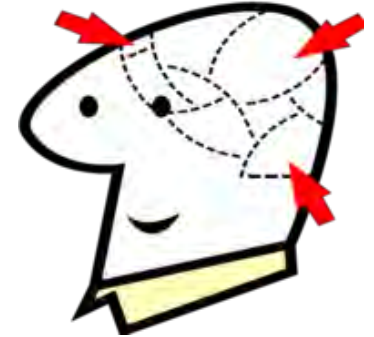# Close Reading
in the Classroom

Office of Curriculum & Instruction

Tucson Unified School District

Curriculum & Student Engagement: MODULE 8

6-12 ELA and Content areas

Connector

- Silently, make a list of the features of close reading.

- At the signal, share with your elbow partner.

- Did you remember the same ideas?

Outcomes

- Understand how close reading helps students access complex text and "pushes" student learning to deeper levels

- Gain understanding of the use of text-dependent questions, including progression, complexity and connection to the standards

Norms

- Equity of Voice

- Active Listening

- Respect for All Perspectives

- Safety and Confidentiality

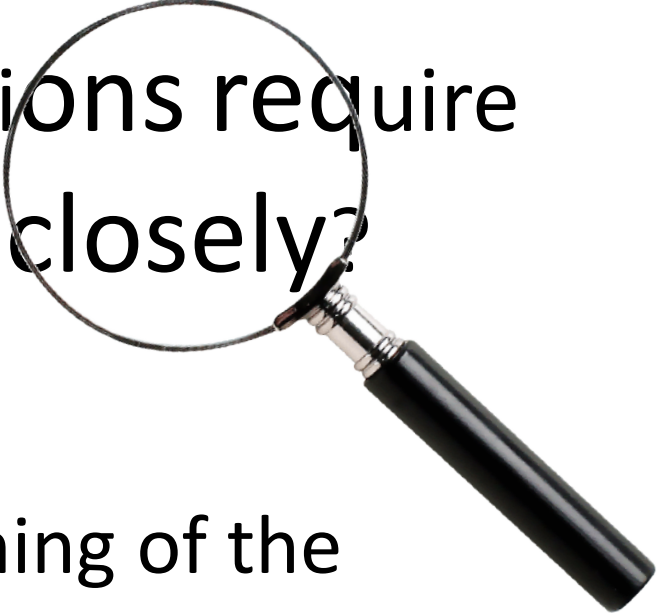- Respectful Use of Technology

Use a short passage.

Re-reading

"Read with a pencil."

Text-dependent questions

Students respond to the text.

* Features of Close Reading

V-259, p. 5

Which of the following questions require students to read the text closely?

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?

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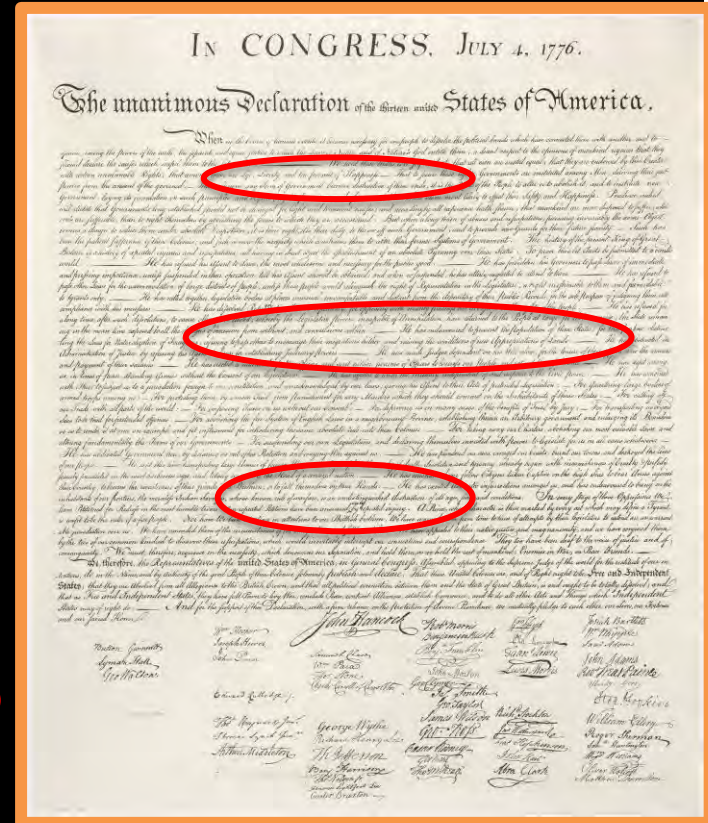
Text Dependent Questions

- Answered through close reading

- Evidence comes from text, not information from outside sources

- Understanding beyond basic facts

- Not recall!

1877

HEAR ME, MY CHIEFS!
I AM TIRED. MY HEART
IS SICK AND SAD.
FROM WHERE THE SUN
NOW STANDS, I WILL
FIGHT NO MORE
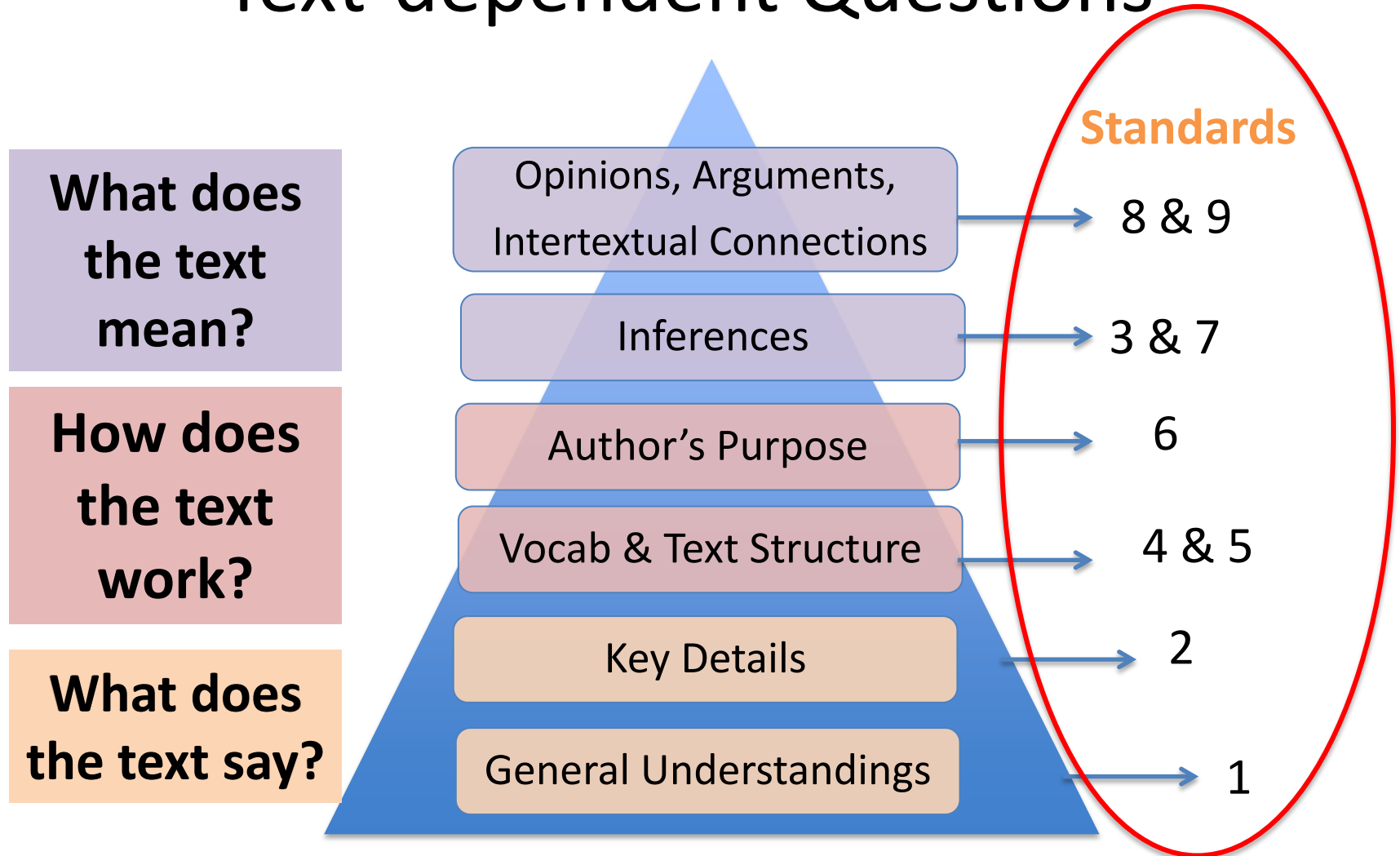FOREVER

CHIEF JOSEPH

V-259, p. 9

* **Foundational Annotation Skills**

- *Underline* the major points.
- *Circle keywords or phrases* that are confusing or unknown to you.
- Write *margin notes* (restating the author's ideas or own insights)

Progression of Text-dependent Questions

What does the text mean?

How does the text work?

What does the text say?

Pyramid level	Standards
Opinions, Arguments, Intertextual Connections	8 & 9
Inferences	3 & 7
Author's Purpose	6
Vocab & Text Structure	4 & 5
Key Details	2
General Understandings	1

V-259, p. 11

What does the text say?

General understanding

- Who is delivering the speech? What happened?

- Without yet knowing who Looking Glass and Toohulhulsote are, what can we say about their roles in this decision?

Key Ideas

- What concerns does Chief Joseph have about the health and welfare of his people? How do you know?

V-259, p. 12

How does the text work?

Vocabulary and Structure

- What does Chief Joseph mean when he says, "From where the sun now stands?"

- What is the tone of this speech? What words and phrases support your claim?

- What is it about the use of the word *forever* in the last line, "I will fight no more forever" that makes this statement so memorable?

- How does the text structure convey Chief Joseph's mood?

Author's Purpose

none from this list!

V-259, p. 13

What does the text mean?

Inferences

- Who is Chief Joseph referring to when he says, "I want to have time to look for *my children*"? What other parts of the speech support your claim?

Opinions, Arguments, and Intertextual Connections
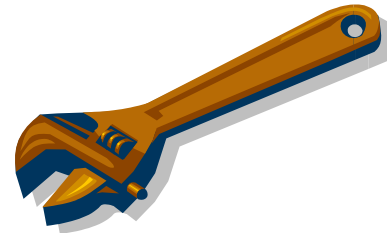
- None from this list!

Questions to consider

☐ Do the questions require the reader to return to the text?

☐ Do the questions require the reader to use evidence to support his or her ideas or claims?

☐ Do the questions move from text-explicit to text-implicit knowledge?

☐ Are there questions that require the reader to analyze, evaluate, and create?

Resources

- **<u>Rigorous Reading</u>** by Nancy Frey and Doug Fisher

- **fisherandfrey.com**

  Lots of useful videos of teachers doing close reading

   in different content areas

Outcomes

- Understand how close reading helps students access complex text and "pushes" student learning to deeper levels

- Gain understanding of the use of text-dependent questions, including progression, complexity and connection to the standards

Closure

Complete this sentence and add 2 or 3 of your own to summarize your learning.

- Examining the use of text dependent questions in close reading was valuable because. . . .

Summarizing our Learning