

# READING WRITING IN THE DISCIPLINES

## Fostering Close Reading Video Transcript

### **Amy Miles:**

In front of you, you have an article. We've been studying a lot about Earth's layers and now we are going to move into reading a text about rocks. And we'll see what connection that has.

### **Student:**

Like, how the rocks are made and how they're formed. And, like, where they come from.

### **Miles:**

Our purpose is we want to understand the types of rocks, their formation, and why it's important to know about rocks. The language purpose – use scientific language to discuss ideas about rocks, which you scholars always do. And social – work independently and collaboratively as a contributing member of the class. So I want you to get ready to do a close reading.

We took them through a series of four questions. It's great because we're able to have a specific purpose for each read.

When we get ready to do a close reading, we need to make sure that we have our chunks numbered. We're going to dig into this text several times. For our first read, your purpose, when you go in to read, is you're trying to understand, identify what is this text saying, okay? What does the text talk about? Thinking about main ideas – what is the purpose of this text?

### **Student:**

We'll take a text, but we'll really pull it apart and, like, try to really understand it.

### **Miles:**

Don't forget to underline, make your annotations in those margins so that when you come back to this text a week from now, a couple days from now, you remember what your thought process was.

**Estrella:**

We put a little exclamation point where we think it's interesting. A question mark when we don't know... like, we're curious about how... what they mean.

**Miles:**

Emmanuel, do you know which chunk she's looking at? Where is she finding this right now?

**Student:**

She's trying to find it like somewhere, like, in the middle to the bottom?

**Miles:**

Okay, well, you know what? That's an excellent opportunity for you to ask her where she's looking. She's reading specifically from the text. She's pulling textual evidence. So if you're not sure, say, "See, you're finding it somewhere in the second part of the text." Go ahead and ask her.

**Student:**

Hey, where are you finding that?

**Estrella:**

In paragraph seven.

**Student:**

Oh.

**Miles:**

So this is an excellent opportunity for you guys to share those notes.

**Student:**

In number seven. You said that it was difficult to clarify the rocks. What do you mean, like, "clarify." Like, why was it difficult to clarify them?

**Estrella:**

Because I believe that they... they're, like... they're scratched up and stuff due to their age.

**Miles:**

What I would like to do now is, let's share as a class because although you got to hear your partners, there is some great thinking going on around this whole class. Vanessa?

**Vanessa:**

It says in paragraph six that...

**Miles:**

So everyone's looking at chunk six.

**Vanessa:**

... is also found in volcanic lava flows such as those in Hawaii, and from my background knowledge I remember that Hawaii has... there's this beach that has black rocks or something like that. And that's probably how some of the rocks that were left there left. They're just burnt lava that eventually cools off.

**Miles:**

You're making that connection with the text, which is so important. Now, I've heard some ideas that are going to bring us to another question. I want you to go back into the text. This time, you're looking at, what are the types of rocks that the author is writing about and what do you learn about these rocks?

I prepare my questions ahead of time, but I alter them or know which ones to pick based on what I'm seeing when they annotate. So aligning those text-dependent questions with, what do you want your students to walk away with?

When you share with your partner, turn your body, make eye contact, smile. Show them that you're an active and engaged listener.

**Student:**

I noticed that in paragraph five, eight, and ten, they were focusing on igneous rocks, sedimentary rocks, and metamorphic rocks.

**Student:**

Normally, when they're talking about rocks or minerals on a piece of paper, it sometimes doesn't really make sense, because there's a lot of big words and stuff, but when we do close reading, we, like, define those words that we don't understand.

**Miles:**

You guys are really taking on these language frames. And I also heard just recently, right before I stopped you guys, "I notice in paragraph..." I think that's awesome. Keep up that great work.

We want them to build on their academic language and knowledge, and we want them to use those language frames. You know, the more they practice them, it becomes them.

Who can share, what are the types of rocks that we're learning about here?  
Estrella?

**Estrella:**

I learned some differences. Igneous rocks is formed from a volcanic and molten material. And a sedimentary rock is formed from fragments of other rocks or even from the remains of plants or animals.

**Miles:**

Can you tell us where exactly you found that one more time, just so that all of our other science scholars can go back and refer to those chunks?

**Student:**

So, the igneous rock, I found it in paragraph five.

**Miles:**

Okay.

**Student:**

And then in paragraph eight, I found about the sedimentary rock.

**Estrella:**

I enjoy close reading because we break down the text and, like, when we underline, we underline our major points from the text. And not only do we learn about that topic, but how we annotate a text in an article.

**Miles:**

I would like you to focus on certain chunks. What words or phrases does the author use to describe the rock differences?

When they're able to think about those patterns and the structure, they're connecting to, "Well, this author did that for a reason," which then shows them purpose.

Did you guys point out any words?

**Student:**

I was thinking of lava, lava spewed.

**Miles:**

Oh, "spewed"? That's interesting, that's a good one. Did you make a little annotation next to that word?

**Student:**

Yeah.

**Miles:**

Walking around with the clipboard gives so much room for opportunity in a close reading. I make notes of what I see on their paper. These notes might give me a clue whether or not these students are really picking up on this. Maybe I need to adjust it because they're not there yet.

I wanted to point out a few things that I heard going around the room. You were pointing out words and phrases such as "eroded," "fragments." At this table over here, I heard "spewed from volcanoes." I heard a connection being made that metamorphic rocks first have to be something before they can even be considered metamorphic. How does the author talk about it transforming? How does it become metamorphic?

**Student:**

Due to the pressure, the heat, and the intrusion of fluids.

**Teacher:**

And where did you find that?

**Student:**

In paragraph ten, the first sentence. It says, "Metamorphic rocks are sedimentary or igneous rocks "that have been transformed by pressure, heat, or intrusion of fluids."

**Miles:**

I want you to read one more time, and I know I already heard it from some of your conversations, but now you're going in with the purpose, why is it important to study rocks?

There's always a way to take them further, and I think that's what this strategy does.

**Student:**

It's just so interesting how, most of the time, sometimes you won't understand it, but then once we do the close reading, it's fun and then it's really easy to understand.

**Miles:**

I personally love close reading in the science classroom because my students struggle with science text. So what we're doing is, building them up to become

confident and capable readers who have skills and strategies. So if they come across a complex text, they know how to work through it on their own to really comprehend it.

What are our thoughts? Why is it important to study rocks? Daniel?

**Daniel:**

Even the dullest lump of a rock can tell us something important about the past.