ROAD MAPS TO GUIDE CRITICAL THINKING ABOUT GRADE-LEVEL COMPLEX TEXTS

6-5-4

SIX PREMISES:

Premise # 1: Independent reading (first read; cold read as in the *close reading process*) of text of grade level complexity is difficult and frustrating, if not impossible, for the struggling, below-grade-level reader.

Premise # 2: Struggling readers must be taught (and must have extensive practice using) specific comprehension skills cited in the CCSS which undergird, and are essential, for analytical and thoughtful reading of grade-level text.

Premise # 3: Struggling readers need constant reminders of the steps (thought processes) used to compare and contrast, summarize, infer, determine author's purpose and so forth.

Premise # 4: Struggling readers need visual representations that serve as reminders of the thinking they must do when they summarize, infer, compare/contrast, and determine meaning and purpose as well as visual representations that guide practice/development of reading skills.

Premise # 5: Vocabulary is a critical element in the ability to derive meaning from text. *Words are the pegs on which we hang our ideas.*

Premise # 6: All readers, including struggling readers, profit from shared, cooperative learning activities.

FIVE KEY CCSS THREADS RELATED TO SKILLS

1. Drawing inferences
2. Summarizing text (supporting skill: determining main idea and supporting details)
3. Comparing/contrasting
4. Determining meaning of words/phrases
5. Author's purpose/point of view

FOUR TOPICS

Graphic Organizers to Guide the Reading of Text

Process Charts to Remind Students of the Thinking that Happens when "We Make Meaning".

Graphic Organizers to Support Vocabulary Development

Cooperative Text-based Thinking and Skill Practice

GRAPHIC ORGANIZERS

Description: Graphic organizers are essential tools for both teachers and students. They come in many forms and can be modified (or developed) to guide learning related to mastery of common core state standards in all subjects. Graphic organizers support *learning to mastery* for all students, especially those who struggle with reading and/or who have learning disabilities.

Graphic organizers also:
- Provide structure and guidance as readers move toward greater independence,
- Offer a visual means for students to explain and organize information and ideas,
- Teach readers to think categorically,
- Encourage readers to evaluate and actively manipulate information which, in turn, helps them see the connections and relationships between ideas,
- Help readers remember and make greater cognitive associations between various informational items and ideas from the same or various sources,
- Provide a visual representation of evidence from text that supports analysis of information,
- Force students to evaluate information in order to determine what is important,
- Provide useful tools that facilitate thinking, writing, and discussion,
- Support student engagement and help guide and support cooperative learning,
- Reinforce students' knowledge of text structures, and
- Help prepare students for the world of work, where visual representations are used with increasing frequency

Step-by-step:
1. Select only those graphic organizers that support the skills the students need to develop (or practice) to meet CCSS learning targets. Make modifications in the graphic organizer or instruction related to the graphic organizer (when necessary) to ensure that completing the organizer requires the students to analyze and use text information. (For example, a KWL chart does not require students to engage with text or to cite evidence from text unless it is explicitly used to promote student thinking about such things as text structure and organization, vocabulary, and/or main ideas/details they may encounter in text – and students clearly understand how the graphic organizer is being used).

2. When using graphic organizers with struggling readers make certain the students understand the basic skill that undergirds the CCSS (i.e. **compare/contrast**, summarize, infer, determine author's purpose, fact/opinion, cause/effect and so forth) before moving them to more complex graphic organizer tasks (i.e. ***Compare and contrast*** *findings presented in text to those from other sources…noting when findings support or contradict previous explanations…*)

3. When using a graphic organizer for the first time, the teacher must model how to use it by actually completing the organizer with the students. The teacher must clearly explain expectations for successful completion of the organizer.

4. Encouraging students to create their own graphic organizers assists in the development of thinking and problem solving skills as well as crafting constructed responses.

GRADE LEVEL	Key Ideas/Details Focus Phrases	Craft & Structure Focus Phrases	Integration of Knowledge/ Ideas - Focus Phrases
6 – informational	• **cite text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text • **determine author's purpose** & explain how conveyed	• **compare & contrast** one author's presentation of events with that of another
6 – literature	• **cite text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare & contrast** texts in different forms or genres
7 – informational	• **cite several pieces of text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare & contrast** how two or more authors present info' using different evidence or interpretation of evidence
7 – literature	• **cite several pieces of text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare & contrast** fictional portrayals (time, place, characters) with historical accounts
8 – informational	• **cite pieces of text evidence** that strongly support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text • **determine author's purpose** & how author responds to conflicting evidence/views	• **compare & contrast:** analyze two or more conflicting texts on same topic & identify the disagreements
8 – literature	• **cite several pieces of text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare & contrast:** analyze how works of fiction draw on myths, traditional stories & religious works, comparing the original with the new work.
9-10 – informational	• **cite strong, thorough text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare &/or contrast:** analyze accounts of a subject told in different mediums or U.S. documents to determine related details & themes
9-10 – literature	• **cite strong, thorough text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare &/or contrast:** analyze how an author draws on & transforms materials from other sources into the new work
11-12 – informational	• **cite strong, thorough text evidence** to support analysis of text, including **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare &/or contrast:** analyze 17th-19th century U.S. documents to determine same or different themes, purposes, & so forth
11-12 – literature	• **cite strong, thorough text evidence** to support analysis of text, including uncertainties & **inferences drawn** • objectively **summarize** text	• **determine meanings** of words & phrases in text	• **compare &/or contrast:** analyze how two or more 18th,19th & early 20th century works treat similar themes or topics

FOCUS SKILL PHRASES
Middle and High School Literacy in History/Social Studies & Science/Technical Studies

GRADE LEVEL	Key Ideas/Details Focus Phrases	Craft & Structure Focus Phrases	Integration of Knowledge/ Ideas - Focus Phrases
6-8 – history & social studies	● provide an accurate **summary**	● **determine meanings** of words & phrases as they are used in text	● **compare & contrast:** analyze the relationship between primary & secondary sources
6-8 – science & technical studies	● provide an accurate **summary** of the text	● **determine meanings** of domain specific words & phrases used in scientific/technical context ● analyze **the author's purpose** in providing an explanation, describing a procedure or discussing an experiment	● **compare & contrast** the information gained from experiments, etc. with that gained from reading a text on the same topic
9-10 – history & social studies	● provide an accurate **summary**	● **determine meanings** of words & phrases in text	● **compare & contrast** treatments of the same topic in several primary and secondary sources
9-10 – science & technical studies	● provide an accurate **summary** of the text	● **determine meanings** of domain specific words & phrases used in scientific/technical context	● **compare & contrast** findings in a text to those from other sources, etc.
11-12 – history & social studies	● provide an accurate **summary**	● **determine meanings** of words & phrases in text	● **compare & contrast:** integrate information from diverse sources into a coherent understanding
11-12 – science & technical studies	● **summarize...** information presented in a text by paraphrasing in simpler ...terms.	● **determine meanings** of domain specific words & phrases used in scientific/technical context	● **compare & contrast:** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of...

Getting the Gist

GIST (Cunningham 1982) is an acronym for *Generating Interactions between Schemata and Texts.* This strategy was developed to help students learn to organize and write brief, concise objective summaries of their reading. The National Reading Panel has identified **summarization** as a comprehension strategy that "works" as supported by scientifically based reading research. *Objectively summarizing text* is a Common Core *"Key Ideas and Details"* Standard for grades 6-12 in English Language Arts and in Literacy in History/Social Studies and Science/Technical Studies.

The "Get the Gist" strategy helps students identify the main idea (or gist) in a paragraph (or, in longer selections, several related paragraphs that have been "chunked" by the teacher or by the student). *Gists* from several paragraphs or paragraph chunks can, then, be compiled into a **summary** statement for the entire text or for a section of a content area reading assignment.

Directions:
After reading an entire selection, students reread the selection and use the "Get the Gist" process to **summarize** each paragraph or chunks of paragraphs. From these mini-summary statements, students write a summary statement for the entire selection.

This strategy works well for both expository and narrative texts. As with any other strategy, teachers should use explicit and systematic instruction when teaching "Get the Gist" – providing a clear, step-by-step explanation of the strategy and how it is used, modeling the strategy using numerous examples, leading and guiding students as they practice the strategy with different texts at different times, and, finally, providing independent practice where students can demonstrate understanding and mastery of the strategy.

When first teaching the strategy, the teacher should use simple text with multiple paragraphs. The text can come from a novel, trade book, content area textbook, authentic text document, internet, or other sources. After students are proficient in summarizing paragraphs, students should move to summarizing several related paragraphs which the teacher has chunked within a longer selection. After the students have practiced this strategy with teacher-chunked paragraphs for an appropriate amount of time (i.e. a semester or half a semester in block scheduling), the teacher can release the responsibility for chunking paragraphs to the students. There is no right or wrong way to chunk the text as long as students can justify why they grouped certain paragraphs together.

When first using this strategy, it is helpful for students to work in pairs or triads. Later, students can be provided opportunities to use this strategy, individually in various content areas, when they need to determine main idea and supporting details, and objectively summarize what they have read or learned

Summary statements for each paragraph or chunks of paragraphs should be about 10 words or less. The teacher should model how to write these short mini-summaries – first for the students and, then, with the students. Depending on the text being read, the summary of the entire selection can be 15-20 words or 30 words or less. The emphasis is on objectivity and conciseness.

To *get the gist* students must be able to determine the main idea of the paragraph or paragraph chunk (the most important *who* or *what*) and the supporting details (the most important information/details about the *who* or *what*).

Meeting other CCSS while using this strategy to objectively summarize: Students can number the paragraphs (or paragraph chunks) and use the information from the mini-summaries to cite and refer to the text during

class discussions or writing assignments. Students can also be asked to describe what the author is doing in each chunk using a power verb (e.g., describing, arguing, illustrating, comparing). Students should not just give a power verb, but must indicate specifically what the author is doing (e.g. ...not just "comparing", but "The author is comparing the Civil War in America with the current uprisings in Middle Eastern regions, particularly Egypt.).

References:
Cunningham, J. (1982). "Generating interactions between schemata and text." In J. Niles and L. Harris, eds. *New Inquiries in Reading Research and Instruction. Thirty-first Yearbook of the national Reading Conference.* pp 42-47. Washington, DC: National Reading Conference.

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). Common Core State Standards. http://www.corestandards.org

National Reading Panel. (2000) *Report of the National Reading Panel. Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the sub-groups* (NIH Publication No. 00-4754) Washington, DC: National Institute of Child Health and Human Development. (Distributed by the National Institute for Literacy: www.nifl.gov)

Vaughn, S. and Klinger, J. K. (1999). Teaching reading comprehension through collaborative strategic reading. *Intervention in School and Clinic.* 34(5) pp. 284-92.

GET THE GIST
The final SUMMARY STATEMENT

1	Review (or place/rewrite) your mini-summaries in order
2	Using the mini-summaries, identify the main idea of the entire selection and jot it down. Occasionally, a selection may have two main ideas, but try to condense the main idea in each mini-summary into one FINAL main idea.
3	Reread your mini-summaries to identify the most important details that support the one FINAL main idea you have developed. Jot these down or underline them.
4	Using the FINAL main idea you have developed and the supporting details you have jotted down or underlined, write a final <u>SUMMARY</u> about the selection you have read in _____* words or less in the space below.

* The teacher can determine the length of the summary (i.e. 15-20 words; 30 words or less; no restrictions). However, giving a word length guides students toward objectivity and conciseness.

Identifying Structures in Expository Text

Using the graphic organizer below identify the structure of each paragraph (or of each chunk of paragraphs) in the selection you have been assigned to read. Indicate the number of the structure (found in the chart at the bottom of the page) and provide evidence from text to support your choice of structure. Remember, there may be more than one structure in a paragraph or paragraph chunk.

# of paragraph (or chunk)	# of structure (s) *See chart below.*	Evidence from text that indicates this structure(s)

Expository Text **Structures**

1. Cause/effect **2. Problem/ solution**	Because, due to, since, therefore, as a result of	*Alert reader to causes/problems leading to…*
3. Compare/ contrast	Like, just as, both, also, different, in contrast, unlike	*Alert reader to up-coming comparisons or contrasts*
4. Description	To begin with, finally, in front, in fact, for example	*Alert reader to an upcoming list or set of characteristics*
5. Time Order- (sequence)	Before, during, next, while, then, at last, when, now, after,	*Alert reader to sequence of events, actions*
6. *Question/Answer*	How, when, what, where, how, how many, why, it could be that.	*Alert reader to upcoming answers to questions posed.*

What Is Questioning the Author?

Questioning the Author is a protocol of inquiries that students can make about the content they are reading. This strategy is designed to encourage students to think beyond the words on the page and to consider the author's intent for the selection and his or her success at communicating it.

The idea of "questioning" the author is a way to evaluate how well a selection of text stands on its own, not simply an invitation to "challenge" a writer. Students are looking at the author's intent, his craft, his clarity, his organization...in short, if the author has done well, students can say so, and they can identify why they say so. Likewise, if students are struggling over a selection of text, it may be because it hasn't been written very clearly. Students can see this, and say so, but then they are invited to improve on it.

How Does It Work?

The standard format involves four questions. Students read a selection of text (one or more paragraphs) and then answer these questions:

1. What is the author trying to tell you? *(RI6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text).*
2. Why is the author telling you that? *(RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)*
3. Does the author say it clearly?
4. How could the author have said things more clearly? (or what would you have said?)

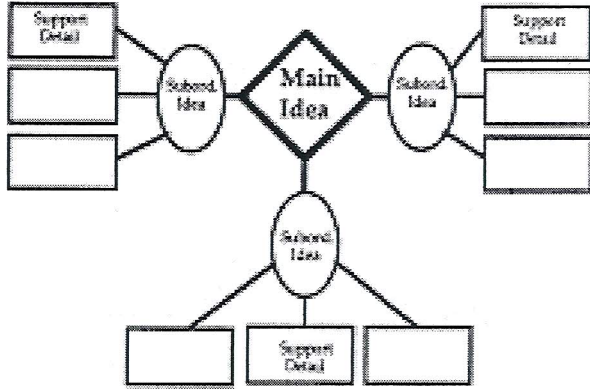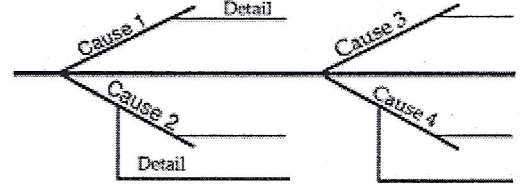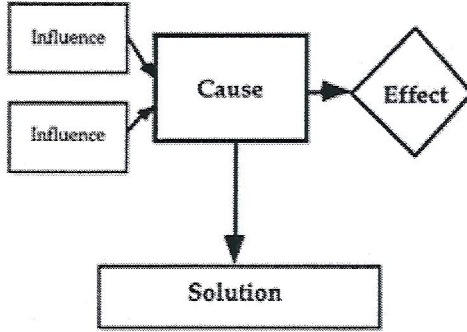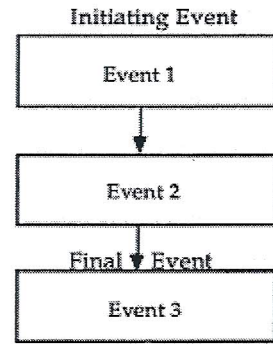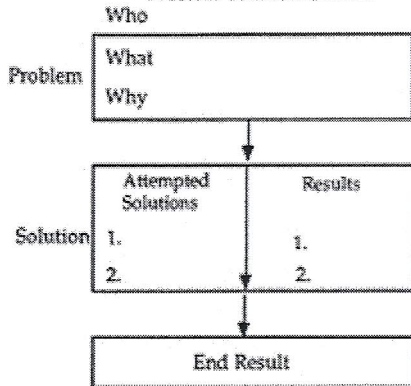| Each employee must wash his hands thoroughly with warm water and soap after each trip to the toilet and before beginning work.	
What is the author's purpose?	He wants to inform the workers of the rules about hand washing at his business, but I also think he wants to make sure his workers and the workplace is clean.
Cite text evidence to support the purpose	He puts up a notice that gives the rules. The notice tells each worker that they have to wash their hands before work and after every toilet break. He includes what to use in washing their hand – warm water and soap.
Who is the author talking to and why does the author write what he writes?	I think the author is the owner of the business. I think the business is a restaurant because I have seen this sign in restaurants before. The audience are the employees and they are mentioned in the text. The author is writing this because he wants employees to be clean and not spread germs. I infer the author is worried that, if employees don't wash their hand properly and at certain times, they could contaminate food and customers could get sick.
Is it said clearly?	It seems pretty clear and straight-forward.
How might the author have written it more clearly?	Well, he could have used different words and, maybe, made it more personal. For example, he could have said "If you work here, you have to always wash your hands before you start work and after you use the bathroom. You must wash your hands with hot water and soap. We want to make sure that our restaurant is clean and that food is never touched or served by employees with dirty hands."

Descriptive or Thematic Map

Support Detail	Support Detail

Subord. Idea — **Main Idea** — Subord. Idea

Subord. Idea

Support Detail

Fishbone Map

Cause 1 — Detail
Cause 3
Cause 2 — Detail
Cause 4

Problem and Solution Map

Influence → **Cause** → **Effect**
Influence

Solution

Series of Events Chain

Initiating Event

Event 1

↓

Event 2

Final Event

Event 3

Problem-Solution Outline

Who
Problem — What / Why

Attempted Solutions	Results
1.	1.
2.	2.

Solution

End Result

Comparative and Contrastive Map

Concept 1 — **Concept 2**

Dimension 1 — Diff. Feature — Diff. Feature
Sim. Feature

Dimension 1

Dimension 1
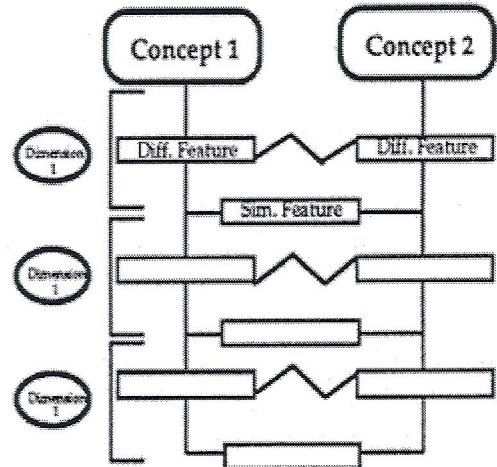
Spider Map
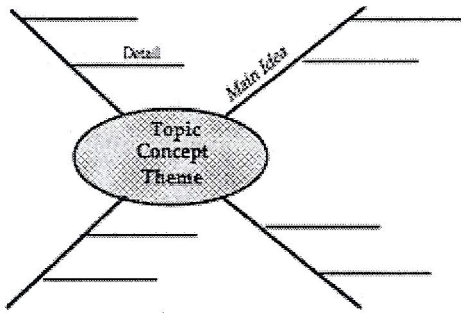
Sequential Episodic Map
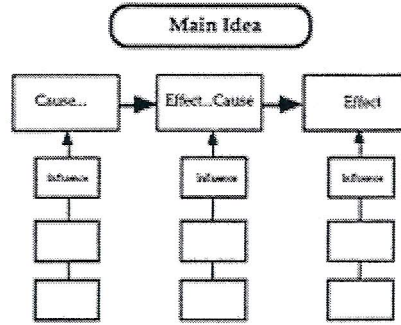
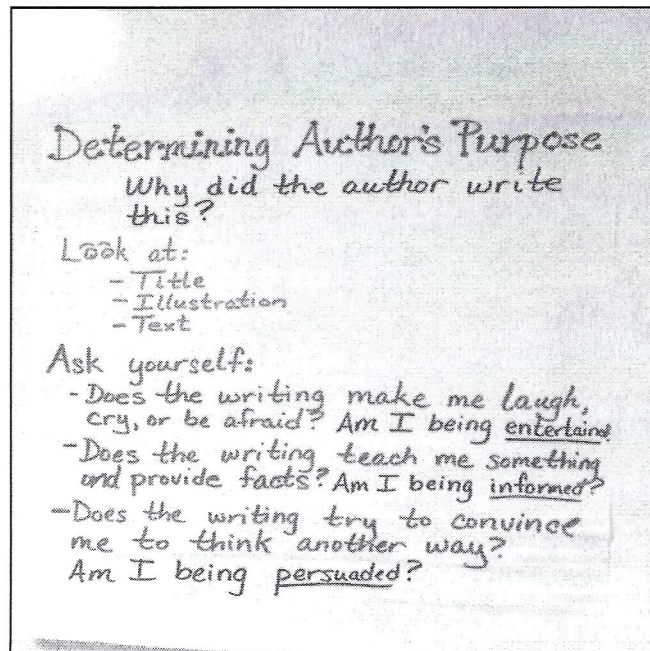| Information on Topic, Text 1	Information on Topic, Text 2
Claims:	Claims:
1	1
2	2
3	3
4	4
Interpretations	Interpretations
1	1
2	2
3	3
4	4
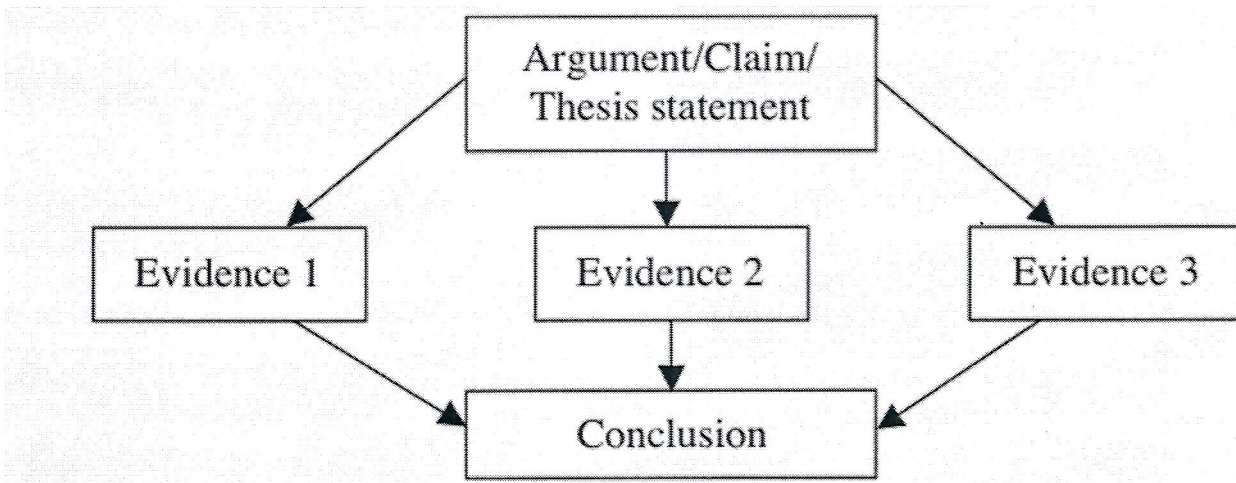
WHAT ARE PROCESS CHARTS?

- Process charts show the HOW and WHY of the skill or strategy being taught.
- Process charts show the THINKING process we, as readers, writers, and mathematicians, go through.

WHY USE PROCESS CHARTS?

- They help students visualize the thought processes they use when implementing skills during the reading, writing, and discussion process.
- They support student learning by showing students how to apply strategies as they read.
- They are a scaffolding tool to for student independence.
- They act as reminders (or as a review) for students working independently or in independent work groups.
- They free up teacher time from having to "go over (and over)" how a strategy or skill is implemented every time that strategy or skill is used in the classroom.

WHO DEVELOPS CLASSROOM PROCESS CHARTS?

- Students with guidance from the teacher.

Determining Author's Purpose
Why did the author write this?
Look at:
- Title
- Illustration
- Text
Ask yourself:
- Does the writing make me laugh, cry, or be afraid? Am I being entertained?
- Does the writing teach me something and provide facts? Am I being informed?
- Does the writing try to convince me to think another way? Am I being persuaded?

My Papa's Waltz
by Theodore Roethke

The whisky on your breath
Could make a small boy dizzy.
But I hung on like death;
Such waltzing is not easy.

We romped until the pans
Slid from the kitchen shelf.
My mother's countenance
Could not unfrown itself.

The hand that held my wrist
Was battered on one knuckle.
At every step you missed
My right ear scrapped a buckle.

You beat time on my head
With a palm caked hard by dirt.
Then waltzed me off to bed
Still clinging to your shirt.

Meme Ortiz
by Sandra Cisneros

Meme Ortiz moved into Cathy's house after her family moved away. His name really isn't Meme. His name is Juan. But when we asked him what his name was he said Meme, and that's what everyone calls him except his mother.

Meme has a dog with gray eyes, a sheepdog with two names, one in English and one in Spanish. The dog is big, like a man dressed in a dog suit, and runs the same way its owner does, clumsy and wild and with limbs flopping all over the place like untied shoes.

Cathy's father build the house Meme moved into. It is wooden. Inside the floors slant. Some rooms uphill. Some down. And there are no closets Out front there are twenty-one steps, all lopsided and jutting like crooked teeth (made that way on purpose, Cathy said, so the rain will slide off) and when Meme's mama calls from the doorway, Meme goes scrambling up those twenty-one wooden stairs with the dog with two names scrambling after him.

Around the back is a yard, mostly dirt, and a greasy bunch of boards that used to be a garage. But what you remember most is the tree, huge, with fat arms and mighty families of squirrels in the higher branches. All around the neighborhood of roofs black-tarred and A-framed and in their gutters, the balls that never came back down to earth. Down at the base of the tree, the dog with two names barks into the empty air, and there at the end of the block, looking smaller still, our house with its feet tucked under like a cat.

This is the tree we chose for the First Annual Tarzan Jumping Contest. Meme won. And broke both arms.

SELECTED RESEARCH ON THE EFFECTIVENESS OF GRAPHIC ORGANIZERS
All About Graphic Organizers Websites (including free downloads)

1. Researchers have shown that graphic organizers can enhance content comprehension (Alvermann and Boothby, 1986; Darch, Carnine, and Kameenui, 1986; Horton, Lovitt, & Bergerud, 1990). Marzano, Pickering, and Pollock (2001) state that graphic organizers combine the use of both the linguistic and non-linguistic modes of learning.

2. Graphic organizers were effective regardless of whether they were implemented by teachers or researchers. Students using graphic organizers significantly outperformed their peers who did not use graphic organizers regardless of whether they developed their own graphic organizers or used teacher- or researcher-generated ones. (Kim et al, 2004)

3. Shmaefsky (2007) determined that graphic organizers such as concept maps enhance the acquisition and application of scientific skills and assists students in conceptualizing and remembering factual information.

4 "students become more motivated, demonstrate faster short term recall and greater long-term achievement when [graphic] organizers are used effectively in Social Studies"(Gallavan and Kottler, 2007)

5. A research base exists to support the use of graphic organizers for improving student learning and performance across grade levels, with diverse students, and in a broad range of content areas. Use of graphic organizers is effective in improving students' reading comprehension. The process of developing and using a graphic organizer enhances skills such as developing and organizing ideas, seeing relationships, and categorizing concepts. Use of graphic organizers aids students in retention and recall (AEL, 2003).

6. Senior high school students' performance favored graphic organizers over lecturer/linear notetaking (Doyle, 1999); Concept mapping improved comprehension scores of low achieving 7th graders. (Guastello, Beasley & Sinatra (2000).

To download free graphic organizers

http://www.google.com/search?q=close+reading+graphic+organizer&rlz=1R2RNQN_enUS457&tbm=isch&tbo=u&source=univ&sa=X&ei=NE0RUvSDAceSyAG3xoCAAg&sqi=2&ved=0CCoQsAQ&biw=1020&bih=538 [Provides graphic organizers that can be used with close reading]

http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html [Center of Urban Education – provides graphic organizers to guide non-fiction reading (inferring, compare/contrast, many others). Graphic organizers are aligned with CCSS; free download].

http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension [A selection of graphic organizers that can be downloaded for free]

http://www.thinkport.org/technology/template.tp (Free downloads of K-12 graphic organizers)

http://www.teachervision.fen.com/graphic-organizers/printable/6293.html (Download 10 graphic organizers before being asked to join for a fee)

http://www.readwritethink.org/search/?resource_type=18&type=34

http://www.eduscapes.com/tap/topic73.htm

http://www.vrml.k12.la.us/graphorgan/older/graphic_organizers.htm

http://freeology.com/graphicorgs

To read more about using graphic organizers in the classroom

http://www.inspiration.com/visual-learning

http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm

http://aim.cast.org/learn/historyarchive/backgroundpapers/graphic_organizers

http://www,readwritethink.org

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Gallavan, N. P., & Kottler, E. (2007). Eight types of graphic organizers for empowering social studies students and teachers. *The Social Studies*, 98, 117-23.

Kim, A-H., Vaughn, S, Waneck (2004) Graphic Organizers and Their Effects on the Reading Comprehension of Students with LD: A Synthesis of Research. *Journal of Learning Disabilities, 37*(2), 105-118

Marzano, R., Pickering, D., & Pollock, J. (2001). *Research-based strategies for increasing student achievement. Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Shmaefsky, B. (2007). E-concept mapping. *Journal of College Science Teaching* 36 (4), 14-15.

Vaughn, S. & Edmonds, M. (2006). Reading comprehension for older readers. *Intervention in School and Clinic*, 41, 131-137.