



Common Core Standards Parent Workshop Series



Close Reading
September 18, 2013

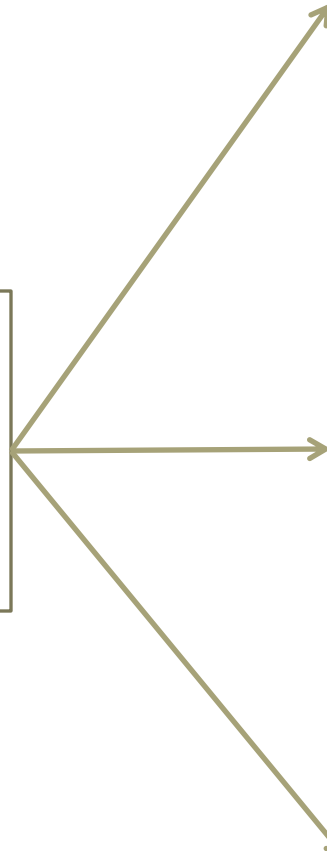
Session Objectives

By the end of this session, you will know how...

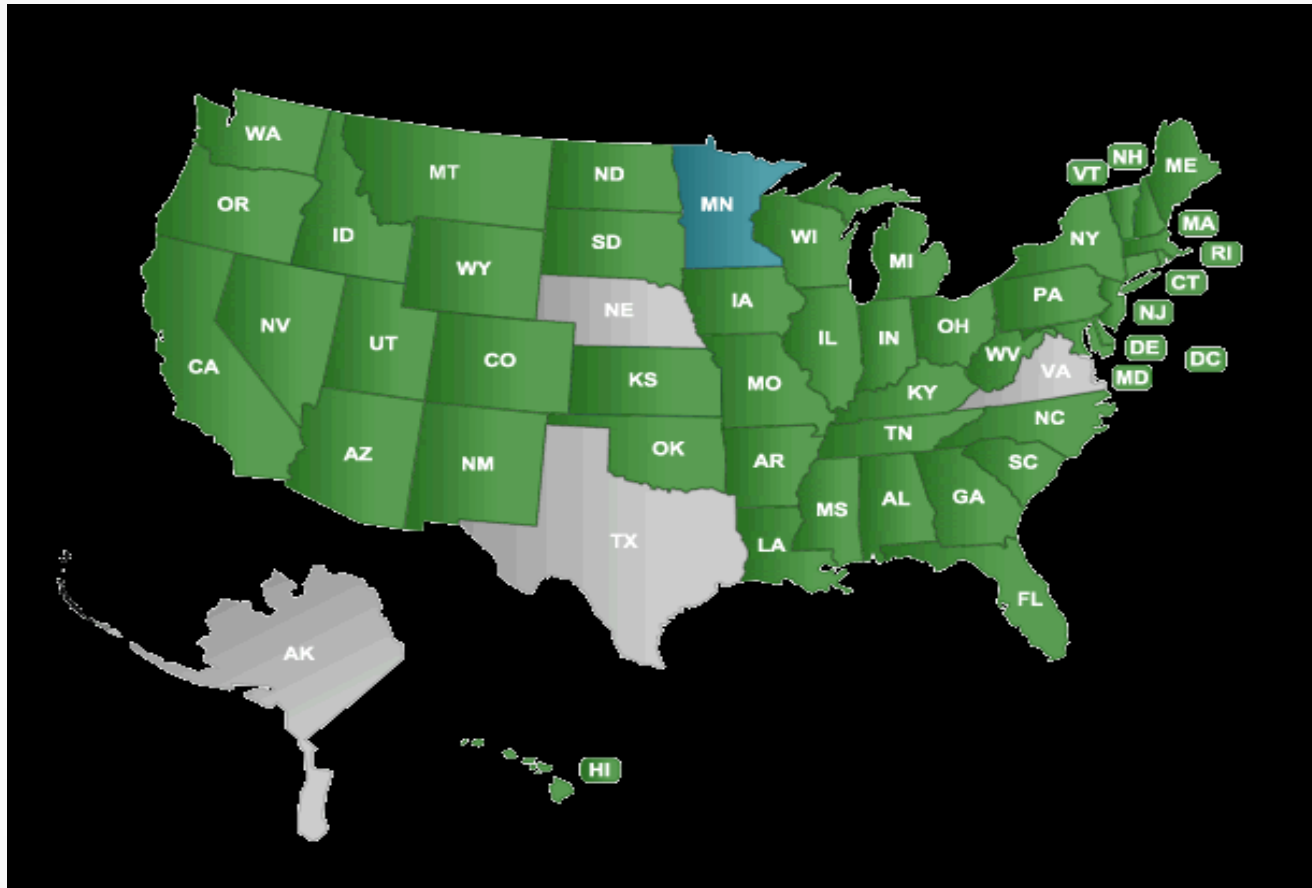
Common Core State Standards positively affect teaching and learning.

Close Reading impacts your child's learning.

Parents can support their children at home.



The Common Core Standards Were Released on June 2, 2010



46 States Have Adopted Common Core State Standards (CCSS)

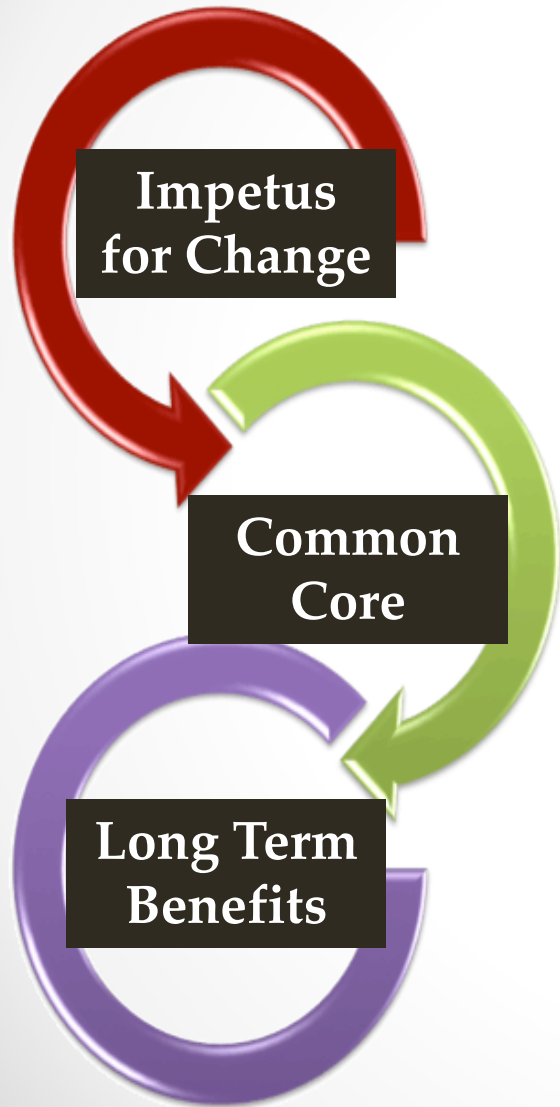
Green=Adopted Grey=Not Adopted Blue=ELA Only

CCSS-Common Core State Standards

- Aligned with college and work expectations
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society
- Evidence and/or research-based.



Common Core Standards



- Declining Graduation Rates Nationally
- International Outsourcing of Routine Jobs
- Percentage of Students in Remedial College Courses
- Declining Workforce Readiness

- College & Career Readiness
- Increased Rigor and Relevance
- Increased Text Complexity & Informational Text
- Problem Based Learning

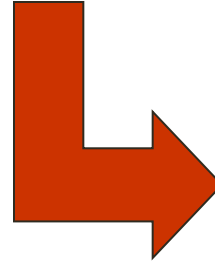
- Self-Directed Learner
- Effective Communicator
- Collaborative Team Member
- Contributing Citizen



Did you know?



Nationally, for every twenty 9TH graders



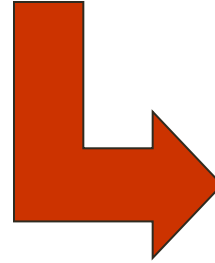
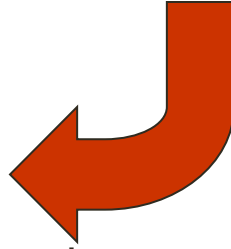
6 drop out



For every twenty 9TH graders



6 graduates are work-bound



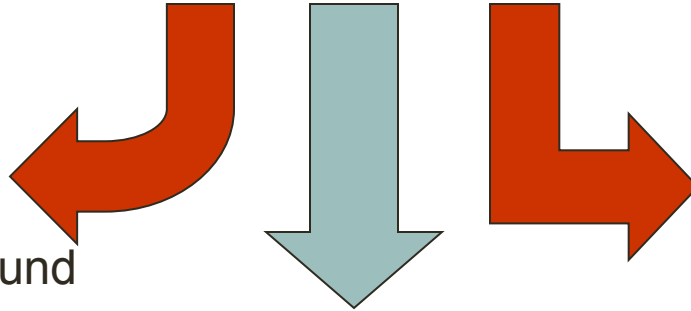
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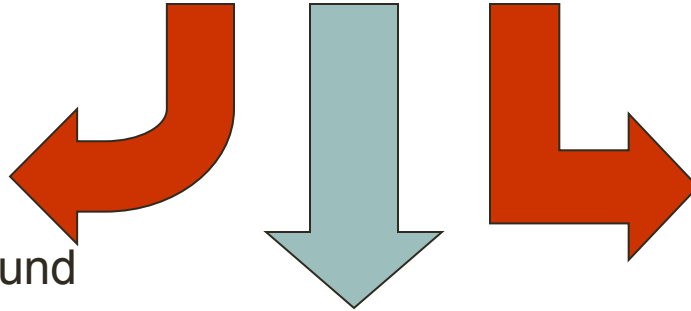
8 become college freshman



For every twenty 9TH graders



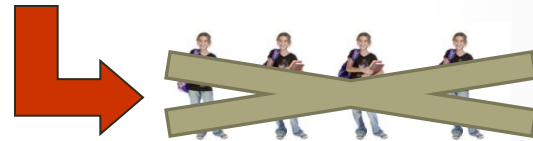
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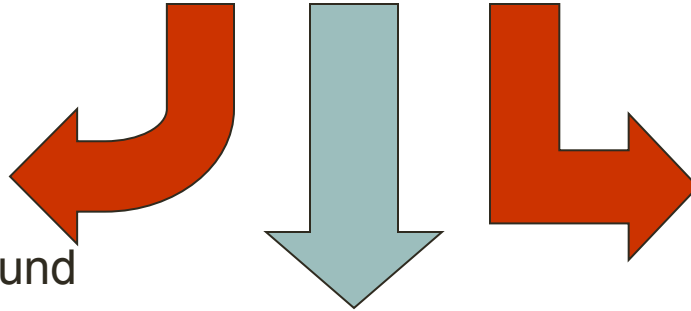
4 are college dropouts



For every twenty 9TH graders



6 graduates are work-bound



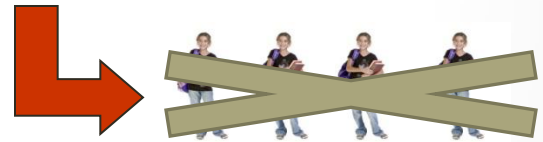
6 drop out



8 become college freshman



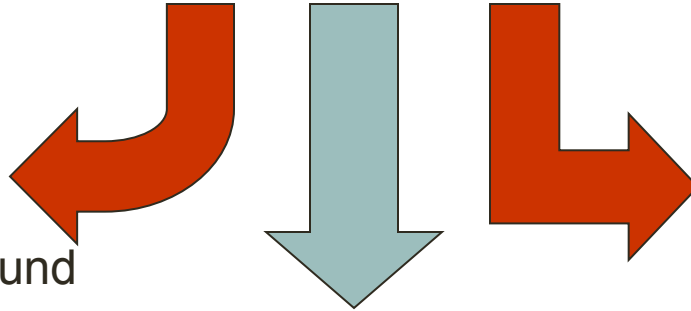
4 graduate from college



4 are college dropouts



For every twenty 9TH graders



6 graduates are work-bound



6 drop out



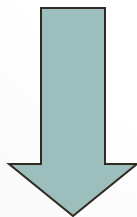
8 become college freshman



4 graduate from college



4 are college dropouts



2 secure high skills/high wage occupations

Common Core Shifts



Getting to the Core

Common Core Shifts for ELA/Literacy



1. **Building knowledge through content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Common Core Shifts for Mathematics

1. **Focus** strongly where the Standards focus
2. **Coherence: Think** across grades, and **link** to major topics within grades
3. **Rigor**: In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

Superior Standards

Supportive School Climate

Successful Students

Shifts in the Classroom

MORE



- Hands-on, active learning
- Collaborative learning
- Reading of real-world text: primary sources, nonfiction, digital sources

MORE



- Writing for real purposes and audiences
- Assessment focused on the application of learning



Common Core Video



Close Reading

“It’s a careful and purposeful **rereading** of a text. It’s an encounter with the text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us. Close reading requires that students actually think and understand what they are reading.”

–Doug Fisher





Use a short passage

“Read with a pencil”

Note what’s confusing

Pay attention to patterns

Give students the chance to struggle a bit

• **Creating a Close Reading** •

First Read

- **Students read without interruptions**
“My Name” by Sandra Cisneros
- **Directions:**
 - Follow along as the story is read aloud



Second Read

- **Re-read with a different purpose**
- **Directions:**
 - **Annotate the text as you read the story again**
 - **?** -What questions do you have about the character...?
 - **!** -Something that grabs your attention or you find interesting
 - **+** - Something you made a connection with

Text Discussion

- **Have a discussion with your partner**
 - Share your annotations with a partner



Third Read

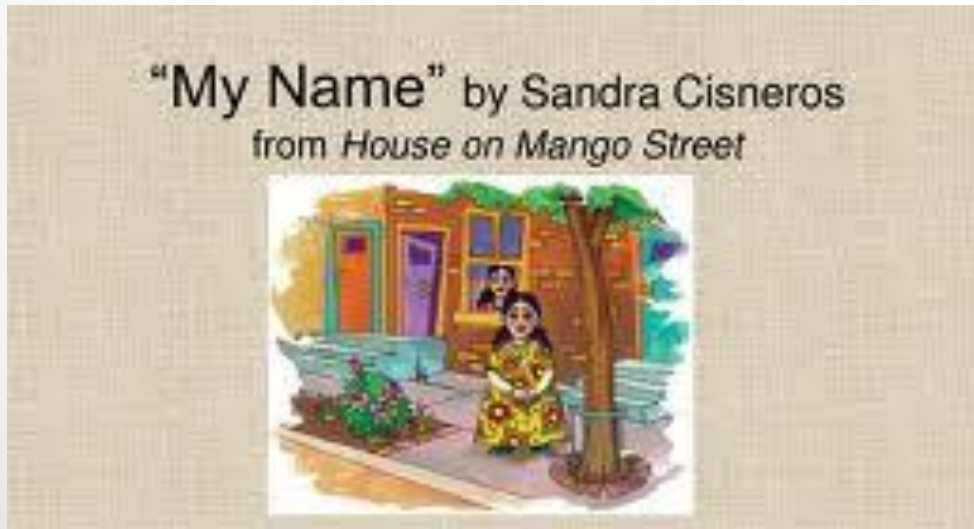
Text-dependent Questions

- Can only be answered by citing evidence from the text
- Focus on:
 - what the text says (meaning and language)
 - how it is being said (structure)
 - why it is being said (purpose)



Directions for third read:

- Use evidence from the text to answer text-dependent questions




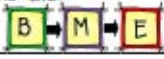


Extending Understanding

- Reflect and Connect:
 - Write a paragraph about your own name. Use the outline provided to plan and organize your paragraph.
 - Think about your own name
 - What is the ethnic background of your name?
 - Who gave you your name? Do you know why?
 - What does your name mean?
 - Have you ever wanted to change your name? Why or why not?
 - What image comes to mind when you hear your name?



How can you help at home?

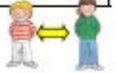
K-1 NARRATIVE TEXT—Stories

When you first read the story...

1. Ask Questions:
When? Where? Who? What?
Why? How? 
2. Retell the story. What happened in the "Beginning," "Middle," and "End?"
• First ___ Next ___
Finally ___ 
3. Talk about characters in the story. What did they do or say? How did they act with other characters in the story?
• (character) said ___
• (character) did ___
• (character) and (character) were ___ 
4. Discuss any important or new words in the story:
• The word is special because ___
• I think the word means ___ because ___
• The word makes me feel ___
• The word looks like ___
• The word sounds like ___ 

Think more about the story...


5. What did this story teach you? Let's talk about the message or lesson in the story.
• I learned ___
• This story taught me ___ 
6. Does this story remind you of other stories or characters you have read about?
• This story is like ___
• (character) is like ___ 





K-1: Read—Alouds

K-1 INFORMATIONAL TEXT



BEFORE you read the text...

1. Text Features: Have your child find the front and back cover, the title page or table of contents, or other parts of the book. Ask what they think the book is about.
• I think this book is about ___ 

As you read the text...

2. Ask Questions:
When? Where? Who? What?
Why? How? 
3. Discuss any interesting or new words in the text:
• The word is interesting because ___
• I think the word means ___ because ___
• The word looks like ___
• The word sounds like ___ 

Think more about the text...

4. Tell me some things that you learned from this book. Can you point to the photos (or pictures) and tell me about them.
• This book was about ___
• I see ___ in the photo. (tell more)
• I learned ___ 
5. What other things have you read or seen about this topic?
• I read another book on ___
• I saw (a movie, t.v. show, etc.) about ___ 

K-1: Read—Alouds or simple informational

Upcoming Meetings

- Please join us again next time and invite more parents:
 - November 13, 2013
 - February 26, 2014





Let's work together to prepare Santa Ana students to be college and career ready!

