

Close Reading Grades 6-12

Washoe County School District
Social Studies Professional Development Day

Social Studies in the Age of Common Core

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Essential Questions

- *How does engaging in Close Reading support the expectations of the Common Core State Standards?*
- *How do we use the Close Reading strategy to engage students in a deep and careful analysis of text?*

How does Close Reading strategy fit with CCSS & ELA Shifts?

- In elementary schools, 50% of what students read should be informational texts

Balance
Informational
and Narrative



- Science and Social Studies teachers become Literacy teachers
- Students held accountable for content read

Knowledge of
the Disciplines



- Students read grade appropriate texts
- More time allocated to close reading of texts

Text
Complexity
Staircase



- Classroom experiences stay deeply connected to text
- Evidence of text based answers shown in writing
- Text based but not literal

Text Based
Answers



- Narrative writing and prompt writing are less important than informational and argumentative writing

Writing from
Sources



- Focus on pivotal and commonly found vocabulary words
- Less genre specific

Academic
Vocabulary



Remember...

This is one instructional approach and does not describe all instruction.

Snapshot Model of Lesson



- We will be working through a Close Read model lesson.
- Please engage in this activity as a **student**.
- Please note “**teacher**” **thoughts or questions** on a post-it note (for post-reading activity)

STEP ONE: Initial Reading

1. Look at the text in front of you.
What do you notice before reading the document?
2. Read through the text independently one time.
1. Next, follow along with the text as I read it aloud to you.

STEP TWO: Text Dependent Questions

- **Answers should be specific and cite evidence from the text.**
 - ✧ As we answer questions, annotate your copy of the text
 - ✧ Keep you eyes on the text and be prepared to discuss.
 - ✧ Ask questions about the text and share them with your colleagues.
 - ✧ Share additional thoughts!

6th Grade

Text Dependent Questions...

7th and 8th Grade Text Dependent Questions...

Text-Dependent Question Creation Worksheet

Please print legibly.

Name of Text: **Letter from Abigail Adams to John Adams, March 31, 1776; Letter from John Adams to Abigail Adams, April 14, 1776**

First and Last Names of the Question Composers: **Temoca Dixon and Marcia Motter**

Nevada State Standards: H2.[6-8].13

CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.10, WHST.6-8.1, SL.7.1a

Questions in Finalized Order	What is the point of this question? Why did you write it. Is there an overarching understanding you are trying to reach with students? Include all answers (words, phrases, sentences with line numbers)
Who wrote the first letter and to whom was it written? Who wrote the second letter and to whom was it written? About how much time has pass between the writing of the two letters?	Letter 1, Line 1 – Abigail Adams to John Adams Letter 2, Line 1- John Adams to Abigail Adam Letter 1, Line 2 compared to Letter 2, Line 2= about 2 weeks
What is Abigail Adams referring to when she states in line 4, “I long to hear that you have declared an independency”?	That the 2 nd Continental Congress has declared their independence from Great Britain. The colonies have declared war against Great Britain. Line 1 each letter: the names of Abigail Adams and John Adams Line 2 each letter: the dates Line 19, 2 nd letter: “I hope General Washington, and all our brave Heroes would fight.” Rationale: Students need to look at the sourcing to understand a document. They need to use dates and names to understand a time period and the events that are taking place during that time period.
What does Abigail Adams want when she says on lines 5-6, “I desire you would remember the Ladies...”	She is unhappy with the position or status of women. Letter 2, Lines 10-11: “But your Letter was the first Intimation that another Tribe more numerous and powerfull than all the rest were grown discontented.” She would like more women’s rights. She would like democracy for women, as well as men. She wants a voice and representation for the ladies. Letter 1, Lines 8-10: “Remember all Men would be tyrants if they could. If perticular care and

10th – 12th Grade

Text Dependent Questions...

Teacher Guide

Please print legibly.

Name of Text: *Griswold v. Connecticut*

Question Composers: Angela Orr and Andrew Yoxsimer

Standards: CCSS RH.1, RH.2, RH.5, RH.8, RH.10 / Nevada State SS Standards C13.5, C14.2, C14.12

Text Dependent Questions	What is the point of this question? Why did you write it. Is there an overarching understanding you are trying to reach with students? Include all answers (words, phrases, sentences with line numbers)
What do you learn about this text from lines 1-8?	This is an orientation to the document. It establishes the date (1965). The author is Justice Douglas. Students should note that it is a court case between a people (<i>Griswold and Buxton</i>) and a state (<i>Connecticut</i>). Each of the appellants' occupations is listed to demonstrate their standing to bring the issue for their clients, married people who want to prevent conception.
<i>The answers to the following questions can be drawn from large areas of the Justices' arguments. They do not necessarily focus only on specific paragraphs from the text. Use your professional judgment in determining if students have answered one of the later questions while addressing an earlier one. Also, bring attention to the logical progression of ideas so often used in Supreme Court opinions. For instance, Justice Douglas cannot go straight to the zone of privacy aspect of his argument without first outlining the precedents for penumbras.</i>	
Justice Douglas states that the "First Amendment has been construed to include certain" rights. Which rights does he mention?	<p>The heart of the argument to follow is that there are already rights acknowledged by the courts that are not specifically mentioned in the Constitution. It's important that students understand this concept early in the piece.</p> <ul style="list-style-type: none"> • Association of people • Right to educate a child in a school of the parents' choice • Study particular subjects or languages <p><i>Students might also mention rights listed further in the document including:</i></p> <ul style="list-style-type: none"> • <i>Right to distribute, receive, read</i> • <i>Freedom of inquiry, thought, to teach</i> • <i>Right of belief and expression of attitudes</i> • <i>Belonging to a group (association)</i> <p><i>The teacher should probe students further, though, if they begin to list the right of freedom of speech and press, as these are rights specifically listed in the Bill of Rights.</i></p>
What does the word "construed" tell us about the rights mentioned?	The word construed is important, because the courts have had to "interpret" these rights as the language of the Constitution does not explicitly include them.

Teacher Reflections and Questions



Instructions for Close Reads

CLOSE READING EXAMPLES FOR SOCIAL STUDIES¹

To become college and career ready, students must be able to read sufficiently complex texts on their own and gather evidence, knowledge, and insight from these texts. These close reading examples model how teachers can support their students as they master the kind of careful reading the Common Core State Standards require. These examples are meant to be used in all types of classrooms with ALL STUDENTS.

Each of these exemplars features a complex and rich reading along with a series of text-dependent questions meant to foster deep understanding and assist students and teachers in remaining tightly connected to the text. Each focuses on the following: a short reading of highly engaging content in which students are asked to reread passages and respond to a series of text dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use text evidence and refine their thinking; and writing tasks that assess student understanding of the text.

The close reading method modeled in these examples is a specific method with a designed purpose. The composition of these examples coincided with deliberate and regular practice of this method over a wide range of classrooms during 2012-2013. In that time, the composition group learned many important lessons. Without exception, teachers noted that ample time provided for students to talk with their peers about the text and the accompanying questions is paramount to the effective nature of these lessons. Because these examples include highly complex text for ALL students to access, heterogeneous grouping of students provided a safe arena for students to challenge themselves and collaboratively interrogate the text. Most importantly, teachers found that completing the method according to the steps outlined below ensured success for students of all reading abilities. On several occasions, teachers felt rushed and neglected some of the steps or assigned portions as individual work or homework. In all of these cases, student learning suffered. Based on this professional learning, these examples were designed, vetted, and modified to engage the whole class and small groups in learning to better navigate rich and complex text. The readings are all meant to be lesson features of larger units with the purpose of building a coherent body of knowledge.

Using Close Reads to support students success on assessments

SMARTER Balanced Assessment Consortium Claims (found at smarterbalanced.org and [here](#))

1. Students can read closely and analytically to **comprehend a range of increasingly complex** literary and informational texts.
2. Students can **produce effective and well-grounded writing** for a range of purposes and audiences.
 1. Students can **employ effective speaking and listening skills** for a range of purposes and audiences.
1. Students can **engage in research/inquiry** to investigate topics and **to analyze, integrate, and present** information.

Evidence Guides

How does the model lesson we just engaged in reflect the expectations set-out in the evidence guides?

CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – English Language Arts, Grades 6-12

The Shifts required by the Common Core State Standards for English Language Arts are¹:

1. **Building knowledge** through **content-rich non-fiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

This guide provides concrete examples of what the Common Core State Standards for English Language Arts in grades 6-12 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers.

Date: _____ Teacher: _____ Class: _____ Lesson and Text: _____ Standards Addressed: _____

Use this tool to observe a lesson and provide feedback or to guide lesson planning and reflection. When observing a portion of a lesson, some expectations may be appropriately left blank. For all uses, refer to the CCSS Standards for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

EXPECTATION	EVIDENCE OBSERVED OR GATHERED								
1. A high quality text (or multiple texts) is at the center of the lesson.	These expectations should be evident in planning and observable in instruction. Sample artifacts or observables include: lesson plan, teacher instruction, text(s), and tasks. Circle 1-4 below based on evidence recorded, where a 2 or 3 indicates progress between the descriptions provided.								
A. A majority of the lesson is spent reading, writing or speaking directly about a text or multiple texts.	<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>There is no text under consideration in this lesson.</td> <td colspan="2" style="text-align: center;">→</td> <td>The lesson is focused on a text or multiple texts.</td> </tr> </tbody> </table>	1	2	3	4	There is no text under consideration in this lesson.	→		The lesson is focused on a text or multiple texts.
1	2	3	4						
There is no text under consideration in this lesson.	→		The lesson is focused on a text or multiple texts.						
B. The text(s) are at or above the complexity level expected for the grade and time in the school year ² .	<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.</td> <td colspan="2" style="text-align: center;">→</td> <td>The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.</td> </tr> </tbody> </table>	1	2	3	4	The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.	→		The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.
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C. The text(s) exhibit exceptional craft and thought and/or provide useful information.	<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>The quality of the text(s) is low – they are poorly written and do not provide useful information.</td> <td colspan="2" style="text-align: center;">→</td> <td>The quality of the text(s) is high – they are well written and/or provide useful information.</td> </tr> </tbody> </table>	1	2	3	4	The quality of the text(s) is low – they are poorly written and do not provide useful information.	→		The quality of the text(s) is high – they are well written and/or provide useful information.
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¹ Refer to *Common Core Shifts at a Glance* (achievethecore.org/ELALitShifts) and the 3-12 Publishers' Criteria for the Common Core State Standards for English Language Arts and Literacy (achievethecore.org/publisherscriteria) for additional information about the Shifts required by the CCSS.

² Refer to achievethecore.org/ela-literacy-common-core-text-complexity/ for text complexity resources.

This tool is for use by teachers, those providing support to teachers, and others working to implement the CCSS for ELA and Literacy – it is not designed for use in evaluation. The CCSS Evidence Guide for Planning and Practice in a Single Lesson is intended for use in conjunction with the CCSS Evidence Guide for Planning and Practice Over the Course of the Year. Both tools are available at achievethecore.org/instructional-practice.

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Available [here](http://achievethecore.org) and at achievethecore.org

Warning!!!!

- What a Close Reading is NOT!!

- *A close read is not intended:*
 - For students to complete individually
 - To be assigned for homework
 - Used as filler or substitute teacher's activity

Used with great frequency.

- Daily or weekly assignments
- As the main approach to content or strategy instruction

What a Close Reading IS!!!

- *A Close Read is intended:*
 - To engage students in a group discussion
 - To be completed in class
 - A well-planned activity over multiple days
- *Should be used at intervals throughout the year.*
 - Once or twice per quarter
 - Use with a balanced approach of teaching academic vocabulary, annotation of texts, and other research-based literacy strategies.

Resources

Close Reading Exemplars and Instructions

- Student Achievement Partners - www.achievethecore.org
- Edmodo www.edmodo.com
 - Or follow this link to be granted access:
<http://www.edmodo.com/home#/join/60a0a01b9a81b44dd05be78ec4294f52>