


Thursday, May 30, 2013

Close Read Complex Text, and Annotate with Diigo--Part 3

Close reading is a strategy for reading **complex text**. In **Part 1**, the focus is *how* to do a close reading. The focus in **Part 2** is how to annotate with iPads. The focal points of this post are the teacher steps in close reading; how to create text dependent questions for informational text in 6th-12th grades; annotating in Diigo; and creating writing activities to go with close reading.

Close Read



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- 1st Read:** Students read and annotate
- Students think and quick write
- Students talk with partner
- 2nd Read:** Teacher reads, students listen
- Think, write, talk
- 3rd Read:** Listen and watch while teacher reads and annotates
- 4th Read:** Students reread to find answers and evidence
- Respond in writing, citing evidence from the text

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Below are the teacher's steps for creating a close reading lesson. However, the student steps are in the poster shown on the right:

Teacher Step 1: Choose the text

Choose a short and difficult text to do a close reading on. It should be at the **frustration reading level**.

Some examples to choose from for **informational text** are short speeches (or excerpts from a speech); research; paragraphs or chapters from biographies, memoirs, or historical accounts to name a few.

Teacher Step 2: Planning

Plan and do what you expect your students to do.

- Decide if they will annotate on a paper copy, with sticky notes, or **digitally**.
- Read and annotate the text.
- Look for a few key **tier 2 and tier 3 vocabulary** words to model or tell while modeling the thought process with annotation (or for scaffolding purposes).



- Decide what student task, prompt, or protocol to use for writing and discussion during the process.
- Create text dependent questions.
- Consider what will challenge the students and what scaffolding to put in place.

Teacher Step 3: Students first read of text

When it's time for students to read the text, the teacher should:

- Quickly provide a purpose for reading the text.
- Teach/remind students how to annotate the text.
- If students are annotating digitally, then remind them how to use the digital tool and applicable technology procedures.
- Allow the students to read it on their own.
- Do *not* teach a mini-lesson prior to reading the text to connect background knowledge or information. Otherwise, the students might not need to read the text or will answer questions based on what the teacher said and not what's in the text.

Teacher Step 4: Quick write and discussion

Set the expectations for the writing assignment. It can be an informal task such as, "Write your impressions about the text and any lingering questions you have." It can also be an actual activity or focused question such as:

- **SOAPSTone** -- this can be used as a pre-writing activity or as a reading response prompt to get students to focus on certain aspects of the text such as the **Speaker/** author, **Occasion/time period/context**, **Audience**,

Purpose, Subject/main idea, and Tone.

- Be a detective and look for **assumptions (explicit and implicit)** behind the arguments.
- **Read like a historian** and look for answers to these questions: Who wrote this? When was it written? What else do I need to know to make a considered and valued judgment? What is the author's point of view? Why was it written? Is this source believable? Why? Why not?
- **Claims and Evidence** -- Look for the **claims and evidence** to support the claims.
- **Logical (logos), Ethical (ethos), and Emotional (pathos)** -- When the writing is persuasive, look for logical, ethical, and emotional arguments/techniques in the text.

Teacher Step 5: Read text aloud to students (second reading)

Model the reading for the students. This gives the students the proper pronunciation of text and helps them think about the meaning again. The students will follow along and add to their annotations.

Teacher Step 6: Read text aloud to students while annotating (third reading)



- Circle powerful words or phrases
- Underline words or phrases you do not understand
- ? Raises a question
- ! Something that surprises you
- → Draw an arrow when you make a connection to text, ideas, or experiences
- Write important thoughts in the margin

Write question in margin

Write what caught your attention

My thoughts in the margin

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[Click here](#) to download 6th-8th & 9th-12th PDF

Model all the thinking involved in reading the text.

Circle the powerful words, phrases, sentences, or paragraphs (instead of circling one word at a time).

Underline **tier 2 and tier 3 vocabulary words**, especially the ones they struggled with during their first reading. For tier 2 words, model the strategies for figuring out the meaning such as context clues or affixes/roots. For tier 3 words, give the definition of what it means.

Underline any parts that are confusing as well.

If this is new for your students, start with just the first three,

then add the next one a week or two later.

If students are annotating digitally, it's possible that the tool does not have all of the annotation marks. Therefore, collaboratively create a key with some substitutions. For example, using the colors on the poster above, highlight powerful words in blue instead of circling; and highlight the confusing words/parts in green instead of underlining.

Students will continue to add to their own annotations during this reading.

Annotating in Diigo

Bookmark the online text, such as *Vampires Prey on Panama*, in Diigo. Then annotate and share the annotated version with collaborating students and the teacher. Here's directions how:



To add an annotation directly to the highlighted text, click the arrow for the drop-down menu, then select "Add Sticky Note."

Scientists theorize that the increased attacks on livestock are the result of logging that has flushed the bats out of food-rich forests, and to the growth here in Tonosi of cattle herds, a ready-made and usually stationary food supply for the bats. "The problem is a man-made one," Spehn said.

The screenshot shows a user interface for adding annotations. A blue circle highlights the 'Add Sticky Note' button. Below it is a menu with color options: Yellow, Blue, Green, and Pink. There are also options for 'View in My Library' and 'Copy Highlights'. The background text is partially visible, showing the same paragraph as above.

Go to Diigo to view all the annotations (and to print it out as a report). You can also get the annotated link here (which places all annotations as public).

The screenshot shows a Diigo page for the article 'Vampires Prey on Panama' from the Los Angeles Times. A context menu is open over the text, showing options: 'Send to...', 'Generate report...', 'Get Annotated Link...', and 'Link to the meta page'. The text in the background is partially visible, showing the same paragraph as above.

[Click here](#) for suggestions on how to annotate with an iPad.

Teacher Step 7: Text dependent questions

A [text dependent question](#) is a question that requires reading/rereading the text the students are currently using.

Below are the types of questions with examples from our sample text: [Vampires Prey on Panama](#).

Text-Dependent Questions



1

Key understanding of whole text: Identify the key understanding and insights you want students to learn from the text.

Example What is the gist of the passage?

Example What is the main claim of the text? What evidence supports that claim?

2

Build understanding of the meaning: Start with easier questions about what, where, why, and how, to help build understanding of the meaning of the passage. Key in on important details.

Example What are potential hazards of bats according to this article?

Example What are potential benefits of bats according to this passage?

3

Vocabulary and text structure: Craft questions about the most powerful academic words, and text structures (such as cause/effect, problem/solution, compare/contrast, sequence, etc.).

Example Why did the author use words such as "blood-slurping" and "dive-bombed"?

Example How does the author transition between the two viewpoints?

4

Author's purpose and point of view: Ask questions to draw the reader's attention to genre, author's purpose, point of view, and multiple perspectives.

Example Who is the intended audience for this article? How do you know?

Example There are two distinct view points represented in this article. Which view point do you think the author believes? Support your answer with evidence.

5

Inference questions: Challenge students to examine inferences on ideas or key details/arguments in the text.

Example How would this article be different if Oliva lived in Arizona instead of Panama?

Example How would this article be different if the author could not cite the scientific advances that had already been made about the study of bats?

6

Opinion and intertextual questions: Have students assert their opinions or make connections to other texts, and support their claims with evidence from the text.

Example Identify examples of appeals to ethos, pathos, and logos.

Example Which argument is more compelling: vampire bats are a menace and should be exterminated, or vampire bats have value to humans and should be preserved? Defend your answer.

Text-Dependent Questions by Tracy Watanabe is licensed under a [Creative Commons Attribution 3.0 Unported License](#). Based on the work of Douglas Fisher and Nancy Frey. Questions attributed to Theresa Bartholomew.

[Click here](#) to download as PDF (or to enlarge).

Teacher Step 8: Writing task

Writing tasks built into the reading are an important part of the routine. They can be written for specific audiences on a student or class blog, or they can be written from various prompts such as:

- **RAFTS**: Role--What role or point of view will you write from?; Audience--To whom are you writing to? Who is your intended audience?; Format--In what format are you writing? A letter? Blogpost? **Digital story** / Drama / Script? A speech? A digital recording? A comic? etc.; Topic--What topic are you writing about? Why? What point will you be making?
- **CERCA**: Make a **Claim about the text. Support your claim with Evidence**. Explain your **Reasoning**. What Counterclaims need to be presented? What is the intended Audience?
- **I-C-A-N-S**: This is a **spin-off of Silvia Tolisano's 21st century KWL** and modified to do after reading. What new Information did you learn? How are the new ideas / information Connected to what you already knew? What Action will you take as a result of the reading, or how have the new ideas challenged your thinking? What New questions do you have? How could you Search for answers to your new questions?

Resources and attribution

Several resources were used to create this post such as the work of **Fisher and Frey**; much of the training I received from **Arizona's Department of Education** is represented here; and the text example and text dependent questions used in the

poster were chosen by and created by my dynamic colleague, [Theresa Bartholomew](#).

Not every lesson on the Internet is a quality lesson. However, here are a few starting points that I go to for finding close reading lessons:

- [Achieve the Core](#)
- [Engage New York resource collection](#)
- [Odell Education](#)

Final thoughts

Creating close reading lessons are time consuming up front, but the end result is deeper understanding of the text, which means less reteaching in the end. It also allows the students to learn and exercise strategies which will strengthen their reading, critical thinking, communication, collaboration, and writing skills.

- What tips or insights can you share about creating close reading lessons or text dependent questions?
- What tips, insights, or resources can you share about annotating in Diigo?
- Where do you go to find quality close reading lessons or text dependent questions?
- How else does this post connect with you? What questions or thoughts do you have about the topic?