

WRITING AFTER A CLOSE READING

GRADES K-12



Presented by Kristina Smekens
kristina@smekenseducation.com

Plan the task *before* assigning the texts

Respond to literature

Respond to informational text

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Plan the task *before* assigning the text(s)

PLAN

A CLOSE READING:

Step 1

Select a complex text.

Step 2

Draft text-dependent questions.

FACILITATE

A CLOSE READING:

Step 3

Establish reading & annotating purposes.

Step 4

Support discussions.

Step 5

Reveal the after-reading task.

Plan with the end in mind.

READ AND REREAD THE TEXT(S).

CONSIDER THE BIG IDEA.



Without attention to after-reading experiences, students are likely to skate on the surface, without fully understanding the complexities of the topics you're teaching."

~ Douglas Fisher & Nancy Frey,
"What Happens After the Reading"

GENERATE TEXT-DEPENDENT QUESTIONS.

REFINE THE CULMINATING WRITING TASK.

Determine the mode, task, and depth of knowledge to assess.

Determine reading standards to assess.

Modify a framework to fit the specific text(s) and task(s).

- Describe common themes/outcomes found across texts/events.

- Compare texts (e.g., versions, themes, purposes, author styles, genres, interpretations, etc.).

- Compare information learned across texts.

- Argue/Advocate for the best way to solve a problem.

- Assess the quality of a text.

RESPOND TO LITERATURE— Narrative Writing Tasks

Extend thinking within a Narrative Writing Task.

- Based on a literary text (e.g., short story, legend, poem, song lyrics, myth, etc.).
- Follows the expectations of “continue this story.”
- Requires an understanding of story elements/plot exposition within the original text (e.g., character development, setting awareness, rising action, climax, falling action, resolution, point of view, etc.).
- Requires students to stay within the plot, setting, and character parameters established within the original text.
- Requires numerous details from the original text to be cited/referenced within the response.
- *May* require a transitional introduction and/or conclusion.
- Allows for more than one possible answer.

Common Frameworks

Within ____ (text title), the author creates a vivid setting and distinct characters, (name them). Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when/after ____ (content specific to the original story). In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

At the end of the passage, ____ (character did what). Write an original story that describes what ____ (character) does the next time ____ (situation happens).

Write a continuation of the story using details from the passage. Describe what you think might happen after ____ (character does what). What obstacles might he face, and what actions might he take to overcome them?

This story tells about ____ (character & main idea). Write the journal/letter that ____ (character) likely wrote about ____ (topic/situation). Include information about how the characters responded to the events in the story as you write the journal entry.

You have read a passage from ____ (title). Think about how the story would be different if it were told from ____ (character's) point of view. Write the story from the point of view of ____ (character).

This passage is written as a first/third-person told from ____ (character's) point of view. Write a narrative story that describes the major events in the passage from the point of view of ____ (character), emphasizing his thoughts and feelings about ____, ____, and ____ (list other characters).

RESPOND TO LITERATURE— **Literary Analysis Tasks**

Extend thinking within a Literary Analysis Task.

- Based on one or more texts (e.g., short story, poem, informational text, movie clip/video short, etc.).
- Requires an understanding of story elements, literary devices, text structure, theme, author's purpose, and point of view.
- Typically requires students to compare and contrast themes, styles, versions, genres, purposes, points of view, interpretations, etc.
 - Explain/Describe ideas.
 - Connect/Compare ideas.
 - Analyze ideas.
- Focuses on *how & why* the author did *what* he did.
- Requires numerous details (cited from multiple sources).
- Allows for more than one possible answer.

Common Frameworks

___ (Character A from Text 1) and ___ (Character B from Text 2) **both try to teach important lessons. Write an essay that explains how ___ and ___'s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.**

Both ___ (Story 1) and ___ (Story 2/Poem) develop the theme ___ (list theme/message). Write an essay that explains how the theme is shown through the characters (and how the theme of the poem is shown through the speaker). Include specific details from both texts to support your essay.

You have read ___ (Text 1) and ___ (Text 2). Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each text uses to develop this theme. Be sure to support your response with evidence from both texts.

In ___ (title) and ___ (title), the narrators have points of view different from those of ___ (list characters). Write an essay analyzing how these differences in point of view create tension in both stories. Use details from both texts to support your ideas.

You have read three informational articles about ___ (topic/issue).

- Title 1
- Title 2
- Title 3

Write an essay explaining the similarities and differences in each article's point of view about ___ (topic/issue). Support your claim/thesis with information from all three sources.

The stories titled ___ (Text 1) and ___ (Text 2) both include events that did not happen exactly how the narrators expected them to happen. Write an essay describing how each narrator's point of view influenced how these events are described. Be sure to use details from both stories.

RESPOND TO INFORMATIONAL TEXT— **Research Writing Tasks**

Extend thinking within a Research Writing Task.

- Requires readers to compare/synthesize ideas across two or more informational texts.
 - Often texts are based on historical or scientific content.
 - Often one text is a video.
- Prompts an informative/explanatory response or a persuasive/argumentative response.



Recognize that knowing a lot of stuff won't do you much good unless you can do something with what you know by turning it into an argument."

~ Gerald Graf, *Education Week*

- Typically requires multiple processes of thinking.
 - Explain/Describe ideas.
 - Connect/Compare ideas.
 - Analyze ideas.
 - Make a claim about ideas.
- Requires numerous details cited from multiple/all texts.
- Allows for more than one possible answer.

Common Frameworks: INFORMATIONAL/EXPLANATORY

After reading ____, ____, and ____ (list titles), write an essay comparing ____ (Topic A) and ____ (Topic B). Include details from all texts in your explanation.

You read ____ (Title A) and ____ (Title B). Think about the key details in each article that explain ____ (content/topic). Write an essay comparing and contrasting the key details presented in the two articles about ____ (specific facet). Use specific details and examples from both articles to support your ideas.

You've read three texts, ____, ____, and ____ (list titles) about ____ (content/topic). In an essay, analyze how each source uses explanations, examples, and/or descriptions to help accomplish its purposes. Support your response with evidence from each source.

You've read passages from ____, ____, and ____ (list titles). Think about the illustrations from the passages and how they help the reader learn more about ____ (content/topic). Write an essay explaining what can be learned from the illustrations about ____ (specific facet) described in the passages. Include details from all three sources in your explanations.

What is the process for ____ (content/system)? After reading documents and articles on how ____ (content/system), write an article for ____ (identify audience) that explains ____ (content/system) from ____ (step 1/starting point) to ____ final step/result).

Common Frameworks: PERSUASIVE/ARGUMENTATIVE

Which is better: ____ (option A) or ____ (option B)? After reading scientific sources, write an essay that compares ____ (option A) and ____ (option B) and argues which is the better option for ____ (situation/solution). Be sure to support your position with evidence from the texts.

After researching ____, ____, and ____ (list titles) about ____ (content/issue), write an essay/editorial that argues your position, pro or con, on ____ (content/issue). Support your position with evidence from your research. Be sure to acknowledge competing views. Back up your claim with reasons and evidence from all three sources.

You've read three texts that claim ____ (content/issue). Write an essay that compares and contrasts the evidence each source uses to support this claim. Determine which text provides a stronger argument. Support your response with evidence from all three texts.

After researching ____, ____, and ____ (list titles) about ____ (content/issue), write an essay/editorial that identifies the problem and argues for a solution. Support your position/policy with evidence from all three sources. Be sure to examine competing views.

Discussion: Turn & Talk

Discuss the advantages/disadvantage to targeting Research Writing Tasks within the content-areas and Narrative & Literary Analysis Tasks within ELA.

Discuss the importance of determining the big idea or essential question you want students to grapple with before drafting text-dependent questions or guiding students through the reading.

Identify a literary text that would work well for a Narrative Writing Task.

- *What type of “continue the story” would work best with this text (e.g., sequel, point-of-view rewrite, insert the missing piece, etc.)?*

Identify a text that would work well for a Literary Analysis Task.

- *What rich language, author’s craft, and/or point of view does it possess?*
- *Could you pair this text with a second or third text that has a similar theme, craft, style, structure, purpose, point of view, etc?*

Identify a unit/concept that lends itself to a Research Writing Task.

- *What informational texts are you already reading for this unit/concept?*
- *What type of frame first best— an informative or argumentative response?*
- *How would you modify the frame to fit the specific content?*

Writing After a Close Reading

BUILD SUCCESSFUL READERS & WRITERS

Learn more simple and effective strategies for teaching reading and writing when you visit www.SmekensEducation.com.

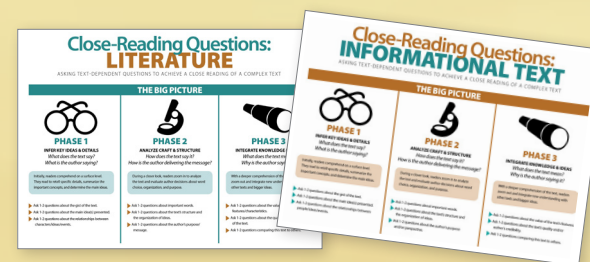
To find additional resources related to this session, search the Smekens Education website using these keywords:

- complex text
- text-dependent questions
- close reading
- argument analysis

USE THE RIGHT TOOLS



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Close-Reading Questions

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