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DEVELOP MINDS...

DELIVER DREAMS

TEACH

TQRP – Common Core Webinar Training

January 14th, 2014.

Common Core State Standards Webinar Training: "Close Reading"

AGENDA

- CCSS 3 ELA/Literacy Shifts
- "Close Reading"…what & why?
- 5 simple "Close Reading" strategies
- References
- Q&A

Principles of the CCSS

Fewer - Clearer - Higher

- Aligned to requirements for college and career readiness
- Based on evidence
- Honest about time

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ELA/Literacy: 3 shifts

1. **Building knowledge** through **content-rich nonfiction**

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

3. Regular practice with **complex text** and its **academic language**

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Shift #1:
Building Knowledge Through Content-Rich Nonfiction

Building Knowledge Through Content-rich Nonfiction – Why?

- Students are required to read very little informational text in elementary and middle school.
- Non-fiction makes up the vast majority of required reading in college/workplace.
- Informational text is harder for students to comprehend than narrative text.
- Supports students learning how to read different types of informational text.

Distribution of Literacy and Informational Texts

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

Shift #2:
Reading, Writing and Speaking Grounded in Evidence From Text, Both Literary and Informational

Reading, Writing and Speaking Grounded in Evidence from Text: Why?

- Most college and workplace writing requires evidence.
- Ability to cite evidence differentiates strong from weak student performance on NAEP.
- Being able to locate and deploy evidence are hallmarks of strong readers and writers.

Sample Assessment Question

- *Pre-Common Core State Standards*

High school students read an excerpt of James D. Watson's *The Double Helix* and respond to the following:

James Watson used time away from his laboratory and a set of models similar to preschool toys to help him solve the puzzle of DNA. In an essay discuss how play and relaxation help promote clear thinking and problem solving

- *Common Core State Standards*

High school students read an excerpt of James D. Watson's *The Double Helix* and respond to the following:

By the end of this article, James Watson felt that "the answer to everything was in our hands."

What was the answer? What problem was Watson trying to solve? What steps or process did he use to discover the answer? What mistakes did he make along the way to his discovery? What was his response to this mistake?

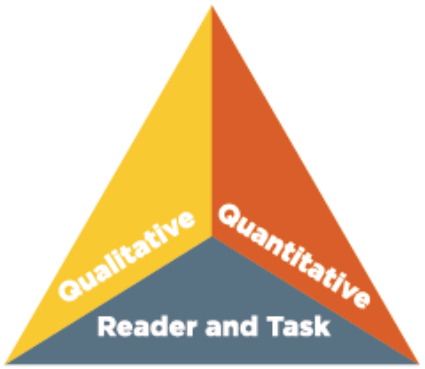
Shift #3:
Regular Practice with Complex Text and Its Academic Language

Regular Practice With Complex text and Its Academic Language: Why?

- Gap between complexity of college and high school texts is huge.
- What students can read, in terms of complexity, is greatest predictor of success in college (2006 ACT study).
- Too many students are reading at too low a level.
- Standards include a staircase of increasing text complexity from elementary through high school.
- Standards also focus on building general academic vocabulary so critical to comprehension.

Determining Text Complexity

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Which text is more complex?

Text 1

-
- Centripetal force and centrifugal force, action-reaction force pair associated with circular motion. According to Newton's first law of motion, a moving body travels along a straight path with constant speed (i.e., has constant velocity) unless it is acted on by an outside force. For circular motion to occur there must be a constant force acting on a body, pushing it toward the center of the circular path. This force is the centripetal (center-seeking) force. For a planet orbiting the sun, the force is gravitational; for an object twirled on a string, the force is mechanical; for an electron orbiting an atom, it is electrical. The magnitude F of the centripetal force is equal to the mass m of the body times its velocity squared v 2 divided by the radius r of its path: F=mv2/r. According to Newton's third law of motion, for every action there is an equal and opposite reaction. The centripetal force, the action, is balanced by a reaction force, the centrifugal (center-fleeing) force. The two forces are equal in magnitude and opposite in direction. The centrifugal force does not act on the body in motion; the only force acting on the body in motion is the centripetal force. The centrifugal force acts on the source of the centripetal force to displace it radially from the center of the path. Thus, in twirling a mass on a string, the centripetal force transmitted by the string pulls in on the mass to keep it in its circular path, while the centrifugal force transmitted by the string pulls outward on its point of attachment at the center of the path.

Text 2

•HAVE you ever let the words “centrifugal force” escape from your lips? Shame on you: you might as well have called it the “hocus-pocus force”. You are in good company, though. Scientists, engineers and, we confess, even New Scientist, sometimes let the c-word slip.

Why can't we help ourselves? It's all down to our subjective experience getting on top of our scientific judgment. Drive round a curve too fast and you feel as if you're being flung outwards. Turn right sharply, and your sunglasses slide off to the left along the dashboard. And if you enjoy fairground rides you will know that on the “sticky wall” you end up pinned against the inside of a vertical spinning drum as the floor drops away.

So, intuition aside, what's really going on? It's all down to Isaac Newton's laws of motion. Stationary objects, Newton pointed out, stay put, and moving objects travel forever with the same velocity unless some force acts on them.

As you round a bend, you may feel you are being flung outwards but in reality you are just trying to go straight on. Indeed, if you were pushed out of the car, gangster-movie style, while Newton hovered overhead in a police helicopter, he would see you continue in a straight line until you hit the ground.

What we should be talking about here is centripetal rather than centrifugal force. This name comes from the Latin words meaning “centre” and “seeking”. The centripetal force is what makes objects move in a circle. Our notional car, planes looping-the-loop, even planets moving around the Sun — they would all simply fly of at a tangent were it not for the force's inward pull.

What are the Qualitative Features of Complex Text?

- Subtle and/or frequent transitions
- Multiple and/or subtle themes and purposes
- Density of information
- Unfamiliar settings, topics or events
- Lack of repetition, overlap or similarity in words and sentences
- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Longer paragraphs
- Any text structure which is less narrative and/or mixes structures

What is Close Reading?

- Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

  (PARCC, 2011,p. 7)

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Close Analytic Reading

- Requires prompting students with text-dependent questions to unpack complex text and gain knowledge.
- Text dependent questions require text-based answers – evidence.
- Not teacher summarizing text, but guiding students through the text for information.
- Virtually every standard is activated during the course of every close analytic reading exemplar through the use of text dependent questions.
- Supports fluency

Why Close Reading?

- 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, 2011, p. 7)

5 Simple Strategies to help teach students how to critically read complex text

Strategies #1 and #2

1) Number the paragraphs in left hand margin
2) Chunk the text

Strategies #3 and #4

3) Underline and circle with a purpose

4) Left margin- “what is the author saying”?

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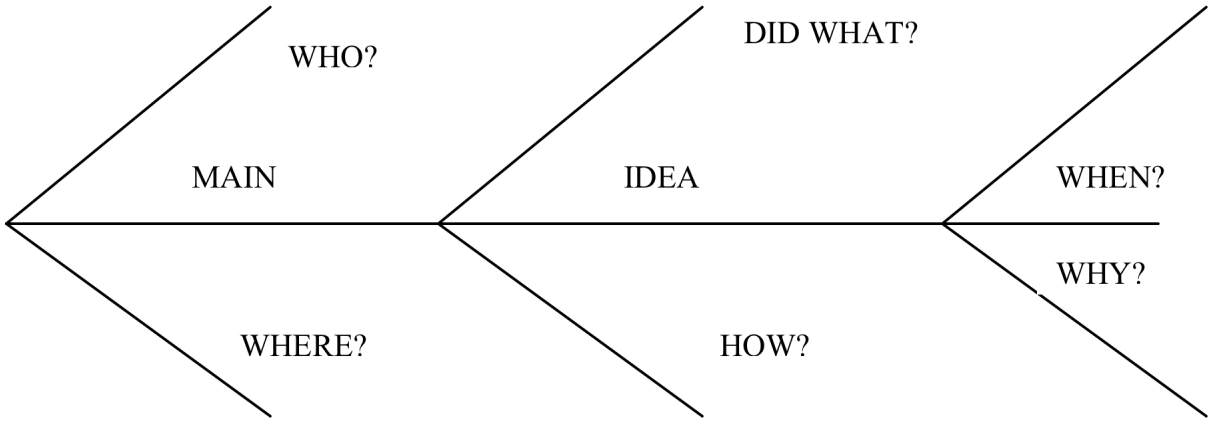
Herringbone Technique



1. The student can find the facts and place them into the diagram.
2. The student can construct a main idea from the facts.
3. The student is more active in a group discussion after using the herringbone diagram.

Strategy #5

5) Right margin- Dig deeper into the text

Here is what a completed "Article of the Week" might look like after a student has performed a close read of it:

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Article of the Week #6

Mark the text

1. Number each paragraph
2. Chunk: 1-3 / 4 / 5-6 / 7-8 / 9-11 / 12-13 / 14-15
3. Circle key terms
4. Underline the claims
5. Left margin: What is the author SAYING?
6. Right margin: What is the author DOING? (POWER VERBS)

Saying?

Doing?

What NBA Stars and Occupy Wall Street protestors have in common

Source: Paul Frymer and Dorian T. Warre, Bangor Daily News, November 2, 2011

Lebron has little in common w/ the 99%

1 LeBron James is as far as you can get from the 99 percent.

Contrasting Lebron James to the 99%

2 The NBA superstar is paid more than $16 million a year as a forward for the Miami Heat and has a $90 million contract with Nike. After his team lost the NBA finals to Dallas in June, he told griping fans to go back to the humdrum reality of "the real world," while he retreated to his recently purchased $9 million home in South Beach.

3 So James may seem to share nothing with the 99 percent — the Occupy Wall Street, in terms, the vast majority of American workers, who suffer in a culture of unabashed greed that has created a historic gulf of inequality between the richest Americans and everyone else.

Like the 99% but he is controlled by an owner

4 But he and the other NBA players have something important in common with the 99 percent. James is an employee of the Miami Heat. Despite his recent tweet hinting that he will try to join the National Football League if the NBA lockout continues, he finds himself, like most Americans, beholden to the owners and managers who control his workplace and industry. If the owners want to lock out the workers, or leave the country in search of greater profits, he — like American workers whose jobs have disappeared overseas — is left with few options. He is beholden to team owners who are not always upfront about their revenue and profits, and who are claiming a right to make more money without equitably sharing it with the workers who make the huge windfalls possible.

Comparing NBA players to the 99%

Players are accusing the owners of shady business

5 In the split between NBA players and owners, the players are voicing frustrations that may seem awfully similar to what the Occupy Wall Street protesters are saying. The players are accusing the owners — who keep recording yearly profits — a group while claiming hardship and the need for belt-tightening — of playing by different rules; avoiding public scrutiny; and benefiting from a range of insider deals, bailouts and protections without sharing the profits.

Explaining the issues between the NBA players + owners

Conflict over revenue split

6 At issue in this dispute is whether the league can impose a tighter salary cap on the teams, which would effectively lower the salaries of the players. The other major conflict is over how "basketball-related income" — which includes revenue from the sale of tickets, parking, food at concession stands, player jerseys and broadcast rights — will be split between players and owners. Until now, players got a slight majority of this revenue. This made sense, since it was superstars such as Michael Jordan and Magic Johnson, and now Kobe Bryant and LeBron James, who brought the league to new heights in popularity and profits. The owners, however, say it is unsustainable to maintain high salaries and existing profit margins. They want a 50-50 split of the basketball-related income.

7 The players have remained united and responded angrily to NBA Commissioner David Stern's initial threats of canceling the season. Dwyane Wade, James' teammate and one of the league's biggest stars, yelled at the commissioner in a heated meeting, saying: "You're not pointing your finger at me. I'm not your child." Steve Nash, two-time NBA most valuable player, questioned the owners' representation of their finances, tweeting, "Why are the owners unwilling to negotiate in

QUESTIONS

&

ANSWERS

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References

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Contact Information

Moseka Medlock

Common Core Success Coach

Teacher Quality and Retention Program

moseka.medlock@tmcfund.org

www.thurgoodmarshallcollegefund.org

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