

# TeachFest Connecticut: Principals Academy

Choosing the Right Text, Asking the Right  
Questions

December 2, 2014





## Get to know your table and facilitators!

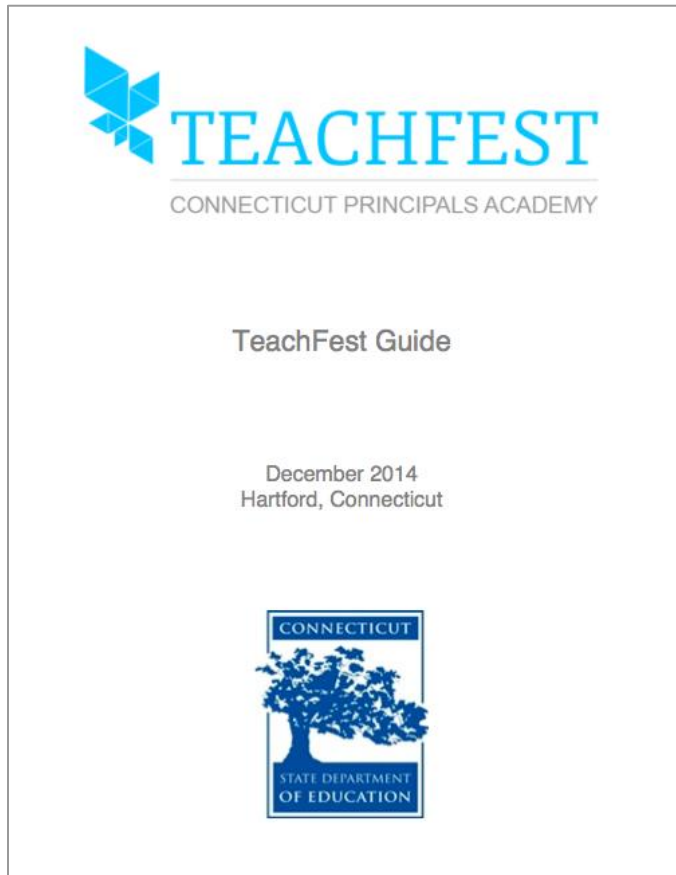


- Your name
- Your district, school, and position
- What are your burning questions for today's session on close reading?

## Our goals for Principals Academy

- 1) Build a shared understanding of the three shifts in the CCS, close reading, and text complexity & vocabulary
- 1) Experience our own “close reading” with a shared text
- 1) Analyze text complexity
- 1) Build a shared understanding of big takeaways in texts
- 1) Develop an understanding of text-dependent questions

# TeachFest Connecticut: Principals Academy Guides



[ctleaders.learnzillion.com](http://ctleaders.learnzillion.com)

## Table discussion

- What is your current experience with close reading?
  - How do you define it?
  - What does implementation look like in your school?
  - What successes have you or your teachers experienced?
  - What challenges or roadblocks exist?

# Note catcher

## Notes Template for Literacy Videos

We will watch four videos together at TeachFest as part of our process for learning about close reading and developing close reading lessons. Below is a note catcher so you can keep all your thinking in one easy to find place!

The Three Shifts in the Literacy Standards

Text Complexity and Vocabulary Analysis

Determining the Big Takeaway in a Complex Text

Writing text-dependent questions

© 2014 LearnZillion, Inc.

# The 3 Shifts of the Common Core State Standards in English Language Arts and Content-Area Literacy



## Why close reading?

**Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

# 5<sup>th</sup> grade Smarter Balanced item

## Golden Keys

A bunch of golden keys is mine  
To make each day with gladness shine.

"Good morning!" that's the golden key  
That unlocks every door for me.

When evening comes, "Good night!" I  
say,  
And close the door of each glad day.

When at the table "If you please"  
I take from off my bunch of keys.

When friends give anything to me,  
I'll use the little "Thank you" key.

"Excuse me," "Beg your pardon," too,  
When by mistake some harm I do.

Or if unkindly harm I've given,  
With "Forgive me" key I'll be forgiven.

On a golden ring these keys I'll bind,  
This is its motto: "Be ye kind."

I'll often use each golden key,  
And so a happy child I'll be.

1. The central theme of the poem is that manners are important. Write a paragraph explaining the key points that support this theme. Use details from the poem to support your response.
1. The poet organizes the poem into stanzas that have only two lines. Explain why the poet most likely divides the poem in this way. Support your answer with details from the poem.

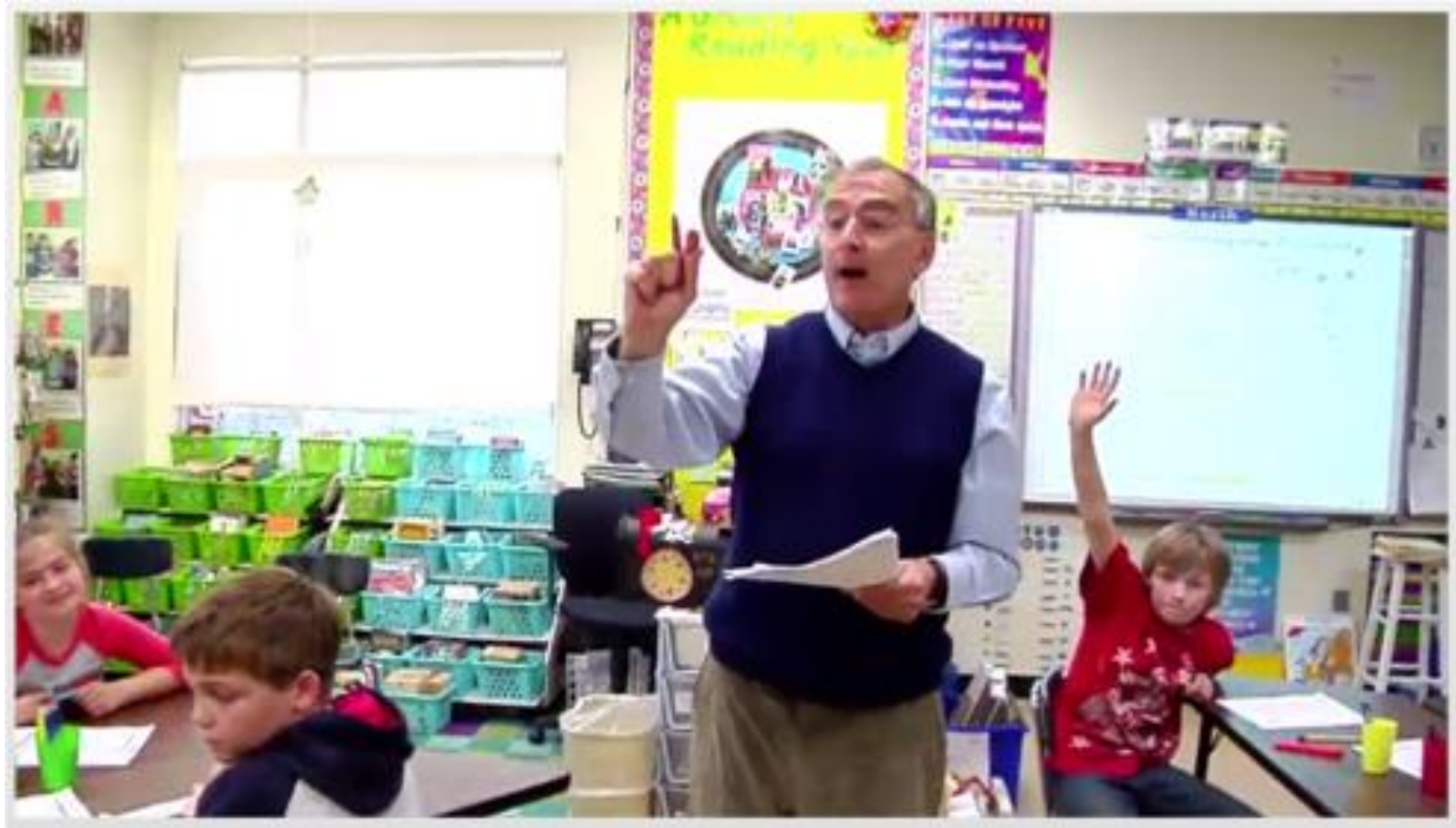
# Academic vocabulary found in just one passage on the NYS 6<sup>th</sup> grade test

- Imposing
- Harness
- Finesse
- Surge
- Glanced
- “comfort washed over me”
- Process
- Straddled
- Draperies
- Magnificent
- Transformed
- Breathtaking
- Cascaded
- Contrasted
- Imposing
- Ascent
- Ascend
- Descend
- Exhilarating
- Labored
- Constricted
- Exclamation
- Rasping
- Speck
- Glanced

# SAT Passage topics

- Burgess Shale
- Controversy surrounding question of earliest North American settlements
- Self Discovery via Early 20<sup>th</sup> Century Shakespearean Theatre Tour
- Integrity of Modern Film Remakes
- Sleep Research
- Role of Chinese American Women during WWII
- Honore de Balzac
- Controversy Surrounding the Architecture of the Getty Museum
- The Politics of Environmental Reporting

## How can close reading look in a classroom?



## Reflect on close reading in table groups

- What do you notice about close reading?
- What supports do you anticipate teachers will need to plan and implement close reading?
- What habits or mindsets may need to be incorporated?



## A common misunderstanding...

Close reading is the only thing we should be doing in class!



Close reading should be one of several strategies used to support students in tackling the CCSS.

# Analyzing Text Complexity and Vocabulary



# Table discussion

**Text Complexity: Qualitative Measures Rubric<sup>1</sup>**

**LITERATURE**

Text Title \_\_\_\_\_ Text Author \_\_\_\_\_

|                          | Exceedingly Complex   | Very Complex   | Moderately Complex  | Slightly Complex  |
|--------------------------|---|--|---|---|
| <b>TEXT STRUCTURE</b>    | <ul style="list-style-type: none"> <li><b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> </ul>  | <ul style="list-style-type: none"> <li><b>Organization:</b> May include subplot, time shifts and more complex characters</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> </ul>  | <ul style="list-style-type: none"> <li><b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li><b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> </ul>   | <ul style="list-style-type: none"> <li><b>Organization:</b> Is clear, chronological or easy to predict</li> <li><b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> </ul> |
| <b>LANGUAGE FEATURES</b> | <ul style="list-style-type: none"> <li><b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul> | <ul style="list-style-type: none"> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul> | <ul style="list-style-type: none"> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul> | <ul style="list-style-type: none"> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>                            |
| <b>MEANING</b>           | <ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>   | <ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>  | <ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>   | <ul style="list-style-type: none"> <li><b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>  |
| <b>KNOWLEDGE DEMANDS</b> | <ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li><b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>   | <ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores themes of varying levels of complexity or abstractions; experiences portrayed are uncommon to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>  | <ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>  | <ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>            |

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

- Was there anything surprising or confusing in the video?
- Did the qualitative elements of complexity make sense?
- How do you think this process of analyzing texts will impact the texts teachers choose to use?

Pages 12 & 13

## Our goals for Principals Academy

- 1) Build a shared understanding of the three shifts in the CCS, close reading, and text complexity & vocabulary
- 1) Experience our own “close reading” with a shared text
- 1) Analyze text complexity
- 1) Build a shared understanding of big takeaways in texts
- 1) Develop an understanding of text-dependent questions

## Why do we talk about texts?

- Demands of the new standards
- Deepen our own thinking
- Process new ideas, concepts, and understandings
- See text from new perspectives
- Get into the writer's brain – why did they make the choices they did?
- Move beyond being “plot- and fact-junkies”

# Read and annotate your shared text

C3 The Washington Post MONDAY, JANUARY 26, 2003

## KidsPost

**EVER WONDERED** how it snows?


**C**lumpkinshun" or "sambonshun" may sound like names for a poor big brother after he steals your truck and looks it with anger you don't like, but they are actually the names of clouds that most often bring snow.

Clouds are made of drops of water attached to foreign particles such as dust or pollen. When the temperature reaches 32 degrees or colder in a cloud, the droplets turn to small bits of ice. As the ice particles move through a cloud, they bump into other ice particles, creating snowflakes. When the snowflakes get heavy, gravity pulls them down. If it's cold enough below, they will hit the ground as snow.

It has snowed in every state, even Hawaii. But since it has to be cold to snow, it snows mostly in northern climates and places that are at high elevation. Elevation is how far above the sea a place is. Mount Rainier in Washington state has an elevation of more than 14,000 feet. It's the snowiest place in the United States, getting about 600 inches (about 17 feet) a year. In the area around Washington, D.C., it usually snows about 1 inch a year — although we've already had more than that this winter!

It is never too cold to snow, but prime snow conditions are often associated with milder temperatures. That's because very cold air is usually dry, meaning it doesn't contain much water. If there is no water in the air, there isn't as much to freeze as snow.

It's true that no two snowflakes are identical, but they are all hexagonal.



No two snowflakes are identical, but all have something in common: a hexagonal shape.

Most snowflakes are less than half an inch across, but some measure almost two inches. No one knows for sure how big snowflakes can be. (Can you imagine trying to measure all the snowflakes that fall in the world? That would be a big job!) A California physicist named Ken Libbrecht does study snowflakes, however. On his Web site ([www.snowcrystals.com](http://www.snowcrystals.com)), he encourages people to use a magnifying glass to check out flakes that fall on their sheets. He calls snowflakes "remarkably complex and beautiful structures."

For adults who don't get the day off when it snows, snow can be a pain. But you, snow can mean an school, shuffling and hot chocolate. And that is truly beautiful, isn't it?

—Maura E. McLaughlin

Page 24

### Speech on the Assassination of Martin Luther King

By Robert F. Kennedy

Delivered on April 4, 1968 in Indianapolis, Indiana

In April 1968, Robert F. Kennedy was running for President of the United States. His older brother, former President John F. Kennedy, had been shot and killed four-and-a-half years earlier in Dallas, Texas. While on the way to speak to a large, mostly African American crowd in downtown Indianapolis, Kennedy learned of the assassination of Martin Luther King, Jr. Many in the crowd had not yet heard the news, and Kennedy's staff worried that it could spark riots and violence. Kennedy delivered the following speech. While the news of King's death did result in rioting in cities across the country, Indianapolis remained relatively calm. Two months later, Kennedy himself was shot and killed in California.

Ladies and Gentlemen,

I'm only going to talk to you just for a minute or so this evening, because I have some — some very sad news for all of you — Could you lower those signs, please? — I have some very sad news for all of you, and, I think, sad news for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black — considering the evidence evidently is that there were white people who were responsible — you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization — black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand, and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion, and love.

For those of you who are black and are tempted to fill with — be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States. We have to make an effort to understand, to get beyond, or go beyond these rather difficult times.

My favorite poem, my — my favorite poet was Aeschylus. And he once wrote:

*Even in our sleep, pain which cannot forget  
falls drop by drop upon the heart,  
until, in our own despair,  
against our will,  
comes wisdom  
through the awful grace of God.*

What we need in the United States is not division, what we need in the United States is not hatred, what we need in the United States is not violence and lawlessness, but is love, and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King — yeah, it's true — but more importantly to say a prayer for our own country, which all of us love — a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times. We've had difficult times in the past, but we — and we will have difficult times in the future. It is not the end of violence, it is not the end of lawlessness, and it's not the end of disorder. But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

And let's dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world. Let us dedicate ourselves to that, and say a prayer for our country and for our people.

Thank you very much.

1 Boomhower, Ray E. (2008). *Robert F. Kennedy and the 1968 Indiana Primary*. Bloomington, IN: Indiana University Press.

Page 25

# Some things to annotate...

1

**Speech on the Assassination of Martin Luther King**  
By Robert F. Kennedy  
Delivered on April 4, 1968 in Indianapolis, Indiana

*address*  
In April 1968, Robert F. Kennedy was running for President of the United States. His older brother, former President John F. Kennedy, had been shot and killed four-and-a-half years earlier in Dallas, Texas. While on the way to speak to a large, mostly African American crowd in downtown Indianapolis, Kennedy learned of the assassination of Martin Luther King, Jr. Many in the crowd had not yet heard the news, and Kennedy's staff worried that it could spark riots and violence. Kennedy delivered the following speech. While the news of King's death did result in rioting in cities across the country, Indianapolis remained relatively calm. Two months later, Kennedy himself was shot and killed in California.

Ladies and Gentlemen,

I'm only going to talk to you just for a minute or so this evening, because I have some -- some very sad news for all of you -- Could you lower those signs, please? -- I have some very sad news for all of you, and, I think, sad news for all of our fellow citizens, and people who love peace all over the world; and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

*so obviously killed*  
Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black, considering the evidence evidently is that there were white people who were responsible you can be filled with bitterness, and with hatred, and a desire for revenge.

*what does this mean?*  
We can move in that direction as a country, in greater polarization -- black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion and good will.

*diff*  
For those of you who are black and are tempted to fill with -- be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed. he was killed by a white man.

*could not stand?*  
But we have to make an effort in the United States. We have to make an effort to understand, to get beyond, or go beyond these rather difficult times.

*what are the desires for?*  
My favorite poem, my favorite poet was Aeschylus. And he once wrote:  
Even in our sleep, pain which cannot forget  
falls drop by drop upon the heart,  
until, in our own despair, we despise the place, ancient and the  
against our will,  
comes wisdom  
through the merciful grace of God. + DRYDEN

*rule of 3*  
*contrast*  
7 What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love and wisdom, and

- Unfamiliar words
- Difficult concepts
- Background knowledge or cultural context
- Important ideas, takeaways, author's message
- Development of ideas and argument
- Relationships between ideas or elements
- Craft moves (structure, organization, metaphor, imagery, symbolism, tone, etc.)
- Vocabulary and word choice
- Use of rhythm and rhyme
- Use of illustration or other text features
- What does this text “scream” at you to teach?

Pages 6, 7, 8

# Guiding questions for text talks

## Guiding Questions for Text Talks

Use the questions below as a guide and jumping off place for exploring your text.

### Take your teacher-hat off:

- What sections or moments of the text speak to you? Why?
- What choices did the author make about introducing information or telling the story?
- What "craft moves" (e.g. structure, word choice, figurative language, etc.) stand out to you?
- How does the author develop ideas, arguments, or themes across the text?
- How does the author use words and phrases for effect? What other literary devices jump out at you?
- What or who in the text do you want to know more about?
- Are there parts where you needed to slow down or reread? What caused you to do this?
- Why did the author write this text in this way?
- What message, theme, or central idea do you take away from this text?

### With your teacher hat on:

- What is the big takeaway that you would want a student to understand after studying this text?
- Which parts of the text are the most challenging? Where will students struggle the most? Why?
- What questions are worth exploring further?
- What is left unsaid in the text? Why?
- What choices did the author make in the way that he/she introduced information and/or told the story? Why did he/she make these choices? What is their effect?
- What does the text simply "scream" for you to teach?
- As a reader, what do you gravitate towards in this text? What is most interesting to you? Why?
- What standards in your grade-level seem particularly well-suited to teach using this text?

© 2014 LearnZillion, Inc.

- Use these to jump start your conversation!



# Text talks make the qualitative features of a text clear

## Qualitative features

### Meaning/Central ideas

- central idea = pursue childhood dreams
- ↳ stated in intro
- ↳ implied from examples

### Prior Knowledge demands

- Practical Knowledge of careers → specific disciplines
- \* NO REFERENCES TO OTHER TEXTS INCLUDED

### Structure/organization

- Headings used - NAME PROFESSION
- Relates to central idea
- CHRONOLOGICAL ORDER
- Quotations included

### Language features

- Contemporary and conventional
- Familiar → Easy
- Career-focused words

### Vocabulary

|                | Less Time  | More Time   |
|----------------|--|---|
| In-Context     | <ul style="list-style-type: none"> <li>- Neurosurgeon (Tier 3)</li> <li>- Dyslexia (T3)</li> <li>- Semur</li> <li>- Jungle</li> </ul>              | <ul style="list-style-type: none"> <li>- Operates (Tier 2)</li> <li>- Pursue (T2)</li> <li>- Bookworm</li> <li>- Skyrocketed</li> <li>- Misbehaved</li> </ul> |
| Not in Context | <ul style="list-style-type: none"> <li>- Captivity (Tier 2)</li> <li>- Scholarships (T2)</li> <li>- TARZAN (T3)</li> <li>- Conservation</li> </ul> | <ul style="list-style-type: none"> <li>- Foundation (Tier 2)</li> <li>- Order (order of mammals)</li> <li>- Impression (T2)</li> </ul>                        |

- Qualitative features
  - Meaning/central ideas
  - Structure/organization
  - Prior knowledge demands
  - Language features
- Vocabulary
  - Words that demand more time
    - Can be determined in-context
    - Cannot be determined in-context
  - Words that demand less time
    - Can be determined in-context
    - Cannot be determined in-context

## What is the sequence of a text talk?



Pages 22 & 23

1. Start with the text
1. Examine the text through the lens of the qualitative rubric and vocabulary analysis
1. Record insights about text's complexity as a group



## Debrief questions

- How did the text talk and analysis change your thinking about the text?
- Did your understanding of text complexity shift?
- Any epiphanies?
- How do you see integrating this experience into supporting your teachers' practice for close reading?

# Considerations for selecting your text

## Guide to Selecting a Complex Text for Close Reading: 4 considerations

### 1. Consider text complexity

- Three measures of text complexity:
  - Qualitative
  - Quantitative
  - Reader & Task



- Hard words don't automatically mean that a text is complex! The difficulty of the words (readability) is just one measure of text complexity. A text can contain words that are easier to read and yet be complex due to its qualitative measures or due to the specific reader or task
- Become familiar with the levels of text complexity for your grade level band
- Become familiar with common texts within your grade level band
- Complex texts should stretch towards the higher end of the grade level complexity band to ensure that all students are given access to and are being taught how to comprehend grade-level texts. If a complex text is beyond a student's independent reading level, the teacher must use instructional scaffolds to ensure access to the text

*"Complex texts require a slower labor. Readers can't proceed to the next paragraph without grasping the previous one, they can't glide over unfamiliar words and phrases, and they can't forget what they read four pages earlier. They must double back, discern ambiguities, follow tricky transitions, and keep a dictionary close at hand. Complex texts force readers to acquire the knack of slow linear reading. If they rarely encounter complex texts, young students won't even realize that such a reading tack is a necessary means of learning. Unready students might be just as intelligent and motivated as the ready ones are, but they don't possess the habits and strategies needed to carry on."*

Mark Bauerlein, "Too Dumb for Complex Texts?" Educational Leadership, February 2011

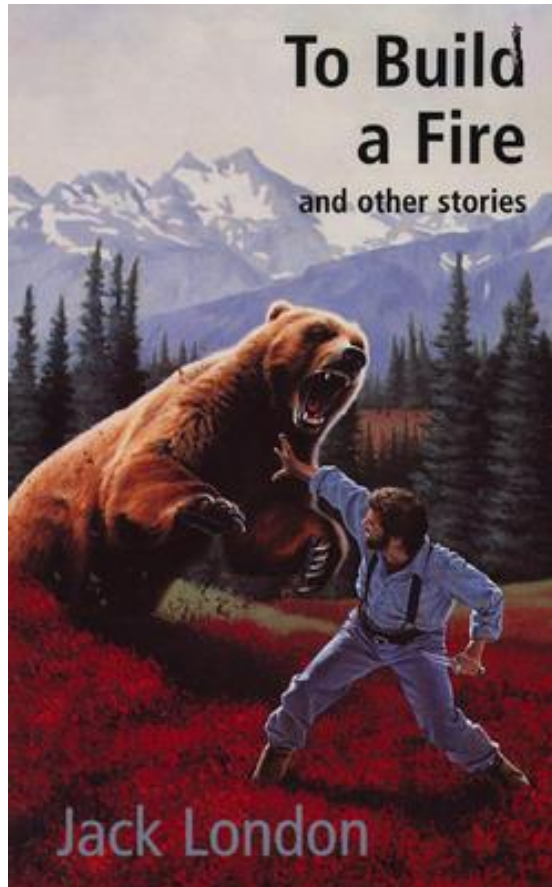
### A Balance of Three Measures of Text Complexity

| Measure                          | How Measured?   | Example   |
|----------------------------------|---|---|
| Qualitative                      | By an attentive reader:<br>Levels of meaning/purpose, structure, language conventionality and clarity, and knowledge demands. Emotional/age-appropriateness | Qualitative Measures Rubric for Literary and Informational text<br>Fountas & Pinnell Levels   |
| Quantitative                     | By computer software:<br>Readability measures including word and sentence analysis  | Lexile (see "Lexile Ranges" chart on the following page)<br>Fry<br>ATOS   |
| Matching Text to Reader and Task | By a skilled educator:<br>Considerations of reader and considerations of task   | Motivation<br>Knowledge<br>Experiences<br>Emotional/age-appropriateness<br>Purpose of Task<br>Complexity of Task<br>Complexity of Questions Posed |

© LearnZillion, Inc., 2014

Pages 3 & 4

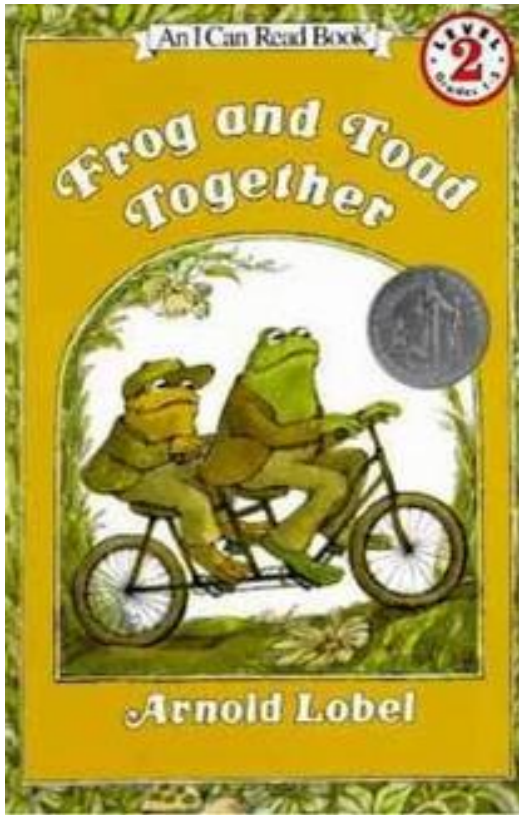
## A common pitfall...



I've taught this  
for thirteen  
years...I've got  
this...



## Another common pitfall...



I teach primary grades and the texts simply aren't rich enough to merit close reading.



## Our goals for Principals Academy

- 1) Build a shared understanding of the three shifts in the CCS, close reading, and text complexity & vocabulary
- 1) Experience our own “close reading” with a shared text
- 1) Analyze text complexity
- 1) Build a shared understanding of big takeaways in texts
- 1) Develop an understanding of text-dependent questions

# Planning for a Big Takeaway in a Complex Text

## Table discussion

### Qualitative features

#### Meaning/Central ideas

- Central idea = pursue childhood dreams
- ↳ stated in intro
- ↳ implied from examples

#### Prior Knowledge demands

- Practical knowledge of careers → specific disciplines
- \* NO REFERENCES TO OTHER TEXTS INCLUDED

#### Structure/organization

- Headings used - NAME PROFESSION
- Relates to central idea
- CHRONOLOGICAL ORDER
- Quotations included

#### Language features

- Contemporary and conventional
- Familiar → Easy
- Career-focused words

|                |  | Vocabulary   |  |
|----------------|--|--|--|
|                |  | Less Time  | More Time  |
| In-Context     | <ul style="list-style-type: none"> <li>- Neurosurgeon (Tier 3)</li> <li>- Dyslexia (T2)</li> <li>- Semur</li> <li>- Fundale</li> </ul>             | <ul style="list-style-type: none"> <li>- Usuari</li> <li>- Trophy</li> </ul> | <ul style="list-style-type: none"> <li>• Operates (Tier 2)</li> <li>- Pursue (T2)</li> <li>- Bookworm</li> <li>- Misbehaved</li> </ul> |
| Not in Context | <ul style="list-style-type: none"> <li>- Captivity (Tier 2)</li> <li>- Scholarships (T2)</li> <li>- TARZAN (Ts)</li> <li>- Conservation</li> </ul> |  | <ul style="list-style-type: none"> <li>- Foundation (Tier 2)</li> <li>- Order (order of memory)</li> <li>- Impression (T2)</li> </ul>  |

- As a group, determine the big takeaway in your shared text.
- What function does the “big takeaway” serve in planning a close reading unit?
- What challenges do you anticipate teachers will have with this part of the analysis?
- How might your support of content area teachers change?

## Our goals for Principals Academy

- 1) Build a shared understanding of the three shifts in the CCS, close reading, and text complexity & vocabulary
- 1) Experience our own “close reading” with a shared text
- 1) Analyze text complexity
- 1) Build a shared understanding of big takeaways in texts
- 1) Develop an understanding of text-dependent questions



Remember that thinking is invisible!



Ways to make thinking visible:

- Annotating text
- Keeping notes on stickies or in a notebook
- Writing about reading (short response, essay, book review, next scene, etc.)
- Sketching or drawing connections or ideas
- Discussing text

# Writing text-dependent questions

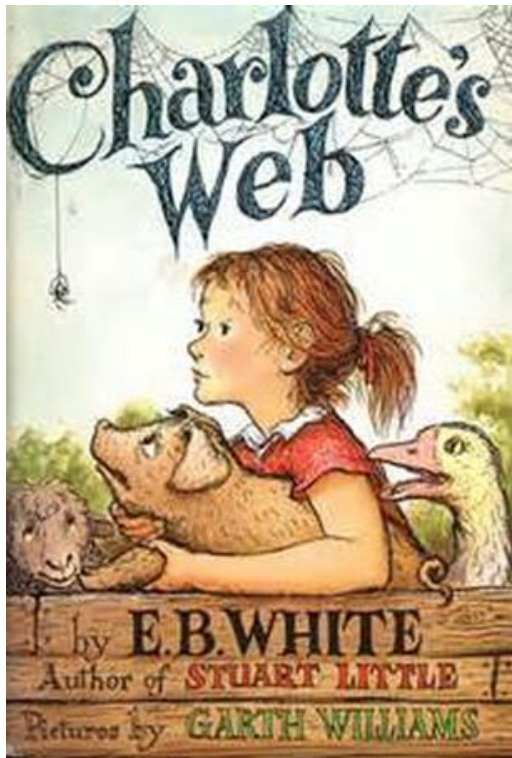
## Table discussion

**Qualitative features**

| Meaning/Central ideas  | Structure/organization   |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• central idea = pursue childhood dreams</li> <li>↳ stated in intro</li> <li>↳ implied from examples</li> </ul>     | <ul style="list-style-type: none"> <li>• Headings used - NAME PROFESSION</li> <li>- Relates to central idea</li> <li>• CHRONOLOGICAL ORDER</li> <li>• Quotations included</li> </ul> |   |
| Prior Knowledge demands  | Language features  |   |
| <ul style="list-style-type: none"> <li>- Practical Knowledge of careers → specific disciplines</li> <li>* NO REFERENCES TO OTHER TEXTS INCLUDED</li> </ul> | <ul style="list-style-type: none"> <li>- Contemporary and conventional</li> <li>- Familiar → Easy</li> <li>- Career-focused words</li> </ul>   |   |
| Vocabulary   |  |   |
| In-Context   | Less Time  | More Time   |
|  | <ul style="list-style-type: none"> <li>- Neurosurgeon (Tier 3)</li> <li>- Dyslexia (T3)</li> <li>- Senior JUNGLE</li> <li>- Ukari</li> <li>- Trophy</li> </ul>                       | <ul style="list-style-type: none"> <li>• Operates (Tier 2)</li> <li>- Pursue (T2)</li> <li>- Bookworm</li> <li>- Skyrocketed</li> <li>- Misbehaved</li> </ul> |
| Not in Context   | <ul style="list-style-type: none"> <li>- Captivity (Tier 2)</li> <li>- Scholarships (T2)</li> <li>- TARZAN (T3)</li> <li>- Conservation</li> </ul>                                   | <ul style="list-style-type: none"> <li>- Foundation (Tier 2)</li> <li>- Order (order of mammals)</li> <li>- Impression (T2)</li> </ul>                        |

- How do text-dependent questions support all readers in tackling complex text?
- What role do text-dependent questions play in supporting students with using evidence from the text?
- What do you anticipate will be the most challenging for your teachers in crafting TDQs?

## Transforming text-dependent questions



## Chapter 1: “Before Breakfast”

## Transforming text-dependent questions

What is Mr. Arable going to the hoghouse to do?



What does Mrs. Arable mean when she says “your father has decided to *do away* with it”?

RL.3.1, RL.3.3, RL.3.4

## Transforming text-dependent questions

What is  
the setting  
of the  
story?



Reread the sentence:  
“The grass was wet  
and the earth smelled  
of springtime.”

What does this detail  
tell you about the  
setting?

RL.3.1

## Transforming text-dependent questions

Why does Fern want to save the pig?



What does Fern mean when she says this is a “terrible case of injustice”?

RL.3.1, RL.3.3

## Transforming text-dependent questions

How big is the pig?



What does the word “runt” mean? What other words in the text tell you about the pig’s size?

RL.3.1, RL.3.4



## Engaging all students - what to listen and look for

The word runt means small. The pig is a runt because it's tiny.

Does not meet

The word runt means a very small and weak pig. The author uses the words small and weak to tell us about the pig's size.

Approaches

The word runt means the smallest pig in a litter, which is often weak and not worth keeping. Other words that the author uses to tell us about the size are "weak", "tiny", and "no bigger than a white rat."

Meets

## Transforming text-dependent questions



- Look at one of your group's “non-example” text-dependent questions.
- How might you transform it?
- Draft some alternative versions on chart paper.

# Guided Action Plan (GAP)

## GAP: Guided Action Plan for Choosing the Right Text, Asking the Right Questions

*The purpose of this document is to make a plan to ensure that your big takeaways from today's session make it into teachers' classrooms (and ultimately impact students).*

My role/title:

|   |  |
|---|--|
| <b>My strengths:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>  | <b>I want to learn more about:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>                               |
| <b>Who I will work with:</b><br><br><b>How I will start the conversation:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <b>When and where we will do the work:</b><br><br><b>To dos:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |
| <b>Quick wins:</b><br><br><b>To dos:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>                                      | <b>Barriers to success:</b><br><br><b>To dos:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>                |

- **Your role:** What is your title? Main responsibilities? How is this related to supporting teachers in improving learning opportunities for students?
- **My strengths:** What do you know about supporting teachers in close reading?
- **Who:** Individuals? Groups? Grade-alike or bands? Online or Onsite?
- **When and Where:** Be specific! Is there a room to reserve? A time set aside?
- **Quick wins:** Think about ways to score some "Quick Wins". Is there a teacher with great classroom management who could handle a different structure? A teacher with deep content knowledge who can help you analyze texts? What steps will you take to support those teachers?
- **Barriers to success:** (Don't worry! We'll brainstorm solutions!): What are the challenges you anticipate when supporting teachers in analyzing text complexity and planning close reading units? Be specific.

## Final reflection: Think, pair, share (Choose 2)

- What challenges do you anticipate in fully implementing close reading in your school?
- What ideas do you have for “quick wins” and overcoming barriers?
- What seems like the right next step for you and the teachers you support?

Continue your learning in 2015!

## **How to turn-key this workshop into powerful PD for your teachers: Bringing close reading into the classroom**

- **January 15th, 2015, 1:00pm-2:00pm**

## **Spotlight on Success**

- Date TBD

## **Look-fors in the classroom: Close reading lessons**

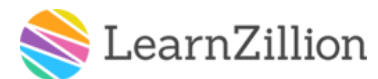
- **February 5, 2015, 1:00pm-2:00pm**

## **Spotlight on Success**

- Date TBD



Thank you!



# TeachFest Connecticut: Principals Academy

Choosing the Right Text, Asking the Right Questions

December 2, 2014

