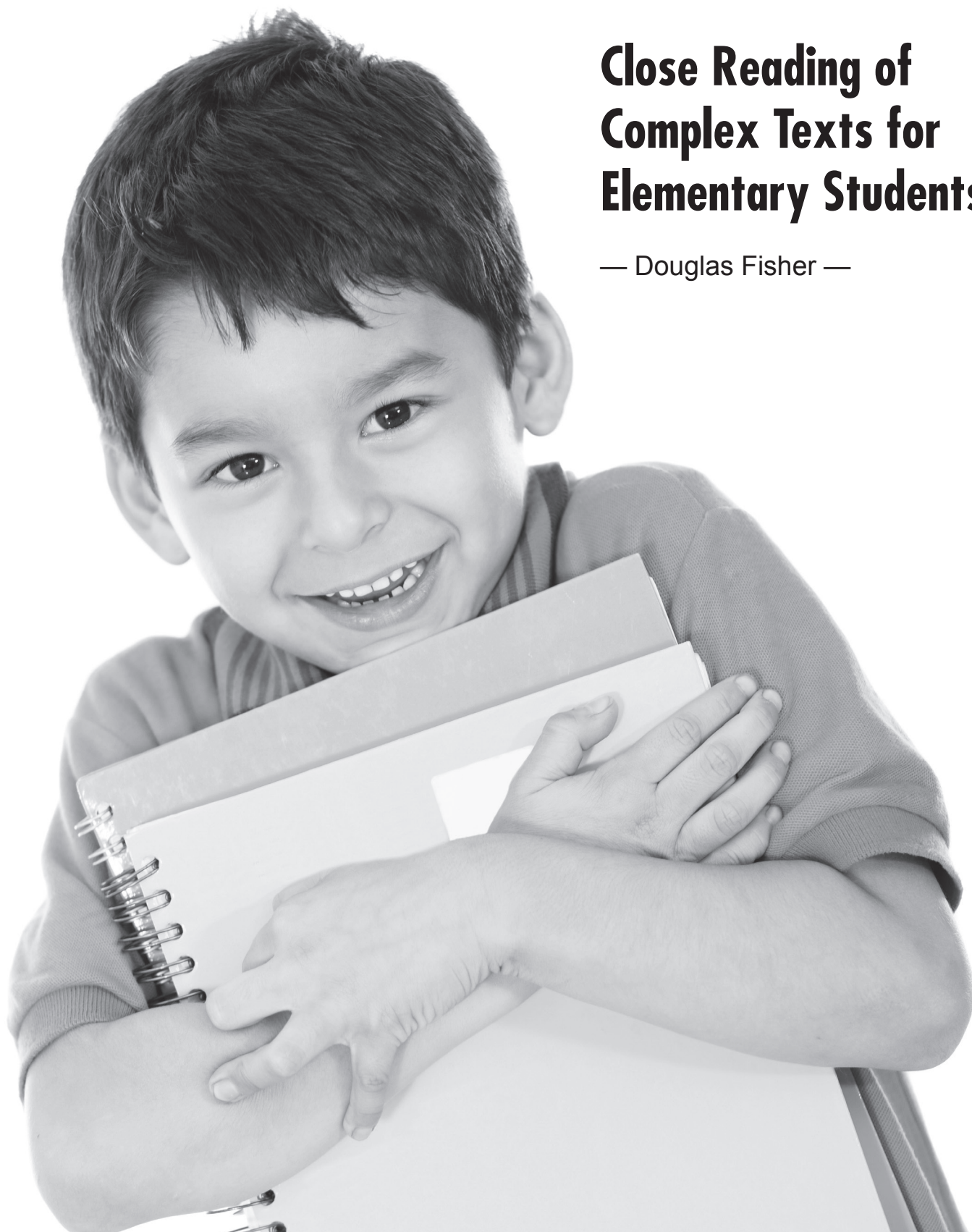


# Close Reading of Complex Texts for Elementary Students

— Douglas Fisher —



**PLAIN TALK ABOUT LITERACY AND LEARNING**  
New Orleans, LA | February 17-19, 2016



the Center for  
**DEVELOPMENT  
& LEARNING**

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# About the Presenter

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## **Douglas Fisher**

Douglas Fisher, Ph.D. is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and is the recipient of several awards including the International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, and the Christa McAuliffe award for excellence in teacher education. He has published numerous articles and books on school-wide approaches to improving student achievement, reading and literacy, differentiated instruction, assessment, and curriculum design. He is a board member of the Literacy Research Association (formerly the National Reading Conference) and co-editor of NCTE's middle level journal, *Voices from the Middle*. He is highly sought after for his dynamic and engaging professional development workshops.

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# About CDL

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CDL is a results-driven, nonprofit organization. Our singular focus is to improve the life chances of all children, especially those at high risk, by increasing school success.

We provide professional learning that is specific and relevant to the needs of your students and your teachers.

We tackle real-time issues such as critical thinking and metacognition, remediating struggling readers, and building and sustaining collective capacity of students and teachers.

Our professional learning is designed, facilitated, evaluated, and adjusted to meet your needs. In collaboration with school and district leaders, we examine student and teacher data and build professional learning in response to student and teacher performance. We examine progress frequently and adjust accordingly.

Our specialists excel in the areas of reading, writing, leadership, critical thinking, early childhood development, how students learn, intervention and remediation, and learner-specific instruction. We have experts at all levels from early childhood through high school.

Give us a call - we are ready to travel to you.



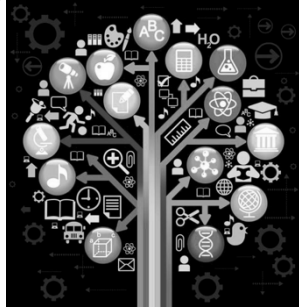
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## Close Reading of Complex Texts

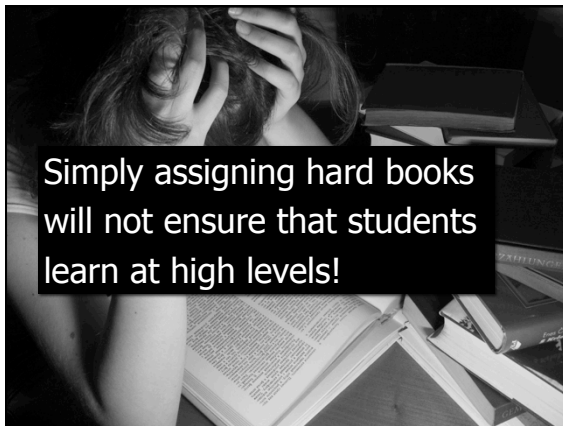
Doug Fisher  
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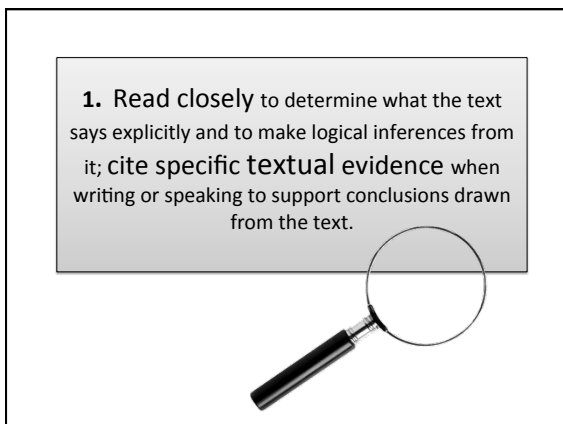
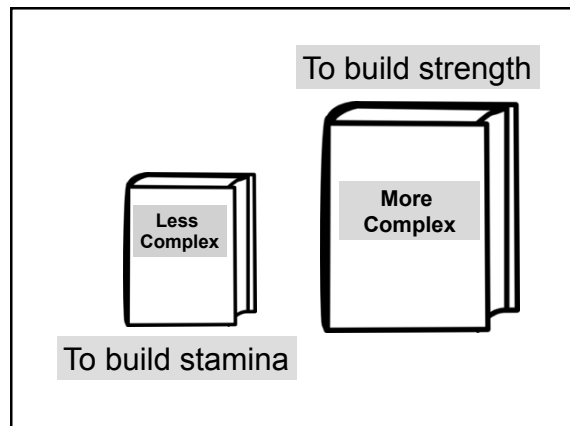


## Learning Intention

To identify the essential components of **close reading** (RL/RI 1) of **complex texts** (RL/RI 10) which includes **collaborative conversations** (S & L 1) and **writing from sources** (W 1), fostering language development (L 6) and deeper thinking.



Simply assigning hard books will not ensure that students learn at high levels!



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.



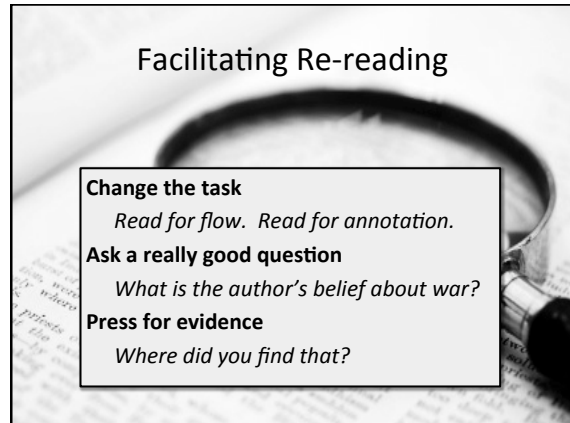
Use a short passage

Creating a Close Reading



Use a short passage  
Re-reading

**Creating a Close Reading**

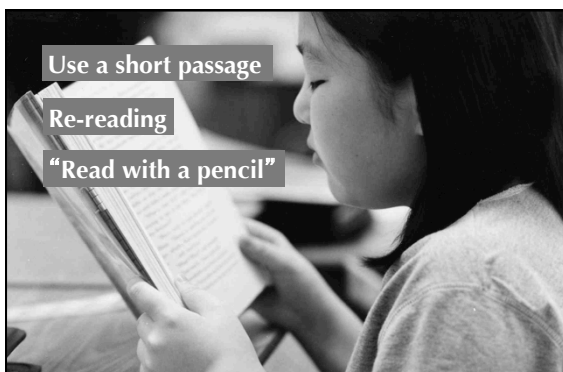


### Facilitating Re-reading

**Change the task**  
*Read for flow. Read for annotation.*

**Ask a really good question**  
*What is the author's belief about war?*

**Press for evidence**  
*Where did you find that?*



Use a short passage  
Re-reading  
"Read with a pencil"

**Creating a Close Reading**

### Foundational Annotation Skills

- Underline the major points.
- Circle keywords or phrases that are confusing or unknown to you.
- Write *margin notes* restating the author's ideas.

### Additional Annotations

- Use a *question mark (?)* for questions that you have during the reading. Be sure to write your question.
- Use an *exclamation mark (!)* for things that surprise you, and briefly note what it was that caught your attention.
- Draw an *arrow (->)* when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.
- Mark *EX* when the author provides an example.
- *Numerate arguments, important ideas, or key details* and write words or phrases that restate them.



Maximus was a palace horse.  
He was brave.  
He was loyal.  
He was strong.

Annotation with Wikki sticks

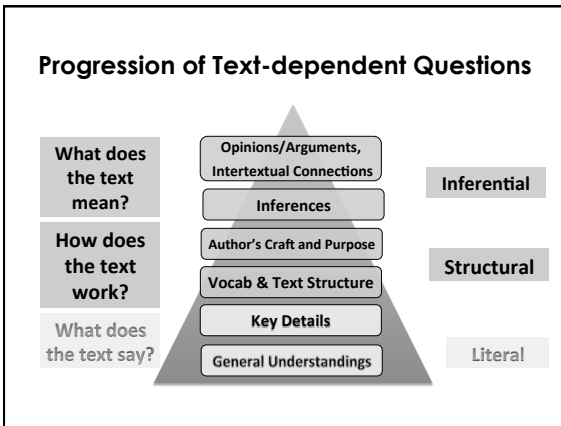


**Student annotation in 6<sup>th</sup> grade**

Student sample from Leigh McEwen, AEA 9, Iowa

Use a short passage  
Re-reading  
"Read with a pencil"  
Text-dependent questions

**Creating a Close Reading**



**General Understandings**

- Overall view
- Sequence of information
- Story arc
- Main claim and evidence
- Gist of passage

**General Understandings in Kindergarten**

Retell the story in order using the words *beginning, middle, and end.*

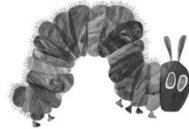
**Key Details**

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main ideas
- Answers who, what, when, where, why, how much, or how many.



### Key Details in Kindergarten

- How long did it take to go from a hatched egg to a butterfly?
- What is one food that gave him a stomachache? What is one food that did not give him a stomachache?



It took more than 3 weeks. He ate for one week, and then “he stayed inside [his cocoon] for more than two weeks.”



#### Foods that did not give him a stomachache

- Apples
- Pears
- Plums
- Strawberries
- Oranges
- Green leaf



#### Foods that gave him a stomachache

- Chocolate cake
- Ice cream
- Pickle
- Swiss cheese
- Salami
- Lollipop
- Cherry pie
- Sausage
- Cupcake
- watermelon

### Vocabulary and Text Structure

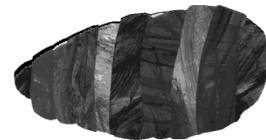
- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
- How organization contributes to meaning

### Vocabulary in Kindergarten

How does the author help us to understand what cocoon means?



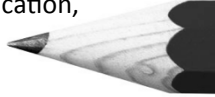
There is an illustration of the cocoon, and a sentence that reads, “He built a small house, called a cocoon, around himself.”





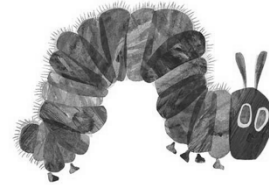
### Author's Purpose

- *Genre*: Entertain? Explain? Inform? Persuade?
- *Point of view*: First-person, third-person limited, omniscient, unreliable narrator
- *Literary devices*: personification, metaphors, etc.



### Author's Purpose in Kindergarten

Who tells the story—the narrator or the caterpillar?

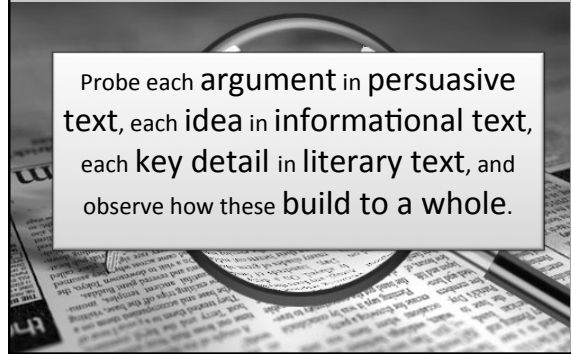


A narrator tells the story, because he uses the words *he* and *his*. If it was the caterpillar, he would say *I* and *my*.



### Inferences

Probe each **argument** in persuasive text, each **idea** in informational text, each **key detail** in literary text, and observe how these **build to a whole**.



### Inferences in Kindergarten

The title of the book is *The Very Hungry Caterpillar*. How do we know he is hungry?



The caterpillar ate food every day “but he was still hungry.” On Saturday he ate so much food he got a stomachache! Then he was “a big, fat caterpillar” so he could build a cocoon and turn into a butterfly.





**Opinions, Arguments, and Intertextual Connections**

- Author’s opinion and reasoning (K-5)
- Claims
- Evidence
- Counterclaims
- Ethos, Pathos, Logos
- Rhetoric



*Links to other texts throughout the grades*

**Opinions and Intertextual Connections in Kindergarten**

*Narrative*

Is this a happy story or a sad one? How do you know?



*Informational*


How are these two books similar? How are they different?



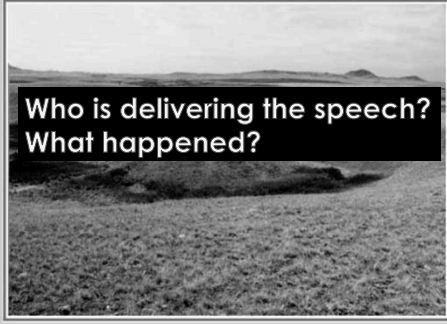
HEAR ME, MY CHIEFS!  
I AM TIRED. MY HEART  
IS SICK AND SAD.  
FROM WHERE THE SUN  
NOW STANDS, I WILL  
FIGHT NO MORE  
FOREVER.

CHIEF JOSEPH

1877




What does the text say? General Understanding




Who is delivering the speech?  
What happened?

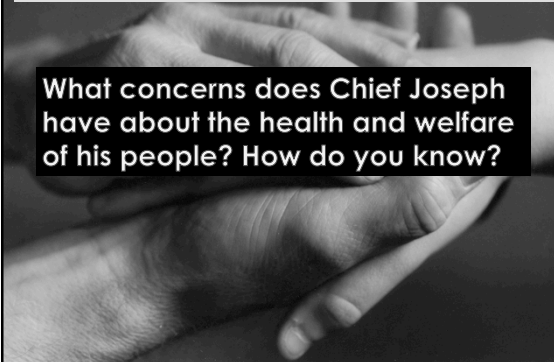
What does the text say? General Understanding



Without yet knowing  
who Looking Glass and  
Toohulhulsote are,  
what can we say  
about their roles in this  
decision?



What does the text say? Key Details



What concerns does Chief Joseph  
have about the health and welfare  
of his people? How do you know?





How does the text work? Vocabulary

Select some one in your group to read the speech aloud.

Add pauses, inflections, intonations, and emphasis (prosody) to the text.

How does the text work? Vocabulary

**What does Chief Joseph mean when he says, "From where the sun now stands?"**

How does the text work? Vocabulary

What is the tone of this speech? What words and phrases support your claim?

How does the text work? Structure

How does the text structure convey Chief Joseph's mood?

How does the text work? Structure

What is it about the use of the word *forever* in the last line, "I will fight no more forever" that makes this statement so memorable?

What does the text mean? Intertextual connections

**Chief Joseph succeeded his father as leader of the Wallowa band in 1871. Before his death, the father said to his son:**



"My son, my body is returning to my mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and your mother."

*Joseph commented "I clasped my father's hand and promised to do as he asked. A man who would not defend his father's grave is worse than a wild beast."*

What does the text mean? Intertextual connections

**How does this second passage help you to understand the speech?**  
**What inner conflict would Chief Joseph have experienced?**  
**Where do you see evidence of this conflict in the speech?**



What does the text inspire you to do?

- Presentation
- Debate
- Writing
- Socratic seminar
- Investigation and research
- Test



Thank you!





I WILL FIGHT NO MORE FOREVER  
Chief Joseph of the Nez Perce, 1877

I am tired of fighting.  
Our chiefs are killed.  
Looking Glass is dead.  
Toohulhulsote is dead.  
The old men are all dead.  
It is the young men who say no and yes.  
He who led the young men is dead.  
It is cold and we have no blankets.  
The little children are freezing to death.  
My people, some of them, have run away to the hills and have no  
blankets, no food.  
No one knows where they are.  
Perhaps they are freezing to death.  
I want to have time to look for my children and see how many of  
them I can find.  
Maybe I shall find them among the dead.  
Hear me, my chiefs, I am tired.  
My heart is sad and sick.  
From where the sun now stands,  
I will fight no more forever.

Originally published in *Harper's Weekly*, November 17, 1877.  
Words spoken by Chief Joseph, interpreted by Arthur Chapman, and transcribed by C.E.S. Wood.