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Literacy Challenges

- Will I have students who cannot read?
  - Even in middle school/high school?
- Will I have the materials I need?
- How can I help my struggling readers?
- What will I do with the brightest learners?
Literacy is a team effort. Ideal settings include:

- Regularly scheduled reading assessments as part of students’ educational experiences
- Student support teams that consider reading assessment information when determining student placement
- Expectation that English Language Learners (ELLs) use their first language when necessary to support literacy development in English and content area learning
- Weekly common planning periods focused on collaborative examination of student work
- Use of common writing rubrics to assess student work
- Teacher agreement by department or grade level to use common set of literacy strategies
Seeking Support

- Vertical alignment-high school and feeder middle schools
- Reading interventions for learners with targeted literacy needs
- Multilingual print resources and staff support
- Literacy Coach
- Teacher professional development

Adapted from *Taking Action on Adolescent Literacy* by Judith L. Irvin, Julie Meltzer and Melinda S. Dukes (2007) Association for Supervision Curriculum and Development
Getting Started

- Begin all classes with reading relevant to the day's work
- Establish a purpose for reading—with real world connections to content
- Carve out sustained silent reading time
- Build a classroom library (Scholastic Book Orders/Magazines)
  - Utilize technology to support reading and writing instruction and assessment
  - Provide reading materials at varying reading levels for units of study
Close Reading: A Literacy Strategy for all Content Areas
Close reading instruction in ELA

- literal meaning and symbolic meaning
- rhetoric
- structure, genre, archetypal themes and characters
- literary allusions
- comprehension strategies (traditionally taught only in elementary ELA classrooms)
What does comprehension look like?

- Understanding vocabulary
- Recognizing text features
- Building fluency
- Reflecting on the text message
- Responding to the text

Creating Meaning

With teacher modeling and student practice of close reading, students will learn to comprehend challenging text.
What is close reading?

“Close Reading – an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means.”

Tim Shanahan

National Literacy Advisory Board & Founding Director of the Center for Literacy-chair of the Department of Curriculum and Instruction, University of Illinois at Chicago
How is close reading taught?

- Using short passages or excerpts
- Focusing on details of the text – reading actively
- Annotating/highlighting text
- Rereading deliberately
- Discussing the text with others
- Responding to text dependent questions
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)
Reading for a Purpose

- The reader’s purpose
- The author’s purpose
- The result:
  - Deep understanding of text
  - Understanding systems of thought/patterns, author’s craft, sentence order, idea development
Science goal is to read and think like a scientist...

- What structures are found in the science textbook?
- How are science informational texts organized?
Close reading: What is hard about science reading?

What reading skills are required of scientists?

Article: “Reading in the Disciplines” Carnegie Foundation Publication
Reading like a Scientist

- scientific questions to investigate before reading
- connections between written text and visuals such as diagrams, mathematical figures, drawings, and photos
- text structures that emphasize cause and effect, sequencing, and extended definitions
- technical terms and abstract concepts
- function of an investigation & evaluating evidence presented
- links between data, findings, related research, and accepted theories

"Reading in the Disciplines: The Challenges of Adolescent Literacy", by Carol D. Lee and Anika Spratley, Northwestern University, pages 4-6.
What does this look like?

It will depend on the text you choose. There isn’t a step by step guide that can be duplicated for every text.

Every text does not require close reading, but a few consistent strategies can help students access difficult texts.
What does this look like?

Close Reading within a Common Core Lesson

Close Reading—a closer look
Reading like a Historian

**Sourcing**: Think about a document's author and its creation.

**Contextualizing**: Situate the document and its events in time and place.

**Close Reading**: Carefully consider what the document says and the language used to say it.

**Using Background Knowledge**: Use historical information and knowledge to read and understand the document.

**Corroborating**: Ask questions about important details across multiple sources to determine points of agreement and disagreement.

**Reading the Silences**: Identify what has been left out or is missing from the document by asking questions of its account.

“Thinking Like a Historian” by Sam Wineburg
Close Reading-High School History
Two classrooms

- FDR Speech
- Declaration of Independence
Where can I find complex reading material?
Tools to help guide students...

**Informational Reading**

**Title:**
The purpose of this text is to...

**Follow these directions:**
- Highlight headings in yellow.
- Underline the topic sentence in each paragraph in red pencil.
- Underline 3-5 key words in each paragraph in blue.

**Answering the questions:**
Write the question number next to the text evidence you used to answer the question. (Q1, Q2, Q3, etc.)

The main idea of this article is...

**Text features in the article:**
- headings
- photo
- caption
- bold words
- italics
- chart/table
- graph
- fact box
- comparison
- word box
- diagram
- Q & Answer

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**Close Reading**

**Title:**
The purpose of this text is to...

1. **Highlight the headings in yellow.**
2. **Read the text.**
3. **Think:** What is this text mostly about?
4. **Discuss:** Share your thoughts with your partner.

1. **Read the text again.**
2. **Underline the topic sentence in each paragraph in red pencil.**
3. **Circle 3-5 key words in each paragraph.**

3. **Go back to the text again, looking for evidence that will help you answer the questions.**
4. **Write the question number next to the text evidence you used to answer it.** (Q1, Q2, Q3, etc.)

The main idea of this article is...

The key details are...
In order to learn the content, you must focus on the objectives while reading and studying.

1. List the planets in the order in which they orbit the sun
2. Explain how scientists measure distances in space
3. Describe how the planets in our solar system were discovered
4. Describe three ways in which the inner planets and outer planets differ

VOCABULARY WORDS TO KNOW

Galileo
- astronomical unit
- light minute
- terrestrial planets

Quick Sketch and Notes
(This should be anything that will help you understand the objectives)

Guide-O-Rama

Sometimes teachers will prepare a written guide, a handout that shows students the way through a textbook chapter. This strategy does more than activate prior knowledge and set purposes for reading—it actually leads kids through the thicket of text, terms, charts, diagrams, and pictures step by step, while they are reading. Unfortunately, we too often create reading guides that are more like an outline of the textbook chapter, or a checklist of items we might include on the test later on. Sure, it is worthwhile to tell kids what counts, but that kind of list-guide misses the opportunity to coach, to model, and to have a mentoring conversation with young readers as they work.

That’s why we like the “Guide-O-Rama,” a funny name for a special kind of tool that combines a genial reading roadmap with a think-aloud written down. Sounds weird, we know, but here’s a sample. This one was designed to accompany the opening chapter of an Astronomy text.

Chapter Three Guide

<table>
<thead>
<tr>
<th>Page #</th>
<th>Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>111-113</td>
<td>Read this introductory section slowly and carefully. It sets up the big ideas you’ll need later.</td>
</tr>
<tr>
<td>112</td>
<td>When I was a kid I always wondered where all those goofy constellation names came from, and why so many of them don’t actually look like the crab or the spider or whatever they are named for. In fact, Big Dipper, I can see it, but Ursa Major (Big Bear)? Have you ever tried to spot Betelgeuse before? Do you think you could find it now, using the Orion’s belt key?</td>
</tr>
<tr>
<td>113</td>
<td>The diagram on the lower left is really helpful. The sidebar on the tilted on earth’s axis is a good reminder of how the seasons work, if you don’t remember.</td>
</tr>
<tr>
<td>114</td>
<td>So, will any of us live to see any perceptible change in the heavens during our lifetimes? How do you know?</td>
</tr>
</tbody>
</table>

http://ww2.bentonschools.org/
Professional Databases

- NC Wise Owl
- Barnes and Noble
- Lexile Framework
- Content-specific magazines, websites, books
- Use newspapers and classroom magazines for scaffolding lessons, but be careful that your selections are challenging if you use them for close reading.

<table>
<thead>
<tr>
<th>Text Complexity Grade Band in CCSS Standards</th>
<th>Current Lexile® Range</th>
<th>&quot;Stretch&quot; Lexile® Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2–3</td>
<td>450L–725L</td>
<td>420L–820L</td>
</tr>
<tr>
<td>4–5</td>
<td>645L–845L</td>
<td>740L–1010L</td>
</tr>
<tr>
<td>6–8</td>
<td>860L–1010L</td>
<td>925L–1185L</td>
</tr>
<tr>
<td>9–10</td>
<td>960L–1115L</td>
<td>1050L–1335L</td>
</tr>
<tr>
<td>11–CCR</td>
<td>1070L–1220L</td>
<td>1185L–1385L</td>
</tr>
</tbody>
</table>

- 50 Core Documents—Teaching American History
- STANFORD (SHEG) Close reading poster
- Why Historical Thinking Matters
THE BATTLE FOR SPECTRUM

The US armed forces still enjoy supremacy in the air, on land, and at sea. But maintaining control over the electromagnetic spectrum is now just as important as dominating these physical arenas and increasingly harder to do. Keeping communications, navigation, and precision weapons working requires winning a cat-and-mouse game of jamming and counter jamming.

LOW-POWERED CIVILIAN DEVICES

Insurgents on the ground use cell phones and other remote-control devices to detonate IEDs. Those signals can be shut down by vehicle-mounted jammers, but a jammer that doesn't target the right part of the spectrum won't work and may even interrupt the military's own communications.

RADAR JAMMING

To frustrate an enemy's radar, the US Navy relies on a jamming pod called ALQ-99. But it dates to the Vietnam War and has many failings, including an unruly frequency generator that can interfere with shipboard radars. The Navy's Next Generation Jammer won't be ready until 2020.

ON-GROUND AND GROUND-TO-AIR COMMUNICATION

Soldiers use the radio spectrum to coordinate attacks, to warn each other of ambushes, and to call in precision airstrikes. But these comms can be jammed by simple devices that flood the spectrum with electronic noise. The US military's ability to identify and take out jamming sources is still limited.

DIY MOBILE NETWORKS

Enemy forces with limited resources can dramatically improve communications by setting up simple, cheap repeaters to extend the range of mobile networks. The Army uses the aircraft-mounted, beyond line-of-sight Caesar jammer to intercept those communications and shut them down.

UNMANNED AIRCRAFT

In the past, insurgents have intercepted video feeds from UAVs using a program called SkyGrabber, and the US military has now begun encrypting these signals. It's also theoretically possible for a spoofing attack to give a drone the wrong GPS coordinates and allow enemies to commandeer the aircraft.

PRECISION WEAPONRY

To hit their targets, guided missiles and artillery shells require radar or GPS, and the latter can be jammed or spoofed. GPS was built to resist attacks by modulating information across a range of frequencies, but there are always new ways to attack it, including targeting the satellites themselves.
It is not that one close reading is better than the other, but it is important for schools to teach students to read like literary critics, historians, mathematicians, and scientists and to do so when the time is right – rather than teaching them to be close readers and to impose this single version of close reading on everything that they read, no matter how inappropriate.

TIM SHANAHAN
Additional Resources

- *Reading in the Disciplines: The Challenges of Adolescent Literacy. Final Report from Carnegie Corporation of New York's Council on Advancing Adolescent Literacy.* This 34 Page report addresses each content area with specific guidelines for literacy skills needed within the respective discipline.

- **Differentiated Instruction By Subject: Annenberg Learner**

- **Chris Tovani, Do I Really Have to Teach Reading? Content Comprehension Gr 6-12**
  This is a quick synopsis that offers great tips from her book by the same title. All things Tovani are gold!

- **Kyleen Beers, Reading Blog**
  award-winning educator and author of *When Kids Can’t Read/What Teachers Can Do; Notice and Note: Strategies for Close Reading; Adolescent Literacy: Turning Promise into Practice;* and *Elements of Literature*, the literature textbook read by the majority of middle school and high school students across the US.

- **7 Keys to Comprehension: LiveBinder**-pages upon pages of comprehension tools for teachers