

College and Career Readiness Anchor Standards for Reading

- Key Ideas and Details:
 1. Read closely determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when writing or speaking to support conclusions drawn from the text.
 2. **Determine central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.
 3. **Analyze how and why** individuals, events and ideas develop and **interact over the course of a text**.

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Activity

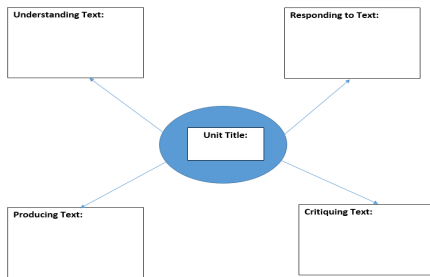
- Handout Reading

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Get behind the Evidence!

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Unit Template (Lanning, 2013)



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Responding to Text - Readers' Craft

- Connection of text to self
- Visualization- Background knowledge
- Analysis- re-reading
- Perspective
- Summarization
- Inference
- Prediction

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What is the “Big Idea”??

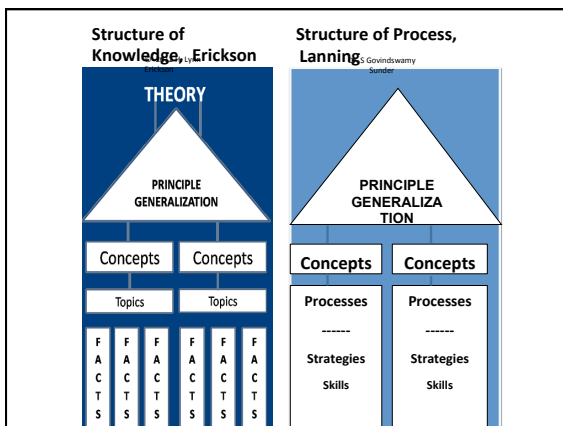
- For any given text all of our inferences add up to a *Main Idea*, which should be expressed as a complete sentence.

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Concepts

- Concepts: Mental constructs that “umbrella” different topical examples and meet these criteria: timeless, abstract (to different degrees).
- Concepts will transfer.
- A higher level of abstraction than topics because of their generalizability.
- Concepts come at different levels of generality, abstractness and complexity.

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Teaching for Conceptual Understanding

The Common Core State Standards focus on core *conceptual understandings and procedures* starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

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Scaffolded Instruction: Be Mindful

- Round robin reading is ineffective.
- Choral reading is not appropriate for this type of instruction.
- Small groups, no more than six, are not static.
- Instruction is 10–20 minutes, based on needs and stamina.
- It is a cognitively demanding time.

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One Final Note

- Close reading and scaffolded reading instruction are **vital** if we want our students to **independently read complex texts**.
- These types of reading instruction allow for the **shift in learning responsibility**.
- **Scaffolded reading** is better for **small groups of no more than six**.
- **Close reading** is effective for **whole-group** or **small-group** instruction.

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References

Erickson, L., (1998) *Stirring the Head, heart and Soul – Redefining Curriculum, Instruction and Concept-based learning*. Third Ed.

Erickson, L., (2002) *Concept-based curriculum and instruction for the thinking classroom*.

Lois. A. Lanning (2012) *Designing a concept-based curriculum for English Language Arts-meeting the Common Core with Intellectual integrity*.

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