Three Key Strategies to Implement Common Core Standards

Close Reading, Vocabulary, and Text Dependent Questions
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

<table>
<thead>
<tr>
<th>Use Less of...</th>
<th>Use More of...</th>
</tr>
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<tbody>
<tr>
<td>- What</td>
<td>- Why</td>
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<td>- When</td>
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<td>- Where</td>
<td>- Suppose</td>
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<td>- Who</td>
<td>- Justify</td>
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<tr>
<td>- Which</td>
<td>- Example</td>
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</tbody>
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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- RealGoal
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**
- **Echo** the question
- **Answer** the question
- **Evidence to support** answer
- **Explain using the text**

**R A C E**
- **Restate** the question
- **Answer the question**
- **Cite** evidence
- **Explain**
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