

**WE'RE NOT
DONE YET**
2024 GED CONFERENCE



Close Reading in GED® Content Areas

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Welcome to Today's Workshop!



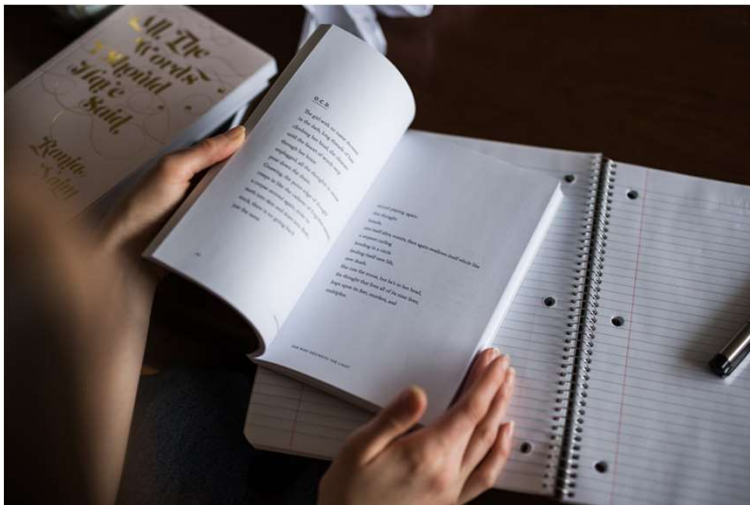
Handout for Today's Session



Today's Objectives

At the end of today's workshop, I will be able to:

- describe how to do close reading in GED® content areas
- access applicable close reading resources



From TLDR to Close Reading (Pg. 1)

Close reading is:

- “reading to uncover layers of meaning that lead to deep comprehension” (Boyles, 2012)
- being curious and re-reading a text several times to uncover its meaning
- asking text dependent questions (questions that can only be answered by using evidence from the text)
- helping students build active reading habits (re-reading and text marking)

Steps in Close Reading

- Choose short reading passages
- Create text dependent questions (Google: Atlas close reading questions)

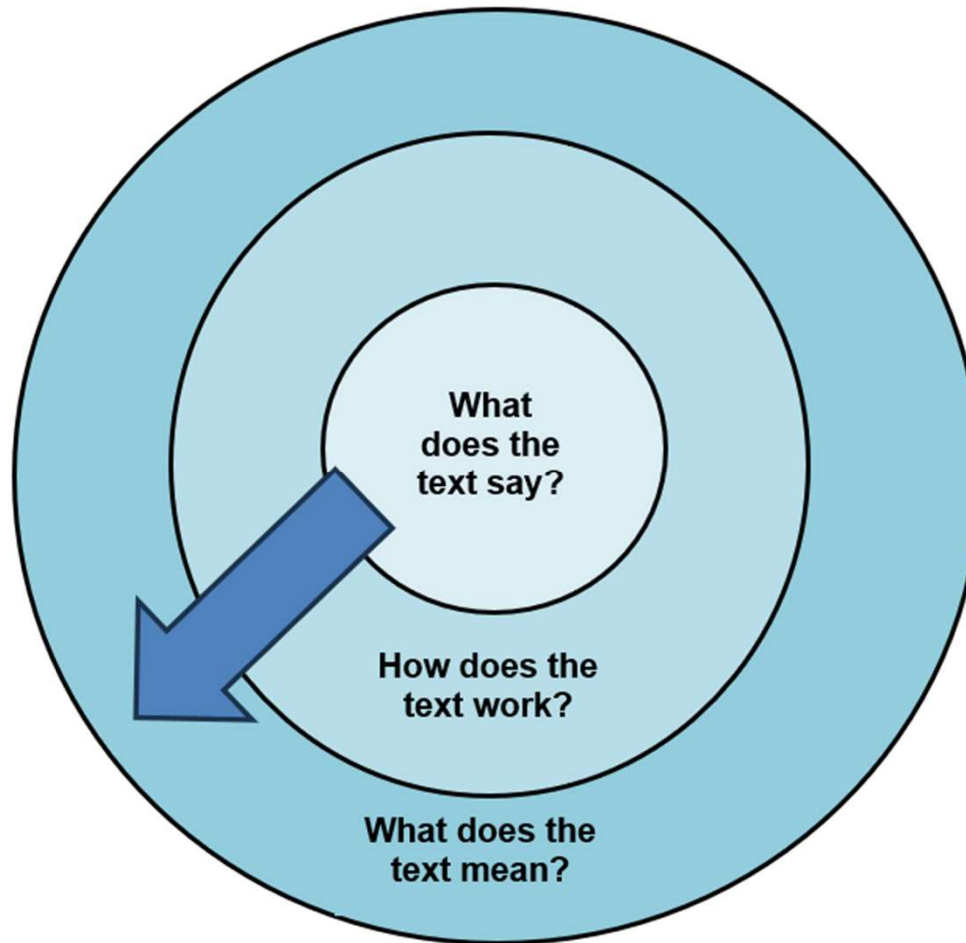
Suggested Question Stems/Frames for Close Reading

CCR Reading Anchor 3: Analyze Interactions	CCR Reading Anchor 4: Vocabulary	CCR Reading Anchor 4 Continued...
<ul style="list-style-type: none"> • According to the writer, what is the first step in _____? • Which statement lists the correct steps? • What relationships does the writer create between paragraphs _____ and _____/lines _____ and _____? 	<ul style="list-style-type: none"> • How can you tell the word _____ is important to this text or to this topic/subject? • In line/paragraph _____, the writer uses the phrase _____ to show _____. • In line _____, the underlined word _____ implies _____. • What does the word/phrase _____ in paragraph _____ indicate about _____? • According to _____, what is the meaning of _____? • What does (symbol) mean? (ex. an *) • Questions involving common abbreviations/acronyms. • Questions about why the writer puts words/phrases in all caps, boldface, italics, or quotation marks (emphasis). • What word would best replace the underlined word _____ in sentence/paragraph/section _____? • On line _____, what is the meaning of _____? • What is the meaning of the word _____ in the title/heading? • Which word could replace the word _____ as used in the heading/title? • In line/paragraph _____, which word best matches the meaning of _____? • Which sentence means the same as the underlined words in paragraph _____? 	<ul style="list-style-type: none"> • What clues can you find in sentence____/paragraph _____ that can help you figure out the meaning of the word____/phrase _____? • What does _____ most likely mean? • Which of the following synonyms is closest in meaning to the word _____? • In the chart/text/form/etc., the word _____ means the same as _____. • Which word best matches the underlined word in the text/line____/paragraph _____? • The word _____ means _____. • In line/paragraph _____, which phrase could replace the underlined phrase/word _____ without changing the meaning of the sentence? • What is the writer telling us when he/she uses the word _____? • What is the writer's attitude in paragraph _____? • In paragraph _____, the writer sounds _____. • Both writers are _____ (provide tone words). • The person who wrote this letter/email feels _____. • What is the tone of this text? • Which word BEST describes the attitude of the commenter? (comments on a blog post) • The signal/transition word _____ indicates _____. • Why does the writer begin with the sentence _____?



Chat GPT: Source for Text Dependent Questions

- See bottom of handout page 2
- Prompt:
- You are an adult education teacher. Create a set of ten text dependent questions and suggested answers for the reading passage below. Text dependent questions require students to provide evidence directly from the text in their answers to questions. An example question is, please summarize this reading in 10 words. **[Insert reading passage here]**

Do Multiple Reads



Text Marking (Pg. 2)

	Underline major points
	Circle key words or phrases that are confusing
? Why does the author mean by . . .	Use a question mark and write out questions you have as you read
! I was surprised the author said . . .	Use an exclamation mark and explain things that caught your attention
→ This reminds me of	Make connections inside the text or to something else you have experienced outside the text. Note the connection.
EX	Mark EX when the author gives an example
①	Number arguments, important ideas, key details, and write words or phrases to restate them

Text Marking Example

Order of the Day Close Reading

Order of the Day June 6, 1944

Soldiers, Sailors, and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hope and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers in arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

3 Goals (3)

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely. ! Gives Germans credit? Why

Ex of Allies adv. But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory! → Reminds me of Churchill in 1940

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

! Hard to measure sincerity

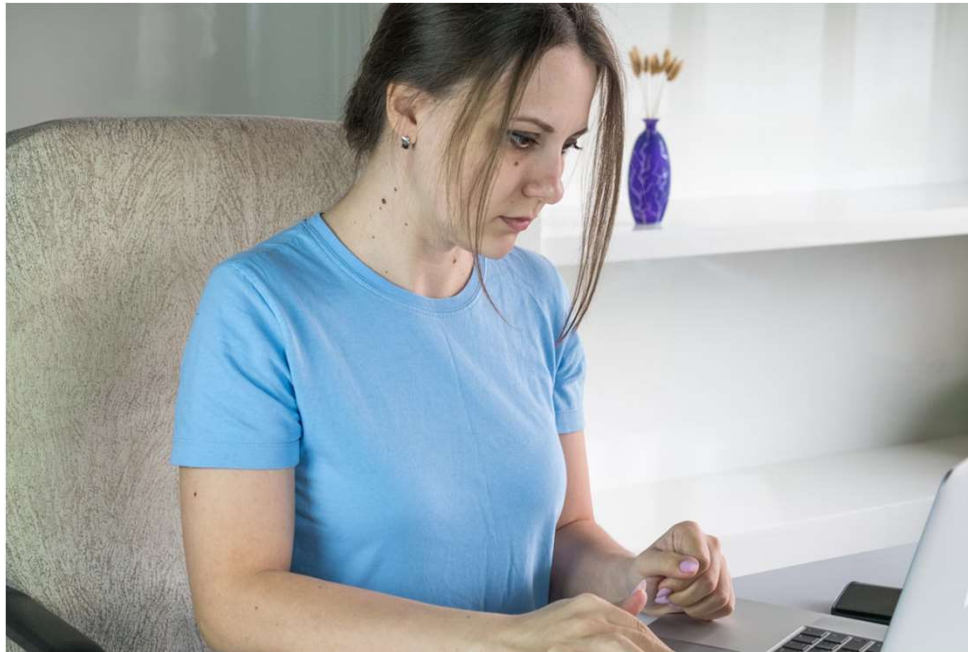
Good luck! And let us beseech the blessing of Almighty God upon this great and noble undertaking.

Dwight D. Eisenhower

Use direct evidence from this order to answer these questions:

Encourage Productive Struggle

- Allow students to be challenged by the reading and encourage instructors to be the “guide on the side” instead of the “sage on the stage.”



Close Reading in Social Studies (Pg. 3)

In social studies, do close readings to:

- determine the main idea
- use details to make inferences
- understand common social studies terms and phrases
- identify how authors use language, (for example, imagery or facts) to establish their points of view or purpose

Close Reading in Social Studies

In social studies, do close readings to:

- determine when an author is using factual statements or inferences, as opposed to opinions
- determine whether a claim is or is not supported by evidence
- compare information that differs between sources



Farewell Address Close Reading (Pg. 3)

Our democracy is threatened whenever we take it for granted. . . . When voting rates in America are some of the lowest among advanced democracies, we should be making it easier, not harder, to vote. When trust in our institutions is low, we should . . . insist on the principles of transparency and ethics in public service. When Congress is dysfunctional, we should draw our congressional districts to encourage politicians to cater to common sense and not rigid extremes. But remember, none of this happens on its own. All of this depends on . . . each of us accepting the responsibility of citizenship, regardless of which way the pendulum of power happens to be swinging. Our Constitution is a remarkable, beautiful gift. But it's really just a piece of parchment. It has no power on its own. We, the people give it power. We, the people, give it meaning. . . . Whether or not we stand up for our freedoms. Whether or not we respect and enforce the rule of law. That's up to us. America is no fragile thing. But the gains of our long journey to freedom are not assured.

Mark Your Text

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Use direct evidence from this order to answer these questions:

Questions, Comments, Thoughts?



Close Reading in Science (Pg. 4)

In science, do close readings to:

- find evidence that supports a finding
- make sense of information that differs between various science sources
- understand and explain information from the passages
- understand symbols, terms, and phrases in science

Close Reading in Science

In science, do close readings to:

- use scientific words to express science information
- make conclusions based on data
- make predictions based on data



Scientific Investigation Close Reading (Pg. 5)

Dissolved carbon dioxide gas (CO_2) creates carbonic acid in ocean water. Rising ocean acidity levels may harm marine life. For example, high acid levels may cause hearing loss. Scientists conducted an investigation to study the effect of increased acidity on fish hearing.

A group of fertilized fish eggs from the same parents were divided into four different aquariums, each with a different pressure of CO_2 . One tank contained the normal atmospheric conditions of 390 micro atmospheres of CO_2 . The other tanks contained 600, 700, and 900 micro atmospheres of CO_2 , respectively. The same number of eggs was placed into each aquarium. The eggs hatched and the fish lived in these aquariums until testing.

To prepare for the experiment, one fish was placed into an aquarium containing the same CO_2 pressure in which it was raised. The fish's position was recorded every 5 seconds for 2 minutes. Then sounds from a predatory fish were played from an underwater speaker at one end of the aquarium at a volume that was only audible to the fish when swimming near the speaker. The fish's position was again recorded every 5 seconds for 2 minutes. Trials were repeated with fish from each tank.

The study showed that fish raised in elevated CO_2 levels did not avoid the sounds of the predator fish. They spent approximately the same proportion of time at the speaker end of the aquarium before and after the sounds of the predator fish were played. However, the fish from the aquarium with the normal atmospheric CO_2 pressure avoided the speaker end of the aquarium after the predator sounds were played.

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Use direct evidence from this order to answer these questions:

Language Arts Close Reading (Pg. 6)

In language arts, do close readings to:

- put events in order
- make inferences or draw conclusions about plots, sequence of events, characters, settings, and ideas in passages
- analyze relationships within passages, including how people, events, and ideas are connected
- determine the relationship between ideas

Language Arts Close Reading

In language arts, do close readings to:

- understand how the use of words, phrases, or figurative language influences the author's purpose
- analyze how text is organized
- evaluate two different texts and how they address scope, purpose, emphasis, audience, and impact
- evaluate two different passages, focusing on point of view, tone, style, organization, purpose, or impact

Anne of Green Gables Close Reading (Pg. 7)

Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

“Matthew Cuthbert, who’s that?” she exclaimed. “Where is the boy?”

“There wasn’t any boy,” said Matthew wretchedly. “There was only her.”

He nodded at the child, remembering that he had never even asked her name.

“No boy! But there must have been a boy,” insisted Marilla. “We sent word to Mrs. Spencer to bring a boy.”

“Well, she didn’t. She brought her. I asked the stationmaster. And I had to bring her home. She couldn’t be left there, no matter where the mistake had come in.”

“Well, this is a pretty piece of business!” exclaimed Marilla.

During this dialogue the child had remained silent, her eyes roving from one to the other, all the animation fading out of her face. Suddenly she seemed to grasp the full meaning of what had been said. Dropping her precious carpetbag she sprang forward a step and clasped her hands.

Let's Do a Reader's Theater!



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Informational Texts are 75% of the RLA Test Content (Pg. 9)

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Math Close Reading (Pg. 10)

An oil storage tank has a capacity of 16,000 gallons and is filled using a pipe that carries 40 gallons of oil per minute. The tank currently holds 9,600 gallons of oil. How many minutes will it take to fill the tank to capacity?

- A. 90
- B. 120
- C. 160
- D. 240

1. What information is given about the oil storage tank?
2. What information is given about the pipe?
3. What does the word capacity mean?
4. What question are we asked to answer?

Questions, Comments, Thoughts?



Session Survey

Your feedback is important. Please scan the QR code below to rate this session.

