Online Close Reading and Authentic Discussion using Google Docs

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TodaysMeet.com/IATEcloseReading

1. Today'sMeet.com:
   - For Q & A or to support our discussion with your own commentary, please visit:
     https://todaysmeet.comIATEcloseReading

Agenda

- Close Reading Review and Common Core Updates
- Setting up a Google Doc for online close reading activity
- Sample Close Readings and my experience/process
- Scaffolding close reading tasks and interventions
- Q & A / Planning YOUR OWN close read…

Close Reading Review and Common Core Updates (Disclaimer)

Three phases of close reading:

1. What does the text say?
2. How does the text work?
3. What does the text mean?"

Three anchor standards of CCSS ELA Reading:

1. Key Ideas and Details
2. Craft and Structure
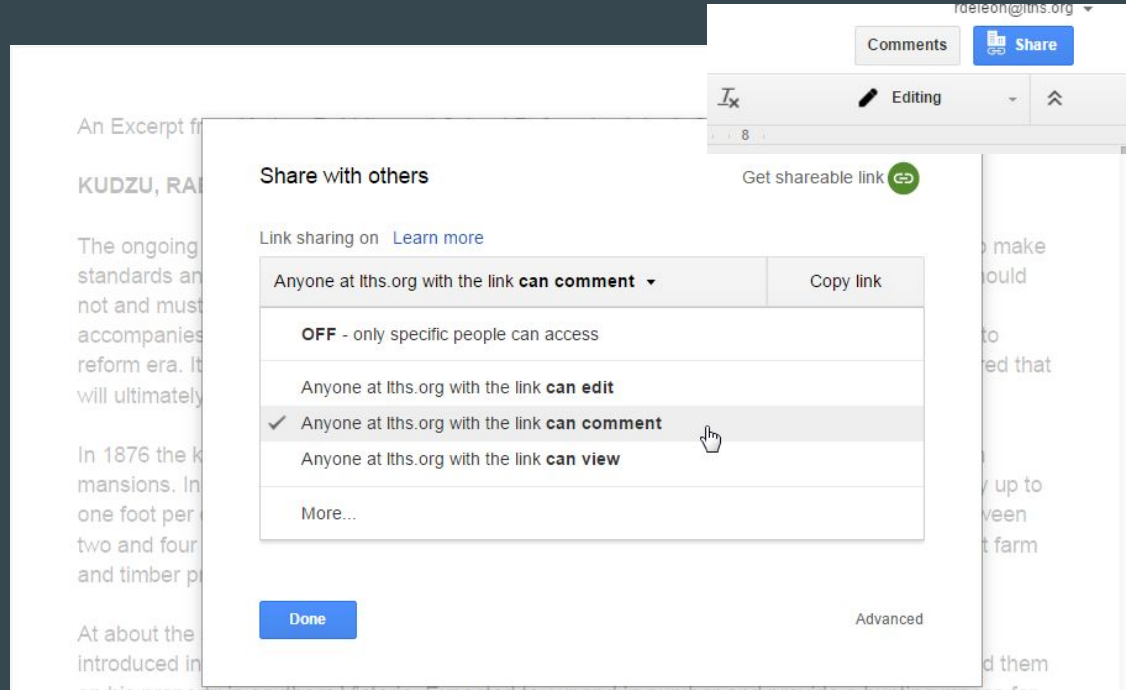3. Integration of Knowledge and Ideas

- In addition to developing comprehension and reading skills, close reading is also intended to help students think critically about Key Vocabulary in context as well as form, tone, and other rhetorical devices used by the author.
- Also, discussion of close reading adds to student engagement in any groupings while providing practice for developing complex claims in their own writing.

LINK: What is Close Reading by Tim Shanahan   LINK: What Close Reading Actually Means by Grant Wiggins

Setting up a Google Doc for online close reading activity

1. Create a new Google Doc
2. Copy & Paste passage
3. Share Google Doc using the Shareable link
4. Designate sharing so that Students "can comment"
5. Include guiding questions by either adding to the end of the Google Doc OR create your own threaded comments for students to respond

Scaffolding close reading tasks/interventions

Scaffolding

1. Repeated Reading
2. Annotation
3. Text-dependent Questioning
4. Collaborative Conversation

Interventions

1. Modeling (also encouraged as a scaffold)
2. Re-establishing purpose
3. Analyzing questions
4. Prompting and cueing

LINK: Contingency Teaching During Close Reading by Fisher & Frey

Making a Claim	The experience of _____ caused _____ to _____. I noticed _____ that when _____ occurs, the results are _____. The effect of _____ on _____ is often _____.
Providing Evidence	_____ stated, "_____," meaning _____. As a result of _____, the following events happened: _____ According to _____, when _____ happened, it was because _____. In the _____ paragraph, it says, "_____." The writer said that these facts added up to _____.
Asking for Evidence	What do we think the author is trying to prove when he/she says _____? What causes _____ to _____? Can you show me where you found the information about _____?
Offering a Counterclaim	I disagree _____ because _____. The reason I believe _____ is _____. There are _____ facts that support my opinion, and they are _____. Is it possible that _____ is true? There is an important difference between your idea and mine, and it is _____.
Inviting Speculation	When I read _____, I wondered about _____. Was anyone confused about _____? I'd like you to look at this because _____. I noticed _____ and it made me think about _____. Did anyone else have a similar idea? I wonder why _____? What caused _____? How would this be different if _____? What do you think will happen if _____ next?
Reaching Consensus	We all agree that _____ because _____. The parts that are the same for all of us are _____. Is our decision _____? Before we finish, are there any other ideas about _____ that anyone wants to discuss?

Q & A / Planning YOUR OWN close read / Sharing ideas...

Additional Resources:

- Close Reading in Math
- Close Reading in Science
- Close Reading in Social Studies
- Close Reading for World Languages
- Close Reading for Physical Education
- Close Reading for Art

- NOTE: Information Texts/Supplemental Articles work GREAT for close reading!

https://lths205.haikulearning.com/rdeleon/english10r-worldliterature2015-2016/cms_page/view/20025939
https://docs.google.com/document/d/1uiRotPtuY0x00tLWY1EFC7CxzMYGTP00GQmBUwxyH10/edit
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