

Close Reading, Vocabulary, and Text Dependent Questions

**Three Key Strategies to
Implement Common
Core Standards**



**Goal: To Raise Student
Achievement**



First Key Strategy

Close Reading

Standard 1

What is Close Reading?

- Read closely to determine what the text says **explicitly**
- Make logical **inferences** from text
- Cite specific textual **evidence**
- **Support conclusions** drawn from the text

What does Close Reading Look Like in the Classroom?

- Students slow down when reading and become “Text Detectives”
- Students read and re-read deliberately
- Focus on Tier II words
- Focus on particular phrases or sentences author uses
- Students present thinking, observations and analyses through writing, technology or speaking

Teachers Need to:

- Select rich text so students can draw good evidence
- Provide students with a purpose or focus for reading
- Provide students with different genres and text types

Implementing Close Reading

- Select shorter texts- 1 page for 3rd and 4th grade
- Select text that reflect curriculum or topic of interest
- Incorporate science and social studies
- Use informational books, articles, web-based information
- Include plays and speeches

Model, Model, Model...

- Read the text aloud showing students how you stay focused on your purpose for reading
- Let them “see” your thinking process:
 - Read and re-read deliberately
 - Examine the meaning of individual words
 - Read with a pencil to annotate the text
 - Identify Tier II/unfamiliar words
 - Look for patterns, repetition, contradictions, similarities and commonalities

How is Close Reading Different?

The major difference between Close Reading and guided reading, shared reading, and or read-alouds is...

The teacher does not provide much background for the reader other than a purpose for the first reading

Why ?

**Teachers need to give
students the opportunity to
focus on the **TEXT ALONE**
instead of relying on prior
knowledge**

Close Reading Requires...

- Understanding **your purpose** for reading
- Understanding the **AUTHOR'S PURPOSE** in writing
- Seeing ideas in a text as being **interconnected**
- Looking for and understanding **systems of meaning**
- **Engaging** in a text while reading
- **Formulating questions** and seeking answers to those questions while reading

Questioning Makes the Teacher!

Move to Higher-Order Questions

Use Less of...

- What →
- When →
- Where →
- Who →
- Which →

Use More of...

- Why
- How
- Suppose
- Justify
- Example

Strategies for Close Reading

- Story Mapping
- SOAPS
- Text Connections
- Three Levels of Questions
- Arguments & Evidence
- Appeals-Logical, Ethical, Emotional
- Assumptions

Story Map- (K-5)

Use Graphic Organizers to Show:

- Setting
- Characters
- Theme
- **Problem or Goal**
- **Sequence of Events**
- **Outcome**
- **Turning Point of the Story**

SOAPS- Use for Speeches to Identify:

- Speaker
- Occasion
- Audience
- Purpose
- Subject

Text Connections

- Text to Self
- Text to Itself
- **Text to Text- Needed for NYS Exam**
- **Text to World- Real Goal**

Three Levels of Questions

- Right There Questions (Who, What, Where)
- Think and Search Questions
 - Answer is in text, but must be constructed across text
- Author and Me (Grade 4)
 - Think about what you know and connect to what author tells you

Arguments and Evidence

- Identify CLAIMS
- Analyze the Evidence

- Prove or Disprove

Appeals

- Logical (Logos)
- Ethical (Ethos)
- Emotional (Pathos)

Assumptions

- Explicit or Implicit

Here are **5** Simple
Strategies to
Help Teach Students to
CRITICALLY READ
Complex Text:

1. Number the Paragraphs

- When students refer to text, require them to state the paragraph to which they are referring
- Other students will be able to quickly find the line to which you or another student are referring as well

Chunk the Text

- Break up text into smaller sections (or chunks)
- Students may draw horizontal lines between paragraphs
- Cover paragraphs with Post-It notes
- Fold page to divide paragraphs
- Teacher may copy reading passage in chunks

Make page more manageable for students!

Underline, Highlight, or Circle... with a PURPOSE

- Help students determine what needs to be underlined, highlighted, or circled:
 - Tell students to read questions first
 - Underline words or sentences that you think will answer the questions
 - Underline words you see in the questions
 - Circle sources
 - Circle figurative language
 - Circle POWER VERBS

4. Left Margin:

Write what the Author is Saying

- Give students a “Game Plan” for writing in the margins
- Students summarize each “chunk” in the left margin

Write the GIST

5. Right Margin: Dig Deeper

- Use the right hand margin to describe:
 - What the author is comparing
 - What the author is doing (describing, arguing etc.)

Represent the information with a picture or symbol

Word Bubble



“Bright Idea”



Question



Important



2nd Key Strategy

**Direct Instruction of
Vocabulary**

Direct Vocabulary Instruction

- Include:
 - Definition of words
 - Exposure to multiple contexts
 - Use antonym & synonyms,
 - Re-write in own words
 - Write in sentence or story

Use Three-Tier System

- Tier 1 Words
 - Basic Words (Food, daddy, walk)
- Tier 2 Words
 - General purpose word (Balcony, murmur, splendid)
- Tier 3 Words
 - Specialized words (Anthracite, shoal)

3rd Strategy: Text Dependent Questions

Questions that can only be answered by referring explicitly back to the text which is being read

Requires little common or background knowledge

Direct Modeling

E A E E

- **E**cho the question
- **A**nswer the question
- **E**vidence to support answer
- **E**xplain using the text

R A C E

- **R**estate the question
- **A**nswer the question
- **C**ite evidence
- **E**xplain



Text Dependent Questions Ensure
Readers Remain Faithful to and
Understand the Author's Views

Students may challenge views
using evidence

Progression of Text Dependent Questions

Opinions,
Arguments,
Inter-textual
Connections

Inferences

Author's Purpose

Vocabulary & Text Structure

Key Details

Basic Understanding

General Understanding

- Global questions
- May probe sequence, main idea or gist of a given passage

Key Details

- Text –Dependent questions
- Reader must pay attention to details
- Search for nuances in meaning
- Find supporting details for main idea
- Respond to questions that ask:
 - Who, What, How Many

Vocabulary & Text structure

- Questions focus on specific words or phrases
- Notice figurative language
- How does organization of text contribute to meaning?
- Bridge literal and inferential meanings
 - **Literal vs. Connotation (idea or feeling a word invokes)**

Author's Purpose


- The Point of View helps reader determine purpose
- Genre helps reader understand author's purpose
 - **Entertain, explain, inform, or persuade?**

Inferences

- Readers should know how to :
 - Probe each argument in persuasive text
 - Probe each idea in informational text
 - Observe how these build to a whole
 - Questions should allow students to consider the information that is provided and make informed guesses from the information provided

Opinions, Arguments, & Inter- Textual Connections

- Opinions, arguments, and inter-textual text dependent questions are often:
 - The questions teachers like to ask to generate discussion and personal connections
 - These questions are good follow up questions



Close Reading, Direct Instruction of
Vocabulary and Text Dependent
Questions

Help Students Learn Text Well and
Help Teachers Meet Common Core
Requirements