

## **#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.

### **Notes for reading Primary Sources:**

1. Primary sources are allowed—especially for older students. To make this difficult type of text accessible, stop more frequently for Basic and Deep Queries.
2. You may want to identify some sections for immediate return to Echo-Deep, after Read To-Basic.
3. After Deep Queries on a particularly important section, you may want to use discussion to guide students in highlighting important words and phrases. This allows students to process important info one more time.
4. After DQs on a section, or as a wrap-up after Partner Reading, you may guide the students in adding to the Preview.

### Notes for reading Novels:

1. Each day should begin with an interactive Review/Preview.
2. For long texts, you may want to summarize some of the less-important sections orally.
3. You may want to identify some sections for immediate return to Echo-Deep, after Read To-Basic.
4. After DQs on a section, or as a wrap-up after Partner Reading, you may guide the students in adding to the Preview.

### 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 chorally, as usual,
- kids read with a highlighter, & pencil/paper to annotate,
- you choral read with the lowest group, if needed, and,
- 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 1<sup>st</sup> 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.