

#6 UURC Tier I Text Practicum: Close Reading

Goal: to become more effective & efficient at delivering Tier I instruction so that all G2+ readers—especially those who struggle--improve fluency and comprehension for immediate & transfer texts.

Debrief & Review Use of FORI & QtA Routines

Miles on the page! How's it going? Review expectations as needed.

- For extremely low students, rather than Partner Reading, you can pull them to a table with you and do a mix of Echo and Choral Routines.
- Another motivating option = putting the text on the doc camera and asking a student to track with a pointer in case some students get lost. You run the routines as usual.
- When routines are solid, occasionally ask individual students to lead the echo routine for a paragraph.

Review: Deep Queries

- much more specific than open-ended Basic Queries
- goal = refine/expand kids' comprehension
- for narrative text, DQs target plot (main character, conflict, resolution)
- for informational text, DQs target main idea + important details
- ask DQs s 2 ways: kid-friendly & academic CCSS rigor
- If the question/content is dense, PAIR-SHARE, then, summarize with choral responses.

- When kids respond with a quote from the book, and you didn't ask for a quote, ask them to interpret by finishing this sentence, "I Think That Means..."

Today's Focus: Close Reading via Doug Fisher & Tim Shanahan

Students do a careful, purposeful **reread** of text to answer **text-dependent questions** with a goal of gaining a deep understanding of:

- what the text **said** (key ideas & details)
- what the text **means** (inference - interpretation)
- how the text **works** (craft, structure, flow)

Close Reading does **not** focus on using Comprehension Strategies or on specific Comprehension Skills! The focus is the **text** and **whatever** cognitive work needs to be done to achieve a deeper understanding.

Sound familiar? It should! What connections can you make with specific Tier I Routines?

Read-To and Basics Queries? Nope! Why not?

Echo Reading & Deep Queries = perfect for what the **text says** and what the **text means**

After Partner Reading = perfect for how the **text works** and provides a lovely segue into writing!

Example Questions for How Text Works (**Craft, Structure, Flow**):

Why does the author start out by telling us that...?

How does the author make us believe that...?

What text features make this story fantasy/biography?

Is the author using a “descriptive” or “cause-effect” structure?

Plus-----What is your evidence for your answer?

Trainer Models Close Reading in a Classroom

Work with a class to have them show you the last 2 pages of a familiar text that has already been through Partner Reading.

Use a short pieces of that text.

Ask question on Author’s Craft (text structure? text features? tone?) prior to Partner Reading.

- kids read individually
- read with a pencil & paper
- you choral read with the lowest group, if needed
- let them struggle a bit with the question

Team Planning: FORI + QtA for an Upcoming Text (approx. 45 minutes)

This is much more effective & efficient when done in teams!

1. Read or review text. Fiction or Non-fiction?
2. Complete Fiction or Non-Fiction Organizer.
3. Construct Theme, then Major Understanding.
4. Develop Preview.

5. Find a few Basic Queries stopping points. Post-it.
6. Go back to 1st Basic Query. Need a Deep Query? Evaluate in light of the MU/Theme. If so, scan section for key content. Write bullets for content under line on post-it.
7. NOW use content to develop Deep Query using kid-friendly & academic language. Write each version on different sides of post-it.
8. Think about the text works. Are there any short sections of text that would work for Close Reading to show the Author's Craft? Develop 1-2 questions to use after Partner Reading.

For Next Time

1. Each educator should pick a text & come to training with a completed Organizer, MU, and Theme/Author's Purpose.
2. You will then work as a team to develop Close Reading Questions for at least one text.