

K-3 Literacy Pilot: MoMEntum Common Professional Learning #6.1



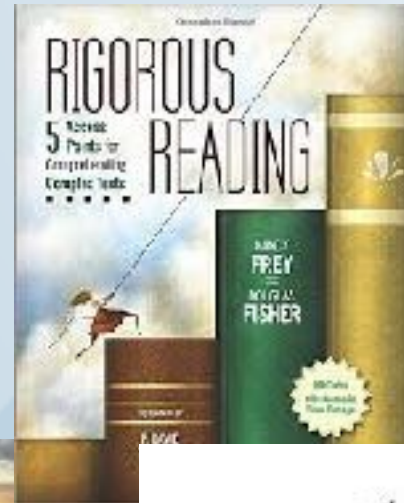
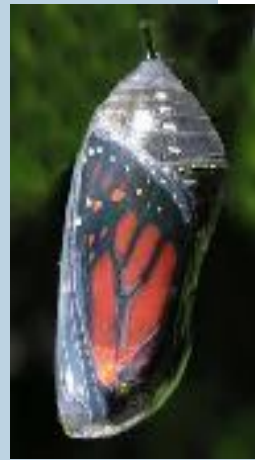
Shared Reading as a Scaffold for
Close Reading

Reflections on Shared Reading Webinar

Brainstorm and write a list of key learnings about shared reading as an instructional scaffold.

We will share out whole group.

Shared Reading as a Scaffold for Close Reading



Shared Reading as a Scaffold for Close Reading

Learning Intentions

Educators will:

- develop a common understanding of close reading.
- explain common components of close reading; including how shared reading can be a scaffold for close reading routines.
- be able to explain why close reading is valuable.

Shared Reading as a Scaffold for Close Reading

Close Reading

- **Teacher Version**

- *Close reading is purposefully reading a complex text several times in order to analyze and gain a deep understanding of the text.*

- **Student Friendly Version**

- *Reading something enough times so you can understand it, explain it to someone else, and ask and answer questions about it using evidence from the text.*

Shared Reading as a Scaffold for Close Reading

Digging a Hole Analogy

The first time you dig your shovel in (read), you just scrape the surface off the ground. The second time you dig in (read the text again), you get a little more dirt (meaning). And every time you dig in (read) after that, your hole gets bigger and bigger until it's just right and you get the full meaning.

~Genia Connell

Components of Close Reading Routines

- Uses short, worthy (sufficiently complex) texts
- Limits front loading
- If appropriate, students read the text themselves. For primary students the text can be accessed through read aloud or shared reading.
- Encourages observations and annotations
- Incorporates purposeful rereading, collaborative discussions, and written responses
- Uses text-dependent questioning and other analysis prompts/tools to encourage analysis

Question to ask—*Will students benefit from critically engaging with the text through repeated readings?* If the answer is **yes**, then a close reading process is appropriate.

Shared Reading as a Scaffold for Close Reading

Incorporating Close Reading

- **Whole Class** (single or multi-day)—enables all students to engage with appropriately complex text; use independent/shared/partner/read aloud formats
- **Small Group** (single or multi-day)—differentiate text or differentiate scaffolding
- **Writing Instruction**—through the use of mentor texts

What Does a Close Reading Routine Look Like?

- Establish **purpose** for reading, activate prior knowledge of text/genre structure and topic vocabulary
- Engage in **1st reading**— read aloud or independently with annotation
- Engage in **1st discussion**—checking for basic understanding, sharing surprises and confusions
- Engage in **2nd reading**—may be shared reading and/or teacher read aloud/think aloud, use of text-dependent questions to prompt analysis
- Engage in **2nd discussion**—examine and extend on 2nd reading
- Engage in **3rd reading**—using text dependent questions to prompt analysis
- Engage in **3rd discussion**—students share evidence
- **Writing about text**—connected to big ideas surfaced through readings/discussions and which requires textual evidence to be included.

Shared Reading as Scaffold for Close Reading

Close Reading In Action

While viewing a close reading webinar clip, please jot down some of the components of close reading the teacher employed.

<http://stateofmaine.adobeconnect.com/p378u31hnwi>

Please be prepared to have a conversation.

Shared Reading as Scaffold for Close Reading

Close Reading In Action

<https://www.youtube.com/watch?v=o4F4MCoYLt4>

What are the Benefits of Close Reading?

- Builds stamina with complex text
- Develops metacognition
- Helps identify and clarify points of confusion
- Fosters inferences and locating support in text
- Expects readers to find evidence to answer questions and to pose questions themselves
- Supports analysis and synthesis of text meaning
- Supports determining author's purpose and studying author's craft

Connections to Hattie and Duke Research

John Hattie

Close Reading
Repeated Readings .67 effect

Study Skills: annotation, questioning,
& discussion .63 effect

Metacognitive Strategies .69 effect
size

Nell Duke

Motivation and Engagement

Explicit Instruction

Build Vocabulary

Modeling/demonstration

Comprehension

Fluency

Shared Reading as Scaffold for Close Reading

Debrief /Closure

Please complete *A-Ticket-To-Go*. The information will be used to guide our professional learning in the Fall.