

FOSTERING READING COMPREHENSION FOR CHILDREN IN GRADES 3-6: **CLOSE READING: TREND, TRAVESTY, OR TOOL?**

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RTI TAC Webinar Series: Strand #17, Part 2 of 3

OUR AGENDA

- Review your reflections, personal discoveries
- Discuss questions that arose after reading and reflecting
- The role of “close reading” in a comprehensive comprehension curriculum
- Effective close reading practices
- The importance of questioning

KEY RESOURCES

- **Stahl, K. A. D.** (2013). Today's comprehension strategy instruction: "Not your father's Oldsmobile." In B. Taylor & N. Duke (Eds.) *Handbook of effective literacy instruction* (pp. 223-245). New York, NY: Guilford.
- Close Reading Synopsis
- Skyscraper Article
- Text Dependent Questions Article (Fisher & Frey, 2012)
- NYSELA Released Questions Cheat Sheet

GETTING ACQUAINTED: WHO ARE YOU?

(MOLLY)

- Classroom Teacher
- Literacy Interventionist
- Literacy Coach
- Principal/Asst. Principal
- Special Educator
- School Psychologist
- ENL/ELL Teacher
- Speech/Language Therapist
- District Administrator
- Other

GETTING ACQUAINTED: WHO ARE YOU?

(MOLLY)

- Grade Level
 - ALL or Multiple
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6

WHAT DID YOU DISCOVER ABOUT YOURSELF?

- What do you do well?
- What areas could use refinement?
- What areas do you find most challenging?

GOAL SETTING FOR OCTOBER

- What personal behaviors are your immediate priority?
- After evaluating potential upcoming meaning making hurdles for one group of students, what 2 comprehension strategies will be your focus in October?

READING STRATEGIES

(MOLLY)

- Tapping prior knowledge
- Predicting
- Organizing ideas- Text structure and ideational prominence
- Visualizing
- Questioning
- Monitoring
- Summarizing
- Evaluating

**IN 5 WORDS OR LESS, SUCCINCTLY SPECIFY
YOUR REASON FOR YOUR SELECTION OF
THOSE STRATEGIES.**

WHAT ABOUT CLOSE READING?

CCSS Anchor 1

Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text

WHAT IS THE ROLE OF CLOSE READING?

[HTTP://DEPTS.WASHINGTON.EDU/OWRC/HANDOUTS/CLOSE%20READING.PDF](http://depts.washington.edu/owrc/handouts/close%20reading.pdf)

- To understand the general content of a text even when you don't understand every word or concept in it.
- To spot techniques that writers use to get their ideas and feelings across and to explain how they work.
- To judge whether techniques the writer has used succeed or fail and an ability to compare and contrast the successes and failures of different writers' techniques.

CLIFF NOTES

- Courtesy the Odegaard Writing & Research Center

<http://www.depts.washington.edu/owrc>

Adapted from UW Expository Writing Program handouts and

www.dartmouth.edu/~writing/materials/student/ac_paper/topic.shtml

ORIGINS OF CLOSE READING

- Type of reading used in humanities (remember E. D. Hirsch's and David Coleman's background) to prepare for a discussion or writing a paper about a literary text.
- “Before you take on the task of reading any sort of text, you'll want to make sure that you understand the practices of the discipline and the requirements of the assignment.”

CR IS NOT THE PLACE FOR STRATEGY INSTRUCTION (SHANAHAN, 2015)

- CR is not a teaching technique. It is a type of reading. (Shanahan blog, Jan. 12, 2015)
- Students will need to **apply** previously taught strategies to successfully engage in close reading.
- CR should only be applied once or at most twice during a unit of study (Brown & Kappes, 2012)
- In elementary school, the text should be short –NO STAPLES, NO BOOKS (Fisher and Frey)

ELEMENTS OF CLOSE READING

(BROWN AND KAPPES, 2012)

- Brief, high-quality, complex text
- Individual (or assisted) first reading for gist
- Group reading
- Teacher-led: text-based questions and discussion for discrete elements (standards)
- Student discussions (Not personal reflections)
- Written responses to text

CLOSE READING (SHANAHAN, 2014)

- **First Reading: Key ideas and details**
- **Second Reading: Craft and structure**
- **Third Reading: Analyze and compare**

APPROPRIATE TEXT FOR CLOSE READING

- **SHORT TEXT-** single page, no staple or binding
- **Text that are embedded within a UNIT—kids need the background knowledge**

Poetry

Primary Sources

Short stories

Excerpts from longer texts

Internet articles

Short Videos

Speeches

NOT NOVELS!!!!!!!!!!!!!!

COMMON CONCERNS

- Fisher and Frey (2014): Teachers and students in Gr. 4 -12
- Snow and O'Connor (2014)-Research and theoretical perspective
- Hinchman and Moore (2013)- Implementing with adolescents
- Stahl (2014)- What counts as evidence?

COMMON CONCERNS

- Balance: Sucking the life out of rich texts or breathing life into them?
- Background knowledge and academic vocabulary
- Privileging single sources of text evidence –see cited Stahl, Text Evidence article
- Time allocation: what is the cost in terms of time investment in close reading of particular selection- multiple texts, disciplinary reading, student discussion, writing processes?

EFFECTIVE CLOSE READING

- Whole class, heterogeneous
- Support reading, as needed
- Situate within disciplinary units to ensure students have background knowledge, vocabulary, and standards of evidence
- **SHORT TEXTS** that are pieces of larger units!
- One or two close reads/unit ranging from 2-4 days
- Dedicate time to discussion and writing
- Craft questions and prompts thoughtfully

NAEP FRAMEWORK—BASIS FOR CCLS TEST FRAMEWORKS

NAEP	CCLS
Understand	Standards 1-3
Interpret	Standards 4-6
Apply	Standards 7-9

ASKING POWERFUL QUESTIONS

- Bloom's Taxonomy is a preliminary guide to levels of thinking
- Skyscraper (2004) explains each level and provides a clear way to teach students to ask good questions.
- Skyscraper provides stems for each of 6 levels of thinking/responding to a text.

BLOOM'S TAXONOMY

- Recall facts
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

FISHER & FREY'S (2014) USE OF TEXT DEPENDENT QUESTIONS

- What does the text say? (CCLS 1-3)
- How does the text work? (CCLS 4-6)
- What does the text mean? (CCLS 4-6)
- What does the text inspire you to do? (CCLS 6-9)

USE OF RELEASED QUESTIONS

- Build into reading units during Read Aloud, Shared Reading, Guided Reading
- Use as writing prompts
- Use during close reading activities
- Use in Common Formative Assessments

A FINAL WORD ABOUT QUESTIONS

- Questions must be crafted and written in advance.
- Avoid the I-R-E interaction pattern.
- A selective process must be used to ensure time for follow—up questions (e.g. Beck & McKeown, Nystrand, etc.).

GOALS FOR OCT. 26- TAKE ACTION

- Select 2 comprehension strategies and use Figure 9.3 to record your instructional decision making for each of the two strategies between now and 10/26. Choose strategies that are a good match for your upcoming curriculum.
- Administrators: Observe 3 ELA lessons, use Fig. 9.3 to identify what forms of interaction across the GRR were being used in service to instructing comprehension strategies.

GOALS FOR OCT. 26-CLOSE READING

REFLECTION

- What protocols for close reading are used in your classroom or school?
- What texts are being used?
- Is closed reading contextualized within units to ensure that kids have the essential prior knowledge or is it done in a silo or some other form of isolated practice?
- Is it breathing life into reading or sucking the life out of reading?

GOALS FOR OCT. 26-QUESTIONING

REFLECTIONS

- Do you (teachers in your school) deliberately craft questions in advance and have them scripted?
- Do you (teachers in your school) ask thoughtful follow-up questions to extend thinking?
- Analyze the quantity and quality of questions being asked. Too many or too few? Are they crafted to yield the most important take-aways from the reading experience?