Desired Outcomes

Teachers will be able to design an effective close reading experience for their students by participating in the following activities:

- Unpacking a simulated close reading experience
- Analyzing sample Lessons
- Observing classroom strategies via video
- Working together to determine what makes the text complex and how to scaffold instruction
- Writing a lesson plan

Understanding the Benefits of the Close Reading Experience

1. Read the text “Scaffolds” on page 3 independently to get the gist or the sense of the whole.
2. On your second read, underline key words and phrases in each paragraph that help you understand the concept and to think about its implications for ENL students. Make marginal notes of connections you see.
3. Use the questions provided to discuss the text in small groups.
4. Write a paragraph about how you use/can use scaffolding with ENL students.
Examining the Close Read Experience

1. Use the chart on page 4 to identify the purpose of each element of the close reading experience based on your participation in the close read on Scaffolding. Include any thoughts you have about the benefit or limitation of any of the elements in helping you to understand the text.

Processing Question for Simulation

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?

“Teachers know that when students are asked to read complex texts by themselves, they struggle and often do not succeed because they do not have the appropriate bank of related language, knowledge, skills or metacognition to be able to comprehend the information...
Teachers also realize that when they provide the needed instructional supports, students have greater success with reading materials that could be initially identified as being at their frustrational levels.

The text difficulty is not the real issue. Instruction is. Teachers can scaffold and support students, which will determine the amount of their learning and literacy independence.”


Video of Second Grade Close Reading  (5 min)  See p. 6
Analyzing Sample Lessons

Pairs: Use the chart on page 8 as a reference as you analyze examples in the separate handout:

Sample Close Reading Experience 1-8.

<table>
<thead>
<tr>
<th>Primary Grades</th>
<th>Example #1</th>
<th>page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>Example #2</td>
<td>page 5</td>
</tr>
<tr>
<td>Grades 6-7</td>
<td>Example #3</td>
<td>page 10</td>
</tr>
</tbody>
</table>

Questions for Analyzing Samples

1. What do the examples reveal about the qualities of a close reading experience?
2. How would the scaffolding in the lesson affect student motivation and performance?
3. How do the language/speaking opportunities support ENLs?
4. What questions do the examples raise?
Grade 3: Organisms

Fifth Grade: Our Solar System

Considering the Text:
- Text Complexity
- Vocabulary
- Chunking
- Annotations
- Graphic Organizers
- Text-Based Questions
“Teaching starts with a deep understanding about what makes text complex.”


Determining the Complexity of a Text

Use the Aussie Rubric to determine the complexity of the text closest to your own grade level:

- Grade 3: Two Kingdoms of Bacteria (p. 9)
- Grade 5: Our Solar System (p. 10)
- Grade 7: Screen Time and the Developing Brain (p. 11)

Processing Questions for Text Complexity

1. How did the rubric affect your thoughts about the text?
2. What issues in the text require adaptive assistance?
Establishing a Purpose for Reading

State the purpose as a learning target:

I can explain how scientists classify plants.

Articulate clearly how students will show that they have met this learning target.

I will show this by writing a paragraph that uses evidence from the text to explain the characteristics of three different groups. I will begin the paragraph with a topic sentence that states the main idea of my paragraph.

Empowering Students to Handle Vocabulary  p. 5

1. Consider ways to help students to determine the meaning of unfamiliar words on their own.
   - What words are cognates?
   - What words can be understood through context clues?
   - What words were introduced in prior units?
   - What words can be understood through morphological analysis?
2. Identify term(s) or concept(s) you must pre-teach in order for students to engage with the text.
3. Identify words with multiple meanings that might confuse students.

Strategies for Pre-teaching Vocabulary

- Role playing or pantomiming
- Using gestures
- Showing real objects
- Pointing to Pictures
- Doing quick drawings on the board
- Using the Spanish equivalent and then asking students to say the word in English
Six ESL Steps for Pre-teaching Vocabulary

1. Pre-select a word from an upcoming text or conversation
2. Explain the meaning with student friendly definitions
3. Provide examples of how it is used
4. Ask students to repeat the word three times
5. Engage students in activities to develop mastery
6. Ask students to say the word again

Presenting the Text So That It is Manageable

1. Will you chunk the text? How?
2. Can any sections be omitted?
3. Would a jig-saw be suitable?

Guiding Annotation of the Text

1. Read through the annotation strategies on pages 13-14.
2. Select the strategy that best fits the purpose for reading and the text itself.
Creating Graphic Organizers

1. Determine the kind of structure used in the text:
   - Description: A list of information
   - Compare & contrast: Noted similarities and differences between two concepts
   - Temporal sequence: How events change or remain the same over time
   - Cause and Effect: Causal relationships
   - Problem and solution: Situation or issue and how it is solved

2. Consider the kind of graphic organizer that would help students to unpack the text. (Who will create the graphic organizer?)

Aligning Text-Based Questions to the CCLS

1. Review the sample questions for specific standards on page 16.
2. Select two to three standards on the charts provided for your lesson.
3. Create a text-specific question for each of the selected standards.

   Grade 3 text  page 17
   Grade 5 text  page 18
   Grade 7 text  page 19

"Perhaps one of the mistakes in the past efforts to improve reading achievement has been the removal of struggle. As a profession, we may have made reading tasks too easy. We do not suggest that we should plan students' failure but rather that students should be provided with opportunities to struggle and to learn about themselves as readers when they struggle, persevere, and eventually succeed."

Planning the Lesson

- First Reading (Independent)
- First Discussion (What do they understand)
- Second Discussion (What challenges do they face?)
- Second Reading (Think-Alouds and gathering evidence for text-based questions)
- Third Discussion (Using evidence from the text to answer questions)
- Journal Writing (Demonstrating learning)

Standards and Purpose

- Fill in the standards you have selected.
- State the purpose (learning target) and what students will do at the end of the lesson to demonstrate learning.

First Reading

- What annotation strategy will students use?
- What will students discuss with a partner after the first reading?
Second Reading
Modeling Strategies Appropriate to the Text:
- Decoding
- Using Context Clues
- Visualizing
- Predicting
- Inferring
- Summarizing
- Monitoring Comprehension

- What strategy might you need to model?
- What strategy might students practice using?

Providing Opportunities for Collaborative Argumentation

“Much of what students understand in the texts they read and write comes from their participation in discussion. Collaborative argumentation is a field of study that focuses on how learners construct meaning in the company of peers. The social aspect of collaborative argumentation is vital for learning as participants make claims, provide evidence, and consider the counterclaims of others.”

(Nussbaum, 2008) in Teaching Students to Read like Detectives by Fisher, Frey and Lapp, 2012, p. 28

Third Discussion
What text-dependent questions will students discuss?
(Indicate the standard to which each question is aligned.)
Journal Writing

• What prompt or question will you give students. Make the directions explicitly clear.

• What metacognitive question will help students to reflect on the learning process?
  What made this text difficult for you?
  What did you do when you got stuck in the text?

Debriefing

1. How are you thinking about close reading as a result of today’s work?

2. What did you learn? What difference will your learning make for your practice? for your students?