

Black Knight Connections

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*Common Practices and Strategies Focused on Reading
Getting our Students Ready to Be Critical Consumers of Text
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I. What words/phrases do we use with students as they read complex text?

Got Bingo!

Close Reading	Getting the Gist	Rereading
Chunking the Text	Annotating/Text Code	Complex Text
Collaborative Conversations	Questioning	Read Aloud
Evidence from the text	Turn and talk	What is the author's point of view?

II. What does the reading environment look like in the classroom?

Let's Take a Look at Some Videos. Check off what you see and hear:

Close Reading In a Snapshot – Close reading is an instructional routine in which students are guided in their understanding of complex texts (Fisher & Frey). The following features are necessary for students to learn to read closely...

- **Short, Complex Passages** – complex passages are texts that do not give up their meaning easily or quickly.
- **Repeated Readings** – Reread or listen to text for different purposes and for collaborative conversations
- **Annotation** – “Reading with a Pencil”. Annotating text allows the reader to slow down and think about what they read.
- **Collaborative Conversations** – About the text with their teacher and peers.
- **Text-Dependent Questions** – Focus on evidence found within the text to identify structure, meaning, and inferences with a scaffolded approach.

Moving from surface level comprehension to deep comprehension with 4 phases. The journey through a piece of text...

- Phase One: What does the text say?
- Phase Two: How does the text work?
- Phase Three: What does the text mean?
- Phase Four: What does the text inspire you to do?

Choosing Texts – Ranges from a few paragraphs to a few pages in length. Complex enough to

withstand multiple readings and challenges a reader's thinking and understanding.

Resources for Complex Text Exemplars (Grades K-12) http://www.corestandards.org/assets/Appendix_B.pdf

III. What can you do as a parent to support your child in his/her reading life?

Discussion Notes:

IV. What do some sample questions look like on the state assessment?
Short Answer and Text-Dependent Analysis Examples
PDE Item and Scoring Samplers 2015

Grade 3

How does the interaction between the family and Mr. Hanson lead to other events in the passage? Use information from the passage to support your answer.

How does the description of the "ice-skating" bison support the idea that animals play in groups? Use information from the passage to support your answer.

Grade 4

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how both passages show the statement to be true. Use evidence from both passages to support your response.

Grade 5

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from all three passages to support your response.

Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Grade 6

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from both the passage and the poem to support your response.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Grade 7

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Grade 8

The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

Literature Keystone

Analyze how the point of view in the passage helps to communicate the idea of self-reflection on the part of the youth. Use information from the passage to support your analysis.

Read the line from the poem.

"I want to be improbable beautiful and afraid of nothing,"

Analyze how the line relates to the starlings. Use information from the poem to support your analysis.

Analyze why "Taming the Bicycle" is an appropriate title for the passage. Use information from the passage to support your analysis.

Explain the impact of the first person point of view on the meaning of the passage. Use information from the passage to support your explanation.