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School and Institute



INDEPENDENCE THROUGH EDUCATION

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Accessing Complex Text with Diverse Learners

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- What teaching routines support accessing complex text?
 - Close Reading Process
 - Coding and Annotation
 - Let's try it out - "Celebration of the Human Voice"
 - How can I support struggling readers?
 - Questions and Answers
-

What **words/phrases** do you associate with
complex text?



Complex Text:

“A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.”

- Partnership for Assessment of Readiness for College and Careers (2012)

Source:

https://parcc-assessment.org/content/uploads/2017/11/PARCCMCFELALiteracyAugust2012_FINAL.pdf

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What is Close Reading?

“Close reading is an instructional routine that promotes deep thinking as students reread and critically examine a text.” (Fisher & Frey, 2012)

According to M. J. Adams, as quoted in Appendix A of the Common Core State Standards, —To grow, our students must read lots, and more specifically they must read lots of “complex’ texts—texts that offer them new language, new knowledge, and new modes of thought” (CCSSI, 2010, p. 4).

Rationale: NYS Next Generation Standards

Reading Anchor Standards

PLEASE NOTE: For the grade level and grade band standards, RI and RL are included to show how the standard applies to either reading informational (RI) or literary texts (RL), or both (RI&RL).

Key Ideas and Details

- STANDARD 1:** Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- STANDARD 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- STANDARD 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

What should I consider?

- What background knowledge will students need?
- Will the text further my students understanding of the topic?
- What is familiar/novel about the text structure? sentence structure? phrases? words?



- What is the readability/ Lexile level of this text?
- How can I scaffold the text?

Figure 1: The Standards' Model of Text Complexity

- What aspects of the text will be difficult for my students?
- How can I increase student motivation to read this text?

Additional characteristics of Close Reading:

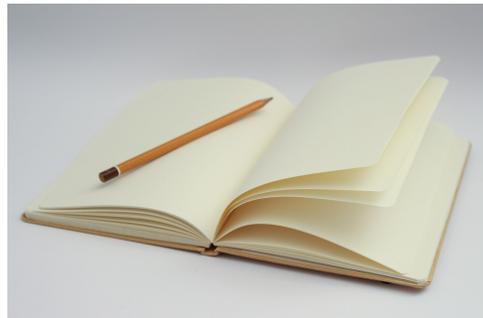
- Diving right into the text with limited pre-reading activities
 - Using short passages and excerpts
 - Reading more than once
 - Responding to text-dependent questions
-

Adapted from:

Fisher, D., & Frey, N. (2012). CLOSE READING IN ELEMENTARY SCHOOLS. *The Reading Teacher*, 66(3), 179-188. Retrieved from <http://www.jstor.org.ez-proxy.brooklyn.cuny.edu:2048/stable/23321277>

Annotating Text

- Introduce and practice the notations with shared text
- Use notations that are grade appropriate
- Emphasize CR as a way of “conversing” with the author



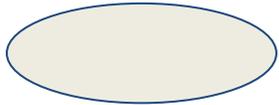
Annotating Text

Coding Text with Symbols

*

=

Important information



=

A word you don't know

!

=

Information that surprises/interests you

C

=

Place where you made a connection

?

=

A sentence that confuses you

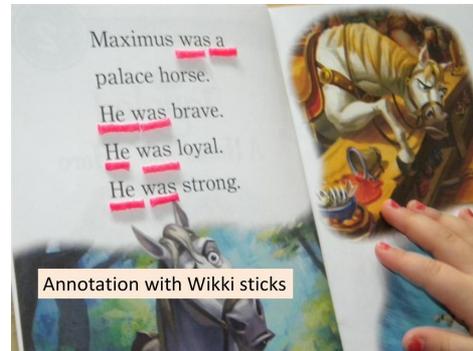
abc

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Key word or phrase

Phasing in annotation by grade:

Kindergarten - Use Wikki Sticks to underline key ideas in Big Books; use interactive writing to create notes collaboratively



1st - Continue above, and use Wikki Sticks in individual books

2nd - As you fade out Wikki Sticks, begin having students write notes in texts (or on post its). Continue to write notes interactively on enlarged text.

Annotating Text

3rd - Add on underlining important ideas and  key words and phrases

4th - Add on using (!) to denote ideas that surprise you; write single word comments in the margins

5th - Add (?) for question you have while reading and write the question in the margin; indicate examples with (Ex); write 2-3 word comments in the margins

6th - Draw an (→) when you connect an idea from the text to an experience outside the text or to another idea in the text.

The First Reading

Purpose: Understand the key ideas and details; determine what the text says.

ASK,

- 1) Nonfiction: What are the main ideas? How are those ideas supported by details?
- 2) Fiction: What are the story elements? What is the theme?

Teacher Tips:

- ❖ Set a purpose for reading before students read
 - ❖ Use Think-Pair-Share and listen to assess how students are grasping these aspects of the text.
-

Purpose: Identify aspects of craft and structure of a particularly **well crafted part or chunk** of the text that contains complex/novel ideas.

ASK,

How does word choice, sentence structure, figurative language and text structure support the author's message?

Teacher tips:

- ❖ Focus small group work around a text dependent question
 - ❖ Leave time for small groups to share their ideas
-

Purpose: Analyze and compare the text to gain deep understanding of selected text(s)

ASK,

Identify the reasons an author gives to support the key points of the text

Teacher tips:

- ❖ Have students use post its and/or graphic organizers to collect ideas.

Criteria for TDQs:

- Do the questions require the reader to return to the text?
 - Do the questions require the reader to use evidence to support his or her ideas or claims?
 - Do the questions move from text-explicit to text-implicit knowledge?
 - Are there questions that require the reader to analyze, evaluate, and create?
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Text Dependent Questions

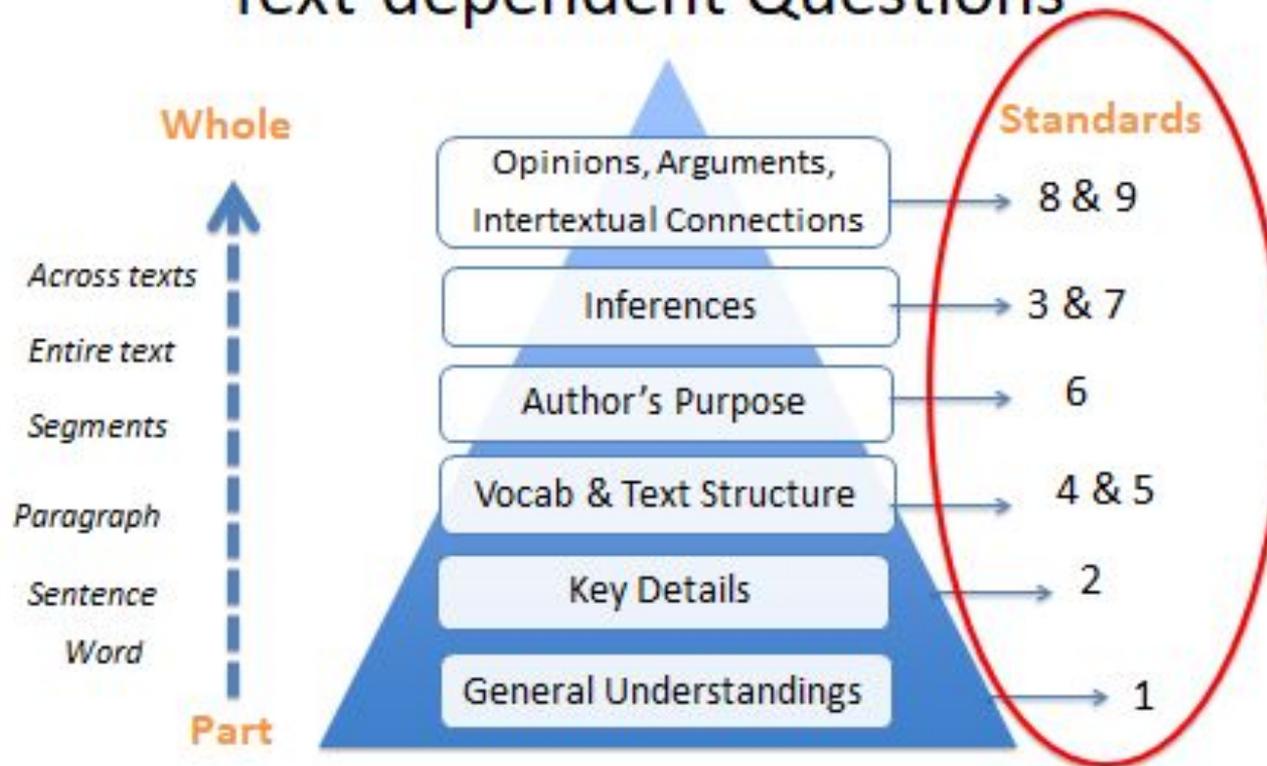
Which of these questions requires a reader to go back to text?

1. If you were present at the signing of the Declaration of Independence, what would you do? No
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain? Yes
3. How do you feel about the Declaration of Independence? No
4. What truths are “self-evident ” and why? Yes



Text Dependent Questions

Progression of Text-dependent Questions



“Celebration of the Human Voice”
by Eduardo Galaeno

Get those pencils ready to leave tracks of our thinking.



Let's Try it Out

- 1) Where does the story take place?
- 2) What is the problem and solution?
- 3) What is the tone of the passage? How do the details support the message?



- Pre-read the passage with student(s)
 - Close “read” a photograph/illustration
 - Teach mini-Lessons with targeted objectives
 - Use *Rewordify*, *NewsELA* to create or use leveled text on the same topic
 - Vary Assessments
 - Sentence Frames
-



Rewordify:

“Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure.”

becomes.....

“Eighty-seven years ago our fathers created on this continent, a new nation, understood/created in Freedom, and dedicated to the suggestion/possible plan of action that all men are created equal.

Now we are involved in a great (war between groups that all live in one country), testing whether that nation, or any nation so understood/created and so dedicated, can long last through/tolerate.”

Vary types of Assessment:

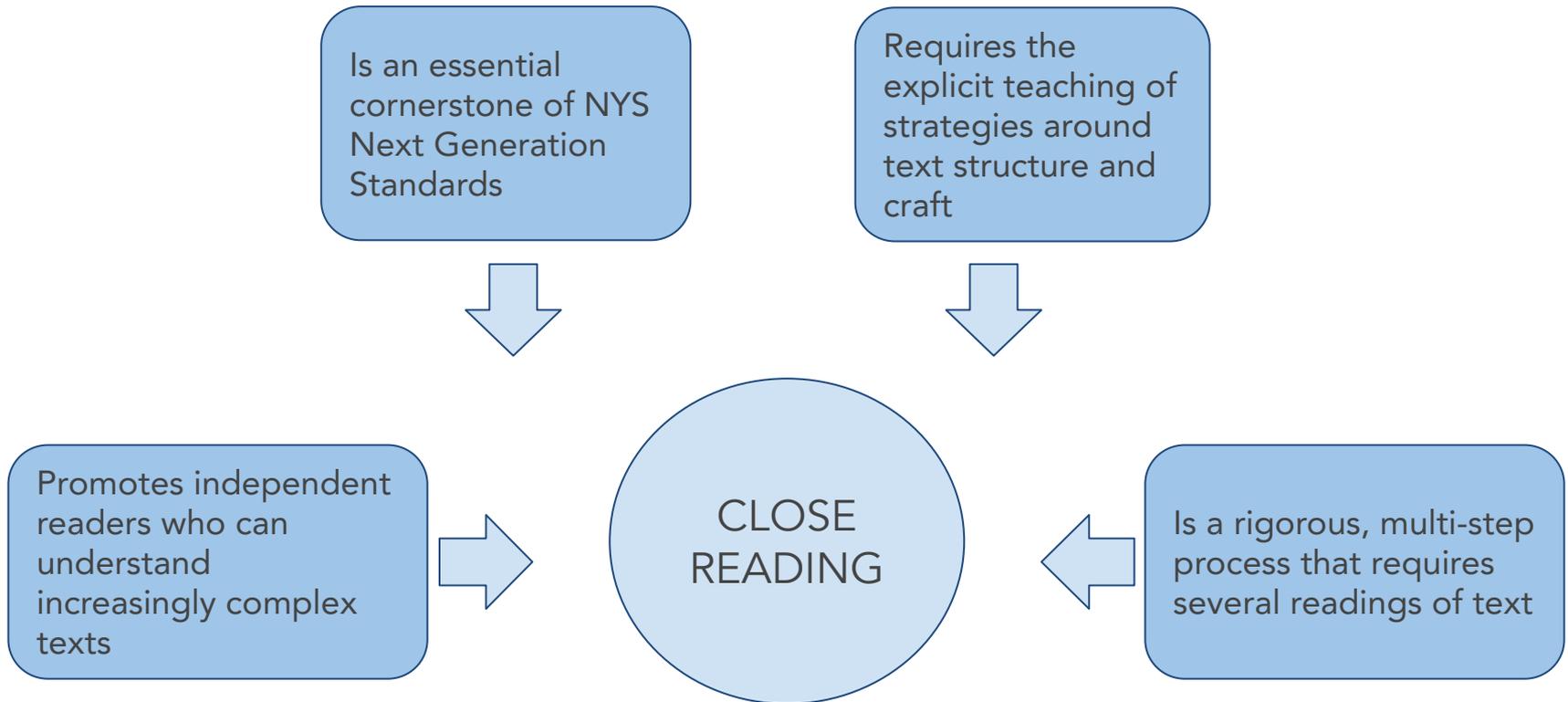
- Collaboratively created charts based on student ideas and observations
 - Reader's Notebooks and/or other written responses to text
 - Looking at student annotated texts
 - Quality of peer conversations
 - Permit electronic notations, i.e., Acrobat Pro
-

Scaffold using Sentence Frames

Language Prompts for Determining the Point of View of Nonfiction:

- When the author says ____ it makes me think he/she may believe...
- The author seems to be making the point that ... The sentence or words giving evidence of that point is ____
- If the author was debating this topic, his or her side might be _____. I think this because...
- The visual images in the article (photographs, illustrations, diagrams) are included to maybe make the reader think or feel _____. Therefore, the point of view might be...
- When the author uses words like _____, _____, and _____, this tells me he/she might feel _____ about the subject.
- If the central idea of the text is _____, then the author's point of view might be _____ because....

To Recap...



Websites:

<https://newsela.com/>

<https://rewordify.com/>

<https://www.nytimes.com/column/new-sentences?action=click&contentCollection=Magazine&module=ExtendedByline®ion=Header&pgtype=article>

Articles:

Burke, Beth. "A Close Look at Close Reading Scaffolding Students with Complex Texts." *Nieonline.com*, 2018, www.nieonline.com/tbtimes/downloads/CCSS_reading.pdf.

Fisher, D. and Frey, N. "Close Reading in Elementary School." *fisherandfrey.com*, 2012, https://s3-us-west-1.amazonaws.com/fisher-and-frey/documents/Close_Reading_Elem.pdf?mtime=20160813133938
