

**Reflect on the year. In terms of the texts we've used, what have been some of the biggest challenges? What successes have we had?**

**Discuss with your group, record answers on the poster paper.**

# **Rereading Complex Texts to Develop Understanding**

**Grades 6-12**

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# Today's Goals

Today we will answer two questions:

1. How can teachers determine the big ideas of text(s) worth teaching based on the grade-level standards?
2. What sections of texts are best for rereading and focused teaching based on the big ideas?

Success of this session will be measured by how well you can use the circles to sequence instruction for your students so they are able to read and understand a grade-level text.

# Agenda

- Build ELA Skills
- Practice with Grade-Level Texts
- Closing Reflection

# English Language Arts

Students must:

## 1. Read and understand complex texts:

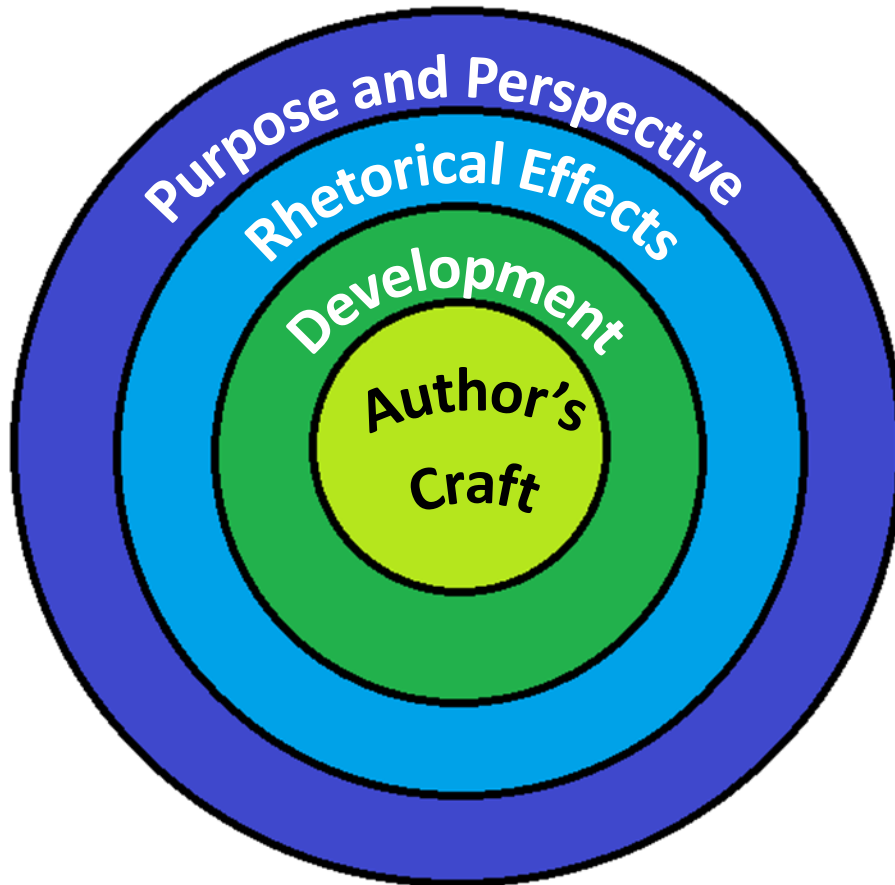
- a) Use language and vocabulary to comprehend what the text says
- b) Use topics, themes, and main ideas to comprehend what the text means

## 2. Express understanding of complex texts:

- c) Build opinions about the text using evidence (through discussion)
- d) Assert claims about the text using evidence (through writing)

# Build ELA Skills through Literary Nonfiction Texts

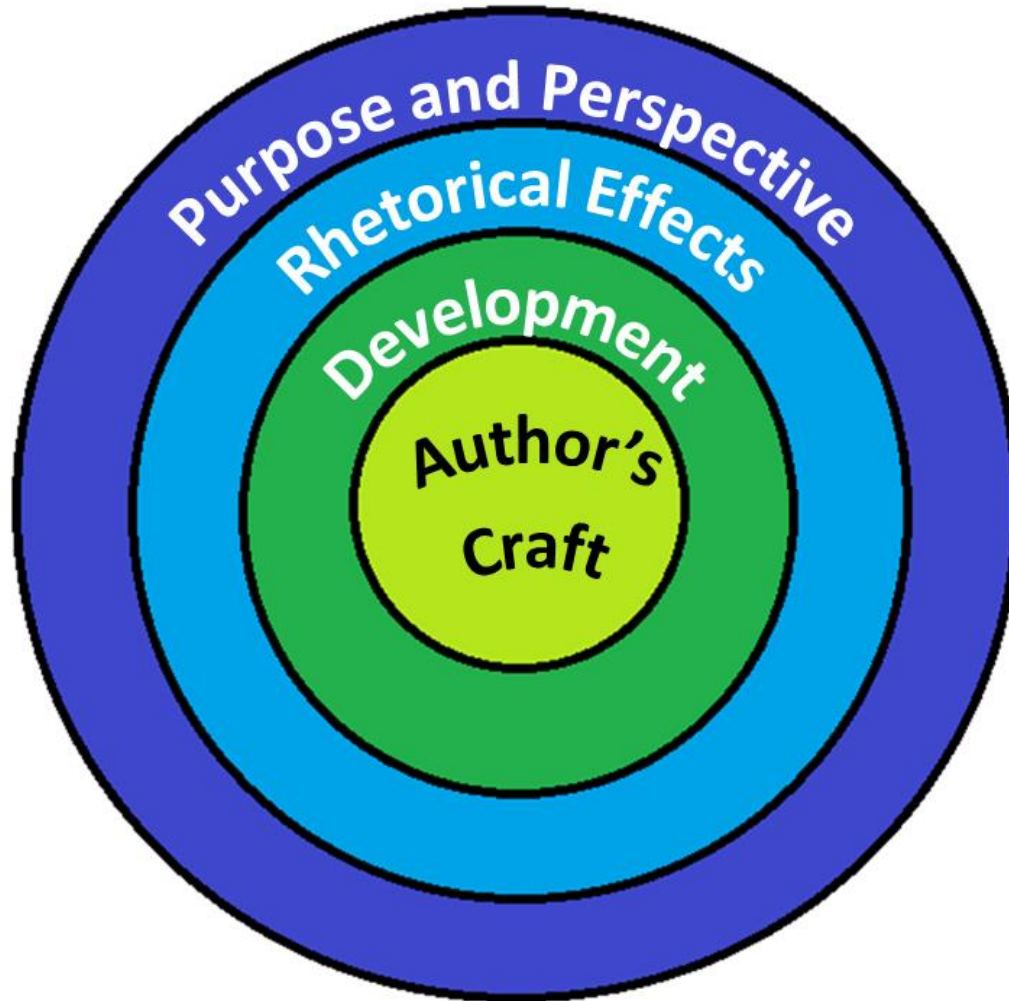
## Literary Nonfiction <sup>1</sup>



At what “level” do you normally focus your instruction? Do you ever think about the thinking process required to understand meaning when designing your instruction?

# Build ELA Skills through Literary Nonfiction Texts

## Literary Nonfiction <sup>1</sup>



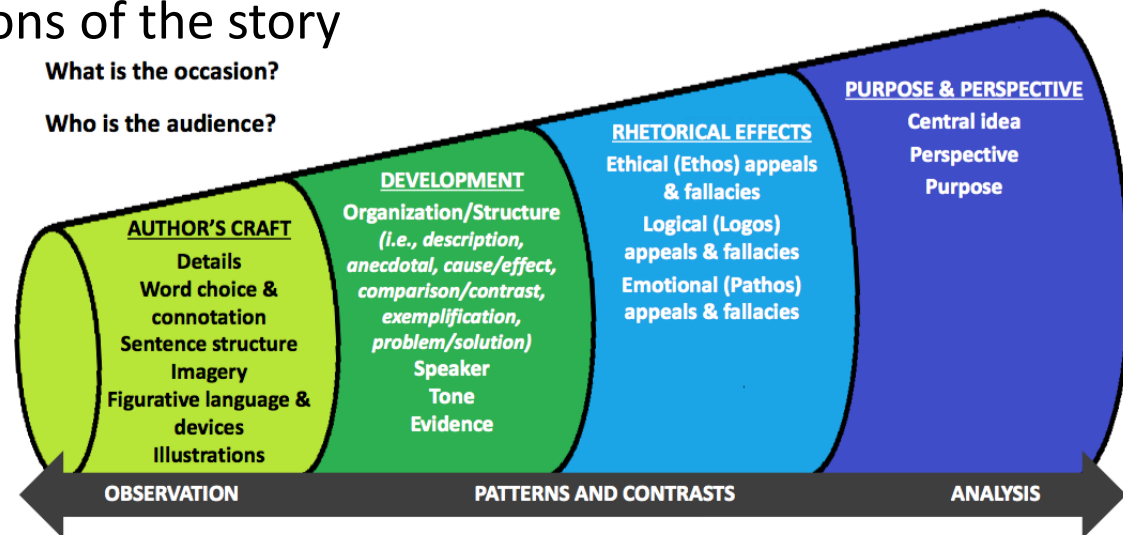
# Author's Craft

## First Readings:

- Ensure students get a basic understanding
- Observe the language and the individual claims

## Questions and Tasks:

- Reread sections with difficult language or that are key to the central idea
- Determine meaning of vocabulary or sentences in the text
- Summarize the story or portions of the story



# Author's Craft

- Read “Superman and Me” from *Fahrenheit 451* unit (grade 9)
- <http://articles.latimes.com/1998/apr/19/books/bk-42979>
- Read the essay. As you read, highlight the claim(s) in yellow.

# Author's Craft

- Possible tasks/questions for the first readings of “Superman and Me”:
  - Highlight Alexie’s major claim(s) in yellow.
  - What figure of speech is the following: “... but I realized the paragraph was a fence that held words.”
  - In paragraph 7, what types of sentences does Alexie use?

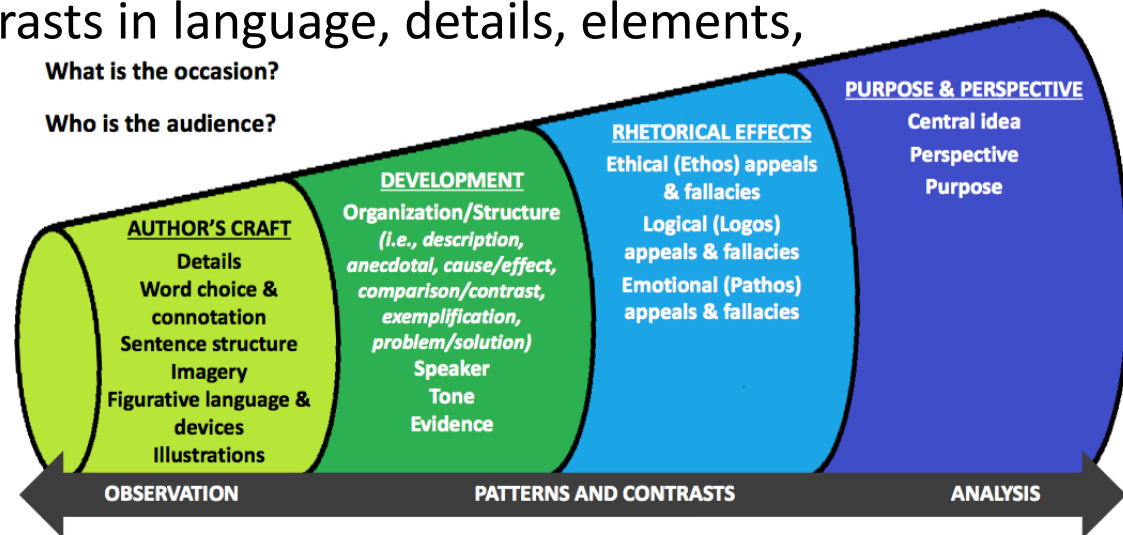
# Development and Rhetorical Effects

## Second and Third Readings:

- Draw conclusions about language, word choice, and details
- Focus on patterns and contrasts and analyze resulting effects

## Inferential Questions and Tasks:

- Reread sections with patterns or contrasts
- Analyze how patterns or contrasts in language, details, elements, create an effect



# Development and Rhetorical Effects

- Possible tasks for the second and third readings of “Superman and Me”:
  - FOCUSING EXCLUSIVELY ON PARAGRAPH 7: Mark the rhetorical devices in pink and the connotative diction in orange.
  - Bracket significant details
  - Consider the following questions:
    - What does Alexie claim in this paragraph? How does he establish and support that claim?
    - How do the claim and structure of this paragraph build on the central idea of the essay?
    - What is the rhetorical effect produced by this paragraph? Which of the appeals is Alexie building here?

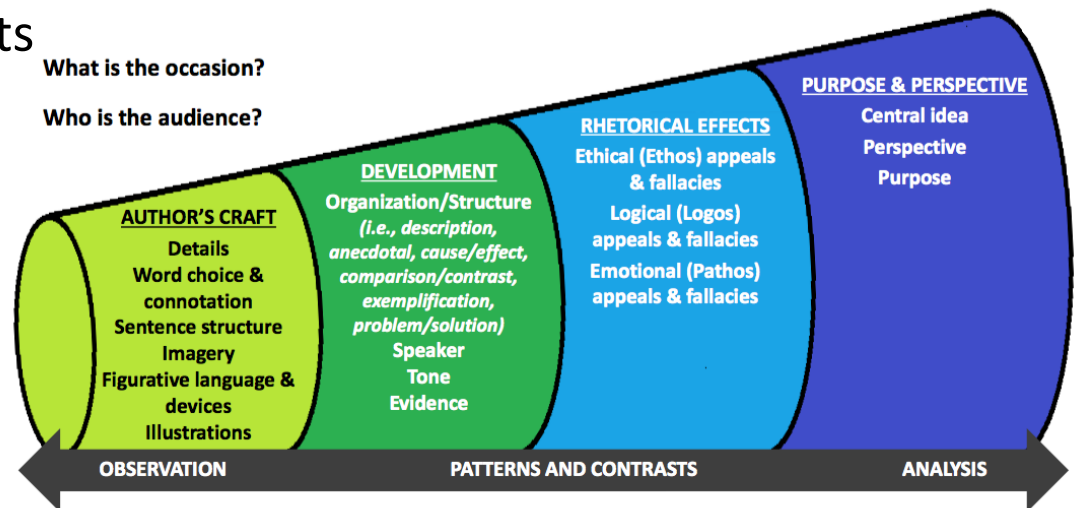
# Purpose and Perspective

## Fourth Readings:

- Determine and analyze purpose, and perspective/viewpoint

## Thematic Questions and Tasks:

- Reread sections with patterns and contrasts
- Determine the author's purpose/viewpoint and analyze the development based on the patterns and contrasts throughout the text
- Make connections to other texts

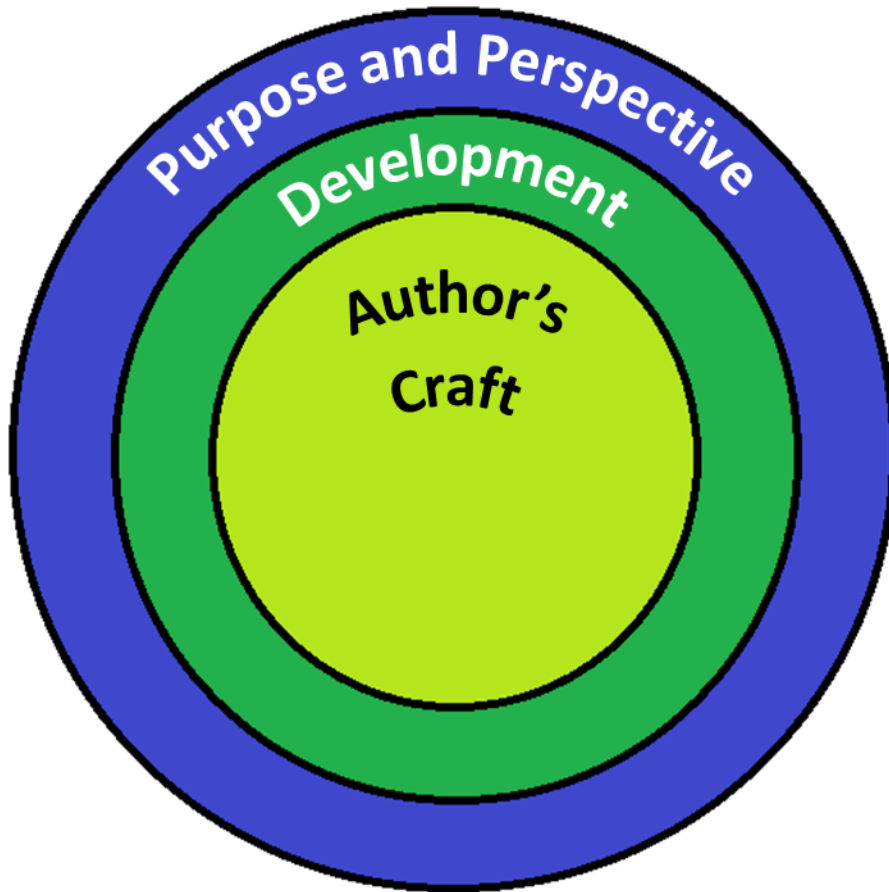


# Purpose and Perspective

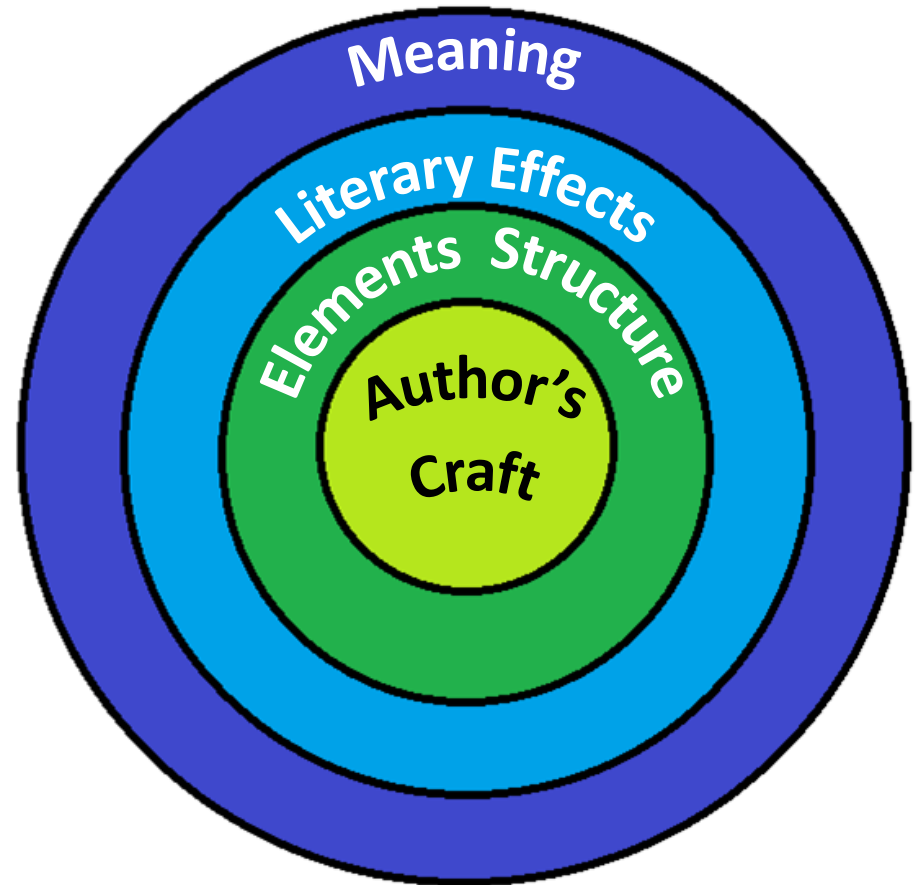
- Possible tasks for the fourth readings of “Superman and Me”:
  - Conduct a fishbowl/Socratic discussion based on the following:
    - How does Alexie learn to read? What is the significance of the text he used to learn to read and his process?
    - What does this essay say about the need for, and lack of, literacy in our society?
    - How is Alexie’s perspective on literacy similar to Bradbury’s in *Fahrenheit 451*?
    - Contrast Alexie’s and Bradbury’s craft, development and effects.

# Build ELA Skills through Literary Texts

Informational Nonfiction <sup>1</sup>



Literary Fiction



# Agenda

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# Practice with Grade-Level Texts

1. Use the circles to determine the big ideas of the text.
2. Then use the circles to break down the big ideas.
3. Let the standards inform the circles (e.g., “Details” under Author’s Craft for Informational Texts).

7 <sup>th</sup> Grade	9 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Determine two or more central ideas in a text and <b>analyze their development over the course of the text</b> ; provide an objective summary of the text. (RI.7.2)	Determine a central idea of a text and <b>analyze its development over the course of the text</b> , including <b>how it emerges and is shaped and refined by specific details</b> ; provide an objective summary of the text. (RI.9-10.2)	Determine two or more central ideas of a text and <b>analyze their development</b> over the course of the text, including <b>how they interact and build on one another</b> to provide a complex analysis; provide an objective summary of the text. (RI.11-12.2)

# Practice with Grade-Level Texts

What does this look like at your grade level?

- Grades 6-8: Lesson 3 of *Flowers for Algernon* unit
- Grades 9-10: Lesson 4 of “Henrietta’s Dance” unit
- Grades 11-12: Lesson 11 of *Our Town* unit

# Practice with Grade-Level Texts

- Reflect on a text you have taught recently. What is one thing you would do differently now based on your knowledge of the circles?

# Additional Resources

Build students' independence in analyzing texts in this way:

- *Notice and Note*, Kylene Beers and Bob Probst  
<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/notice-and-notepost-signs.pdf?sfvrsn=2>
- Pattern folder  
<https://www.teachingchannel.org/videos/literary-analysis-tool>
- “Learning to Think,” Sarah Brown Wessling  
<https://www.teachingchannel.org/videos/teach-students-to-think>

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# Closing Reflection

Today we attempted to answer two questions:

1. How can teachers determine the big ideas of text(s) worth teaching based on the grade-level standards?
2. What sections of texts are best for rereading and focused teaching based on the big ideas?

**Looking back at our introductory discussion; how might this strategy address some of the challenges we articulated?**