Activity: Close Reading of Informational/Literary Nonfiction

Grade: 7
Class: ELA
Teacher: Buck designed lesson, but, this is for all 7th graders

Prep: Close Reading

Key Content/Modeling

1) Watch this video on Close Reading: https://vimeo.com/386910186
This video shows examples of finding main idea with evidence.
1) Here’s the strategy we’ll be working on first:

Introducing the Strategy: Diffusing
Diffusing is one strategy used in close reading. In this strategy, the reader reads a passage to identify unfamiliar words. The reader uses context clues, dictionaries, and/or thesauruses to discover the meaning of these unfamiliar words. Writing notes about meaning or substituting synonyms for unfamiliar words helps the reader increase his or her comprehension of the text.

Example 1) As I read the first paragraph, I see this word “plantation”. I substitute that for “estate with crops” to have it make more sense to me.
Example 2) As I read paragraph 3, I stop on this word “allowance”. I think about allowance as an allotment of money I receive as a payment for work I have done.

You Try

Pages 19-26
Narrative of the Life of Frederick Douglass

https://hub.tacoma.k12.wa.us/ci/COVID19/OptionalLearningPacket_Grade7_R2.pdf

Show me what you know (Proof of learning)

Send me your “SUM IT UP” summary

Self-Assessment

Send me your “SUM IT UP” summary

Priority Standard(s):
RI.7.2: Determine two or more central ideas in a text and analyze
RI.7.4: Determine the meaning of words and phrases as they are used in a text

What am I learning?
Determine or clarify the meaning of unknown words using a variety of strategies
State the main idea/s of a text using textual evidence

How do I know I learned?
Substitute at least 4 words for synonyms during close reading
Write about the main idea and find at least 2 pieces of textual evidence that supports main idea for your summary

Extra Learning Opportunities
Read a book and email your teacher the name of the book and what was your favorite part so far! Write a daily journal about what you are doing and how you are feeling during this time.
WE MISS YOU!

7th grade ELA Week 3

The lesson below is for every 7th grade FCMS student

****Ms. Buck created the lesson, but send the work you complete to you ELA teacher, Ms. Brown or Mrs. Dickinson****

At the very end of the lesson, you can do the “SUM IT UP” Using Main Idea Words/Phrases to create a 20- word summary

PLEASE EMAIL ME WITH ANY QUESTIONS you have about the lesson bbuck@tacoma.k12.wa.us

• You can work on iReady lessons, Buck’s Kids teams assignments, and readworks
• We now have I-Ready lesson available for both math and reading. You can access lessons and keep improving your math and reading skills. https://login.i-ready.com/
• I-Ready Login: Student ID + tps [ex: 1234567tps] Password: birth month, birth day, first 2 of last name [0320bu (March 20 Buck)] State: Washington

Buck’s Kids

Readworks.org Very few people are reading articles. I can now let you revise your answers. Reading comprehension is so important and help raise your reading level

• 1 ZU7ZD3
• 2 PJSYLR
• 3 WFXADU
• 4 QC3CK6
• 6 Z32C45
• Advisory 236URW
• Password 1234

Close Reading of Informational/ Literary Nonfiction Texts pages 19-to the top of 26

1 Review the learning targets to help set a context for what you will be doing in this workshop. Note also that the reading passages include a special emphasis on vocabulary in the first two readings. Words that you might be expected to know are bolded, and words that you may find challenging are underlined and defined for you.
2 Activity 1: Reading challenging text requires using oral reading, and text-dependent questioning. This activity is the first of four activities.

3 Before you read the first text, note the underlined and bolded words. Diffusing is a vocabulary strategy. As you read independently, be sure they use the underlined, defined words to practice diffusing vocabulary by replacing the new word with its definition/synonym. Consider writing the definitions above the underlined words before you read.

4 In Activity 1, you are to first focus on reading the text to yourselves silently to gain a general understanding of what it means.

This text will be challenging not only because of 19th-century sentence structure and vocabulary use, but also because of the complexity of Douglass’s rhetoric.

Rhetoric

[ˈredərik]
noun
the art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques. “he is using a common figure of rhetoric, hyperbole”

5 After the first reading, you may want to diffuse the word, working with the underlined words as well as the bolded Tier 2 words. Tier 2 words are high-frequency words used by mature content users over a variety of content domains. More simply, they are words that are frequent enough that most native speakers would know what they mean, but usually require explicit instruction (having to look them up in a dictionary, or apply context inferencing, etc.) They lack redundancy in the language, but are not so specialized as to be jargon or unique to specific contexts. They are often spelled in ways that don’t phonetically follow the simple rules of English grammar and may be challenging for emerging vocabulary learners who know how to say the word, but have difficult trying to read them due to irregular or alternative phonetic grammar rules. Tier 2 words are words such as obvious, complex, reasoned, national, or informed.

6 Second Reading: During this reading, you should continue vocabulary study by circling unfamiliar and/or important vocabulary.

7 With selected vocabulary look at comprehension of both the explicit(clear) and implicit(implied) meaning of not just the words, but also how diffusing helps the understanding of words within the sentence context.

8 Check Your Understanding: Choose 5 of the words to examine more deeply. You may want to have students create an organizer to record their vocabulary choices. This is an opportunity for you to synthesize your understanding of the passage and of significant vocabulary. You may paraphrase definitions and use new vocabulary
to summarize their understanding of Douglass’s narrative. You may want to talk with someone before you do your writing.

9 Third Reading: The text-dependent questions lead you into textual analysis by posing interpretive questions about the passage. You should answer by annotating and noting textual evidence with underlining or highlighting.

Sum It up
Title of Reading Selection

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says, “Main Idea Words.”
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have $2.00 and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!
Using Main Idea Words/Phrases to help you create a 20-word summary: