

Close-Reading on the iPad

BHS Technology Inservice
August 2015



“Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension.”

--Nancy Boyles

Rationale for Close-Reading



Kansas College and Career Ready Standards For English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

1. Building knowledge through content rich nonfiction

Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K--5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6-12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, the Standards do require substantial attention to literature throughout K-12, as half of the required work in K-5 and the core of the work of 6-12 ELA teachers.

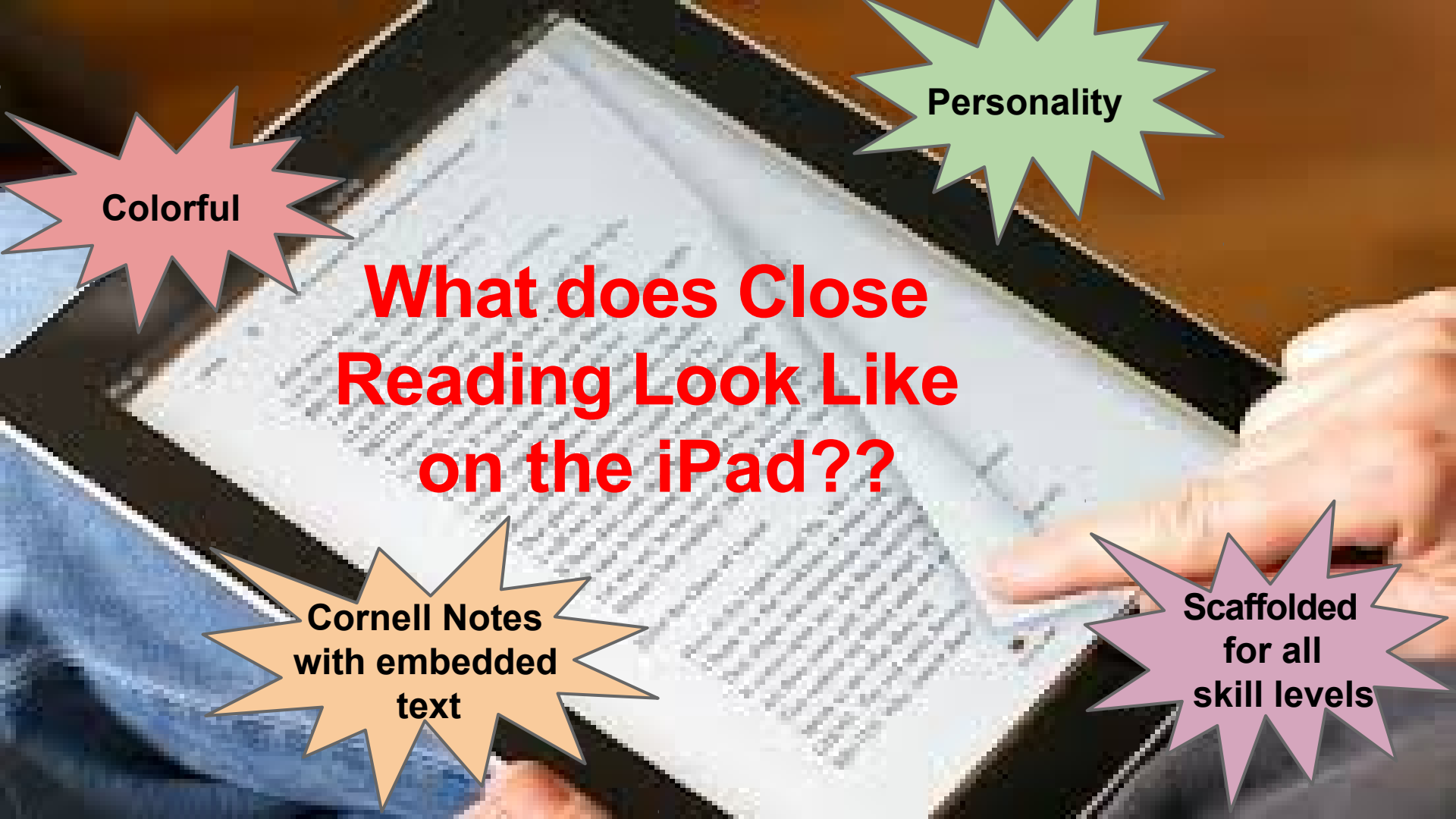
2. Reading, writing and speaking grounded in evidence from text, both literary and informational

The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well--defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text--dependent* questions, questions in which the answers require inferences based on careful attention to the text.

3. Regular practice with complex text and its academic language

Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college-- and career--level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).

A hand is holding a tablet that displays a document. The document has a table with several rows and columns. The background is a warm, brownish-orange color. There are four starburst shapes around the central text, each containing a feature of the document.

Colorful

Personality

What does Close Reading Look Like on the iPad??

**Cornell Notes
with embedded
text**

**Scaffolded
for all
skill levels**

Where do I find good articles?

Science

[Science Daily.com](http://ScienceDaily.com)
ScienceNews.org
Scientific American
BBC News Science and Environment
New York Times Science

Social Studies

NewYorkTimes.com
The Washington Post
The Week
NPR
The Los Angeles Times
Historical Thinking Matters
: Primary Sources

Controversial Issues

ProCon.org
Opposing Viewpoints
Resource Center

Current Events: Bundled by Topic

Actively Learn

Newsela

**Both websites have questions embedded within articles.

Article of the Week Websites

[Dave Stuart: Teaching the Core](#)
[Kelly Gallagher Article of the Week](#)

Convert text for iPad:

1. Email the pdf document to yourself
2. Click the printer icon and save document to your files as a pdf
3. Take a screenshot of the text with the iPad or computer (command, shift, 4)

Integrating Close-reading in the Non-English Classroom

Establish a Purpose for the Reading:

Explore essential questions through articles

Supplement the curriculum with real-world articles--embedded within units of study

Prepare students for a class-discussion over a specific topic

Prepare students for a research project or paper

Prepare students for an online discussion or blog

Prepare students for a debate over a controversial issue

Prepare students to write written reflections over the topic

Hook into text: Why does this text matter? How is the topic connected to your unit of study? Take a stance on the topic...Do you agree or disagree with...?



Assigning Strategic Annotations

Provide instructions for the reading centered around 3 core considerations.

What is the article saying?

predictions

main ideas

supporting details

paraphrase

summarize

vocab

inferences

conclusion

Literature Annotations:

How is the author saying it?

tone/diction

bias

structure

credibility

purpose

Do you agree/disagree?

prior knowledge

reactions

questions

response

<https://teachinghistory.org/teaching-guides/23554>

<https://sites.google.com/view/20190/strategies-for-close-reading>

<https://sites.google.com/view/20190/strategies-for-close-reading>

<https://sites.google.com/view/20190/strategies-for-close-reading>

<https://sites.google.com/view/20190/strategies-for-close-reading>

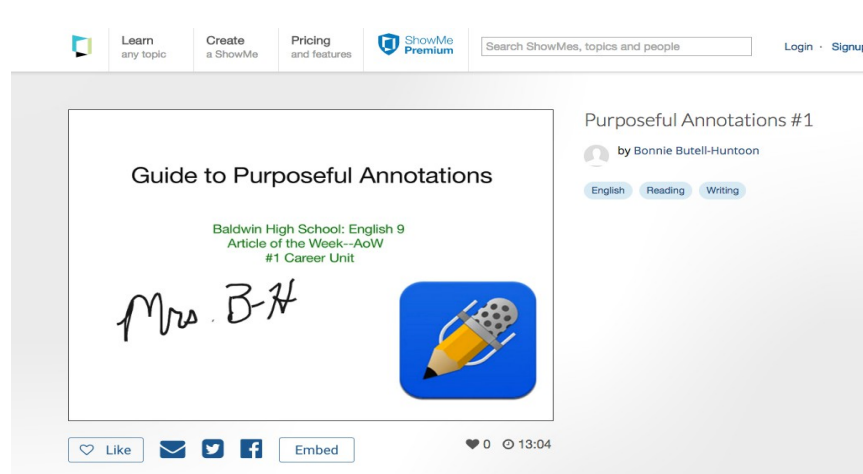
<https://sites.google.com/view/20190/strategies-for-close-reading>

<https://sites.google.com/view/20190/strategies-for-close-reading>

<https://sites.google.com/view/20190/strategies-for-close-reading>

Modeling How to Annotate

Model live during class using Notability
Demonstrate annotating in a flipped video
Provide student examples to discuss



Search Knowmia Video Tutorials

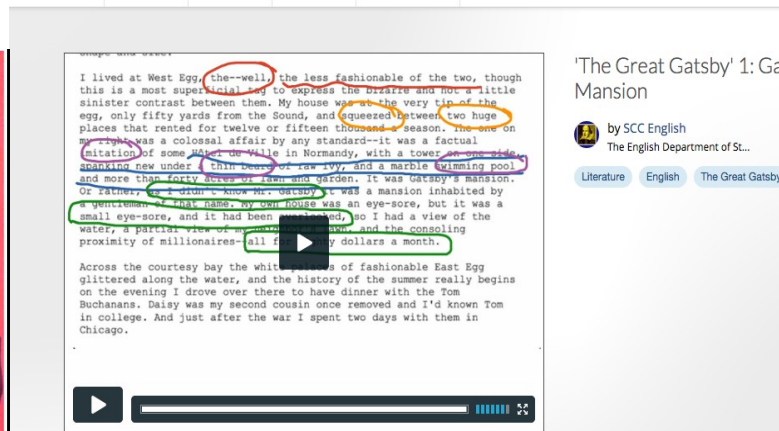
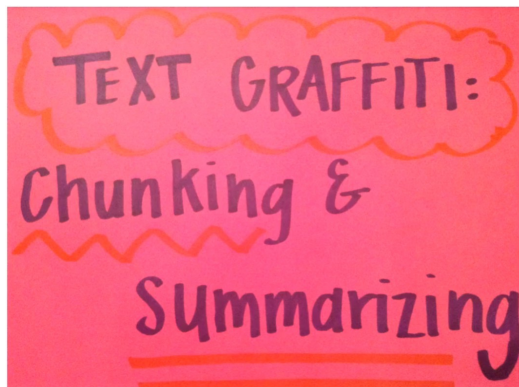
Lesson Evidence Based Claims and Critical Reading

Subjects: English > Writing Skills

Description: Introduction on critical reading strategies and claim statements.

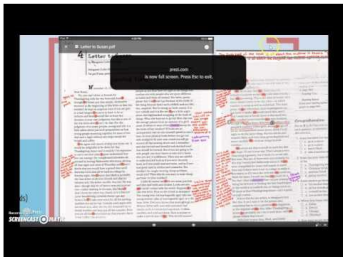
Critical Reading Strategies:
What do we do when we critically read?

1. Box title, make prediction
2. Trace and # paragraphs
3. Circle key words and phrases
4. Underline the claim (author's main argument)
5. Summarize each paragraph (briefly!)



[illegible]

Churchill's Speech



Articulating Rhetorical Effects for Rhetorical Analysis Essays

Examples borrowed from--Beth Priem,
(Tulsa Lang Experienced 2013): Yellow
Pages

Rhetorical Analysis of Author's Craft and Style

Flipped Classroom Videos:
Close Reading: part I and II
Close Reading: Non-fiction & Textbooks part III

The Holistic Critical Thinking Scoring Rubric - HCTSR

A Tool for Developing and Evaluating Critical Thinking

Peter A. & Noreen C. Facione

Strong 4 -- Consistently does all or almost all of the following:

- ✚ Accurately interprets evidence, statements, graphics, questions, etc.
- ✚ Identifies the most important arguments (reasons and claims) pro and con.
- ✚ Thoughtfully analyzes and evaluates major alternative points of view.
- ✚ Draws warranted, judicious, non-fallacious conclusions.
- ✚ Justifies key results and procedures, explains assumptions and reasons.
- ✚ Fair-mindedly follows where evidence and reasons lead.

Acceptable 3 -- Does most or many of the following:

- ✚ Accurately interprets evidence, statements, graphics, questions, etc.
- ✚ Identifies relevant arguments (reasons and claims) pro and con.
- ✚ Offers analyses and evaluations of obvious alternative points of view.
- ✚ Draws warranted, non-fallacious conclusions.
- ✚ Justifies some results or procedures, explains reasons.
- ✚ Fair-mindedly follows where evidence and reasons lead.

Unacceptable 2 -- Does most or many of the following:

- ✚ Misinterprets evidence, statements, graphics, questions, etc.
- ✚ Fails to identify strong, relevant counter-arguments.
- ✚ Ignores or superficially evaluates obvious alternative points of view.
- ✚ Draws unwarranted or fallacious conclusions.
- ✚ Justifies few results or procedures, seldom explains reasons.
- ✚ Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Weak 1-- Consistently does all or almost all of the following:

- ✚ Offers biased interpretations of evidence, statements, graphics, questions, information or the points of view of others.
- ✚ Fails to identify or hastily dismisses strong, relevant counter-arguments.
- ✚ Ignores or superficially evaluates obvious alternative points of view.
- ✚ Argues using fallacious or irrelevant reasons, and unwarranted claims.
- ✚ Does not justify results or procedures, nor explain reasons.
- ✚ Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- ✚ Exhibits close-mindedness or hostility to reason.

Evaluating Annotations

- Avoid checklist rubrics
- Focus on quality over quantity
- Evaluate the critical thinking
- Ignore flaws in handwriting
- Highlight insight
- Grade quickly

[See Slide 13--Dave Stuart as an example!](#)

Submitting the Assignment

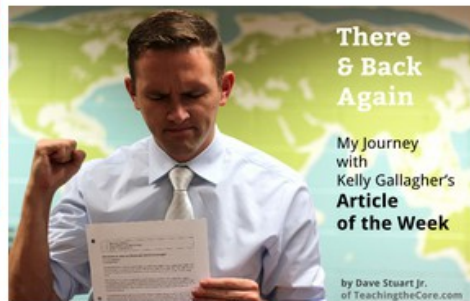
1. Students email pdf
2. Students submit to Dropbox
3. Teacher can quickly evaluate on iPad while walking around the room
4. Students can print assignment and turn in a paper copy

Questions?

Where can close-reading be incorporated into your curriculum?

There and Back Again: My Journey with Gallagher's Article of the Week Assignment

1.3k Shares September 27, 2014



Kelly Gallagher is a boss.

Before the Common Core were a twinkle in David Coleman's eye, Kelly introduced an assignment into his classroom called article of the week.

In the assignment, students read complex informational texts and responded to them in writing. That writing was nearly always a blend of the explanatory and argumentative modes,



Who am I? Kelly Freaking Gallagher. That's who.

~ Dave Stuart Jr.

AoW #1 – High School GPA & Future Income Name: _____

Directions:

- Complete the "Reading for Meaning" page.
- Annotate the article purposefully (use the margins to develop thoughts you'd like to expand upon in the reflection).
- Write a **well-developed They Say / I Say** response to the author's argument(s) -- **not** merely a summary article -- on your own sheet of paper (Guidelines on back sheet).

Guidelines:

- Clever title properly capitalized.
- Uses They Say / I Say template to fully develop both the author's and the writer's arguments.
- Appropriately leads into, blends, **parenthetically cites**, and discusses at **least** one quote or key statistic from the article.
- Explain each quote and discuss your reaction to it (agree or disagree).
- Concluding sentences.
- 250+ words, NEAT, LEGIBLE, NO DISTRACTING ERRORS.

How Will This Be Graded?

Reading			Writing		
4-5 Strong effort. Mature thinking is obvious. The student makes several margin notes, showing thoughtful interaction with the text. The student circles and defines unknown or challenging words. Margin notes show that the reader is asking questions, identifying main ideas, and connecting to the focus question. Reading for Meaning statements are supported or refuted with relevant evidence.	3 Adequate effort. The student interacts with the text, but may struggle to dig deep. The student may circle and define unknown or challenging words. Margin notes show that the reader is using some reading strategies to improve comprehension. Reading for Meaning statements are attempted.	2 Some effort. Interaction with the text is basic. Margin notes are there but do not demonstrate that the reader is thinking deeply about the text. Reading for Meaning statements are not all completed.	5 Outstanding effort. The student obviously proofed this paragraph, focusing on neatness and accuracy. Exceeds all requirements.	4 Good effort. The product is neat and legible. Meets all requirements.	2 Weak effort. The student only completed some of the task.
		0-1 Little to no effort displayed. Margin notes may be there, but not even attempted. Reading for Meaning statements are not attempted.		3 Adequate effort. The product is legible. Meets most requirements.	0-1 The student completed little to none of the task.
Total AoW Grade: _____/10					

Article of the Week...Revamped They Say I Say template

When it is effective...

- Find quality non-fiction articles
- Newsela.com
- Teach the reading strategies
- Model reading
- Provide exemplars
- Scaffolding skills
- Rubric/Assessment

Argumentative Template

"The general argument made by author X in her/his work, _____, is that _____. More specifically, X argues that _____. She/he writes, "_____." In this passage, X is suggesting that _____. In conclusion, X's belief is that _____.

In my view, X is wrong/right, because _____. More specifically, I believe that _____. For example, _____. Although X might object that _____, I maintain that _____. Therefore, I conclude that _____." *Graff*

- words like
blasted; de-
+ disappoint
for effort

Embrace Social Media and Humor

Twitter and Memes

voluntarily. Individuals may see the moral right and voluntarily give up their unjust position, but, as Kierkegaard reminds us, groups are more immoral than individuals.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have never yet engaged in a direct-action movement that was "well timed" according to the timetable of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "wait." It rings in the ear of every Negro with a piercing familiarity. This "wait" has almost always meant "never." It has been a tranquilizing thalidomide, relieving the emotional stress for a moment, only to give birth to an ill-formed infant of frustration. We must come to see with the distinguished jurist of yesterday that "justice too long delayed is justice denied." We have waited for more than three hundred and forty years for our God-given and constitutional rights. The nations of Asia and Africa are moving with jetlike speed toward the goal of political independence, and we still creep at horse-and-buggy pace toward the gaining of a cup of coffee at a lunch counter. I guess it is easy for those who have never felt the stinging darts of segregation to say "wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she cannot go to the public amusement park that has just been advertised on television, and see tears welling up in her little eyes when she is told that Funtown is closed to colored children, and see the depressing clouds of inferiority begin to form in her little mental sky, and see her begin to distort her little personality by unconsciously developing a bitterness toward white people; when you have to concoct an answer for a five-year-old son asking in agonizing pathos, "Daddy, why do white people treat colored people so mean?"; when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger" and your middle name becomes "boy" (however old you are) and your last name becomes "John," and when your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never knowing what to expect next, and plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness" — then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over and men are no longer willing to be plunged into an abyss of injustice where they experience the bleakness of corroding despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.

BOOM!

ROASTED!

Main Idea
of his racial
viewpoint



(Representative)

community. The man who's controlling the stores in our community is a man who doesn't look like we do. He's a man who doesn't even live in the community. So you and I, even when we try to spend our money in the block where we live or the area where we live, we're spending it with a man who, when the sun goes down, takes that basket full of money in another part of the town.

So we're trapped, trapped, double-trapped, triple-rapped. Anywhere we go we find that we're trapped. And every kind of solution that someone comes up with is just another trap. But the political and economic philosophy of Black Nationalism - the economic philosophy of Black Nationalism shows our people the importance of setting up these little stores and developing them and expanding them into larger operations. Woolworth didn't start out big like they are today. They started out with a dime store and expanded and expanded and then expanded until today, they're all over the country and all over the world, and they get to so-so's money. Now this is what you and I - General Motors is same way. They like they it is. It started out just a little rat race tune operation. And it expand-

Tweet Worthy
Quotes

