Creating Independence!
Close Reading

Turn to a partner and take a few minutes to discuss Close Reading.

• Choose one word to describe Close Reading.
• Using your cell phone open a new text message window.
• You will send a text to this number- 37607
• Begin your text with the numbers 129710 and then type one word to describe Close Reading
• Example: 129710 deepening
Close Reading Includes

- Using short passages and excerpts
- Using limited pre-reading activity
- Focusing on the text
- Deliberate rereading
- Reading with a pencil
- Noticing things that are confusing
- Discussing the text with others
- Responding to text-dependent questions
- Used with more complex texts
Complex Text

Turn to a partner and take a few minutes to discuss factors that make a text complex.

• Choose one factor that makes a text complex.
• Using your cell phone open a new text message window.
• You will send a text to this number- 37607
• Begin your text with the numbers 129890 and then text one factor that makes a text complex.

• Example: 129890 vocabulary
Text Complexity

- Consider three factors:
  - Qualitative, quantitative, and reader and task considerations.
  - Word Sort- Divide your responses to the Poll everywhere into the 3 categories

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
<th>Reading and Task Considerations</th>
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Characteristics of Each

• Qualitative
  – Text structure
  – Levels of meaning
  – Vocabulary
  – Knowledge Demands

• Quantitative
  – Lexile
  – Number of syllables in words
  – Sentence length

• Reader and Task Considerations
  – Motivation
  – Prior Knowledge
  – Background knowledge
  – Experiences
What Makes Text Complex?

• Vocabulary
  – Academic and domain-specific terms
  – Tier 2 and 3 vocabulary
  – Dialect
  – Multiple meaning

• Syntax
  – Coherence- do events logically connect
  – Unity- focus on topic and not include irrelevant information

• Text structures
  – Organization
  – Flash backs

• Text features
  – Headings/subheadings
  – Signal words
Categories for Close Reading

• 3 major clusters of LAFS
  – (Language Arts Florida Standards)
• Key Ideas and Details-focus on the most important emphasis of the text
• Craft and Structure- focus on how the text works- vocabulary choices, text structure, or text features
• Integration of Knowledge and Ideas- focuses on how the text relates to other texts, media, or sources
• Take envelope working with a partner divide questions into each of the clusters.
## Question Sort

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Craft and Structure</th>
<th>Integration of Knowledge and Ideas</th>
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<tr>
<td>What is the key idea in this text?</td>
<td>How does the author’s choice of words, the tone of language, illuminate the author’s point of view on the topic?</td>
<td>What is the author’s point of view on the topic?</td>
</tr>
<tr>
<td>What event did the author include to show the reader the importance of the Gettysburg National Cemetery?</td>
<td>Explain what “a new nation conceived in liberty and dedicated to the proposition that all men are created equal” means?</td>
<td>Describe the connection between the first paragraph and the last paragraph of the speech.</td>
</tr>
</tbody>
</table>
Steps in Close Reading

- Distribute Gettysburg Address.
- Preview title and text features
The Gettysburg Address

The Gettysburg National Cemetery was dedicated by President Abraham Lincoln a brief four months after the Battle. Lincoln's speech lasted only two minutes, but it went into history as the immortal Gettysburg Address.

"Four score and seven years ago, our fathers brought forth on 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. We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate...we cannot consecrate...we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

It is rather for us to be here dedicated to the great task remaining before us...that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion...that we here highly resolve that these dead shall not have died in vain...that this nation, under God, shall have a new birth of freedom...and that government of the people...by the people...for the people...shall not perish from the earth."
Steps in Close Reading

• Preview title and text features
  – Picture
  – Terminology “Address”
  – Bold in quotation marks

• Number the paragraphs

• First Read- Key Ideas and Details
  – Read the entire text independently and as you are reading find the answer to the question, “What event did the author include to show the reader the importance of the Gettysburg National Cemetery?”
  – Mark the text with KI/D indicating where you found the answer
  – Discuss with your partner.
  – Purpose of first read- to independently integrate background knowledge with the text

http://www.online-stopwatch.com/large-stopwatch/
Reread paragraph 2 (or the first paragraph of the speech).

Focus on the Craft and Structure question and explain what “a new nation conceived in liberty and dedicated to the proposition that all men are created equal.”

Feel free to use any resource materials including your phone.

Share with a group of 4.

Be prepared to share your group’s most interesting observation with the whole group.

http://www.online-stopwatch.com/large-stopwatch/
Third Read - Integration of Knowledge and Ideas

• This read goes deeper.
• Reading for the Integration of Knowledge and Ideas
• Focus on synthesizing or analyzing the information from several texts - but for the sake of time we are focusing on just one text.
• In double groups - “Describe the connection between the first paragraph and the last paragraph of the speech.”
• Getting the ball rolling - 1 person in each group catches the ball and shares one connection then tosses the ball to the next group.
• Use discussion as a transition to writing
References


• Burke, B. (n.d.) A close look at close reading: Scaffolding students with complex text. Retrieved from
