

Close Reading

Going on a Treasure Hunt



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“Close reading is when a reader independently stops at moments in a text (or media or life) to reread and observe the choices an author has made. He or she reflects on those observations to reach for new understandings that can color the way the rest of the book is read (or song heard or life lived) and thought about.”

Chris Lehman



“If you don’t look closely...You may miss some of the treasure”

- Explain how it’s done
- Teacher models how to do it
- Guided Practice
- Independent Practice
- Life-long Skill

- Reading closely to determine what the text says explicitly, and to make logical inferences from what isn't in the print.
- Close reading of texts involves engaging with and examining facts and details about the text.
- Take notice of words, features and language that the author has used in the text.
- Ask questions that lead to a deeper understanding of the text.



Close Reading

1st Read – Teacher/Students Read & Think

Quick Write or Partner Share
What does the text say?

2nd Read – Teacher Reads – Students Listen

Think/Write/Talk ~ Listen & Watch for Expression
Ask Questions – How does the text work?

3rd Read – Reread to Find Answers and Evidence
to Support Your Thinking – Evaluate and Connect
Write/Talk/Show

Do's and Don'ts

Do:

- Present a variety of texts (newspaper, short stories, poems, also - photos, paintings)
- Ask questions that build the "small parts to the whole part"
- Consider the standards that can be addressed within the text
- Remember not just the words but their organization and features
- Make it Interesting and Fun!

Don't

- Try not to make it a guided reading lesson with B,D,&A strategies
- Minimize text preparation
- Stay away from evaluation questions at the start
- Vocabulary should not deter from gaining meaning
- Remember to let them lead and don't rush – Your role is to ask the questions

Literacy Standards

English Language Arts

- Reading (really reading comprehension)
- Writing
- Speaking and Listening
- Language (conventions and vocabulary)
- Reading (foundational skills – K-3)

Key Ideas and Details

- *What did the text say?*
- Students should be able to determine what texts say explicitly and be able to summarize them (including central ideas/themes, how ideas and characters develop and interact), making logical inferences, and citing textual evidence to support conclusions.

Reading Themes/Categories

- A. Key ideas and details
- B. Craft and structure
- C. Integration of knowledge and ideas
- D. Range and level of text complexity

Craft and Structure

- *How did the text say it?*
- Students should be able to interpret the meanings of words and phrases and the structure of texts to determine how they affect meaning or tone, and how points of view and purpose shape content and style.

Integration of Knowledge and Ideas

- *What does the text mean? What is its value? How does the text connect to other texts?*
- Students should be able to synthesize and compare information from print and digital sources, and critically evaluate the reasoning and rhetoric of a text.

Purpose

- Is the purpose to gain knowledge?
- Is it to answer a specific question?
- Is it to learn how to do something?
- Is it to learn about a story from the past?
- Is it for entertainment?
- _____
- _____

1st Reading



- What does the character on the front of the book look like?
- How does he feel about his hat?
- Does he want it back? What makes you think that?
- What does he do and why does he do it?
- How did the other animals react to his question?
- Did the deer tell him where to find his hat?
- How does he find his hat?

2nd Reading



- What does bear mean by “Thank you anyway”?
- Do you notice anything about the layout of the text? What about the features of the text?
- What about the pages that have no words?
- Why does bear ask himself questions?
- Do his words to the squirrel sound similar to anyone else in the text?
- Does bear feel badly at the end of the story? How do you know?
- Why does the author have him ask many animals?
- Does bear change during the story?

3rd Reading



- What does the author want you to know?
- What do you think rabbit was thinking when he first met bear and later in the book when he saw him?
- Do you think any of the other animals knew where bear's hat was?
- Is bear a friend of the other animals?
- When does bear figure out where his hat is? How?
- What happened at the end? What makes you think that?
- Has something like this ever happened to you? What did you do the same/different than bear?
- Is there a lesson in this story?

Synthesis & Evaluation

- Have you read a story like this?
- Has this happened to you?
- What do you think of the features and structure of the text? Is it important to the story?

Draw Conclusions

- Is there a bigger idea you can get from this story?
- How does it relate to you?
- Is the author trying to teach you something?

Treasure Words....

- Tell me more...
- What makes you think that...
- Can you explain...
- Is there evidence in the text to support...
- Do things in your life connect to the text...
- Can you add to that...
- Help me to understand your thinking about...