Helping Students to Read Complex Text
Grades 6-12
NYS/NYC RBE-RN

Facilitated by
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Session Outcomes: Teachers in this clinic will design a learning experience that supports ENL students when reading complex texts by

- Experiencing a close-reading activity and analyzing the effectiveness of its phases.
- Identifying specific strategies used by teachers in two videos to support student work.
- Examining sample close reading lessons to identify the qualities of close reading experience.
- Working through the process for planning a close read for a ReadyGen text by:
  - Determining the purpose of the reading
  - Assessing the complexity of the text and determining what aspects require adaptive assistance.
  - Determining what vocabulary and/or concept words to pre-teach and which to allow students to consider on their own.
  - Deciding how to present the text in terms of chunking and reading aloud.
  - Selecting annotation strategies for the students to use in looking more closely at the text.
  - Using text structure to determine what kind of graphic organizer students might use
  - Creating text-based questions that address each selected standard.

March

8:30  What is the purpose of a close reading experience?
9:00  What strategies are effective in promoting comprehension of complex text?
9:30  What do sample lessons reveal about close reading experiences?
10:00 Break
10:15  Planning a close reading experience for complex text: purpose, text issues and vocabulary
12:00 Lunch
1:00  Planning a close reading experience for complex text: chunking, annotating, text-based questions
2:50  Reflection and debriefing
3:00  Dismissal

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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 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>
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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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</tbody>
</table>
Processing Questions:

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

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

3. 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?
Pairs: Use the chart on page 8 as a reference as you analyze examples in the separate handout:
Sample Close Reading Experience 6-12

<table>
<thead>
<tr>
<th>Grades</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Unbroken</td>
<td>p. 2</td>
</tr>
<tr>
<td>9-10</td>
<td>“A Brief Guide to Genomes”</td>
<td>p. 6</td>
</tr>
<tr>
<td>11-12</td>
<td>The Federalist Papers 2</td>
<td>p. 11</td>
</tr>
</tbody>
</table>

2. Discuss the following questions:

- What do the examples reveal about the qualities of a scaffolded close reading experience?

- How would the scaffolding in the lesson affect student motivation and performance?

- How do the language/speaking opportunities support ENLs?

- What questions do the examples raise?

**Group:**
Share your observations and questions.
Close Reading as an Instructional Learning Experience

<table>
<thead>
<tr>
<th>Attributes of Quality Close Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
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<tr>
<td>✓ A subset of reading standards has been selected.</td>
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</tr>
<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>
<tr>
<td>✓ The purpose (and the specific skills/strategies) are directly linked to 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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<tr>
<td><strong>Text:</strong></td>
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<tr>
<td>✓ The text (or excerpt) is short.</td>
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</tr>
<tr>
<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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<tr>
<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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<tr>
<td><strong>First Read:</strong></td>
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<tr>
<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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<tr>
<td>✓ Students share with the partner the gist of the text or a surprising or important fact.</td>
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<tr>
<td>✓ Students share words or phrases that were confusing or unclear and explain how they handled them. (This formative assessment informs next steps)</td>
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<tr>
<td><strong>Second Read</strong></td>
<td></td>
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<tr>
<td>✓ The students are asked to re-read to deepen understanding.</td>
<td></td>
</tr>
<tr>
<td>✓ The teacher reads portions of the text aloud, after an independent read (if needed).</td>
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<tr>
<td>✓ The teacher may use a think-aloud to clarify information or strategies as needed.</td>
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<tr>
<td><strong>Annotation:</strong></td>
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</tr>
<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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<tr>
<td><strong>Questions:</strong></td>
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<tr>
<td>✓ There are text-specific questions to guide reading, discussion and writing.</td>
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<tr>
<td>✓ The questions are directly related to the focus and identified standards.</td>
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<tr>
<td>✓ Some questions target literal understanding and others require students to make inferences, analyze or make connections (depending on selected standards).</td>
<td></td>
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<tr>
<td>✓ Some questions require students to cite textual evidence. RL 1 / RI 1</td>
<td></td>
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<tr>
<td>✓ Some questions focus on the meaning of specific words and phrases and how they are used in the text.</td>
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<tr>
<td><strong>Discussion</strong></td>
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<tr>
<td>✓ 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.</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>✓ 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.)</td>
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</tbody>
</table>
Planning a Close Read

Select the passage in the Sample Passage Packet that best fits your grade and subject:
Grade 6-8 Science/ELA: “Is Google Making Us Stupid?” (p. 17)
Grade 9-10 Social Studies/ELA “Address to the United Nations Youth Assembly” by Malala Yousafzai (p. 18)
Grade 11-12 Science/ELA Changes in Biodiversity (p. 20)

1. What is the purpose of the reading? (in terms of knowledge and skills)

   State the purpose as a learning target.

   What will they do to demonstrate understanding?

2. Use the Aussie Rubric (provided separately) to determine the complexity of the text.

   How did the rubric affect your thoughts about the text?

   What issues require adaptive assistance?
3. How is the text structured?
   What kind of graphic organizer would help students to make sense of the text?

*The manner in which information is arranged, affects students’ comprehension (Bakken & Whedon, 2002; Ciardiello, 2002; Kobayashi, 2002; Meyer, 2003).*

The most common informational structures include:

- **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
4. What vocabulary or concepts need to be pre-taught because they are essential to understanding the text?

What words might pose problems because they have other meanings that might be familiar to the students?

What words can students figure out on their own?

What words are cognates?

What words can be understood through context clues?
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.
5. How will you chunk the text?
   - How much text will you give at once?
   - Will omit any sections?

6. What annotation strategy would you suggest students use in the second reading of the text?

**Video:** Thinking Notes: A strategy to encourage close reading  
ELA 9-10 (2 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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<tbody>
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# Reading Strategies (Before, During and After)

## Annotation Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Questions</th>
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</table>

### Previewing questions to determine purpose:

1. Students skim the text to become familiar with the topic and structure of the text. **B**
2. Students read the questions that follow the text. **B**
3. Students read the text, underlining/highlighting any information that they feel is related to the questions previewed. **D**

### Using headings and sub-headings to determine the most important information:

1. Students preview the text, taking note of the title, headings and sub-headings. **B**
2. Before reading each section of the text, students turn the heading or sub-heading into a question. **B**
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**

### Questioning

Students pause during reading to write down genuine questions that are coming up as they read. They write their questions on post-its. **D**

### Identifying key words in a text:

1. Students preview the text to become familiar with the topic and structure of the text. **B**
2. Students read the text and circle any words or phrases that they feel explain the topic. **D**
3. Students create a list of words related to the topic. **A**
4. Students review the list and ask themselves, how does the word relate to the topic? **A**
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**

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Comprehension Coding as a Self-Monitoring Strategy:
✔ = I understand this.
? = I am not sure what this word or phrase means OR I am confused.
* = I can make a connection here (students writes the connection).

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

7. Which CCLS do you want to address? (see charts on pages 16-18)

What text-based questions fit the selected standards?

8. How would you support ELLs with content and language with this text?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Generic Question</th>
<th>Text-based Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.7.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>What evidence does the text provide to support the inferences you make while reading?</td>
</tr>
<tr>
<td>RI.7.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>How does the author’s use of figurative language affect your understanding and reaction to the topic?</td>
</tr>
<tr>
<td>RI.8.3</td>
<td>Analyze how a text makes connections among and distinctions between individuals, ideas or events</td>
<td>How does the text make connections between individuals and the events that occurred during the time in which they lived?</td>
</tr>
<tr>
<td>RH.11/12.8</td>
<td>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
<td>In what ways are the author’s premises, claims, and evidence accurate?</td>
</tr>
<tr>
<td>Standard</td>
<td>Text-Specific, Text-Dependent Questions</td>
<td>Guiding Questions</td>
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</tbody>
</table>
| CCSS.ELA-Literacy.RI.9-10.3 | Lincoln draws together past and present events. How does he connect these events to convey his message? | Gettysburg Address page 3  
- What historical event is referred to in the first paragraph and why is it mentioned?  
- What event is referred to in the second paragraph? How does the first sentence in the second paragraph connect the two events?  
- What transition words are used to introduce the two events? Why?  
- What event is referred to in the second sentence of the second paragraph?  
- Explain the relationship between the three events and how Lincoln used them together to make his point. |
| RST.9-10.1 | What details and descriptions helped you to understand how DNA can be used to study disease? | “A Brief Guide to Genomes” pages 17-19  
- What is the genetic “alphabet”?  
- What specific details does the text tell you about the genetic alphabet and how it works?  
- Why is it referred to as an “alphabet”?  
- Use specific terms and details from the text to explain. |

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PRACTICE for Seventh Grade Text
Grades 6-8: Individuals/pairs/triads: use the text on page 9.

Identify 1-2 reading standards that support the purpose of the reading.
Write **text-specific questions** for that text that support the standards you selected.

<table>
<thead>
<tr>
<th>RI Standard:</th>
<th>Text-Specific Questions (explicit and implicit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RI.7.1</td>
<td></td>
</tr>
<tr>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.7.2</td>
<td></td>
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<tr>
<td>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RI.7.3</td>
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<tr>
<td>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
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<tr>
<td>CCSS.ELA-Literacy.RI.7.4</td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
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<tr>
<td>CCSS.ELA-Literacy.RI.7.5</td>
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<tr>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
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<tr>
<td>CCSS.ELA-Literacy.RI.7.6</td>
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<tr>
<td>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
<td></td>
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</tbody>
</table>
Grades 9-10: Individuals/pairs/triads: use the text on page 10.

Identify 1-2 reading standards that support the purpose of the reading. Write text-specific questions for that text that support the standards you selected.

<table>
<thead>
<tr>
<th>RI Standard:</th>
<th>Text-Specific Questions (explicit and implicit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.1</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.2</td>
<td>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.6</td>
<td>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.9-10.8</td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
</tr>
</tbody>
</table>
Grades 11-12: Individuals/pairs/triads: use the text on page 12.
Identify 1-2 reading standards that support the purpose of the reading.
Write text-specific questions for that text that support the standards you selected.

<table>
<thead>
<tr>
<th>RI Standard:</th>
<th>Text-Specific Questions (explicit and implicit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.11-12.1</strong></td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.11-12.2</strong></td>
<td>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.11-12.3</strong></td>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.11-12.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.11-12.5</strong></td>
<td>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.11-12.6</strong></td>
<td>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</td>
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</table>
Academic Conversations (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

Video: “Academic Conversations with ELLs” (6 min)
https://www.teachingchannel.org/videos/improve-conversation-skills-ells-ousd

| What is the reader expected to do? | What does the teacher do to support the work? |
Close Reading
Lesson Plan Outline

Identify CCLS to addressed in the lesson
These are usually .1 (use evidence from the text) .4 (determine meanings of unfamiliar words and possibly one other.

Determine how you need to prepare students, particularly ENL’s, for this reading.
This is not the same as pre-reading, but should be an organic part of the unit within which the close-reading is being presented. It provides background information about concepts that must be understood in order to make sense of the text.

Establish the purpose with the students
Give students specific learning targets for the lesson in terms of both content and skills. Make sure they know what they are expected to do to demonstrate understanding at the end of this lesson. Also, think of the larger context in which this reading sits and how the information learned here can be used for a more authentic task.

First Reading: Students Read Independently
Encourage students to circle any words, phrases or sentences that are not clear to them and to look for context clues that help them to figure out what they mean. Identify an annotation strategy to be used. Observe students’ silent reading, looking for signs of difficulty.

First Discussion: Partner talk to check meaning
After students have finished the initial reading, ask them to turn to a partner to explain the gist, share an interesting fact or answer a question provided before the reading. (This will provide insight into portions of the text students have understood.
Second discussion: Assessing for understanding and confusions
Ask students to share in small groups the words or phrases they found unclear and to explain how they tried to resolve them. (Use this formative assessment to determine which words need to be taught.)

Second Reading: Teacher led shared reading and think-aloud
Model any strategies students need to learn in order to tackle this text: decoding, using context clues, visualizing, predicting, inferring, summarizing, monitoring comprehension. Then have students fill in or create graphic organizers that help them to use an understanding of structure to unpack the text.

Third Discussion: Text-dependent questions
Keep in mind that the purposes of text-dependent questions are to prompt rereading, encourage the use of textual evidence to support answers, and deepen comprehension using discussion. These questions should be open-ended in order to generate robust discussion which requires students to: support claims, piggy back on each other's responses, disagree respectfully and revisit their own opinions after considering different perspectives.

Journal Writing: Summarizing or responding to a prompt, using evidence from the text
This provides evidence of how well each student has met the learning target(s) for the lesson. This can be content based and/or a metacognitive reflection on how successfully the student used a new strategy.

Metacognitive Questions: What made this text difficult for you?
   How did you tackle words or statements that you did not understand?
   What have you learned here that you can transfer to future research?

Based on Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey and Diane Lapp
RBE-RN
End-of-Session Reflection
May 3, 2017

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?

3. What questions remain?

What suggestions can you offer for improving this clinic?