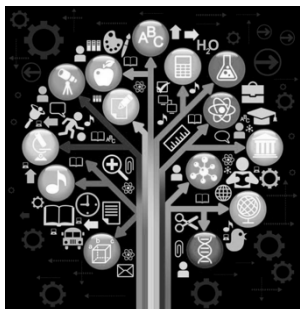


Rigorous Reading: Reading Closely and Collaboratively

Doug Fisher
www.fisherandfrey.com



5 Access Points

- Purpose and Modeling
- Close and Scaffolded Reading
- Collaborative Conversations
- Wide, Independent Reading
- Formative Assessments



5 Access Points

- Purpose and Modeling
- Close and Scaffolded Reading
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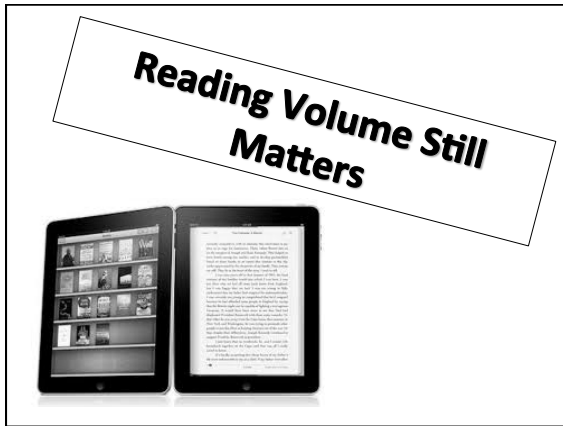


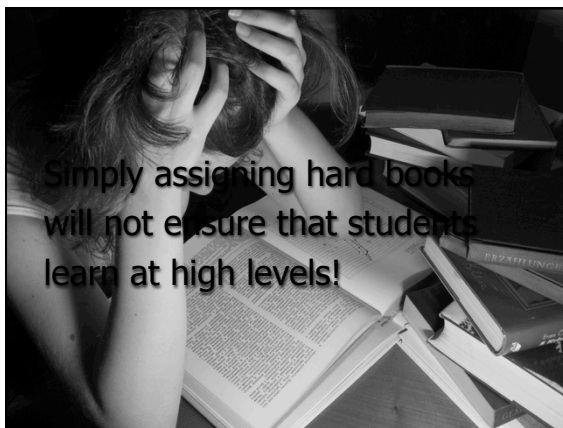
5 Access Points

- Purpose and Modeling
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- **Wide, Independent Reading**
- Formative Assessments






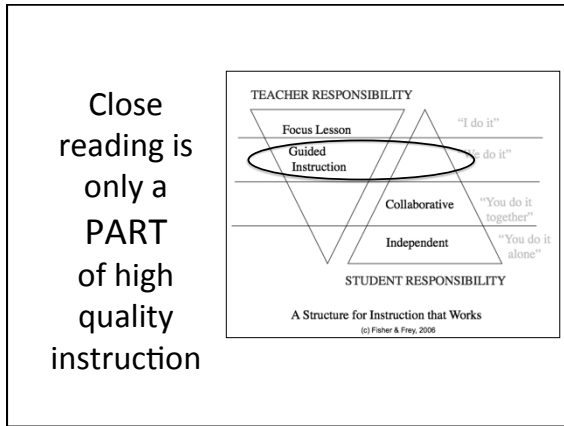


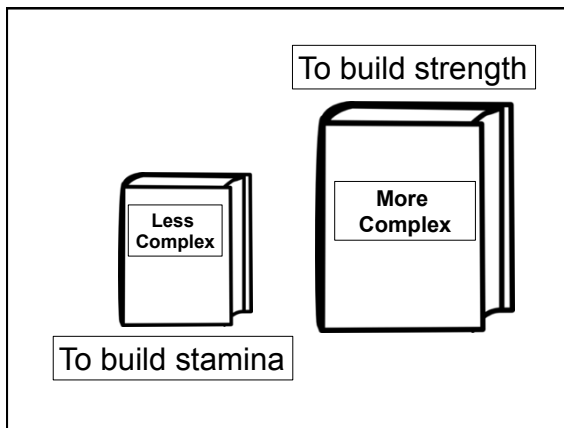


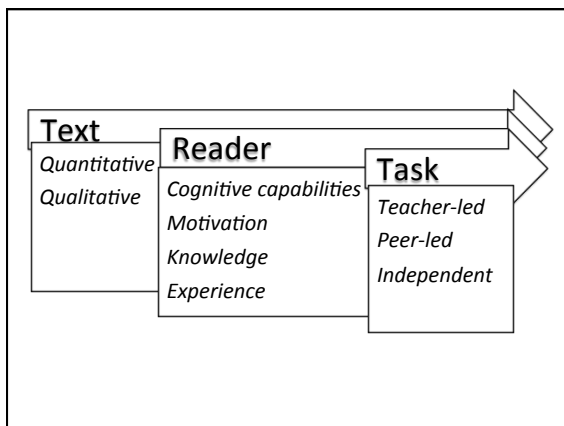
5 Access Points

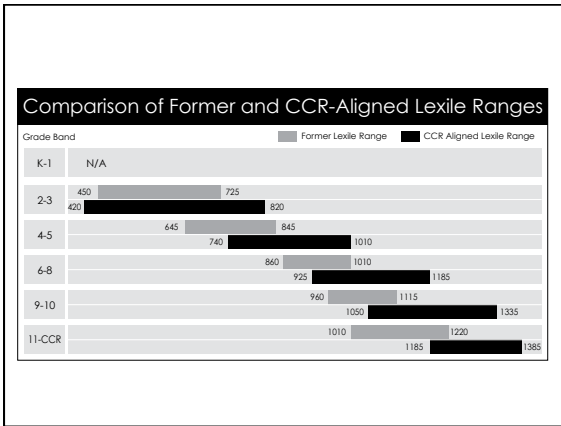
- Purpose and Modeling
- **Close and Scaffolded Reading**
- Collaborative Conversations
- Wide, Independent Reading
- Formative Assessments

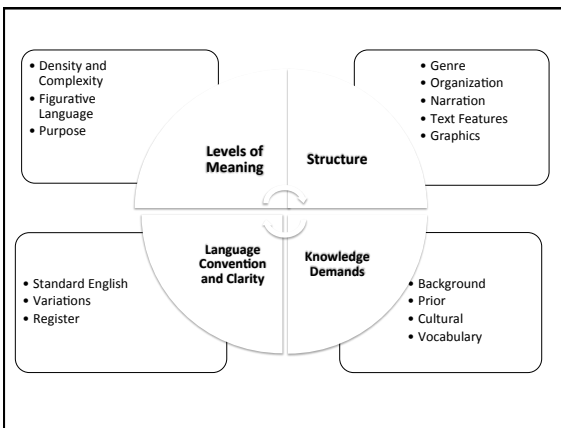












Levels of Meaning and Purpose

- Density and complexity
- Figurative language
- Purpose

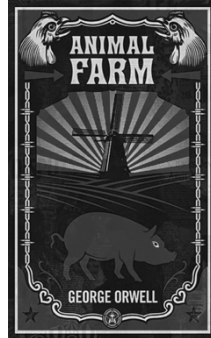
Levels of Meaning and Purpose

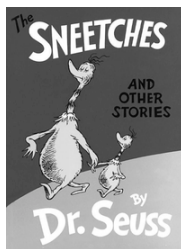
Is it about talking animals, or the USSR?

Is it entertainment, or political satire?

Is it straightforward, or ambiguous?

1370L
Grades 11-12





530L
Grades 2-3

Author's Purpose

- *Allegory for tolerance*
- *Mirrored events of early Civil Rights movement (1961)*

"Now, the Star-Belly Sneetches
Had bellies with stars.
The Plain-Belly Sneetches
Had none upon thars. Those stars weren't so big.
They were really so small
You might think such a thing wouldn't matter at all."
But, because they had stars, all the Star-Belly Sneetches
Would brag, "We're the best kind of Sneetch on the beaches."
With their snoots in the air, they would sniff and they'd snort
'We'll have nothing to do with the Plain-Belly sort!'
And whenever they met some, when they were out walking,
They'd hike right on past them without even talking."



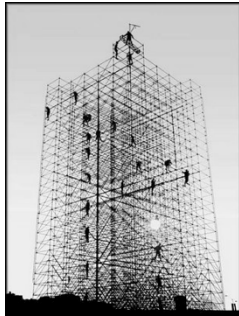
730L
Grades 2-3

Complex themes

- *Relationship between love and pain*
- *Masculinity*
- *Loyalty and war*

Structure

- Genre
- Organization
- Narration
- Text features and graphics



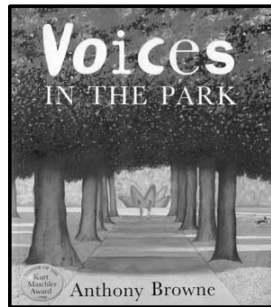
Structure

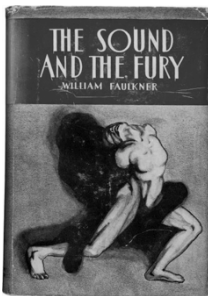
*Changes in narration,
point of view*

*Changes in font signal
narration changes*

Complex themes

560L
Grades 2-3





870L (grades 4-5)

Structure

- Stream of consciousness narration
- Unreliable narrators
- Nonlinear structure
- Time shifts written in italics

Language Conventions

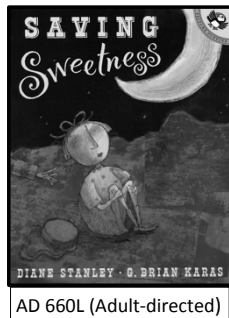
- Standard English and variations
- Register

Language Conventions

Non-standard English usage

"Out in the hottest, dustiest part of town is an orphanage run by a female person nasty enough to scare night into day. She goes by the name of Mrs. Sump, though I doubt there ever was a Mr. Sump on accounta she looks like somethin' the cat drug in and the dog wouldn't eat."

(Stanley, 1996, p. 2)



AD 660L (Adult-directed)

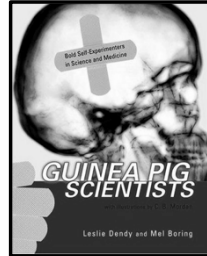
Knowledge Demands

- Background knowledge
- Prior knowledge
- Cultural knowledge
- Vocabulary

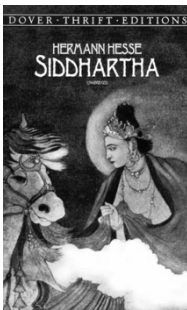
Knowledge Demands

Domain-specific vocabulary
(radioactive, acidity,
procedure, vaccination)

Background knowledge
(diseases, safety risks,
scientific experimentation)



1100L
Grades 6-8



Cultural Knowledge Demands

- Buddhist philosophy
- Search for spiritual enlightenment
- Eightfold Path to Nirvana


1010L
Grades 6-8



Texts are
Complex in
Different
Ways,
**Not Just
Background**



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.

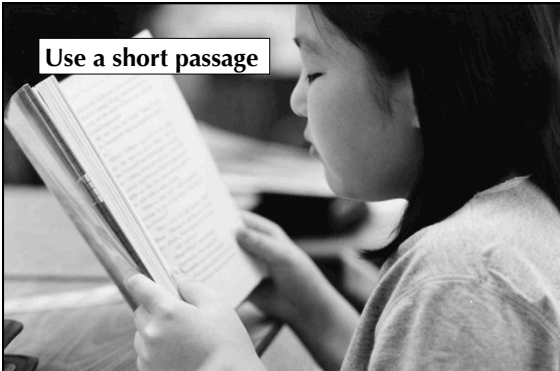


Differences Between K-2 and 3-12?

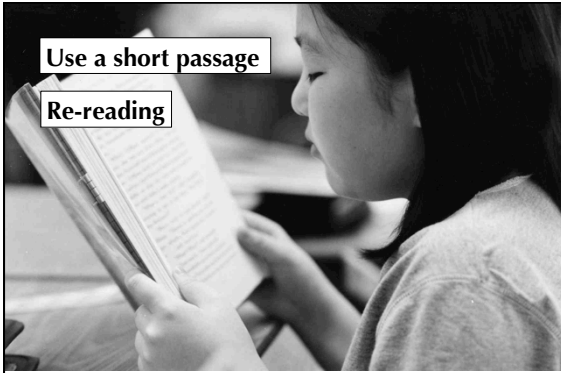
In K-2, teacher reads aloud initially, annotates wholly or guides student annotation. Students may or may not eventually read independently, depending on text difficulty (e.g., *Wizard of Oz* in Kindergarten.)

➡

In 3-12, students read **independently beginning with first reading, and annotate with increased independence**. Readers who cannot initially read independently may be read to, or may encounter the text previously during scaffolded small group reading instruction.



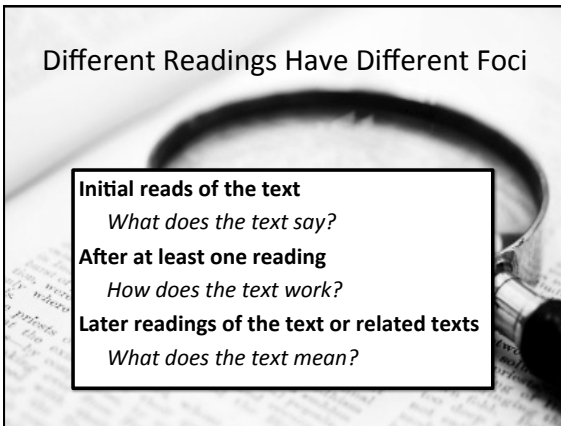
Creating a Close Reading



Use a short passage

Re-reading

Creating a Close Reading

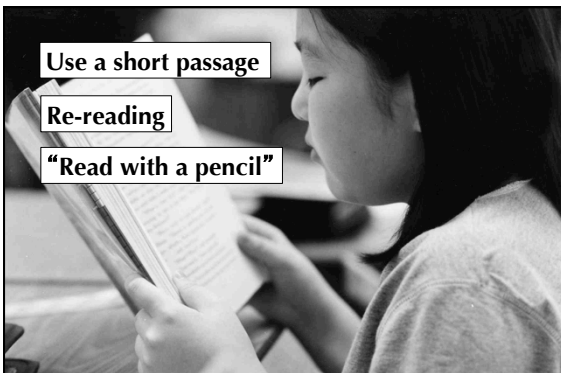


Different Readings Have Different Foci

Initial reads of the text
What does the text say?

After at least one reading
How does the text work?

Later readings of the text or related texts
What does the text mean?



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.

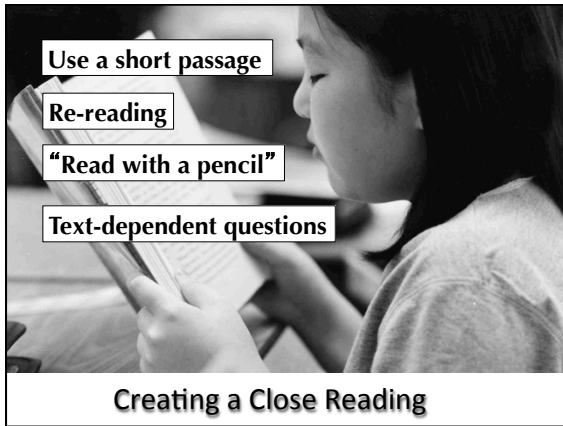


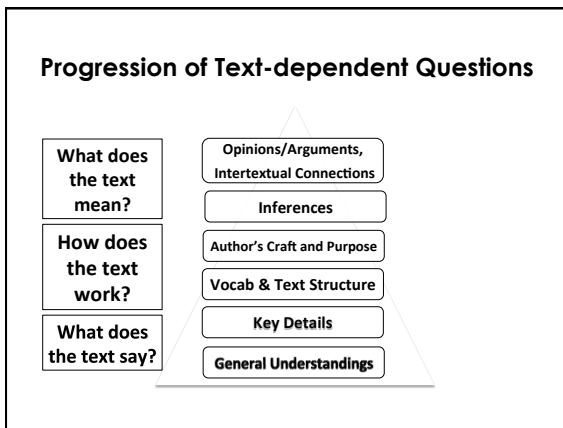
Student annotation in 6th grade

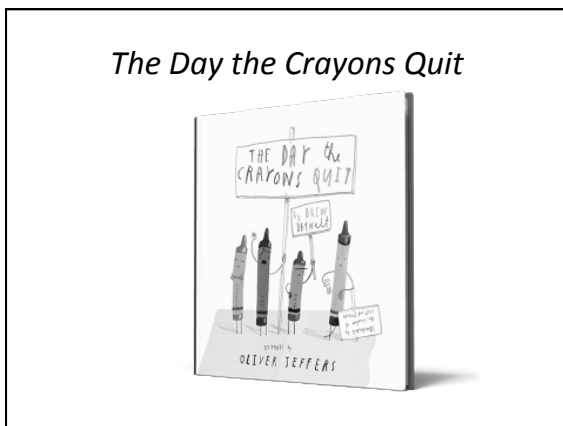
Student sample from Leigh McEwen, AEA 9, Iowa

Modeling Annotations

Student annotation in 11th grade English



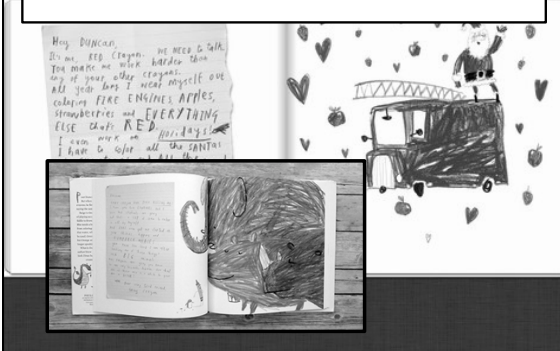




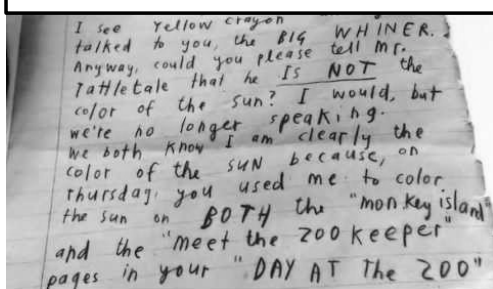
What did Duncan find when he took his crayons out of the box one day?



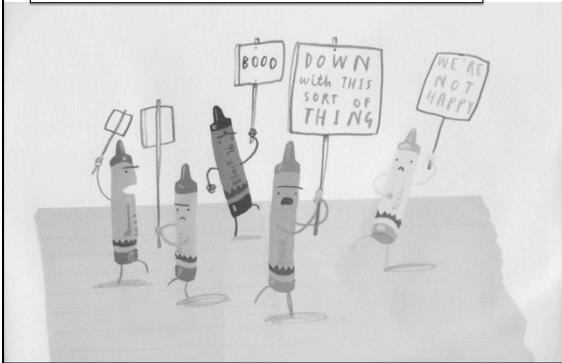
Which crayons feel tired and overworked?



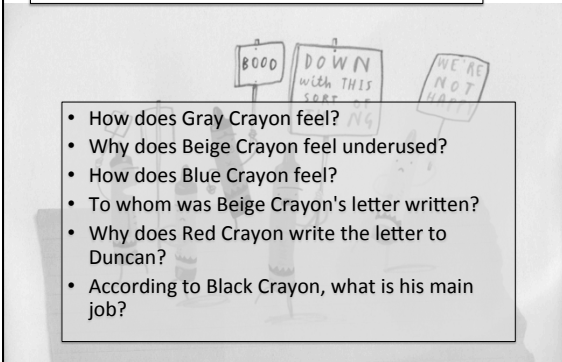
What are Yellow and Orange arguing about?



Use Key Details to Locate Evidence



Use Key Details to Locate Evidence



- 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?

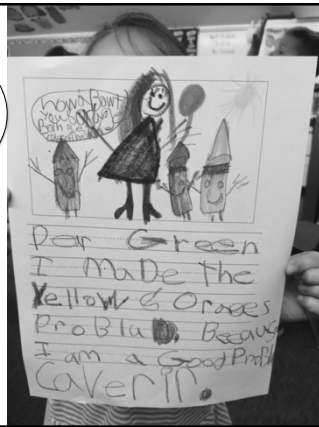


How does Duncan respond to the letters?



Howabowt 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.



What does the text inspire me to do?


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




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

1877



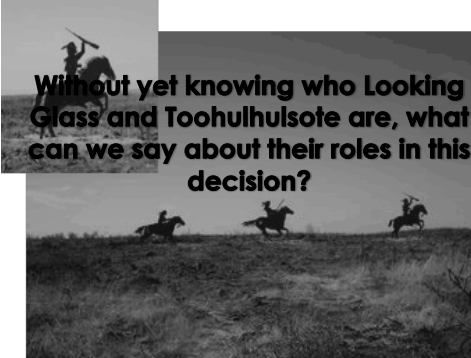
What does the text say? General Understanding



**Who is delivering the speech?
What happened?**

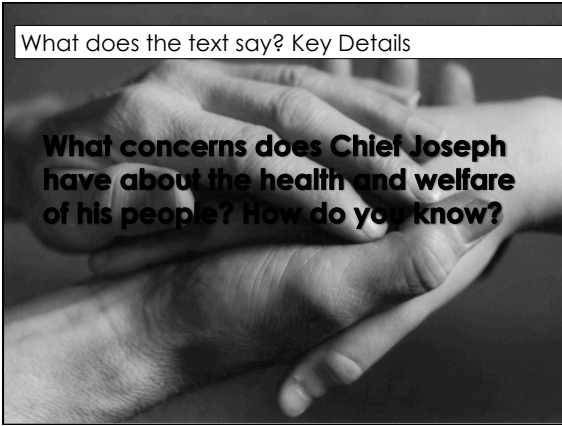
What does the text say? General Understanding

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

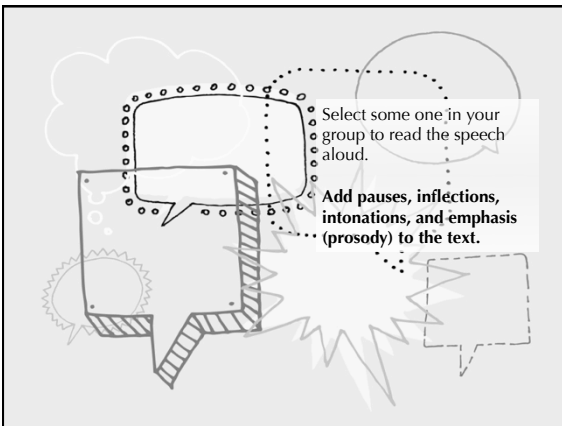


What does the text say? Key Details

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

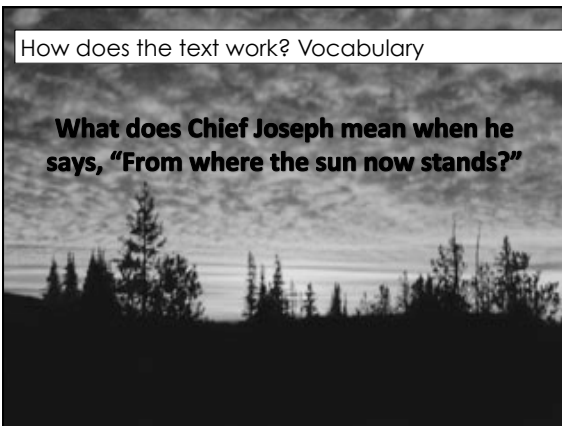


Select some one in your group to read the speech aloud.
Add pauses, inflections, intonations, and emphasis (prosody) to the text.

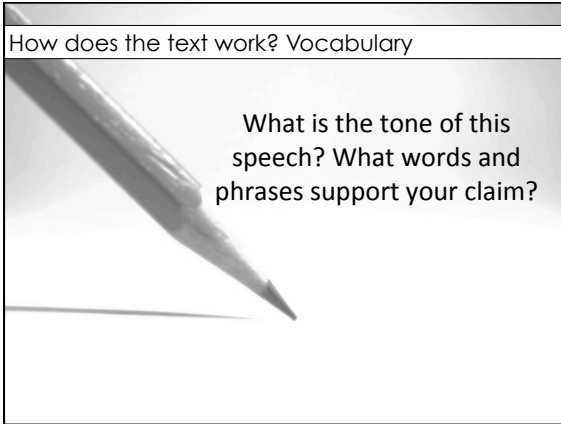


How does the text work? Vocabulary

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

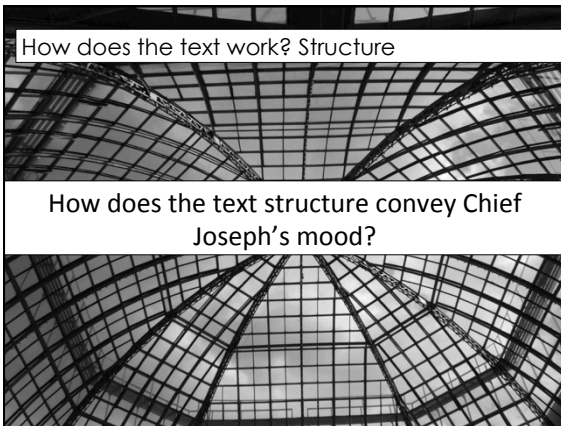


How does the text work? Vocabulary



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?



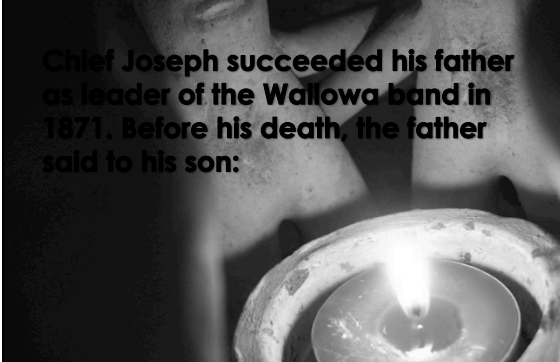
What does the text mean? Inferences

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?



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 me to do?

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





Close Reading
demands
 collaborative
 conversations



5 Access Points

- Purpose and Modeling
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- **Collaborative Conversations**
- Wide, Independent Reading
- Formative Assessments





It's not enough to have complex text in the room. Students need to **read and discuss** complex text.

Which Is It?


Group Work

- Interaction
- Academic language practice and development
- Clarifying beliefs, values, or ideas
- Goal is sharing
- No accountability or group accountability

Productive Group Work

- Consolidating understanding using argumentation
- Goal is problem solving
- Individual accountability

Group Work Examples




TTYPA
Carousel
Opinion Stations

Think-Pair-Square
Novel Ideas Only

Productive Group Work Examples

- Conversation Roundtable
- Numbered Heads Together
- Literature Circles
- Reciprocal Teaching
- Jigsaw
- Walking Review
- Collaborative Poster



Difficulty v. Complexity

Difficulty	Complexity
<ul style="list-style-type: none"> • A measure of effort required to complete a task. • In assessment, a function of how many people can complete the task correctly. 	<ul style="list-style-type: none"> • A measure of the thinking, action, or knowledge that is needed to complete the task. • In assessment, how many different ways can the task be accomplished.

Which of these means about the same as the word *gauge*?

- a. balance
- b. measure
- c. select
- d. warn

A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour? (5,280 feet = 1 mile)

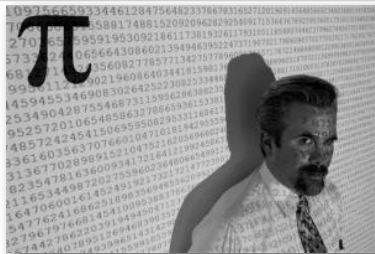
- (a) 42,456.9
- (b) 41,279.9
- (c) 41,261.3
- (d) 41,259.2
- (e) 41,257.1

Did you use the calculator on this question?

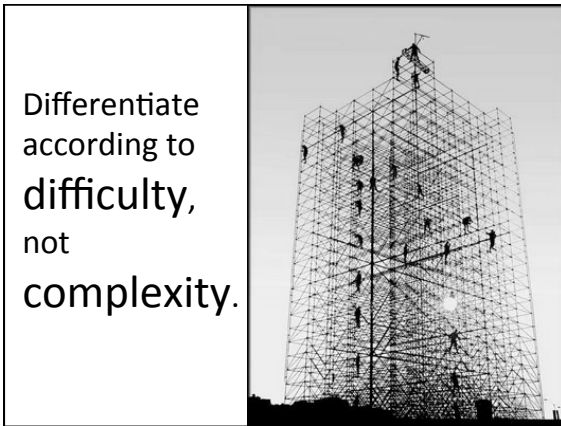
☐ Yes ☐ No

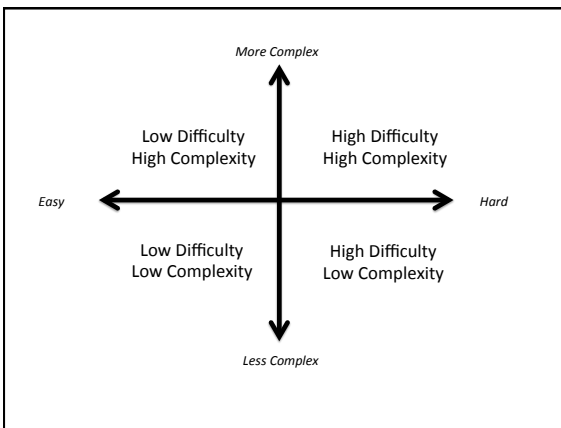
74

Difficult or Complex




Marc Umile is among a group of people fascinated with π , a number that has been computed to more than a trillion decimal places. He has recited π to 15,314 digits.






5 Access Points

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- **Formative Assessments**



Feedback is not enough






Feed forward

Where to next?

Feeding forward
involves...

Misconception analysis
Error analysis
Error coding



Error	Period 1	Period 2	Period 3	Period 4	Period 5
Mid-sentence capitalization	JC			AA	
Colons and semicolons	JC, JT, AG, DL, TV	EC, MV, WK		AA, SK, MG, EM, BA, TS	HH, DP, MR, CH
Ending punctuation	JC, AG, SL	WK, MW		AA, BA	MR
Subject-verb	JC, JT, DL, MM, SL, ST, SD	RT, VE, VD, CC		AA, MG, SC, PM, LG	DP, DE
Tense - consistency	DS	SJ, JM		AA, TK, PC	DE
Spelling	JC, MM	WK, RT, AG, SJ		AA, MG, BA, GL, PT, DO, DE, LR	SR, DC, MF
Supporting evidence	JC, JT, MM	EC, SJ		AA, MG, BA, GL, PT, DO, DE, LR, SK, EM, TS, LG, PM, DP, RT, HA, KJ, DE, RC, DW, DS, KS	DE, MR, DC, AT

5 Access Points for Complex Texts

- Purpose and Modeling
- Close and Scaffolded Reading
- Collaborative Conversations
- Wide, Independent Reading
- Formative Assessments



