

# Get Close for Deeper Thinking:



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# Today's Goal

- Understand the relationship among close reading practices, developing text-dependent questions, and providing evidence-based responses.

# Three Instructional Shifts for CCS-ELA & Literacy

1. Building knowledge through content-rich nonfiction

2. Reading, writing, and speaking grounded in evidence from text

3. Regular practice with complex text and its academic language



To ensure our students are college and career ready, we must teach them critical reading strategies in order for them to independently attack a text. They must learn how to own a text, rather than letting the text own them.

# What is Close Reading?





It is an interaction between the reader and a text.

(Douglas Fisher in the online video interview, “Close Reading and the Common Core State Standards,” April 3, 2012)

It is making careful observations of a text and then interpretations of those observations.

(Patricia Kain for the Writing Center at Harvard University, 1998)

It involves rereading; often rereading a short portion of a text that helps a reader to carry new ideas to the whole text.

(Kylene Beers and Robert Probst in *Notice and Note*, 2012)



“...an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means.”

(Tim Shanahan in *What is Close Reading?*, 2012)

# Close Reading

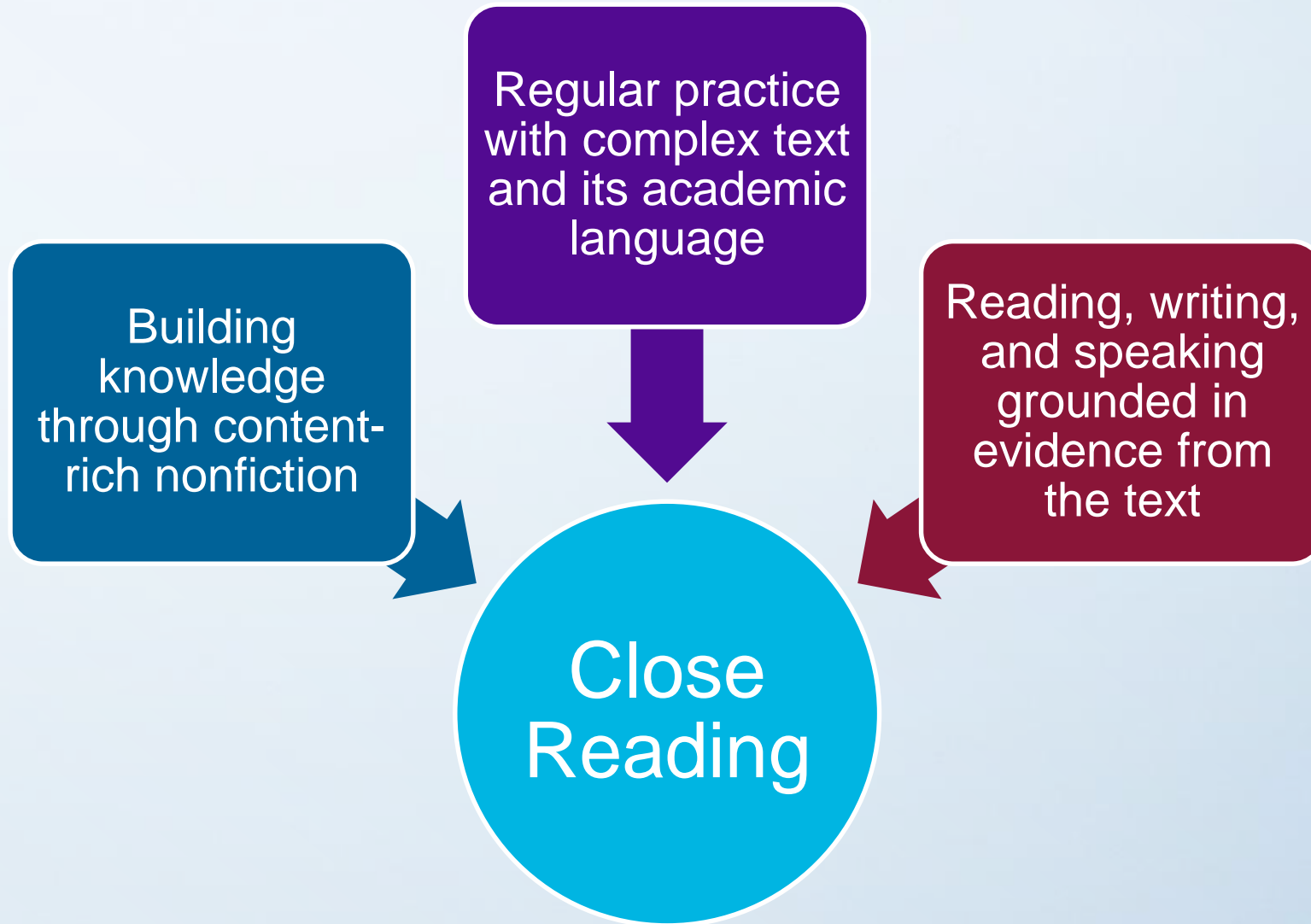
- is reading and re-reading a whole text or passage
- seeks meaning from within the text
- develops meaning from the interaction of the reader and the text

# Why Use Close Reading?



# Background

- A priority of the CCSS is students **closely read texts of increasing complexity** to acquire knowledge.
- The CCSS focus on **gathering evidence**, knowledge, and insight from what is read.
- Questions and tasks should require **thinking about the text carefully** and finding evidence in the text to support responses.



# The Process





- Reading through once allows the student to come up with ideas
- Rereading allows the student to pull information from the text
  - to provide a focus: descriptions, definitions, techniques/structures, point of view, word choice
  - to enhance understanding: what is revealed after examining the description, definitions, techniques/structures, point of view
  - to utilize text evidence to support new ideas/inferences/conclusions

# Role of Teacher



- Be well prepared
- Select challenging, appropriate text
- Analyze content, language ahead of time
- Anticipate potential text challenges for certain students (e.g., English Learners, students with disabilities, students reading above or below grade level)

# Role of Teacher

- Structure opportunities for reading, rereading, and discussion
- Write purposeful, text-dependent questions that engage students
- Facilitate rich, rigorous conversations (through the use of text-dependent questions) that keep students engaged
- Ensure reading activities stay closely connected to text

# Role of Students



*Read like a detective  
(Be a keen observer and  
notice the clues)*

- Read the text more than once
- Persevere in reading and comprehending challenging text
- Annotate the text
- Analyze the text for purpose and/or levels of meaning

# Role of Students

- Use evidence from the text to ask and answer text-dependent questions
- Increase comprehension of a text through multiple re-readings
- Participate in rich, rigorous, collaborative conversations about a common text



*Be active and think deeply*



# Selecting a Text





# Select Short, Worthy Texts

- May be a passage from a longer text or a complete short text
- Consider the skill that is the focus of the lesson
- Determine what kind of text would be the best tool for instruction of skill

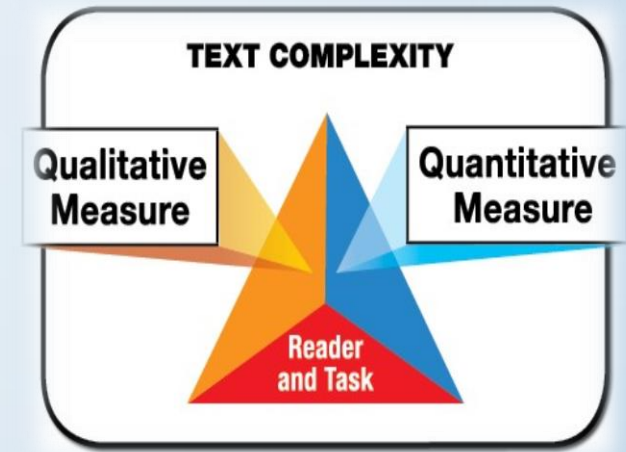
*Don't worry! Application to longer texts will come later.*

# Finding Appropriately Complex Text

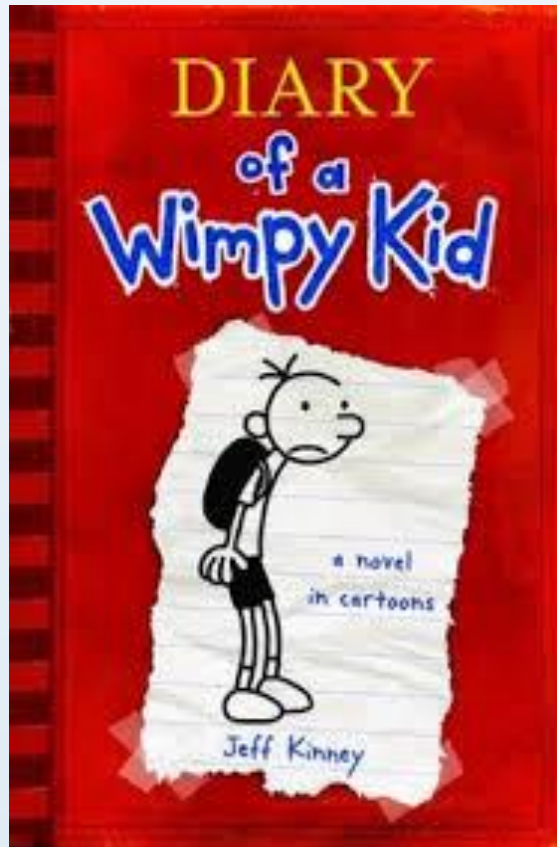


# Understanding Text Complexity

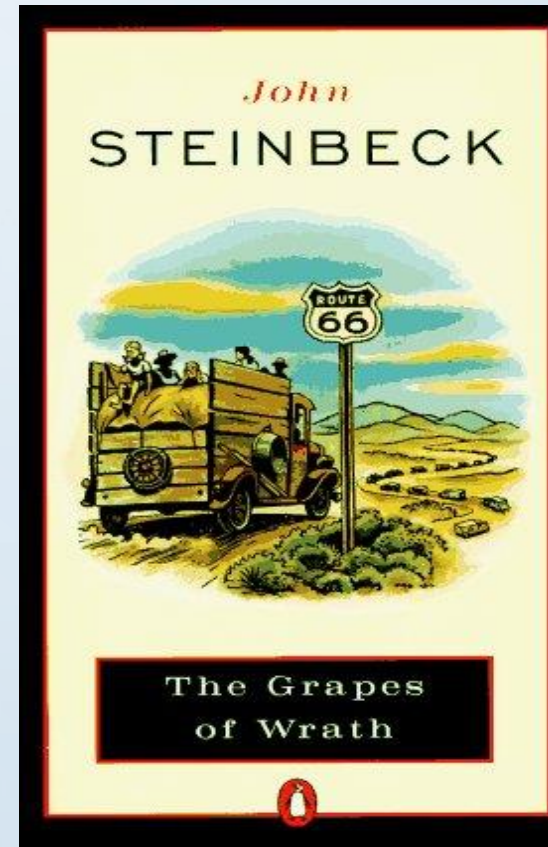
Measure	How Measured?	Example
<b>Quantitative</b>	<i>By computer software:</i> Readability measures, including word and sentence analysis	<ul style="list-style-type: none"> <li>• Lexile</li> <li>• Fry</li> <li>• ATOS</li> </ul>
<b>Qualitative</b>	<i>By an attentive reader:</i> Levels of meaning/purpose, structure, language conventionality and clarity, knowledge demands, emotional/age-appropriateness	<ul style="list-style-type: none"> <li>• Qualitative Measures Rubric for Literary and Informational text</li> <li>• Fountas &amp; Pinnell levels</li> </ul>
<b>Matching Text to Reader and Task</b>	<i>By a skilled educator:</i> Considerations of reader and considerations of task	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Knowledge</li> <li>• Experiences</li> <li>• Emotional/age-appropriateness</li> <li>• Purpose of task</li> <li>• Complexity of task</li> <li>• Complexity of questions posed</li> </ul>



# Let's Compare...



VS



# A Worthy Text

- is short enough to read and re-read within the instructional period
- should require multiple readings for comprehension, interpretation, analysis
- could be part of a text that has sufficient fodder to support exploration, discussion, reflection

# Broaden Your Definition of Text

A text for close reading can include:

- Short stories
- Poems
- Articles
- Letters
- Documents
- Photos
- Paintings
- Websites



# Digging a Hole



# Close Reading Process

- What does the text say?
- How does the text work?
- What does the text mean?
- What does the text inspire you to do?

# Annotation: A Close Reading Tool



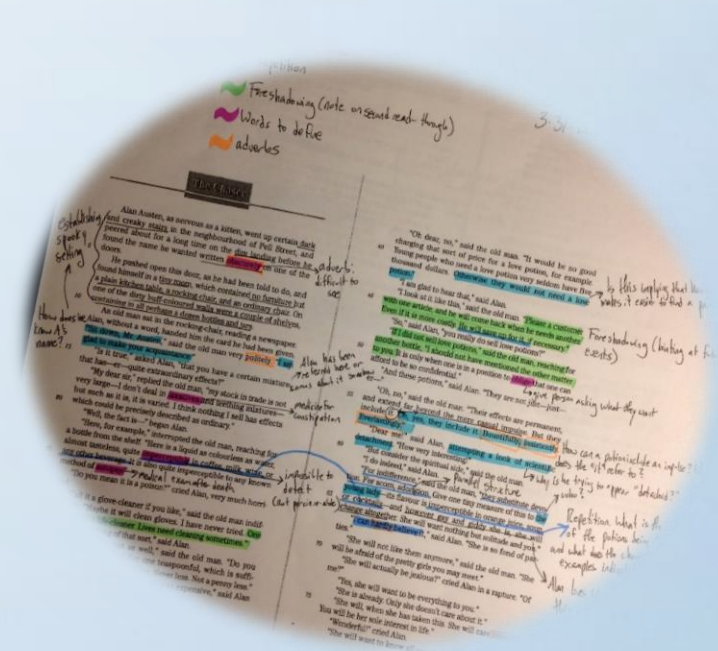


# What is Annotating?

- The process of marking and taking notes on a text to make the most of the reading process. This includes highlighting, underlining, circling, arrows, and making notes by paraphrasing, summarizing, or noting original ideas.



Text Symbols for annotating text	
* (star)	important
— (underline)	key word or detail
✓ (checkmark)	I understand
○ (circle)	unfamiliar word
? (question mark)	I don't understand
! (exclamation mark)	I'm surprised
∞ (infinity symbol)	I made a connection
Words and comments	I'm thinking



# What is the Purpose of Annotating?



Annotation slows down the reader in order to deepen understanding.

# How do you Annotate?

- Read through the text, noting unfamiliar or difficult words or concepts.
- Reread the text multiple times, each time with **a different lens**. Depending on your purpose for reading, lenses you might apply include:
  - Important ideas, key understandings, big takeaways, deeper meaning, author's message
  - Development of ideas or arguments
  - Relationships between ideas and elements
  - Organization, structure, use of metaphor, imagery, symbolism, tone, mood
  - Vocabulary and word choice
  - Use of illustrations or other text features

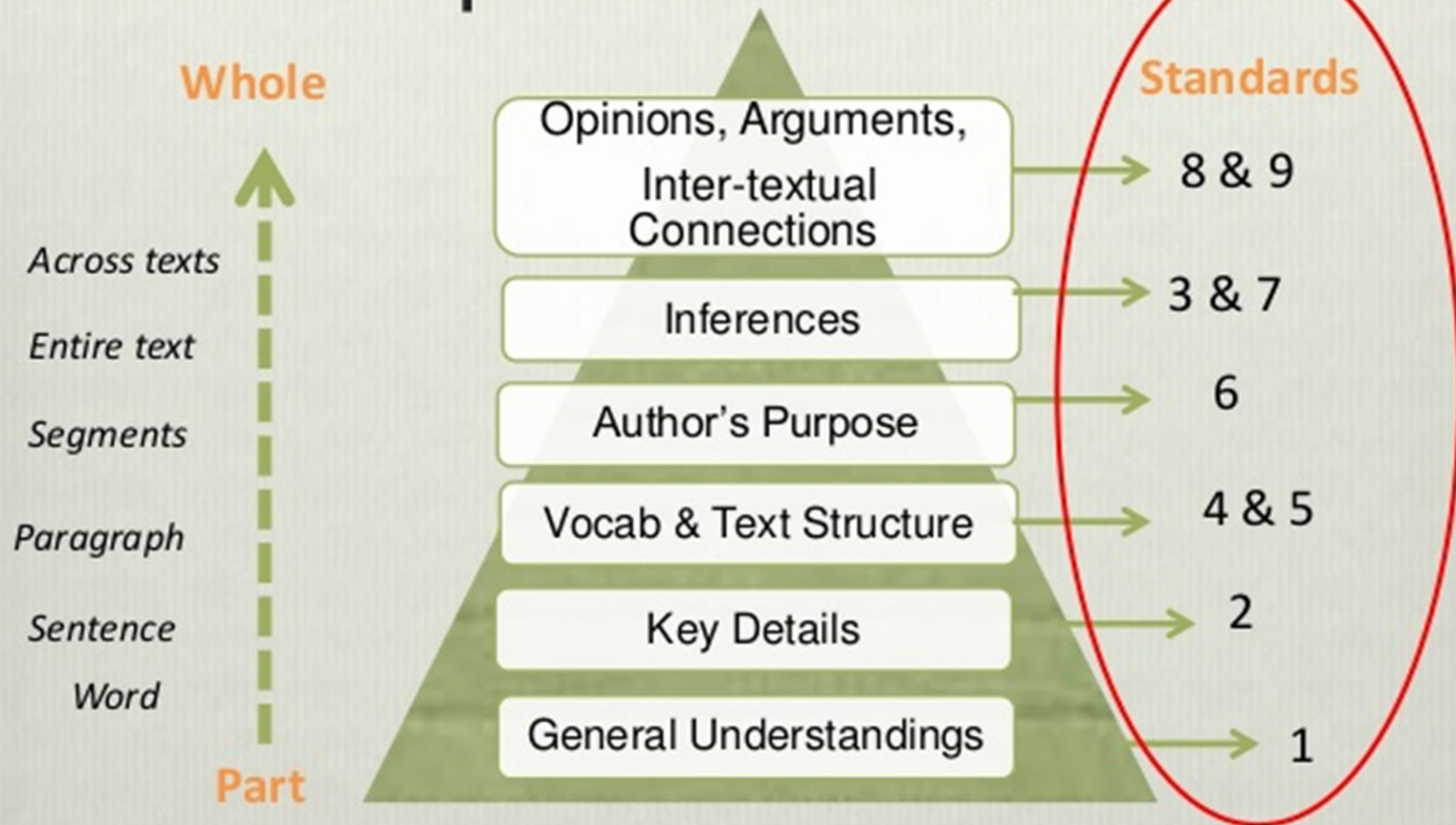




# Text-Dependent Questions



# Progression of Text-dependent Questions



Graphic: Doug Fisher and Nancy Frey

## Pathway of text-dependent questions

Staircase of Complexity	Text Dependent Questions (Write your text dependent questions below to confirm a staircase of complexity)
Opinions, Arguments, Intertextual Connections	
Inferences	
Author's Purpose	
Vocabulary and Text Structure	
Key Details	
General Understandings	

Adapted from: Frey, Nancy and Douglas Fisher, *Rigorous Reading: 5 Access Points for Complex Texts*, Corwin Literacy, London, 2013, Page 52.

## Stems for writing text-dependent questions

This guide provides some commonly used structures for writing text-dependent questions and is intended to jump-start thinking when developing such questions, however, it is in no way intended to serve as an exhaustive list.

Questions about....	May start with....
<b>General understandings/gist</b> What are the "basics" in this text?	<ul style="list-style-type: none"> <li>Who...</li> <li>When....</li> <li>Where....</li> <li>What....</li> <li>Why did....</li> <li>What happened first...next...then...last....</li> </ul>
<b>Key details</b> What information or parts of the text support the big ideas?	<ul style="list-style-type: none"> <li>What key details tell you about....</li> <li>Describe the major events/scenes that led to....</li> <li>Explain why/how....</li> <li>What key details in the text support the topic/idea/claim/argument that....</li> <li>Describe...using key details to support your description....</li> <li>Reread/look at...what does this tell you about...how do you know?</li> <li>How are...and...similar/different? How do you know?</li> <li>Why differs....</li> <li>Why does...idea/character/setting/etc. develop over the course of the text?</li> <li>What role does...play in advancing the plot?</li> <li>How did...respond to/impact/affect/change....</li> </ul>
<b>Vocabulary, word choice, and meaning</b> How are words and phrases used for effect in the text?	<ul style="list-style-type: none"> <li>What does...mean?</li> <li>Reread...what does...mean there?</li> <li>Why did the author choose to use...instead of....</li> <li>What is the impact of...on meaning/tone/mood/etc.? (6-12)</li> <li>What role does figurative language like...play to advance the text's meaning/plot/theme/etc.?</li> <li>What does the word/phrase...tell us about....</li> <li>How does...shape the meaning/tone/mood/etc.? (6-12)</li> <li>What role does (literary device, e.g., rhythm, rhyme, onomatopoeia, alliteration, etc.) play in the development of....</li> <li>How is the author defining...how do you know?</li> <li>What role do...(part of speech)...play in this text?</li> <li>What is the impact of the (part of speech) in this text?</li> </ul>
<b>Text structure</b> How the text is organized?	<ul style="list-style-type: none"> <li>What is the relationship between....</li> <li>Describe the structure used to organize...information/an idea/argument/plotline/inform</li> <li>Describe the beginning/middle/end of...Why did the author choose to start/continue/end this way?</li> <li>How do...and...connect/connect to....</li> <li>How does the author show....</li> <li>How does the text structure support....</li> <li>What is the relationship/connection between this word/sentence/paragraph and....</li> <li>How do the sentences/sections/paragraphs fit together to....</li> <li>How does the (text feature) support....</li> <li>Reread...Who is speaking/narrating? How do you know?</li> </ul>

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## Text-dependent questions checklist\*

Use the questions below as a checklist to help you write high-quality text-dependent questions, evaluate text-dependent questions, and guide discussions and feedback with your coach and group.

Criteria	Notes/comments
Are the questions truly text-dependent? (Do they require the student to read the text to answer the questions?)	
Are the questions logically grounded in the text? (Can they be answered by careful reading of the text, or do they require background knowledge?)	
Is it clear to students that they must use evidence from the text to support their claims? (Standard 1)	
Do the questions provide appropriate scaffolding so that all students can understand what is being asked?	
Do the questions linger over the trickiest or most complex parts of the text, providing students with multiple opportunities to explore and interact with those parts?	
Are the questions being asked worthwhile and worthy of further time and exploration?	
Do the questions provide students with the opportunity to use academic and domain-specific vocabulary in context? When possible, do some of the questions go beyond just asking about the vocabulary but also explore some aspect of the text?	
Do the questions provide opportunities for students to build world knowledge through the lens of the text?	
Is there a sufficient range and diversity of questions matching components of both the "Key Ideas and Details" Standards as well as "Craft and Structure" and "Integration of Knowledge and Ideas" standards?	
Are the questions sequenced in a logical, coherent progression that gradually builds towards a key understanding?	
Do the questions sequenced earlier in the series provide students with the opportunity to build confidence and gain understandings that will be put to use to answer later questions?	
Are the questions appropriately aligned to a Common Core Standard at the right grade-level?	
Do the questions leave out any key ideas, or pivotal understandings in the text?	

\*Adapted in part from Student Achievement Partners' "Checklist for Evaluating Question Quality."

# Text Dependent Questions In Action

**USING TEXT  
DEPENDENT  
QUESTIONS**



# Text-Dependent Questions

- are questions that can only be answered correctly by close reading of the text and demand careful attention to the text
- require an understanding that extends beyond recalling facts
- often require students to infer
- do not depend on information from outside sources
- allow students to gather evidence and build knowledge
- provide access to increasing levels of complex text
- call for careful and thoughtful teacher preparation
- require time for students to process
- are worth asking

**Let's Try It Out**





# Close Reading of a Picture

- What do you notice? Share your observations with a partner.



# Guiding Questions Using a Graphic Organizer

- What details do you notice from the picture?
- What was your initial impression and reaction?
- What are your unanswered questions?

# Further Guiding Questions

- Why do you think the photographer took this picture?
- What is the photographer's point of view?
- What do you notice as different or unusual in the picture? Use information from the picture to support your answer.

# Become a Secondary Student...

- Read Document 1
- Share your thoughts about the document.
- Read the Guiding Questions document with your group.
- Reread Document 1 and use the Guiding questions to discuss the document again. Remember to use evidence from the text to support your inferences and conclusions.

# Guiding Questions

- What is the author's point of view?
- What do you notice as different or unusual in the text?
- Where do you think this is from, when was it written, and for what purpose was it written?
- What is the central idea of the document?

# Listen to Audio





# Guiding Questions for Audio

- Does this add any clarity to what you have read?
- How do reading Document 1 and listening to Document 1 differ?
- Does the audio change the impact of Document 1? Consider voice, emotional appeal, and expression.
- Who is the author of this document and what is the purpose of it?
- When was it written? Who was the audience?

# Bringing Close Reading and Text-Dependent Questions To Life



EXPEDITIONARY  
LEARNING

Reading Closely  
with Middle School Students

# Close Reading in Action: An Elementary Perspective

Erica Augustyn  
Pleasant Valley Elementary School  
South Windsor



PLEASANT  
VALLEY  
SCHOOL



# What Close Reading Looks Like in the Elementary Classroom

- Modeling
- Anchor Charts
- Short texts
- Post-its, highlighters, pencils –students actively engaged in reading
- Guiding questions to help set a purpose for each reading of the text
- Collaborative work → peers working together to best understand a text



# Anchor Charts

**Close Reading**  
Read with a pencil to show your thinking!

- ? \* I have a question
- ? \* I don't understand
- ! \* Surprising
- ! \* Important part
- ♡ \* Love this part
- ♡ \* Favorite
- C \* Making a connection
- C \* "This reminds me of..."
- ☆ \* Main Idea
- E \* Evidence that supports the Main Idea

**CLOSE READING**

- Read the text slowly
- Get the gist of what the text is all about
- Circle words you're unsure of
- Reread, Annotate, and underline key vocabulary
- Use the text to answer questions
- Read again → Summarize → answer specific questions

# Lesson Planning with Close Reading

- To be successful with Close Reading teachers do need to read and reread the text themselves
- Creating guiding questions to drive the second and third reading of a text is crucial; there needs to be a clear objective set for students to understand WHY they are rereading the same passage
- Time needs to be devoted to creating text-dependent questions that will challenge students and extend their thinking
- Text-dependent questions can hit a multitude of standards, which makes integration of Close Reading into current curriculum successful



# Guiding Questions

## Potential Questions for Literary Text

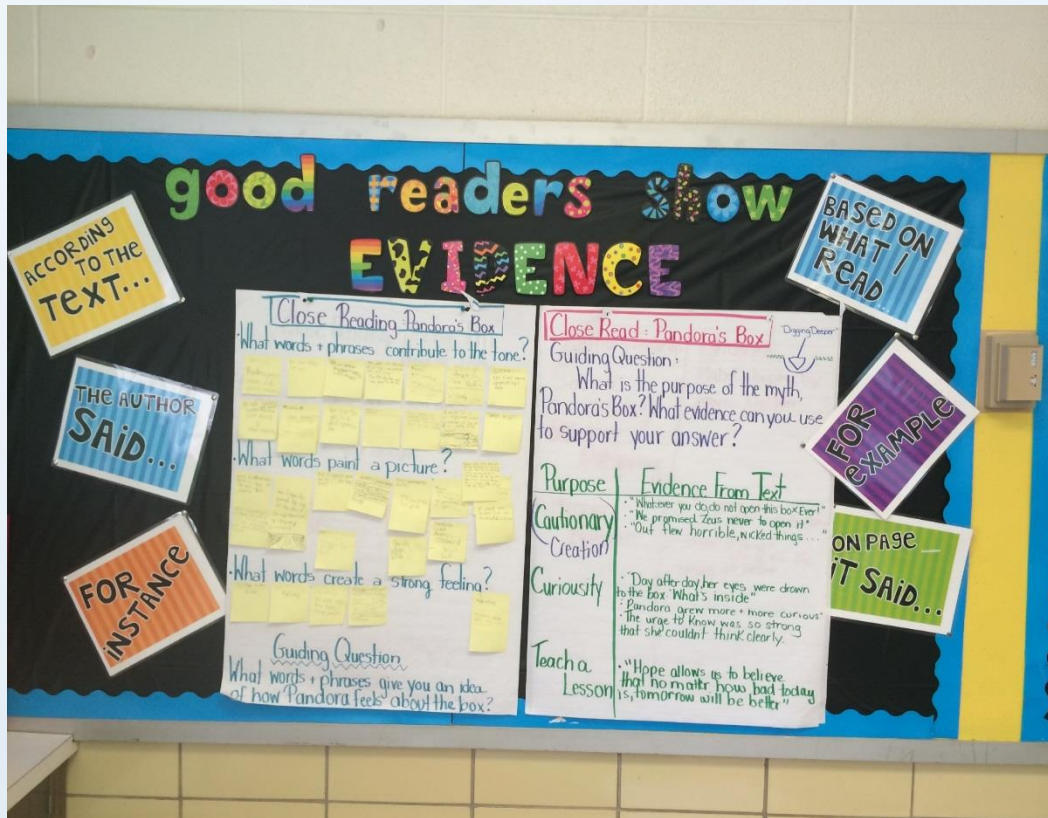
- What clues to meaning do you find on the cover that prepare you to read this story?
- What is the author's message?
- How does the setting (time and place) make a difference in the story?
- What tone or mood does the author create?
- Who is speaking in this passage?

## Potential Questions for Informational Text

- What is the main idea, and how does the author show this in the text?
- Why does the author choose these particular details to include?
- What are the most important words to talk about this text?
- Why do you think the author chose this genre or format?
- Do you think the author is openly trying to convince you of something?



# Connecting Close Reading to Writing



- Close Reading directly integrates and supports writing
- Ties into students writing constructed responses where they are required to find evidence in the text to support their thinking
- Not all guiding questions have to lead to a written response



# Close Reading Lesson: *Spelunking*



# Day 1: First Read of the Text

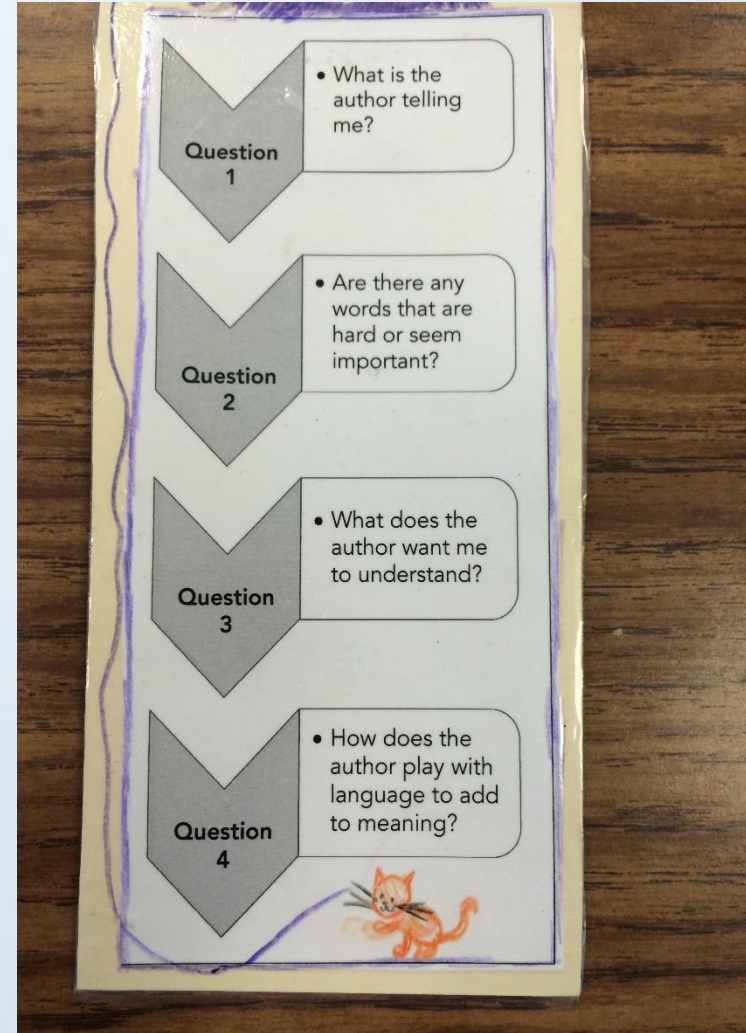
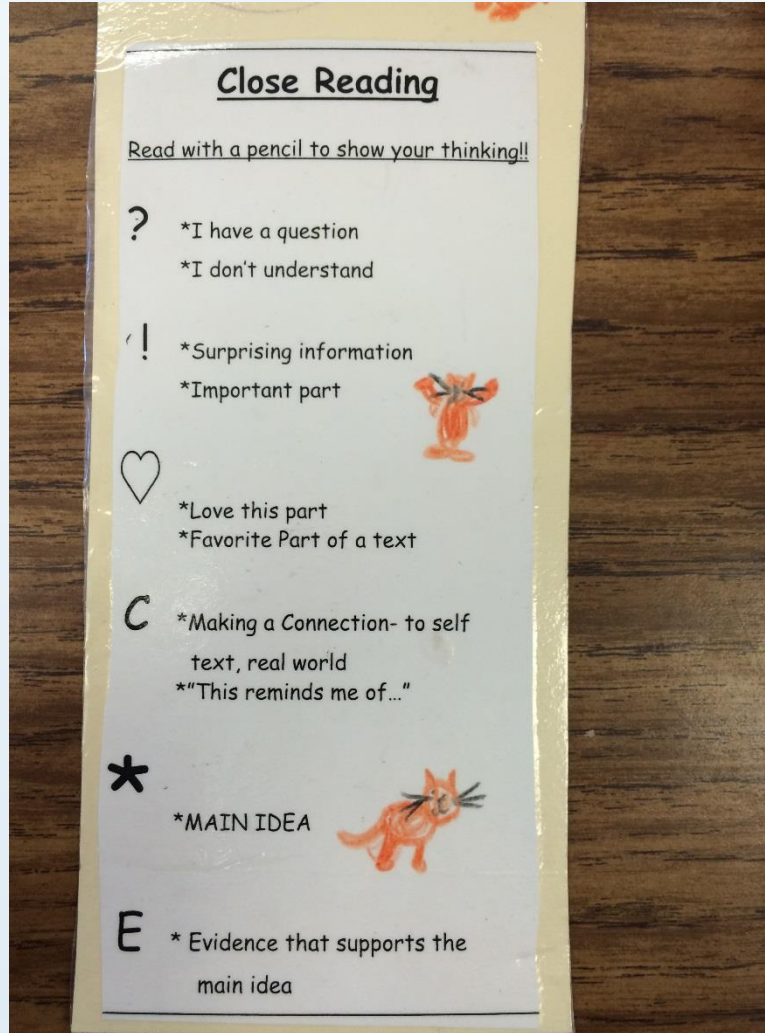
- This is an area where you can differentiate for various reading levels (some independently read, some partner read, some read in a small group with a teacher)
- Set the purpose → Read to find out what spelunking is.
  - Students “closely read” an image of people spelunking in a cave (What do you see? What types of emotions does this image generate?)
  - After students closely read image of spelunking → students read article in its entirety
  - Objective is to get the “gist” of the article without stopping to discuss
  - At end of passage students shared out their thinking of what spelunking is and what spelunking entails
  - Clear up any remaining confusion or misunderstanding of the text



# Day 2: Second Read of the Text

- Guiding Question: *How do the text features help you understand the text?*
- Students annotate and interact with the text
  - Students mark up the text using pencils, post-its, highlighters
  - Mark up unfamiliar phrases, key words, ask questions of the text
  - Utilize Close Reading bookmark that has symbols for coding the text
  - With a partner or in a small group, students share out what they notice, citing how the text is organized
  - At the end of small group/partner work students share out their ideas from their post-it notes and create a student generated anchor chart

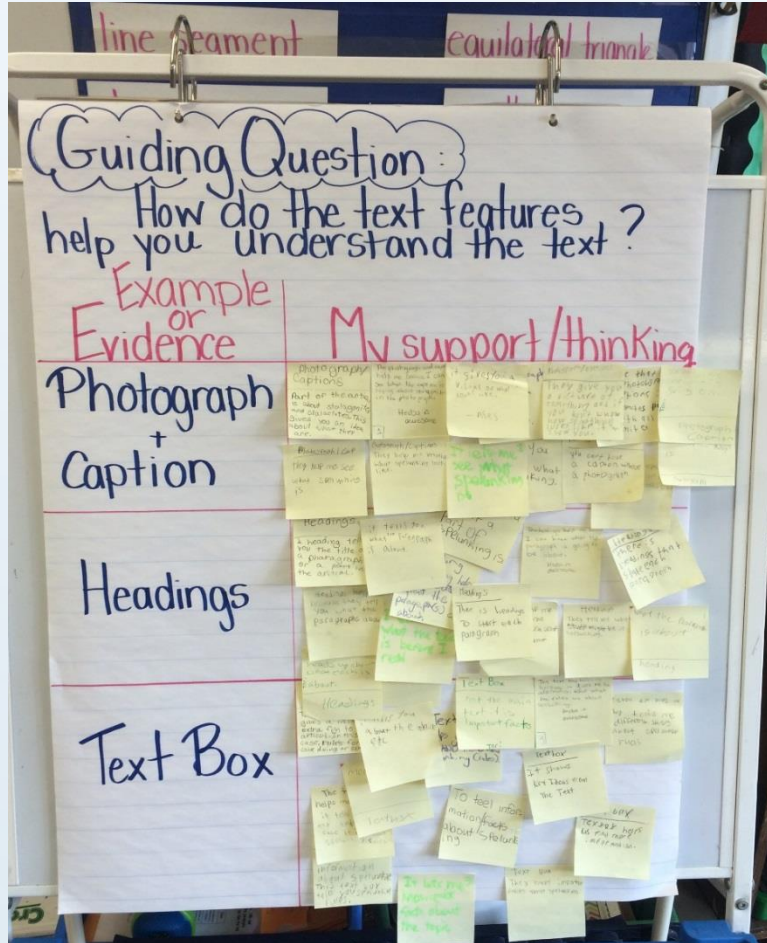
# Day 2: Close Reading Bookmarks



# Day 2: Close Reading in Action

Guiding Question: *How do the text features help you understand the text?*

## Student Generated Ideas

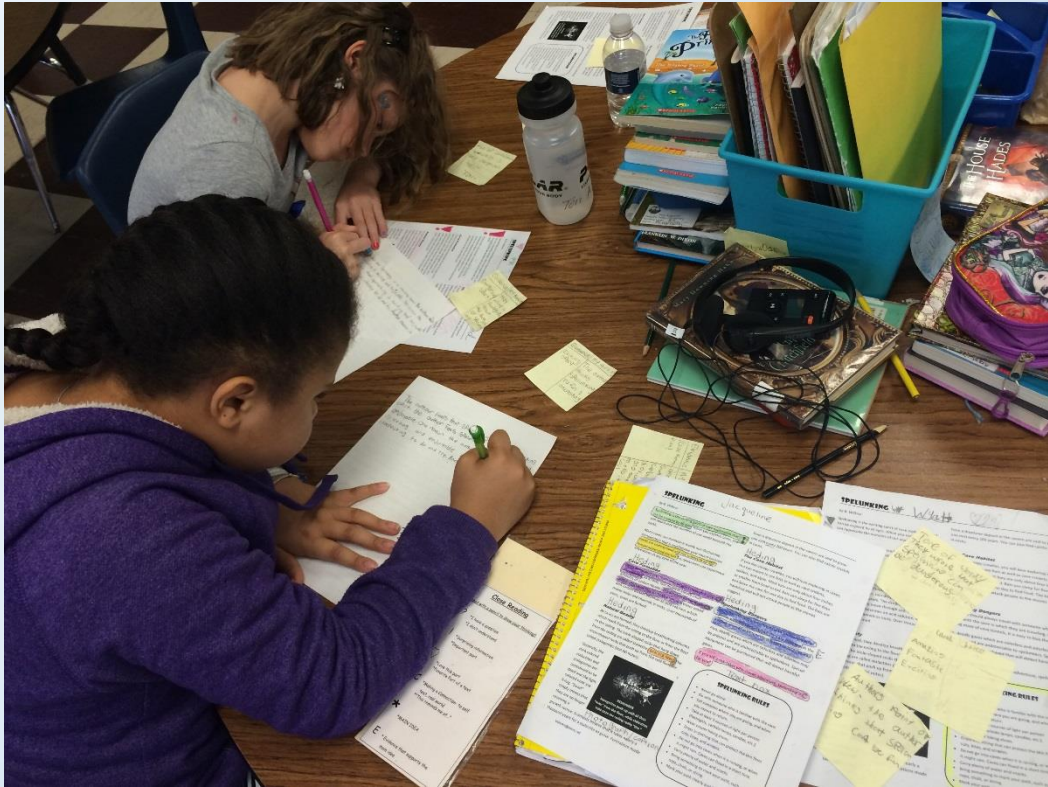
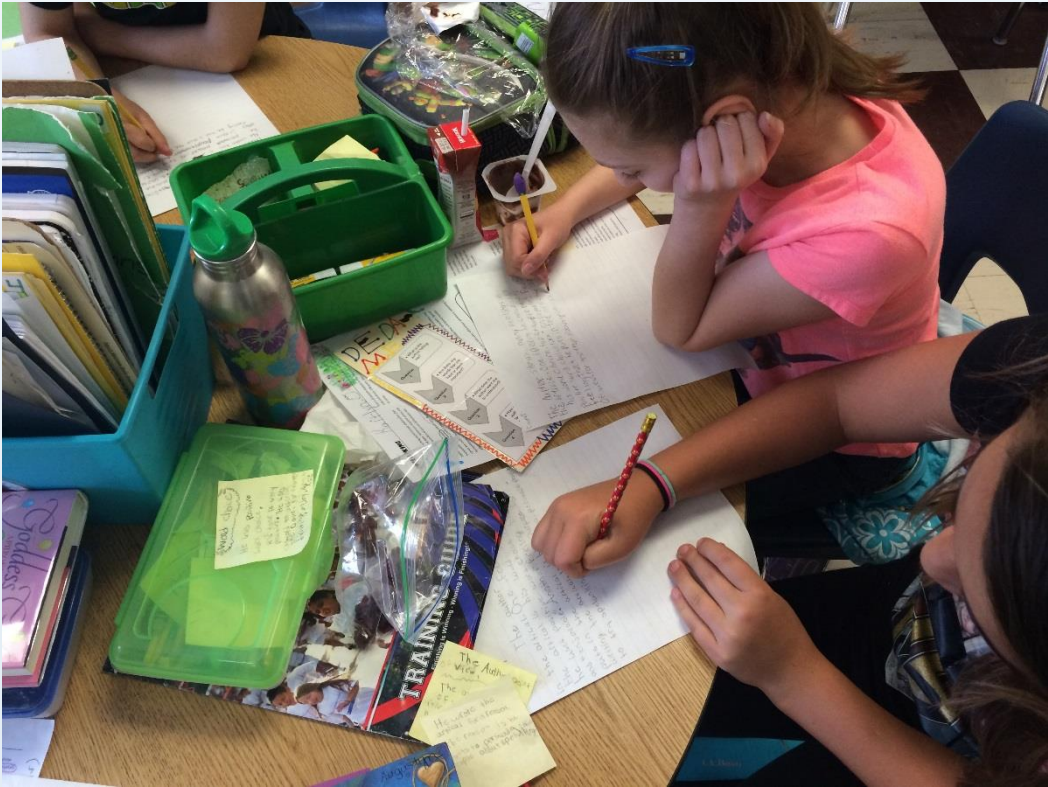


## Examples of Student Thinking

- Photograph/caption
  - It gives a visual of what a stalagmite is
  - They give you a picture of something that you don't know what it looks like
  - It helps me see what spelunking looks like
- Headings
  - Show key ideas from the text
  - Tell the main idea of each section
  - Give you an idea of what is coming next
- Text Box
  - Gives extra information on spelunking
  - Has important facts about spelunking
  - Lets me know quick facts about the topic



# Day 2: Students in Action









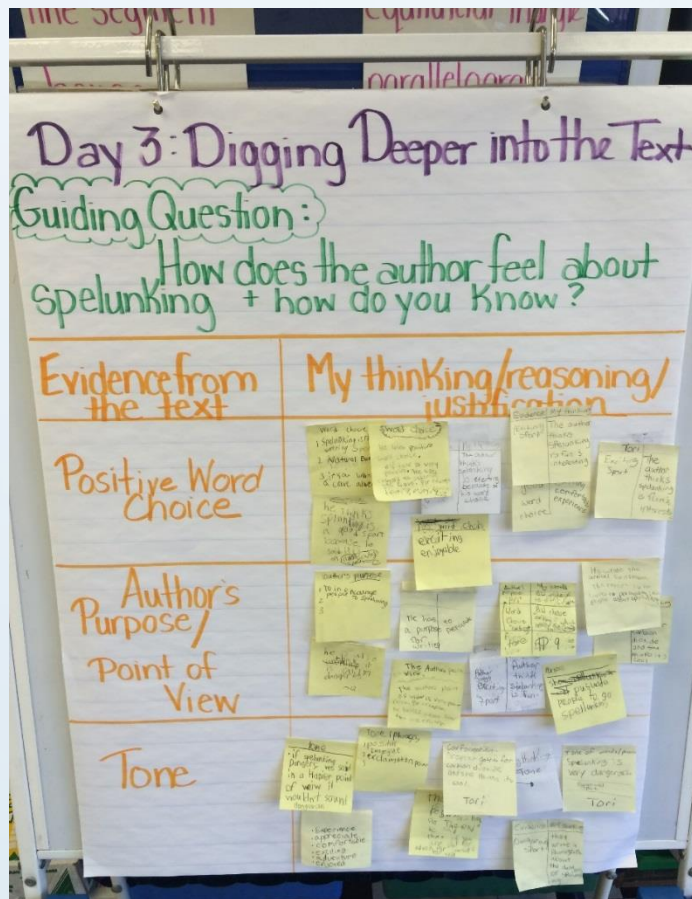
# Day 3: Third Read of the Text

- Guiding Question: *How does the author feel about spelunking and how do you know?*
  - As an area of differentiation, you can have certain students look throughout the entire text, whereas you may give other students specific paragraphs to look through for evidence
  - Graphic organizers help students organize their thinking
  - Depending on standard you are currently focusing on, this may become a formalized written response
  - Third read guiding questions tend to synthesize and pull all of their understanding together as a final analysis of the text

# Day 3: Close Reading in Action

Guiding Question: *How does the author feel about spelunking and how do you know?*

## Student-Generated Ideas

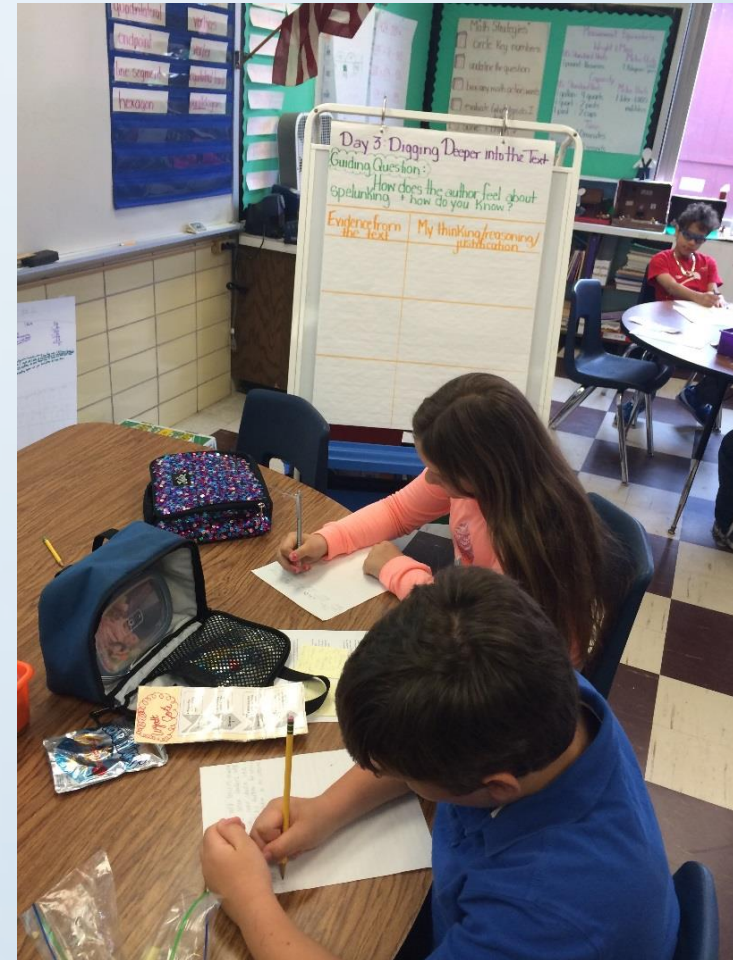
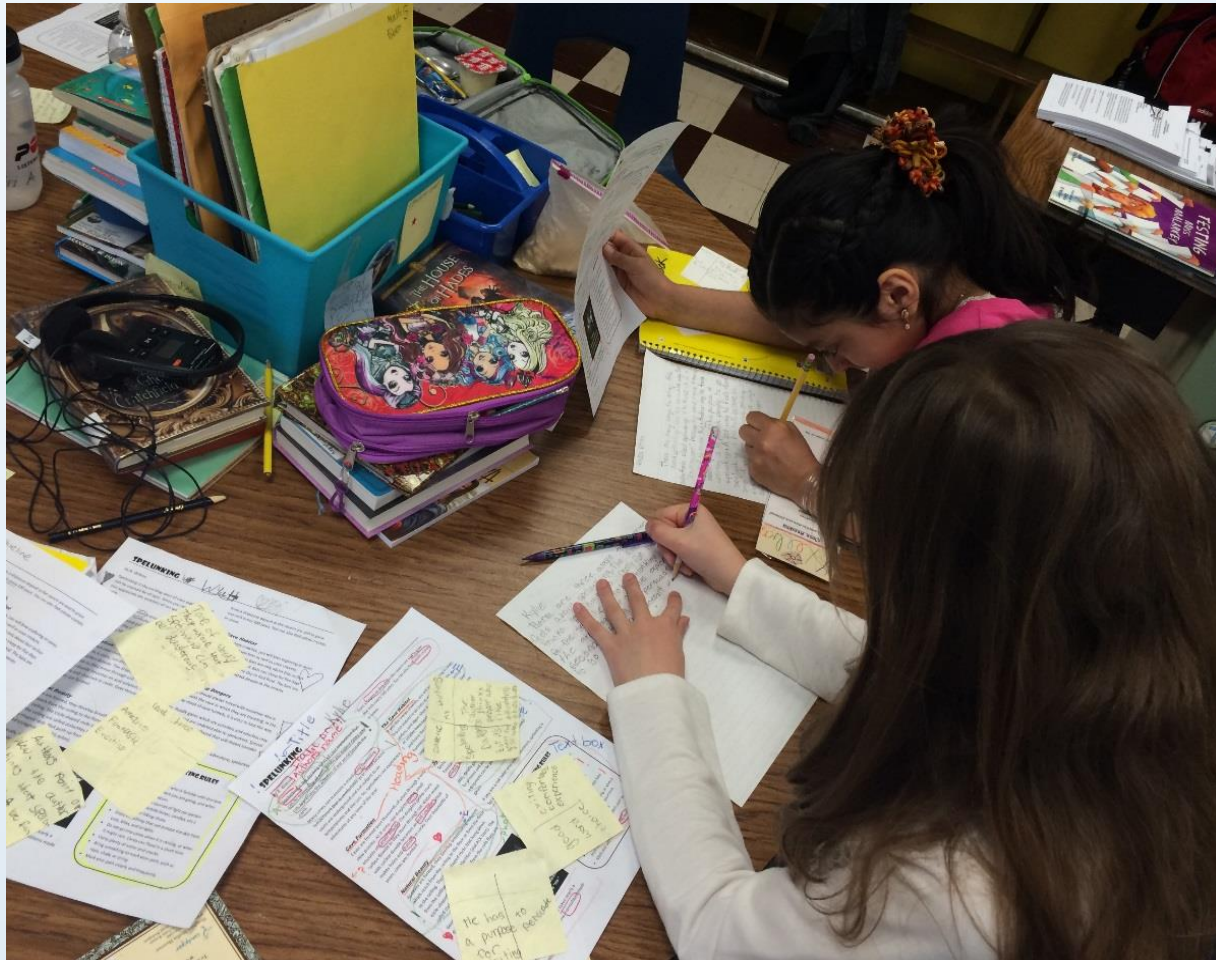


## Examples of Student Thinking

- Positive Word Choice
  - The author thinks spelunking is fun and interesting
  - Phrases from the text: "exciting", "enjoyable", "spelunking is an exciting sport", "see the natural beauty of the caves"
- Author's Purpose/Author's Point of View
  - Encourages people to try spelunking
  - Purpose for writing is to inform and persuade
- Tone
  - Uses exclamation point → show excitement
  - Although talks about dangers, doesn't focus on them/scare reader
  - Positive tone throughout the text



# Day 3: Students in Action



# Day 3: Student Work Samples

Here are three ways the author feels about spelunking. The author thinks spelunking is really fun because in the text he wrote "Spelunking is the exciting sport of cave exploration." Second, he wants to persuade people to go spelunking. He doesn't want to make spelunking sound dangerous but he has a purpose for writing the text. Finally he has a great but fun word choice - (exciting, comfortable, and experience) which are great words. These were only a few feelings the author has about going spelunking.

B. Wilkins, the author of the passage Spelunking, likes this topic. One reason I know B. Wilkins likes spelunking is because of the author's purpose. It's evidence because why would B. Wilkins write about it if he didn't like it? Another example is his word choice. He uses words like "exciting" and "enjoyable". Those words send a **good** feeling. Finally I see that the author likes the topic by his tone. He says, "If you are a risk-taker who craves adventure, spelunking is for you!" That shows that the author is saying that if you like adventure, you **should** go spelunking. Those are my reasons why B. Wilkins likes spelunking.



# A Perspective from a Secondary Teacher

Michael Webb  
Grade 9 & 11 English/Humanities  
South Windsor High School





# Selecting the Text



## TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXT

Text Author: \_\_\_\_\_



### Text Complexity Analysis Template

Text Title: \_\_\_\_\_

MEANING	
<input type="checkbox"/> Multiple levels/layers of complex meaning <input type="checkbox"/> High	<input type="checkbox"/> Middle High <input type="checkbox"/> Multiple levels/layers of meaning
STRUCTURE	
<input type="checkbox"/> Narrative Structure: complex, implicit, and unconventional <input type="checkbox"/> High	<input type="checkbox"/> Narrative Structure: some complexities, more implicit than explicit, some unconventionality <input type="checkbox"/> Narration: occasional shifts in point of view <input type="checkbox"/> Order of Events: several major shifts in time, use of flashback <input type="checkbox"/> Middle High
LANGUAGE	
<input type="checkbox"/> Narration: many shifts in point of view <input type="checkbox"/> Order of Events: frequent manipulations of time and sequence (not in chronological order) <input type="checkbox"/> High	<input type="checkbox"/> Conventuality: contains abstract and/or figurative language or irony <input type="checkbox"/> Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain-specific, or overly academic <input type="checkbox"/> Middle High
KNOWLEDGE DEMANDS	
<input type="checkbox"/> Conventuality: heavy use of abstract and/or figurative language or irony <input type="checkbox"/> Clarity: generally unfamiliar, archaic, domain-specific, and/or academic language; dense and complex; may be ambiguous or purposefully misleading <input type="checkbox"/> High	<input type="checkbox"/> Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but common to most readers <input type="checkbox"/> Middle High

Created by: Michael Webb

Text and Author: "TLA" – Jane McFann

**Text Description**  
 Holly is an eighteen year-old senior five days away from graduation. As she returns to school late one day to turn in make-up work from the two months she has missed, we learn that she has been involved in a tragic accident and is experiencing guilt commonly associated with survivors. Throughout the narrative, she begins to see the impact a restrictive relationship can have on an individual. A return to the scene of the accident finds her standing at the edge of the cliff contemplating the point of life without her beloved Jake. In the end, her reflection leads to an understanding of the true nature of her growth and the importance of resiliency.

**Lexile and Grade Level**: 960 Lexile - Gr.9

**Meaning/Central Ideas**

Relative to Holly's character, it is important to note that literature is a reflection of life whereby when one person changes, the relationship changes. The story lends itself well to our first unit that focuses on the narrative functions of conflict creating change and growth in character. The interpretation and analysis of this process typically produces a thematic statement.

**Prior Knowledge Demands**

A tertiary awareness of high school life (college acceptance, graduation, senior year etc.) Much of the story is based on a relationship during adolescence and culminates with the events associated with the last week of senior year (finals, break, graduation). Students who have been in a relationship will have a better understanding of the emotional component that Holly is facing

**Potential Reader/Task Challenges**

Readability is not challenging. Sentence structure and length will not be a problem due to its fairly conversational narrative and dialogue that is within range without any content-specific terms. Previously, the author's use of flashback and stream of conscious technique.

Text complexity analysis

Event/Date:

TeachFest Connecticut: Summer Academy  
 July 29, 2014

Where to Access Text

Short Circuits: Thirteen Shocking Stories by  
 Outstanding Writers for Young Adults, edited by  
 Donald Gallo

Quantitative

Text Length

2,616 words

Qualitative

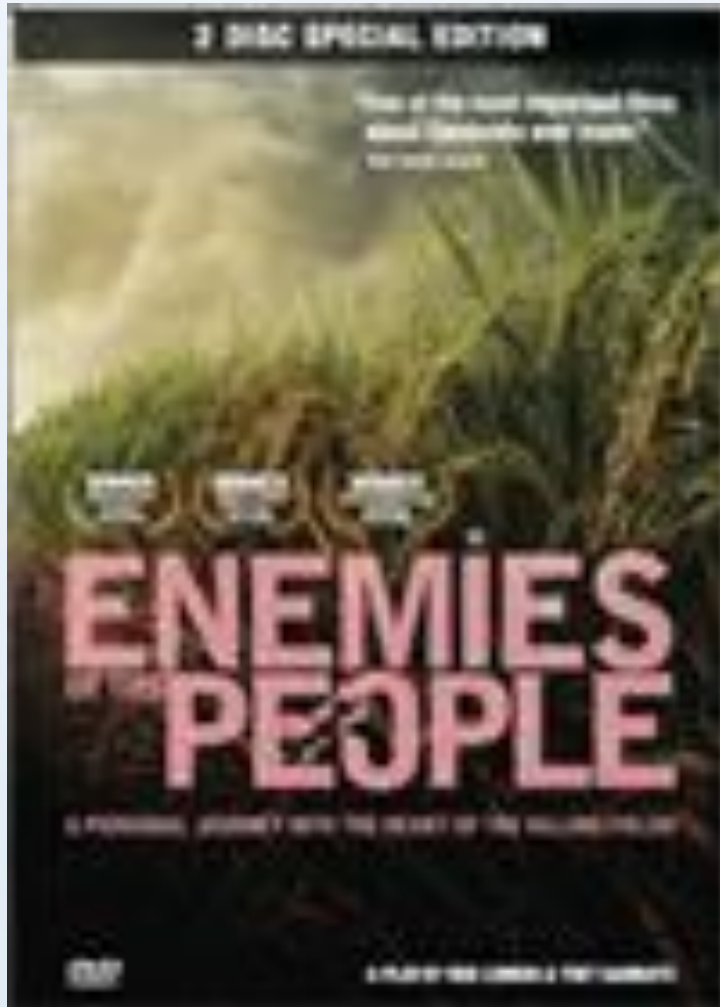
Text Structure/Organization

A model for short fiction in the first person narrative that asserts of a series of flashbacks to craft the development of conflict and characterization. Italicized text is used to separate stream of conscious technique versus typical dialogue.

Language Features

Readability is not challenging. Sentence structure and length will not be a problem due to its fairly conversational narrative and dialogue that is within range without any content-specific terms.

# Close Reading with Multimedia



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Period: \_\_\_\_\_

**ABC ...Plus One Note Catcher**

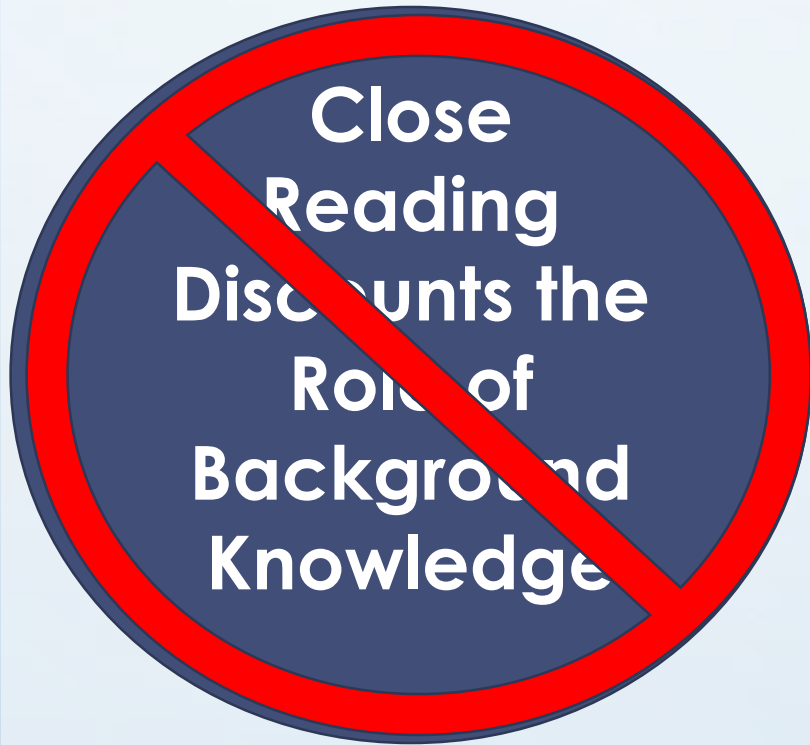
Reflections from Documentary

Actions:	
A - Agree	
B - The Biggest Idea	
C Connection to Our World	
+1 Application to Our Society/Country	

**Directions:**

- As you view the documentary *Enemies of the People*, actively complete the note catcher template above. You will be responsible for the following boxes:
  - One thing with which you **Agree**
  - One **Big Idea**
  - One **Connection** to your current work
- Round 1:** Each member shares their **Agree** box without elaborating why they chose that item. When all Agree boxes have been read, Person A offers a summarizing paraphrase of what has been said. He or she then leads a short discussion among the group about what influenced members to write what they wrote.
- Round 2:** Each member repeats the process with the **Big Idea** box. Person B leads the discussion.
- Round 3:** Each member repeats the process with the **Connection** box. Person C leads the discussion.
- Round 4:** Each person locates the fourth box on the Note Catcher and writes how this information might be used or applied. Members repeat the process with Person D leading the discussion.
- Small groups then share out insights with the whole class.

In order to build their content context for future readings of *In the Shadow of the Banyan*, students watch a portion of the PBS video. Students follow the discussion protocol “ABC...Plus One.”

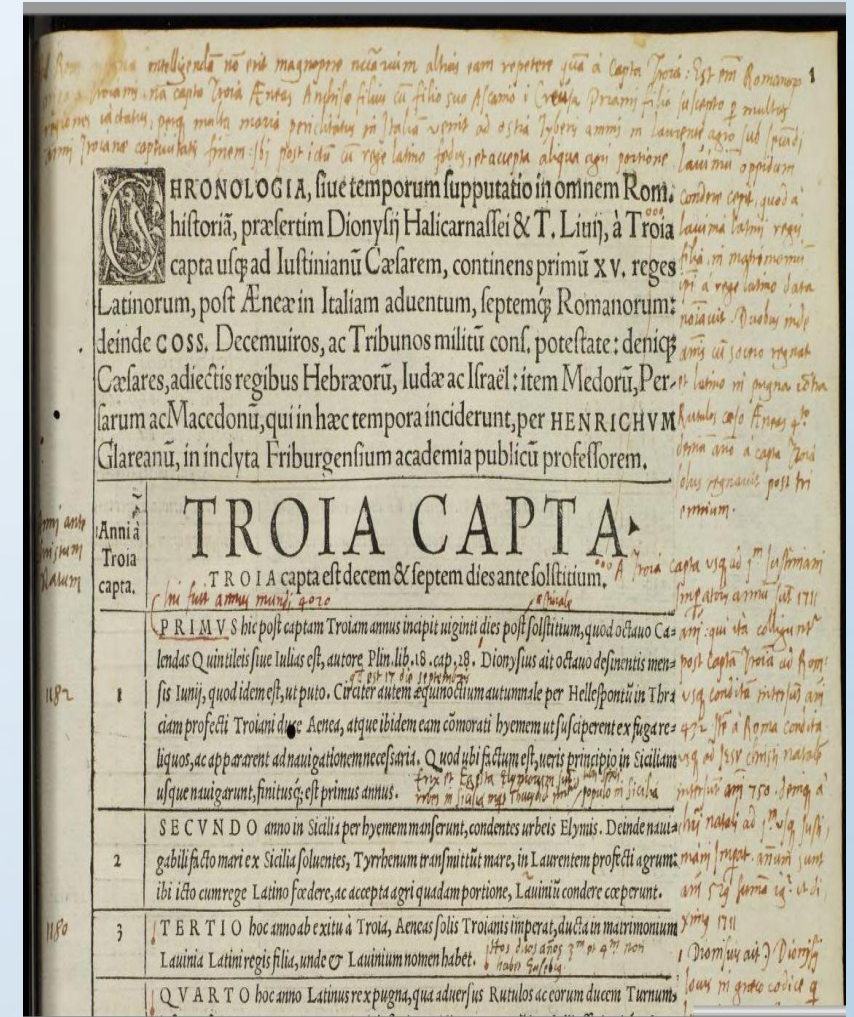


- The Publisher's Criteria for the CCSS advocates a close reading approach that "focuses on what lies within the four corners of the text"
- There's a difference between background knowledge that takes you away from a text and background knowledge that takes you **further into** a text.
- Close reading really asks students to understand a text based on the new material they find in it. In fact, it actually allows students to build new background knowledge.



# Purposeful Annotation

- We've been doing it since the beginning of time
- Provides a focus
  - The task of understanding and learning from a text while reading
  - The task of understanding and learning from a text after reading
- Not just “fill in the margins as much as you can”
- Doesn't have to be a complicated system



# Text Dependent Questions

- Aid in unlocking the answer to the Essential Question of the unit
  - This may be a newer experience so build in scaffolds
- Remember to use textual evidence to support your ideas.
  - Be sure to include specific evidence from the text to support your ideas.
  - Remember to use words and phrases from the text to prove your answer.
  - What in the text helped you to know?
  - What words or phrases did the author use that led you to your answer?



# Student Work Samples

What clues/evidence from the text tell you that they may be safe?

The ~~townsfolk~~ came out with pots and dishes filled with food. The district leader greeted everyone kindly and addressed them respectfully. The author also says "It was clear this was to be our new home. Everyone sighed with relief."

What clues/evidence from the text tell you that they may be safe?

Clues from text that tell me they may be safe is when he talks about how anxious he was after seeing all the food and "It was clear this was to be our new home" (pg 243) After being welcomed by district leader. Seems the family is now in good hands with their new home. ~~back~~ ~~back~~ Even though the others beat them to the bedrooms, they ~~are~~ <sup>are</sup> best off living in the immense kitchen rather than the forest.

How does the author reflect the ideology of the Revolution here? Use details to support your question.

The author reflects the ideology of the Revolution here bc "we didn't learn to read/write, it was clear we must keep quiet what we knew" (pg 246)  
Author reflects belief of Rev. because all they did was learn to fight didn't matter about education just knowing what you must to remain alive. And the lyrics in the song pretty much ~~explains~~ explains their beliefs.  
"Blood showers, Blood of workers/soldiers" reflects to how blood everywhere is the blood of everyone.

Yes  
Good  
evidence

How does the author reflect the ideology of the Revolution here? Use details to support your question.

The only reason the author went to school was to learn a song (basically). It was a chant about the } Good pt. revolution. The children learned about why the revolution was a good thing. They didn't learn to read or write, and they had to keep quiet. ✓



# How to Support Implementation of Close Reading



- Schedule professional learning time for your teachers so they can learn how to analyze texts for text complexity and how to do close reading.
- Provide time for teachers for whole-school planning for close reading
  - identifying key goals and coordinating what text will be used at different grade levels
  - how close reading will be integrated into language arts, social studies, science, and mathematics

- Work with teachers to decide upon school wide or grade-level annotations so students do not need to relearn annotation markings each year.
- Provide coaching for teachers as they begin utilizing close reading in their classrooms.
- Support teachers' efforts by arranging opportunities for peer observation and feedback.



# Resources

- [CTCoreStandards.org](http://CTCoreStandards.org)
- [CCSSO Navigating Text Complexity](#)
- [Achieve the Core](#)
- [EduCore](#)
- [International Literacy Association](#)
- [LearnZillion](#)

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