

**PLC #6 Guided Agenda – Literacy 2: Reading Informational Text**  
**January 7 – 9, 2014**

Professional Learning Community Objectives:

1. Teachers will share evidence they collected to support the ELA CCSS Reading Anchor Standards or Standards for Mathematical Practice.
2. Teachers will understand Active Reading process that supports the implementation of the ELA CCSS.

- Welcome (~5 Minutes)

- ✓ Share one piece of evidence that shows the implementation of one of the CCSS Reading Anchor Standards or Standards for Mathematical Practices from PLC#4?

Agenda provides suggested times to assist in your facilitating the PLC.

- Review PLC Norm / Triple Track Agenda (~1 Minute)

- Implementing Active Reading Strategies (~30 Minutes)

- ✓ Read “5 Close Reading Strategies to Support the Common Core Standards”
- ✓ Read and apply Active Reading Strategies using one of the following articles:
  - “What NBA Stars and Occupy Wall Street Protestors Have In Common” article
  - Article selected from PLC training on December 11<sup>th</sup> or 12<sup>th</sup>
  - Other content specific text of choice.
- ✓ Discuss the Active Reading process
  - What are some ways this is similar to my current instructional practices?
  - What are some ways you might implement this in your classroom?
  - What might be some of the “next steps” you would implement after this process?
  - What might be some challenges for implementing this strategy in my classroom?

- Wrap-Up (~2 Minutes)

- ✓ Continue to implement your SMART Goal and try using Active Reading in your classroom.

**Resources for Facilitators:**

- Send email reminder to department members (*Bring evidence where you have used a reading strategy in your instruction*)
- PLC Norm Handout / Triple Track Agenda
- 5 Close Reading Strategies to Support the Common Core Standards article
- Selected Article for modeling Active Reading (provided or selected)
- Highlighters, Post Its, folders, etc. for participants

# Five Close Reading Strategies to Support the Common Core Standards

(Adapted from Court Allam at <http://iteachicoachiblog.blogspot>)

## 1. Number the paragraphs

The Common Core asks you to be able to cite and refer to the text. One simple way to do this is by numbering each paragraph, section or stanza in the left hand margin. When you refer to the text state which paragraph you are referring to. Then the rest of the class will be able to quickly find the line being referred to.

## 2. Chunk the text.

When faced with a full page of text, reading it can quickly become overwhelming for you. Breaking up the text into smaller sections (or chunks) makes the page much more manageable for you. You do this by drawing a horizontal line between paragraphs to divide the page into smaller sections. Look at the paragraphs to see where natural chunks occur. Paragraphs 1-3 may be the hook and thesis statement, while 6-8 may be the paragraphs where the author addresses the opposition. It is important to understand that there is no right or wrong way to chunk the text, as long as you can justify why you grouped certain paragraphs together.

## 3. Underline and circle... with a purpose.

Underline and circle very specific things. Think about what information you want to take from the text, and look for those elements. Sometimes your teacher will tell you which elements to identify. If not, you must think and consider what is probably most important.

For example, when studying an argument, you would want to underline “claims”. We identify claims as belief statements that the author is making. You will quickly discover that the author makes multiple claims throughout the argument.

When studying poetry, you could underline the imagery you find throughout the poem. Circling specific items is also an effective close reading strategy. You could circle “Key terms” in the text, such as words that are defined or are repeated throughout the text. If you only circled five key terms in the entire text, you would have a pretty good idea about what the entire text is about.

You could also circle the names of sources, power verbs, or figurative language.

## 4. Left margin: What is the author SAYING?

**Summarize** each chunk. Write summaries in ten words or less. The chunking allows you to look at the text in smaller segments, and summarize what the author is saying in just that small, specific chunk.

## 5. Right margin: Dig deeper into the text

In the right-hand margin, complete a specific task for each chunk. This may include

- **Use a power verb to describe what the author is DOING.** (For example: Describing, illustrating, arguing, etc..) Note: It isn't enough for you to write “Comparing” and be done. What is the author comparing? A better answer might be: “Comparing the character of Montag to Captain Beatty”.

- **Represent the information with a picture.** This is a good way for you to be creative to visually represent the chunk with a drawing.
- **Ask questions.** Learn how to ask questions that dig deeper into the text, like what ideas might be implied by the text, what might have caused something, what might happen as a result of something, etc.

There are many other things you can write in the margins. The idea is that you are truly thinking about what the text is saying, implying, or asking. Whatever thoughts, questions, connections, etc., that occur to you as you read are good possibilities for annotation.

This is what a page of annotated text might look like [I know you can't actually read it, but you get an idea of how it should look from this!]:

Article of the Week #6

**Mark the text**

1. Number each paragraph
2. Check: 1-3 14 / 2-6 / 3-8 / 9-11 / 12-13 / 14-15
3. Circle key terms
4. Underline the claims
5. Left margin: What is the author SAYING?
6. Right margin: What is the author DOING? (POWER VERBS)

*Saying?*

**What NBA Stars and Occupy Wall Street protesters have in common**  
 SOURCE: Paul Frymer and Doran T. Warren, Bangor Daily News, November 2, 2011

*Leban does talk in context of the 99%*

1 LeBron James is as far as you can get from the 99 percent.

The NBA superstar is paid more than \$16 million a year (and forward for the Miami Heat and has a \$10 million contract with Nike). After his team lost the NBA Finals in June, he told getting fans to go back to the humdrum reality of "the real world," while he retreated to his recently purchased \$10 million home in South Beach.

*Doing?*

2 So James may seem to share nothing with the 99 percent — Occupy Wall Street terms, the vast majority of Americans will suffer in a culture of unbridled greed that has created a historic gulf of inequality between the richest Americans and everyone else.

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3 But he and the other NBA players have something important in common with the 99 percent. James is an employee of the Miami Heat. Despite his recent tweet hinting that he will try to join the National Football League if the NBA doesn't continue, he finds himself, like most Americans, beholden to the owners and managers who control his workplace and industry. If the owners want to lock out the players, he leaves the country in search of greener pastures — the American workers whose jobs have disappeared overseas — is left with few options. He is beholden to team owners who are not always uptight about their personal and family wealth, and who are claiming a right to make more money without equitably sharing it with the players who make the huge windfalls.

*Leban does talk in context of the 99%*

4 In the split between NBA players and owners, the players are voicing frustrations that may seem eerily similar to what the Occupy Wall Street protesters are saying. The players are accusing the owners — who keep recording songs (often) as a group while claiming hardship and the need for belt-tightening — of playing by different rules, avoiding public scrutiny, and benefiting from a range of insider deals, subsidies and protections without sharing the profits.

*Company NBA players to the 99%*

5 At issue in this dispute is whether the league can impose a tighter salary cap on the teams, which would effectively reduce the salaries of the players. The other major conflict is over how "basketball-related income" — which includes revenue from the sale of tickets, parking, food at concession stands, player jerseys and merchandise rights — will be split between players and owners. Until now, players got a slight majority of this revenue. This made sense, since it was important such as Michael Jordan and Magic Johnson, and now Kobe Bryant and LeBron James, who brought the league to new heights in popularity and profits. The owners, however, say it is unsustainable to maintain high salaries and rising profit margins. They want a 60-40 split of the basketball-related income.

*Players are accusing the owners of shady business*

6 The players have remained united and responded angrily to NBA Commissioner David Stern's initial threats of canceling the season. Dwight Wade, James' teammate and one of the league's biggest stars, yelled at the commissioner in a heated meeting, saying: "You're not pointing your finger at me. I'm not your child." Steve Nash, two-time NBA most valuable player, questioned the owners' remuneration of their financiers, executives. "We are the owners ourselves to speculate in

*Explaining the issues between the NBA players & owners*

To ensure you are college and career ready, you must learn critical reading strategies in order to independently attack a text. You must learn how to own a text, rather than letting the text "own" or overwhelm you. Actively interacting with the text is a much different experience than skimming through a text one time with a highlighter in hand.

# What NBA stars and Occupy Wall Street protesters have in common

By Paul Frymer and Dorian T. Warren, October 28, 2011

LeBron James is as far as you can get from the 99 percent.

The NBA superstar is paid more than \$16 million a year as a forward for the Miami Heat and has a \$90 million contract with Nike. After his team lost the NBA finals to Dallas in June, he told griping fans to go back to the humdrum reality of “the real world,” while he retreated to his recently purchased \$9 million home in South Beach. So James may seem to share nothing with the 99 percent — in Occupy Wall Street’s terms, the vast majority of American workers, who suffer in a culture of unabashed greed that has created a historic gulf of inequality between the richest Americans and everyone else.

But he and the other NBA players have something important in common with the 99 percent. James is an employee of the Miami Heat. Despite his recent tweet hinting that he will try to join the National Football League if the NBA lockout continues, he finds himself, like most Americans, beholden to the owners and managers who control his workplace and industry. If the owners want to lock out the workers, or leave the country in search of greater profits, he — like American workers whose jobs have disappeared overseas — is left with few options. He is beholden to team owners who are not always upfront about their revenue and profits, and who are claiming a right to make more money without equitably sharing it with the workers who make the huge windfalls possible.

In the split between NBA players and owners, the players are voicing frustrations that may seem awfully similar to what the Occupy Wall Street protesters are saying. The players are accusing the owners — who keep recording yearly profits as a group while claiming hardship and the need for belt-tightening — of playing by different rules; avoiding public scrutiny; and benefiting from a range of insider deals, bailouts and protections without sharing the profits.

At issue in this dispute is whether the league can impose a tighter salary cap on the teams, which would effectively lower the salaries of the players. The other major conflict is over how “basketball-related income” — which includes revenue from the sale of tickets, parking, food at concession stands, player jerseys and broadcast rights — will be split between players and owners. Until now, players got a slight majority of this revenue. This made sense, since it was superstars such as Michael Jordan and Magic Johnson, and now Kobe Bryant and LeBron James, who brought the league to new heights in popularity and profits. The owners, however, say it is unsustainable to maintain high salaries and existing profit margins. They want a 50-50 split of the basketball-related income.

The players have remained united and responded angrily to NBA Commissioner David Stern’s initial threats of cancelling the season. Dwyane Wade, James’s teammate and one of the league’s biggest stars, yelled at the commissioner in a heated meeting, saying: “You’re not pointing your finger at me. I’m not your child.” Steve Nash, two-time NBA most valuable player, questioned the owners’ representation of their finances, tweeting, “Why are the owners unwilling to negotiate in good faith?”

Despite some optimism Thursday, Stern late on Friday canceled all games through Nov. 30. Going into the weekend, talks remained stalled around the issue of sharing basketball-related income.

One of the reasons NBA players should ultimately resolve this conflict — and have greater influence than most workers in such a dispute — is that they are, unlike 88 percent of their fellow Americans, members of a labor union. This gives them certain contractual rights such as job security, health and retirement benefits, and a significant voice in the way their company is run.

The nation’s historic rise in income inequality and insecurity has been matched by a decline in union membership. Half a century ago, roughly one in three American workers was a union member, whereas today union membership has dropped to just 7 percent in the private sector and less than 12 percent overall, the lowest in 70 years. For workers, this decline can mean the absence of job security or benefits, as well as falling wages. In 2010, union members made on average \$10,000 a year more than non-union workers, and economists have shown that even the prospect of unionization has led to rising wages in different industries.

When you're at the mercy of an employer without a labor union to support you — the situation that nine out of 10 American workers face — inequality is guaranteed to rise. And it's this bleak reality that is fueling Occupy Wall Street anger.

Elected officials have recently directed outrage about the economic collapse and rising inequality toward unions instead of Wall Street. That was one tactic that Wisconsin Gov. Scott Walker (R) used this year when he eliminated collective-bargaining rights for public-sector employees in his state.

NBA players are in a stronger position to make demands and extract victories from their employers than Wisconsin schoolteachers, because they are public figures in a highly specialized and valued industry. That's why the owners haven't just hired a set of replacement workers — a move that is increasingly typical of other industries in America.

No one can really call the 6'8," 250-pound James vulnerable or a worker without a voice. But his struggle does, in a key way, mirror the power imbalance that the average American employee confronts. Both face a culture that believes workers should have no voice in the everyday life of the workplace or the broader economy. When Wade asserts that he does not want to be treated like Stern's child, he is expressing what many Americans around the country feel — that those who work should have a greater say in working conditions, profits and economic growth.

All Americans, whether on the basketball court or the shop floor, ought to have a meaningful voice, bargaining power and some way to retain a sense of dignity in a bad economy. Hopefully, if James succeeds in his latest fight, he can bring his talents not just to South Beach, but to the 99 percent of Americans who could use his help.

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[http://articles.washingtonpost.com/2011-10-28/opinions/35279568\\_1\\_nba-players-nba-lockout-profits](http://articles.washingtonpost.com/2011-10-28/opinions/35279568_1_nba-players-nba-lockout-profits)

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