Supplemental Guide

How to Use the Close Reading Shift Kit

Illinois State Board of Education

2013

Supplementary Notes for How to Use the Illinois State Board of Education Close Reading Shift Kit

This supplementary guide is to be utilized in conjunction with the Close Reading Shift Kit designed by ISBE. The accompanying PowerPoint presentation was created to facilitate the process of explaining the components and uses of the kit.

As the shift kit is opened, the sections include: **Critical Direction, PowerPoints**, **Research,** and **Handouts**. Although it is encouraged to go through every item with a staff or individuals, the kits are designed for users to select sections that will best suit the needs of a school or district. This allows a professional developer, administrator, teacher leader, or teacher to differentiate their learning.

The **Close Reading Shift Kit** is designed for each resource section to stand alone. However, using all the items in each section provides a richer and deeper comprehension. Repetition of some ideas may appear.

A suggested starting point for all learners is to read the **Critical Direction** section which includes definitions and guidance from the International Reading Association.

Supplemental Guide on How to Use the Close Reading Shift Kit
Table of Contents

This guide serves as supplemental notes and questions that could assist a presenter or leader as they are sharing items and resources from the Close Reading Shift Kit provided by the Illinois State Board of Education. All notes and questions contained in this guide are also listed on the How to Use the Close Reading Shift Kit PowerPoint.

Illinois State Board of Education: Supplemental Guide for How to Use the Close Reading Shift Kit

Critical Thinking Works *Planning Text Dependent Questions*

Where to Begin

The range of familiarity and depth of understanding of each shift varies among educators. The kits have been designed to provide a facilitator leading individual teachers or an entire staff through the concepts of the shift in instructional practice. The content of the kit is not designed to give a list of strategies to employ or a checklist of practices that state what has been taught. Rather, it is the goal of the kit to define the shift in thinking and practice so that the true spirit and intentions of the CCSS and the College and Career Readiness Standards are reflected in classroom instruction.

The facilitator might begin by answering the following questions:

1. Are you responsible for facilitating a small grade level team or a large group?

2. What is the group's level of understanding or familiarity with Common Core State Standards?

3. Will you focus on one particular shift or discussion point within a shift and how will you determine what the critical information is to highlight?

4. What will be your approach to addressing or working through all the shifts?

5. How will you measure the understanding of participants' growth in knowledge?

The kits are designed for informational purposes only and not as an evaluation tool.

Suggested Outcomes for Classroom Teachers and Goals for Facilitators

Below are some key statements that participants should have as measured goals after working with a facilitator and the Close Reading kit. Participants should have the following critical understandings of the kit defined and clearly outlined for a strong knowledge base of close reading. It will be up to the facilitator to decide which portions of the kit will best express these for their particular group.

These outcomes for teachers are placed here to help guide the facilitator's use of the shift kit and understanding of the key ideas that need to be translated to participants.

The goal for the facilitator is to have all participants to agree to the following:

1. I understand the reader and task component of the text complexity model and how it applies to close reading.

2. I was able to view and/or practice modeling a close reading activity.

3. I have gained an understanding of key classroom practices associated with close reading that are aligned to the CCSS.

4. I understand the key areas of focus relating to close reading and writing lessons that engage students in the process and strategy.

5. I am comfortable with the knowledge I have gained from these facilitated meetings to begin the implementation into my everyday lesson/unit planning.

Critical Direction

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled "Literacy Implementation Guidance for English Language Arts" focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the English Language Arts College and Career State Standards. The summary of recommendations from the article for each area is as follows:

Challenging Texts:
Do not increase levels of texts used in reading lessons in K and 1st grade.
Instruction across the school year needs to involve students in the reading of text written at a variety of levels.
Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex texts in Kindergarten and 1st grade.

Foundational Skills:
Early systematic, and explicit teaching of the foundations reading skills is required.
During the K-2 years, teaching of all aspects of ELA should take place simultaneously and be coordinated.

Comprehension:
Engage students in reading high quality texts closely and critically.
Teach research proven reading comprehension strategies using gradual release of responsibility approaches.
Guide students to apply strategies when reading particularly challenging texts.

Vocabulary:
Study all strands of the Standards for references to vocabulary development.
Plan for vocabulary development across the school day in all subjects.
Provide instruction in word solving strategies as well as teaching individual words.

Writing:
Provide opportunities for students to write in response to reading across the curriculum.
Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.
Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

Disciplinary Literacy:
Involve content area teachers in teaching the disciplinary literacy Standards.
Teach students the literacy strategies that are pertinent to each discipline.
Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

Diverse Learners:
The CCSS require equal outcome for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.
Monitor student learning and provide adjustments and supplements based on that information.

Critical Direction (cont.)

Next in the Critical Direction tab is *A Primer On Close Reading* by Sheila Brown and Lee Kappes retrieved from http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1396&download

Close reading of text involves an investigation of a short piece of text, with multiple readings done over several instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text. Some of those aspects include key vocabulary and how its meaning is shaped by context, attention to form, tone, imagery and/ or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. The teacher's goal in close reading is to gradually release the responsibility of it to students. The idea is to move students from having the teacher model the strategies for students to where students employ the strategies on their own when they read independently.

After reading the article, the key questions should be discussed at length within a small or large group. This strategy is at the heart of the CCSS and is important for practitioners to know when and how to make use of it. Other articles and research will give additional information on implementation.

Key questions:

1. What is close reading of text and what are essential attributes?

2. How and for what purposes should teachers employ this strategy?

3. What is the role of background knowledge in reading comprehension and when should teachers activate or provide background knowledge?

4. What should teachers/district leaders consider as they prepare to implement close reading into regular practice?

Critical Direction (cont.)

The last section in the Critical Direction tab is titled *The Art of Close Reading* and it is made up of three sections. It is based on the work of Richard Paul and Linda Elder retrieved from www.criticalthinking.org.

The authors of this work engage the reader in understanding a term called impressionistic reading and how to avoid it. The authors also elaborate on reading reflectively and emphasizing substantive engagement of the mind with a special focus on questioning and analyzing.

According to the authors of the three parts of the *Art of Close Reading*, the questions listed should permeate through all close reading activities. The structural reading of how to read a sentence, a paragraph, a textbook and even a newspaper are identified and discussed in full detail.

Participants should discuss these ideas and identify practices along with types of questions that could be employed in texts they are using in their subject areas. Participants could develop lesson plans in a collaborative environment to begin integrating the questions and practices in their instructional plans.

Key Questions:

1. For what purpose are students reading the text?

2. For what purpose did the author write the text?

3. What systems of meaning are in the text?

4. What ideas can be interconnected within the text and beyond the text?

5. How does the structure of the text extend thinking?

PowerPoints

First listed are the Illinois State Board of Education PowerPoints for K-5 and 6-12.
The Illinois State Board of Education has developed a web page called the Professional Learning Series that houses several tools designed to assist with supporting professional development for the CCSS. Some of the presentations used in the shift kits are housed at the www.isbe.net website and are listed in the kit's table of contents. Included on the web page are facilitator guides and other supporting materials to accompany the PowerPoint presentations. To access these materials, click on the following link: http://www.isbe.net/common_core/pls/default.htm

Next listed is the Professor Timothy Shanahan PowerPoint, Professor at the University of Illinois, Chicago. This presentation must be downloaded from the link provided on Timothy Shanahan's title page in the shift kit.

After viewing Shanahan's PowerPoint, some discussion points might include:

1. Discuss the reading themes and categories that the CCSS and Shanahan have outlined in slides 5-9. How do these relate to close reading as it is defined on the subsequent slides?

2. Discuss or reflect on the slide titled "Why Did CCSS Go There?" (Slide 14). What rituals have taken over to which Shanahan may be referring? What types of activities could replace these?

3. Discuss or reflect on the pre-reading rules. How can these be incorporated into a text that is used regularly in a class?

4. Using the guide and the sample text, select another text to plan the first reading and multiple repeated readings what you know about close reading and the structure of the CCSS.

Research

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1st Article: Boyles, N. (2012). Closing in on close reading. *Educational Leadership*, 2012-2013, *70*(4), 36-41.
Key Question: What does it mean to bring this strategy into the classroom?

After reading the first article in this section, have a discussion with a small or large group centered around close reading as a practice. A key question is included but some other questions might include the following:

1. Define the term close reading as a strategy and what it means to employ this in a classroom in the context of the CCSS.

2. How will this strategy assist readers in your classroom with achieving deep comprehension?

3. What other practices will help you gain confidence and essentially enable students to independently make use of the close reading strategy?

4. As a group, choose a text you are working with today and practice writing some text dependent questions that follow the craft technique suggested by the author of article.

2nd Article: Dalton, B. (2013). Engaging children in Close Reading: Multimodal commentaries and illustration remix. *The Reading Teacher, 66*(8)*,* 642-649.
Key Question: How do inferring and technology connect with close reading?

After reading the second article in this section, have a discussion with a small or large group centered on inferring. How does this apply to close reading?   Some other questions might include the following:

1. How do you address inferring with your students?

2. Define close reading. If available, compare the terms across a nonfiction text and a visual sense as the author suggests on pg. 643 of her article.

3. If available, allow participants to locate the suggested Project Gutenberg ebook on a computer. Peruse the site and view the multimodal connections the student made using technology. www.gutenberg.org/files/19994/19994-h/19994-h.htm.

Research (cont.)

4. How could some of these multimodal suggestions assist you in the classroom with employing the strategy of close reading? Are there any listed that you may be willing to try? If so, which one(s)?

5. If you are in need of technological support, who in your district is available to contact? If there is no support, brainstorm ways to address this, such as forming a group on an as needed basis to answer questions for one another.

3ʳᵈ Article: Fisher, D. *&* Frey, N*.* (2012). Close reading in elementary schools*. The Reading Teacher, 66*(3), 179–188*.*
Key Question: How can close reading be applied to the elementary classroom?

1. What merits does close reading have to offer a student as he/she uses this strategy?

2. Readers of the article should answer the Pause and Ponder section of the article:
   - What components of close reading are evident in the classrooms and which could be added?
   - When does a text need frontloading or pre-teaching and when does it not?
   - What types of questions can teachers and students ask that require evidence from the text?

3. How can readers of the article engage students in the four habits suggested by Paul and Elder (2003) with a text they are currently using? As a small group, participants may try to write a short lesson plan using a text that is used in classrooms regularly.

4. Utilizing the figure and description of how to develop text dependent questions, participants design questions around a text that is appropriately complex for the level being taught.

4ᵗʰ Article: Lapp, D. (2012). Teaching students to closely read with texts: How and why. *International Reading Association E-ssentials.* doi: http://www.reading.org/Libraries/essentials/IRA-e-ssentials-8022-teaching-students-to-read-closely-lapp.pdf
Key Question: How and why do we teach students to closely read texts?

Other questions to consider for this article might be the following:

1. How can we best promote critical thinking through close reading?

2. Discuss the use of companion texts and their importance. How are they different than the use of themed texts?

3. Apply the tiered text set supported instruction outlined in the article to a current reading lesson. Reflect on the outcomes and possibly share with participants or another grade level member regarding its alignment to the CCSS.

Research (cont.)

5ᵗʰ Article: Morgan, D. N. and Rasinski, T. V. (2012). The power and potential of primary sources. *The Reading Teacher*, *65*(8), 584–594.
Key Question: How can infusing primary sources help students develop critical literacy skills?

Other questions that a small or large group may consider answering with the assistance of a facilitator may be the following:

1. The CCSS call for greater exposure to informational texts. After having read the definition of a close reading strategy from the other articles, how will working with primary sources serve as a way to meet the goal of critically analyzing text?

2. As a group or as an individual, answer the "pause and ponder" questions from the article.

3. Research the websites listed. Decide which materials from each site might be used in upcoming themes or units. Choose shorter texts to closely read and analyze as described in previous articles and PowerPoints.

4. Engage a small group or individuals at a grade level in the Take Action section of the article.

6ᵗʰ Article: Fisher, D. & Fry, N. (2012). Engaging the adolescent learner: Text complexity and close reading. *International Reading Association E-ssentials.*
http://education.ucf.edu/mirc/docs/Fisher_and_Frey_January_2012.pdf
Key Question: What factors make a text complex and how can close reading better equip students to understand complex texts?

A facilitator may consider using the next few questions with a small or large group to further discussion of the article:

1. Analyze a text you have recently used by gauging it against the components of text complexity: quantitative, qualitative, and the reader and task.

2. In what ways can the Question-Answer Relationship (QAR) best engage students when utilizing the close reading strategy?

3. In what ways can teachers adjust their practices to follow McRae and Guthrie's research?

4. How can educators infuse text dependent questions into a text tomorrow?

Handouts

The next section is Handouts.

The title of the downloaded article is Planning Text Dependent Questions retrieved from: www.criticalthinkingworks.com or http://criticalthinkingworks.com/?p=635#more-635

Text dependent questions are at the heart of the close reading strategy. These types of questions allow the reader to analyze the text structure or theme, and meaning of the author's craft and vocabulary. The questions can only be answered by having read the text and supported by evidence from the text. This handout provides teachers with a description of text dependent questions and examples as well as how to create text dependent questions.

Although the following is not included in the article, this is provided here for the presenter to share as a guide for planning text dependent questions if he/she chooses to participate in the culminating activity followed at the end of the article.

Discuss the following which was retrieved from the Student Achievement Partners website www.achievethecore.org in the Text Dependent Resources section. The suggested steps for creating text dependent questions are located in the How to Use the Close Reading Shift Kit PowerPoint.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

1. As in any good reverse engineering or "backwards design" process, teachers should start by **identifying the key insights they want students to understand from the text—keeping one eye on the major points** being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.
2. The **opening questions should** be ones that **help** orientate **students** to the text and be sufficiently specific enough for them to answer so that they **gain confidence** to tackle more difficult questions later on.
3. **Locate key text structures and the most powerful academic words** in the text that are **connected to the key ideas and understandings**, and craft questions that illuminate these connections.
4. Find the sections of the text that will present the greatest difficulty and **craft questions that support** students in mastering these sections (these could be sections with **difficult syntax, particularly dense information,** and tricky transitions or places that offer a variety of possible inferences).
5. The **sequence of questions** should not be random but **should build toward more coherent understanding** and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.
6. **Take stock of what standards are being addressed** in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).
7. **Develop a culminating activity** around the key ideas or understandings identified earlier **that reflects** (a) **mastery of** one or more of the **standards**, (b) **involves writing**, and (c) is **structured to be completed by students independently.**

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After reading the selection, the participants might discuss what changes they could make in their questioning techniques in order to develop text dependent questions.

Text dependent questions should be designed in a coherent sequence so as to gain deeper comprehension. Consider a taxonomy such as Bloom's or Webb's Depth of Knowledge. How can questions be created for a text that might include these research based comprehensive ideas but still maintain text dependency?

Allow participants to analyze their own textbooks and find examples of non-text dependent questions. Revise the questions to make them text dependent.

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Resources

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The final section of the kit is titled Resources. All kits do not have this section and it is not listed in the table of contents of the shift kit.

Dr. McClennen's Close Reading Guide By Dr. Sophia McClennen, Penn State University retrieved from: www.personal.psu.edu/users/s/a/sam50/closeread.htm

What are the major differences between reading and writing during a "close read?"

Close Reading Exemplar Tasks created by Student Achievement Partners. The website is located at www.achievethecore.org .

Select "Try This in Your Classroom" tab, select the Lessons tab on the left side of the screen, and then Close Reading Model Lessons on the right. Scroll and select one of the exemplar tasks at your grade level that fits your needs. Implement the multi-day lesson plan focusing on the strategy of close reading. Be reflective in the practices and tasks at the end of the unit and how instruction has changed. How can change be measured? Did the instructional tasks and assessments align to the CCSS? How might this affect your teaching in the future and your collaboration with coworkers?

Book Titles

Recommended readings to support the kit are the following:

- Beers, K. and Probst, R. (2013). *Notice and note: Strategies for close reading.* Portsmouth, NH : Heinemann.
- Brummett, B. (2010). *Techniques of close reading.* Thousand Oaks, CA: SAGE.
- Cummins, S. (2013). *Close reading of informational text: Assessment-driven instruction in grades 3-8.* New York, NY: Guilford Press.

Suggested uses for the selected books are:

- Begin a book study with a group.

- Start an independent study or become a teacher leader on a topic.

- Some books have study guides or podcasts from the authors available from the publishers—check out their websites!

- Share your knowledge—start a wiki, a newsletter or blog in your district.

Next Steps

Classroom Teacher Next Steps:

How will an educator know they are effectively implementing close reading to ensure instruction is reflective of the CCSS? What are some ideas that would assist an educator with the practice of close reading?

As teachers begin to transition the practice of close reading into the classroom, resources, collaborative conversations and unit planning will naturally evolve.   Some of the statements below will help guide classroom practitioner's thinking for the *beginning* stages of close reading implementation.

The statements below may also serve as a guide for administrators to assist teachers with implementation or with further professional development.

- I/We as a grade level team are setting consistent time aside to have collaborative discussions regarding ELA CCSS implementation.

- I/We as a grade level team have determined skills necessary to implement close reading. Resources are being gathered to create lesson plans.

- I/We have begun collecting a toolbox of resources of increased informational texts and poetry as emphasized by the ELA CCSS. Units and lessons are being created with close reading being utilized with nonfiction and literature texts.

- I/We have begun collecting or designing a toolbox of formative assessments to monitor student understanding of a variety of texts. Such formative assessments may include: simulations, Reader's Theater, learning logs, exit slips, manipulatives, etc.

- I/We understand the key areas of focus relating to close reading and writing lessons that engage students in the process and strategy.

- Students understand the term close reading and the process of multiple reads.

- Students are engaged in close reading in guided practice.

Administrator Next Steps:

At the beginning stages of implementation, it is highly recommended to provide ample professional development opportunities for teachers to become effectively trained and knowledgeable in the use of each of the shifts prior to evaluating their skill level.

Although the kits are for informational purpose only, the actual instructional shifts and teaching strategies learned will affect the practices seen on a day to day basis in the classroom for many practitioners. Logically, evaluation tools can begin to align with the practices and strategies as well. Since Illinois has adopted the Danielson Framework for Teaching Evaluation Instrument by

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Charlotte Danielson, certain framework statements begin to make connections to some of the shifts in practice.

When working with the beginning implementation stages of Academic Vocabulary Instruction, the statements above can be connected with some of the Danielson Framework statements. These are only given as suggested connections to the shift itself and not as guidelines for evaluative statements for teachers.

As administrators and teachers continue with the implementation of the Common Core State Standards, the Illinois State Board of Education is committed to continue supporting efforts through professional development tools and resources that can be found on the Professional Learning Series located at www.isbe.net . For comments or questions, please contact plscomments@gmail.com .

Danielson Connection to this Shift Kit

Targeted Domain →

Domain 1: Planning and Preparation	**Domain 2: Classroom Environment**
1a Demonstrating Knowledge of Content and Pedagogy	2a Creating an Environment of Respect and Rapport
1b Demonstrating Knowledge of Students	2b Establishing a Culture for Learning
1c Setting Instructional Outcomes	2c Managing Classroom Procedures
1d Demonstrating Knowledge of Resources	2d Managing Student Behavior
1e Designing Coherent Instruction	2e Organizing Physical Space
1f Designing Student Assessments	
Domain 4: Professional Responsibilities	**Domain 3: Instruction**
4a Reflecting on Teaching	3a Communicating with Students
4b Maintaining Accurate Records	3b Using Questioning and Discussion Techniques
4c Communicating with Families	3c Engaging Students in Learning
4d Participating in a Professional Community	3d Using Assessment in Instruction
4e Growing and Developing Professionally	3e Demonstrating Flexibility and Responsiveness
4f Showing Professionalism	

Source: The Danielson Group at www.danielsongroup.org