Close Reading, Student Learning Profiles and the Co-Taught ELA Setting

Michele Cook
ELA Co-Teacher and Special Educator
Oconee County Middle School
IDEAS Conference, June 2-5, 2015
How do teachers align accommodations and strategies to instruction?
Specially Designed Instruction Lesson Planning

• Ensures student instructional needs are met
• Assists in creating a strong co-teaching partnership
• Aids in meeting TKEs expectations
• Fosters cohesive movement between grade levels for SPED students
What are Student Learning Profiles?
Student Learning Profiles

- Creates a base to monitor strategies used for students over years
- Aids in lesson development
- Meets more student needs
### Example Student #5

**Student Learning Profile**

- **Student:** Student #5  
- **Date of birth:** December 25, 2000

**Grade:** 5th  
**Eligibility:** SLD, Speech  
**Goal Areas:** Math-word problems, reading comprehension, written expression  
**Retained:** Yes  
**If yes, enter grade or grades:** enter grade

**Reading Interventions (if known, if applicable):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Intervention Program</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>Read Naturally</td>
<td>Student 5: 3rd grade level, 55WPM, phonics direct instruction</td>
</tr>
</tbody>
</table>

**Student strengths and weaknesses**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual-spatial processing</td>
<td>Non-verbal reasoning</td>
</tr>
<tr>
<td>Inductive reasoning (flexibility of thought)</td>
<td>Verbal reasoning</td>
</tr>
<tr>
<td>Non-verbal reasoning</td>
<td>Vocabulary development</td>
</tr>
<tr>
<td>Non-verbal reasoning</td>
<td>Retrieval fluency</td>
</tr>
<tr>
<td>Verbal reasoning</td>
<td>Processing speed</td>
</tr>
<tr>
<td>Vocabulary development</td>
<td>Cognitive efficiency</td>
</tr>
<tr>
<td>Retrieval fluency</td>
<td>Listening comprehension</td>
</tr>
<tr>
<td>Processing speed</td>
<td>Executive function</td>
</tr>
</tbody>
</table>

**Specialized Instruction**

- Create a structured environment with few distractions. Behavior charts, teacher-student conferences, role play, timers, cues for transitions, preferential seating to assist student in remaining focused on instruction.
- Chunk learning into manageable segments. Use aids such as checklists, graphic organizers, mnemonics to aid student in retention of learning.
- Pre-teach vocabulary using multiple means of engagement. Chunk vocabulary into manageable segments to assist student in accessing new content during instruction.
- Use manipulatives as much as possible to practice learning new content.
- Modify test formats. Use word banks, multiple choice, fill-in-the-blank, matching, and short answer.
- Provide study guides. Notes with spaces for student to fill in key vocabulary to assist student in focusing on key content necessary for mastery of standards.
- Provide opportunities for drill and practice of key skills to aid in retention and retrieval.
- Use visual aids to assist in visualization of key concepts and to aid in retention and retrieval.
How does one connect student needs to instruction through planning?
Lesson Planning Tool
General Education

Summary of strategies tailored to assist Student #5’s processing disorder(s) taken from Student Learning Profile.
How does this translate to Specially Designed Instruction?

- It aids general education teachers in planning and differentiating without having to constantly find strategies.

- It provides a framework from which to assist not just the students in question but conceivably other students within the class who would benefit from some of the strategies.
Lesson Plan Standards: Novel Study

- ELACC6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- ELACC6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
The Co-taught ELA Split......

- Students were split by Lexile Level into 2 groups.
- Novels were chosen by Lexile and text complexity.
- Similar theme, tone/mood, and literary devices in novels.
- Same standards covered.
# Actual Lesson Plan

**Activating Strategies:** Video clip, Think-Pair-Share

**Cognitive Teaching Strategies:** graphic organizers, reading, journal, learning logs

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BA: Article of the Week introduction</strong></td>
<td><strong>BA: Answer any AOTW questions</strong></td>
<td><strong>Instructional Activities:</strong></td>
<td><strong>BA: review vocabulary 1-4</strong></td>
<td><strong>BA: Collect HW: Article of the Week</strong></td>
</tr>
<tr>
<td><strong>Instructional Activities:</strong> Pretest= Narrative Summative Assessment</td>
<td>- instruct vocabulary Chs 3-4</td>
<td><strong>Read Chapters 3-4 using patterned partner reading. Record thoughts on exposition of story by creating questions as story is read. Students then answer questions themselves.</strong></td>
<td><strong>Discussion circles:</strong></td>
<td><strong>Instructional Activities:</strong></td>
</tr>
<tr>
<td>- Friendship Activity, introduce Bridge to Terebithia - trailer to the movie, Bridge to Terebithia. <a href="https://www.youtube.com/watch?v=3SvqEIKP4t8">https://www.youtube.com/watch?v=3SvqEIKP4t8</a> - Quickwrite - student prediction of book</td>
<td>- Read Chapters 1-2 using patterned partner reading. Record thoughts on exposition of story by creating questions as story is read. Students then answer questions themselves.</td>
<td><strong>Group discussion:</strong> They will discuss how setting helps set the tone, and mood of the story. Tone, mood, and point of view will be introduced and connected to author's purpose by students in a discussion format, think-pair-share.</td>
<td><strong>- What the author's purpose is for the creation of Terebithia?</strong></td>
<td><strong>- Begin Compare and contrast Venn Diagram of 2 families</strong></td>
</tr>
<tr>
<td>- introduce vocabulary for chapters 1-2 using Frayer</td>
<td><strong>HW:</strong> AOTW-complete first box of questions</td>
<td><strong>Ticket Out Door:</strong> Write a question for discussion tomorrow using a higher order thinking verb.</td>
<td><strong>- Why do you think the book is called Bridge to Terebithia?</strong></td>
<td><strong>- Students will journal:</strong></td>
</tr>
<tr>
<td><strong>HW:</strong> AOTW-skim/read twice/annotate</td>
<td><strong>HW:</strong> AOTW-complete second 2 boxes of questions</td>
<td><strong>- What theme do you think is already emerging within the story?</strong></td>
<td><strong>- What do you think is already emerging within the story?</strong></td>
<td><strong>- Write another prediction of the progression of the story using the clues given thus far in the story and the knowledge gained in the first 4 chapters. Discuss how the tone, mood and point of view assist in the creation of the friendship between Jess and Leslie. How are the similarities or differences affect their relationship at first? How is being an individual with a different &quot;style&quot; viewed in Lark Creek Elementary? How does this &quot;different&quot; view create the start of the main conflict within the story between Jess, Leslie and Janice Avery? How is this the same or different than at Oconee County Middle School? Give specific evidence from the text and your personal experience.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>- How do you think the figurative language used in the novel assist it in developing the tone and mood?</strong></td>
<td><strong>- How do you think the figurative language used in the novel assist it in developing the tone and mood?</strong></td>
<td><strong>HW:</strong> none</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>- What kind of text structure does the novel follow and how does the text point of view assist this?</strong></td>
<td></td>
<td><strong>HW:</strong> AOTW-complete last box of questions, review work</td>
</tr>
</tbody>
</table>
Lesson Plan Alignment with Student Learning Profiles

Differentiation:

As per Student Learning Profiles strategies added to meet student learning needs:

• graphic organizers
• choral and guided reading
• wait time for answering questions
• context clues instruction
• pre-teach vocabulary using multiple means of engagement
• use rubrics
• scaffolded questions on GO to assist student thinking
More Strategies......

- visualization
- step by step directions
- pair/share
- think-aloud
- link to prior knowledge
- flexible grouping
- inferring facts
- highlighting text
- Retelling
Why Close Reading?

• Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. (PARCC, 2011, p. 7)

• Example: Consider splitting the class into segments with books that have similar theme, conflicts, or plot, but with different text complexity. Consider a shorter novel to go deeper. If students are comfortable with the level of the text, they will be more apt to be engaged!
• Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. (PARCC, 2011, p. 7)

• **Example:** Two students, both with Lexiles less than 700 were able to pick out a theme in a novel in 4 chapters just through examining text closely.
Themes of the Novel:

1. Don't judge a book by its cover.
• **Example:** Consider having students text tag or idea share on a plot chart as they read. Why?

1/ It can be easily reviewed when needed
2/ ticket-out-door to see what students learned
3/ Sticky notes can also be moved around easily to aid when sequencing events in a novel
• It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)

• **Example:** Students picked out the tone and mood and could quote the text, finding the page easily because they **KNEW** where the event happened in the book
IDENTIFYING TONE & MOOD

For each example identify the tone, what context clues are used to convey the tone, and the overall mood of the sentence.

1. Bouncing into the room, she lit up the vicinity with a joyous glow on her face as she told about her fiancé and their wedding plans.
   - Tone: Excitement
   - Context Clues: Bouncing, joyous
   - Mood: Happy

2. She huddled in the corner, clutching her tattered blanket and shaking convulsively, as she feverishly searched the room for the unknown dangers that awaited her.
   - Tone: Scared
   - Context Clues: Huddling, tattered, feverishly
   - Mood: Scared
Patterned Partner Reading

- Students read with a partner

- Partners select the amount of text and which of the several patterns they will use to engage in the reading:

  1/ **Visualizing:** Partners read a portion of the text and describe the pictures they have in their minds; repeat.

  2/ **Making connections:** Partners read a predetermined amount and then tell each other about the text-self, text–text, or text-world connections they have made.

  3/ **Read-pause-retell:** Partners read, stop to think, and take turns retelling what they have read to a certain point.

  4/ **Ask questions:** Partners read a page silently and then ask each other a question about that page before moving on.
Text Tagging

One of my teacher kinda, odored me because my sister supposedly was a angel.

The girls are not running and pushing. But the book are so they have to sit down.

She thinks highly of herself.

Bullying. It happens in real life and the book.

Why would it take hours to peel a wood custod?

What are paper dolls? P. 56.

I have played King of the Mountain. P. 52.

Why would she have to go to Washington to make a book? P. 67.

Why would it take hours to peel a wood custod?
• **Example:** Students learned the different types of figurative language by reading and actively looking for it within each chapter they read. They then posted their findings on “the gallery” in the hall.

• What was **REALLY** telling was when they found errors in each others’ identification and could say where the quote really belonged.

• This is important for **2 reasons:**
  1/ all students can **RECOGNIZE** figurative language within the text.
  2/ They can actively see the types and use error analysis help peers do the same.
Personal Personification

Note: The image contains a bulletin board with sticky notes. The content of the notes is not legible in the image provided.
Close Reading and Characterization

Jess Aarons

He had been the fastest runner in elementary school. He was only in fourth grade!

Jesse thinks girls are very annoying (Sisters)

He says running isn’t fun anymore.

He also said he wasn’t fond of running anymore.

He likes Leslie a lot better.

He was too busy.

He was too young.

He would never again.

I like to read. I’m a good reader.

Loves my father.

Hard Worker

Jesse
Close reading the text helps students “see” how the words the author uses create the characters.

**Example:** One student decided that Leslie was brave because she stood up to Janice. I asked him how he knew this and he said, “well she was angry at Janice and she told Jess about it.”

I asked him again, “How do you know this?”

He replied, “Well it’s right here in this hyperbole on p.63 Mrs. Cook, ‘Her anger came rocketing to the surface.’”
**Fast Runner pg. 41**

She came in first
She beat Fultcher
She beat Jess, she beat all the boys.

"What a Matter Fultcher Scares to Race Her," said Jess.

**Adventurous 858**

"They took turns swinging across the gully on the ropes."
"That she wasn't scared of going deep, deep down in a world of no air and little light."

**Different 29.28**

"Leslie was still dressed in the faded cut-offs and undershirt."

**Good writer 350**

Mrs. Myers' sheep voice cut Leslie's sentences into funny little phrases, but even so, the power of Leslie's words drew Jess with her under the dark water.
Hyperboles for Emphasis in Text
Challenge them...50 similes for pizza!
Wrapping the Details

Consider group work to summarize what students have learned about the concept.

• **Examples:**
  1. poster to identify the key character traits of a character
  2. **Quick 5-** 5 minute writing task with a specific objective.
  3. 3-2-1 to make sure the goal has been reached

(Doesn’t HAVE to be graded; just should give you an ideas of where the learning is currently. So…. you can feel free to give HARD QUESTIONS that students may not be able to answer.)
Not a lot of friends. Not a lot of love. Lonely doesn't live long with love.

"In the room he held his arms out, hard and bent his head. He dug under his t-shirt and pulled his hand and pencil."  

"Fast Runner"

Artistic

Middle Kid

"These girls could get our work faster than grapefruit could slip through your fingers."

Hard Worker

"Mighty late with the 11:23 milking, aren't you, son?"

Poor  
"But I ain't got no money to give you."

Shy

"He passed on me, as if a spy sullen to teach and match to his door, his door, his door, his door, his door, his door, his door, his door, his door, his door, his door."

Curious

"Feet leave ate."
Big Idea

• Remember that the summarization activities can be used again to assist in another task that builds even deeper learning

• Example:

  Use the “gallery” of figurative language and characterization posters to help students cite the text in a RAFT writing summative assessment.
Gallery

Students can:
1/ Compare responses and ideas
2/ review work to aid in understanding
Close Reading

**IS**

- Teacher reading aloud “thinking aloud” with expression, characterization and metacognitive ?s
- Shared reading with students “thinking aloud” with teacher
- Partner reading with both partners “thinking aloud”, text tagging, or learning logs etc.
- Integrated in every aspect of the learning while reading
- Is very adaptable to EVERY content : )

**IS NOT**

- Teacher reading aloud without stopping
- “thinking aloud” with factual answers
- Just 1 method of “thinking aloud” in reading as in reading chapters or a novel
- Just reading with 1 way of responding
- Answering comprehension questions with paper and pencil-this can be part of the process but not the whole
These strategies get students up and moving which, although takes monitoring, builds independence in learning and ownership of it.

Timers and daily goals are a teacher’s best friend to help students stay on-task.

There’s no penalty for trying something differently......
Try it.....Think-Pair-Share!

1. Read passage
2. Find evidence to support your thoughts.
3. Justify it in your own words and put it onto the Share Board.
4. Share your ideas.
1. Get your tricks together by creating student learning profiles.
2. Decide on cooperative learning groups.

- How will they be structured?
- Who will be in them?
- What learning objectives will be covered in each group?
3. Use the profiles and strategies within them to differentiate instruction between classes within co-teacher lesson planning.
• 4. Monitor and be FLEXIBLE!

What works in one class may not work in the next. ....
Most of all... **magic** CAN be fun!