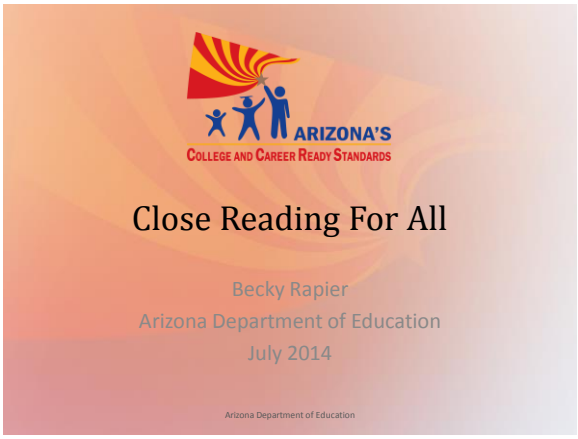
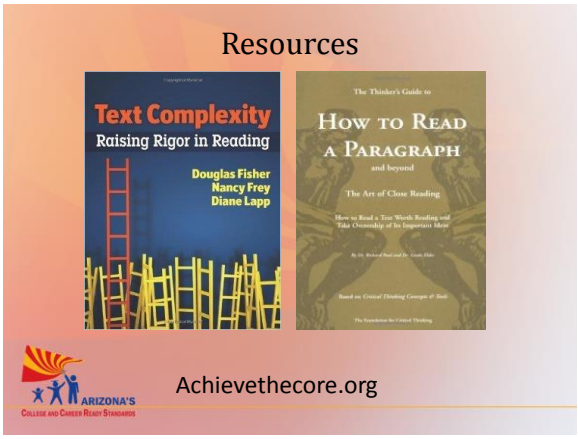

ARIZONA'S
COLLEGE AND CAREER READY STANDARDS
Close Reading For All
Becky Rapier
Arizona Department of Education
July 2014
Arizona Department of Education


Resources
Text Complexity
Raising Rigor in Reading
Douglas Fisher
Nancy Frey
Diane Lapp
The Thinker's Guide to
How to Read a Paragraph
and beyond
The Art of Close Reading
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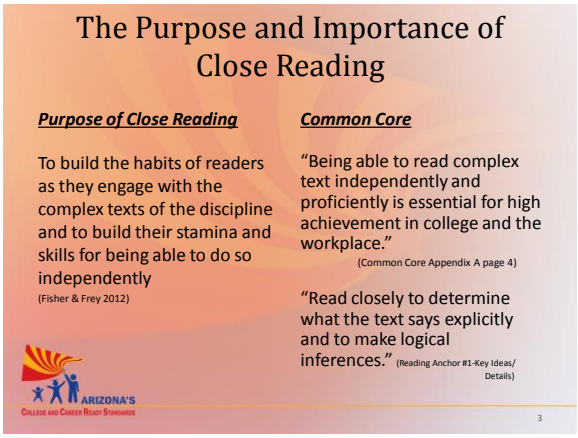
Achievethecore.org


The Purpose and Importance of Close Reading
Purpose of Close Reading
To build the habits of readers as they engage with the complex texts of the discipline and to build their stamina and skills for being able to do so independently
(Fisher & Frey 2012)
Common Core
"Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace."
(Common Core Appendix A page 4)
"Read closely to determine what the text says explicitly and to make logical inferences." (Reading Anchor #1-Key Ideas/ Details)
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- Remember a time when…

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Comparison of Skills and Strategies

Strategy…	Skill…
a conscious plan under the control of the reader.	Is an automatic procedure that readers use unconsciously.
requires thought about which plan to use and when to use it.	does not require thought, interpretation, or choice.
is process-oriented, cognitive procedures the reader uses, generally unobservable in nature	is an observable behaviors, found on taxonomies, skills tests or answers to questions
Instruction focuses on the reasoning process readers use as they interact with text.	Instruction focuses on repeated use until it become **habitual.**

Good habits, Great Readers: Building the Literacy Community (p.9), by N Frey, D. Fischer, and A. Berkin, 2009 Boston: Allyn & Bacon. Copyright 2009 by Pearson

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Close Reading Routine/Habit

Prepares ahead of time to find areas of the text that are particularly challenging (vocabulary, syntax, semantics)

Provides time for students to read, re-read, discuss and write

After initial student read, models for prosody, annotation and metacognition

Uses ***phasing*** to assist students in gaining deeper understanding

Keeps lesson, discussion and focus centered on the text by asking text dependent questions

Is very explicit in teaching of skills, thought processes and discourse

Understand and uses Scaffolds effectively

TEACHER

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Close Reading Routine/Habit

Initial (cold) read

Differentiation is in the amount of text that is read some read a sentence, others read a paragraph-everyone reads

Annotates text to facilitate comprehension

Reads and re-reads

Writes to demonstrate understanding

Discusses with a partner

Student

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Concepts to Remember

Complex Text
- Text Complexity lies within the text
- Text Difficulty lies within the reader

Teacher Model

Multiple Reads

Phasing

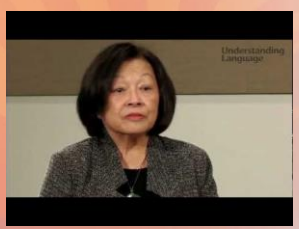
Text Dependent Questions

Discussion

Writing

Scaffolds

Dr. Lily Wong Fillmore- Complex Texts for ELLs, Special Needs, Language Deficient Students



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Why are Complex Texts Necessary?

- "Fact is, the only way anyone can learn the language that figures in advanced literacy is through literacy, and only by noticing, grappling with, and thinking about the way forms and structures relate to meaning in the material one reads."

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Why are Complex Texts Necessary?

- Children are not likely to hear academic language in oral conversations.
- Informational texts provide **vocabulary**, **grammatical structures**, **structural devices** and ways of **organizing ideas** that are quite different from spoken language.

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Compare, for example––

A hurricane is a big windy storm.
The wind blows hard. It is windy.
The wind can blow down trees.
It rains very hard. It is rainy.
The rain can wash away houses.

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--*with this:*

Hurricanes are the most awesome, violent storms on Earth. People call these storms by other names, such as typhoons or cyclones. The scientific term for all these storms is tropical cyclone. Only tropical storms that form over the Atlantic Ocean or eastern Pacific are called "hurricanes."

Whatever they are called, tropical cyclones all form the same way.

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E.g., from NOAA's Education Website

Hurricanes
There are no other storms like hurricanes on earth. Views of hurricanes from satellites located thousands of miles above the earth show how unique these powerful, tightly coiled weather systems are.

Vocabulary, yes, **but more than that**! This kind of text calls on the reader to figure out what the parts of sentences express, how they are to be construed and what they are saying.

E.g., the first sentence: grammatically simple, **semantically complex**.

- There are other storms on earth.
- But none are like hurricanes, at least not on earth.
- This doesn't exclude the possible existence of hurricane-like storms in other places.

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Some Key Characteristics of Academic Language

Hurricanes
There are no other storms like hurricanes on earth. Views of hurricanes from satellites located thousands of miles above the earth show how unique these powerful, tightly coiled weather systems are.

Informational density: a lot of information is stuffed into phrases, clauses, and sentences. Consider the information packed into this text:

- **Hurricanes are unlike any other storm.**
- **Hurricanes are powerful weather systems.**
- **Hurricanes are tightly coiled systems when seen from above.**
- **There are satellites thousands of miles above the earth.**
- **They show what hurricanes look like from above.**

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Look at the Structure of the 2nd Sentence:

Hurricanes
There are no other storms like hurricanes on earth.
Views of hurricanes from satellites located thousands of miles above the earth show how unique these powerful, tightly coiled weather systems are.

NP (subject)

Views of hurricanes from satellites located thousands of miles above the earth

Verb (predicate)

show

Compliment Clause

How unique these powerful, tightly coiled weather systems are.

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An explanatory text: "How do hurricanes form?"

Tropical cyclones are like giant engines that use warm, moist air as fuel. That is why they form only over warm ocean waters near the equator. The warm, moist air over the ocean rises upward from near the surface. Because this air moves up and away from the surface, there is less air left near the surface. Another way to say the same thing is that the warm air rises, causing an area of lower air pressure below. Air from surrounding areas with higher air pressure pushes in to the low pressure area. Then that "new" air becomes warm and moist and rises, too.

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(Source: http://spaceplace.nasa.gov/hurricanes/)

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"Whatever they are called, tropical cyclones all form the same way."

- **An explanatory or expository text—not easy to understand because hurricane formation involves difficult concepts and processes.**
- **This is, however, the clearest and best explanation of this phenomenon around for kids—but it is a difficult text (even with illustrations /charts).**

Tropical cyclones are like giant engines that use warm, moist air as fuel. That is why they form only over warm ocean waters near the equator. The warm, moist air over the ocean rises upward from near the surface. Because this air moves up and away from the surface, there is less air left near the surface. Another way to say the same thing is that the warm air rises, causing an area of lower air pressure below. Air from surrounding areas with higher air pressure pushes in to the low pressure area. Then that "new" air becomes warm and moist and rises, too.....

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(Source: http://spaceplace.nasa.gov/hurricanes/)

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"Whatever they are called, tropical cyclones all form the same way."

- **The first sentence of this excerpt reads "Tropical cyclones are like giant engines that use warm, moist air as fuel."**
- **The next sentence begins, "That is why…" telling the reader that what came before is an explanation for something that needs explaining, i.e., what follows.**
- **Notice the informational density of this text, and the many complex, bloated noun phrases in the text, which are italicized.**

Tropical cyclones are like *giant engines that use warm, moist air as fuel*. **That is why** they form only over *warm ocean waters near the equator. The warm, moist air over the ocean* rises upward from near the surface. Because this air moves up and away from the surface, there is less air left near the surface. *Another way to say the same thing* is that the warm air rises, causing *an area of lower air pressure* below. *Air from surrounding areas with higher air pressure* pushes in *to the low pressure area*. Then that "new" air becomes warm and moist and rises, too……

e.nasa.gov/hurricanes/) Dr. Lily Wong Fillmore 19

What are the Implications of Text Complexity and special needs students?

- The ***informational density*** of complex texts must be broken down
- Features of ***grammar*** that affect comprehension must be explicitly taught
- ***Complex sentence structures*** need to be addressed

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What instructional support is needed?

- Input data must be true to the target- All students must see complex texts.
- Just 1 or 2 "juicy sentence(s)" per day from texts that the classes were working on- the antithesis of the simplified texts that had held students back.
- **Instructional scaffolding** must be provided:
  - Identify and explain the packed noun phrases.
  - Break down informational density: graphic organizer.
  - Help students to understand complex sentence structure.
  - Provide definitions for necessary vocabulary.

THIS INVOLVES TEACHER PLANNING!

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(Source: http://spaceplace.nasa.gov/hurricanes/) Dr. Lily Wong Fillmore 21

Grammar Scaffold

Grammar Scaffold- Informational Text

Name of Text: _____

Page #/Section: _____

Grade Level: _____

Lexile Level: _____

Evident (yes/no)	Grammar/Academic Language	Examples/Instructional Considerations
	Informational Density (Look for facts that are implied, complex, or confusing.)	
	Noun Phrases (Look for "packed" noun phrases. These are ones that have a lot of information surrounding them.)	
	Pronouns (Look for pronouns and their antecedents that may confuse students.)	
	Complex Sentence Structure (Look for clauses, compound sentences, complex sentences.)	
	Vocabulary (Note vocabulary that may be unfamiliar or need clarification in the context of the piece.)	
	Other (verbs, adverbs, prepositional phrases, etc.)	

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Grammar Scaffold

Grammar features to consider

Does this feature appear in the text?

Explain how this feature affects instruction of the text

Grammar Scaffold- Informational Text

Name of Text: _____

Page #/Section: _____

Grade Level: _____

Lexile Level: _____

Evident (yes/no)	Grammar/Academic Language	Examples/Instructional Considerations
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	Other (verbs, adverbs, prepositional phrases, etc.)	

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Hurricanes are the most awesome, violent storms on Earth. People call these storms by other names, such as typhoons or cyclones. The scientific term for all these storms is tropical cyclone. Only tropical storms that form over the Atlantic Ocean or eastern Pacific are called "hurricanes." Whatever they are called, tropical cyclones all form the same way.

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Evident (yes/no)	Grammar/Academic Language	Examples/Instructional Considerations
YES	**Informational Density** (Look for facts that are implied, complex, or confusing.)	**Storms that form over the Atlantic Ocean and eastern Pacific Ocean are called hurricanes.** Refer to map. In the US why are they referred to as hurricanes?
YES	**Noun Phrases** (Look for "packed" noun phrases. These are ones that have a lot of information surrounding them.)	Awesome, violent storms eastern Pacific Ocean
YES	**Pronouns** (Look for pronouns and their antecedents that may confuse students.)	Depending on where ***they*** occur Whatever ***they*** are called "hurricanes"
YES	**Complex Sentence Structure** (Look for clauses, compound sentences, complex sentences.)	Whatever they are called, tropical cyclones all form the same way.
YES	**Vocabulary** (Note vocabulary that may be unfamiliar or need clarification in the context of the piece.)	Scientific term for all these storms is **tropical cyclone.** Hurricanes, typhoons and tropical cyclone are synonyms
YES	Other (verbs, adverbs, prepositional phrases, etc.)	**Such As** - tells us that important information is coming next

Hurricanes are the most awesome, violent storms on Earth. People call these storms by other names, such as typhoons or cyclones. The scientific term for all these storms is tropical cyclone. Only tropical storms that form over the Atlantic Ocean or eastern Pacific are called "hurricanes." Whatever they are called, tropical cyclones all form the same way

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Reflection

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Doug Fisher says..

Leveled Readers Lead to Leveled Lives

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