell partner B what the ideas are behind the pictures being presented. Call on several different partner teams to share answers before moving on. Alternate the responsibility for who begins the discussion on question #2.

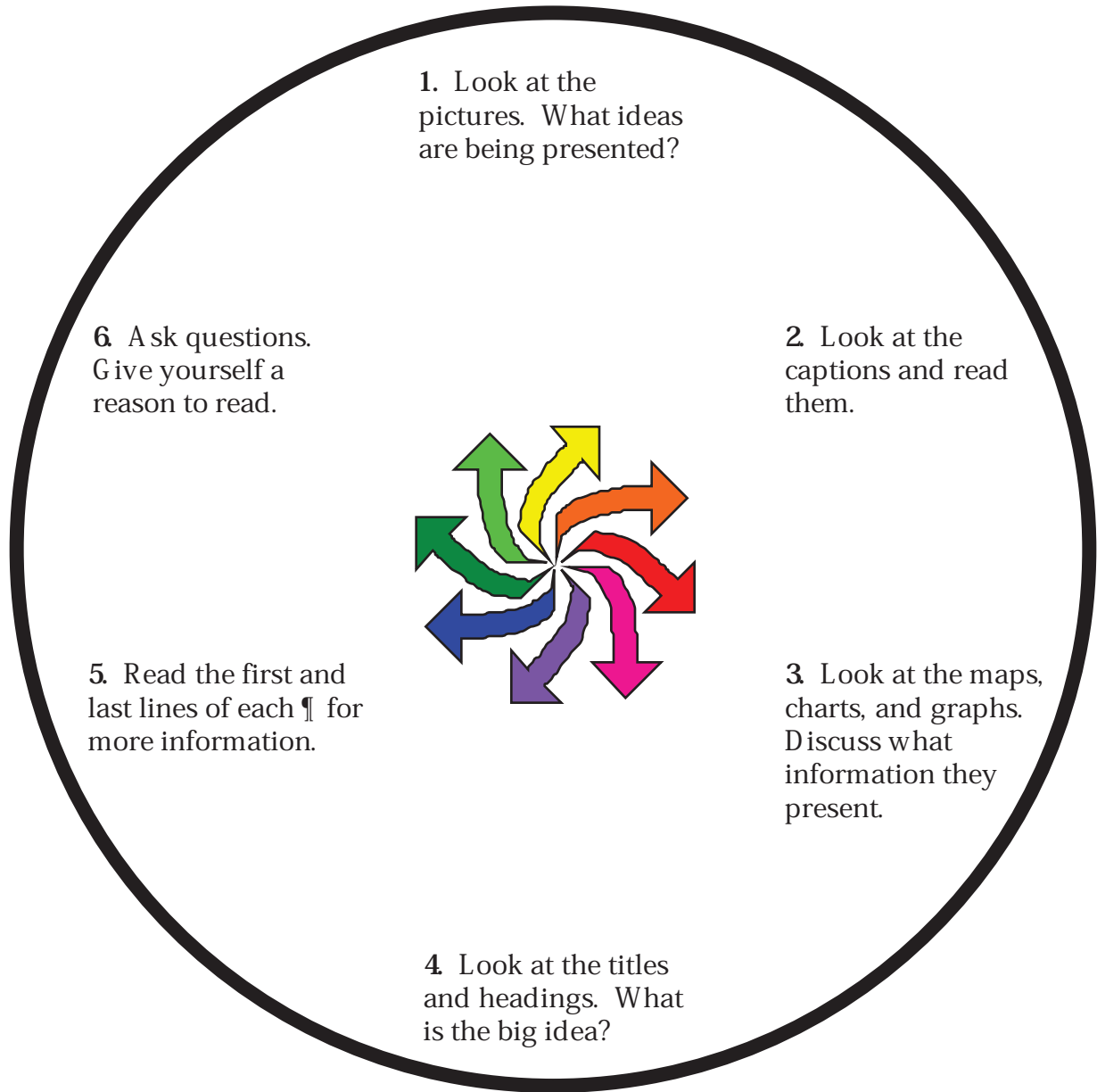
1. Look at the pictures. What ideas are being presented?
2. Look at the captions and read them.
3. Look at the maps, charts, and graphs. Discuss what information they present.
4. Look at the titles and headings. What is the big idea?
5. Read the first and last lines of each ¶ for more information.
6. Ask questions. Give yourself a reason to read.

Extension Idea:

Romig staff created an acronym for *Read Around the Text* called **R.A.T.** Encourage students to "rat out" the important information before reading a passage in its entirety.



Read Around the Text



Source: Melvina Prichett Phillips, National Association of Secondary Principals



Read Around the Text

1.



Look at the pictures. What ideas are being presented?

2.



Look at the captions and read them. What do you know so far?

3.



Look at the maps, charts, and graphs. Discuss what information they present.

4.



Look at the titles, headings and bold-faced words. What's the big idea?

5.



Read the first and last paragraphs of the selection.

6.



Ask questions. Give yourself a reason to read.

Group Members: _____

<p>1. Look at the picture and caption. What does it make you think? How does it make you feel</p>	<p>4. Read the title, text in italics, and concluding paragraph. What did this tell you about the article?</p>
<p>2. Look at the title. What do you think the article is about?</p>	<p>5. Read the first paragraph of the article. Is this an article you would like to read? Why or why not?</p>
<p>3. Look at the writer. If you've read an article by this writer before, what kind of article do you expect?</p>	<p>6. List 3 questions you want to answer by reading this article. Give yourself a reason to read.</p>

Explicitly Teaching Vocabulary Words

Teacher Directions	<i>Classroom Example</i>
1. Introduce the Target Word	<i>bystander</i>
2. Give a Student-Friendly Explanation (avoid the dictionary)	<i>A bystander is someone who witnesses something that happens, good or bad.</i>
3. Provide a Different Context (not from the original text)	<i>Jake chose to be a bystander as he watched other kids in the hallway cheer the fight on. (Then scaffold it with a question.) What else could Jake have done?</i>
4. Engage Students Actively with the Word (repeated exposures) <ul style="list-style-type: none"> a. Questions b. Finish the Idea c. Have You Ever...? d. Choices 	<ul style="list-style-type: none"> a. <i>Why do you think some people let themselves be bystanders?</i> b. <i>Sarah, a bystander at the school dance, watched her best friend _____.</i> c. <i>Can you describe a time when you were a bystander and saw something bad happen? What did you do?</i> d. <i>Provide some situations that might be considered examples of bystanders. Ask students to say “bystander” as a response if it is an example. They should not respond at all if it is not an example.</i> <p style="margin-left: 20px;"><i>The bystander watched the motorist leave the scene of the accident. (“bystander”)</i></p> <p style="margin-left: 20px;"><i>The bystander stood by the 6th grader’s locker every day and teased her. (no response)</i></p> <p style="margin-left: 20px;"><i>After John was threatened, he decided to report the incident to his counselor because he was a bystander. (no response)</i></p>

Guidelines for Using the Three-Tier System

Tier 1 Words

Ask Yourself...

- Is it a basic word whose meaning students are likely to know?
- Is it on the Dale-Chall List (Chall and Dale 1995)?

Examples: between, daddy, food, night, some, walk

Instructional Recommendation: These words rarely require instruction, except for English-language learners and students who are word impoverished.

Tier 2 Words

Ask Yourself...

- Is it a word whose meaning students are unlikely to know?
- Is it a word generally useful – a “general-purpose word” that students are likely to encounter across a wide variety of domains?
- Can the meaning of the word be explained in everyday language, using words and concepts that are familiar to students?
- What is the word’s instructional potential? Is its meaning necessary for comprehension of the text being read?

Examples: balcony, murmur, splendid

Instructional Recommendation: These words are candidates for explicit instruction.

Tier 3 Words

Ask Yourself...

- Is it a word whose meaning students are unlikely to know?
- Is it a specialized word that does not appear frequently in written or oral language?
- Is the word specific to a particular content area or subject matter?

Examples: anthracite, mycelium, shoal

Instructional Recommendation: These words are explained at point of contact or as the need arises.

Name: _____

Period: _____

K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		

K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		

K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		

K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		

Reciprocal Teaching Cards

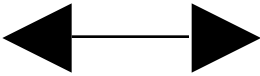
Student role cards have been printed up at the Administration Building Print Shop. Each deck of cards is color-coded. There are 32 cards (8 cards for each role). Please contact your Language Arts Department Chair or Amy Goodman at 267-0221 if you need a replacement set of cards.

summarizer



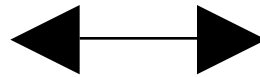
1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down those main ideas on paper. Look for 3 or 4.
4. Use bold-faced print and headings to help you.
5. Tell your partner/group what the section was about.
6. Avoid retelling all the little details.

questioner



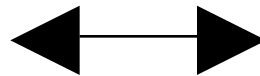
1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down 3 - 4 "I wonder" statements about the content.
4. Read one question to your partner/group and ask for possible answers. Share your thoughts, too.
5. Continue discussing the rest of your questions.

clarifier



1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down any words you find confusing.
4. Jot down any ideas you find confusing.
5. Tell your partner/group about your confusions. See if anyone in the group can clear things up.
6. Ask your group if they had any confusions. Try to clear up any of their concerns.

predictor







1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Based on what you have just read, predict what you think you will read next.
4. Jot down 3 - 4 predictions.
5. Tell your partner/group about your predictions. See what they think might happen next.

Reciprocal Teaching Recording Sheet

Title of Selection to Be Read: _____

Group Members: _____

Directions: As you read the selection, take notes below following the guidelines on your role card. Be prepared to switch role cards after each section you read and discuss.

 <p>PREDICTOR</p>	<p>CLARIFIER</p> 
 <p>QUESTIONER</p>	<p>SUMMARIZER</p> 

How to Annotate

Annotating is interacting with text--writing down your thoughts, questions, responding to words, etc. Writing on the text is best but if not possible, write them on post-it notes or bookmarks and stick them on the pages. You can also lay all your notes together and take a photo with your smart phone to file for later reference.

As you read:

- 1. Write questions about what puzzles you.*
- 2. React to what you read by writing down your anger, emotions, connections to your personal life.*
- 3. State your opinions.*
- 4. Note passages with which you agree or that are important to getting the gist of the passage.*
- 5. Write down words that are new to you--examples of figurative language or unique ways of expressing a thought.*
- 6. Track sequence of events or clues, if needed.*

How to Annotate

Annotating is interacting with text--writing down your thoughts, questions, responding to words, etc. Writing on the text is best but if not possible, write them on post-it notes or bookmarks and stick them on the pages. You can also lay all your notes together and take a photo with your smart phone to file for later reference.

As you read:
















































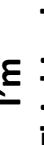
- 1. Write questions about what puzzles you.*
- 2. React to what you read by writing down your anger, emotions, connections to your personal life.*
- 3. State your opinions.*
- 4. Note passages with which you agree or that are important to getting the gist of the passage.*
- 5. Write down words that are new to you--examples of figurative language or unique ways of expressing a thought.*
- 6. Track sequence of events or clues, if needed.*

How to Annotate

Annotating is interacting with text--writing down your thoughts, questions, responding to words, etc. Writing on the text is best but if not possible, write them on post-it notes or bookmarks and stick them on the pages. You can also lay all your notes together and take a photo with your smart phone to file for later reference.

As you read:

- 1. Write questions about what puzzles you.*
- 2. React to what you read by writing down your anger, emotions, connections to your personal life.*
- 3. State your opinions.*
- 4. Note passages with which you agree or that are important to getting the gist of the passage.*
- 5. Write down words that are new to you--examples of figurative language or unique ways of expressing a thought.*
- 6. Track sequence of events or clues, if needed.*

Symbol	Meaning	Symbol	Meaning	Symbol	Meaning	Symbol	Meaning	Symbol	Meaning	Symbol	Meaning
	Important		Important		Important		Important		Important		Important
	Key Words		Key Words		Key Words		Key Words		Key Words		Key Words
	I Get It!		I Get It!		I Get It!		I Get It!		I Get It!		I Get It!
	Unfamiliar Word		Unfamiliar Word		Unfamiliar Word		Unfamiliar Word		Unfamiliar Word		Unfamiliar Word
	I Don't Understand		I Don't Understand		I Don't Understand		I Don't Understand		I Don't Understand		I Don't Understand
	I'm Surprised		I'm Surprised		I'm Surprised		I'm Surprised		I'm Surprised		I'm Surprised
	Connection		Connection		Connection		Connection		Connection		Connection
	I'm Thinking!		I'm Thinking!		I'm Thinking!		I'm Thinking!		I'm Thinking!		I'm Thinking!



Number The Paragraphs
Arrange Chunks
Mark for Understanding and Questions
Establish Main Idea and Purpose
Summarize Chunks

Copyright©2013DarleneAnne



Number The Paragraphs
Arrange Chunks
Mark for Understanding and Questions
Establish Main Idea and Purpose
Summarize Chunks

Copyright©2013DarleneAnne



Number The Paragraphs
Arrange Chunks
Mark for Understanding and Questions
Establish Main Idea and Purpose
Summarize Chunks

Copyright©2013DarleneAnne



Number The Paragraphs
Arrange Chunks
Mark for Understanding and Questions
Establish Main Idea and Purpose
Summarize Chunks

Copyright©2013DarleneAnne



Number The Paragraphs
Arrange Chunks
Mark for Understanding and Questions
Establish Main Idea and Purpose
Summarize Chunks

Copyright©2013DarleneAnne

Critical Reading Annotation Devices

Fiction Texts

Annotate (Marginal Notations):

- > Summarize
- > Make predictions
- > Formulate opinions
- > Make connections
- > Ask questions
- > Analyze the author's craft
- > Write reflections/reactions/comments
- > Look for patterns/repetitions



Vocabulary



Key Ideas



Setting



Theme



Figurative Language



Characterization

Non-Fiction Texts

(i.e. Expository texts, Informational texts, etc.)

Annotate (Marginal Notations):

- > Summarize
- > Make predictions
- > Formulate opinions
- > Make connections
- > Ask questions
- > Analyze the author's craft
- > Write reflections/reactions/comments
- > Look for patterns/repetitions



Vocabulary



Key Ideas



Thesis Statement



Logos --
Facts/Examples/Support









Ethos --
Author's Credibility



Pathos --
Audience's Emotions

***Good readers..... think while reading...
following our inner conversation!***

Inner Conversations	
	Write a question mark when you have a question or need more information.
	Write a P when you are making a prediction about what you think might happen.
	Write an A when you find an answer to a question.
	Write a C when you make a text-text, text-self, or text-world connection. Remember to label it!
	Write a T when you want to share a thought or feeling.
	Write an I when you use the author's clues and your schema to make an inference.

We must include our evidence (what happened in the book that made you think that) on our sticky notes.

Name

Date

Analyze an Opinion Text

Directions; Read Opinion 2, "Odysseus Makes the Wrong Choices." Write the author's opinion, reasons, and supporting text evidence in the chart.

Opinion:	
Reason	Evidence

Sample Text Dependent Questions to Support Close Reading
 "Gift of the Magi" by O. Henry (first section of story only)

<p>One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty- seven cents. And the next day would be Christmas.</p> <p>There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.</p>	<p>Question for first reading:</p> <ul style="list-style-type: none"> • How did Della get the money, and how does she feel about it? <p>Questions for second reading:</p> <ul style="list-style-type: none"> • What's the effect of starting the story with three short fragments? • If I tell you that "imputation" means "subtle accusation," talk about the effect of the words "bulldozing," "burned," and "parsimony" on your understanding of Della's character. • Why might the author have waited until the last word of paragraph 1 to mention Christmas? <p>Question for third reading</p> <ul style="list-style-type: none"> • How does the last sentence of paragraph 2 help establish theme, or big ideas, of the story?
<p>While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.</p> <p>In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."</p> <p>The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached</p>	<p>Question for first reading:</p> <ul style="list-style-type: none"> • How is their home described? How does the description reinforce what you understood from the opening paragraphs? • What has happened to Della and her husband? <p>Questions for second reading:</p> <ul style="list-style-type: none"> • Using a dictionary, look up the dual meanings of the word "beggar" and then look up "mendicancy." How does O. Henry's wordplay reinforce the description of the apartment? • Why might it be significant that the change in their income is discussed in terms of the use of a full name or an initial? <p>Question for third reading</p> <ul style="list-style-type: none"> • How does their class/financial situation contribute to the story's plot

<p>his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.</p>	<p>and themes?</p>
<p>Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.</p> <p>There was a pier-glass between the windows of the room. Perhaps you have seen a pierglass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.</p> <p>Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.</p> <p>Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have</p>	<p>Question for first reading:</p> <ul style="list-style-type: none"> • Why does buying the right present for Jim seem important to Della? • What does Della realize when she sees herself in the mirror? • What possessions do they value? <p>Questions for second reading:</p> <ul style="list-style-type: none"> • How does the repetition of "gray" enhance the mood of this section? • What's the effect of comparing their valued possessions to The Queen of Sheba and King Solomon? <p>Question for third reading</p> <ul style="list-style-type: none"> • Knowing what you know about the story's conclusion, what do the details in this section contribute to the narrator's view of the couple as both foolish and wise?

let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

Sample Text Dependent Questions to Support Close Reading

"The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer (first section of story only)

"The Latin Deli: An Ars Poetica" available at <http://ccat.sas.upenn.edu/romance/spanish/219/13eeuu/cofer.html> and Common Core Standards Appendix B

Question for first reading:

- What does the woman sell in her store?
- How are her customers labeled or categorized?
- What do the customers think of her products? What do they like, and what do they complain about?

Questions for second reading:

- What is the effect of words like "presiding" (1), "ancient" (3), "heady" (4), "votive" (6)?
- Why is the owner referred to as the "Patroness of Exiles?" (7)?
- How do your answers to these questions relate to the "formica counter" (1), "Plastic" (2) figures, and "canned memories" (9)?
- What's the effect of the comparison of the store owner's face to a "family portrait" (19)?
- How does the comparison of her customer's hearts to "closed ports she must trade with" (37) help you understand the significance of her deli?

Question for third reading

- Who are the woman's customers and what do they

get by shopping at her deli?

- Based on what you know of her customers, what are the likely “dreams and disillusion” (23) they might have?
- What role does this storeowner play in the community?
- How does this poem generate meaning around the tension and overlap between commerce and religion?



Take A “Close” Look: Links and Resources

Timothy Shanahan
“What Is Close
Reading?”



Timothy Shanahan
“Planning for Close
Reading”



Close Reading of
Literary Texts



Close Reading of a
Literary Passage



Tonya Mohr-Following
our 'Inner
Conversation'



Follow Your Inner
Conversation





Take A “Close” Look: Links and Resources

The Middle School High Five: Strategies Can Triumph



Middle Links-Middle School High Five



Classroom Strategies



Directions for Assembling a Layered Booklet



High Five Layered Booklet for Teachers



Dinah Zike

