



## LILIE, LLC Course Information

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### **Title of Course (45 hours):** Close Reading

#### **Course Description:**

All teachers are working to implement the Common Core Learning Standards and share in the responsibility of literacy instruction; however, many are presented with the additional challenge of correctly teaching the skills of close reading. The CCLS emphasize closely reading a text through the process of reading, re-reading, and analyzing with the purpose of accurately understanding it at a deeper level. Students are expected to examine texts, evaluate author's craft and purpose, text structure, and recognize patterns and significant details to ultimately reach a more in depth comprehension of a whole text. This course will provide the foundation of what close reading is, how to teach it, and the opportunity to develop activities that foster the application of this skill. Participants will complete this course with the essential framework for close reading that will help create life-long independent critical thinkers and readers.

#### **Overall Course Objective and Expectation(s):**

- Explain the importance of literacy in all content areas in connection to the CCLS
- Explain close reading
- Discuss how close reading should be used and how to apply it in all content areas
- Examine sample activities on how students should read for textual evidence, understand it and use it
- Demonstrate an understanding of the impact of word choice on a text
- Assess instructional practice in terms of teaching students about text structure
- Critique the methods used to teach point of view and argument
- Prove the effectiveness of using both informational and literary texts
- Analyze the benefits of teaching students using real-life application of these skills
- Identify the qualities of a complex and rigorous text
- Select texts that are appropriately complex and rigorous based on CCLS and content area curriculum
- Evaluate the effectiveness of implementing the three structures as a way to teach students how to closely read a text
- Design one lesson where students will closely read an appropriate text for textual evidence and one lesson for word choice
- Develop a close reading lesson for each reading skill: structure, point of view and argument, and reading across texts
- Assess the quality of each lesson
- Summarize the impact of this course on planning, instruction, and assessment

#### **Opportunities for Common Core Standards Alignment:**

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Course work will, when applicable, demonstrate the practice of common core standard shifts. This practice by instructors of LILIE courses may act as a model for implementation of learned information and skills into common core aligned classroom practice. Depending on the nature and thrust of the course objective, the course will make attempts to balance informational and literary texts, provide for deeper and more critical knowledge in the discipline(s), provide for a staircase of complexity, offer ways in which to demonstrate text-based answers, offer opportunities of writing from various sources applicable to course content and offer tiered academic vocabulary through resources, assignments and instructor -peer and peer-peer dialogues.

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

### **Required Readings (*subject to change*):**

Common Core State Standards Initiative. (2010f). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects. Appendix C: Samples of student writing*. Washington, DC: CCSSO & National Governors Association. Retrieved from [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)

Hess, K. and Bigham, S. (2004). "A Discussion of Increasing Text Complexity Grades K- High School".

Hess, K. (2008). "Teaching and Assessing Understanding of Text Structure Across Grades" [http://www.nciea.org/publications/TextStructures\\_KH08.pdf](http://www.nciea.org/publications/TextStructures_KH08.pdf)

Hutten, S. (2013). No fear. *The source: California History-Social Science Quarterly Magazine*, 5. Retrieved from <http://chssp.ucdavis.edu/source-magazine/teaching-the-common-core>

Lapp, D. Moss, B. Grant, M. Johnson, K. (2013). *Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades K-5*

MetaMetrics. (2014a). Typical reader measures by grade. Retrieved from <http://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart>

National Governors Association [NGA] Center for Best Practices & Council of Chief State School Officers [CCSSO]. (2010a). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors. Retrieved from [www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

Robb, L. (2002, May/June). The myth of learn to read/read to learn. *Scholastic Instructor*, 111(8), 23.

Available: <http://www.scholastic.com/teachers/article/myth-learn-readread-learn>

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## **Scope & Sequence/Weekly Topics and Objectives**

### ***Week 1~ The foundation***

#### **Topic(s): What is close reading?**

- Literacy among the content areas
- CCLS
- Close reading
- Three main structures: lens, patterns, develop a new understanding of the text
- Text Evidence
- Word Choice

#### **Objectives:**

Participants will understand the role of literacy in every classroom and how the Common Core Learning Standards are a shift in the way educators approach literacy. Through class discussion and examining resources, participants will be able to identify how to develop instruction that reflects closely reading a text to focus on textual evidence and word choice.

#### **Impact on Classroom Instruction:**

This week will provide the foundation for this course by examining and understanding close reading. Participants will also begin to read concrete examples of how to closely read by focusing on lenses, patterns, and forming a new understanding with a specific focus on textual evidence and word choice. Participants will be able to use this information to effectively plan close reading activities for their own students.

#### **Learner Outcomes:**

- Explain the importance of literacy in all content areas in connection to the CCLS
- Explain close reading
- Discuss how close reading should be used and how to apply it in all content areas
- Examine sample activities on how students should read for textual evidence, understand it and use it
- Demonstrate an understanding of the impact of word choice on a text

#### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- ~Introduce self to classmates and share the reasons for taking this course
- ~An accurate explanation of close reading and the ways that you use it in class
- ~Evaluate examples of reading for textual evidence to determine how they can be applied to personal planning and instruction
- ~Discuss the impact on student understanding of a text through the examination of word choice



## ***Week II~ Adding to the foundation***

### **Topic(s): What is close reading?**

- Structure
- Point of view
- Argument
- Reading Across Texts

### **Objectives:**

Participants will continue to examine close reading and identify how to develop instruction that reflects closely reading a text to focus on structure, point of view, argument, and reading across texts. Through the evaluation process, participants will be able to determine whether or not it is an effective approach to utilize real-life situations to teach the application of close reading skills.

### **Impact on Classroom Instruction:**

This week will continue to study of close reading by examining additional examples that focus on structure, point of view, argument, and reading across texts. Participants will be able to use this information when developing future lessons and assessments.

### **Learner Outcomes:**

- Assess instructional practice in terms of teaching students about text structure
- Critique the methods used to teach point of view and argument
- Prove the effectiveness of using both informational and literary texts
- Analyze the benefits of teaching students using real-life application of these skills

### **Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):***

- ~Explain how text structure is currently addressed and compare it to suggestions in the reading material
- ~Describe how to utilize the information about point of view and argument
- ~Share how informational and literary texts are used in content and how the suggestions from the reading materials support the CCLS
- ~Evaluate implementing real-life scenarios to demonstrate these close reading skills



### ***Week III~ Application***

#### **Topic(s): Using the foundation**

- Text complexity and rigor
- Text selection
- Three structures
  - Lens
  - Pattern
  - New understanding
- Activities/Lessons
  - Text Evidence
  - Word Choice

#### **Objectives:**

Participants will complete this week with the ability to choose appropriate texts for their students that adhere to the CCLS, text complexity and rigor. They will be able to create activities and lesson plans that revolve around such texts that require students to closely read for textual evidence and word choice.

#### **Impact on Classroom Instruction:**

This week participants will be able to apply what they have read and discussed during weeks one and two. The activities and lessons that they create will incorporate reading a text closely to focus specifically on text evidence and word choice. Participants will also assess their own planning to determine if it will provide effective instruction.

#### **Learner Outcomes:**

- Identify the qualities of a complex and rigorous text
- Select texts that are appropriately complex and rigorous based on CCLS and content area curriculum
- Evaluate the effectiveness of implementing the three structures as a way to teach students how to closely read a text
- Design one lesson where students will closely read an appropriate text for textual evidence and one lesson for word choice

#### **Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):***

~Explain the qualities of complex and rigorous texts and personal text selection process

~Choose appropriate complex and rigorous texts

~Compare/contrast your approach to teaching close reading with your students with using a focus on the three structures: lens, patterns, and develop a new understanding

~Create an activity or lesson that focusing on text, and on word

requires students to closely read a text by choice



## *Week IV~ Application and reflection*

### **Topic(s): Making it work**

- Activities/Lessons
  - Structure
  - Point of View/Argument
  - Reading Across Texts
- Reflection

### **Objectives:**

Participants will be able to create activities and lesson plans that revolve around texts that require students to closely read for structure, point of view and argument, and reading across texts. Through the practice of developing lessons and activities that incorporate close reading, participants will be able to apply these same skills in future lessons and assessments. As a result of this course, they will return to the classroom better educators who can successfully instruct their students on how to closely read a text.

### **Impact on Classroom Instruction:**

This week participants will continue to apply what they have learned by developing lessons that focus on structure, point of view and argument, and reading across texts. Through this process, participants will also be able to reflect and evaluate their current instructional practice for close reading and determine what is most effective. At the end of the course, participants will specifically identify how this course can be directly applied to their own methodologies.

### **Learner Outcomes:**

- Develop a close reading lesson for each reading skill: structure, point of view and argument, and reading across texts
- Assess the quality of each lesson
- Summarize the impact of this course on planning, instruction, and assessment

### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

~Create a close reading lesson for each skill: structure, point of view and argument, and reading across texts

~Reflect and evaluate class experience

~Identify specific ways that this course will impact your planning, instruction, and assessment in the future.

## Graduate Level Projects and Assessments

### **Week One:**

Write a reflection on your initial understanding of close reading and how this week's materials and discussions have supported your original understanding or caused you to modify it. Why should close reading be taught in all content areas?

### **Week Two:** *Choose one of the following tasks to complete*

Please research and share two texts that you can use to allow students to read across texts. Please include the title, author, and genre for each text. What is your reason for choosing these two texts and how do they connect with one another? What are the benefits of using two texts to accomplish your objective compared to one? How will you require students to use both texts?

Create your own real-life application that you can use with your students to teach each close reading skills: text evidence, word choice, structure, point of view and argument, and reading across the texts. How does your approach allow your students to make the connection between their own lives and the skills of close reading? Why do you prefer your own examples compared to the ones within the reading materials?

### **Week Three:**

Create an assessment that requires students to closely read at least one text. Please include the title, author, and genre. How does this task assess individual student skill sets? How will this information impact future instruction?

### **Week Four +++++:** *Choose one of the following tasks to complete*

Choose a topic from our course that you are interested in and write a five page research paper. Please include the reason you selected this particular topic and how your new knowledge about this topic will impact your planning, instruction, and assessment. Please remember to cite all of your sources. You may use class resources in addition to any other ones that you find.

Please create a unit that introduces close reading to your students. You may choose to include all of the skills that we discussed throughout our course (text evidence, word choice, structure, point of view and argument, reading across texts) or specifically choose ones that are most suitable for your purposes. Please include at least four lessons that you will use to introduce and teach your students the skills of close reading. For each text that you include, please identify the title, author, and genre.

Please create four separate lesson plans that you can use to teach close reading. For each lesson, please clearly explain how you are addressing a specific close reading skill or the steps of close reading in general. For each text that you include, please identify the title, author, and genre.



