



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Close Reading: Strategies to Mine Meaning

Course Description:

All teachers are working to implement the Common Core and Next Generation 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 to evaluate an author's craft and purpose, identify text features and structures, and recognize significant details to ultimately reach a more complete understanding of an entire text by focusing on its smaller parts in relation to the whole.

Close reading is a skill that should be used across grade levels and content areas and for this reason, it is imperative that participants have access to the most current information about this skill, how to teach and model it for students, the opportunity to develop activities and lessons that foster the application of this multi-faceted skill, and the necessary time to determine the effectiveness of instructional approaches to ensure that students are consistently provided with multiple ways to master this skill and grow, develop, and learn. Participants will complete this course with both short- and long-term goals to teach this skill, an understanding of when and why a teacher might use this strategy when teaching reading, and the ability to share with students the close reading process to approach, read, navigate, deconstruct, and comprehend all texts.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • explain the need for literacy instruction across grade levels and content areas in connection to the CCLS and Next Generation Learning Standards to be able to design high-quality instruction that is aligned with these Standards • create one short-term goal and two long-term instructional goals for teaching close reading for the purpose of improving instructional practices and continue to • share an introductory lesson for either the skill of close reading OR a unit of study on close reading that you have taught in the past or believe you would like to teach in the future • examine multiple resources that explain the rationale behind close reading, what it means to closely read a text, how, when, and why students use this skill, and various instructional approaches that can be taught and modeled for students to apply in order to remain current in knowledge of content and pedagogy • evaluate the close reading instructional approaches and determine one to add to best practices for maximum student success • justify your choices for these instructional decisions to enhance personal strengths and areas for professional growth
<p>Topics</p>	<ul style="list-style-type: none"> • CCLS and Next Generation Learning Standards • Literacy among the content areas • Short-term and long-term instructional goals • Close reading • Instructional plan for teaching this skill to students
<p>Application to Instruction & Student Learning</p>	<p>This week is the foundation of this course. Participants will have the opportunity to reflect on their current knowledge of instructing students to closely read a text and determine what they want to learn during our course. As a way to introduce and explore this topic, a variety of reading materials and videos are provided to address the rationale behind the skill of close reading, what it means to closely read a text, how, when, and why students should use it, and a multitude of instructional approaches that participants can review and evaluate to determine how to integrate the most effective practices into their future instruction. For example, one resource includes the book, <i>Falling in Love with Close Reading</i>, which identifies and explains a clear and purposeful three-step instructional approach: read with a lens, identify patterns, and form a new understanding. Another instructional approach includes reading a text three times with a different purpose: 1st read- read for key information and details, 2nd read- read for craft and structure, 3rd read- integration of knowledge and ideas. These are two possible instructional approaches that participants can follow with fidelity when designing their own instruction for applying this skill or they can become a starting point from which modifications can be made to reflect</p>

	<p>their needs and their students'. As a result, participants will have a clear and purposeful instructional plan on how to teach current (when applicable) and future students how to closely read a text. Since this week provides the necessary introduction from which participants can build their knowledge, they will be able to use this new learning in the development of future plans and instruction. In addition, participants will review the CCLS and the Next Generation Learning Standards and a variety of resources on the importance of literacy, especially across the content areas, and set both short-term and long-term instructional goals for implementing this skill with students. This process encourages participants to place a value on their learning from this course by reflecting on their own experiences and expectations and evaluate their own goals to grow professionally. This week prepares participants to successfully design quality close reading instruction based on the course materials, assignments, discussions, and feedback.</p>
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Session II

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • share their current or past experiences with selecting texts to provide a starting point to show professional growth and development • evaluate the effectiveness of their text selection process based on course materials and a series of questions • identify areas of strength and need to improve their text selection process in order to use appropriate reading materials that actually require the application of close reading • select appropriate texts that are appropriately complex and rigorous based on standards and content area curriculum • explain current or past practices using annotation as a close reading strategy to assess its usefulness and decide whether to use the same instructional approaches or modifying them in order for students to use this tool with a clear purpose and benefit • review the instructional step to read with a lens and consider its value and use in supporting all students, but especially ENL and special education students, to conclude if it can be implemented with success • develop an activity that incorporates reading a text with a lens to evaluate as a part of best practices
<p>Topics</p>	<ul style="list-style-type: none"> • Text selection process (identification, evaluation, modifications, benefits) • Annotation • Reading with a lens • Design an activity that includes the guideline to read with a lens
<p>Application to Instruction & Student Learning</p>	<p>This week provides additional opportunities for participants to learn and explore close reading and begin the part of the learning cycle where they can begin to practice and apply. The process of evaluating the text selection process is critically important because there is often a misconception that all texts can and should be read closely; in the classroom that belief is detrimental because it is untrue. Texts that require the application of the skills of close reading should be selected with purpose and meet the Standards on text complexity, but still reflect the needs of the students. The course materials will offer a clear guideline on understanding text complexity and how to select appropriate texts. A common strategy to enhance a student's ability to closely read a text is to annotate.</p>

	<p>While there are various methods on how and why a text should be annotated, it is important for each participant to know the reasons for using a particular approach based on its usefulness for students. By assessing their own current or past use of this strategy and learning about other options, the result will be another instructional benefit to improve close reading. Another strategy is to read a text with a lens. The inclusion of this particular method is for participants to learn and explore it, but also design an activity where students would use it. The development of the activity will give participants the chance to apply what they have learned and make a decision about whether or not it can become a future instructional approach. Participants will complete this week with more knowledge about close reading by identifying a future text selection process, they will begin to synthesize, evaluate, and reflect on the possible modified use of annotation as a supportive close reading tool and read with a lens to eliminate reading distractions and allow students to really hone in on the smaller aspects of a text to understand the text as a whole.</p>
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Session III

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • design a lesson plan that incorporates reading a text closely by examining its word choice, which allows a student to identify its text structure and point of view and argument, to apply course content and create instructional materials for future use • develop text dependent questions based upon course materials and suggestions to practice this skill to be able to use it in future lesson plans • examine, discuss, and evaluate 12 <i>Notice & Note</i> signposts that are designed to support students as they are reading to stop and pay attention to significant moments in both fiction and nonfiction texts • create an activity that includes one of the <i>Notice & Note</i> signposts to practice and apply new learning to include in future instruction • design a lesson plan where students will have to read paired passages to improve their development and application of close reading skills
<p>Topics</p>	<ul style="list-style-type: none"> • Examining a text based on word choice (text structure, point of view and argument) • Text dependent questions • <i>Notice & Note</i> Signposts • Lesson plan that incorporates reading closely based on word choice and another lesson plan that requires higher level thinking skills
<p>Application to Instruction & Student Learning</p>	<p>This week continues to include various course materials and assignments that are designed for participants to add to their prior learning, explore the topic of close reading further, and practice and apply their evolving understanding of our course content. Participants will develop two lesson plans this week that incorporate important aspects of closely reading a text with success. One plan will highlight the need for students to examine an author’s word choice within a text, which allows students to identify the text’s structure or its point of view and argument. The second plan is an extension lesson where students will be able to increase their abilities to closely read and make further connections, form opinions, develop insights, and identify commonalities between two paired texts/passages. This process is a valuable for participants to be able to practice the</p>

	<p>development of these types of lessons including the skills of close reading to support future students. Participants will also learn more about the topic of close reading by learning about additional strategies explained in <i>Notice & Note</i>, which prompts students to stop and pay attention to signposts used within both fiction and nonfiction texts. This recognition increases student understanding of a text because they are examining it more closely to understand its small features and the relationships to the text as a whole. The creation of text dependent questions is another opportunity for participants to learn more about the topic and apply what they have learned by selecting a text and developing text dependent questions to be used with it for a variety of purposes highlighted in course materials. Participants are able to expand their knowledge about close reading and create and/or modify instructional materials to add to their repertoire.</p>
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Session IV

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • create three formative assessment options that can be used in future close reading lessons to check for student understanding of new learning in multiple lessons • design a lesson plan that incorporates a specific instructional plan on how to closely read a fiction or nonfiction text, the application of close reading strategies or tools to focus on the text evidence, word choice, text structure, point of view and argument or reading across genres • critique the introductory lesson shared at the start of the course to determine its effectiveness after exploring and learning about close reading as well as practicing and applying what has been learned • identify areas of strength and need in the introductory lesson plan to design materials for future instruction and consistently develop and grow professionally • reflect and summarize the impact of this course on planning, instruction, and assessment
<p>Topics</p>	<ul style="list-style-type: none"> • Formative assessment options • Re-evaluation of introductory lesson to improve instruction • Close reading lesson plan that incorporates new learning from this course • Reflection on reaching short term goals, modifying long term goals ways to improve planning, instruction, and assessment
<p>Application to Instruction & Student Learning</p>	<p>This final week offers participants the chance to complete the learning cycle with practice and application and evaluation. The development of three formative assessments provide practice, again, for participants to apply what they have learned and equally important, they will have these assessments that can be used in future lesson plans as a means to monitor and check student progress and provide feedback. Another major benefit of the creation of these assessments is that participants have options for one particular lesson or they can be used within various lessons and they will also have the additional examples from their peers and course resources. The creation of one final lesson plan encourages participants to apply everything that they have learned about close reading; it is a culminating plan because they can individually select the specific aspects of the plan as a result of their new learning. The experience of returning to their week one post on how to introduce close reading to students is extremely valuable since it is yet another opportunity to evaluate and assess previous instruction and use their course collaboration</p>

	<p>and feedback to determine its effectiveness. It is crucial that participants strive to engage and challenge students by introducing a multitude of instructional approaches that enhance student understanding and promote achievement with close reading. The reflective process is one of the most powerful tools to set high expectations for professional growth and student development and growth. Their final course reflection is a chance to clearly identify the ways that their new course learning will be integrated into future planning, instruction, and assessment, which is the purpose of participating in professional development.</p>
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