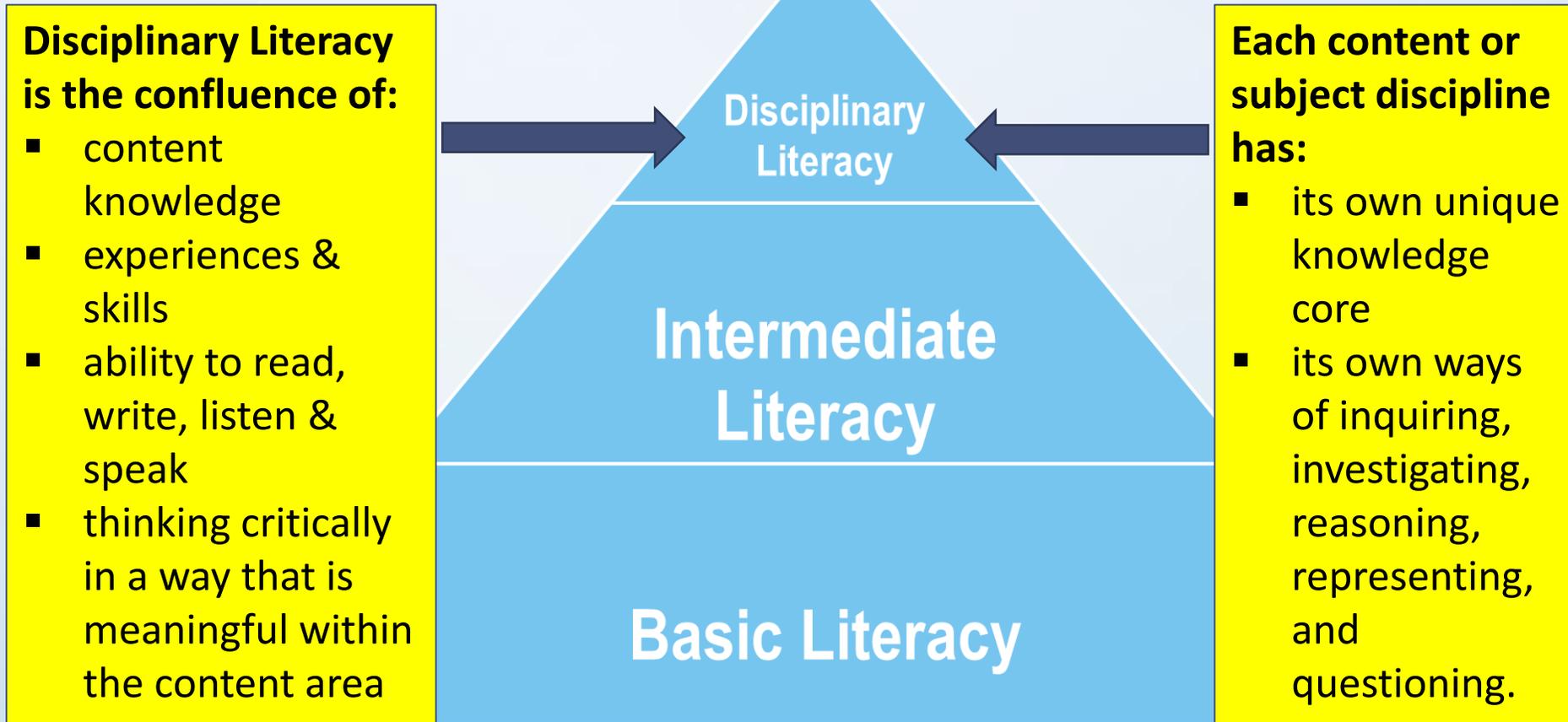


**Reaching for Proficiency Across the Curriculum:
Grades 6-8 High-Impact Literacy Instruction in All Subject Areas**

September 18, 2018 AFTERNOON SESSION



What is it?

Disciplinary literacy refers to the specialized skills that someone must master to be able to read and write in the various disciplines (science, math, literature, *history, geography, economics, politics, government, law, sociology, psychology, etc.*) and technical fields.

Close Reading



WHO fired the “shot heard ‘round the world?”

N^o 4. Lexington April 25th 1775. 51

I John Parker, of lawful Age, and Commander of the Militia in Lexington, do testify & declare that on the 19th Instant, in the Morning, about one of the Clock, being informed that there were a Number of Regular Officers riding up and down the Road, stopping and insulting People as they passed the Road, and also was informed that a Number of Regular Troops were on their March from Boston, in order to take the Province Stores at Concord, advised our Militia to meet on the Common in said Lexington, to consult what to do, and concluded not to be discovered, nor made with said Regular Troops (if they should approach) unless they should insult or molest us, and upon their sudden Approach, I immediately ordered our Militia to disperse and not to fire. Immediately said Troops made their Appearance and rushed furiously, fired upon and killed eight of our Party, without receiving any Provocation therefrom us,

John Parker

Middlesex Co. April 28th 1775. The above named John Parker personally appeared, and, after being duly cautioned to declare the whole Truth, made solemn Oath to the Truth of the above Deposition by him fulfilled

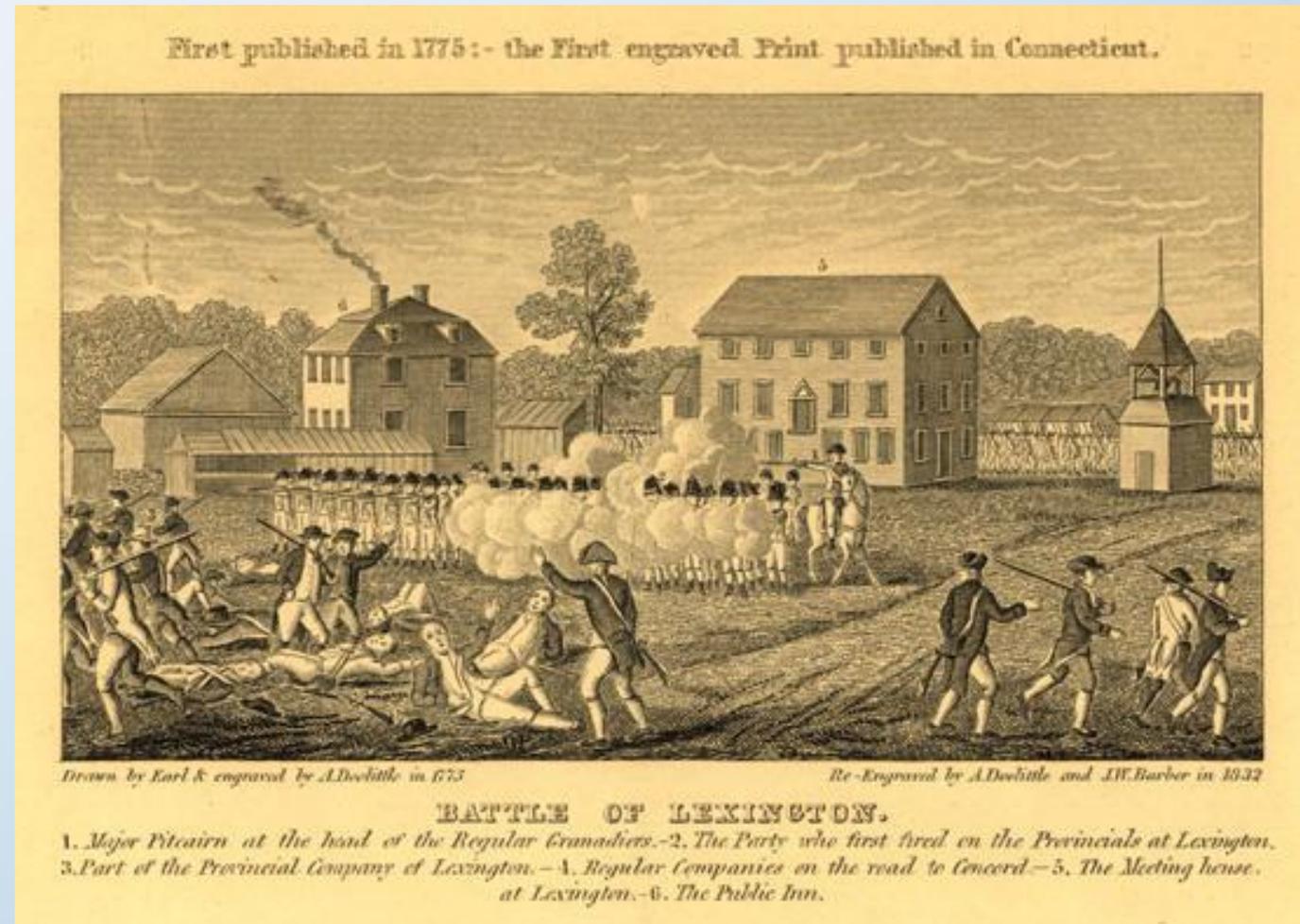
Coram Woodford
Jrinal Johnson } Just of Peace
Wm. Litchey



Reading: John Barker

19th. At 2 o'clock we began our march by wading through a very long ford up to our middles. After going a few miles we took three of four people who were going off to give intelligence. About 5 miles on this side of a town called Lexington, which lay in our road, we heard there were some hundreds of people collected together intending to oppose us. At 5 o'clock we arrived there and saw a number of people, I believe between 200 and 300, formed in a common in the middle of the town. We still continued advancing, keeping prepared against an attack though without intending to attack them. But on our coming near them they fired one or two shots, upon which our men without any orders, rushed in upon them, fired and put them to flight. We then formed on the Common, but with some difficulty, the men were so wild they could hear no orders; we waited a considerable time there, and at length proceeded on our way to Concord.

Source: Entry for April 19, 1775, from the diary of Lieutenant John Barker, an officer in the British army.



What does the text say? **General Understanding**

Who is writing this diary entry?

What happened?

Who is the author?

Who is the audience?

When was it written?

Where was it written?

(Sourcing)

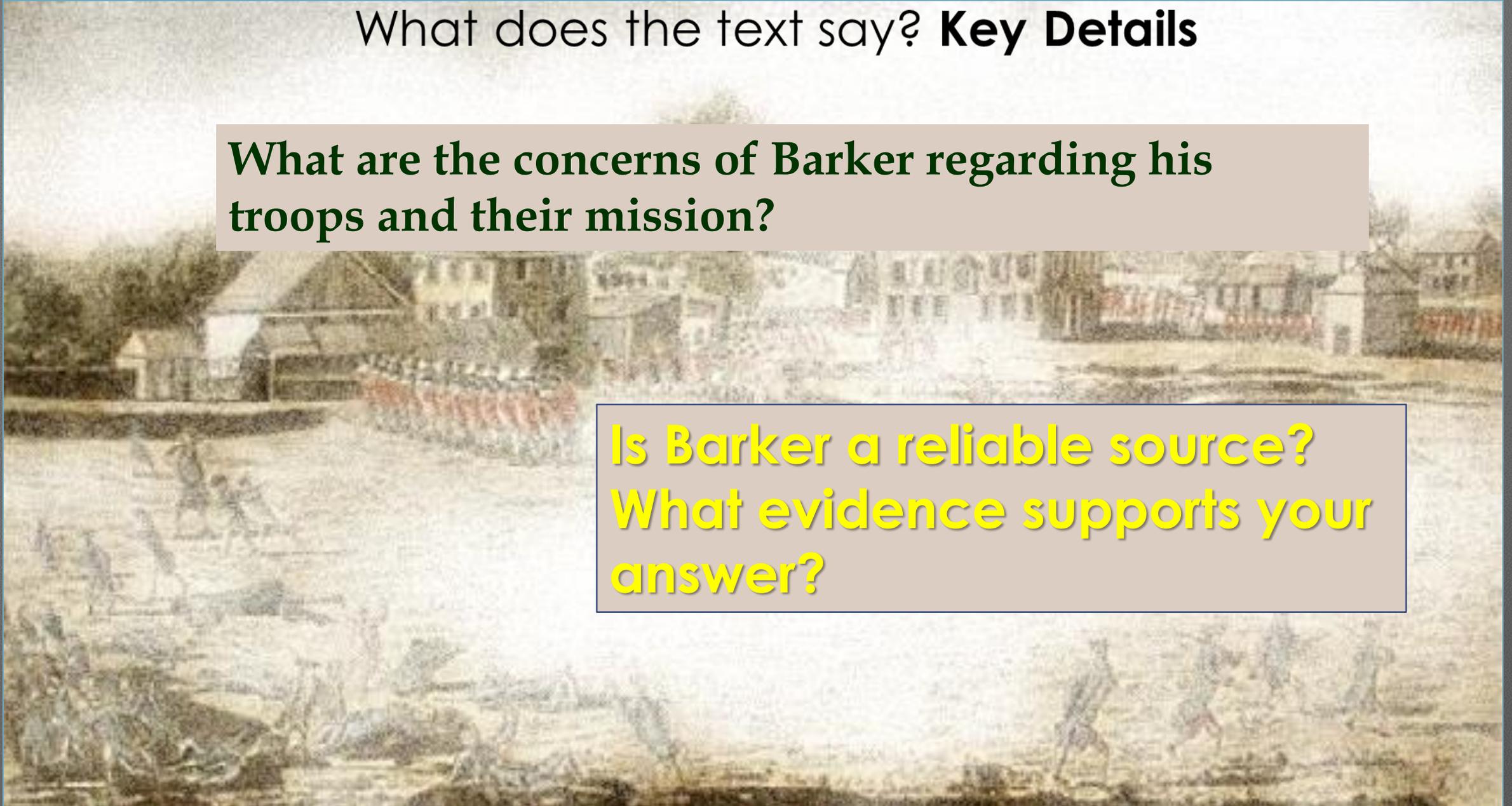


BATTLE OF LEXINGTON.

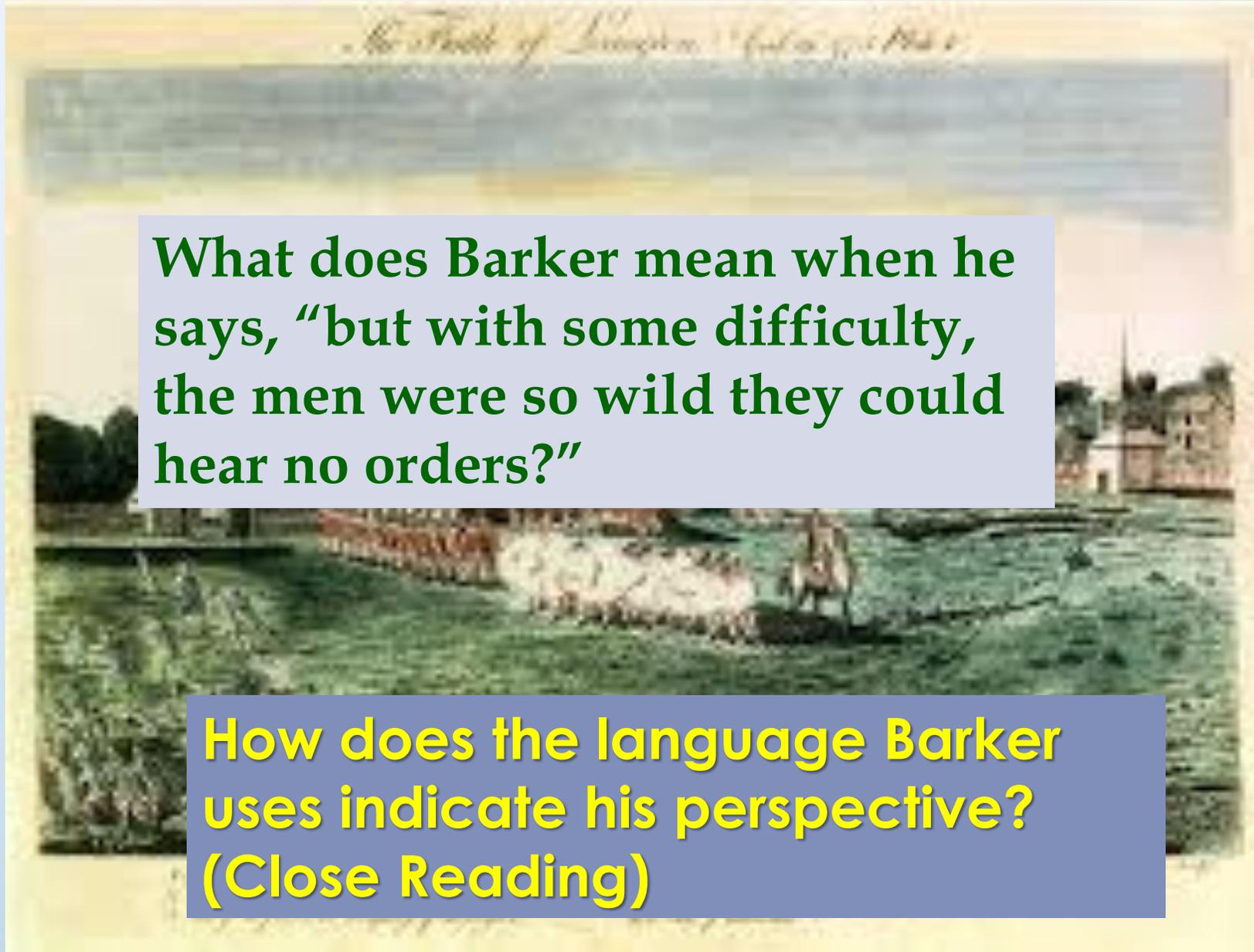
What does the text say? **Key Details**

What are the concerns of Barker regarding his troops and their mission?

**Is Barker a reliable source?
What evidence supports your answer?**

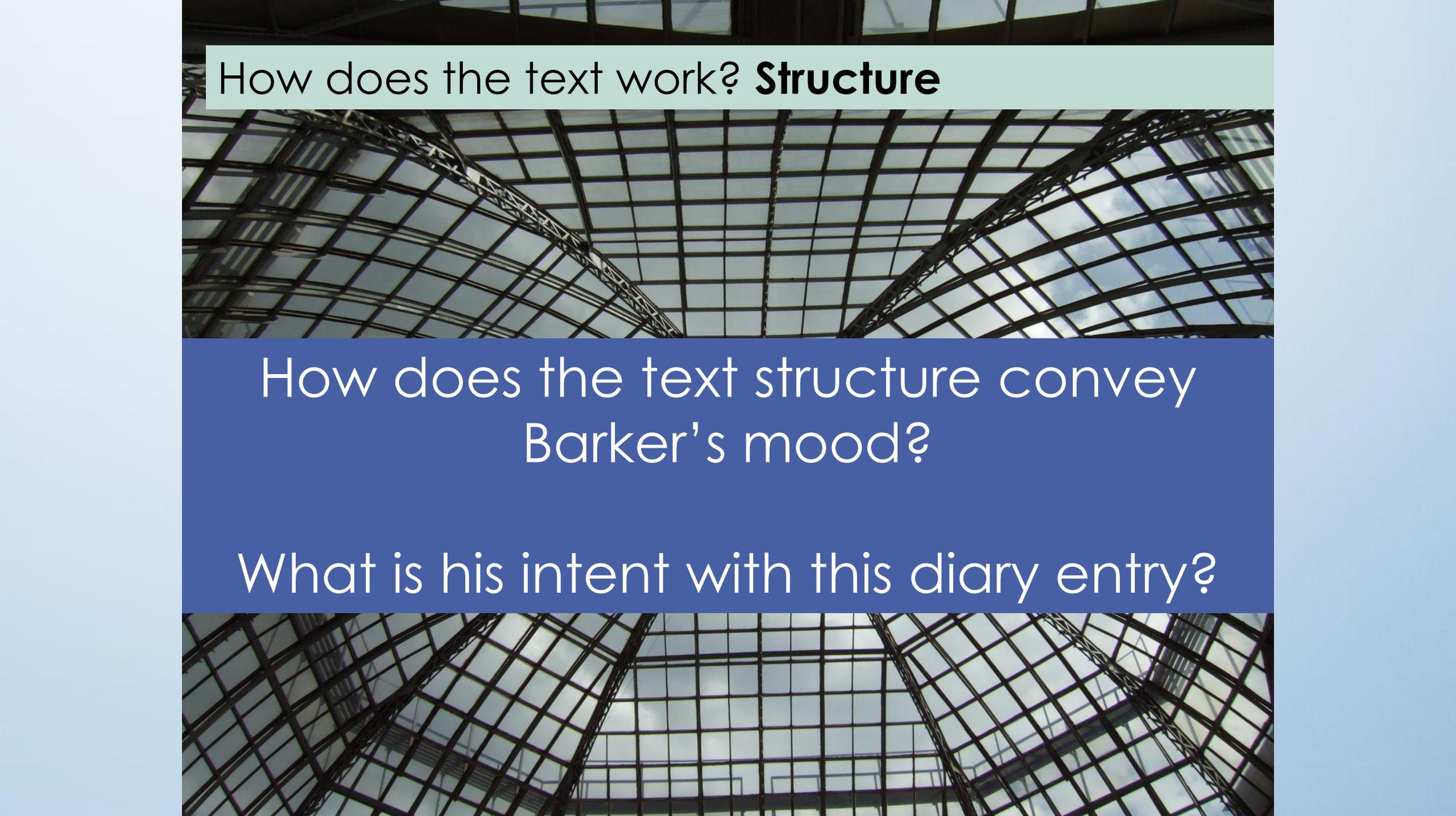


How does the text work? **Vocabulary**



What does Barker mean when he says, "but with some difficulty, the men were so wild they could hear no orders?"

**How does the language Barker uses indicate his perspective?
(Close Reading)**



How does the text work? **Structure**

How does the text structure convey
Barker's mood?

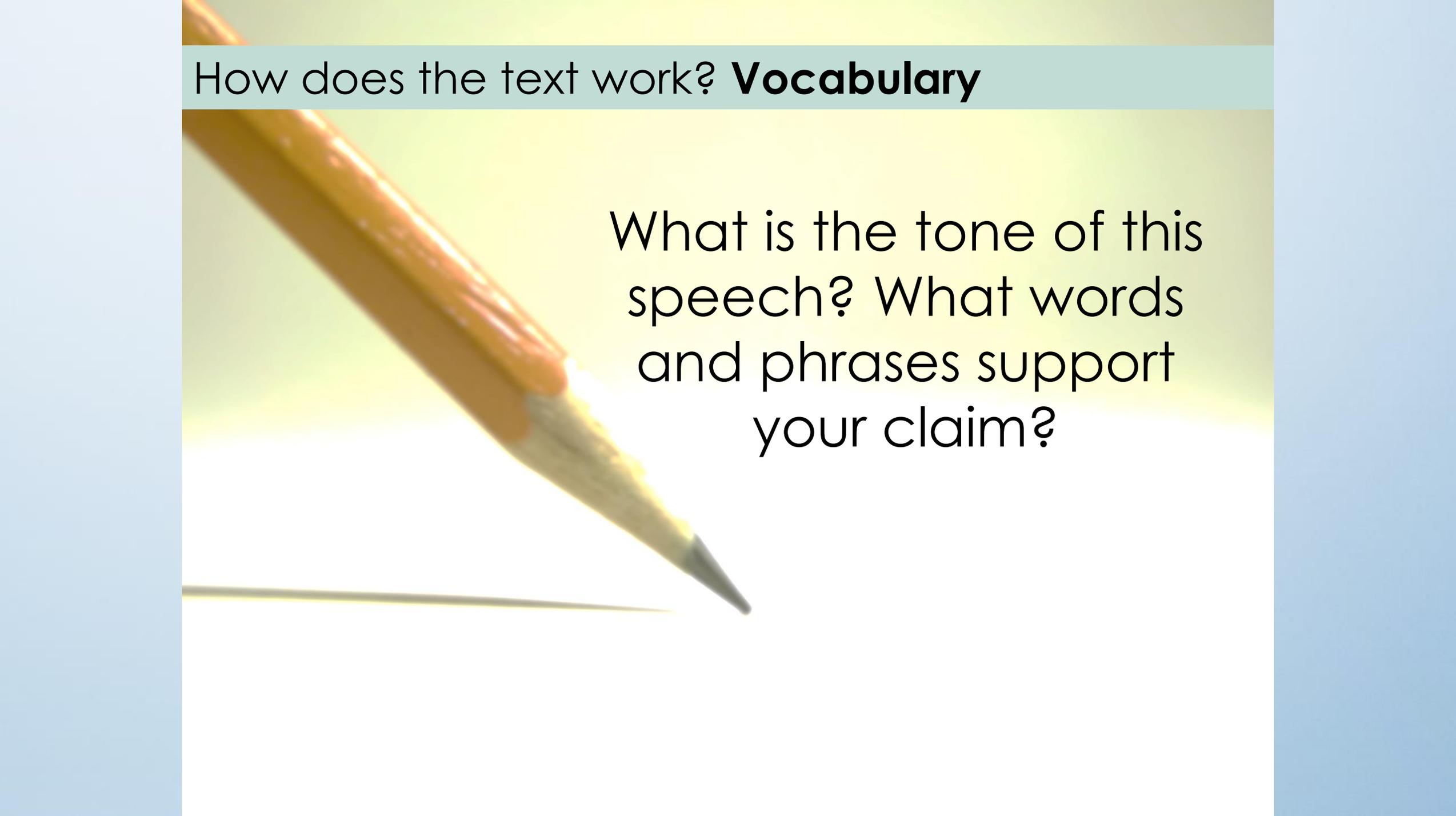
What is his intent with this diary entry?

What does the text mean? **Inferences**



What did Barker intend when he wrote "We still continued advancing, keeping prepared against an attack though, without intending to attack them..."?

**How might the circumstances in which this diary entry was written affect how Barker wrote this?
(Contextualization)**

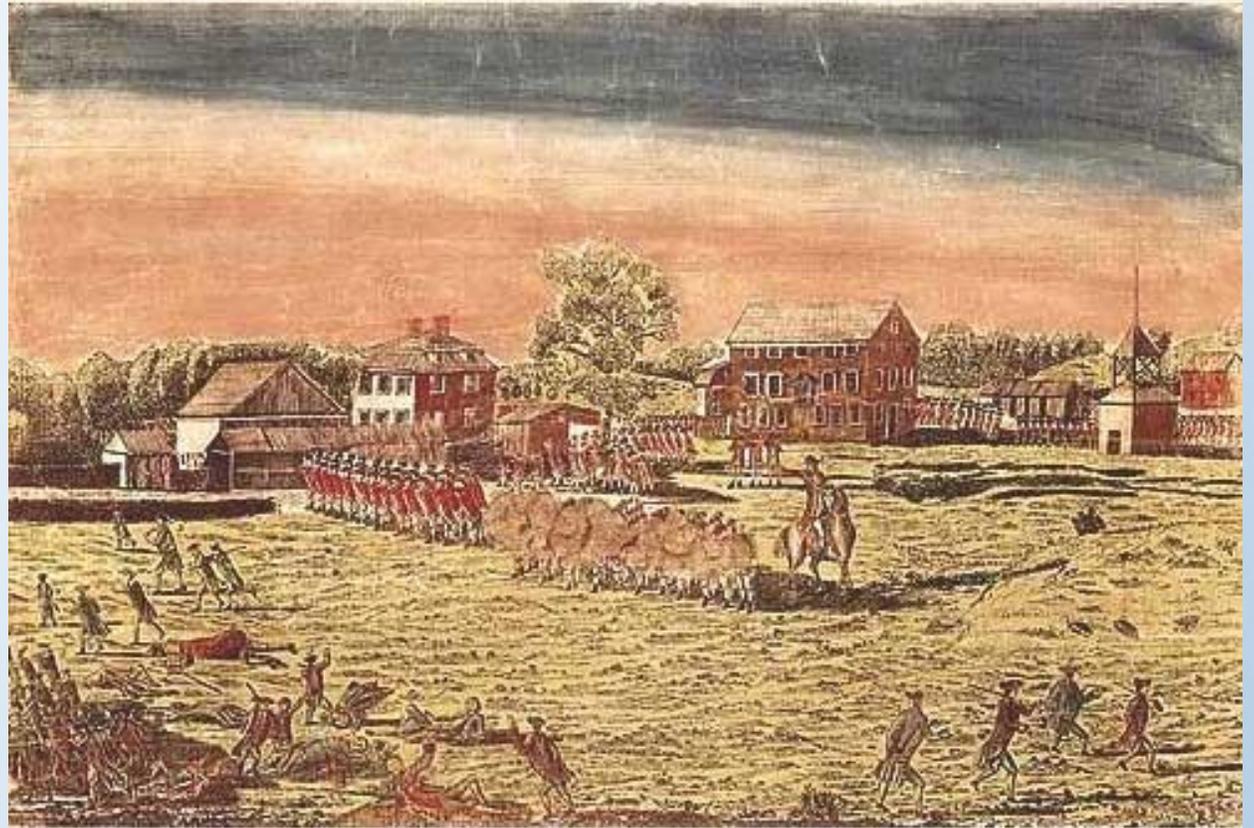


How does the text work? **Vocabulary**

What is the tone of this speech? What words and phrases support your claim?

Now...let's corroborate! (and listen...)

If we're talking
about a battle,
then you **KNOW**
there's another
side!

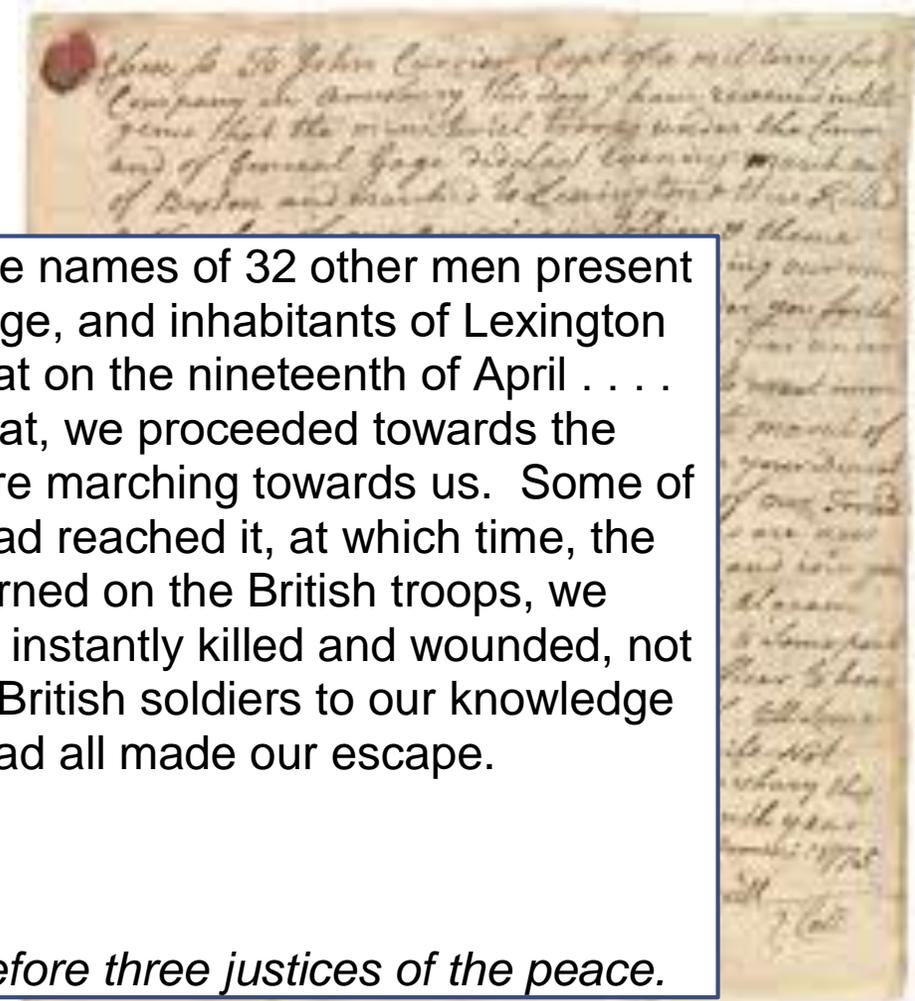


The Colonists

We Nathaniel Mulliken, Philip Russell, (Followed by the names of 32 other men present on Lexington Green on April 19, 1775)...All of lawful age, and inhabitants of Lexington in the County of Middlesex...do testify and declare, that on the nineteenth of April about five o'clock in the morning, hearing our drum beat, we proceeded towards the Green, and soon found that a large body of troops were marching towards us. Some of our company were coming to the Green, and others had reached it, at which time, the company began to disperse. While our backs were turned on the British troops, we were fired on by them, and a number of our men were instantly killed and wounded, not a gun was fired by any person in our company on the British soldiers to our knowledge before they fired on us, and continued firing until we had all made our escape.

Lexington, April 25, 1775.

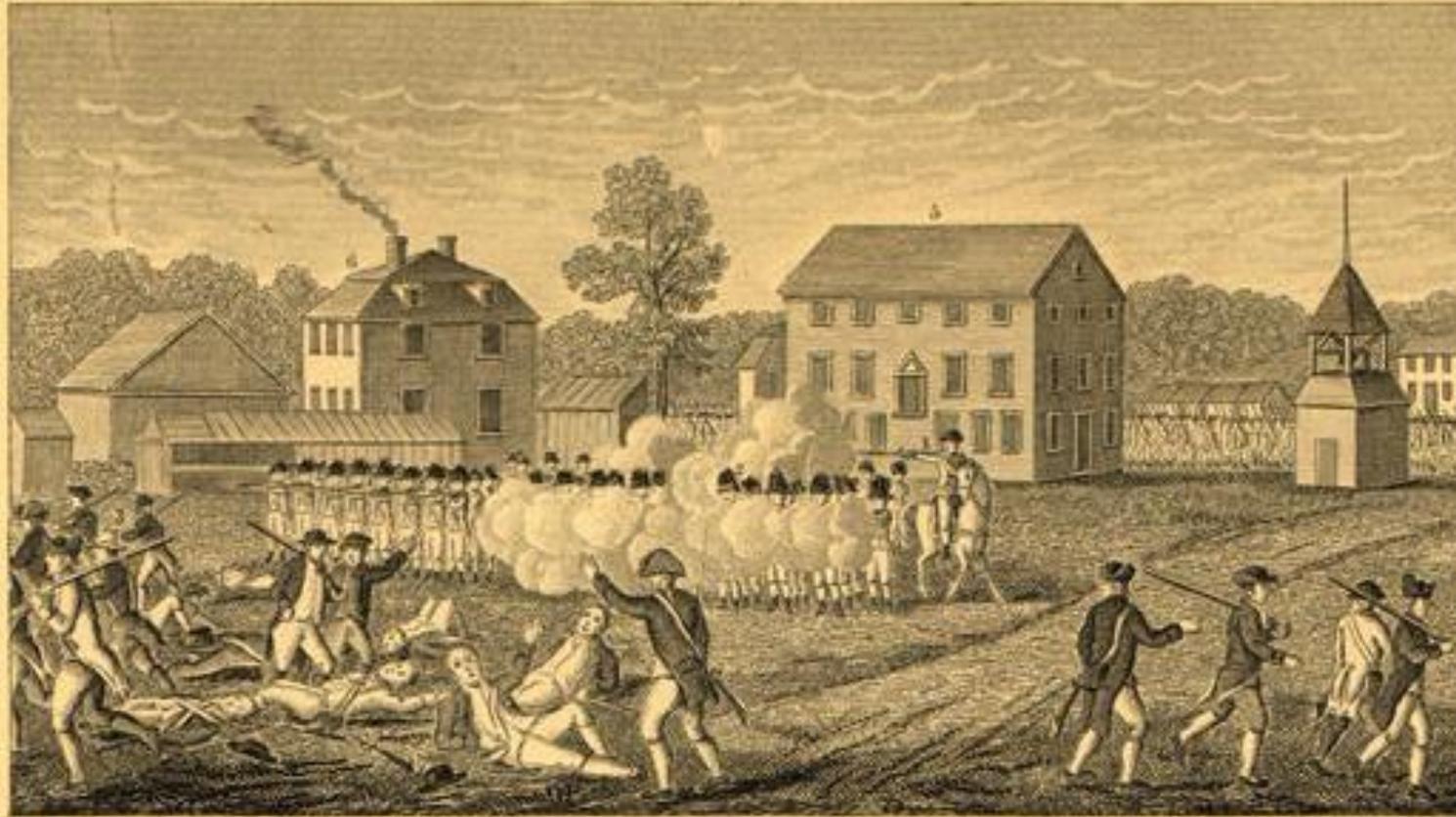
Source: Sworn by 34 minutemen on April 25, 1775, before three justices of the peace.



The Colonists (cont.)



Is this source reliable? How might we confirm or deny that this account is true? Does it support our first document? (Corroboration)



Drawn by Karl & engraved by A. Doolittle in 1773

Re-Engraved by A. Doolittle and J. W. Barber in 1832

BATTLE OF LEXINGTON.

1. Major Pitcairn at the head of the Regular Granadiers.-2. The Party who first fired on the Provincials at Lexington.

Now - it's time to vote.

Who shot first?

What does the text inspire you to do?

- Writing Task
- Presentation
- Debate
- Socratic Seminar
- Investigation and Research

<https://sheg.stanford.edu/sourcing-poster>



Planning for Close Reading

How to Use:

- What will you read?**
Choose a text that is
 - short (you can use part of a text)
 - challenging for your students
- How will it be read?** Choose students read, choral reading, or teacher reads. Consider:
 - the decoding ability of your students
 - your students' familiarity with the vocabulary
- Choose a skill** for the first read that can be practiced with the text you chose.
- Set a purpose.** Decide what you'll say to your students before reading to aim them toward the skill being practiced. You might ask them to make annotations in the text as they read or listen.
- Text dependent question:** Notice that horizontally across from each skill is a text dependent question to match. You may want to write in notes the question or the answer you're looking for.
- Repeat steps 2-5 for the "2nd read" and "3rd read" sections

CLOSE READING PLAN		TEXT: <i>Hurricanes (p. 4-5)</i>	
1 ST READ - WHAT DOES IT SAY? <input type="checkbox"/> STUDENTS READ <input type="checkbox"/> CHORAL READING <input checked="" type="checkbox"/> TEACHER READS			
CHOOSE ONE SKILL	<input checked="" type="checkbox"/> FIND MAIN IDEA SUMMARIZE OR RETELL NOTICE KEY DETAILS	-GET READY TO TALK ABOUT... <input checked="" type="checkbox"/> LISTEN FOR... -PAY ATTENTION TO... <input checked="" type="checkbox"/> MARK PLACES WHERE... SET PURPOSE: <i>what the text is mostly about</i>	<input checked="" type="checkbox"/> WHAT WAS THE TEXT MOSTLY ABOUT? <i>how hurricanes form</i> TELL ME/A PARTNER THE MOST IMPORTANT PARTS OF THE TEXT. TEXT DEP. QUEST.: WHO, WHAT, WHERE, WHEN, WHY, HOW
CHOOSE ONE SKILL	NOTICE TEXT STRUCTURE (COMP./CONT., CAUSE/EFFECT, PROB./SOLUTION) NOTICE TEXT FEATURES NOTICE WORD CHOICE USE CONTEXT CLUES FOR NEW VOCABULARY DETERMINE AUTHOR'S PURPOSE (CAN EXTEND TO GENRE OR POINT OF VIEW)	-GET READY TO TALK ABOUT... -LISTEN FOR... -PAY ATTENTION TO... -MARK PLACES WHERE... SET PURPOSE:	KNOWING THE STRUCTURE, WHAT CAN WE EXPECT? HOW DOES THIS FEATURE HELP US UNDERSTAND THE TEXT? HOW DOES THE WORD CHOICE AFFECT THE MEANING OF THE TEXT? HOW DID THE AUTHOR HELP US UNDERSTAND WHAT ... MEANS? WHY DOES THE AUTHOR WRITE THIS? WHO IS TELLING THE STORY?
CHOOSE ONE SKILL	<input type="checkbox"/> MAKE AN INFERENCE <input type="checkbox"/> CONNECT TO SELF, WORLD, TEXT, OR MEDIA <input type="checkbox"/> OPINION	-GET READY TO TALK ABOUT... -LISTEN FOR... -PAY ATTENTION TO... -MARK PLACES WHERE... SET PURPOSE:	WHAT CAN YOU INFER ABOUT ____? WHAT DOES THIS TEXT REMIND YOU OF? HOW IS IT THE SAME/DIFFERENT FROM ____? DO YOU AGREE WITH THE AUTHOR? WHY?

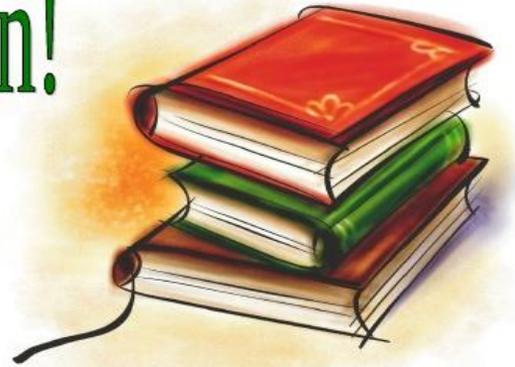
ALL ANSWERS SHOULD BE BACKED UP WITH TEXT EVIDENCE.

<https://www.theclassroomkey.com/2014/12/taking-the-rocket-science-out-of-close-reading.html> (Free download of planner and editable planner!)

Note: The box to the far right of the page reminds you that all answers students give should be connected to text evidence.



Thank you for attending
our session!



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