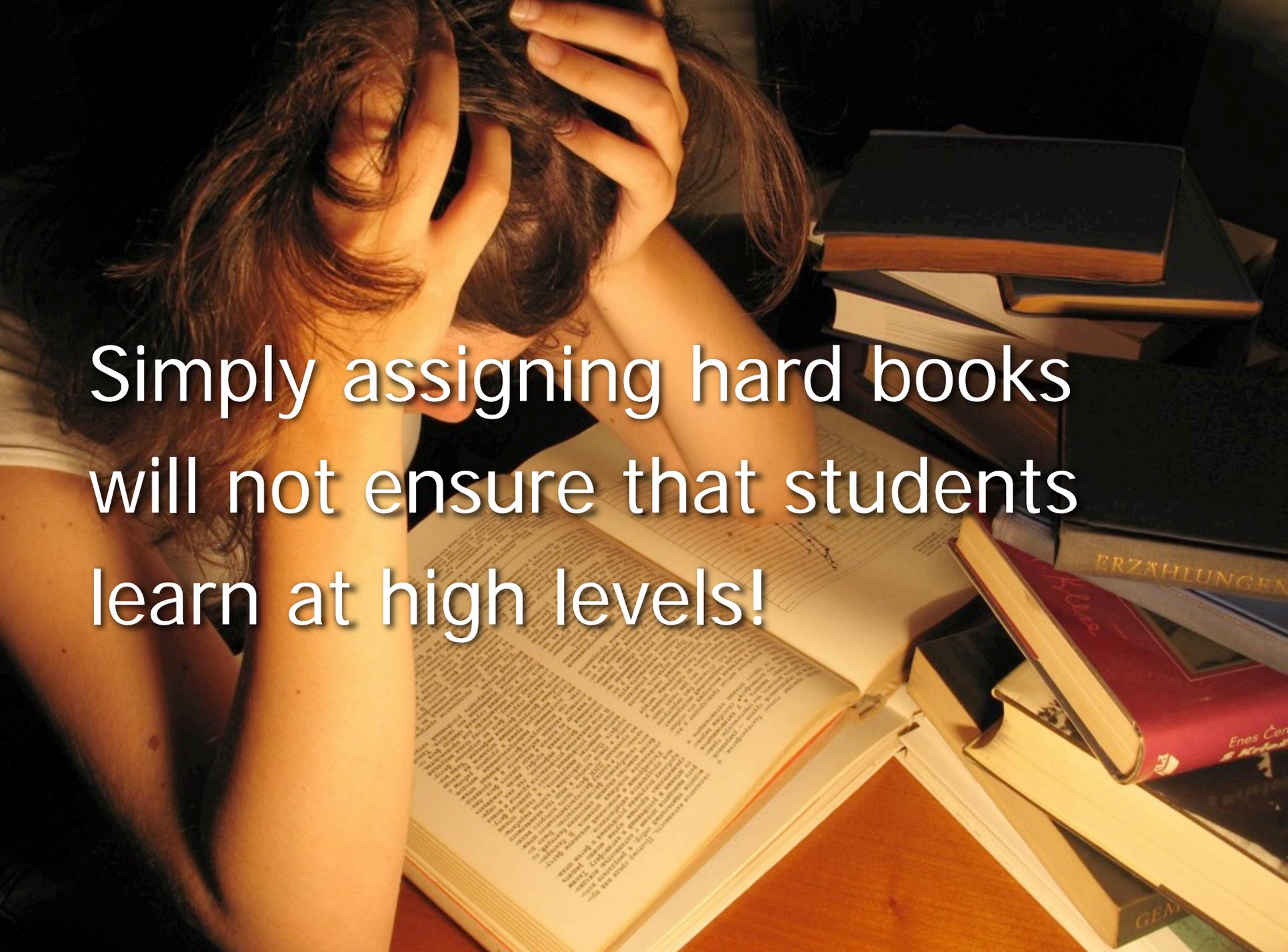


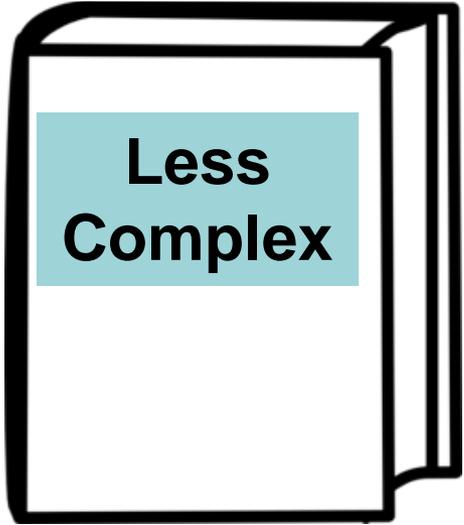
Learning Intention

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.

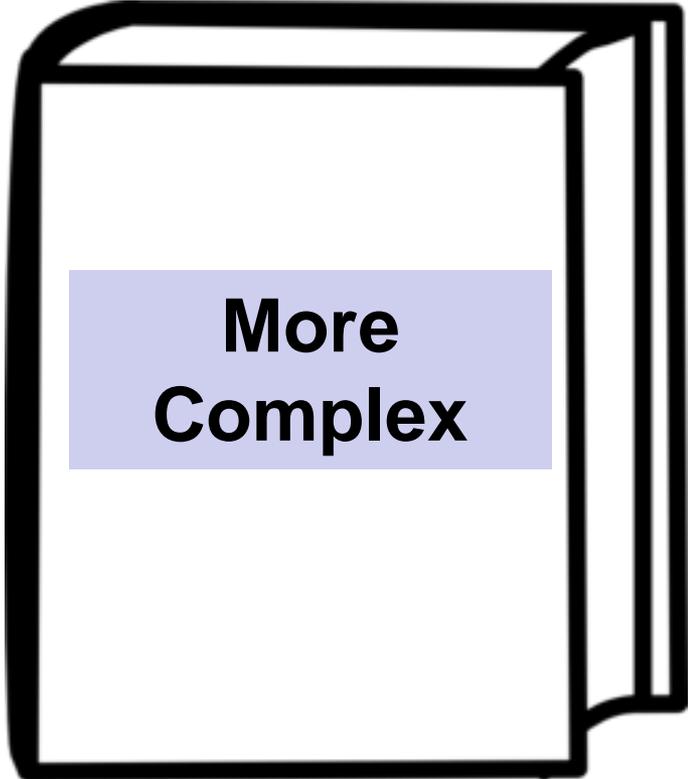
A photograph of a student with long brown hair, seen from behind, covering their face with their hands in a gesture of frustration or stress. They are sitting at a desk with several stacks of books. One book is open in front of them, and another stack has a red book with the name 'Enes Čović' visible.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

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

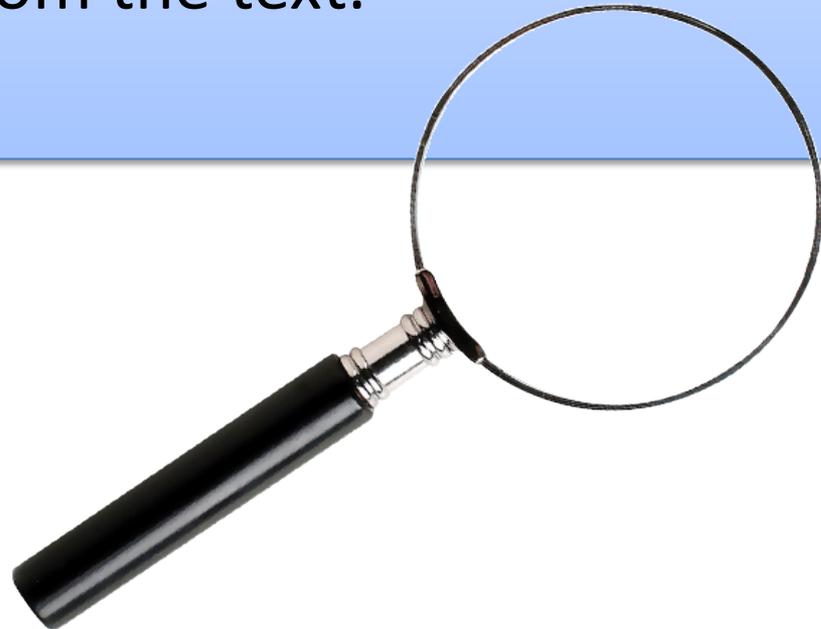
To build strength



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

A young girl with long 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. The text 'Use a short passage' is overlaid on the top left in a red box, and 'Re-reading' is overlaid on the middle left in a red box.

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

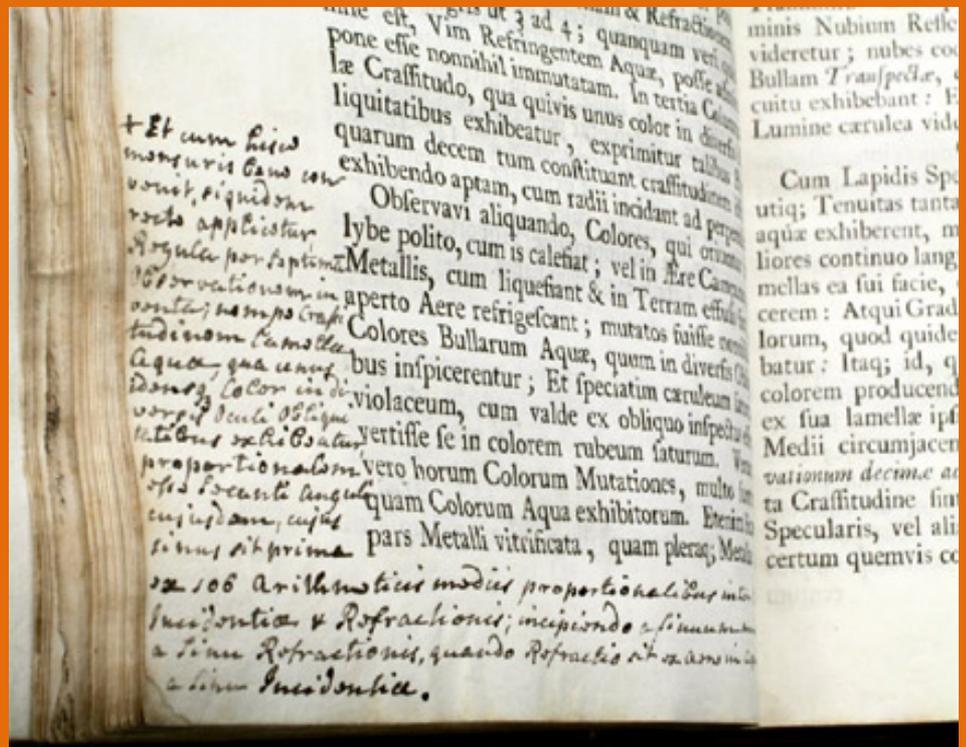
People have been annotating
texts since there have been
texts to annotate.

et pro vobis peccatae vba superbie blasphemasti:
et impleuisti mala rogatione tua et ostendisti
con vnu fortitudie tua. **E**t possi fare qd' sermoa tractasti

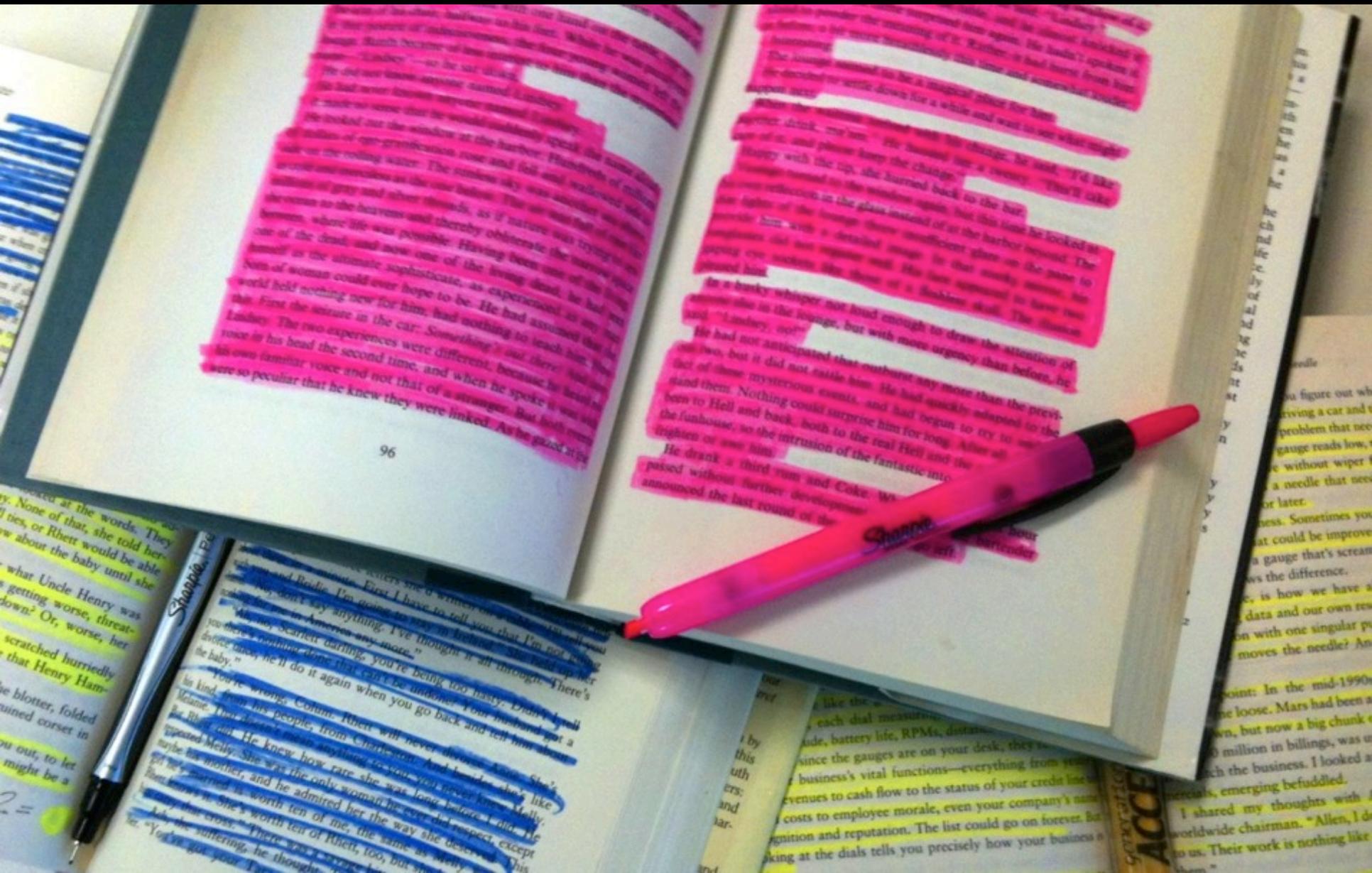
mee tu es. **N**unquid irasceris in pece-
tuu: aut pleuerabis in sinem? **E**cce lo-
nita es et fecisti mala: et potuisti. **E**t di-
xit dominus ad me i diebus iohie regis.
Nunquid vidisti que fecerit auerlatix
israhel? **A**bijt sibi met super omnem
montem excelsum et sub omni ligno
frondoso: et fornicata est ibi. **E**t dixi
cum fecisset hec omnia. ad me reuer-
te: et no est reuerfa. **E**t vidit puarica



ultra. **S**alē sol
omnes
rusalē:
tem cor
ibit do
veniet f
quā de
Quom
bi tectā



Annotation is not highlighting.



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.

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. WHY</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 MAD! <small>A shot people get to keep them from getting sick from a virus called tetanus. usually enters the body through a puncture 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. → Mrs do make herself feel better</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>		moment (HA-HA)
<p>Dear Richard,</p>		What's this supposed to mean

Student annotation in 6th grade

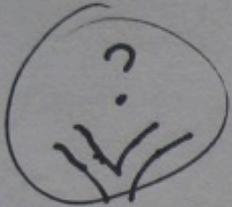
Student sample from Leigh McEwen, AEA 9, Iowa

Tone = Whistful?
Nostalgic?

Who is the speaker?
Why not taken?

Where does the road go?

The Road Not Taken



↓ Is it autumn?

Two roads diverged in a yellow wood,
And sorry I could not travel both **regretful**
And be one traveler, long I stood

Literal Level:

A person is walking in the woods. + comes to a fork in the road

Tries to look down one road, but can't see where it leads. Both roads same - picks one but knows he'll never know what was down the other road. Thinks he will always wonder.

Modeling in 9th Grade English

Hmm...

And looked down one as far as I could
To where it bent in the undergrowth;

shows takes time to think!

Can't know

So, are the roads the same?

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;

at that point - but still, similar.

Though as for that, the passing there
Had worn them really about the same.

↕ not so different

And both that morning equally lay
In leaves no step had trodden black.

? means stepped on

Oh, I kept the first for another day!
Yet knowing how way leads onto to way,

I doubted if I should ever come back.
TRUE - ONCE HE PICKS, IT'S DONE

He knows once he picks, he'll never get the chance again

I shall be telling this with a sigh

will always wonder what might have been

- Figurative -

In life, there are choices where neither one is so great that it jumps at you.

You have to pick, so you do.

And then that choice leads to people, experiences and you don't get to

What's down there

No one to show the way

That won't happen

Student annotation in 11th grade English

Tone: Celebratory
Admiration

Form: Pleistorm
 Broken down resembles Sonnet

Language: technical
 Colloquial
 Conversational
 monosyllables

Digging
 Digging = extended metaphor of digging and roots.
 Heaney digs into his roots, his heritage

opening - coming to terms with self? home
 Pen fat with what? - violence? protection? A natural extension?

Memory #1
 Under my window a clean rasping sound
 When the spade sinks into gravelly ground:
 My father, digging. I look down - rasping connects a living thing
 remembering / to look down on has negative con. but the poem is positive + celebratory

his window - ownership threshold to his heritage
 Till his straining rump among the flowerbeds
 Bends low, comes up twenty years away - connections with the past, former generations, traditions

In rhythm = in touch with in agreement with
 Stooping in rhythm through potato drills
 Where he was digging.

The coarse boot nestled on the lug, the shaft
 Against the inside knee was levered firmly. - in control, precise
 He rooted out tall tops, buried the bright edge deep
 To scatter new potatoes that we picked
 Loving their cool hardness in our hands.

Admiration Transition
 Colloquial language
 By God, the old man could handle a spade,
 Just like his old man.

Memory #2
 My grandfather could cut more turf in a day
 Than any other man on Toner's bog.
 Once I carried him milk in a bottle
 Corked sloppily with paper. He straightened up
 To drink it, then fell to right away
 Nicking and slicing neatly, heaving sods
 Over his shoulder, digging down and down
 For the good turf. Digging.

Symbol: peat
 living roots
 digging
 squat pen
 Why squat? crouching ownership
 survival
 nourishment
 worth potatoes

skill, pride, dignity
 -bragging rights
 worked hard - work ethics
 strength - technique

Turning Point heritage
 The cold smell of potato mold, the squelch and slap
 Of soggy peat, the curt cuts of an edge
 Through living roots awaken in my head.
 But I've no spade to follow men like them.
 - negative images traditions / livelihoods destroyed
 no longer available
 an awakening of what? Follow in what way?

Closure - Acceptance
 Between my finger and my thumb
 The squat pen rests.
 I'll dig with it.
 - weapon - tool
 Follows tradition of fathers using the tools available to him.

Seamus Heaney
 Reminders of home + hearth
 rests, snug, nestled

2 separate memories:
 Father digging potatoes
 Grand father digging turf - peat bogs

The pen is mightier than the sword.
 Onomatopoeia
 rasping
 squelch
 slap

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. The text is overlaid on the image in white font on red rectangular backgrounds.

Use a short

passage

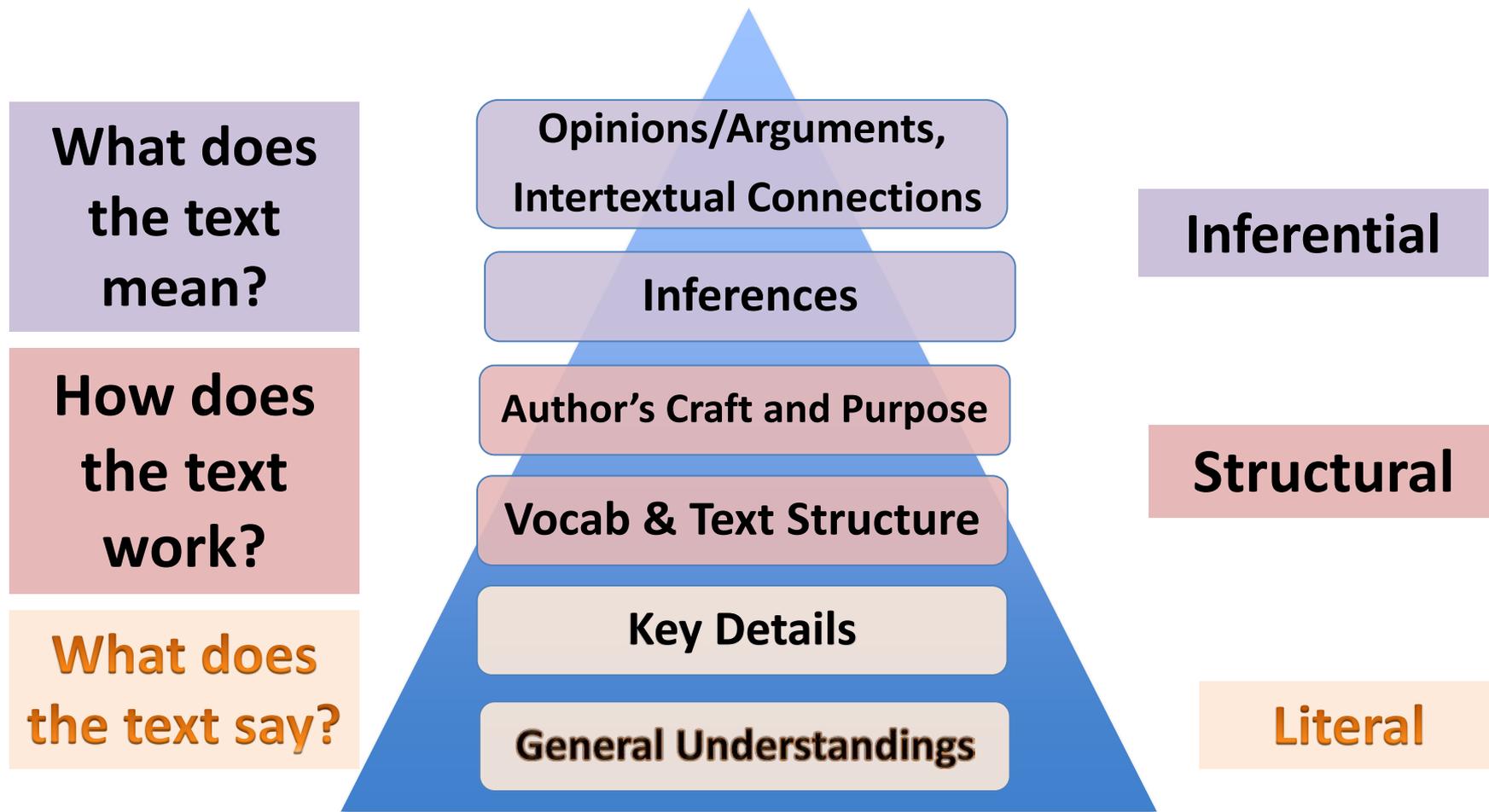
Re-reading

“Read with a pencil”

Text-dependent questions

Creating a Close Reading

Progression of Text-dependent Questions

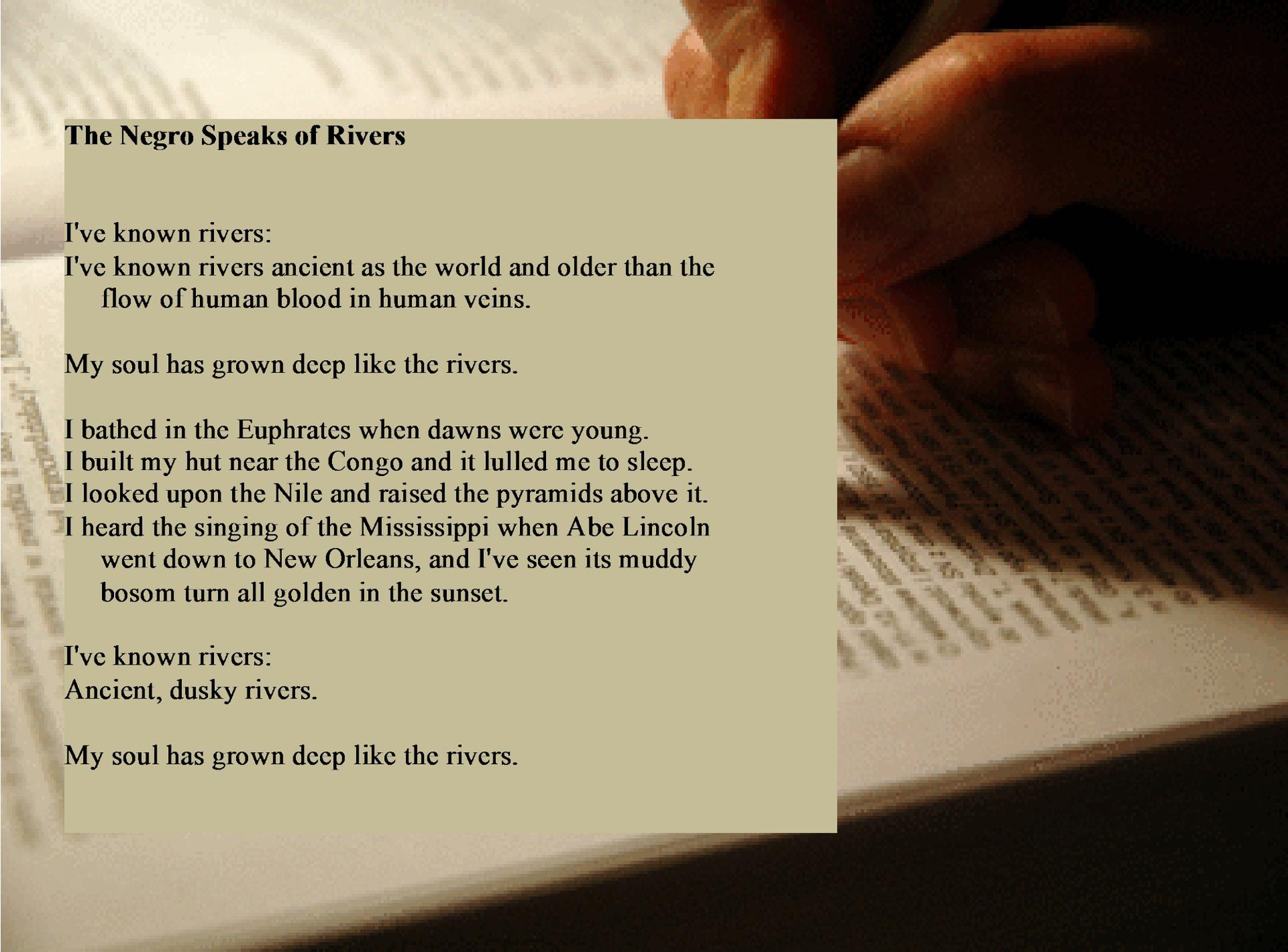


The Negro Speaks of Rivers

Langston Hughes (1921)



Langston Hughes high
school yearbook
photograph, 1920



The Negro Speaks of Rivers

I've known rivers:

I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

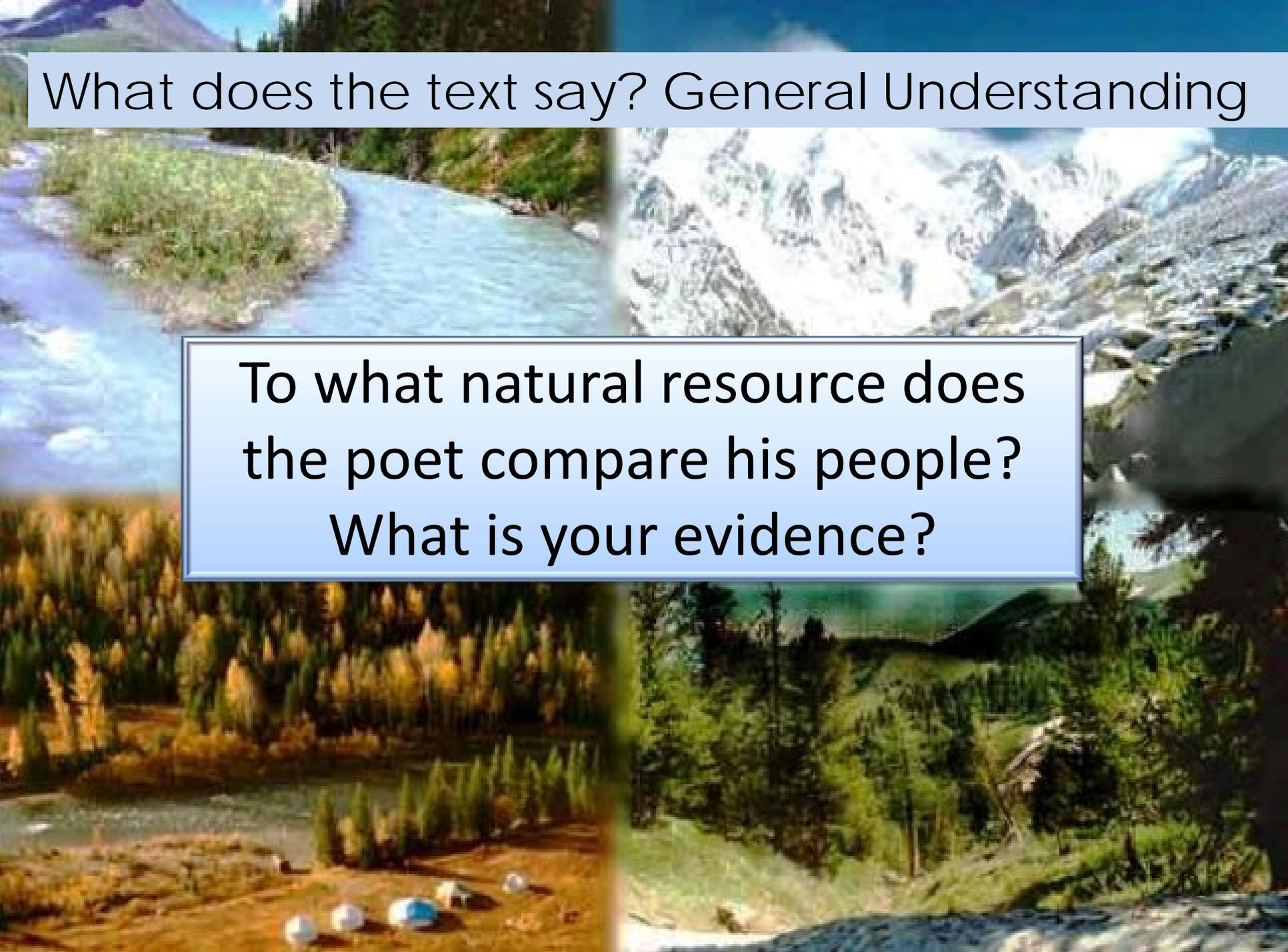
I've known rivers:

Ancient, dusky rivers.

My soul has grown deep like the rivers.

What does the text say? General Understanding

To what natural resource does
the poet compare his people?
What is your evidence?

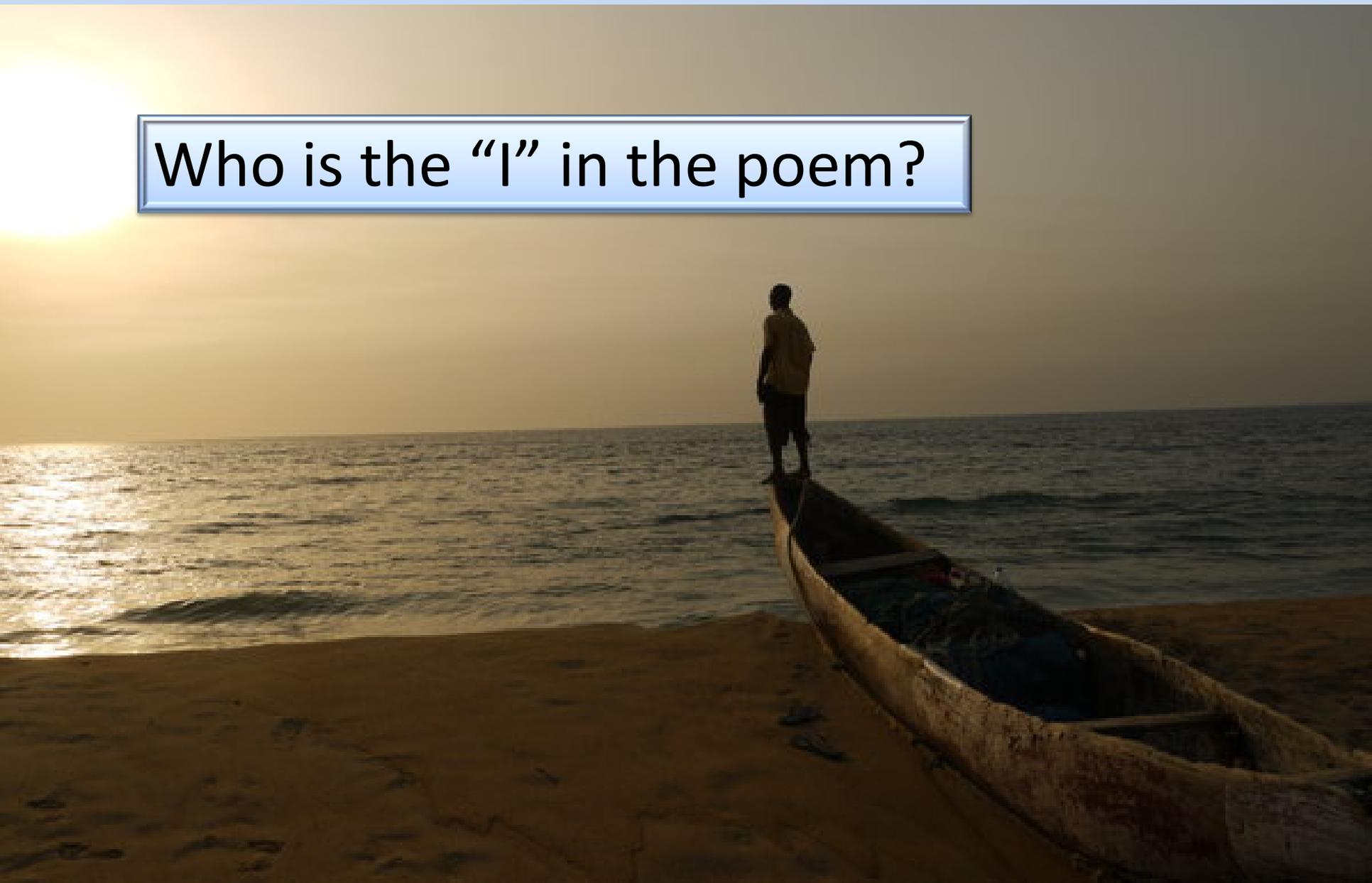


What does the text say? Key Details

What rivers does he mention?

What does the text say? Key Details

Who is the “I” in the poem?

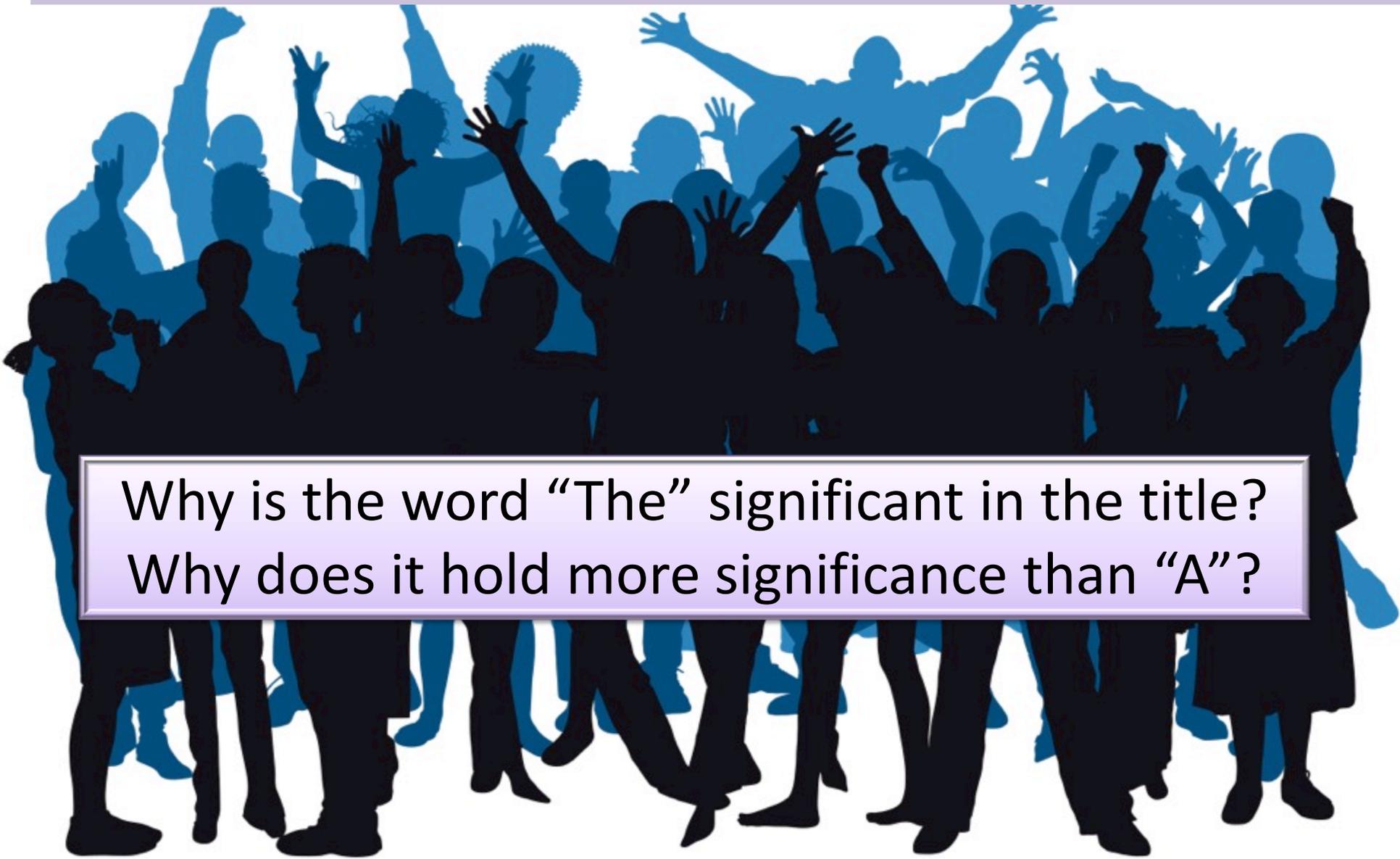


How does the text work? Vocabulary

What does water symbolize?

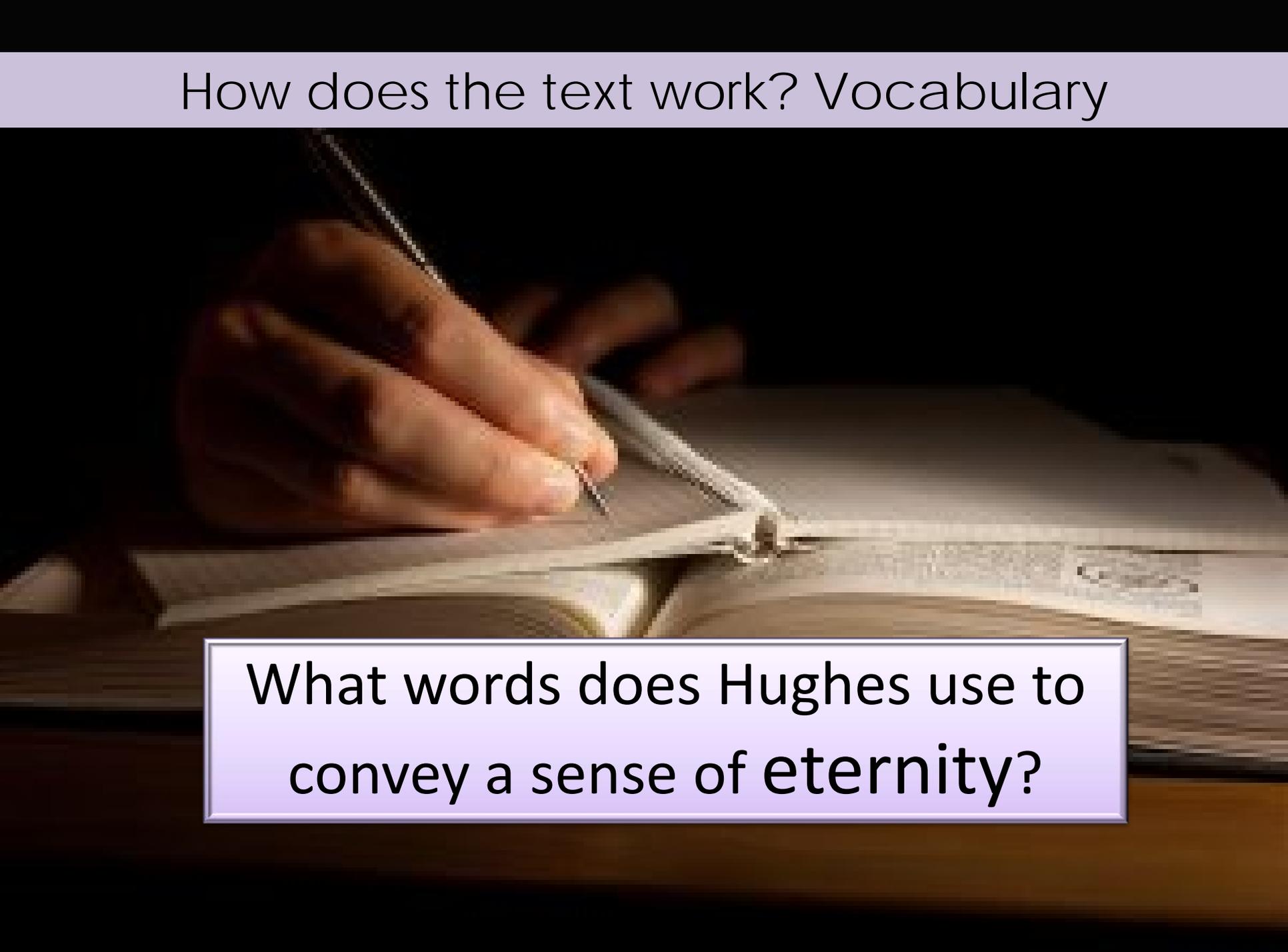


How does the text work? Vocabulary



Why is the word “The” significant in the title?
Why does it hold more significance than “A”?

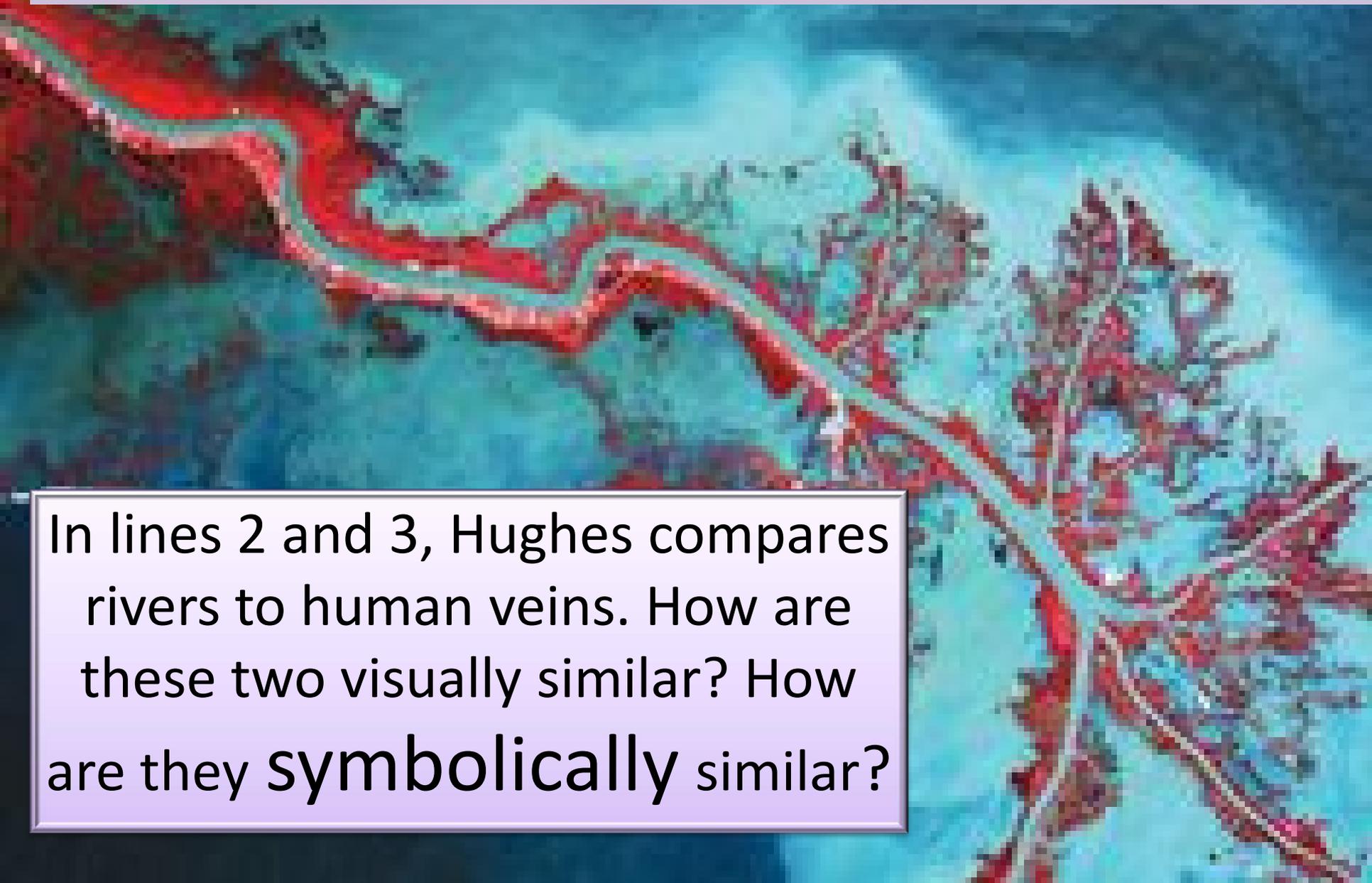
How does the text work? Vocabulary



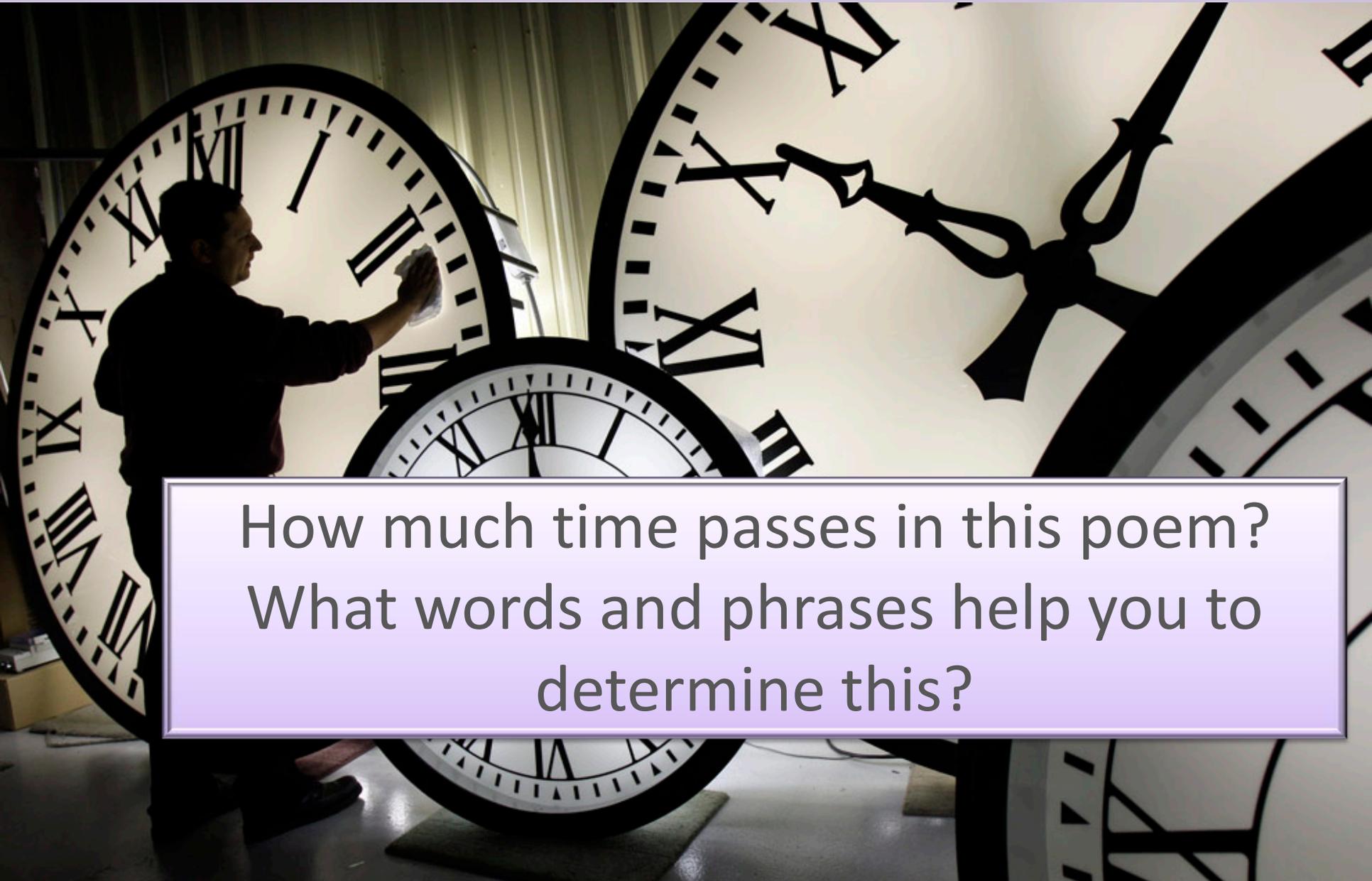
What words does Hughes use to convey a sense of eternity?

How does the text work? Author's craft

In lines 2 and 3, Hughes compares rivers to human veins. How are these two visually similar? How are they **symbolically** similar?

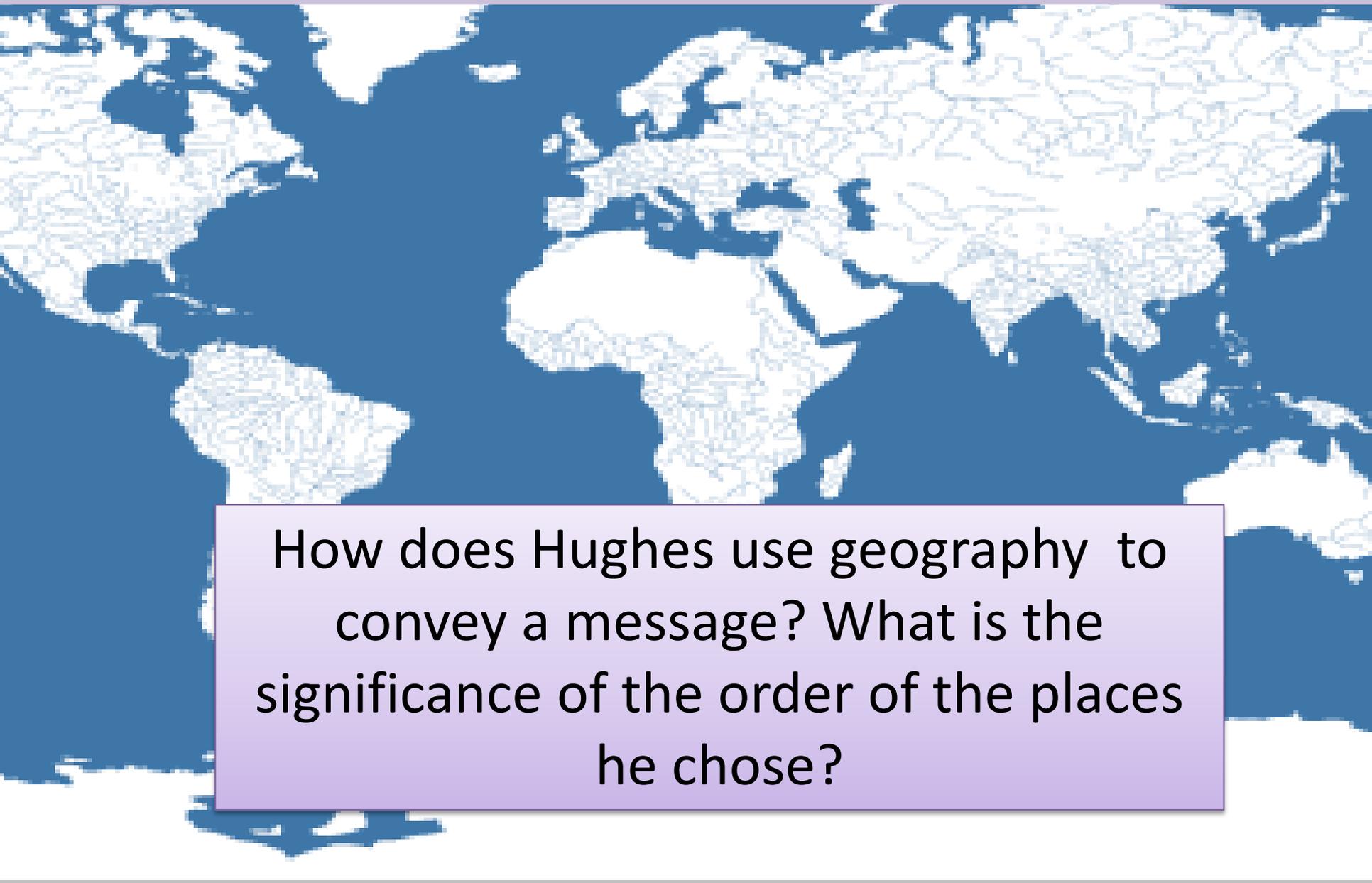


How does the text work? Structure



How much time passes in this poem?
What words and phrases help you to
determine this?

How does the text work? Structure

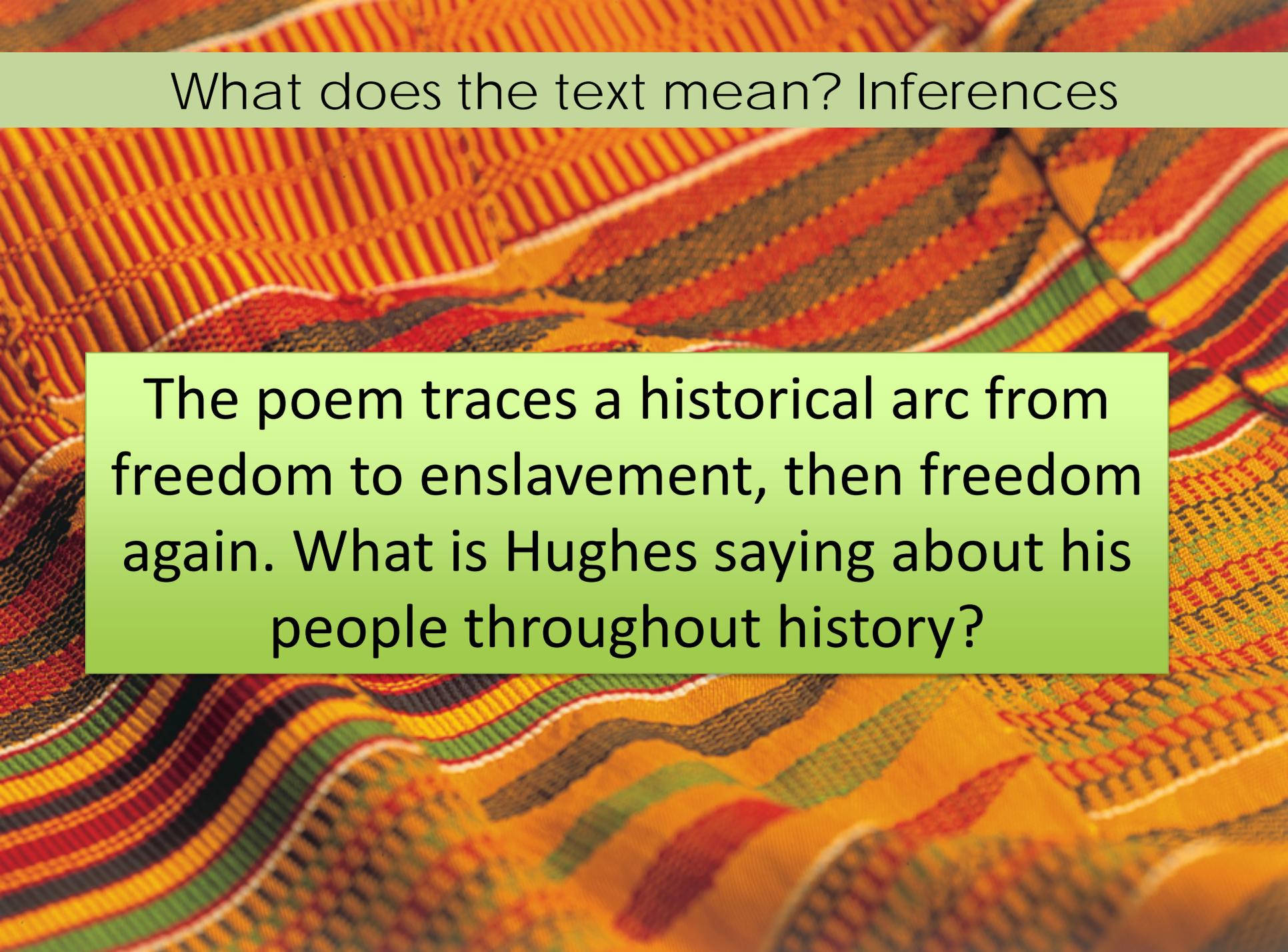


How does Hughes use geography to convey a message? What is the significance of the order of the places he chose?

What does the text mean? Inferences



Hughes describes the Mississippi River as a “muddy bosom turn all golden in the sunset.” How does this line reveal the poet’s hopes for the future of his people?



What does the text mean? Inferences

The poem traces a historical arc from freedom to enslavement, then freedom again. What is Hughes saying about his people throughout history?

Writing From Sources

What are the underlying themes of this poem?

After reading and discussing Langston Hughes's poem "The Negro Speaks of Rivers" write an analytic essay that describes the themes of survival and strength. Support your discussion with evidence from the text. What is the poet's message?

Constructed using Task Template 12:
www.literacydesigncollaborative.org



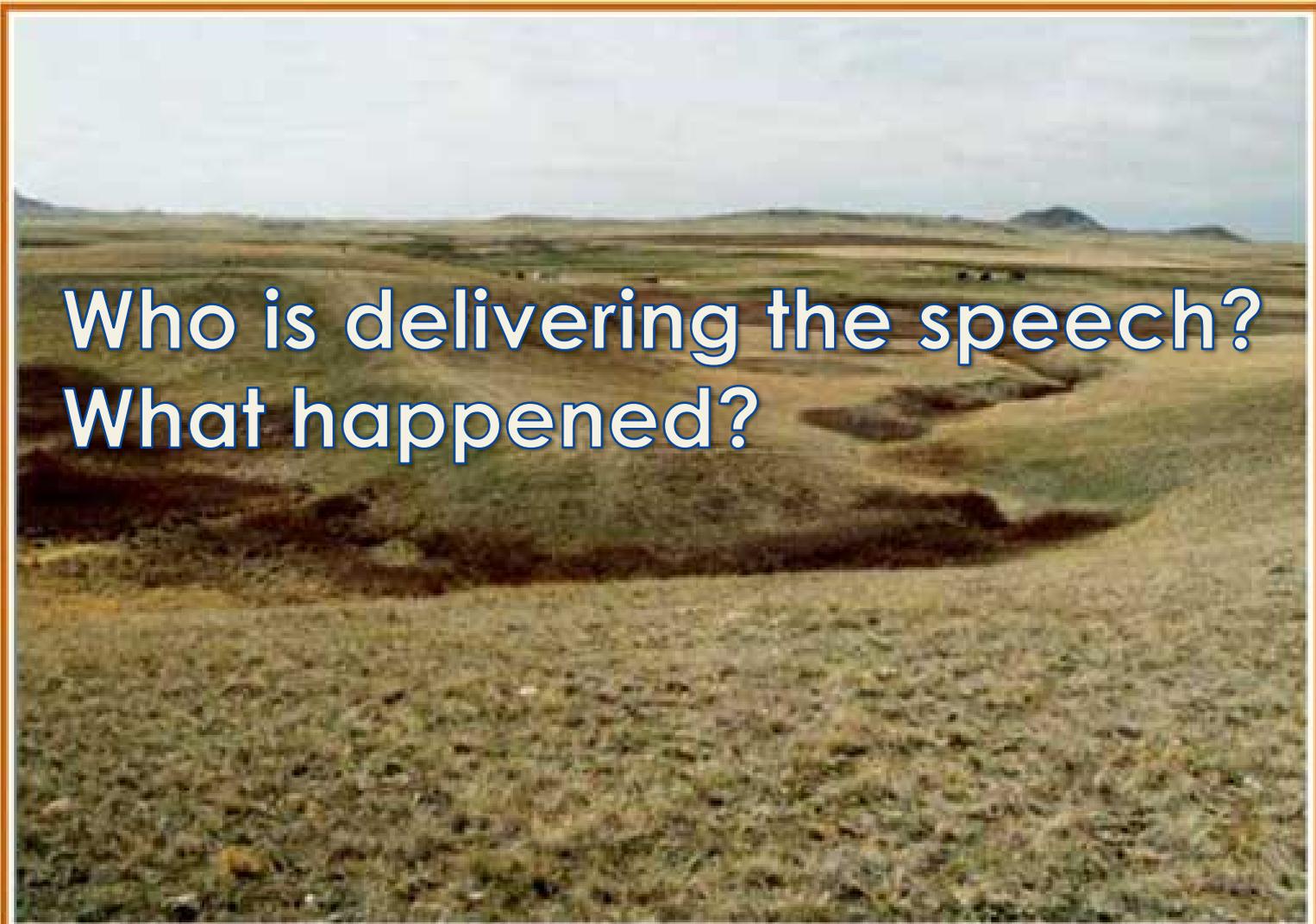
1877

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

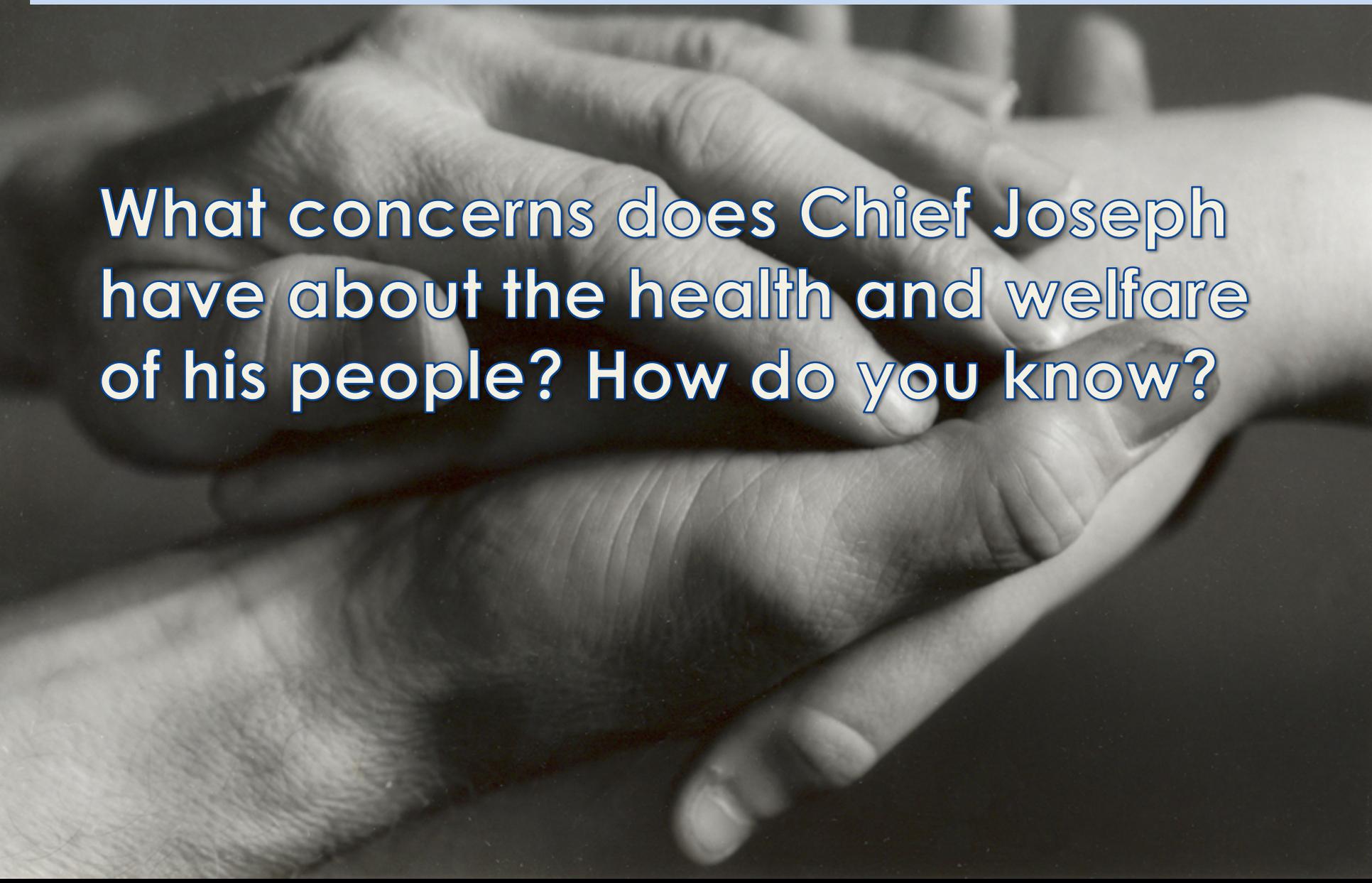


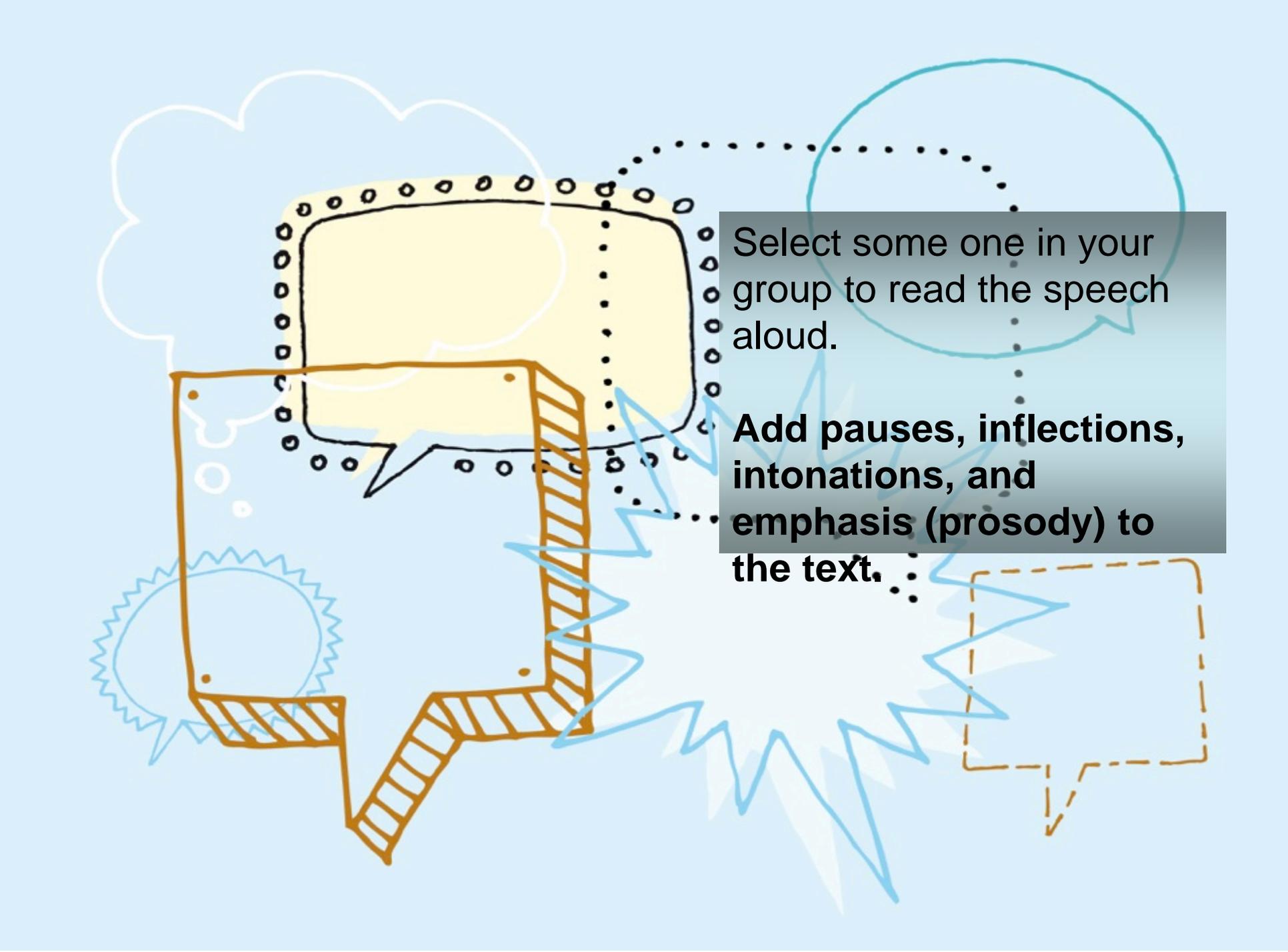
Without yet knowing who Looking Glass and Toohulhulsote are, what can we say about their roles in this decision?



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?



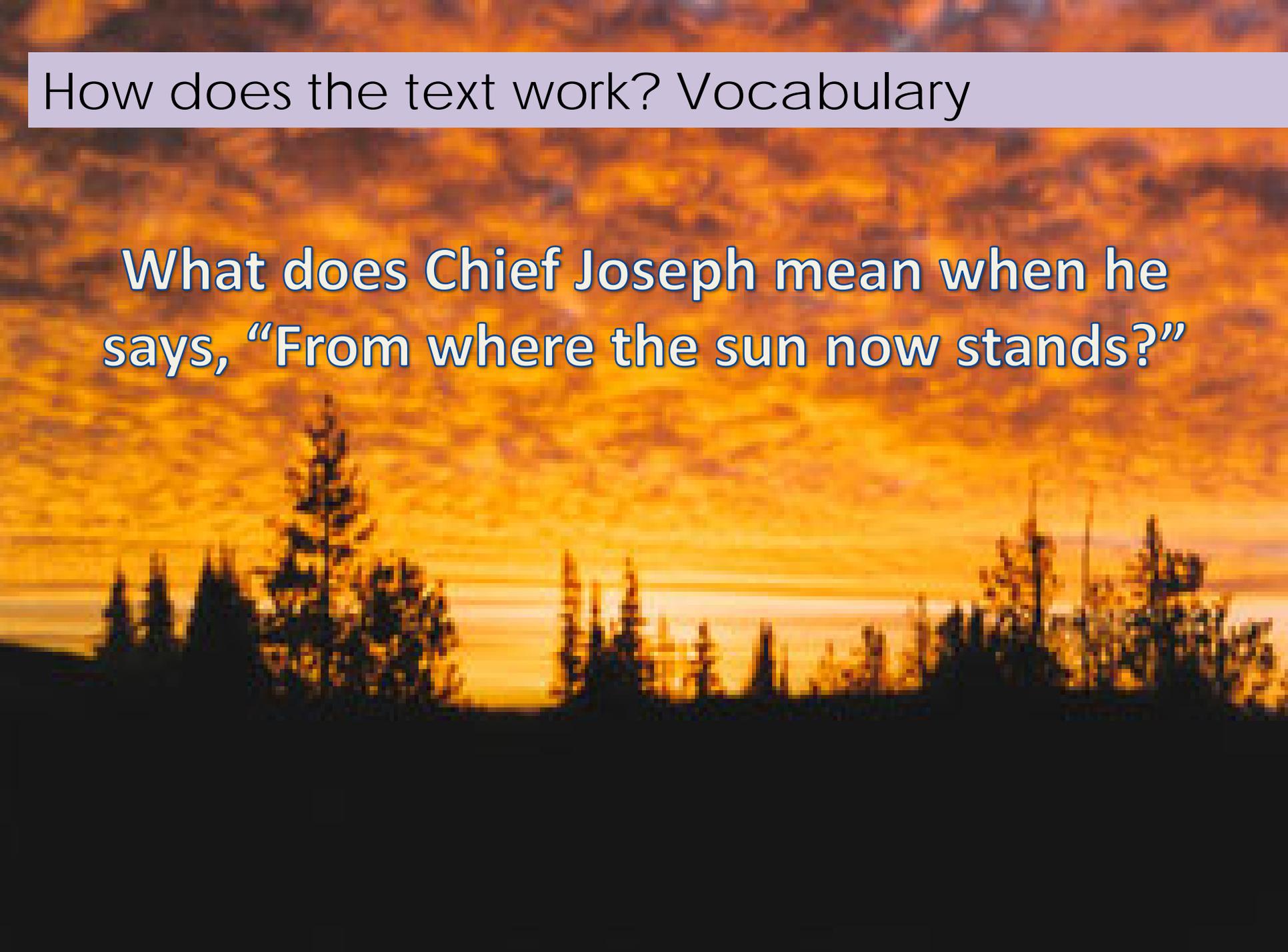


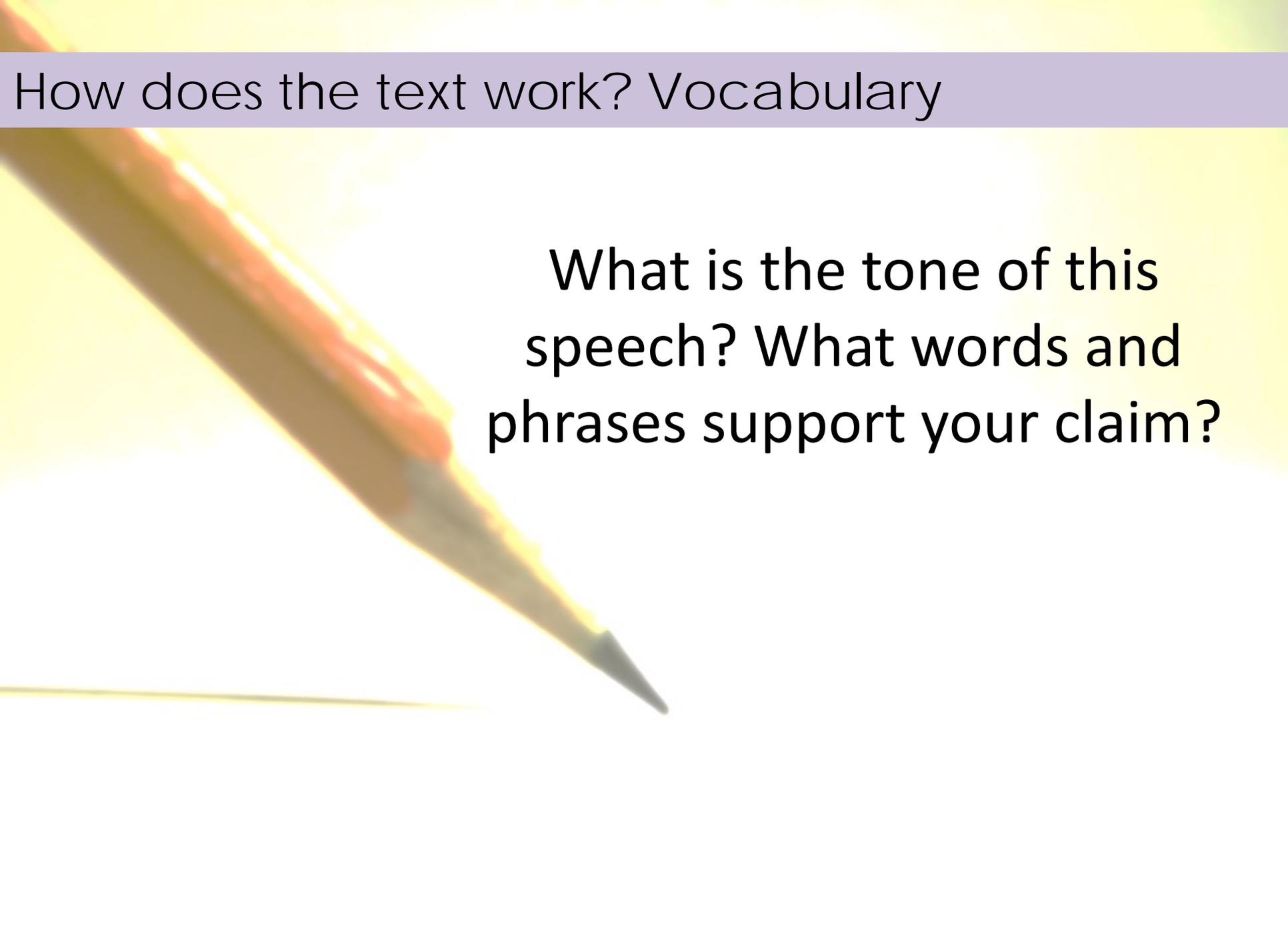
Select some one in your group to read the speech aloud.

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

How does the text work? Vocabulary

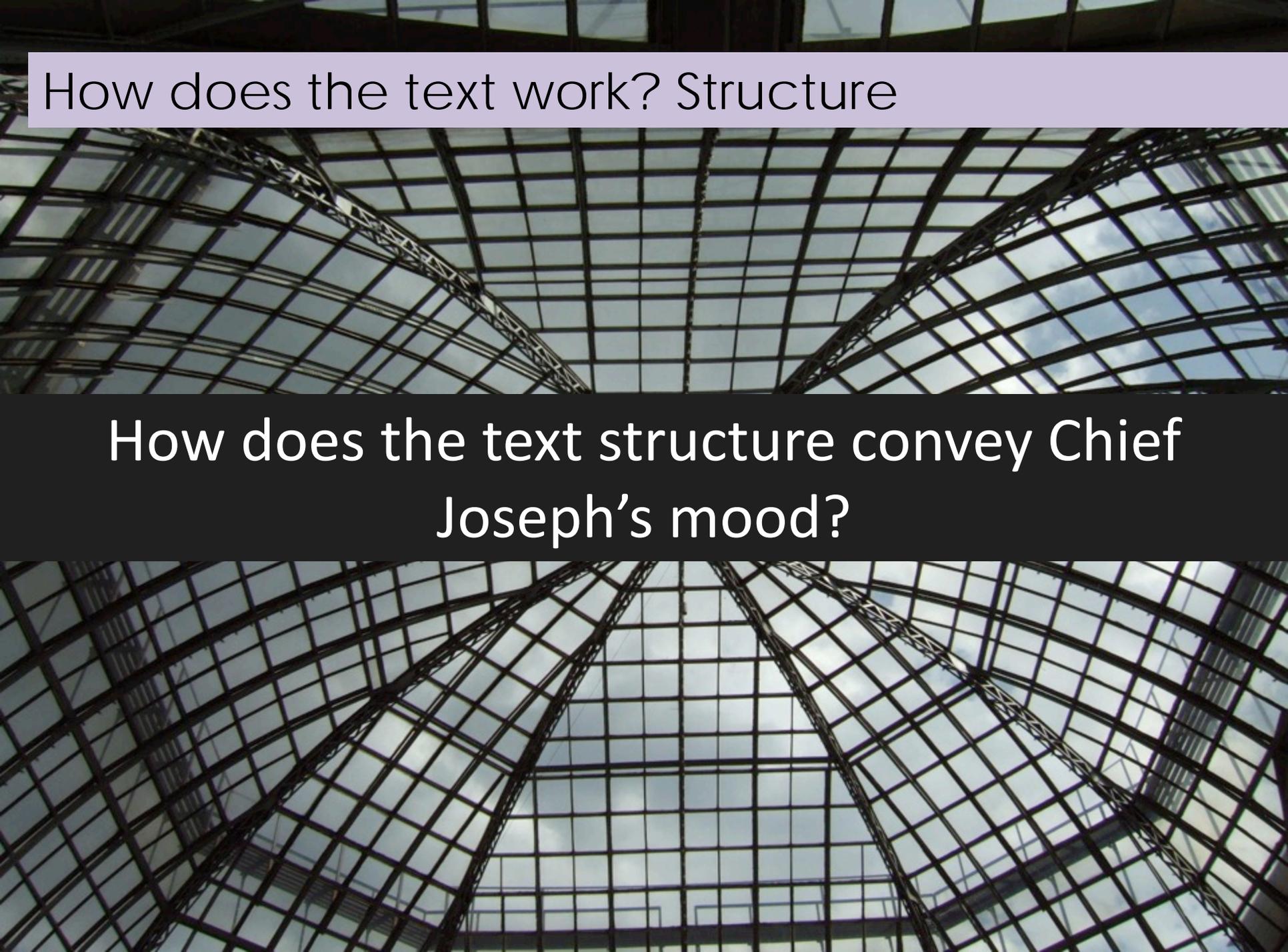
What does Chief Joseph mean when he says, “From where the sun now stands?”





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!

