
SpringBoard®

Giving Students Strategies to Unlock More Meaning

CLOSE READING WORKSHOPS



Workshops Give Students the Tools to Understand Complex Texts and Build Deeper Knowledge

Grade-level SpringBoard Close Reading Workshops create a dynamic environment that helps students learn the strategies they need to pay more attention to details, grasp more meaning, and take ownership of their reading abilities.

- Texts are substantial enough to merit Close Reading yet appropriate in length, so students can read them multiple times.
- Students acquire deeper content understanding by using specific Close Reading strategies for each text.
- They read texts with the class, in small groups, or on their own.



Building readers' independence

Teacher-guided reading

Collaborative reading

Independent reading

Written by AP[®] teachers with insight into students' needs

SpringBoard Close Reading Workshops offer:

- **Variety:** A range of increasingly complex literary and informational texts, including non-print texts, prepares students for assessments and college readiness standards.
- **Flexibility:** Teachers can implement workshop elements in one or two class sessions, or complete an entire workshop—in either print or digital.
- **Focus:** Specific and direct instruction and strategies improve students' reading and writing performance.
- **Differentiation:** Teachers have the opportunity to adapt to the various needs of their classroom through strategies, grouping, and pacing.

Six Close Reading Workshops per Grade

Close Reading Workshop 1
Informational/Literary Nonfiction Texts

Close Reading Workshop 2
Argumentative Texts

Close Reading Workshop 3
Poetry

Close Reading Workshop 4
Shakespeare

Close Reading Workshop 5
Informational Texts in Social Studies

Close Reading Workshop 6
Informational Texts in Science,
Technology, Engineering,
and Mathematics



Teachers get more choices for instructing and assessing Close Reading

Each Close Reading Workshop guides students through multiple readings of challenging texts using Close Reading strategies. Workshops can be taught in any order—you choose which workshop to teach and when, based on the needs of your students.

Workshop assessments can be used as individual, small group, or whole-class activities, and they come in a variety of modes, including writing, debate, discussion, and multimedia presentations.

Close Reading of Informational Texts in Social Studies/History [continued]

ACTIVITY 1
Guided Practice

You will read the text in its entirety at least three times, focusing on a different purpose for each reading.

First Reading: First Impressions

Read the following one-page article. Your focus for this first reading is on understanding the meaning of the text. As you read, underline or highlight the words you may find hard by marking unfamiliar words with question marks or dashes for the context clues. Use the annotations and symbols in the margin to help your understanding.

Biography
From **Black Elk SPEAKS**

by Saki O. Nakash

1. Did it ever get long until we all knew what had happened to them, because some of the people were a happy, and I will tell you how it was.

2. There told Cray that they would not have had it as the result of the Indian's. They had been a talk with the Whites and them, but they had. They did not take care to be what he said. They took him to the left place, with the love from his relations, for they had planned to get out of this land when he saw when they were along, because some of the people had been told and they were afraid of the soldiers. Then Little Big Man, who had been in the land with the one who told us here that we were here before my first fight when we attacked the wagon on the Great Chief, had told of what they had done and told to get the Indian out. And while they were struggling, a soldier saw a banner and Cray then from one side of the back and he had down and began to die...

Copy these notes into the back of your notebook. Write a personal response journal, applying writing process.


Write a short story about the back of your notebook. Write a personal response journal, applying writing process.

ACTIVITY 2
Collaborative Practice

Look carefully at the painting below. A number of small boats have come to symbolize the idea of a unified American nation. One famous painting is George Washington Crossing the Delaware, painted in 1831 by German American artist Emanuel Gottlieb Leutze. Examine the overall effect of this painting and the details by applying the QRFC strategy to your study.

Art **George Washington CROSSING the DELAWARE**

By Emanuel Gottlieb Leutze



Close Reading of Informational Texts in Social Studies/History [continued]

ACTIVITY 4
Synthesis Questions

Your teacher may choose to ask you to choose one of the following assignments in a way of showing your understanding of the text you have read.

Writing Prompt: Analyze the different ways that primary and secondary sources portray the death of Cray. Then, think about the ways that you have done with these texts, and consider other points of view of this event. What have you learned from this text, and perhaps those not been experienced or not recognized historical accounts. For example, you may choose to write a letter to Cray or to Little Big Man's point of view. Write a narrative from this point of view about the events of Cray's death, using details from the text in this unit. Conduct research if necessary to find out more about the point of view you have chosen.

Debate/Discussion: Conduct a Socratic Seminar. Work with a small group of students to read the text in this unit and create two or three open-ended questions for each author and read back. Remember that your open-ended questions should not have a "yes" or "no" answer, but they should be questions that will encourage rich discussion. Write your questions and your recorded text in front of you, engage with your peers in a Socratic Seminar in which you share your questions and respond to the questions that other students have generated.

Multimedia Presentation: The "American Indian Wars," conflicts between European soldiers and the native peoples of North America, were waged from the early 1600s until approximately 1900. Cray's death is just one incident representing this conflict. Follow your teacher's guidelines to investigate another incident from this conflict that is well-documented. Which aspects of the event are known, and which are unknown or disputed by different sources? What primary sources - print and visual - can you find to document the conflict? Consider using a multimedia presentation tool to organize and present your findings.

Reflections

Think about what you have learned from your close reading and analysis of the text. How do you think you have used it in this workshop?

1. What did you learn about the conflict? How did you use the text to help you understand it?

Get more information about SpringBoard® Close Reading Workshops and download workshop samples at springboard.collegeboard.org or call us at **877-999-7723**.