ACHIEVING A
CLOSE READING
IN 5 STEPS
GRADES K-12

Understand the close-reading framework

Introduce close reading to students

Prepare & facilitate a close reading

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Understanding the close-reading framework

Recognize what close reading *is* and what it *is not.*

Close Reading is not...	Close Reading is...
...something new. ...a strategy, an action, or something you *do.*	...a recently identified instructional expectation. ...a product; a goal; something to achieve.
...skimming and scanning for facts. ...focusing on the text's phonics or fluency.	...a systematic analysis of a text. ...a focus on the text's meaning.
...done *to* the students. ...to be done independently or at home.	...achieved by guiding students through it. ...a whole-class or small-group activity.
...applicable to all texts you read. ...simply rereading the same text over and over.	...applicable to *some* complex texts. ...rereading the same text with different purposes.

Scaffold reader thinking to achieve a deep understanding of author ideas.

Read for 3 purposes

PHASE 1 Reading:
Determine *what* a text says.

Bloom's Level of Learning:
KNOWLEDGE & COMPREHENSION

PHASE 2 Reading:
Determine *how* a text says it.

Bloom's Level of Learning:
APPLICATION & ANALYSIS

PHASE 3 Reading:
Determine *why* the text matters.

Bloom's Level of Learning:
SYNTHESIS & EVALUATION

Read with 3 lenses

Initially, readers comprehend on a surface level. They read to paraphrase/retell details, summarize important concepts, and determine the main ideas.

During a closer look, readers zoom in to analyze the text and evaluate author decisions about word choice, organization, and purpose.

With a deeper comprehension of the text, readers zoom out and integrate new understanding from this text with other texts and bigger ideas.

Utilize the standards

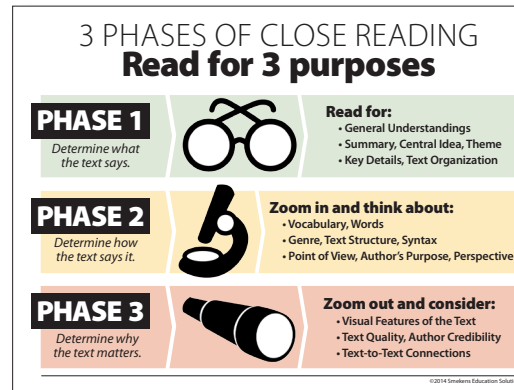| COMMON CORE	INDIANA
Key Ideas & Details (Standards 2-3)	**Key Ideas & Textual Support** (Standard 2)
Craft & Structure (Standards 4-6)	**Structural Elements & Organization** (Standard 3)
Integration of Knowledge & Ideas (Standards 7-9)	**Synthesis & Connection of Ideas** (Standard 4)

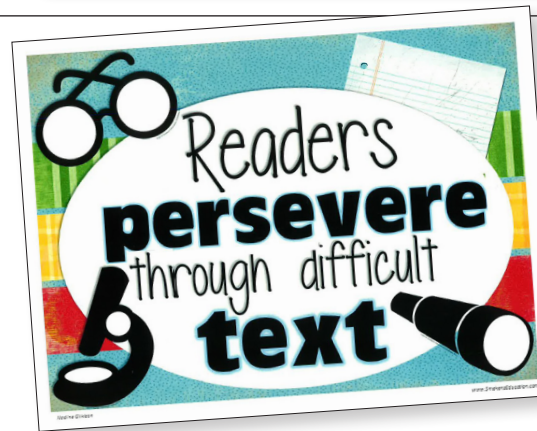# Introduce close reading to students

Identify kid-friendly strategies.

Name the three phases and reveal the purposes of each.
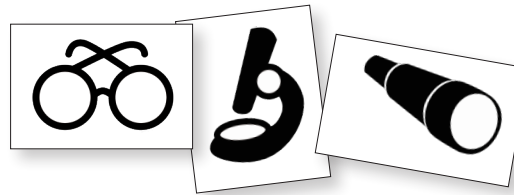
Utilize Think Alouds to model the thoughts readers have in each phase.

3 PHASES OF CLOSE READING
Read for 3 purposes

PHASE 1
Determine what the text says.

Read for:
- General Understandings
- Summary, Central Idea, Theme
- Key Details, Text Organization

PHASE 2
Determine how the text says it.

Zoom in and think about:
- Vocabulary, Words
- Genre, Text Structure, Syntax
- Point of View, Author's Purpose, Perspective

PHASE 3
Determine why the text matters.

Zoom out and consider:
- Visual Features of the Text
- Text Quality, Author Credibility
- Text-to-Text Connections

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Remind students of each phase *while* they persevere through complex text.
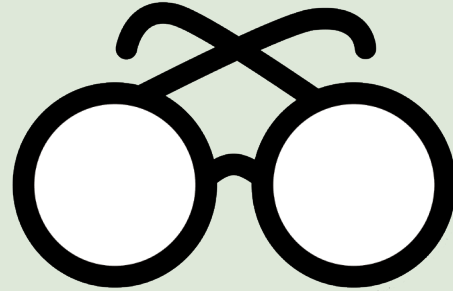

Readers persevere through difficult text

3 PHASES OF CLOSE READING
Read for 3 purposes

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Determine what the text says.

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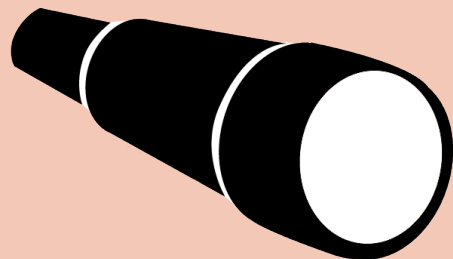
PHASE 2

Determine how the text says it.

Zoom in and think about:
- Vocabulary, Words
- Genre, Text Structure, Syntax
- Point of View, Author's Purpose, Perspective

PHASE 3

Determine why the text matters.

Zoom out and consider:
- Visual Features of the Text
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STEPS 1-2: **Prepare for a close reading**

Before engaging in the close-reading experience...

STEP 1

Select a complex text.

Determine what text to read.	• Some texts are worth a closer scrutiny— others aren't. • Choose short texts (or excerpts of long texts).
Determine when to read the text.	• Allocate in-class time for close-reading experiences.
Determine how to read the text.	• Determine who is doing the reading.

STEP 2

Determine close-reading questions.

Utilize only text-dependent questions.	• Scrutinize the text for questions it lends itself to. • Require textual evidence to support a response.
Scaffold questions to deepen comprehension.	• Sequence questions per phase of reading.

TEXT-DEPENDENT QUESTIONS FOR _____

Phase 1 Reading— Targeting Key Ideas & Details (Key Ideas & Textual Support)

GENERAL UNDERSTANDINGS	SUMMARY, CENTRAL IDEA, THEME	KEY DETAILS, TEXT ORGANIZATION

Phase 2 Reading— Targeting Craft & Structure (Structural Elements & Organization)

VOCABULARY, WORDS	GENRE/TEXT STRUCTURE, SYNTAX	POINT OF VIEW, PURPOSE, PERSPECTIVE

Phase 3 Reading— Integrating Knowledge & Ideas (Synthesizing & Connecting Ideas)

DIFFERENT KINDS OF TEXTS	TEXT QUALITY, AUTHOR CREDIBILITY	TEXT-TO-TEXT CONNECTIONS

STEPS 3-5: **Facilitate a close reading**

The day of the close-reading experience...

STEP 3

Explain the purposes and procedures.

Reveal the day's text.	• Identify the topic and its connection to the unit.
Establish reading purposes.	• Ask text-dependent questions to require rereading.
Utilize annotation strategies.	• Utilize consistent grade-appropriate strategies. • Mark answers/evidence in the text.

STEP 4

Plan for text-based conversations within each phase.

Rotate between Steps 3 & 4.	• Ask the question to drive (re)reading. • Reiterate the question to spur group conversations. • Repeat the question and ask for responses.
Ensure understanding by probing for evidence.	• Don't be satisfied with the right answer.
Stay neutral.	• Don't *talk* the mystery out of the text. • Require students to read the *text*— not the *teacher*.

STEP 5

Reveal an after-reading task.

Incorporate argumentative writing.

Discussion: Turn & Talk

Discuss the texts that are part of your curriculum.

What literature (e.g., picture books, poems, short stories, movie clips, etc.) would be worthy of a close reading?

What informational text (e.g., articles, primary source documents, video clips, etc.) would be worthy of a close reading?

Which excerpts from longer novels or chapter books would be worthy of a close reading?

Discuss the annotation strategies (e.g., underlining, coding, highlighting, abbreviations, etc.) that you teach students.

Do you have a scaffold of annotation skills in place?

Do you see value in developing a consistent set of annotation skills?

Discuss tasks that could follow a close-reading experience.

Are you having students write as the culminating task of a close-reading experience?

What kinds of opinion, persuasive, or argumentative prompts could you develop to correspond with certain complex texts?

Achieving a Close Reading in 5 Steps: Grades K-12

BUILD SUCCESSFUL READERS & WRITERS

Learn more simple and effective strategies for teaching reading and writing when you visit *www.SmekensEducation.com*.

To find additional resources related to this session, search the Smekens Education website using these keywords:

- introduce close reading to students
- text-dependent questions
- annotate text

USE THE RIGHT TOOLS

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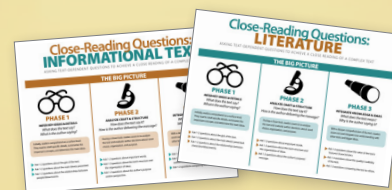
Close-Reading Questions Set

Close-Reading Triggers