What makes it complex?

- Density
- Organization
- Text Features

- Register
- Background knowledge
- Vocabulary
Qualitative Text Analysis

Kenya’s Long Dry Season (4-5)

Abraham Lincoln: The Self-made Myth (11-12)

We Live By (6-8)
Kenya's Long Dry Season

The East African nation of Kenya is experiencing a severe drought. Crops are failing. People are struggling to feed their families.

SEP 23, 2009 | By Nellie Gonzalez Cutler

For the past three seasons, the rains have failed to come to Kenya. The East African nation's grasslands are dried out. Bare, leafless trees dot the landscape. Watering holes are almost dry.

The drought has caused cattle to die and crops to shrivel. This year's grain harvest is expected to be 28% less than last year's. Food prices have risen by as much as 130%.

Kenya is facing a severe food crisis. The United Nations World Food Program (WFP) says it will need to provide emergency food aid to 3.8 million Kenyans over the next six months.

NARRATIVITY: Whether a text tells a story with characters, event, places, and things that are familiar to the reader.

SYNTACTIC SIMPLICITY: The use of simple sentence structures that are easy to understand.

WORD CONCRETENESS: The use of words that can be easily imagined.

REFERENTIAL COHESION: The presence of overlapping ideas and concepts in a text.

DEEP COHESION: The presence of explicit causal relationships.
NARRATIVITY: Whether a text tells a story with characters, event, places, and things that are familiar to the reader.

SYNTACTIC SIMPLICITY: The use of simple sentence structures that are easy to understand.

WORD CONCRETENESS: The use of words that can be easily imagined.

REFERENTIAL COHESION: The presence of overlapping ideas and concepts in a text.

DEEP COHESION: The presence of explicit causal relationships.
Lincoln was shaken by the presidency. Back in Springfield, politics had been a sort of exhilarating game; but in the White House, politics was power, and power was responsibility. Never before had Lincoln held executive office. In public life he had always been an insignificant legislator whose votes were cast in concert with others and whose decisions in themselves had neither finality nor importance. As President he might consult with others, but innumerable grave decisions were in the end his own, and with them came a burden of responsibility terrifying in its dimensions.

Lincoln’s rage for personal success, his external and worldly ambition, was quieted when he entered the White House, and he was at last left alone to reckon with himself. To be confronted with the fruits of his

**NARRATIVITY:** Whether a text tells a story with characters, event, places, and things that are familiar to the reader.

**SYNTACTIC SIMPLICITY:** The use of simple sentence structures that are easy to understand.

**WORD CONCRETENESS:** The use of words that can be easily imagined.

**REFERENTIAL COHESION:** The presence of overlapping ideas and concepts in a text.

**DEEP COHESION:** The presence of explicit causal relationships.
Build Background Knowledge with Text-based Discussions
Different Readings Have Different Foci

Initial reads of the text

What does the text say?

After at least one reading

How does the text work?

Later readings of the text or related texts

What does the text mean?

David Kurland, 1991
“Every book has a skeleton hidden between its covers. Your job as an analytic reader is to find it.”

Adler and Van Doren, 1940/1972
“X-ray the book”
Not every reading is a close one!

“X-ray the book”
Close reading is only a PART of balanced literacy instruction.
Creating a Close Reading

Use a short passage.

“Read with a pencil”

Note what’s confusing.
Nontraditional Texts for Close Reading

- Reading and interpreting an editorial cartoon in History
- Interpreting a piece of sheet music in Band class
- Annotating an infographic in Science
Tsunamis are mostly caused by undersea earthquakes that shift parts of the seabed upwards or downwards.

The height of waves at the place of origin ranges between 0.01 and 5 m.

As waves approach the coast, the distance between adjacent wave crests diminishes from 1,500 km to 5 km.

Near the coast, waves can reach **10 m in height**, and in areas with intricate landscape (wedge-shaped bays, river valleys, etc.) they can be more than **50 m high**.

The entire mass of water begins to move during a tsunami. Getting its “foothold” on the coastal seabed, the wave, which has large kinetic energy, starts to roll and comes up high.

### The most destructive tsunamis of the last 50 years

<table>
<thead>
<tr>
<th>Earthquake magnitude</th>
<th>Number of victims</th>
<th>Maximum height of wave (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.5</td>
<td>1,263</td>
<td>25</td>
</tr>
<tr>
<td>6.9</td>
<td>600</td>
<td>4</td>
</tr>
<tr>
<td>8.1</td>
<td>4,456</td>
<td>8.5</td>
</tr>
<tr>
<td>7.7</td>
<td>600</td>
<td>6</td>
</tr>
<tr>
<td>7.8</td>
<td>2,500</td>
<td>26.2</td>
</tr>
<tr>
<td>7</td>
<td>2,183</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>227,898</td>
<td>50.9</td>
</tr>
<tr>
<td>7.7</td>
<td>664</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>528</td>
<td>11.2</td>
</tr>
</tbody>
</table>

Source: The National Oceanic and Atmospheric Administration (NOAA)
Use a short passage.

“Read with a pencil”

Note what’s confusing.

Give your students the chance to struggle a little.
• Use front-end scaffolds for access, not to teach the content
• Use back-end scaffolds as needed to extend access
Close Reading in Sixth Grade

Video available at YouTube’s Fisher and Frey Channel
A Tool to Scaffold Instruction for English Learners

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
EVALUATING – DOK: Level 3
Students develop strategic thinking:
justify, hypothesize, appraise, argue, cite evidence, defend, judge, select, support, value, critique, evaluate, reuse, formulate, assess, investigate

<table>
<thead>
<tr>
<th>EMERGING ENGLISH</th>
<th>EXPANDING ENGLISH</th>
<th>BRIDGING ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of Fluency</td>
<td>Levels of Fluency</td>
<td>Levels of Fluency</td>
</tr>
<tr>
<td>Emerging English skills allow non-verbal or short phrase responses with expected vocabulary and sentence structures provided when cultural/linguistic knowledge is validated and infused into lessons.</td>
<td>Developing English skills allow longer oral/written responses with errors, more formal writing with less scaffolding, scaffolded oral presentations, reading of scaffolded grade-level texts, with cultural/linguistic knowledge validated and infused into lessons.</td>
<td>Near native-like fluency allows extended and more formal oral responses/presentations, as well as grade-level readings and extended writings based upon multiple models of grade-level texts, with cultural/linguistic knowledge validated and infused into lessons.</td>
</tr>
</tbody>
</table>

**QUESTIONS**

- What are your clues/evidence?
- What do you predict?
  (Using a scale of 1-5 with #5 marked “Perfectly,” and #1 marked “I didn’t understand.”) How well did you understand this lesson?
- Can you rank these in order?
- Why did you select this one?

- What clues provide evidence for your prediction?
- What is your point of view?
- How did you select ______ and ______?
  (Using a scale of 1-5 with #5 marked “Perfectly,” and #1 marked “I didn’t understand.”) How well did you understand this lesson?
- Why was this lesson difficult/easy?
- Can you defend your choice? How?

- What is your opinion of the prediction?
- Is your prediction valid?
- What is your argument for ______?
- Can you appraise these differing views?
- How well did you understand this lesson? What would have helped you understand better?

**SENTENCE FRAMES**

- I think ______ will ______.
- My clue(s)/evidence is/are ______, ______, and ______.
- I predict that ______ will ______.
- I believe that ______ is correct/incorrect.
- We selected ______ and ______.
- I decided to ______.
- I support ______.

- Because I already know ______, I predict ______.
- The evidence to support my prediction is ______.
- From my point of view, the following will take place: ______.
- The clues in the text that support my prediction are ______.
- The difficulty of the lesson was ______.
- I support _____ because he/she present ______.
- My defense is based on _________.

- In my opinion, ______ because ______.
- My prediction is valid and based upon the following evidence: ______.
- It is my belief that ______ because of the following supporting evidence: ______.
- It appears to me that, based upon the evidence, ______.
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>PRODUCTS</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMERGING</strong></td>
<td></td>
<td><strong>EXPANDING</strong></td>
</tr>
<tr>
<td>Split Page Note Taking, with simplified text, working in pairs or groups</td>
<td>Illustrated self-evaluations</td>
<td>All strategies used for lower English fluency levels but with less scaffolding</td>
</tr>
<tr>
<td>Stand Up-Sit Down</td>
<td>Surveys/charts paraphrased</td>
<td>The same strategies used with English only students, scaffolding as necessary and with careful attention to validate cultural and linguistic knowledge</td>
</tr>
<tr>
<td>Graphic Organizers, with simplified text</td>
<td>Recommendations by students</td>
<td>R.A.F.T. – incorporating writing into informational text (R - role of the writer; A - audience; F - format; T - topic beginning with a strong verb)</td>
</tr>
<tr>
<td>Inside-Outside Circle, to debate points</td>
<td>Illustrated rating scales</td>
<td></td>
</tr>
<tr>
<td>Short Story Flow Chart, with simplified text or video</td>
<td>Illustrated value lines</td>
<td></td>
</tr>
<tr>
<td>Numbered Heads Together</td>
<td>Posters of a character in a story including how he/she moves the plot of the story</td>
<td></td>
</tr>
<tr>
<td>Learning Logs - double entry journals with quotes, summaries, notes on the left and responses, predictions, questions, or memories on the right</td>
<td>Venn diagram depicting similarities and differences of two or more characters</td>
<td></td>
</tr>
<tr>
<td>Reading with Partners</td>
<td>Students generate and respond in simple, scaffolded connected narratives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After using graphic organizers, students will produce a Synthesis of a story by combining, creating, designing, or predicting using sentence frames and illustrations</td>
<td></td>
</tr>
<tr>
<td><strong>EXPANDING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Split Page Note Taking with simplified text, working in pairs or groups</td>
<td>Illustrate self-evaluations</td>
<td>Extend critiques of texts</td>
</tr>
<tr>
<td>Fishbone graphic organizers</td>
<td>Surveys/charts</td>
<td>Self-evaluations of progress</td>
</tr>
<tr>
<td>Three Step Interview</td>
<td>Illustrate rating scales</td>
<td>Performance reflections</td>
</tr>
<tr>
<td>4 Corners</td>
<td>Illustrate value lines</td>
<td>Write a letter of recommendation for a friend</td>
</tr>
<tr>
<td>Chunking and Questioning Aloud (CQA) process of reading a story aloud and stopping after certain blocks of text to ask specific questions about their comprehension of the story</td>
<td>Write a letter to the editor</td>
<td>Complete Anticipation Guide</td>
</tr>
<tr>
<td>DRTA - Direct Reading and Thinking Aloud</td>
<td>Prepare and conduct a debate</td>
<td>Defend a stance in a debate</td>
</tr>
<tr>
<td>Literature Circles</td>
<td>Write a persuasive speech arguing for or against with collaboration</td>
<td>Independently write a persuasive speech arguing for or against</td>
</tr>
<tr>
<td>Teacher models and explicitly teaches thinking strategies such as: imagine, remember, think of a question, predict, pretend, recall, listen, look, think about, visualize, summarize, infer</td>
<td>Create a booklet about five rules you see as important in school</td>
<td>Write a letter of application for college</td>
</tr>
<tr>
<td></td>
<td>Form a panel to discuss viewpoints</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate the character's actions in the story</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Close Reading

Use a short passage

“Read with a pencil”

Note what’s confusing

Give your students the chance to struggle a bit

Foster critical thinking with text-dependent questions
Extract evidence
Make inferences
Draw conclusions
Unconstrained Skills
Comprehension
Vocabulary
1. If you were present at the signing of the Declaration of Independence, what would you do?

2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?
Close Reading Text-based Discussion
Comprehension and Collaboration

1. Prepare for and participate in collaborations with diverse partners, building on each others’ ideas and expressing their own clearly and persuasively.
Accountable Talk sounds like...

- "Say more about what you mean?"
- "Where do you see that?"
- "Can you repeat what ___ said?"
- Did everyone hear that?
- Why do you think that?
- When you want to better understand what someone is saying
- "What did you mean when you said ..........?"
- How does that connect to...?
Accountable Talk requires conversational moves by the teacher.

Don’t say something students can say.
Conversational Moves of the Teacher

Marking: “That’s an important point.”

Challenging students: “What do you think?”

Michaels, et al., 2010
Conversational Moves of the Teacher

Keeping everyone together: “Who can repeat…?”

Keeping the channels open: “Did everyone hear that?”

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
Text-dependent Questions

- General Understandings
- Key Details
- Author’s Purpose
- Vocab & Text Structure
- Inferences
- Opinions, Arguments, Intertextual Connections

Part to Whole

- Word
- Sentence
- Paragraph
- Segments
- Entire text
- Across texts

Whole
Types of Text-dependent Questions

- General Understandings
- Key Details
- Vocab & Text Structure
- Author’s Purpose
- Inferences
- Opinions, Arguments, Intertextual Connections

Part
- Sentence
- Paragraph
- Segments
- Entire text
- Across texts

Whole

Standards
- 1
- 2
- 4 & 5
- 6
- 3 & 7
- 8 & 9
Link Knowledge of Language and Content with Generative Sentences
• Given a word and conditions about the placement of the word, write a sentence
• Forces attention to grammar and word meaning
• Use student examples for editing
“Volcanoes” in the 4th Position

The name for volcanoes in the Pacific is called the Ring of Fire.
“Volcanoes” in the 4th Position

I don’t like volcanoes.
Try these . . .

<table>
<thead>
<tr>
<th>Word</th>
<th>Position</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>cell</td>
<td>3rd</td>
<td>&gt; 6</td>
</tr>
<tr>
<td>Because</td>
<td>1st</td>
<td>&lt; 10</td>
</tr>
<tr>
<td>Constitution</td>
<td>last</td>
<td>= 10</td>
</tr>
</tbody>
</table>
Expanding a Generative Sentence

The name for volcanoes in the Pacific is called the Ring of Fire. These are the volcanoes in Hawaii, South America, and Asia. Some are active, that means they erupt. Some are dormant, that means they are quiet.
Background Knowledge in a Classroom: 8th Grade Social Studies
What’s Important? Enduring Understandings About the American Revolution

• Core knowledge is the relationship between growth and conflict

• Major theme for the unit: This period of U.S. history was marked with successes and failures brought about by the decisions of leaders and citizens.
Assessing Background Knowledge: Opinionnaire

<table>
<thead>
<tr>
<th>What’s your opinion?</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A patriot is heroic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes the only thing left to do is fight for what you believe in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The American Revolutionary War could have been avoided if both sides had compromised on taxes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All the colonists were in support of the war.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choosing Sides

As American colonists heard about these battles in Lexington, Concord, and Bunker Hill, they faced a major decision. Should they join the ___1___ or remain loyal to ___2___?

Those who chose to ___3___ with Britain, the Loyalists, ___4___ not consider unfair taxes ___5___ regulations good reason for ___6___. Some remained loyal to ___7___ king because they were ___8___ who would lose their ___9___ as a result of ___10___ Revolution. Others were people ___11___ had no been part ___12___ the wave of discontent ___13___turned so many Americans ___14___ Britain. Still others expected ___15___ to win the war ___16___wanted to gain favor ___17___the British. The Patriots, on the other hand, were determined to fight the British to the end—until American independence was won.
Activating Background Knowledge: Role Play

- “Loyalists” and “Patriots” used a list of reasons offered by each to produce a broadside
- Posted the broadsides in the hallway
- Read and debated
She says, “I’ve heard about Parliament before. That’s the name of the group of representatives in Britain that made laws. I learned about Parliament when I read about England taking over the colonies from the Dutch one hundred years earlier. I recall now that Parliament also came up with the plan to ship prisoners from English jails to the colonies. Hmmm…it seems like Parliament didn’t always have the colonies’ best interests in mind when they made decisions.”

She reads, “The colonists objected to paying King George’s taxes without having a voice in Parliament. They called it taxation without representation. And while the tax on tea was a small one, just three cents a pound, it was regarded as a symbol of British tyranny” (p. 2).

She says, “I’ve heard about Parliament before. That’s the name of the group of representatives in Britain that made laws. I learned about Parliament when I read about England taking over the colonies from the Dutch one hundred years earlier. I recall now that Parliament also came up with the plan to ship prisoners from English jails to the colonies. Hmmm…it seems like Parliament didn’t always have the colonies’ best interests in mind when they made decisions.”
Building Background Knowledge: Independent Reading

- Teacher provides a range of reading materials
- Differentiated texts reflect the range of readers in the room
- Wide reading is effective for building background knowledge IF the text isn’t too difficult
# Building Background Knowledge: Close Reading

<table>
<thead>
<tr>
<th>Name of Act</th>
<th>What Was It?</th>
<th>Why Did It Make Colonists Angry?</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boston Port Act</strong></td>
<td>Closed port of Boston after Tea Party</td>
<td>It punished everyone instead of just the ones who did it</td>
<td>Colonists from far away sent supplies, and this helped them learn to work together</td>
</tr>
<tr>
<td><strong>Massachusetts Government Act</strong></td>
<td>Britain took over Massachusetts government</td>
<td>Now they couldn't rules themselves</td>
<td>Town meetings couldn't be held without permission</td>
</tr>
<tr>
<td><strong>Administration of Justice Act</strong></td>
<td>British could have trials in England</td>
<td>Cost too much for people to go to the trials</td>
<td>Made it easier for Britain to win trials</td>
</tr>
<tr>
<td><strong>Quartering Act</strong></td>
<td>British soldiers could stay in empty buildings</td>
<td>They didn't like having soldiers hanging around</td>
<td>This would be a part of the Constitution</td>
</tr>
<tr>
<td><strong>Quebec Act</strong></td>
<td>Gave land to French west of Appalachian mountains</td>
<td>Pennsylvania and New York thought this was their land</td>
<td>Made lots of Canadians friends with the colonists</td>
</tr>
</tbody>
</table>
The Takeaway
Teach so that students organize information for quick and accurate retrieval.
Assess Background Knowledge
Activate What Students Know through Discussion and Writing
Build Background Knowledge with Texts and More Writing!
## Assessing Your Practice

### Self-Assessment of Background Knowledge

<table>
<thead>
<tr>
<th>How do teachers foster background knowledge across the school day?</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Misconceptions Common to the Discipline</td>
<td>Units include discipline-specific misconception(s) that are directly assessed. Explicit teaching is designed to interrupt misconception(s).</td>
<td>Units include discipline-specific misconception(s). These are assessed, but are not directly addressed in teaching.</td>
<td>Misconceptions are sometimes included and may or may not be assessed or directly addressed in teaching.</td>
</tr>
<tr>
<td>Assessing Background Knowledge</td>
<td>Common formative assessments focus on core background knowledge, not incidental knowledge. Assessment results are used to plan instructing and re-teaching. Results are shared and discussed with colleagues.</td>
<td>Formative assessment focuses mostly on core background knowledge. These assessment results are used to plan instruction and re-teaching, but are based within single classrooms.</td>
<td>Formative assessment is used, but core and incidental background knowledge is not differentiated. Results are used for some instructional planning, but not routinely. Results are not discussed with colleagues.</td>
</tr>
<tr>
<td>Activating Background Knowledge</td>
<td>Both unit and lesson purposes are established at the onset of every lesson. Varied oral and written language tools are used throughout the lesson to cause activation.</td>
<td>Unit and lesson purposes are established during most lessons. Varied oral and written language tools are used to activate BK, but primarily at the start of the lesson.</td>
<td>Unit and lesson purposes are posted on the board but are not discussed within the lesson. Oral or written language tools are occasionally used in some lessons.</td>
</tr>
<tr>
<td>Building Background Knowledge</td>
<td>Indirect and direct methods for building BK are used daily, including teacher modeling, wide reading, and</td>
<td>Indirect and direct methods for building BK are used daily, including teacher modeling and wide reading.</td>
<td>Indirect methods, such as wide reading and experiential learning are used, but teacher</td>
</tr>
</tbody>
</table>
Thank you!