

# A G.L.A.N.C.E. AT SHIFT #3

## Leveraging Digital Media to Create a Staircase of Complexity

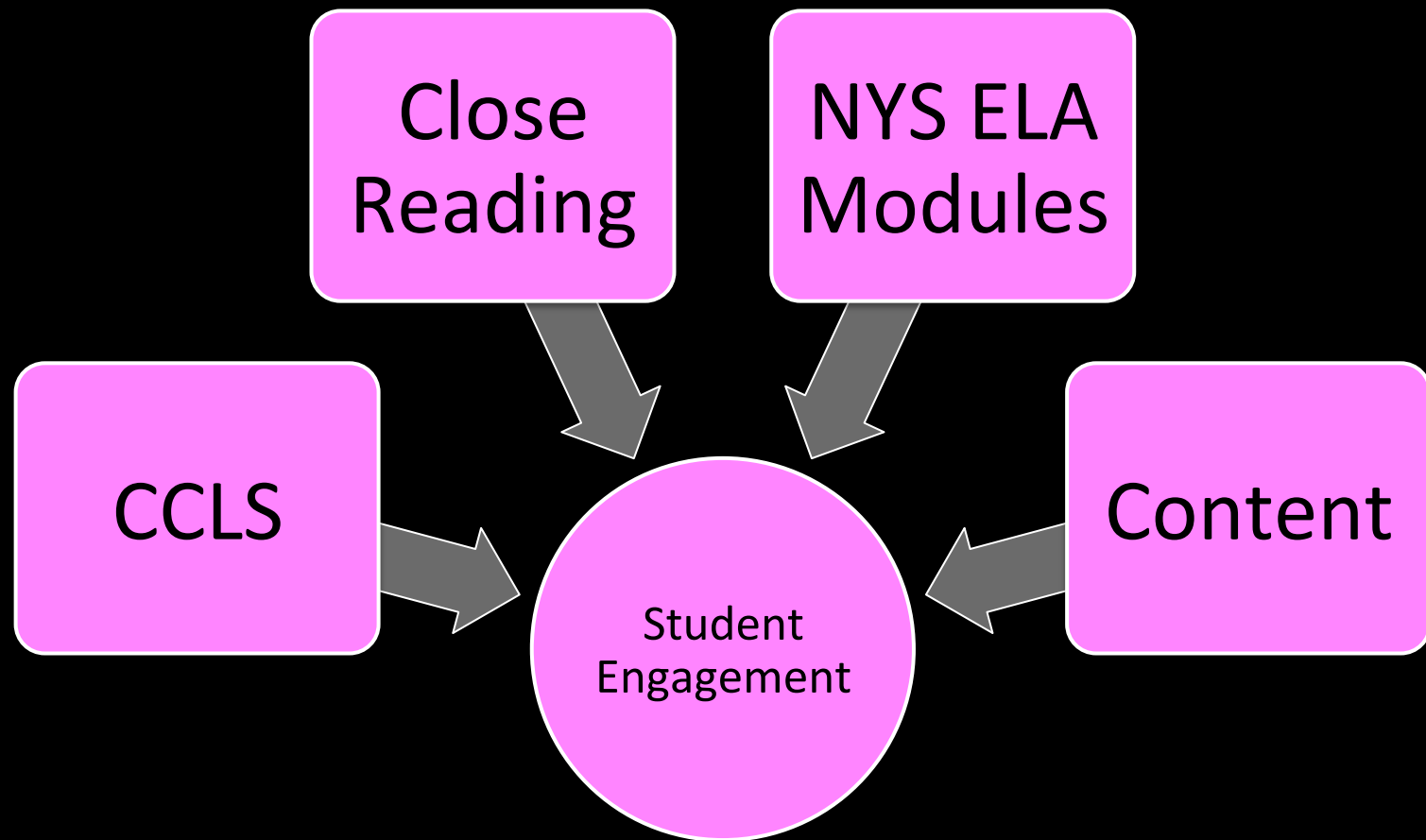


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# Assumptions



# CCLS

## Key Ideas and Details

- [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to 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.
- [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## Craft and Structure

- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- [CCSS.ELA-Literacy.CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- [CCSS.ELA-Literacy.CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>
- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- [CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# Close Reading

- emphasis on readers figuring out a high quality text
- "figuring out" = reading + discussing
- intensive analysis
- readers re-read
  - 1<sup>st</sup> reading: literal
  - 2<sup>nd</sup> reading: inferential
  - 3<sup>rd</sup> reading: evaluative

# Close Reading

1<sup>st</sup> Reading

Literal

2<sup>nd</sup> Reading

Inferential

3<sup>rd</sup> reading

Evaluative

# G.L.A.N.C.E.



Student Name:

G Glance	L Listen	A Annotate	N Notice	C Create	E Evaluate

# Close Reading & G.L.A.N.C.E.

G = Glance

L = Listen

A = Annotate

N = Notice

C = Create

E = Evaluate

1<sup>st</sup> Reading

Literal

2<sup>nd</sup> Reading

Inferential

3<sup>rd</sup> Reading

Evaluative

# Inquiry Question

- In what ways does the use of multi-modal “texts” impact the close reading protocol?
- How might the use of the digital media change the process for students?



# NYS 5<sup>th</sup> Grade ELA Modules

- Module 1
  - Becoming a Close Reader and Writing to Learn:  
Stories of Human Rights

# G.L.A.N.C.E.



Student Name:

G Glance	L Listen	A Annotate	N Notice	C Create	E Evaluate

# Glance



# Listen



# Annotate

## PREAMBLE

- Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,



# Create

A Found Poem: Found poems take existing texts and refashion them, reorder them, and present them as poems. The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, music lyrics, speeches, letters, or even other poems.

# Evaluate

- What did you learn?
- Look at your chart. What do you see that is similar in each part? What do you see that is different?
- Write 3 things you learned.



What did you notice about this process?



# Examining Student Work & Reflections

# Research

- Engage NY
- Word Clouds in Education: Turn a toy into a tool
- Visual Literacy as a Classroom Approach

# Time for you to reflect

- In what ways does the use of multi-modal “texts” impact the close reading protocol?
- How might the use of the digital media change the process for students?
- How might you use this process in your classroom?

Thank you!

