Close Reading and Critical Thinking
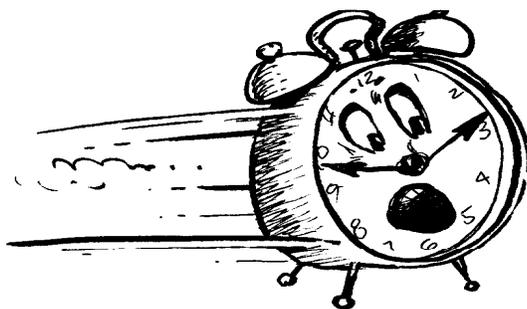
Leadership Training
May 19, 20 & 27 2015

"America's future walks through the doors of our schools everyday." **-***Mary Jean LeTendre*
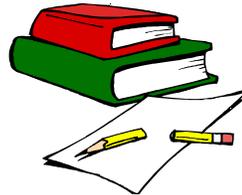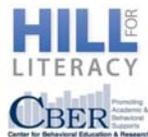
Shira Cohen-Goldberg, M.Ed.

Leadership for Literacy Agenda

Handout: p. 2

Materials

1. Leading Literacy Change Book

2. Binder - May Tab

3. Flash Drive

4. HILL website -
   http://bit.ly/CTLLResources
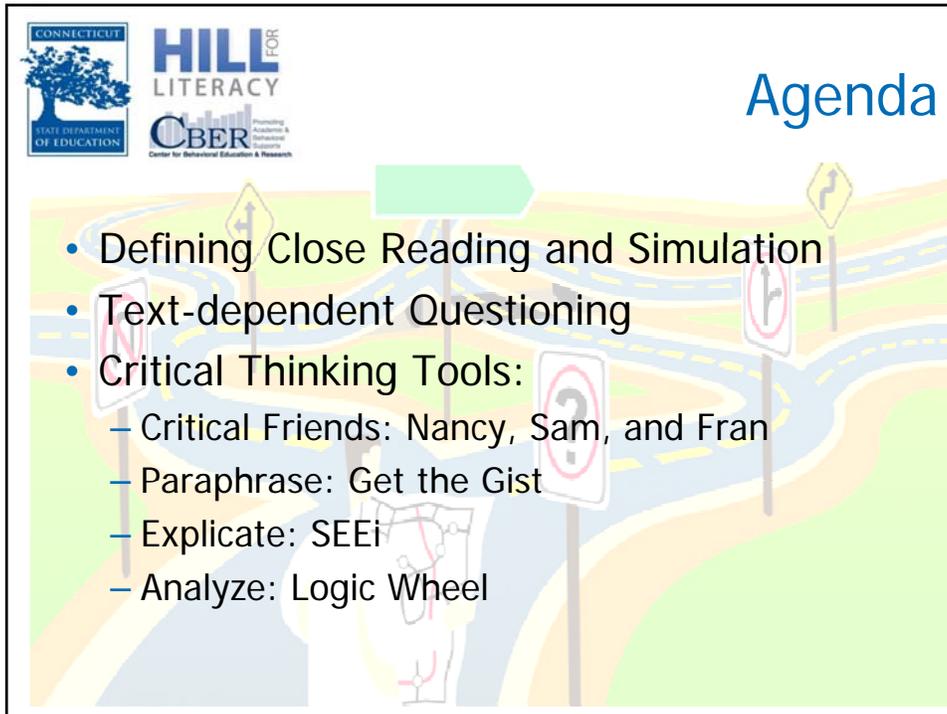
Expected Outcomes for Today

1. Experience a close reading lesson with understanding to classroom applications
2. Understand the close reading process and text-dependent questioning as aligned to the CCSS
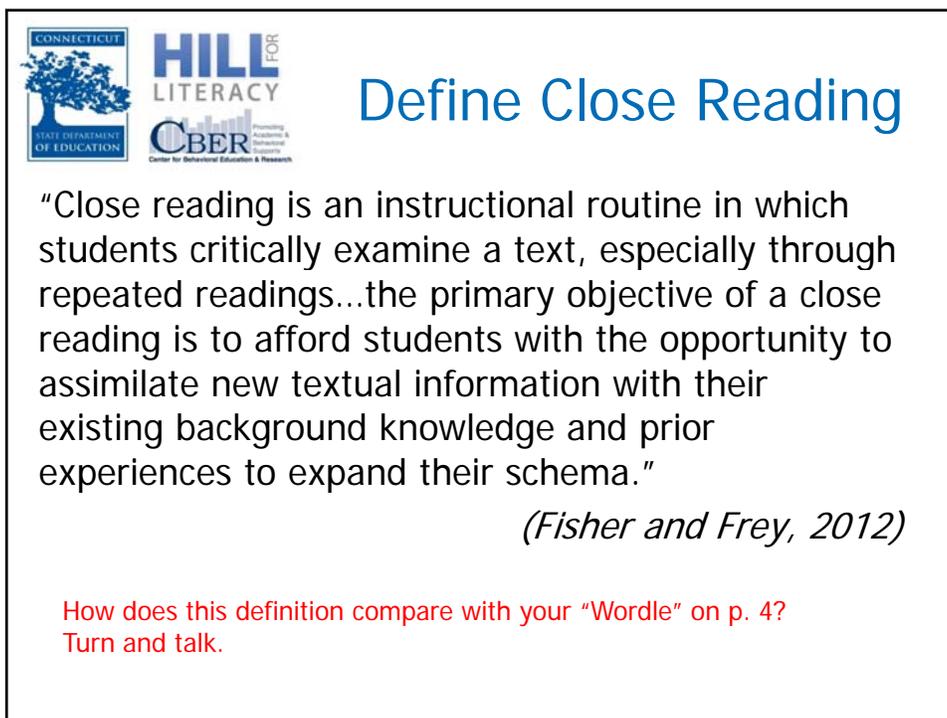3. Embed modalities for critical thinking into close reading lessons

Agenda

- Defining Close Reading and Simulation
- Text-dependent Questioning
- Critical Thinking Tools:
  - Critical Friends: Nancy, Sam, and Fran
  - Paraphrase: Get the Gist
  - Explicate: SEEi
  - Analyze: Logic Wheel

Define Close Reading

"Close reading is an instructional routine in which students critically examine a text, especially through repeated readings...the primary objective of a close reading is to afford students with the opportunity to assimilate new textual information with their existing background knowledge and prior experiences to expand their schema."

(Fisher and Frey, 2012)

How does this definition compare with your "Wordle" on p. 4? Turn and talk.

Anchor Standards

Reading	Writing	Speaking/Listening	Language
Key Ideas and Details	Text Types and Purposes	Comprehension and Collaboration	Conventions of Standard English
Craft and Structure	Production and Distribution of Writing	Presentation of Knowledge and Ideas	Knowledge of Language
Integration of Knowledge and Ideas	Research to Build and Present Knowledge		Vocabulary Acquisition and Use
Range of Reading and Level of Text Complexity	Range of Writing		

From: Common Core State Standards for English/Language Arts in History/Social Studies, Science and Technical Subjects, June 2012. National Governors Association Center for Best Practices and the Council of Chief State School Officers.

The ELA Standards Ladder

ELA Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

ELA Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

The CCSS Requires 3 Shifts in ELA/Literacy

1. Regular practice with **complex text** and its **academic language**

2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational

3. **Building knowledge** through **content-rich nonfiction**

Handout: p. 5

Close Reading Simulation
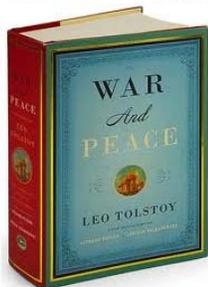
Who am I as a reader during this experience?

Attributed to Lisa Portadin, Boston Public Schools

Handout: p. 6

Be the Student: Close Reading

1. Read the poem silently as someone here reads it aloud
2. Jot down a rating from 1-10 that rates your understanding of the poem's meaning.
   - 1 = no understanding at all
   - 10 = understand completely

Be the Student: Close Reading

3. Re-read the poem, JUST ONCE, a little slower this time, making notes to yourself and underlining anything that seems important to the meaning of the poem

4. If you can, write a sentence or two about what you think the poem means

Be the Student: Close Reading

5. Rate your understanding of the poem again, 1-10

Line 1

- The phrase, "I live in a doorway" can have multiple interpretations. The LITERAL interpretation is that the narrator physically lives in the opening meant for a door.

- What is another interpretation?

- Think. Re-read. Talk with a partner.

Lines 3-4, 6-7

- The narrator chooses to use colors in the first stanza: "cups of <u>black</u> coffee"; "crisp <u>beige</u> suits"; "quick <u>beige</u> smiles".

- Why did the author choose these colors for imagery? What meaning might this convey?

- Think. Re-read. Turn and talk.

Stanzas 1 and 2

- The narrator draws a sharp contrast between the "women" in Stanza 1 and the "senoras" in Stanza 2.

- Find the contrasts.

- Write them down.
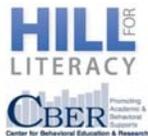
Be the Student: Culminating Question

- Do you think the narrator prefers one room to the other?
- Answer the question directly, and use TEXTUAL EVIDENCE to support your answer.
- Turn and talk with your partner.
  Share your insights.

Be the Student: Write

- In a sentence or two, write down what you think the meaning of the poem is now.

- Share with a partner.

- Rate your understanding of the poem, 1-10.

Overview of Process

1. Read for Gist
2. Select/write text-dependent questions leading toward culminating question
3. Culminating discussion
4. Write

Reflect & Share Out

- What do you think the poem means?
- What happened to your understanding of the poem throughout this exercise?

- What did I do? What didn't I do?

A side note, in case you were wondering...

Pat Mora is a writer and cultural preservationist who seeks to document the lives of Mexican Americans and U.S. Latinas and Latinos through varying genres such as children's books, poetry, and nonfiction. In her writing, Mora adopts the terrain and life of the Mexican Land and recognizes the human and cultural diversity of the Southwestern United States and northern Mexico. Mora is a popular national speaker shaped by the US/Mexico border where she was born and spent much of her life.

-from Wikipedia

Also...

Review of *Borders* (1986)

"Mora confronts the clash of cultures in a courageous, tough tone that masks a gentle sensibility. What finally gives this book its healing power is the mesmerizing honesty of Mora's celebration of herself as a woman, mother, lover."

—*The Bloomsbury Review*

If I frontloaded this information, how would the lesson have been different?

Reflect & Share Out

- What do you think the poem means?
- What happened to your understanding of the poem throughout this exercise?

- What did I do? What didn't I do?

Reflection

The most rigorous reading the student can do involves more than simply drawing upon the basic definition of words; it involves exploring the understandings of those words that the students brings to the text and weighing them against the apparent understandings of the author...the most rigorous reading is to find what those words on that page mean in our lives.

-Beers and Probst, 2013

Break

The Words are
the Starting Place

Text-dependent questions

DO NOT

allow you to
answer the question
without
reading the text.

Define Text Dependent Questions

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it **privileges the text itself** and what students can extract from what is before them.

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Handouts: pp. 7-8

Making an Inference

Part 1:

Information/Input
- Situation
- Picture
- Video
- **Text (Close Reading)**

Making an Inference

Part 2:
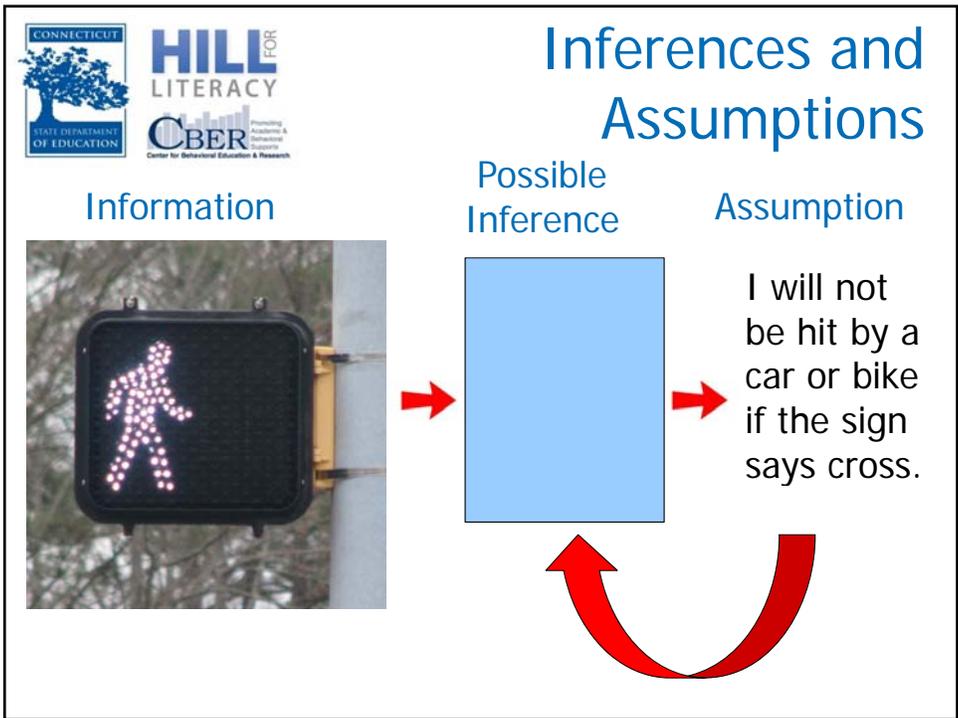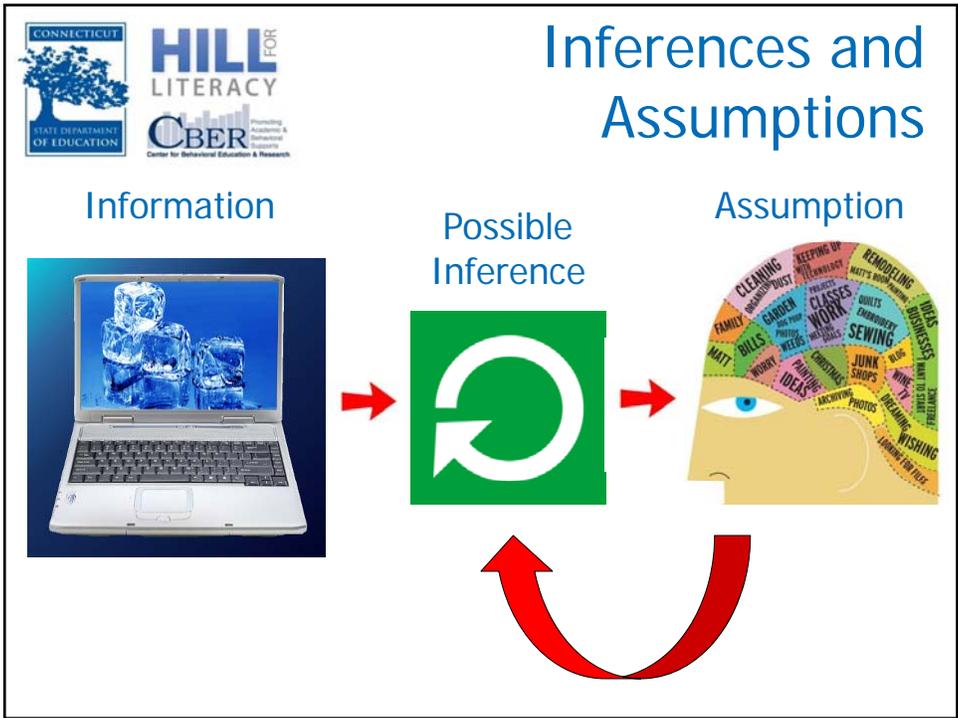
Inferences

Conclusions you make using what you know

Making an Inference

Part 3:

Assumptions

- Beliefs you take for granted
- Hidden/unconscious thoughts
- **Background Knowledge**

Inferences and Assumptions

Information	Possible Inference	Assumption
		I could be hit by a car or bike even if the sign says cross.

Non-Examples & Examples

Not Text-Dependent	Text-Dependent
• In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
• In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?
• In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

Three Types of Text-Dependent Questions

When you're writing or reviewing a set of questions, consider the following three categories:

- Questions that assess themes and central ideas
- Questions that assess knowledge of vocabulary
- Questions that assess syntax and structure

Tips for Writing Text-Dependent Questions

- Identify the **core understandings** and **key ideas** of the text
- **Start small** to build confidence
- Target **vocabulary** and **text structure**
- Tackle **tough sections** head-on
- Create **coherent sequences** of text dependent questions
- Identify the **standards** that are being addressed

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Key Themes and Central Ideas

- Reverse-engineered or backwards-designed

- Crucial for creating an overarching set of successful questions

- Critical for creating an appropriate culminating assignment

Knowledge of Vocabulary

Which words should be taught?

- Essential to understanding text
- Likely to appear in future reading

Knowledge of Vocabulary

Which words should get more time and attention?

- More abstract words (as opposed to concrete words)
  - persist vs. checkpoint
  - noticed vs. accident
- Words which are part of semantic word family
  - secure, securely, security, secured

Knowledge of Vocabulary Examples

From "Hot and Cold Summer"
(5th grade fictional text)

"To *avoid* someone means to keep away from them so that you don't have to see them and they don't have to see you. How did the boys avoid meeting Bolivia at first?" *(pg. 23)*

Knowledge of Vocabulary Examples

From "Hot and Cold Summer"

(5th grade fictional text)

Re-read the last two paragraphs on page 39. Rory had a "strong *suspicion*". What is a *suspicion*? What details in the story made Rory suspicious of Bolivia?

Syntax

- Syntax can predict student performance as much as vocabulary does.

- Questions and tasks addressing syntax are powerful.

Example:

Who are the members of the wolf pack? How many wolves are in the pack? To answer this, pay close attention to the use of **commas and semi-colons** in the last paragraph on pg. 377. The semi-colons separate or list each member in the pack.

Structure

Text-dependent questions can be crafted to point students' attention to **features of text that enhance understanding**

such as:

- How section headers and captions lead to greater clarity/provide hints regarding what is most important in informational text
- How illustrations add to a narrative

Structure

Examples:

- "Look at the illustrations on page 31. Why did the illustrator include details like the power outlets in the walls?"

- "Dillard is careful to place opposing descriptions of the natural and man-made side-by-side. How does this juxtaposition fit with or challenge what we have already read? Why might she have chosen this point in the text for these descriptions?"

Reading Strategies & Text-Dependent Questions

- Text-dependent questions generally call on students to employ reading strategies.

- Strategies are no longer taught in isolation.

- The text and readers' need to comprehend it should determine what strategies are activated - not the other way around.

Culminating Tasks

- Should relate to core understanding and key ideas.

- A coherent sequence of text dependent questions will scaffold students toward successfully completing the culminating task.

Culminating Tasks

Examples:

- "The title of this selection is 'Because of Winn-Dixie.' Using your answers from the questions above and class discussion, explain why this is an appropriate title for the selection. Be sure to clearly cite evidence from the text for each part of your answer."

- "Officer Buckle's final safety tip is 'ALWAYS STICK WITH YOUR BUDDY.' How did he and Gloria each learn this lesson for themselves throughout the story?"

Analyzing Questions for Text-Dependency

Check for these three things:

1. Text-based focus

2. Close reading skill

3. Text-based answer

Handouts: pp. 10-11

CONNECTICUT STATE DEPARTMENT OF EDUCATION · HILL FOR LITERACY · CBER Does the question have a text-based focus?

Step 1:

✓ Is there a particular **word**, **phrase**, **sentence**, or **paragraph** that is the focus?

✓ Is there a **connection** between **two parts of the text** that is the focus?

CONNECTICUT STATE DEPARTMENT OF EDUCATION · HILL FOR LITERACY · CBER Is the question aligned to a close reading skill?

Use these strategies and/or this language!

Step 2:

✓ Determine
✓ Summarize
✓ Analyze
✓ Assess

✓ Integrate
✓ Delineate
✓ Evaluate
✓ Interpret

Bloom's Taxonomy

Remember	Understand	Apply	Analyze	Evaluate	Create
Describe	Explain	Complete	Compare Contrast	Justify	Plan
Name	Compare	Use	Examine	Assess	Invent
Find	Discuss	Examine	Explain	Prioritize	Compose
List	Predict	Illustrate	Identify	Recommend	Design
Relate	Outline	Classify	Categorize	Rate	Construct
Write	Restate	Solve	Investigate	Decide Choose	Imagine

http://maasd.edublogs.org/files/2012/04/BloomsVerbs-24dwzts.png

Does the question require a text-based answer?

Step 3:

✓ Focus
✓ Specificity
✓ Explicitness

Let's Try It: Analyzing TDQ's

Informational Text Exemplar:

14 Cows FOR AMERICA

IN COLLABORATION WITH
Wilson Kimeli Naiyomah

Carmen Agra Deedy

ILLUSTRATED BY
Thomas Gonzalez
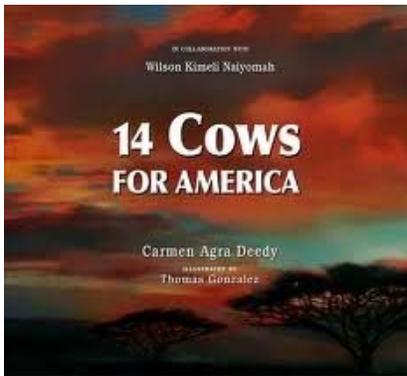
Let's Try It: Analyzing TDQ's

1. Analyze what the author means when she says in section 4, "to the Maasai, the cow is life."

Evidence:

- Sing to them
- Give names
- Shelter the young
- "Without the herd, the tribe might starve." Need them for food.

Let's Try It: Analyzing TDQ's

2. Summarize the story that Kimeli tells in sections 9-10.

Evidence:
- Buildings so tall they can touch the sky?
- Fires so hot they can melt iron?
- Smoke and dust so thick they can block out the sky?
- More than three thousand souls are lost.

Let's Try It: Analyzing TDQ's

3. Explain the author's message when she concludes the book by saying:

Because there is no nation so powerful it cannot be wounded, nor a people so small they cannot offer mighty comfort.

Use details from the text to support your answer.

Let's Try It: Analyzing TDQ's

3. Rewrite:

Who is the author talking about when she says, in the last sentence of the book that there is not

"a people so small they cannot offer mighty comfort?"

OR

Explain what the author is referring to by using the words, "mighty comfort" to conclude the final sentence of the book?

Review of Writing Text Dependent Questions

- Specifically ask a question that can only be answered by referring explicitly back to the text being read
- Do not rely on any background information extraneous to the text nor depend on students having other experiences or knowledge
- Prioritize **the text itself** and what students can extract from it

Tips for Writing Text-Dependent Questions

- Identify the **core understandings** and **key ideas** of the text
- **Start small** to build confidence
- Target **vocabulary** and **text structure**
- Tackle **tough sections** head-on
- Create **coherent sequences** of text dependent questions
- Identify the **standards** that are being addressed

Lunch

Defining Critical Thinking: A Short Definition

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

(Taken from Richard Paul and Linda Elder, The Miniature Guide to Critical Thinking Concepts and Tools, Foundation for Critical Thinking Press, 2008)

Why Critical Thinking?

Meet our Friends

Why Critical Thinking?

Naïve Nancy

Why Critical Thinking?

Selfish Sam

Why Critical Thinking?

Fairminded Fran

Applying Critical Thinking to Close Reading

Five Levels of Close Reading:

1. Paraphrase
2. Explicate
3. Analysis
4. Evaluating
5. Role Playing

Level 1: Paraphrase

Paraphrase the text: State the main idea of what you read in your own words.

GET THE GIST

	MAIN IDEA STATEMENT
1	Name the who or what (the main person, place or thing)
2	Tell the most important thing about the who or what
3	Say the main idea in 10 words or less

Handouts: pp. 14-15

Get the Gist

Turkey

If my parents want me to grow up to graduate from school, they might bury my tooth in the garden to the university. If they hope I will become a doctor, they bury it in the garden of a hospital, or they could bury it in a soccer field so I will be a good soccer player.

From *Throw Your Tooth on the Roof: Tooth Traditions from Around the World*

Morocco

I put my tooth under my pillow when I go to bed. The next morning I must rise with the sun and throw my tooth toward the sun while I say, "I give you a donkey's tooth and ask you to replace it with a gazelle's tooth." Otherwise, I might get donkey teeth.

From *Throw Your Tooth on the Roof: Tooth Traditions from Around the World*

Level 2: Explicate (SEEi)

1. **State** the main point.
2. **Elaborate** on what you mean.

In other words...

3. Give **examples** that connect your thoughts to life experiences.

For example...

4. Give an **illustration** of your main point.
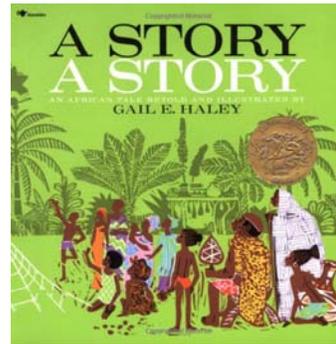
To give you an analogy...

Handouts: pp. 16-17

Level 2: Explicate (SEEi)

Try it!

K-1 Read Aloud Exemplar

1. *This text is about...*
2. *In other words...*
3. *For example...*
4. *To give you an analogy...*

http://video.nhptv.org/video/1689047111/

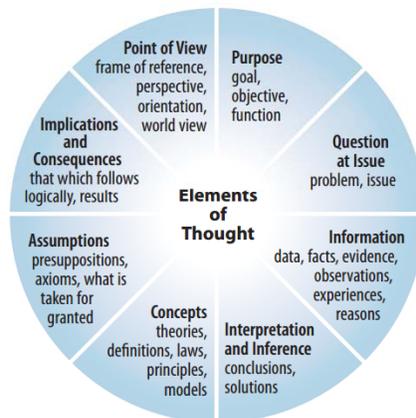## Planning for SEEi

Try a primary source!

Planning for SEEi

"I pledge"

1. **This text is about** someone making a pledge.
2. **In other words...**
3. **For example...**
4. **To give you an analogy...**

Level 3: Analysis

Analyze the **logic** of what we are reading or the parts of our thinking.

Handout: p. 18

Level 3: Analysis

The One Million T-Shirt Social Media Campaign

1MillionShirts.org Trying to Donate 1,000,000 T-Shirts to Africa

Level 3: Analysis

Purpose of the thinking:

• What is this man's purpose?

Level 3: Analysis

State the Question:
- What problem is Jason Sadler trying to solve?

Level 3: Analysis

Check your Assumptions:
- What is Jason Sadler assuming?
- Am I assuming something I shouldn't?

Level 3: Analysis

Clarify your Concepts:

• What idea am I using in my thinking?

• Is this idea causing a problem for me or for others?

Level 3: Analysis

Debriefing your thinking:

1. Review one of the two additional sources on this topic on pages 19-22. Can you refine your thinking further?

2. Turn and talk.

Planning for Analysis

How will these questions help students to analyze their thinking about what they are reading?

What other texts can we use?

Outcomes from Today

1. Experience a close reading lesson with understanding to classroom applications
2. Understand the close reading process and text-dependent questioning as aligned to the CCSS
3. Embed modalities for critical thinking into close reading lessons

Evaluation

- Survey Monkey Link:

    http://bit.ly/CTMay15Eval

HILL Website

- Follow link below to access all leadership tools, handouts, and presentations.

    http://bit.ly/CTLLResources

Thank you!

www.HILLforLiteracy.org