

You Heard the Research...How Do We Use This as a Coach?

- 4-2-1 Free Write!



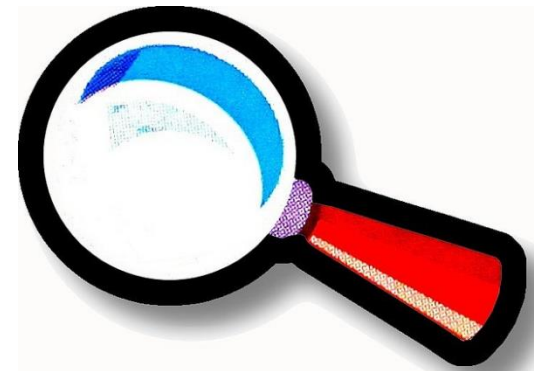
4 things you learned
Pair/share

2 things that impact you as a coach

1 new learning you will use as a coach

Features of Close Reading

- Short, complex passages
- Repeated reading
- Annotation
- Collaborative conversations about the text, including argumentation
- Text-dependent questions



Steps to Close Reading?

- Close Reading dives right in without any pre-reading activities

First Read...Key Ideas and Details

- **Scrape the surface in this reading, focusing on key ideas and details—reading for the gist**
- **Readers then discuss in small groups or with pair/share partners**
- **This discussion allows checking for understanding of what was read as the teacher monitors**



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Second Read...Craft and Structure

- This time, the reader digs a little deeper
- Rereading a paragraph or chunk focusing on text features, organizational patterns, and content vocabulary the author included
- Normally, one or more text-dependent questions will guide the second reading



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Third Read...Integration of Knowledge and Ideas

- **This read requires the reader to synthesize and analyze information**
- **Readers record their thinking in writing**
- **Seeing the reader's thoughts in writing is the best way to assess whether the reader has a thorough understanding of the text**



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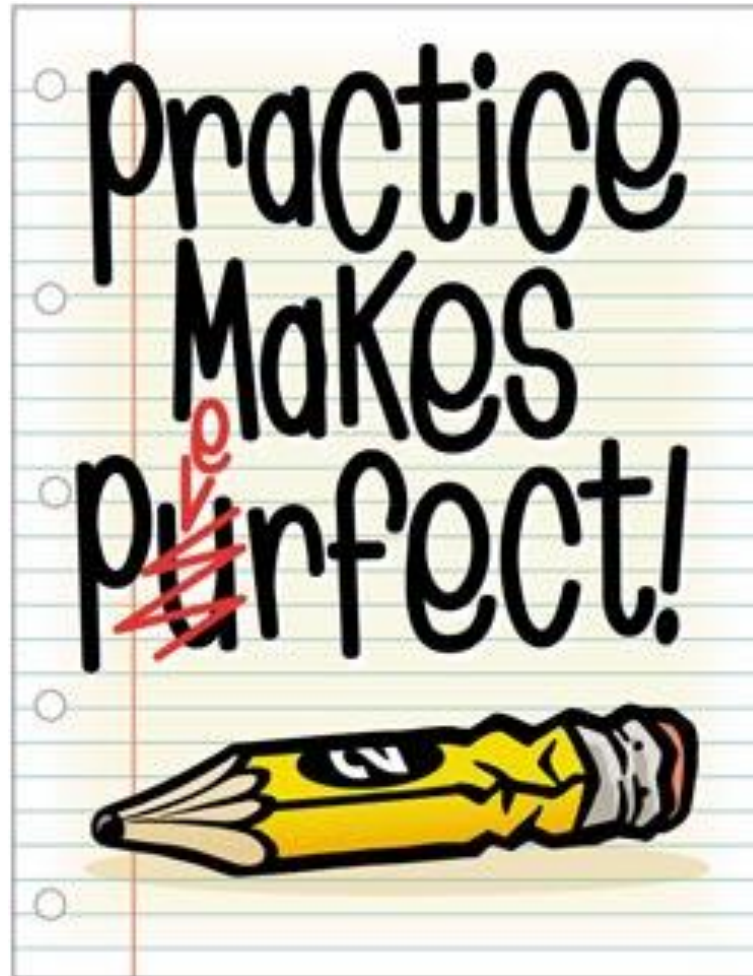
What Text Works Best?

- Short, complex passages for practice
- Text that has clear main ideas and supporting details
- Text that has conventional sentence structure and grammar
- Text that requires minimal background knowledge for success
- Text that offers new ideas that will help readers gain a deeper understanding of the text

Relationship Between DOK and Types of Text-Dependent Questions

- What does the text say?
- General understanding, key details—levels 1,2
- How does the text work?
- Vocabulary, structure, author's craft—levels 2,3
- What does the text mean?
- Author's purpose, intertextual connections—levels 2,3,4
- What does the text inspire you to do?
- Opinion with evidence or argument—levels 3,4

Let's Try It!



Words as Free as Confetti

by Pat Mora

- Read 1—read for the gist
- Pair/share discussion

Read 2

- Vocabulary—
- What is the tone of the piece? How do we know? Point out specific words or phrases.
- Structure—
- What is confetti? How does the idea of “confetti” reappear in the lines of the poem?
- Author’s Craft—
- Find similes in the poem. How does the author use similes to make her poem more vivid?

Read 3

- Author's Purpose—
- Does the author think of words as a good or bad thing? How do you know? Use specific lines from the poem to inform your thinking?
- Intertextual Connections—
- Imagine this poem without the use of Spanish words and phrases. How would the meaning of the poem change? Why?

Opinion with Evidence or Argument






- Do you think words can set you free as Mora suggests in the poem? Using evidence from this text, write an argument for or against the power of words. Do they really have the ability to do everything Mora says they do? Be sure to support your claims with specific details.



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RigorMeter

	DIMENSIONS OF THINKING <i>What does the work require?</i>	COGNITIVE PROCESS <i>What should I think about?</i>	QUESTIONING TECHNIQUES <i>How do I get there?</i>	STUDENT WORK <i>How do I know I have arrived?</i>
	<ul style="list-style-type: none"> • DOK-Extended Thinking • RBT-Evaluating and Creating <p>This level requires investigation—time to think and process multiple conditions of the problem or task.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • put together elements and parts to form a whole, then make value judgments about the method? • create new meaning from existing documents, problems or ideas and present them? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • How would you test the...? • How else would you...? • How do you know...? • Propose an alternative to... • State a rule for... 	<ul style="list-style-type: none"> ✓ Create a debate over issues or concepts—consider pros and cons. ✓ Design a set of test questions that the teacher might give on the next exam. ✓ Review a book from someone else's perspective. ✓ Write recommendations for the best way to solve a math problem.
	<ul style="list-style-type: none"> • DOK-Strategic Thinking • RBT-Analyzing <p>This level requires strategic thinking such as reasoning and development of plans.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • break information into various parts to explore understandings and relationships? • present several solutions to problems and alternative endings to stories? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • What is the function of...? • What statement is relevant...? • What does the author believe...? • What is the relationship between...? • What statements are least important? 	<ul style="list-style-type: none"> ✓ Write a radio or television announcement or commercial. ✓ Write a proposal to solve an issue. ✓ Design an experiment for a specific research problem. ✓ Make a flow chart showing the critical stages of a piece of literature. ✓ Construct a graph to illustrate selected information.
	<ul style="list-style-type: none"> • DOK-Skill/Concept • RBT-Application <p>This level requires the use of information, conceptual knowledge, and procedures—two or more steps in solving problems or addressing issues.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • use the information in another situation? • construct meaning from oral, written and graphic communication? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • What actions would you take to...? • Tell what would happen if...? • Tell how much change there would be... • Identify the results of... • Choose the best statements that apply... 	<ul style="list-style-type: none"> ✓ Identify and summarize the major events in a narrative poem. ✓ Describe the cause and effect of a historical event. ✓ Formulate a routine problem given data and conditions. ✓ Solve routine multiple-step problems.
	<ul style="list-style-type: none"> • DOK-Recall • RBT-Remembering <p>This level requires the recall of facts, information or procedures.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • retrieve relevant knowledge from long-term memory? • recall dates and facts? • list elements of literature? • locate people, places and things? • describe processes or steps? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • Who is the...? • Where is the...? • What is the best one...? • State in your own words... • Explain what is meant by... • Show in a graph... 	<ul style="list-style-type: none"> ✓ Summarize a paragraph. ✓ Complete a worksheet. ✓ Draw a map and locate physical features. ✓ Write an acrostic poem. ✓ Complete an ABC book/dictionary. ✓ Retell an interesting part of a story. ✓ Make a word search from the text. ✓ Make a word scramble activity.

Coaching Resources

- <http://www.scholastic.com/teachers/top-teaching/2013/04/investigating-nonfiction-part-2-digging-deeper-close-reading>
- http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html
- http://www.isbe.state.il.us/common_core/pls/level2/html/close-reading.htm
- <http://www.readworks.org/>
- <https://newsela.com/>
- <http://tweentribune.com/>
- <http://www.nytimes.com/roomfordebate>
- <http://www.kellygallagher.org/article-of-the-week>