
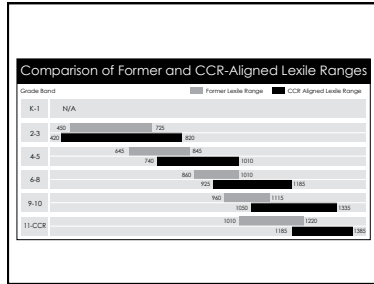


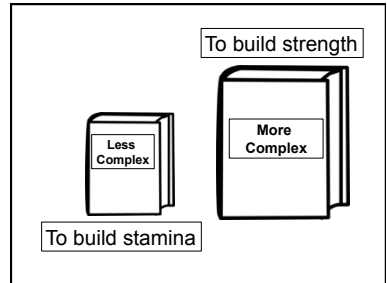
Close and Critical Reading: 5 Access Points for Comprehending Complex Texts

Nancy Frey
San Diego State University
www.fisherandfrey.com

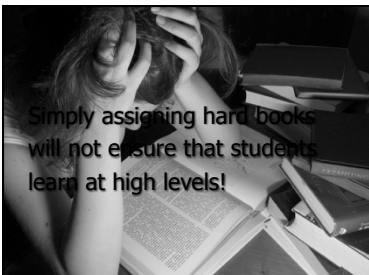



Perceptions are reality





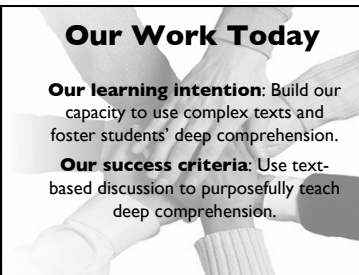
Simply assigning hard books will not ensure that students learn at high levels!



Our Work Today

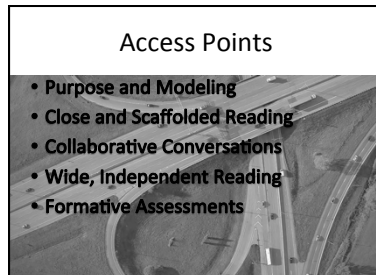
Our learning intention: Build our capacity to use complex texts and foster students' deep comprehension.

Our success criteria: Use text-based discussion to purposefully teach deep comprehension.



Access Points

- Purpose and Modeling
- Close and Scaffolded Reading
- Collaborative Conversations
- Wide, Independent Reading
- Formative Assessments



Independent reading is a staircase of **growing competence**, *not* simply something that happens from 9:35-10:00 AM every day.

Growing competence requires building the habit of knowing how and when to read closely.

Grow their competence By granting access.

Access Points

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The Secret?

Text-based discussion

A Close Reading of "Salvador, Late or Early"

Experiencing a Complex Text

Table Conversation Starters

- What do you use to encourage learner dialogue and discourse?
- *How do you vary the roles and responsibilities of yourself and your students as you engage with them in the learning process?*
- Why do you demonstrate respect and acceptance of all contributions to classroom discourse?

Progression of Text-dependent Questions

Deep analysis

Opinions/Arguments, Intertextual Connections

Inferences

Author's Craft and Purpose

Vocab & Text Structure

Key Details

General Understandings

Basic, surface-level comprehension

Inferential

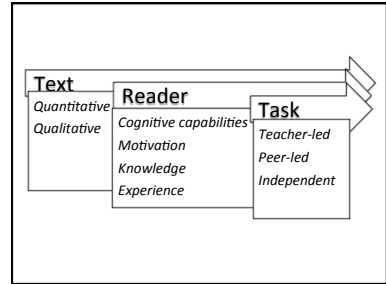
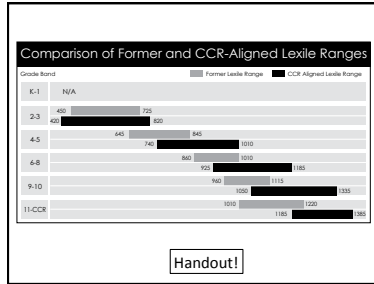
Structural

Literal

What does the text mean?

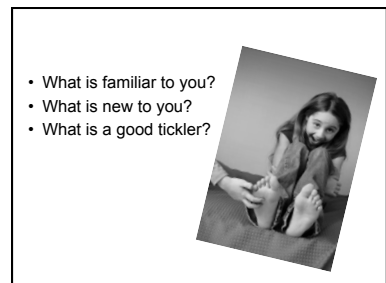
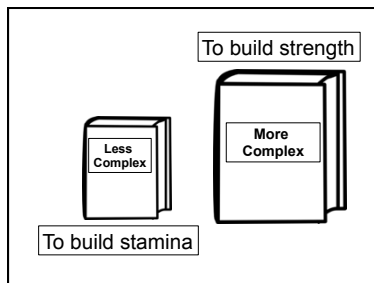
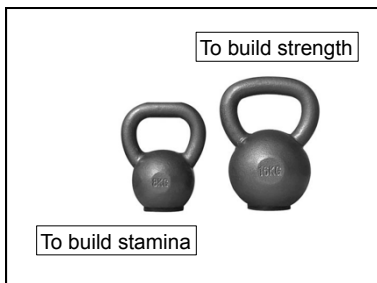
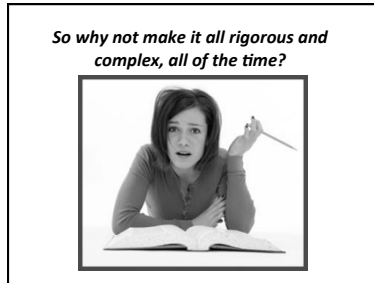
How does the text work?

What does the text say?




Great teachers approach their craft with humility. They know there is no instructional strategy, textbook, lesson plan, classroom management approach, motivational method, or timetable that will work with every individual in the kaleidoscopic mix of learners they encounter daily. They know enough about theory and research to chart a course for learning, but they also know the journey will almost never go as planned.

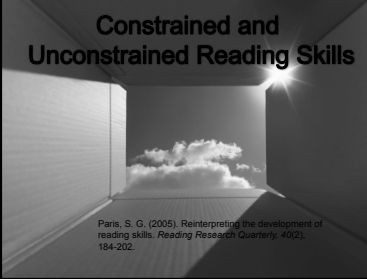
-Carol Ann Tomlinson
"One Kid at a Time", *Educational Leadership*, 2010



But don't we still have to teach them how to read?



Constrained and Unconstrained Reading Skills



Paris, S. G. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40(2), 164-202.

Constrained Skills

- Phonemic Awareness
- Phonics
- Fluency




Unconstrained Skills

- Comprehension
- Vocabulary




Leveled texts lead to leveled lives.

~Al Tatum



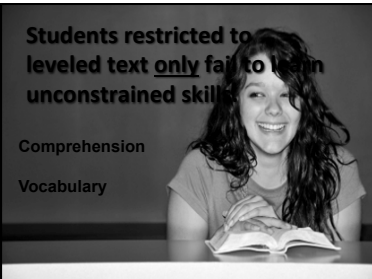
Leveled texts are great for teaching constrained skills.

- Phonemic Awareness
- Phonics
- Fluency




Students restricted to leveled text only fail to learn unconstrained skills.

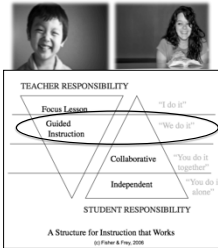
- Comprehension
- Vocabulary



It's not enough to have complex text in the room. Students need to read and discuss complex text.



Close reading is a **PART** of balanced literacy instruction



TEACHER RESPONSIBILITY

- Focus Lesson
- Guided Instruction
- Collaborative
- Independent

STUDENT RESPONSIBILITY

- "I do it"
- "We do it"
- "You do it together"
- "You do it alone"

A Structure for Instruction that Works © Pearson & Pex, 2008

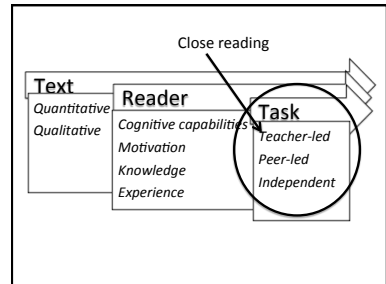
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1. Read closely ...

Standards 2-9

10. ... complex texts.



Close reading gives students time to develop unconstrained skills through guided instruction with complex texts.

Use a short passage

Re-reading

Creating a Close Reading

Facilitating Re-reading

Change the task
Read for flow. Read for annotation.

Ask a really good question
What is the author's belief about war?

Press for evidence
Where did you find that?

Use a short passage

Re-reading

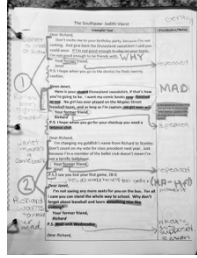
"Read with a pencil"

Creating a Close Reading

Foundational Annotation Skills

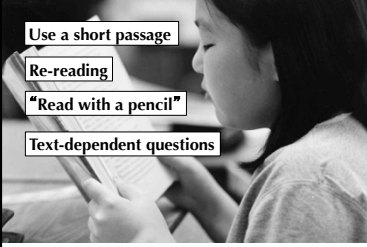
- Underline the major points.
- Circle keywords or phrases that are confusing or unknown to you.
- Write *margin notes* restating the author's ideas.

Annotation can be with digital and print texts



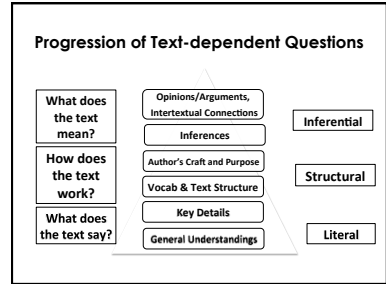
Student annotation in 6th grade

Student sample from Leigh McEwen, AEA 9, Iowa




Use a short passage
Re-reading
"Read with a pencil"
Text-dependent questions

Creating a Close Reading

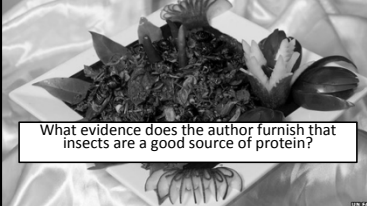


What does the text say? General Understanding




Does the author view eating insects favorably or unfavorably? How do you know?

What does the text say? Key Details




What evidence does the author furnish that insects are a good source of protein?

What does the text say? Key Details




The author makes three major arguments in favor of eating insects. What are they? Be sure to enumerate them in the text and note in the margin.

How does the text work? Vocabulary




What words and phrases does the author use to persuade the reader?

How does the text work? Author's Craft



The author uses loaded language to persuade. Cross those words out and have someone in your group read it aloud again. What is the effect?

What does the text mean? Inferencing

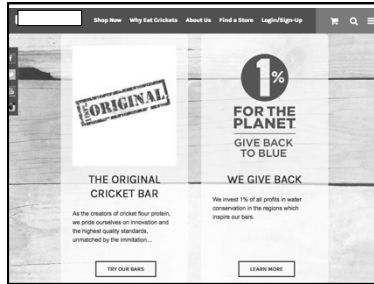


"We think its time to learn from our ancestors and live smarter. Time to embrace a more efficient source of protein. Time for a revolution."

What does the author imply with the use of the word, "we"? What is its relationship to the word, "revolution"?

What does the text mean? Intertextual

The text comes from a company that sells food products made from cricket protein. These two statements are on their website:



What does the text mean? Intertextual

How do these additional texts help you to further understand the first? What are your critical questions now?

Writing From Sources

How can persuasive writing be crafted so it motivates and influences a reaction from its audience? After examining this website advocating insect consumption, write a critique in which you discuss the company's position, evaluate their claims, and note the use of persuasive techniques. Support your position with evidence from the texts. In your discussion, address the credibility and origin of sources. Identify any gaps or unanswered questions.

Constructed using Task Template A9: <https://ldc.org/>

Table Conversation Starters

- What might be the value of a close and critical to your students?
- *What might be some of the signals of student success you will be watching and listening for?*
- What might you want to be sure you do well?
- *How might you know you are doing it?*

Close Reading demands collaborative discussion

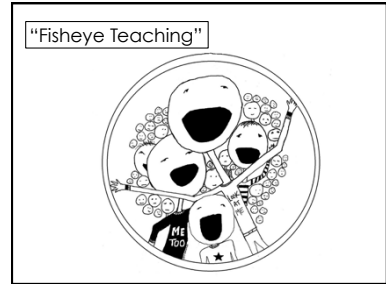
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CCSS Speaking and Listening Anchor Standards

Talk occurs on grade level topics, texts, and issues.

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6-8 Features

- Using evidence to probe and reflect
- Collegial discussions include goals and deadlines
- Questions connect ideas from several speakers
- Acknowledge new information

9-10 Features

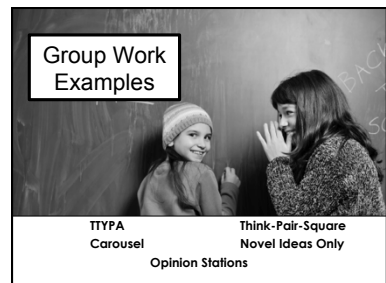
- Use prepared research in discussion
- Voting, consensus, and decision making
- Ensure hearing full range of opinions or options
- Summarize and synthesize points of disagreement

11-12 Features


- Civil, democratic discussions
- Questions probe reasoning and evidence
- Resolving contradictions
- Determine what additional info is needed

Basic Group Work	FEATURES IN COMMON	Productive Group Work
Goal is sharing, not solving	Interaction	Goal is resolving problems, reaching consensus, or identifying solutions
Students are clarifying beliefs, values, or ideas	Accountable Talk	Students are consolidating understanding using argumentation
Group or no accountability	Academic Language Practice and Development	Individual Accountability

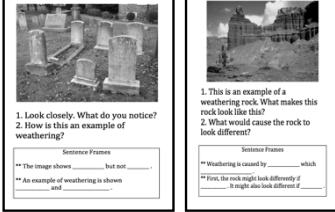
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Gallery Walk



- Teams rotate around the classroom
- Composing answers
- Reflecting on other students' comments
- Questions posted on charts
- Sentence FRAMES** can be used



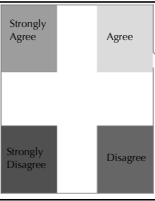
1. Look closely. What do you notice?
2. How is this an example of weathering?

Sentence Frames
 * The image shows _____ but not _____
 ** An example of weathering is shown _____ and _____

1. This is an example of a weathering rock. What makes this rock look like that?
2. What would cause the rock to look different?

Sentence Frames
 ** Weathering is caused by _____ which _____
 ** First, the rock might look differently if _____ it might also look different if _____


Opinion Stations



- Display a statement - - have students move to the corner that corresponds to their beliefs
- Students discuss in their corner
- Post sentence frames in each corner

Give them a chance to use argumentation skills to persuade others!

Foster Collaboration through Vocabulary Steppingstones




Pairs arrange vocabulary in order as it is used in a film, demonstration, or lecture.

Retell using vocabulary to prompt recall of content.

Steppingstones are then used for written summary.

Accountable Talk sounds like...

p. 81



talk

- Did everyone hear that?
- Why do you think that?
- How does that connect to...?
- When you want to better understand what someone is saying...
- What did you mean when you said...?
- What do you think about that?


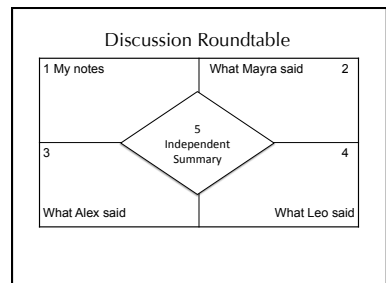
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Productive failure is failing forward.

Productive Group Work Examples

- Discussion Roundtable
- Numbered Heads Together
- Literature Circles
- Reciprocal Teaching
- Jigsaw
- Walking Review
- Collaborative Poster


Walking Review

Write your own **reflection, application, and insight** about today's learning. Then collect one item from each person.



Collaborative Poster

- Students create a poster with specific visual information (drawings and text).
- All students participate in making the poster using their own colored marker.
- They sign the poster in their color.
- Students discuss **critically**, explain, and make decisions to complete this task.

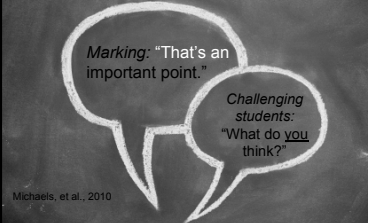


Conversational Moves of the Teacher

Marking: "That's an important point."

Challenging students: "What do you think?"

Michaels, et al., 2010



Linking contributions: "Who wants to add on...?"

Verifying and clarifying: "So, are you saying...?"

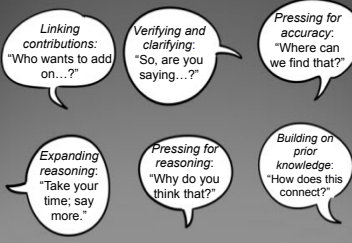
Pressing for accuracy: "Where can we find that?"

Expanding reasoning: "Take your time; say more."

Pressing for reasoning: "Why do you think that?"

Building on prior knowledge: "How does this connect?"

Michaels, et al., 2010



Taking it Back




Skilled leaders



need to be nurtured, too.

Next Steps

1. What are goals for your class regarding complex texts?
2. What is the first, small change you can begin tomorrow?
3. What is the easiest thing you can change?
4. How will your **grade band** look and learn from one another?



thank you

<http://www.fisherandfrey.com>

