Close Reading Clinic
Helping Students to Read Complex Text:
NYS/NYC RBE-RN

Facilitated by
Angela Di Michele Lalor
Learner-Centered Initiatives, Ltd.
825 East Gate Boulevard, Suite 204
Garden City, NY 11530
516 – 502 – 4231 phone
angelal@lciltd.org

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Session Outcome: At its heart, close reading is about critically reading a text for deep understanding. This clinic provides a process for designing close reading experiences that allow students to successfully read a complex text independently by working with teachers to:

- articulate what readers do when they read closely
- align the skills and strategies of close reading to the CCSS for reading
- define the elements of a close reading experience
- analyze classroom examples of close reading experiences
- use a protocol for designing or revising a close reading experience
- identify lessons for students to engage successfully in close reading

Session Agenda:

What is the purpose of today’s session?
- Session Outcome and Agenda
- Evolution of Close Reading
- Introductions

What is the purpose of a close reading experience?
- Activity: Simulation and Unpacking the Experience

What are the attributes of a quality close reading experience?
- Input Session: Attributes of a Quality Close Reading Experience
- Activity: Examining Sample Close Reading Experiences
- Application/Design Opportunity
- Video Analysis: Close Reading as an Instructional Learning Experience

Lunch

How do you support students so they can engage in a close reading experience?
- Self-Reflection Part One
- Focus Activities on Instructional Supports: Vocabulary, Scaffolding, Annotation, Analysis
- Self-Reflection Part Two

End-of-Day Reflection

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What is the purpose of a close reading experience?
Close Reading Simulation

Task:
1. Read the following text independently.
2. On your first reading, read for the gist, to get a sense of the whole.
3. On your second reading, underline key words and phrases in each paragraph that help you understand the purpose of the text, the argument presented by the author and how he develops his ideas over the course of the text.

The Federalist No. 2
Concerning Dangers from Foreign Force and Influence
Independent Journal
Wednesday, October 31, 1787
[John Jay]

1 To the People of the State of New York:

WHEN the people of America reflect that they are now called upon to decide a question, which, in its consequences, must prove one of the most important that ever engaged their attention, the propriety of their taking a very comprehensive, as well as a very serious, view of it, will be evident.

2 Nothing is more certain than the indispensable necessity of government, and it is equally undeniable, that whenever and however it is instituted, the people must cede to it some of their natural rights in order to vest it with requisite powers. It is well worthy of consideration therefore, whether it would conduce more to the interest of the people of America that they should, to all general purposes, be one nation, under one federal government, or that they should divide themselves into separate confederacies, and give to the head of each the same kind of powers which they are advised to place in one national government.

3 It has until lately been a received and uncontradicted opinion that the prosperity of the people of America depended on their continuing firmly united, and the wishes, prayers, and efforts of our best and wisest citizens have been constantly directed to that object. But politicians now appear, who insist that this opinion is erroneous, and that instead of looking for safety and happiness in union, we ought to seek it in a division of the States into distinct confederacies or sovereignties. However extraordinary this new doctrine may appear, it nevertheless has its advocates; and certain characters who were much opposed to it formerly, are at present of the number. Whatever may be the arguments or inducements which have wrought this change in the sentiments and declarations of these gentlemen, it certainly would not be wise in the people at large to adopt these new political tenets without being fully convinced that they are founded in truth and sound policy.

4 It has often given me pleasure to observe that independent America was not composed of detached and distant territories, but that one connected, fertile, widespread country was

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the portion of our western sons of liberty. Providence has in a particular manner blessed it with a variety of soils and productions, and watered it with innumerable streams, for the delight and accommodation of its inhabitants. A succession of navigable waters forms a kind of chain round its borders, as if to bind it together; while the most noble rivers in the world, running at convenient distances, present them with highways for the easy communication of friendly aids, and the mutual transportation and exchange of their various commodities.

5 With equal pleasure I have as often taken notice that Providence has been pleased to give this one connected country to one united people—a people descended from the same ancestors, speaking the same language, professing the same religion, attached to the same principles of government, very similar in their manners and customs, and who, by their joint counsels, arms, and efforts, fighting side by side throughout a long and bloody war, have nobly established general liberty and independence.

6 This country and this people seem to have been made for each other, and it appears as if it was the design of Providence, that an inheritance so proper and convenient for a band of brethren, united to each other by the strongest ties, should never be split into a number of unsocial, jealous, and alien sovereignties...

Small Groups: Discuss the following questions using specific evidence from the text.

1. What question did the people of New York have to decide?

2. What position did Jay take?

3. What was the position of those that opposed Jay?

4. What is the meaning of the term Providence and how does Jay use it throughout the Federalist Paper?

Write a summarizing statement together, for each paragraph. The summarizing statement can only be one sentence and must be in your own words.
**Examining the Close Reading Experiences**

**Task:** Identify the purpose of each element of the close reading experience based on your participation in the close read of *The Federalist Papers*. Include any thoughts you have about the benefit or limitation of any of the elements in helping you to understand the text.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Purpose</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
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<tr>
<td>Second Read</td>
<td></td>
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<tr>
<td>Annotation</td>
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<td>Questions</td>
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<td>Discussion</td>
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<tr>
<td>Writing</td>
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</table>
**Processing Questions:**

1. What was your overall feeling about the close reading experience?

2. What did you find most beneficial to understanding the text?

3. What did you find limited or got in the way of your understanding of the text?

4. How did the intended purpose of each element of the close reading experience – first and second read, annotation etc. - align with your actual experience?

5. What did you learn from the close reading that helped you better understand the intention of each element of the experience?

6. What did you learn from the close reading experience that will help you to better understand the experience of your students and how to best assist them?
What are the attributes of a quality close reading experience?
Examining Samples

Task: Now examine two of the sample close reading experiences. For each, identify how it addresses the attributes of a quality close read.

<table>
<thead>
<tr>
<th>Attributes of Quality</th>
<th>Example #</th>
<th>Example #</th>
<th>Your Own or Example #3</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td>✓ A subset of reading standards has been selected. (For ELL’s, specific language standards may also apply.)</td>
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<tr>
<td>✓ The selected standards include Reading Standard 1 (text evidence) and Reading Standard 4 (meaning of words and phrases), which force students to stay “close” to the text.</td>
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<tr>
<td>✓ The purpose (and the specific skills and strategies) are directly linked to the selected standards.</td>
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<tr>
<td>✓ The purpose of the close reading experience is clearly stated for students. It explains the specific skills and strategies that students will practice.</td>
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<td><strong>Text:</strong></td>
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<td>✓ The text (or excerpt) is short.</td>
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<td>✓ The text is complex. (It contains challenging vocabulary, has some long and complex sentence structures, requires that students draw from background knowledge and/or experiences for understanding, uses a new or different text structure).</td>
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<td>✓ The text is central to or supports the unit of study - it is contextualized in the unit and, therefore, meaningful for student learning.</td>
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<td><strong>First and Second Read:</strong></td>
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<td>✓ The first reading of the text is done independently. (In primary grades, within a read aloud or shared reading.)</td>
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<td>✓ The student are asked to re-read to deepen understanding.</td>
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<td>✓ The teacher reads portions of the text aloud, after an independent read (if needed).</td>
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<tr>
<td><strong>Annotation:</strong> In primary grades, students may be asked to listen for specific information rather than physically write on the text.</td>
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<tr>
<td>✓ Students annotate the text (using taught strategies) in order to prepare for discussions and writing.</td>
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<tr>
<td>✓ The annotation strategy matches the purpose for reading and the standards selected.</td>
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</table>
Questions:
✓ There are text-specific questions to guide reading, discussion and writing.
✓ The questions are directly related to the focus and identified standards.
✓ Some questions target literal understanding and others require students to make inferences, analyze or make connections (depending on selected standards).
✓ Some questions require students to cite textual evidence. RL 1 / RI 1
✓ Some questions focus on the meaning of specific words and phrases and how they are used in the text.

Discussion
✓ Students have an opportunity to discuss specific questions in partnerships or in small groups (to ensure that every student can engage with the questions) before whole class discussion.
✓ Discussion is embedded in every day of the close reading experience (if there are multiple days).

Writing
✓ Students have opportunities to consolidate their thoughts by drawing and/or writing. (Writing tasks vary in length, from short responses to longer pieces. They may be summaries, reactions, or responses to specific questions. They can be completed in class or at home.)

Processing Question: How can you use your examination of these samples to evaluate and revise close reading experiences?
**Close Reading as an Instructional Learning Experience**

**Video Analysis:** Watch the two video examples of close reading experiences. Take notes about what students are asked to do and how the teacher supports the work.

**Video A (7 min)**

<table>
<thead>
<tr>
<th>What is the reader expected to do?</th>
<th>What does the teacher do to support the work?</th>
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Video B (5 min: 5:00-10:00)  
http://vimeo.com/55950927

<table>
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<tr>
<th>What is the reader expected to do?</th>
<th>What does the teacher do to support the work?</th>
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</thead>
</table>

Processing Questions:

1. How do the teachers embed instruction into the close reading experience?

2. What is the connection between the instructional foci and the elements of a quality close reading experience?
**How do you support students so they can engage in a close reading experience?**

**Supporting Students**

<table>
<thead>
<tr>
<th>What are some of the challenges your students face when reading complex text?</th>
<th>How can the strategies shared be used to address these challenges?</th>
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</table>

**Task:** Choose two of the following areas that you feel could address the needs of your students and work with a small group at each station to complete the activity before returning to answer the question in column two above:

- Vocabulary
- Scaffolding
- Annotation
- Analyzing

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Vocabulary

Task:

1. Read the vocabulary cycle described on the next page. With the group, discuss how the cycle might be beneficial to your students in developing their expressive vocabulary.
2. As a group choose five words from *Casey at Bat* that meet the criteria for Tier Two words described below.
3. Use those words to plan an activity that would be used as part of the vocabulary cycle. Suggested activities can be found on page 14. Review the information about linguistic demands on page 16 to assist you in adapting those activities for your students.

**Tier One** words are the words of everyday speech.

**Tier Two** words (*general academic words*) are far more likely to appear in written texts than in speech. Tier Two words are often used to simple things more precisely. They provide access to content specific words.

**Tier Three** words (*domain-specific words*) are specific to a domain or field of study and key to understanding a new concept within a text. Tier Three words are far more common in informational texts than in literature.

**Tier Two Words:**

[Blank Box]
## Vocabulary Cycle

### Stage One: Choosing and introducing the vocabulary words
- Read Aloud
- Defining words with student-friendly definitions
- Cards/Pictures: Questions, Sentences, Antonyms/Synonyms

### Stage Two: Using the Vocabulary
- **Thinking Map Activities**
  - Bubble map: for describing with adjectives
  - Bridge map: for seeing analogies
  - Double Bubble Map: comparing and contrasting
  - Cause and Effect: relationship to the word
  - Circle Map: for defining with context
  - Tree Map: classifying or categorizing
  - Flow Map: for sequencing and ordering
  - Multi-Flow Map: analyzing cause and effect
  - Brace Map: identifying part/whole relationships

- **Classroom Activities**
  - Word Associations
  - Have you ever?
  - Idea Completion
  - Questions/Reasons/Ideas
  - Choices
  - Relating Words
  - Examples/Non-examples
  - True/False
  - Ready, Set, Go
  - How much...?

### Stage Three: Assessment
- Writing Prompts
- Information Recall
Classroom Activities:

- **Word Associations**: Students are asked to associate one of their new words with a presented word or phrase. *Which word goes with sudden?*

- **Have You Ever?** Students are asked to associate a word with a personal experience. *Describe a time you persuaded someone.*

- **Idea Completions**: Students complete sentence starters that set a context for the word. *The robber tried to deceive the police when ...*

- **Show Us How**: Students act-out or role-play the word. *Show us what you would do to conceal something.*

- **Questions, Reasons and Examples**: Students interact with the target word by responding and explaining examples and/or providing examples. Student responses are prompted through teacher questioning.

  *What are some things that we need to conserve?*
  *If you could live in a remote place, where would you go?*
  *If someone wanted to conserve water would they water their lawn every day or fix a leaky faucet? Why?*

- **Choices**: Students choose from a list of examples of the target word in use or students are given the target word and asked to choose the correct target word. *If you turn off the water while you are brushing your teeth are you persuading or conserving? Why?*

- **Relating Words**: Concluding activities bring multiple words together such as in choices. Relating words also includes when applicable, asking students what words have in common or asking a series of questions to connect the words. *They both have to do with hiding something.*

- **Examples/Non-examples**: Students identify or select the example and non-example of the target word. Examples are similar in context. *Remote: Lisa and Maria go to a party in the neighborhood. Larry goes to a vacation in a place where few people travel.*

- **True/False**: Students are given the target word in a sentence and decide if the sentence is true or false. *An abrupt departure is a sudden departure. True.*

- **Ready, Set, Go**: Students are given four activity sheets. Each sheet lists the target words on one side and the definitions on the other. Students match the word with the definitions. The order changes on each sheet. A partner times the student as he completes each sheet. The goal is to get faster on each sheet.
• **How much...** Students place word phrases on a word line that represent a continuum, and explain their placement of the various items.

*How much energy does it take to ....*
1. meander down the hall?
2. vault over a car?
3. banter with your best friend for an hour?

*Least energy _____________________________ Most energy*

**Vocabulary Activity:**
New Language Arts Learning Progressions
Example to Address the Linguistic Demands

Text Excerpt: A bat is a **mammal**. **Mammals** are animals that nurse their young, have hair and are **warm blooded**. Humans, dogs and whales are all **mammals**. But bats have a special ability. They can fly!

There are about 1,200 types of bats in the world. Most of them eat **insects**. **Insect** eating bats are usually small in size. There are more than 150 types of **fruit** bats. These bats are usually larger and search for sweet **fruits** and other **plants**. Some people think all bats suck your blood. This is not true. Only three kinds of bats drink blood. This group is known as **vampire** bats. They mostly feed on the blood of **animals** like cows and deer - **not humans**.


Teacher Directions: Analyze in a small group/whole class discussion how the (multiple) meanings of academic words and phrases can be accessed by making associations. Associating synonyms (or closely related words) and using antonyms (opposite of the target word) can aid in understanding the target word:

**Multiple meaning words** (underlined):
- nurse: In this case it is a verb meaning to *take care of, and specifically, to feed milk to.*
- young: In this case it is a noun meaning *offspring or babies.*

**Technical words** (in **bold**):
- **mammal**: (defined in the text): Mammals are animals that nurse their young, have hair and are **warm blooded**.
- **warm blooded**: (example of a definition on the run): warm blooded animals and humans keep the inside of their bodies at a constant temperature. They do this by generating their own heat when they are in a cooler environment, and by cooling themselves when they are in a hotter environment.

In a mini lesson and small group/whole class conversation, model how using cognates and understanding the morphological characteristics of a word can help in accessing its meaning:
- **Sample cognates in Spanish** (in **italics**): **insects (insectos)**, **fruits (frutas)**, **plants (plantas)**, **vampire (vampiro) animals (animales)**, **not (no)**, **humans (humanos)**
- **Morphological analysis to gain insight on word meanings** (double underlined): usually: happens often, regularly. The opposite (or antonym) of usually is seldom. The suffix ‘ly’ means it is an adverb (it says something about a verb). Insect(s): the ‘s’ (plural) indicates this is a noun.
## Scaffolds

**Task:**
1. Read and discuss the term scaffold using the information.
2. Examine how standards are used to design questions for close reading experiences. Develop scaffolding questions that would help your students participate in a classroom discussion about the text.
3. Review the information about the learning progressions on page 20 and discuss how the progressions could be used as scaffolds during the close reading experience.

Scaffolds are temporary structures that physically support workers while they complete jobs that otherwise would be impossible. They provide workers with both a place to work and the means to reach work areas they could not access on their own (Herber and Herber, 1993, 138).

Scaffolding is a term associated with Vygotsky’s Zone of Proximal Development (Vygotsky, 1978). The zone of proximal development is the difference between what a learner can accomplish alone and what she/he can do when provided with adapted assistance from a more capable peer. However, not all scaffolding involves working with a peer.

Instructional scaffolding is a teaching strategy that was named for its resemblance to the physical scaffolds used in construction sites. It consists of teaching new skills by engaging students individually or collaboratively in tasks that would be too difficult for them to complete on their own. The instructor initially provides extensive instructional support, or scaffolding, to assist students in building their understanding of new content and process. Once the students internalize this content and process, they assume full responsibility for controlling the progress of a given task. (Herber and Herber, 1993, 138-139).

**What does scaffolding look like and mean in the context of your work?**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Generic Text-Dependent Questions</th>
<th>Text-Specific, Text-Dependent Questions</th>
<th>Scaffolding Questions</th>
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</thead>
<tbody>
<tr>
<td>RL.K.2. With prompting and support, retell familiar stories, including key details.</td>
<td>What are important events that happened in the story?</td>
<td><em>Fly Guy</em> by Ted Arnold 1. What happened in the story that helped Buzz convince everyone that <em>Fly Guy</em> was such a great pet?</td>
<td>1. Who are the characters we met at the beginning of the story? 2. What happened to them at the beginning of the story? 3. What happened next? 4. What happened at the end of the story? 5. Why was <em>Fly Guy</em> a great pet?</td>
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<tr>
<td>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>How does retelling a story help me understand the important lesson?</td>
<td><em>David Goes to School</em> by David Shannon 1. What happens to David when he doesn’t follow the rules?</td>
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<tr>
<td>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
<td>How do pictures, diagrams and text features help me while I’m reading?</td>
<td>How do the pictures in <em>What the World Eats</em> (Faith D’Aluisio) help you understand the different kinds of foods that people eat?</td>
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<tr>
<td>RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td>Why did the author put the two maps side by side? What do they reveal together that one of them would not?</td>
<td><em>Car Trouble in China</em> How do the picture and map combine to reveal what the problem in China is? How do they help you to understand the problem that the article is about?</td>
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<tr>
<td>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>What part of the text supports your thinking?</td>
<td><em>Toys!</em> What do the stories of Play-Doh and Table Tennis tell us about how some inventors find their ideas? Quote a</td>
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<tr>
<td>Your own example:</td>
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part of one or both of the stories to support your thinking.
Using the Learning Progressions for Scaffolding

**Common Core Grade 3 Standard (RL.3.3):** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

<table>
<thead>
<tr>
<th></th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
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<tbody>
<tr>
<td><strong>Receptive</strong></td>
<td>L. Organize pre-taught words on a character map to identify character traits, motivations and/or feelings, as teacher reads aloud in partnership and/or teacher led small groups</td>
<td>L. Organize pre-identified words and phrases on a character map to identify character traits, motivations and/or feelings, as teacher reads aloud in partnership and/or small groups</td>
<td>L. Organize a bank of phrases and short sentences on a character map to identify character traits, motivations and/or feelings, as teacher reads aloud in partnership, small group and/or whole class settings</td>
<td>L. Organize a glossary of sentences on a character map to identify character traits, motivations and/or feelings, as teacher reads aloud in partnership small group, and/or whole class settings</td>
<td>L. Organize sentences independently on a self-created character map to identify character traits, motivations and/or feelings, as teacher reads aloud in partnership, small group and/or whole class settings</td>
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<tr>
<td><strong>Productive</strong></td>
<td>S. Use pre-taught words to complete sentence starters that describe characters’ traits, motivations and feelings and explain their actions, in partnership and/or teacher-led small groups</td>
<td>S. Use pre-identified words and phrases to complete sentence starters that describe characters’ traits, motivations and feelings and explain their actions, in partnership and/or small groups</td>
<td>S. Use a bank of phrases and short sentences and the previously completed character and story maps to describe characters’ traits, motivations and feelings and explain their actions, in partnership, small groups</td>
<td>S. Use a glossary of sentences and the previously completed character and story maps to describe characters’ traits, motivations and feelings and explain their actions, in partnership, small group and/or whole class settings</td>
<td>S. Use the previously completed character and story maps to independently describe characters’ traits, motivations and feelings and explain their actions, in partnership, small group and/or whole class settings</td>
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| W. Use pre-taught words to complete a cloze paragraph that describes the characters and explains how their actions contribute to the story sequence | W. Use pre-identified words and phrases to complete cloze paragraphs that describe the characters and explain how their actions contribute to the story sequence | W. Use a bank of phrases and short sentences and the previously completed character and story maps to write a short essay that describes the characters and explains how their actions contribute to the story sequence | W. Use a glossary of sentences and the previously completed character and story maps to write an essay that describes the characters and explains how their actions contribute to the story sequence | W. Use the previously completed character and story maps to independently write an essay that describes the characters and explains how their actions contribute to the story sequence |

How can the learning progressions can be used as scaffolds in a close reading experience?
Annotation Strategies

Task:
1. Reflect and share your current annotation strategies.
2. Read through the annotation strategies found on the next page. Determine how you might use each by answering the questions on the top of column two.
3. Choose one strategy and incorporate it into the directions of a close read.

Self-Reflection

<table>
<thead>
<tr>
<th>What annotation strategies do you currently ask your students to use while reading?</th>
<th>What types of texts do students use the strategy on? Why?</th>
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<tbody>
<tr>
<td>What is the strategy?</td>
<td>For what purposes do students use the strategy?</td>
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</table>

1. What successes have your students had with annotation?

2. What challenges your students when it comes to annotation?
# Reading Strategies (Before, During and After)

## Annotation Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Questions to determine purpose:</th>
<th>Using headings and sub-headings to determine the most important information:</th>
<th>Questioning</th>
<th>Identifying key words in a text:</th>
<th>Comprehension Coding as a Self-Monitoring Strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Students skim the text to become familiar with the topic and structure of the text. B</td>
<td>1. Students preview the text, taking note of the title, headings and sub-headings. B</td>
<td>Students pause during reading to write down genuine questions that are coming up as they read. They write their questions on post-its. D</td>
<td>1. Students preview the text to become familiar with the topic and structure of the text. B</td>
<td>✔ = I understand this. D</td>
</tr>
<tr>
<td></td>
<td>2. Students read the questions that follow the text. B</td>
<td>2. Before reading each section of the text, students turn the heading or sub-heading into a question. B</td>
<td></td>
<td>2. Students read the text and circle any words or phrases that they feel explain the topic. D</td>
<td>? = I am not sure what this word or phrase means OR I am confused. D</td>
</tr>
<tr>
<td></td>
<td>3. Students read the text, underlining/highlighting any information that they feel is related to the questions previewed. D</td>
<td>3. As students read the text they underline/highlight any information they feel is related to the question they created from the heading/subheading. D</td>
<td></td>
<td>3. Students create a list of words related to the topic. A</td>
<td></td>
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<td>4. Students review the list and ask themselves, how does the word relate to the topic? A</td>
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<td></td>
<td></td>
<td>5. If they can explain/write the connection to the topic, they keep the word and write a phrase/sentence about the relationship between the word and topic. A</td>
<td></td>
</tr>
</tbody>
</table>

- What types of text would this be suited to?
- How might you adapt this strategy?
* = I can make a connection here (students writes the connection). D

**Making Inferences:**
1. Students preview the text to become familiar with the topic and structure of the text. B
2. Students create a three-column chart: It says, I know, And so B
3. Students read 1 – 3 paragraphs at a time and record their inferences on the chart D

**Identifying text structure:**
1. Students preview the text to become familiar with the topic and structure of the text.
2. Students read the text.
3. As they read, they identify “signal words” such as first, second, and then, and dates and years, and this happened... because... D
4. Students use the signal words to identify the structure of the text: chronological, cause and effect, D and A

**Stop and Jot Connections**
Students jot connections they are making while they read. These connections may be to their own experiences, to other books they have read, to the world at large. (text-to-self, text to text or text to world)

**Visualizing and Jotting Key Words**
Students pause during reading to visualize what is happening. They then write one word to capture the feeling or gist of what is happening. D
Teaching Students to Analyze

Task:
1. Read the information below about visual literacy and discuss how visual literacy is connected to close reading.
2. Complete the simulation on the next page.
3. Discuss how a visual close read might be helpful in teaching students analysis.

Visual Literacy: Learners must "demonstrate the ability to interpret, recognize, appreciate and understand information presented through visible actions, objects and symbols, natural or man-made."

Visuals come in an assortment of formats:
- Advertisements
- Cartoons
- Charts
- Collages
- Comic books
- Diagrams
- Dioramas
- DVDs
- Graphic Novels
- Graphs
- Icons
- Magazines
- Maps
- Memes
- Multimodal Texts
- Photos
- Pictograms
- Political cartoons
- Signs
- Slide shows
- Storyboards
- Symbols
- Tables
- Timelines
- Videos
- Websites

Source:
http://www.edutopia.org/blog/ccia-1.0-visual-literacy-strategies-todd-finley
Simulation

This simulation is partially based on Ann Watts Pailliotet’s notion of deep viewing, a process that occurs in three phases: literal observation, interpretation, evaluation.

Individuals:

1. **First Read:** Study the photo for a minute. **What is your first impression about what is happening?**

2. **Second Read:**
   a. Divide the photo into 4 quadrants and study the details.
   b. What details do you notice?
   c. Use the chart below to list people, objects and activities/actions that you see.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities/actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Small Group Discussion:**

   Part 1: literal observation
   a. Who is the focus of the photo? Why do you think so?
   b. What do you think is happening? What details from the photo make you think so?
   c. Where do you think this is taking place? What details from the photo make you think so?
   d. When do you think this is happening? What details from the photo make you think so?

   Part 2: interpretation
   a. What might the two women in the photo have in common? Why do you think so?
   b. What don’t we know from the photo?
   c. What questions would you want to ask the photographer?
   d. The people in the photo?
   e. Make a list.

4. **Whole group discussion:**

   a. What important message do you think the photo conveys?
   b. Do you think the image is biased? Why or why not?
5. View and listen to the following video. Jot notes about important details.

http://www.youtube.com/watch?v=X46XuWzpFgA#t=106

a. What message does the narrator of the story want to convey?
b. How does the video change your reactions to the original image, if at all?
c. Will you approach other socially charged photos differently? Why?