Close Reading and Text-dependent Questions

CAROL CAMPBELL
NAD DIRECTOR OF ELEMENTARY EDUCATION

2015

SOME MATERIAL ADAPTED FROM FISHER AND FREY
Learning Intentions

- Define close reading.
- Know the phases of close reading.
- Develop text-dependent questions that drive close reading.
- Collect and respond to close reading assessment data.
- Create an effective close reading lesson.
Close Reading

partners investigations lessons

questions dependent annotation

limit short readings

text multiple
Close reading is an instructional routine in which students are guided in their understanding of complex texts.
Using Textual Evidence

Figure 1.1 Using Textual Evidence in Discussion and Writing

- Formulating new questions that arise from writing.
- Writing from sources using knowledge gained through reading, discussion, and notes.
- Discussing texts and ideas using evidence.
- Preparing for discussions using annotation and sourcing.
- Framing investigative question, purpose, or problem to solve.
- Examining how types of evidence are used by others in the discipline in speaking and writing.
- Reading complex texts closely to mine details, ideas, and deeper meaning.

Locating evidence begins with...
Features of Close Reading

- Short, complex passages
- Repeated readings
- Annotation
- Collaborative conversations about the text
- Text-dependent questions
Annotation

- Underlining
- Star, asterisk, etc. in the margins
- Numbers in the margins
- Circling of key words or phrases
- Writing in the margin, or at the top or bottom of the page
where's Flanders field? what is it?

In Flanders fields, the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe;
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

By John Mcrea,
{May 1915}
Accountable Talk

- Marking: “That’s an important point.”
- Challenging Students: “What do you think?”
- Keeping the Channels Open: “Did everyone hear that?”
- Keeping Everyone Together: “Who can repeat . . .?”
- Linking Contributions: “Who wants to add on . . .?”
- Verifying and Clarifying: “So, are you saying . . .?”
- Pressing for Accuracy: “Where can we find that?”
- Building on Prior Knowledge: “How does this connect?”
- Pressing for Reasoning: “Why do you think that?”
- Expanding Reasoning: “Take your time; say more.”
- Recapping: “What have we discovered?”
Phases of Close Reading

- What does the text say?
- How does the text work?
- What does the text mean?
- What does the text inspire you to do?
Text-dependent Questions

Progression of Text-dependent Questions

- What does the text mean?
- How does the text work?
- What does the text say?
- General Understandings
- Key Details
- Vocab & Text Structure
- Author’s Craft and Purpose
- Inferences
- Opinions/Arguments, Intertextual Connections
The Cognitive Rigor Matrix: Applies Webb’s DOK to Bloom’s Cognitive Process Dimensions

<table>
<thead>
<tr>
<th>Depth + thinking</th>
<th>Level 1 Recall &amp; Reproduction</th>
<th>Level 2 Skills &amp; Concepts</th>
<th>Level 3 Strategic Thinking/Reasoning</th>
<th>Level 4 Extended Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remember</strong></td>
<td>- Recall, locate basic facts, details, events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td>- Select appropriate words to use when intended meaning is clearly evident</td>
<td>- Specify, explain relationships - summarize - identify main ideas</td>
<td>- Explain, generalize, or connect ideas using supporting evidence (quote, example...)</td>
<td>- Explain how concepts or ideas specifically relate to other content domains or concepts</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning</td>
<td>- Use context to identify meaning of word - Obtain and interpret information using text features</td>
<td>- Use concepts to solve non-routine problems</td>
<td>- Devise an approach among many alternatives to research a novel problem</td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>- Identify whether information is contained in a graph, table, etc.</td>
<td>- Compare literary elements, terms, facts, events - analyze format, organization, &amp; text structures</td>
<td>- Analyze or interpret author’s craft (literary devices, viewpoint, or potential bias) to critique a text</td>
<td>- Analyze multiple sources - Analyze complex/abstract themes</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td></td>
<td>- Cite evidence and develop a logical argument for conjectures</td>
<td></td>
<td>- Evaluate relevancy, accuracy, &amp; completeness of information</td>
</tr>
<tr>
<td><strong>Create</strong></td>
<td>- Brainstorm ideas about a topic</td>
<td>- Generate conjectures based on observations or prior knowledge</td>
<td>- Synthesize information within one source or text</td>
<td>- Synthesize information across multiple sources or texts</td>
</tr>
</tbody>
</table>
Non-Examples and Examples

Not Text-Dependent

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text-Dependent

What makes Casey’s experiences at bat humorous?

What can you infer from King’s letter about the letter that he received?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?
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.
Text-dependent Questions

Progression of Text-dependent Questions

- What does the text mean?
- How does the text work?
- What does the text say?
- Key Details
- Vocab & Text Structure
- Author’s Craft and Purpose
- Inferences
- Opinions/Arguments, Intertextual Connections
- General Understandings
General Understandings

- Overall view
- Sequence of information
- Story arc
- Main claim and evidence
- Gist of passage
To what natural resource does the poet compare his people?

What is your evidence?
Key Details

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main ideas
- Answers who, what, when, where, why, how much, or how many
What rivers does he mention?
Who is the “I” in the poem?
Text-dependent Questions

Progression of Text-dependent Questions

- What does the text mean?
- How does the text work?
- What does the text say?
- Opinions/Arguments, Intertextual Connections
- Inferences
- Author’s Craft and Purpose
- Vocab & Text Structure
- Key Details
- General Understandings
Vocabulary and Text Structure

- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
- How organization contributes to meaning
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”?
What words does Hughes use to convey a sense of eternity?
How does the text work? Structure

How much time passes in the 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?
Author’s Craft and Purpose

- Genre: Entertain, Explain, Inform, Persuade
- Point of View: First-person, third-person
- Narrator: omniscient, unreliable narrator
- Literary devices
- Intention
In lines 2 and 3 Hughes compares rivers to human veins. How are these two **visually** similar? How are they **symbolically** similar?
Text-dependent Questions

Progression of Text-dependent Questions

- What does the text mean?
- How does the text work?
- What does the text say?
- Key Details
- Vocab & Text Structure
- Author’s Craft and Purpose
- Inferences
- Opinions/Arguments, Intertextual Connections
- General Understandings
Inference

- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.
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?
Opinions, Arguments, and Intertextual Connections

- Author’s opinion and reasoning
- Claims
- Evidence
- Counterclaims
- Ethos, Pathos, Logos
- Rhetoric
- Links to other texts
The poem traces a historical arc from freedom to enslavement, then freedom again. What is Hughes saying about his people throughout history?
What does the text inspire you to do?

- Presentation
- Debate
- Writing
- Socratic seminar
- Investigation and research
What are the underlying themes of this poem?

After reading and discussing Langston Hughes’ 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?
<table>
<thead>
<tr>
<th></th>
<th>Meaning</th>
<th>Structure</th>
<th>Language</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4th Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When **Knowledge Demands** are the need

- Have students who **HAVE** it share with others
- Watch short video clips
- Show images/photos/realia
- Read other short passages to backfill information; use paired texts
When **Language** is the need

- Think aloud
- Explicitly teach
- Deconstruct the text; map the archaic language onto standard English
- Graphic organizers
- Ask additional text dependent questions
- Word sorts
- Word work with Foldables™
When **Structure** is the need

- Think aloud
- Word work with key words (pronouns) to determine point of view
- Foldables™ or graphic organizers for different structures (Compare/Contrast, Cause and Effect, Problem/Solution, Description, Sequence)
- Model annotating dates, time frames, ordinal words (first, second, last)
When **Meaning** is the need

- Think aloud
- Use graphic organizers or foldables™ to deconstruct the text
- Ask additional text-dependent questions
- Establish smaller purpose statements as students read each section
- Divide text into manageable chunks
A Close Look at Close Reading—Diane Lapp and others
Close Reading and Writing From Sources—Douglas Fisher and Nancy Frey
Text-Dependent Questions, Grades K-5—Douglas Fisher and Nancy Frey
Text-Dependent Questions, Grades 6-12—Douglas Fisher and Nancy Frey
Foldables—Dinah Zike
Teach the Books You Love--http://ttbyl.net/
THE END