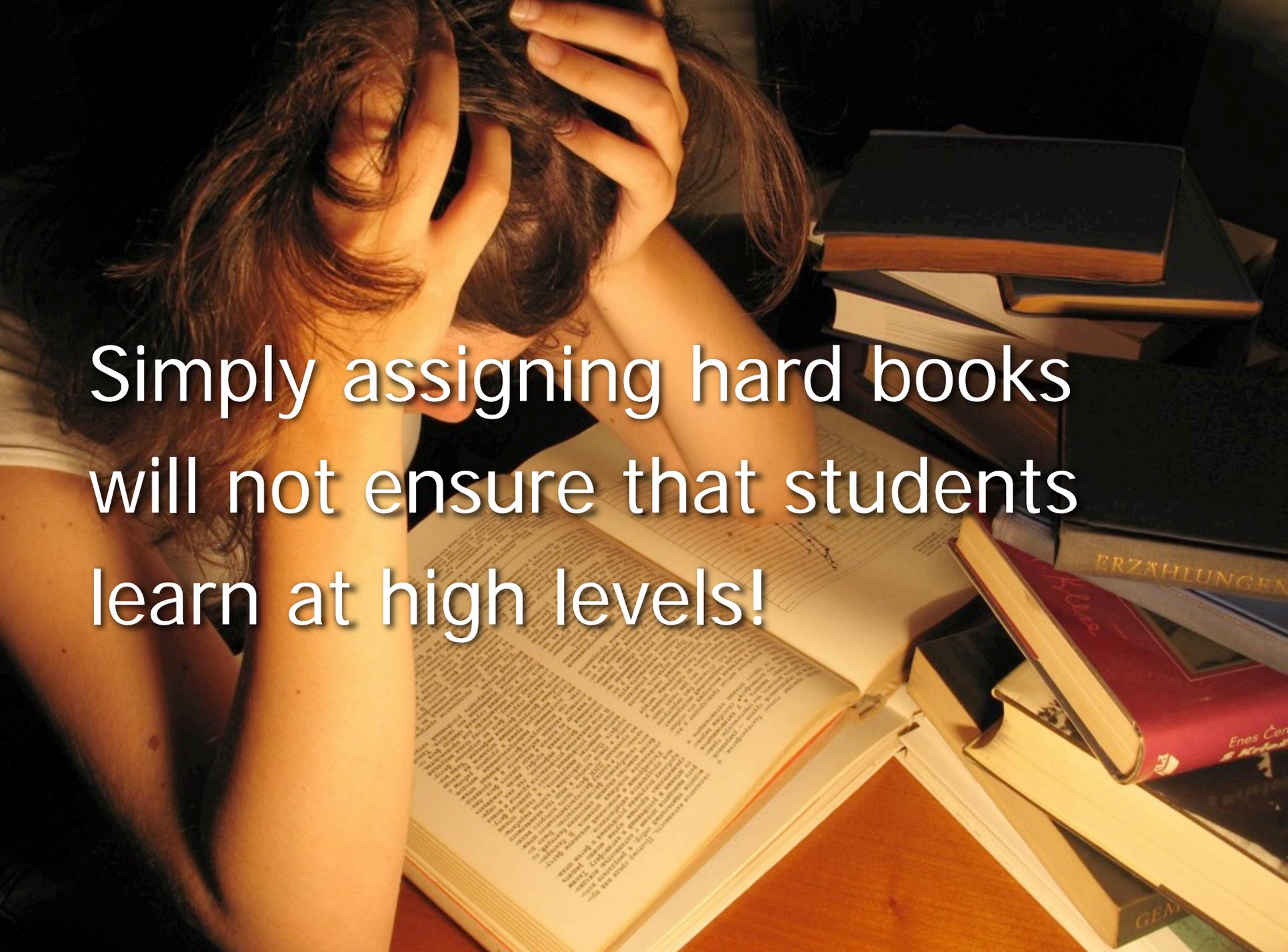




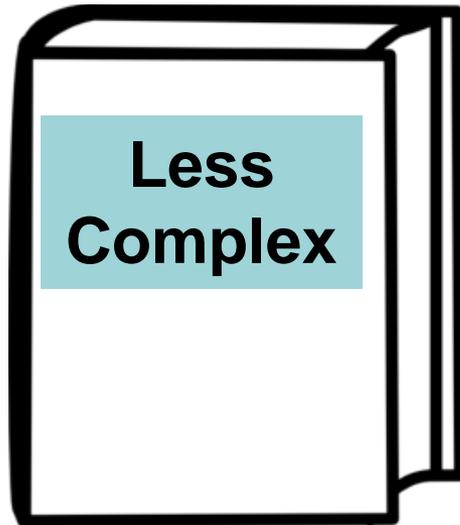
# Learning Intention

To identify the essential components of **close reading** (RL/RI 1) of **complex texts** (RL/RI 10) which includes **collaborative conversations** (S & L 1) and **writing from sources** (W 1), fostering language development (L 6) and deeper thinking.

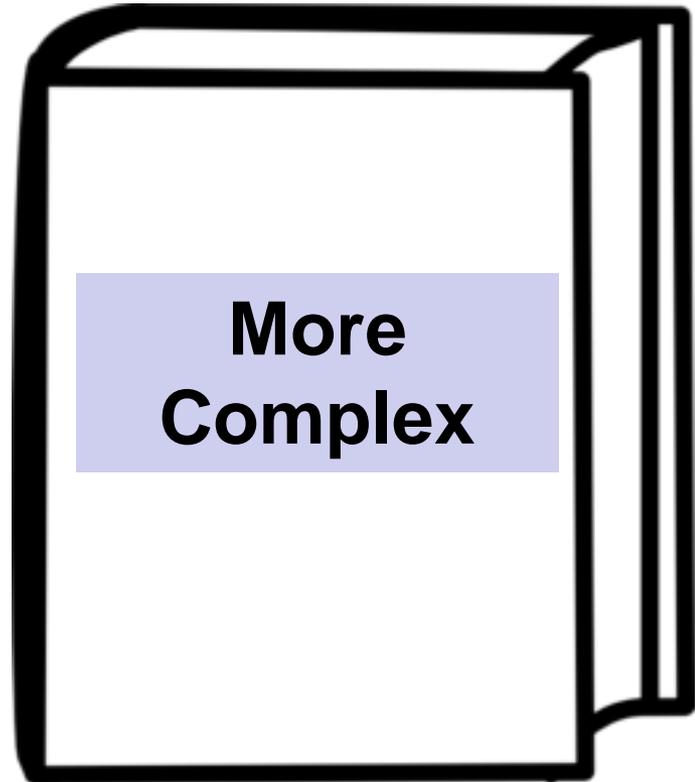
A photograph of a student with long brown hair, seen from behind, covering their face with their hands in a gesture of frustration or stress. They are sitting at a desk with several stacks of books. One book is open in front of them, and another stack has a red cover with the name 'Enes Čović' visible. The scene is dimly lit, suggesting a study environment.

Simply assigning hard books  
will not ensure that students  
learn at high levels!

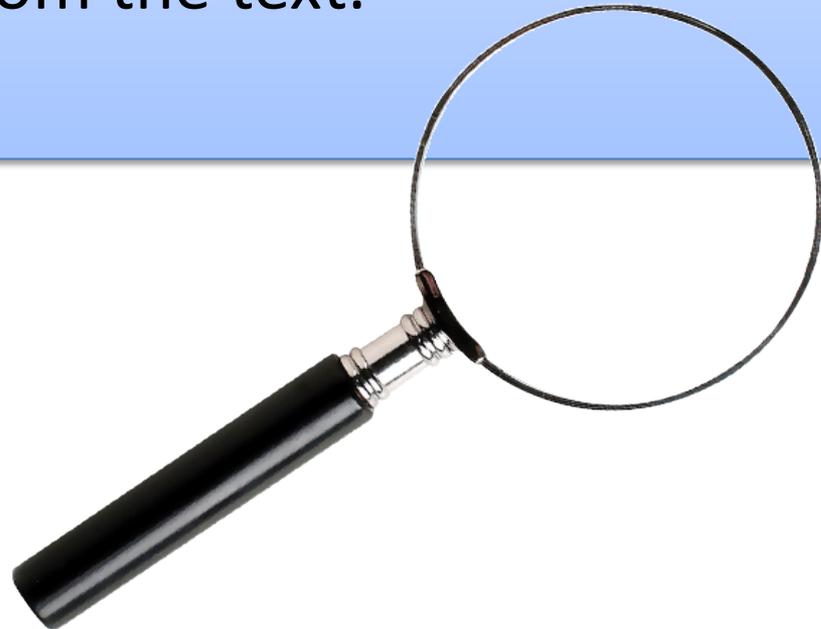
To build strength



To build stamina



**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.



A young girl with long dark hair, wearing a grey hoodie, is shown in profile reading a book. She is holding the book with both hands and looking intently at the pages. The background is a blurred classroom setting with wooden desks and other students. A red rectangular box is overlaid on the top left of the image, containing the text "Use a short passage".

**Use a short  
passage**

**Creating a Close Reading**



Use a short

passage

Re-reading

Creating a Close Reading

# Facilitating Re-reading

## **Change the task**

*Read for flow. Read for annotation.*

## **Ask a really good question**

*What is the author's belief about war?*

## **Press for evidence**

*Where did you find that?*

A young girl with dark hair is shown in profile, reading a book. She is wearing a grey hoodie. The background is a blurred classroom setting with wooden desks. Three red text boxes are overlaid on the left side of the image.

Use a short

passage

Re-reading

“Read with a pencil”

Creating a Close Reading

# 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.

# Additional Annotations

- *Use a question mark (?)* for questions that you have during the reading. Be sure to write your question.
- *Use an exclamation mark (!)* for things that surprise you, and briefly note what it was that caught your attention.
- *Draw an arrow (↔)* when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.
- *Mark EX* when the author provides an example.
- *Numerate arguments, important ideas, or key details* and write words or phrases that restate them.

Maximus was a  
palace horse.

He was brave.

He was loyal.

He was strong.



Annotation with Wikki sticks

Gently

The Southpaw- Judith Viorst		Vocabulary/Notes
Exemplar Text		
<p>Janet is mad at Richard</p> <p>①</p> <p>Dear Richard, Don't invite me to your birthday party, because I'm not coming. And give back the Disneyland sweatshirt I said you could wear. If I'm <u>not good enough to play on your team.</u> I'm not good enough to be friends with. <b>WHY</b></p> <p>Your former friend, Janet</p> <p>P.S. I hope when you go to the dentist he finds twenty cavities.</p>		repeated
<p>Richard brings night back</p> <p>Dean Janet, Here is your <u>stupid</u> Disneyland sweatshirt, if that's how you're going to be. I want my comic books <u>now- finished or not.</u> No girl has ever played on the Maples Street baseball team, and as long as I'm captain, <u>no girl ever will.</u></p> <p>Your former friend, Richard</p> <p>P.S. I hope when you go for your checkup you need a <u>tetanus shot.</u></p>		repeated <b>MAD!</b> <small>A shot people get to keep them from getting sick from a virus called tetanus. usually enters the body through a punctate wound.</small>
<p>Janet makes a comeback</p> <p>②</p> <p>Dear Richard, I'm changing my goldfish's name from Richard to Stanley. Don't count on my vote for class president next year. Just because I'm a member of the ballet club doesn't mean I'm not a terrific ballplayer.</p> <p>Your former friend, Janet</p> <p>P.S. I see you lost your first game, 28-0.</p>		repeated
<p>Richard wants to make her mad</p> <p>Dear Janet, I'm not saving any more seats for you on the bus. For all I care you can stand the whole way to school. Why don't forget about baseball and learn <u>something nice like knitting?</u></p> <p>Your former friend, Richard</p> <p>P.S. <u>Wait until Wednesday</u></p>	<p>Richard wants to make her mad</p> <p>Richard wants to make her mad</p>	repeated <b>(HA-HA)</b> moment
<p>Dear Richard,</p>		What's this supposed to mean

# Student annotation in 6<sup>th</sup> grade

Student sample from Leigh McEwen, AEA 9, Iowa

A young girl with dark hair, wearing a grey hoodie, is shown in profile, reading a book. She is holding the book with both hands. The background is a blurred classroom setting. Overlaid on the image are several red text boxes containing white text.

**Use a short**

passage

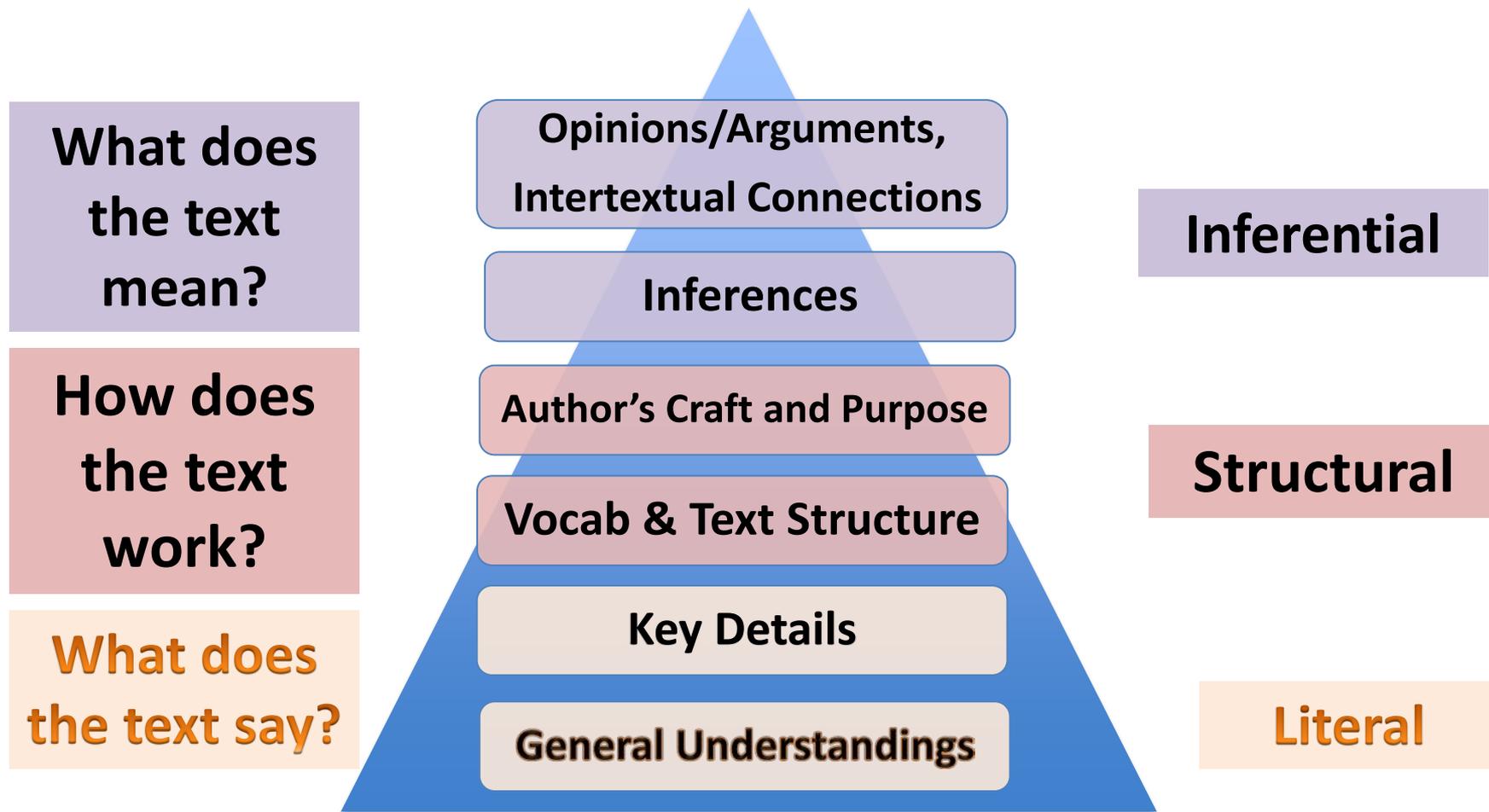
**Re-reading**

**“Read with a pencil”**

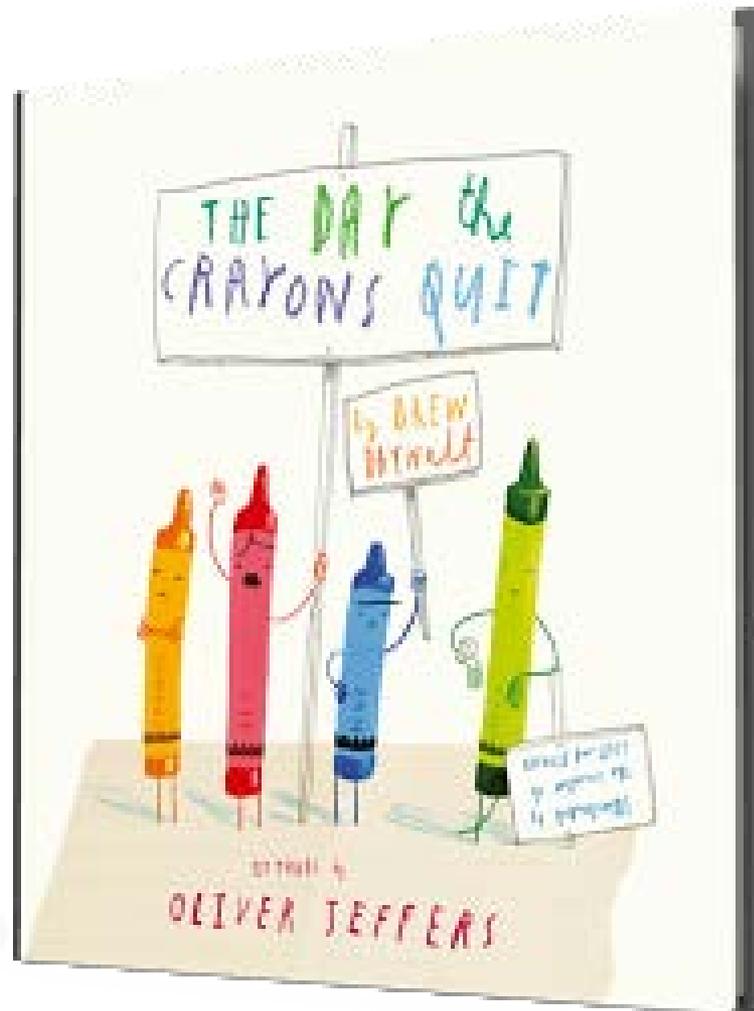
**Text-dependent questions**

**Creating a Close Reading**

# Progression of Text-dependent Questions



# *The Day the Crayons Quit*

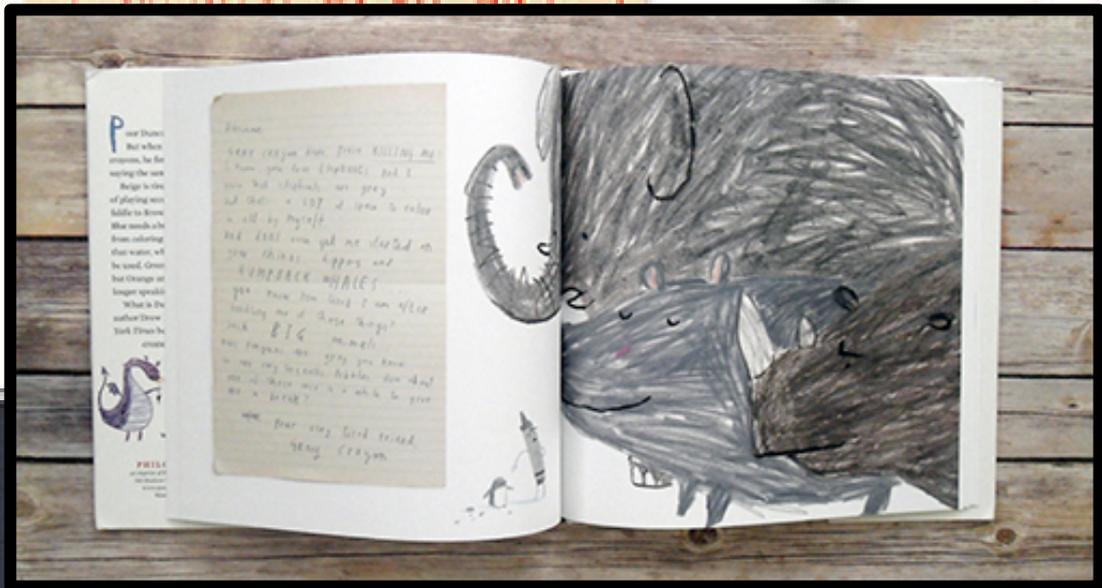


What did Duncan find when he took his crayons out of the box one day?



# Which crayons feel tired and overworked?

Hey DUNCAN,  
It's me, RED Crayon. WE NEED to talk.  
You make me work harder than  
any of your other crayons.  
all year long I wear myself out  
coloring FIRE ENGINES, APPLES,  
strawberries and EVERYTHING  
ELSE that's RED.  
I even work on holidays!  
I have to color all the SANTAS



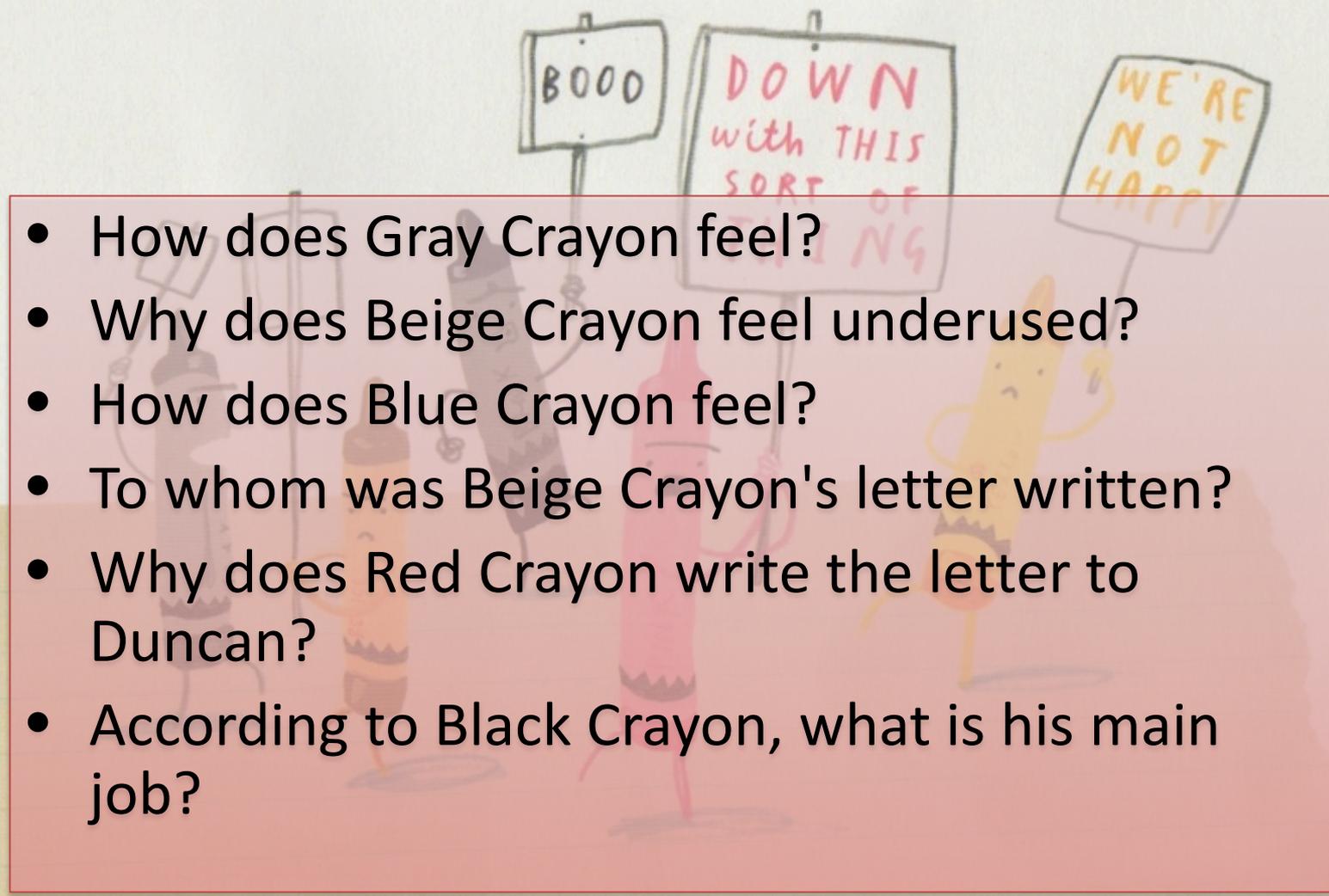
What are Yellow and Orange arguing about?

I see yellow crayon  
talked to you, the BIG WHINER.  
Anyway, could you please tell Mr.  
Tattletale that he IS NOT the  
color of the sun? I would, but  
we're no longer speaking.  
We both know I am clearly the  
color of the SUN because, on  
Thursday, you used me to color  
the sun on BOTH the "monkey island"  
and the "meet the zookeeper"  
pages in your "DAY AT THE ZOO"

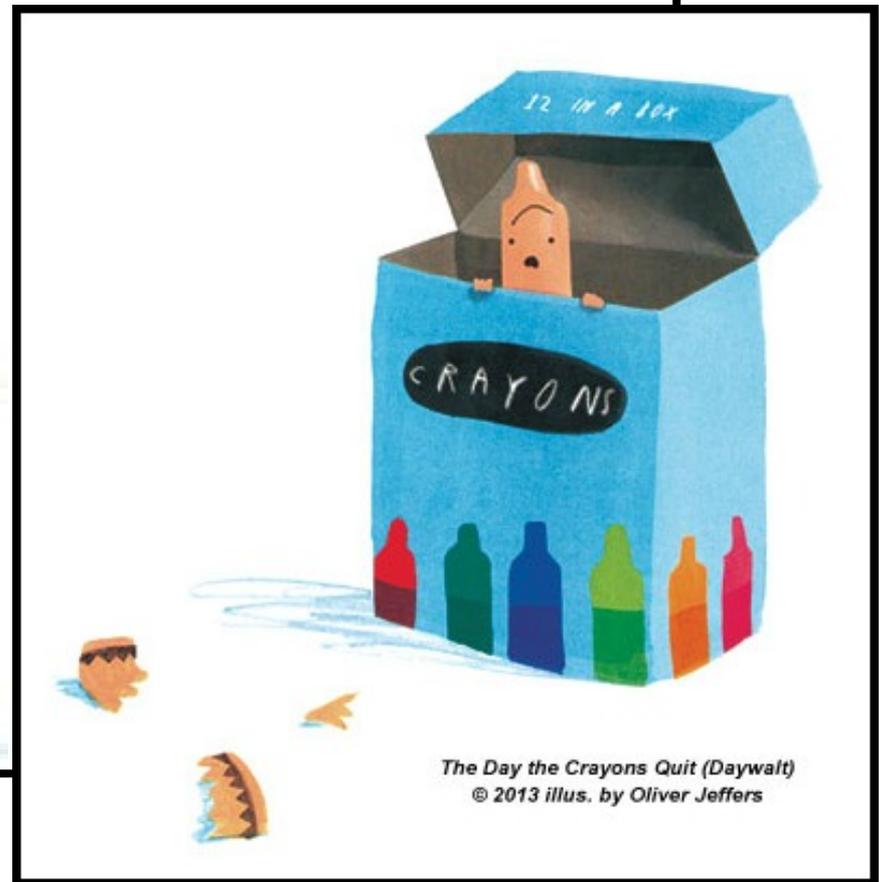
# Use Key Details to Locate Evidence



# Use Key Details to Locate Evidence

- 
- An illustration of several anthropomorphic crayons standing on a surface. They are holding up protest signs. The signs read: 'BOOO', 'DOWN with THIS SORT OF THING', and 'WE'RE NOT HAPPY'. The crayons are drawn in various colors like black, gray, beige, blue, red, and yellow, with simple faces and limbs.
- How does Gray Crayon feel?
  - Why does Beige Crayon feel underused?
  - How does Blue Crayon feel?
  - To whom was Beige Crayon's letter written?
  - Why does Red Crayon write the letter to Duncan?
  - According to Black Crayon, what is his main job?

Which crayons appear sad?  
Embarrassed? How can you tell?



*The Day the Crayons Quit (Daywalt)*  
© 2013 illus. by Oliver Jeffers

# How does Duncan respond to the letters?



# What does the text inspire you to do?

- Presentation
- Debate
- Writing
- Socratic seminar
- Investigation and research
- Test



How about you  
& Orange both  
be the color of  
the sun?

Dear Green, I made the  
Yellow & Orange's  
problem [go away]  
because I am a good  
problem solver.



Dear Green  
I Made the  
Yellow & Oranges  
Problem ~~go away~~ Because  
I am a Good Problem  
Solver.

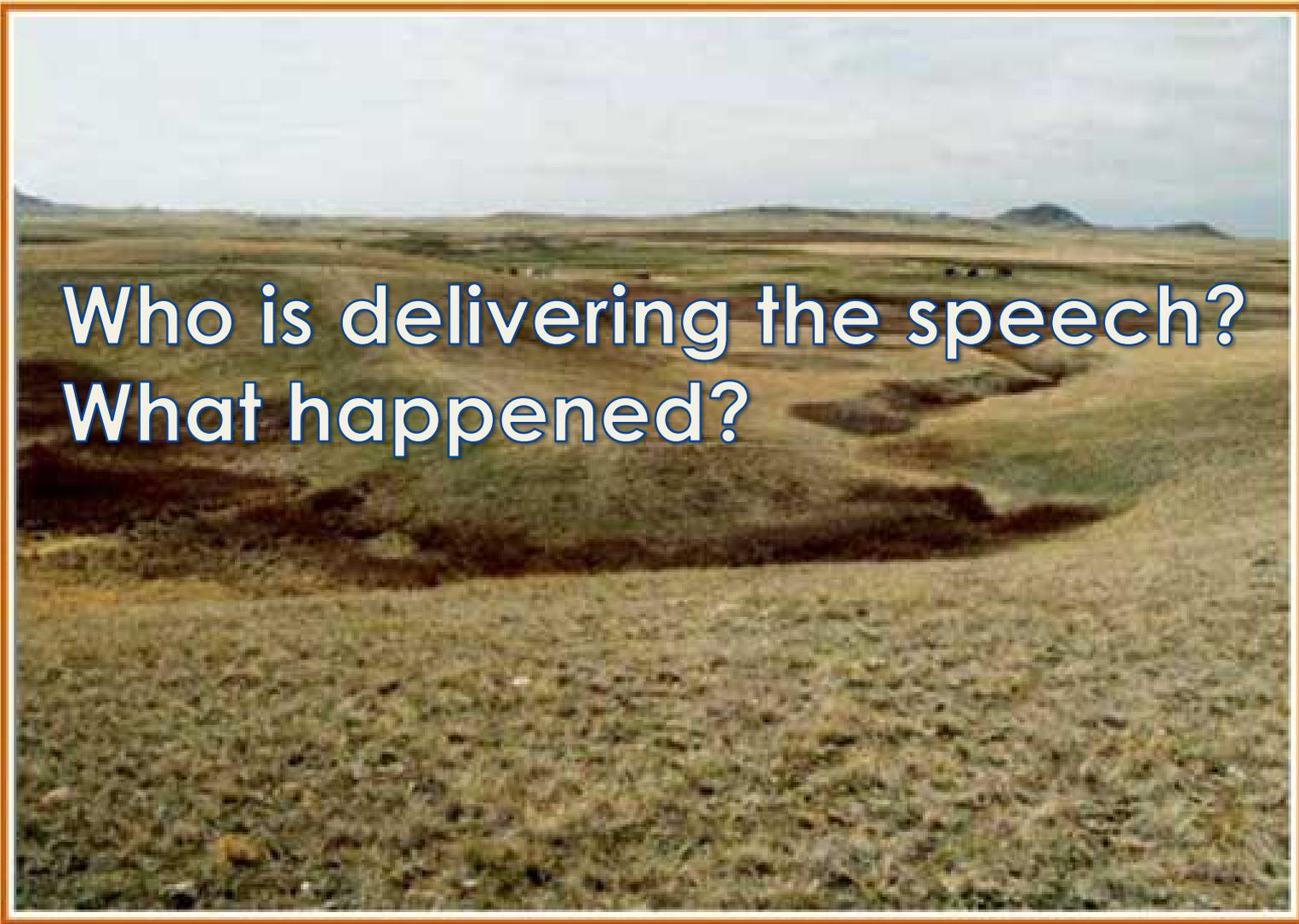
1877

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



# What does the text say? General Understanding

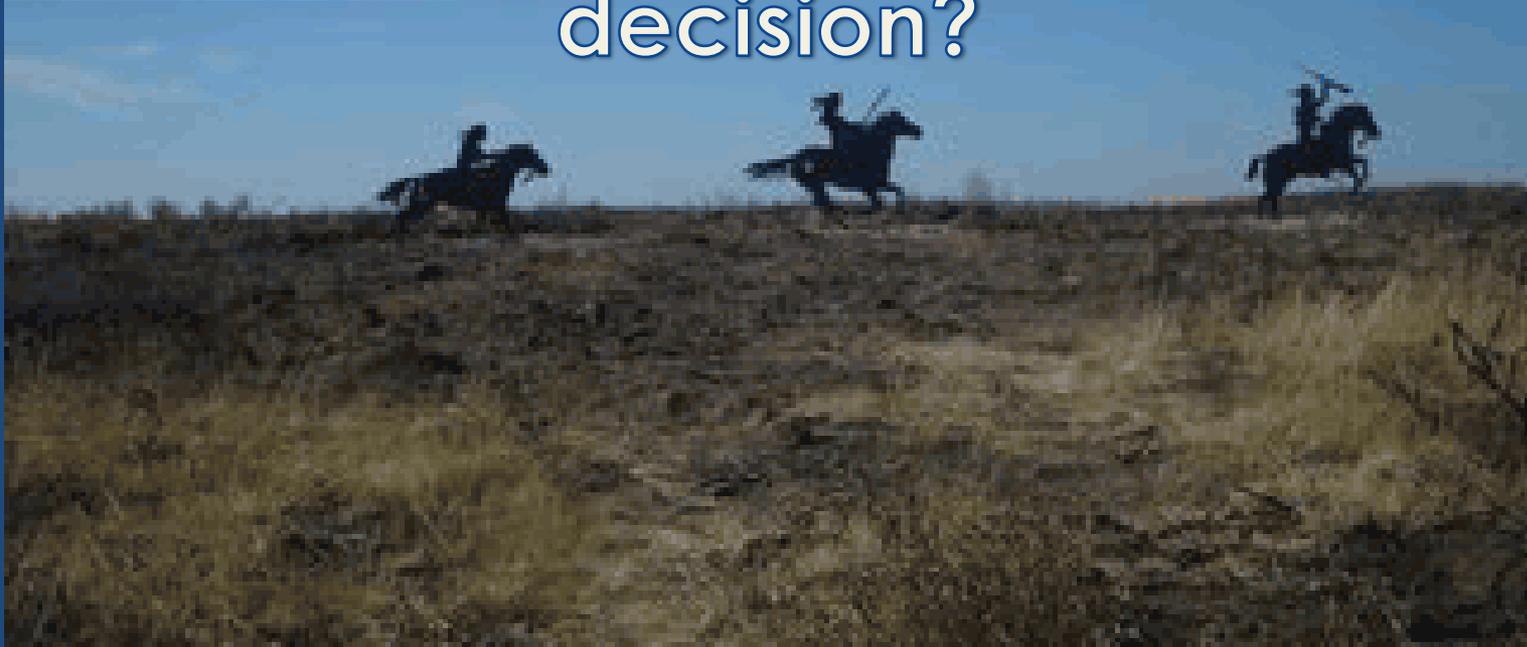


Who is delivering the speech?  
What happened?

# What does the text say? General Understanding

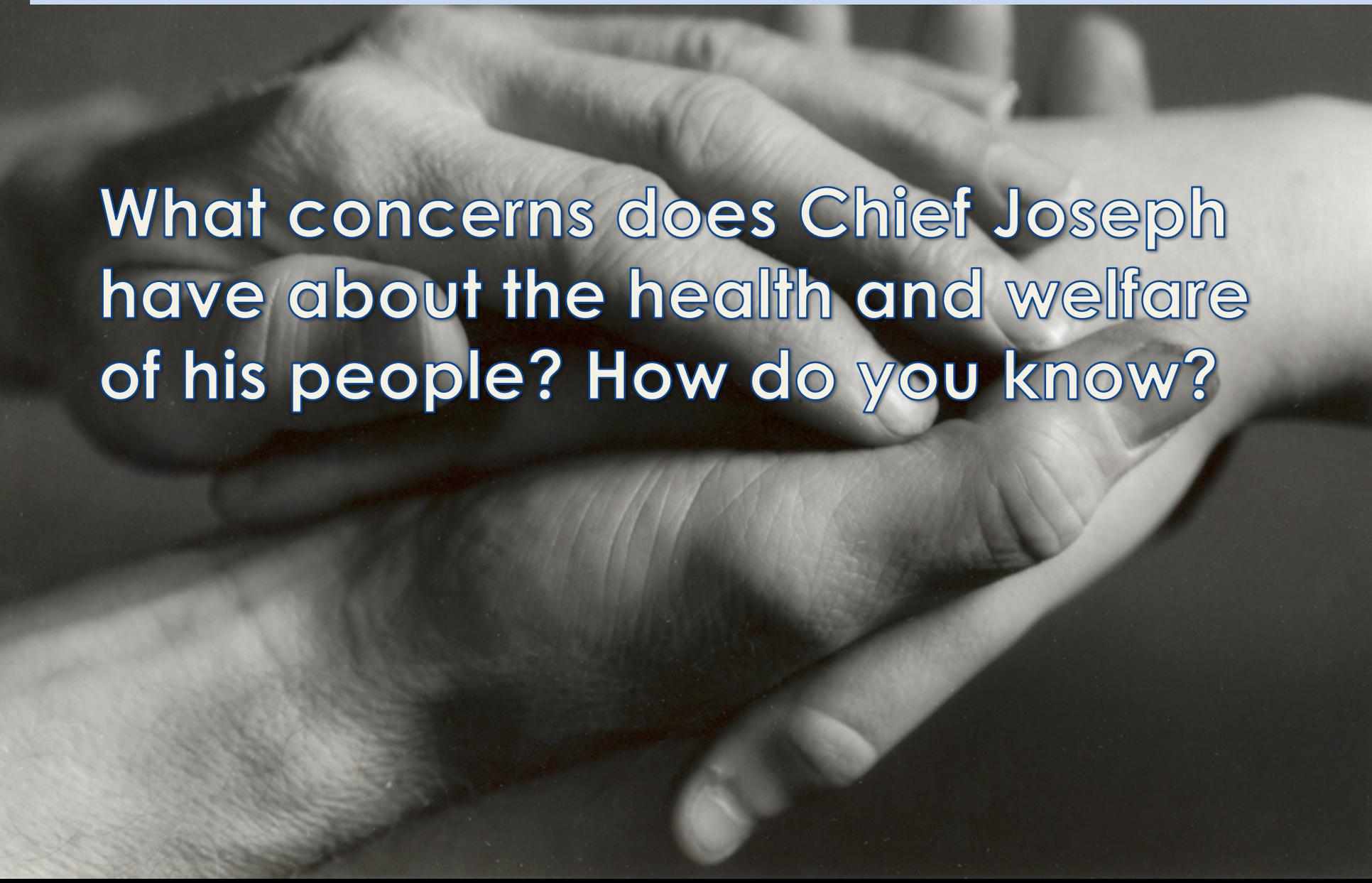


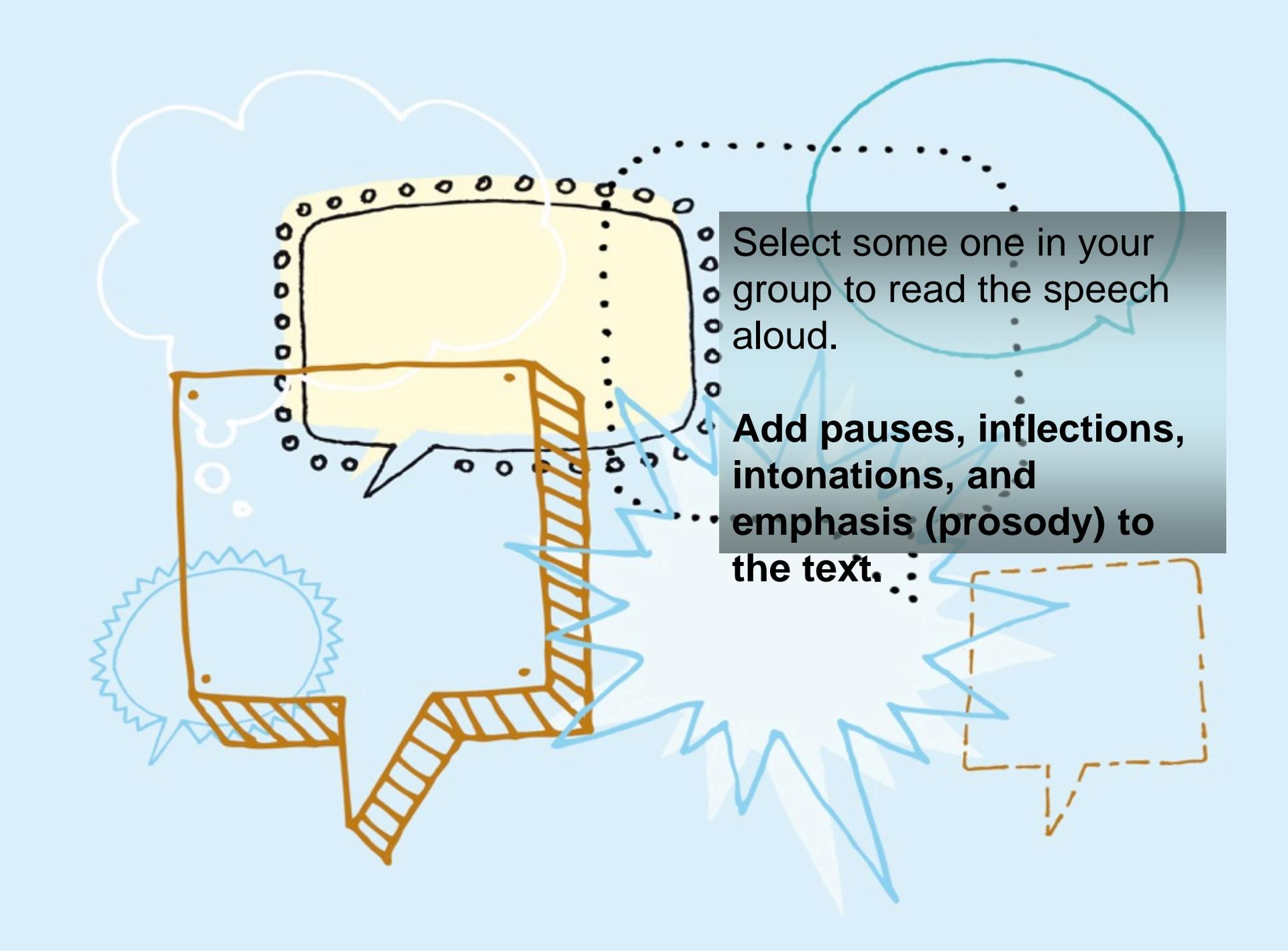
Without yet knowing who Looking Glass and Toohulhulsote are, what can we say about their roles in this decision?



What does the text say? Key Details

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



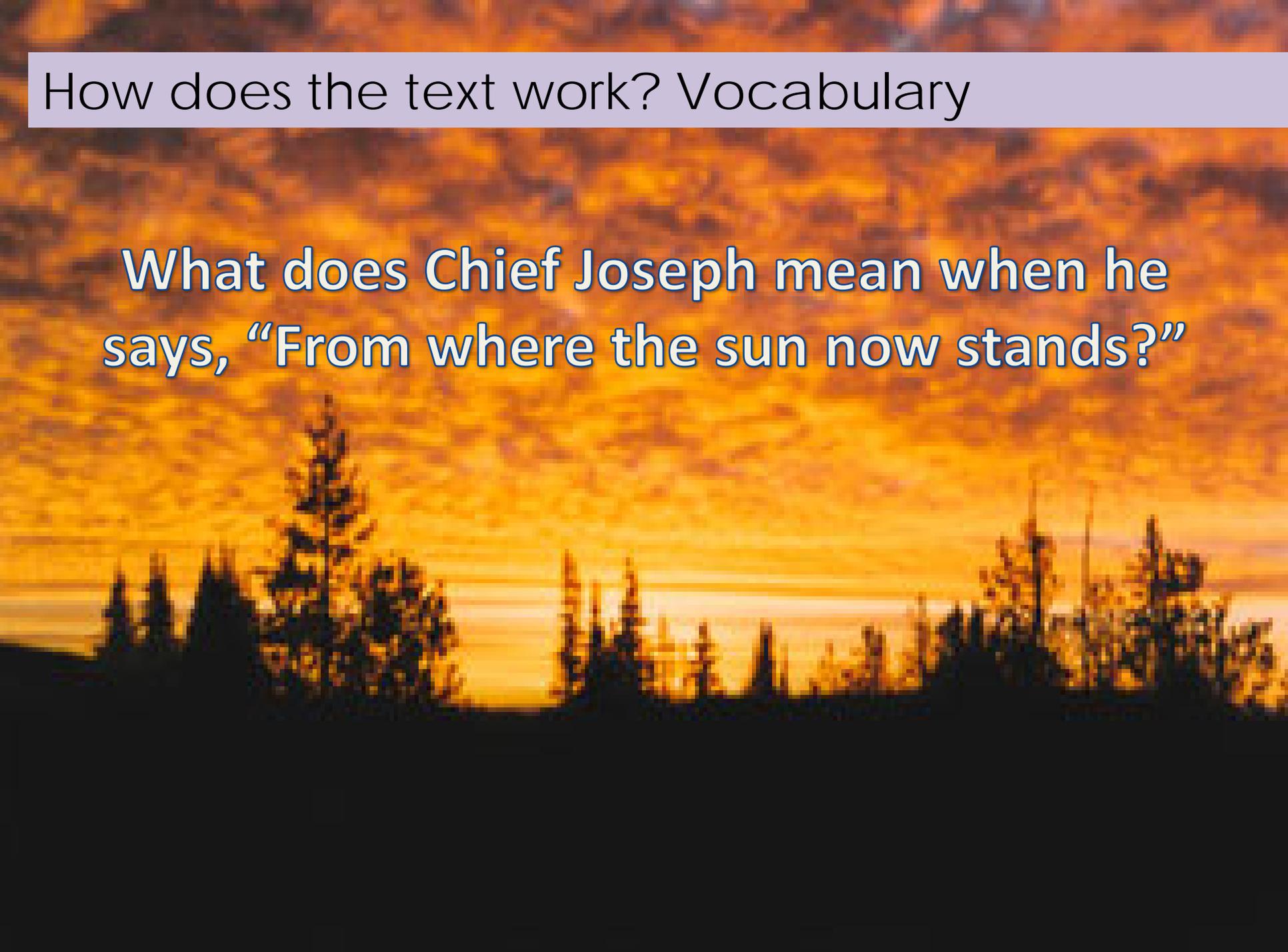


Select some one in your group to read the speech aloud.

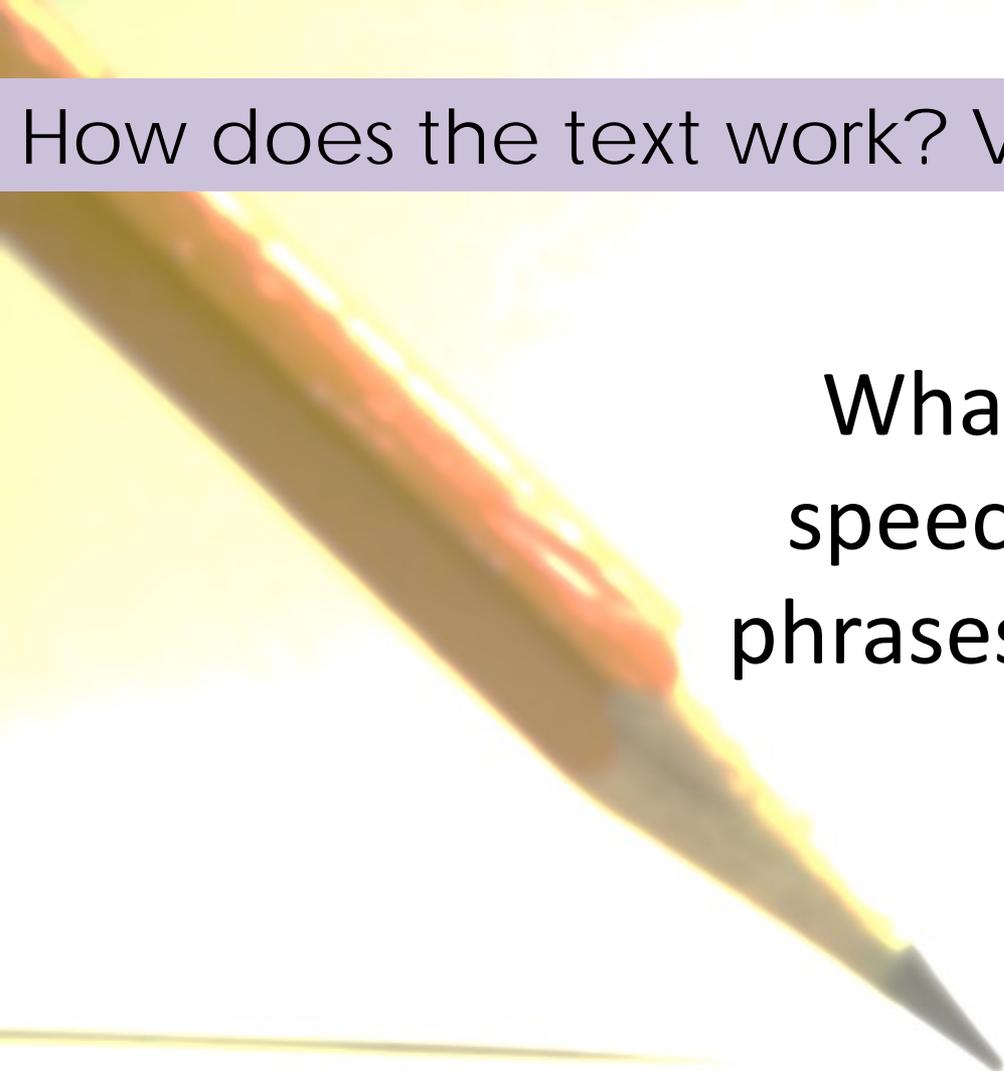
**Add pauses, inflections, intonations, and emphasis (prosody) to the text.**

## How does the text work? Vocabulary

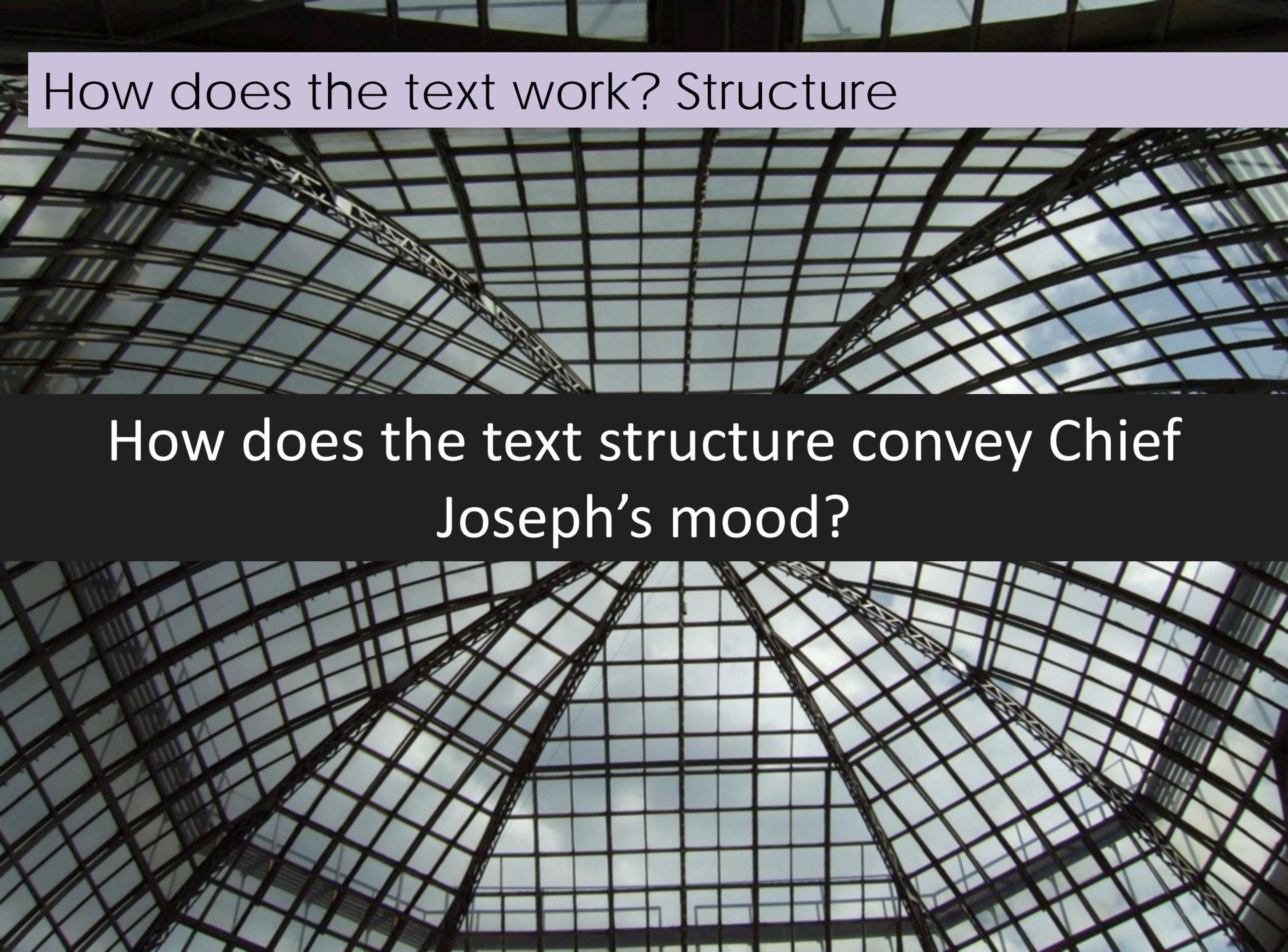
What does Chief Joseph mean when he says, “From where the sun now stands?”



## How does the text work? Vocabulary



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



How does the text work? Structure

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

# How does the text work? Structure

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?



What does the text mean? Intertextual connections

**Chief Joseph succeeded his father as leader of the Wallowa band in 1871. Before his death, the father said to his son:**



“My son, my body is returning to my mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and your mother.”

*Joseph commented "I clasped my father's hand and promised to do as he asked. A man who would not defend his father's grave is worse than a wild beast."*

# What does the text mean? Intertextual connections

**How does this second passage help you to understand the speech?**

**What inner conflict would Chief Joseph have experienced?**

**Where do you see evidence of this conflict in the speech?**



# What does the text inspire you to do?

- Presentation
- Debate
- Writing
- Socratic seminar
- Investigation and research
- Test



# Thank you!

