



# SUMMIT 2024

LEADING THE NEXT LEVEL

**Close Reading as a Lever for Building Writing, Speaking, and Listening Skills in Literacy**

#LATEACHERLEADERS





# Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Foundational math** instruction advancing to conceptual understanding
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families



#LATEACHERLEADERS





# Objectives

1. Understand the connection between the practice of close reading and improved levels of literacy in the secondary classroom.
2. Participate in experiential learning of developing and implementing close reading using Guidebooks.



#LATEACHERLEADERS





# Agenda

- I. SOR Overview/Connection
- II. Experiential of developing a close read
- III. Closure

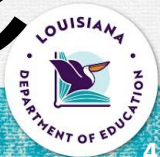
Slidedeck of presentation



SCAN ME



#LATEACHERLEADERS





# Science of Reading- Scarborough's Rope

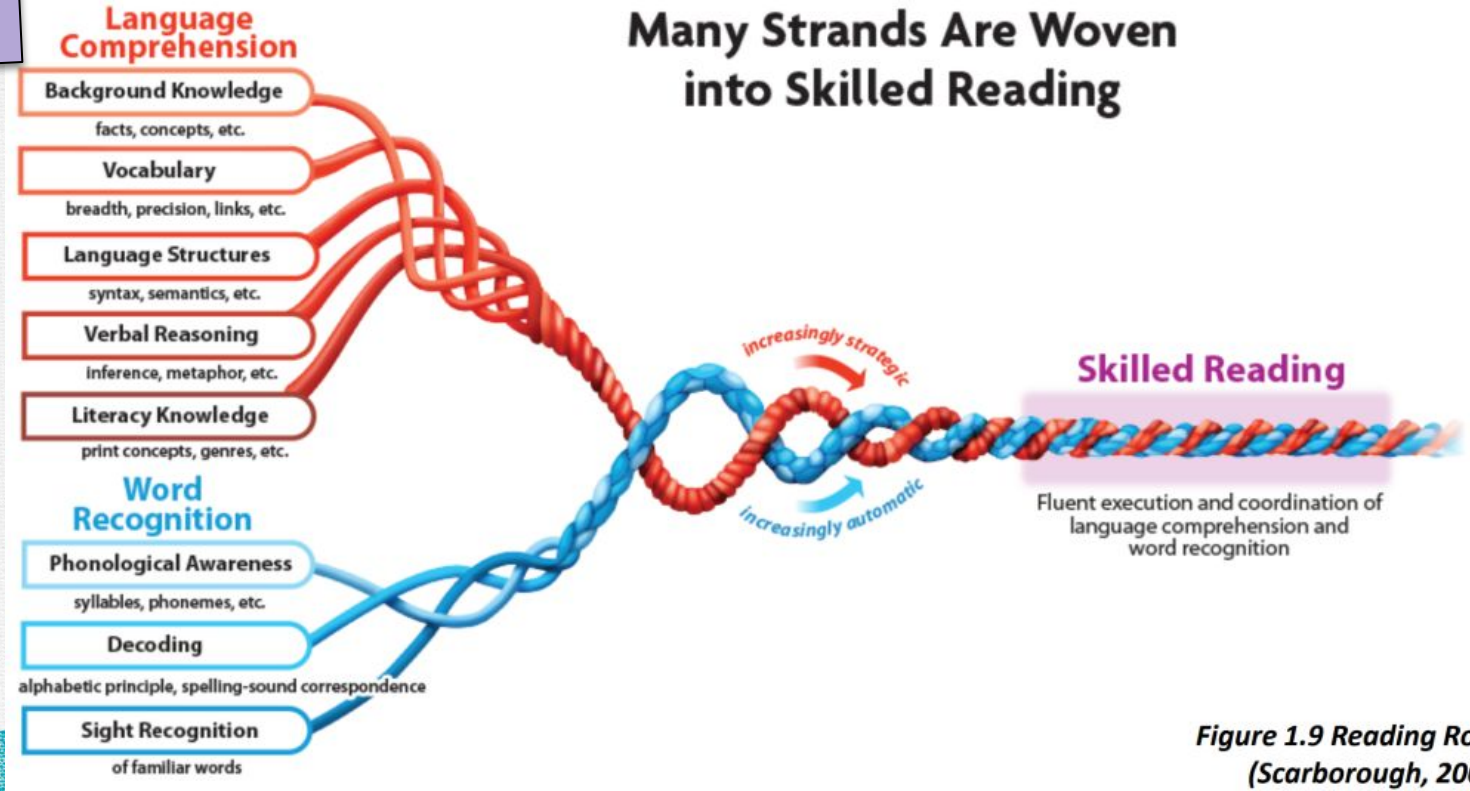


Figure 1.9 Reading Rope  
(Scarborough, 2001)



# What is Close Reading and who should use it?

Think of this as a method to achieve deeper reading comprehension of a complex text:

- Close reading requires a substantial emphasis on readers figuring out a high-quality text. This "figuring out" is accomplished primarily by reading and discussing the text (as opposed to being told about the text by a teacher or being informed about it through some textbook commentary). Because challenging texts do not give up their meanings easily, it is essential that readers re-read such texts...thus, close reading is an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means (Shanahan 2012).

Teachers can utilize this strategy to guide any reader (struggling and proficient) to deeper comprehension of a complex text.



#LATEACHERLEADERS





# When and How?

When should you implement close reading?

- This can be implemented whenever students need a deep understanding of a complex text in any content area.
- For novel studies, this should be done throughout the unit utilizing high leverage sections of text to reach deep understanding.

How should you select texts?

- This will require some backwards design (section diagnostics, end of lesson assessments, culminating tasks, summative assessments).
- Selections of text should have rich meaning and many opportunities for students to analyze the text through multiple lenses.



#LATEACHERLEADERS





# How: Selecting Texts

Teachers ask themselves:

- What is their goal for using this particular piece of text within their content area? What is the author’s purpose for writing this piece of text?
  - Do the two complement one another or are they contrary to one another?
- How does this text fit into **“what I need students to know at the end of this study?”**

Focus on the quality of the selection– it should be a relatively short passage of just a few paragraphs to a couple of pages of the anchor text.



#LATEACHERLEADERS





# How: Implementation

Teachers guide their students beyond that first impression of the text. Skimming and scanning are good techniques but not when doing a close read. Questions are formulated and answers sought to those questions during the close read. Time for discussion and interaction with the text provides students with the opportunity to see how their peers create meaning. These systematic and explicit teaching of concepts is planned so that a logical progressive sequence is in place to outline for students how to attack a close read (Frey & Fisher, 2013).

**Remember:** literacy is **not** just reading, it includes writing and speaking & listening as well.



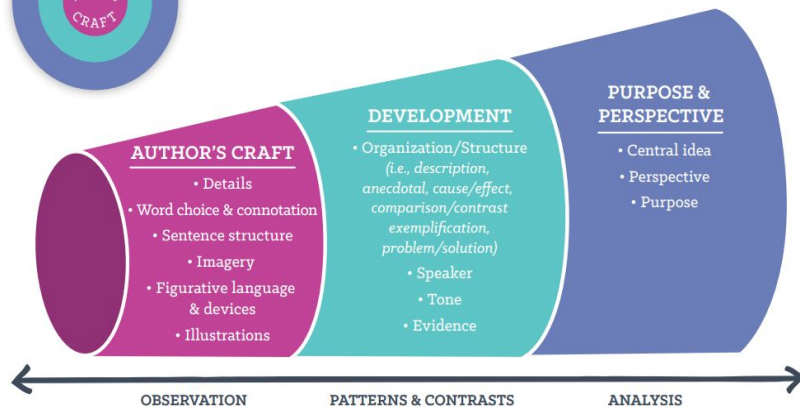
#LATEACHERLEADERS





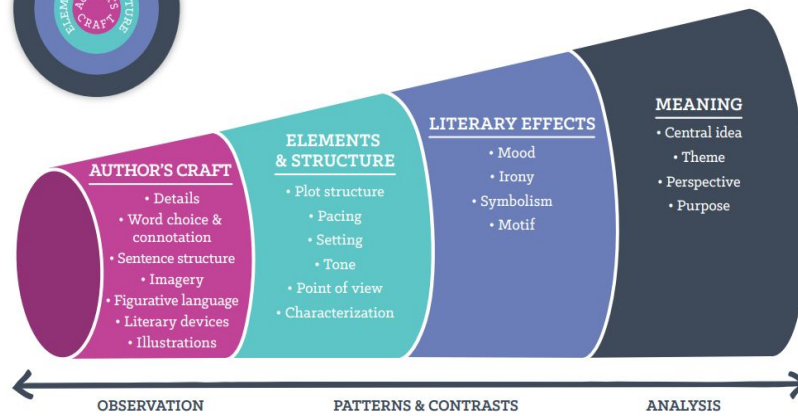
# Reader's Circles

## READER'S CIRCLES | INFORMATIONAL TEXTS



Louisiana Believes

## READER'S CIRCLES | LITERARY TEXTS



Louisiana Believes



#LATEACHERLEADERS

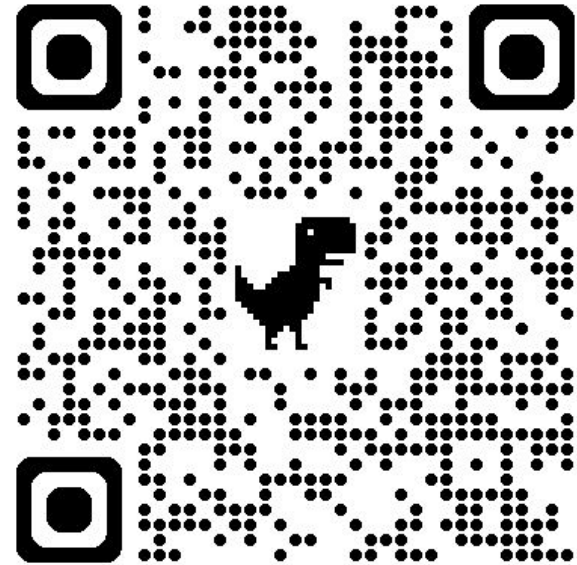




# Louisiana Curriculum Hub

## [Louisiana Curriculum Hub](#)

We will be looking at the 11th grade unit  
The Great Gatsby section 3, lesson 2.



#LATEACHERLEADERS





# Experiential: Backwards Design

[Home](#) [Grade 11](#) [The Great Gatsby](#) [Section 3](#) [Overview](#)



## The Great Gatsby

How do perceptions influence people's lives?

### Section 3

In this section, students examine the relationship between perception and ambition by reading chapters 4 - 6 of *The Great Gatsby*, "The Golden Touch," and two nonfiction texts, "Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity" by Alexis de Tocqueville and an excerpt from *Staying Put: Making a Home in a Restless World* by Scott Russell Sanders.

Through these texts, students will analyze how perception, discontent, and ambition are related.

#### Section Diagnostic

Students participate in a whole-class discussion in response to the prompt: According to the texts in this section, what is the relationship between perception and ambition? How does perception influence Jay Gatsby's ambition? Students support their responses in the discussion with evidence from the texts read in this section.

## LOUISIANA CURRICULUM HUB

[Home](#) [Grade 11](#) [The Great Gatsby](#) [Section 3](#) [Lesson 2](#) [Overview](#)



## The Great Gatsby

How do perceptions influence people's lives?

### Lesson 2

In this lesson, students deepen their understanding of theme by reading chapter five and answering questions about how the author uses symbolism to develop a theme. Students also deepen their understanding about perception by answering questions about the characters' perceptions of other characters and events by adding to their perception understanding tool.



#### Lesson Look Fors

- Can students identify how the author is developing a theme about perception?
- Can students identify the way the author uses symbolism to communicate the character's perceptions of each other?



#LATEACHERLEADERS





# Scaffolding Questions

These can be used via talk moves or you can embed them into your student handout for this activity.

These are in the Guidebooks lesson, but you can also develop your own based on student needs.

Your annotations should naturally align to these, which align to the overall goal of the lesson.



Home Grade 11 The Great Gatsby Section 3 Lesson 2 Activity 3

### Activity 3

We will react to pages 81-92 of chapter five from *The Great Gatsby* to establish our initial understanding of the text.

| Directions   | Materials |
|--|-----------|
| <p>React to pages 81-92 of chapter five from <i>The Great Gatsby</i> by writing your response to the question in your learning log.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"><li>1. How does the author use symbolism to develop a theme?</li></ol> <p>Then share your response with the class.</p> |           |

#### Teaching Notes

5 min

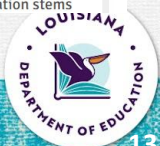
Have students complete this activity as a class. Direct students to answer the question to react to the text.

Prompt students to share their response.

If students need support during the activity:

- Ask guiding questions.
  - What objects could represent time in this chapter? What happens to these objects? What is the author communicating about time?
  - What is the weather like at the beginning of the chapter? How does the weather change? When does the weather change? How is the weather used as a symbol?
  - Explain the details of the scene in which Gatsby throws shirts at Daisy. What do these shirts symbolize? What evidence supports your answer?
  - What message does Fitzgerald seem to be developing about time and/or perception?
- Provide direct support or examples.
  - As students share their responses, use teacher talk moves.
  - Prompt students to use the conversation stems

#LATEACHERLEADERS





# Experiential

Your handouts include an example from a lesson in Section 3 of the Guidebooks unit *The Great Gatsby*. You will need this for the next few minutes, along with some highlighters.

On the backside of this is a blank template that you are free to use, if you so choose.



#LATEACHERLEADERS





# How does the author use symbolism and/or imagery to develop a theme about perception in this passage? Be sure to identify the theme being developed.

**Directions:** you will be doing multiple reads of the text below. Use the list below to help you stay on track and focused on each read through:

**Round one:** listen and follow along as I read out loud. You should mark the text anywhere the text is unclear or confusing with a question mark, areas that are particularly interesting with an exclamation point, or where you find connections to something else we have read or real life by underlining. Be prepared to discuss your annotations.

**Round two:** read independently and circle any words or phrases that you are unfamiliar with and cannot determine the meaning of using context clues. Be prepared to share these words. We will define them before you read again.



#LATEACHERLEADERS





# Continued: How does the author use symbolism and/or imagery to develop a theme about perception in this passage? Be sure to identify the theme being developed.

**Round three:** highlight in pink the places Fitzgerald uses vivid imagery to convey tone. Mark what tone you see in the margins, and note any time the tone shifts.

**Round four** highlight & note in yellow where the tension is rising or suspense created. Make note of the language used to create these feelings. Consider how this tension may impact how the characters perceive one another.

**Round five:** highlight in green any examples of symbolism that may help you better understand how the characters are perceiving this scene. Make notes to refer back to in the margins.



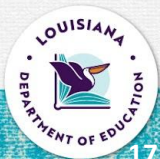


# Let's Discuss

1. Independently develop a claim that responds this prompt based on the reading we just analyzed: **How does the author use symbolism and/or imagery to develop a theme about perception in this passage? Be sure to identify the theme being developed.**
2. Share your claims in partners and provide feedback to help each other polish the claim. Be prepared to share with the class.
3. In your table groups, take a few minutes to participate in a scholarly discussion about how this text answers the prompt. What pieces of evidence are strongest supports for the claims you made? Build on one another. Remember these expectations for our scholarly discussions:



#LATEACHERLEADERS





# Let's Discuss

In your table groups, take a few minutes to participate in a scholarly discussion about how this text answers the prompt. What pieces of evidence are strongest supports for the claims you made? Build on one another. Remember these expectations for our scholarly discussions:

- a. Listen to understand, with an open mind
- b. Encourage everyone to participate
- c. Allow for think time when needed, but keep the conversation flowing
- d. Always refer back to the text to support your thoughts
- e. Don't be afraid to ask questions



#LATEACHERLEADERS





# Closing

- Close reading can be used in any content area.
- It is a skill that we all use in our daily lives.
- It incorporates all levels of literacy (reading, writing, speaking & listening).

**How do you see yourself being able to implement this in your own classroom?**

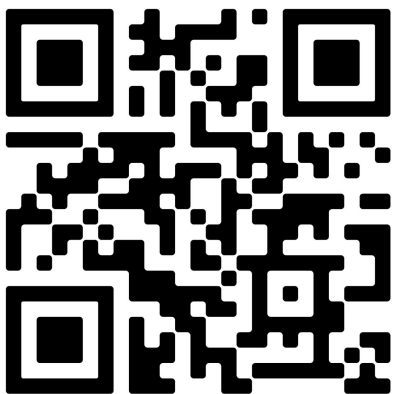


#LATEACHERLEADERS





## Further Support



SCAN ME

Please refer to The Content Literacy Support section in the [Louisiana Literacy Library](#) for a step by step guide to recreate Close Reading in your classroom.

Additionally, more and more resources are coming to the literacy library and Canopy!



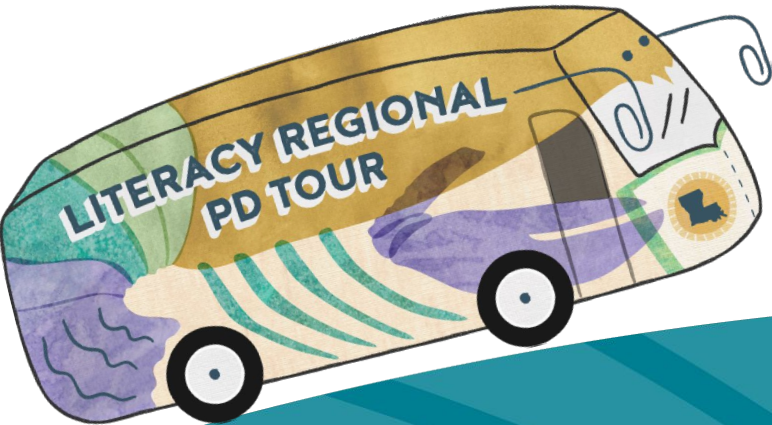
#LATEACHERLEADERS





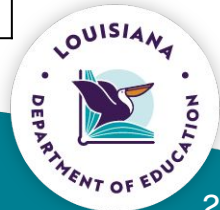
# Summer Literacy Tour

The Literacy Division will be traveling the state for the 3rd Annual Louisiana Literacy Regional PD Tour.



| Date    | Location     |
|---------|--------------|
| June 17 | Harahan      |
| June 18 | Lake Charles |
| June 21 | Baton Rouge  |
| July 8  | West Monroe  |
| July 9  | Bossier City |
| July 11 | Alexandria   |

Please contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov) with questions





# Family Literacy Engagement Resources

Stop by our tables in the hall  
to learn more about our

*Family Literacy  
Engagement Tools*



#LATEACHERLEADERS





# Contact Information

**Haley Montz M. Ed**

Haley.Montz@la.gov

MS/HS Literacy Specialist

Louisiana Department of Education: Literacy Team



#LATEACHERLEADERS





Thank you



#LATEACHERLEADERS

