



Caulfield Racecourse



Thinking & Learning Conference

2014

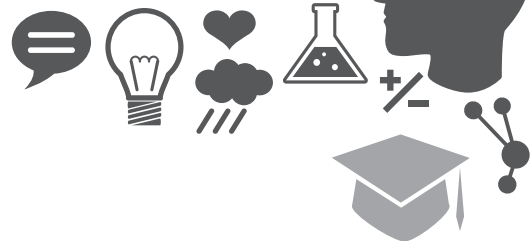
23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!



Douglas Fisher

Monday 26 May

Close Reading &
Text-Dependent Questions
Secondary (Repeat)

Session 3



DOUGLAS FISHER



Douglas Fisher, PhD, 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 and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

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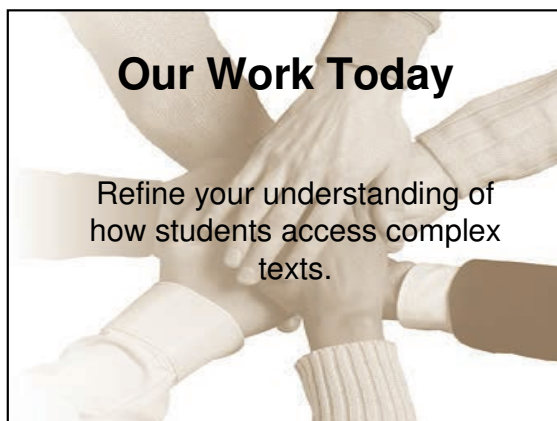
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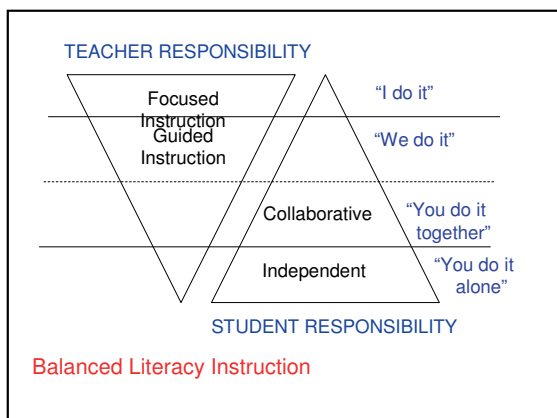
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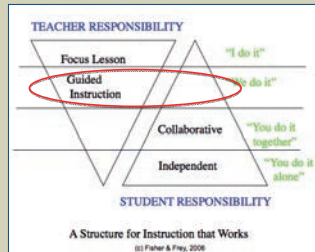
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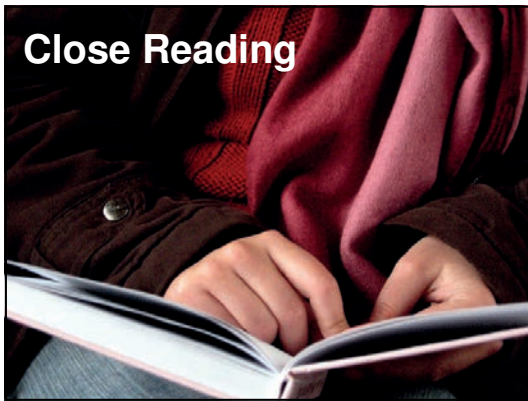




Close reading is only a PART of balanced literacy instruction



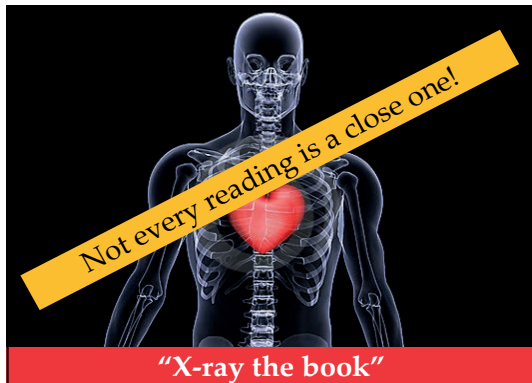
Close Reading

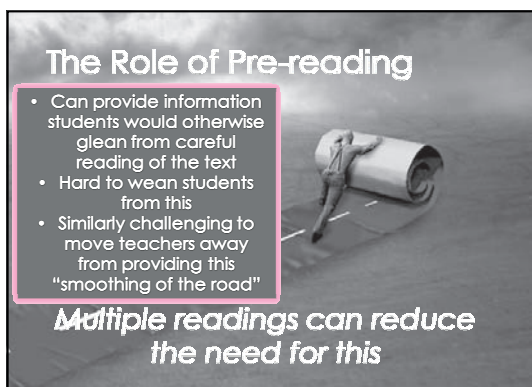


“Every book has a skeleton hidden between its covers. Your job as an analytic reader is to find it.”



Adler and Van Doren, 1940/1972







Annotation slows down the reader in order to deepen understanding.



Foundational Annotation Skills

- Underline the major points.
- Circle keywords or phrases that are confusing or unknown to you.
- Use a question mark (?) for questions that you have during the reading. Be sure to write your question.

Annotation in Grades 6-8

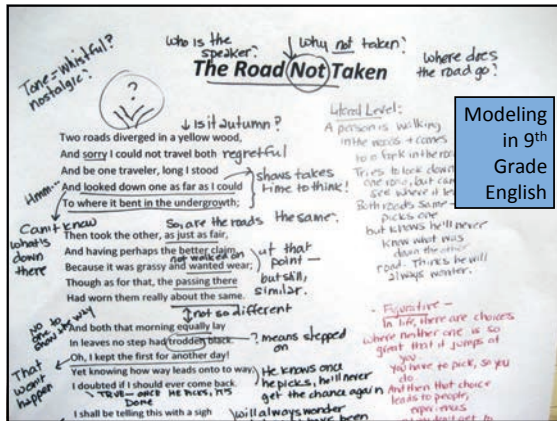
- Use an exclamation mark (!) for things that surprise you, and briefly note what it was that caught your attention.
- Draw an arrow (→) when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.

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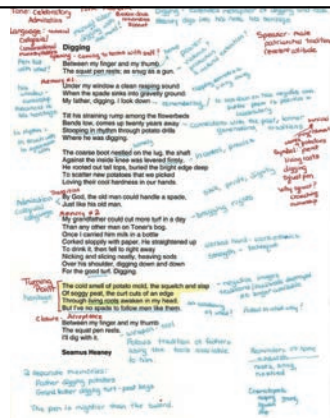
Annotation in Grades 9-12

- **Mark EX** when the author provides an example.
- **Numerate arguments, important ideas, or key details** and write words or phrases that restate them.

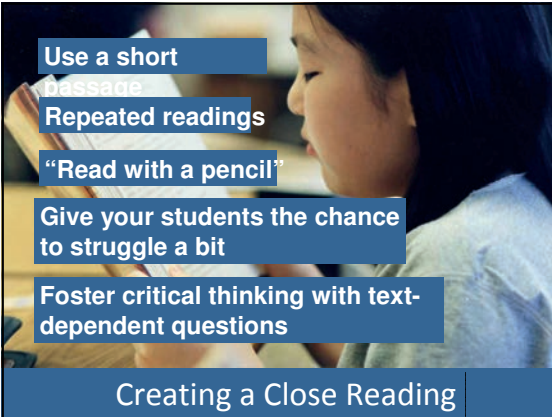


Modeling in 9th Grade English

Student
annotation
in 11th
grade
English



Creating a Close Reading



Use a short passage

Repeated readings

"Read with a pencil"

Give your students the chance to struggle a bit

Foster critical thinking with text-dependent questions

Creating a Close Reading

Characteristics of Text-dependent questions

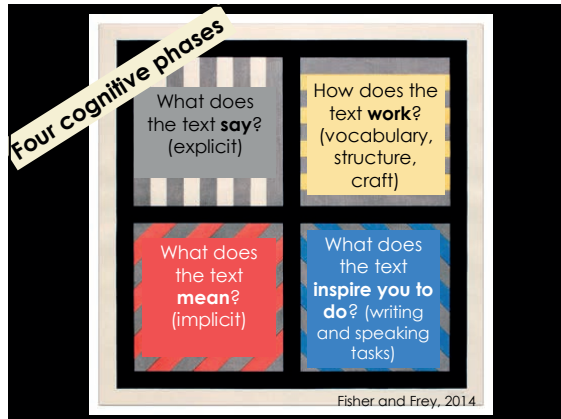
- Questions that can *only* be answered with evidence from the text
- Can be literal but can also involve analysis, synthesis, evaluation
 - Focus on word, sentence and paragraph as well as larger ideas, themes or events
- Focus on difficult portions of text in order to enhance reading proficiency

Extract evidence

Make inferences

Draw conclusions





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

1877

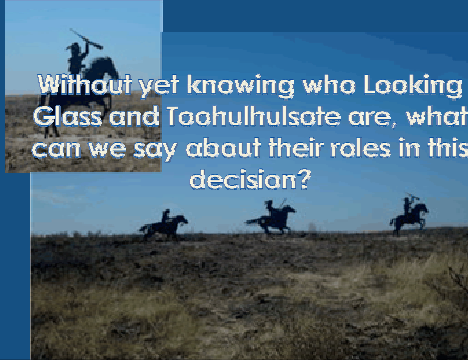
CHIEF JOSEPH

What does the text say? General Understanding

Who is delivering the speech?
What happened?

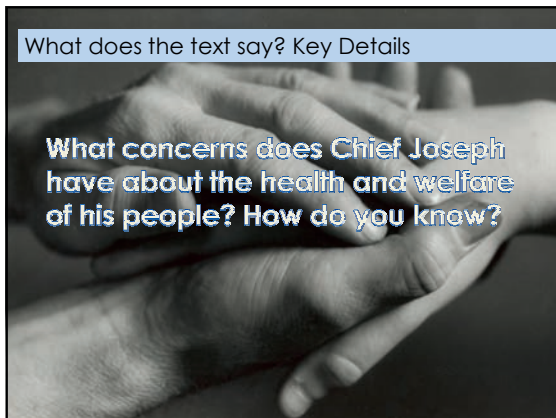


What does the text say? General Understanding

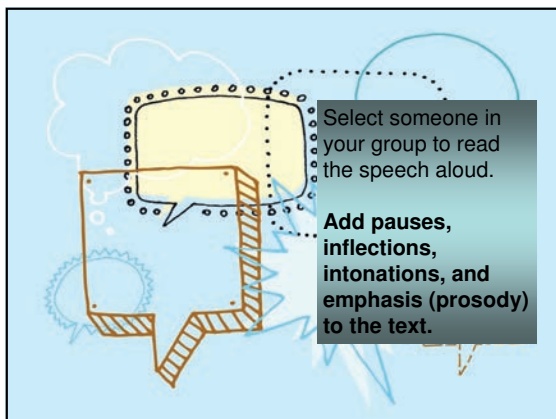


Without yet knowing who Looking Glass and Taahulhulsate are, what can we say about their roles in this decision?

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?



Select someone 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?



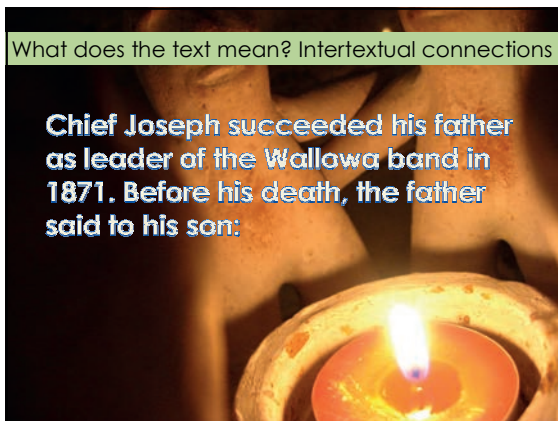
What does the text mean? Inferences

Who is Chief Joseph referring to when he says, "I want to have time to look for my children"? What other parts of the speech support your claim?



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."

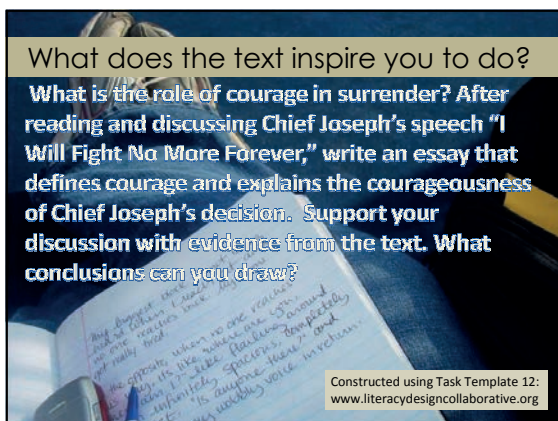
What does the text mean? Intertextual connections

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?

What is the role of courage in surrender? After reading and discussing Chief Joseph's speech "I Will Fight No More Forever," write an essay that defines courage and explains the courageousness of Chief Joseph's decision. Support your discussion with evidence from the text. What conclusions can you draw?

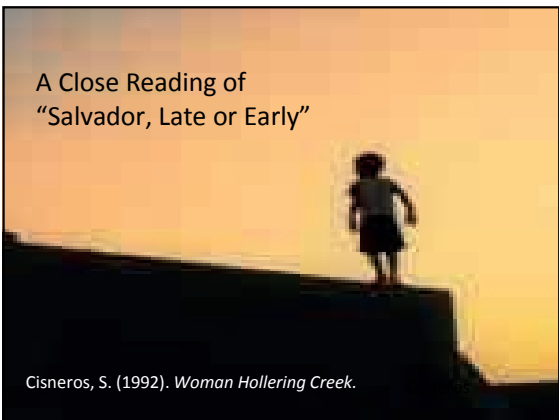


Constructed using Task Template 12:
www.literacydesigncollaborative.org

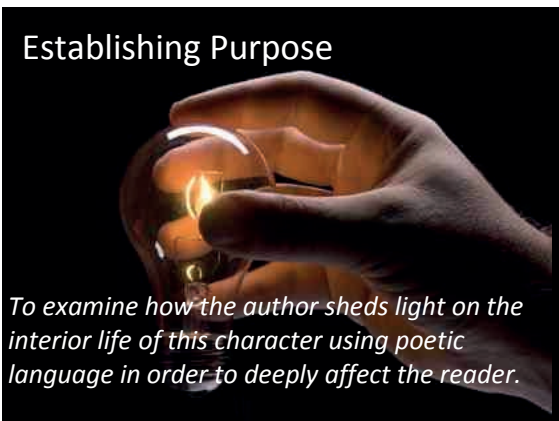
Experiencing a Close Reading



A Close Reading of "Salvador, Late or Early"



Establishing Purpose



Journal Writing

In what ways do short story authors illuminate a character's interior life? After reading, "Salvador, Late or Early" by Sandra Cisneros, write a short summary of it and discuss at least two literary techniques the author used. How do these details reflect Salvador's inner conflict?





Next Steps

1. What are goals for your class regarding complex texts?
2. *What is the first, small change you can begin tomorrow?*
3. What is the easiest thing you can change?
4. *How will your **grade band** look and learn from one another?*



The Takeaway

- Analyze texts quantitatively and qualitatively
- Foster text-based discussion to foster deep comprehension
- Keep the learner at the center









Handwriting practice lines consisting of 20 horizontal lines.

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Salvador, Late or Early by Sandra Cisneros

Salvador with eyes the color of caterpillar, Salvador of the crooked hair and crooked teeth, Salvador whose name the teacher cannot remember, is a boy who is no one's friend, runs along somewhere in that vague direction where homes are the color of bad weather, lives behind a raw wood doorway, shakes the sleepy brothers awake, ties their shoes, combs their hair with water, feeds them milk and corn flakes from a tin cup in the dim dark of the morning.

Salvador, late or early, sooner or later arrives with the string of younger brothers ready. Helps his mama, who is busy with the business of the baby. Tugs the arms of Cecilio, Arturito, makes them hurry, because today, like yesterday, Arturito has dropped the cigar box of crayons, has let go the hundred little fingers of red, green, yellow, blue, and nub of black sticks that tumble and spill over and beyond the asphalt puddles until the crossing-guard lady holds back the blur of traffic for Salvador to collect them again.

Salvador inside that wrinkled shirt, inside the throat that must clear itself and apologize each time it speaks, inside that forty-pound body of boy with its geography of scars, its history of hurt, limbs stuffed with feathers and rags, in what part of the eyes, in what part of the heart, in that cage of the chest where something throbs with both fists and knows only what Salvador knows, inside that body too small to contain the hundred balloons of happiness, the single guitar of grief, is a boy like any other disappearing out the door, beside the schoolyard gate, where he has told his brothers they must wait. Collects the hand of Cecilio and Arturito, scuttles off dodging the many schoolyard colors, the elbows and wrists crisscrossing, the several shoes running. Grows small and smaller to the eye, dissolves into the bright horizon, flutters in the air before disappearing like a memory of kites.

Source: From *Women Hollering Creek and Other Stories* by Sandra Cisneros

Chief Joseph's Surrender Speech at Bear's Paw Battle, October 5, 1877

Tell General Howard I know his heart.

What he told me before I have in my heart.

I am tired of fighting.

Looking Glass is dead.

Too-hul-hul-sote is dead.

The old men are all dead.

It is the young men who say yes or no.

He who led on 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 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 sick and sad.

From where the sun now stands I will fight no more forever.