CLOSE READING

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TABLE TALK

What is your understanding of Close Reading?
# Jigsaw- Close Reading

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<thead>
<tr>
<th>Purpose</th>
<th>Process</th>
<th>Text types</th>
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## Jigsaw - threads of continuity

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Close Reading and CCSS

- A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)
Close Reading Defined…

Close reading refers to reading that emphasizes not only surface details but the deeper meaning and larger connections between words, sentences and the full text; it also demands scrutiny of craft, including arguments and style used by the author.

-Jim Burke
Close reading

• Read and Re-read deliberately
• “Reading to uncover layers of meaning that lead to deep comprehension” (Boyles, 2013)
  • Looking deeply at author’s decisions (to guide meaning)
  • Reader’s behaviors that guide meaning (questioning, annotations, note-taking)
• Reflect on words, sentences, discourse, patterns, derived meaning
  • The intersection of authors and readers
Author’s Decisions

• How did the author guide the reader to comprehend the text in more complex ways?
  • Word choice
  • Syntax
  • Patterns
  • Discourse
  • Derived Meaning

• Why did they do this? What was the purpose or intent? (draw conclusions/infer)
  • What evidence or examples from the text support your ideas?
CLOSE Reading

I thought the text because the text said. This tells me that (Author's motive).

It stated in the text that (Author's words), so I think my understanding. Author must (author's motive/intent).

Authors Make Decisions:
Scholars justify their thinking by proving with evidence.

- On page ___, it said ___.
- The author wrote ___.
- For instance ___.
- According to the text ____.
- From the reading I know that ____.
- Based on what I read ____.
- For example ____.
Reader’s Behaviors

• Note-taking/Annotations
  • Have a conversation with the text
    • Agree/disagree
  • Unfamiliar words
  • Note conflicts
  • Personality of characters
  • Symbolism
  • Figurative language
  • An epiphany (an aha! moment)
  • Contrasts, contradictions
  • Tone/mood
  • Themes
  • Setting/historical period
  • Significant quotes
  • Unfamiliar ideas
  • Elements of Plot

Annotations should be accompanied with comments. (Write in the margins)
Mark the text: Develop a system that works for you!
First Grade sample

Good Readers Use Post-its to Show Our Thinking

I love this part because...

I am confused here because...

This part makes me laugh because...

I think this is important because...
Annotations

- important — Key Words
- I Got it! — Unfamiliar Word
- I don't understand — Connection
- I'm surprised! — Funny or I agree
Readers Make Annotations and Keep on Thinking About Them

My Annotations
(My thought on paper)

Thinking about it some more.

Ponder

12/9

p.4 #2 Has he not been to school because people won’t think he belongs there?

The more I think about August and his feeling about going to school, I think he is really confused about whether he belongs there or not, and if people/students will except him. (Does he need to accept himself first?) - Valerie
The Plum Tree

Just yesterday the tree was bare, as thin and sharp as winter air, a husk of bark, so light and dry, a skeleton against the sky.

Winter

But now the branches earthbound sway with heavy plums that day by day grow purple-plump and swollen-sweet until they tumble at our feet.

Spring

I pluck and grasp them one by one And feel the weight of rain and sun: the offerings of spring.

The purple plums, they dangle there and tremble in the morning air, like bells that decorate the trees, and rock with each new passing breeze, but cannot ring.

Main Idea

Sadness
- bare
- thin
- dry
- skeleton

Simile

Moving growing

Theme

Spring time brings new life

Clues Evidence

Life Tree: New life Seasons: Plums

Figurative Language
Speeches or Primary Documents

Directions: Write 1 word/phrase summary next to each TP.

SAMUEL GOMPERS

WHAT DOES THE WORKING MAN WANT?

M. friends, we have just been told to correct the idea that has been promulgated throughout the land, that working people of toil and industry do not care for the maintenance of their health and comfort. The working people of this country are not only industrious but are also patriotic.

Well, friends, and I hope that this may be true. I am glad that it is not so. I am glad that the working people are not only industrious but are also patriotic. I hope that this may continue to be true. I am glad that the working people are not only industrious but are also patriotic. I hope that this may continue to be true.

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Making connections

- Author’s decisions and Reader’s behaviors
  - For example, How does the author help the reader identify the mood or tone of the story? How does the story work to convey this mood through the author’s craft?
  - Speaker Tags (guide character’s actions and expressions: set tone)
    - What happens to the reading of the text?
    - How do speaker tags impact meaning?
    - Which examples from the text support the idea that speaker tags guide the tone of the text and impact meaning?
What do we Close Read?

VARIED SOURCES OF INFORMATION WORTHY OF A CLOSE READ

• Short text
• Trade books
• Articles
• Anthologies
• Multi-media
• Poetry
• Folk literature
• Classics

“Not all texts are worth Close Reading…Some texts should still be read once; that is all they would be worth”- Shanahan, 2010

“Some books are to be tasted, others to be swallowed and some few to be chewed and digested…”- Francis Bacon
Where does the Close Read Focus come from?

- CCSS standards!!!
  - Close reading is a vehicle for meeting the standards
- The text itself
  - Complex texts
- Students’ needs
  - Student considerations and scaffolds
Close Reading Defined…

Close reading strategies will vary depending on the content under consideration, the place in the curriculum and the goals of the particular lesson.

-Brown and Kappes
A Close Reading process

• Phase 1-First read
  • Teacher provides students access to text
    • Scaffolds if necessary (prior knowledge, vocabulary…)
  • Visible access
  • Readability support if necessary
    • “Students unable to read the text independently might engage in a partner read or a group read in lieu of an independent read”- Brown & Kappes
  • Students comprehend the text
    • Levels of questioning (factual, analytic, evaluative) with text-based evidence
    • Engage in discussions (goal is comprehension)
Preparing for Close Reading…

• Focus on Observing and Analyzing
  • When students are satisfied that they have a basic grasp of what the author is telling them, they’re ready to move on to analyzing the fine points of the content.
    • Reading through the eyes of a reader…
      • What does the author want me to understand?
      • What is the author trying to show me without saying it directly?
    • Reading through the eyes of a writer…
      • “How a text is written is as important as the content itself in getting the author’s message across.”

N. Boyles, 2013
Preparing for a close read

- What standard will you be addressing?
- What will be your focus?
  - Your objective?
- Which questions will we use to get students to understand the:
  - Intent
    - What do you think the author was trying to do when he/she…
  - Purpose
    - Why did the author do this?
  - Impact
    - How does it impact comprehension?
    - How does/did it impact the reader?
Phase 2- CLOSE READ

- Re-read deliberately
  - Close read on author’s decisions or reader’s behaviors (intersection)- process of initial discovery
    - Model
    - Practice
    - Apply
      - In the same text
      - In another text (independent level texts)
Close Reading Defined…

The teachers goal is to gradually release the responsibility to students moving from an environment where teacher models for students the strategies to one where students employ the strategies on their own when reading independently.

-Brown and Kappes
Phase 3

• Re-read same text deliberately with a new focus
• Integration of ideas
  • Now that we have looked more deeply at the text, what have you come to understand about the text and other texts?
Close reading and CCSS

• The standards do not dictate HOW to teach.
  • LAUSD Close Reading Lesson Plans
  • Notice and Note- Kylene Beers and Robert Probst
  • Pathways to Proficiency, Calkins et.al.
  • Close reading in elementary classrooms, Douglas Fisher
  • Closing in on Close reading, Nancy Boyles
  • Close Reading Primer, Brown and Kappes
  • The Complete Common Core State Standards: Decoded, Jim Burke
  • Rigorous Reading, Fischer and Frey
  • Falling in Love with Close reading, Lehman and Roberts
  • Close Reading of Informational Texts, Sundav Cummins
  • Readworks.org
  • Achievethecore.org
  • Engageny.org
DEMONSTRATION

CLOSE READING
Teacher presents text to the students (text type, title, author, text features, background knowledge as needed)

- Teacher engages class in a discussion involving leveled questions (factual, analytic, evaluative)
- A variety of reading instructional strategies that guide reading comprehension

### Close Reading- ANALYZE AND EVALUATE
(Re-read with a clear focus)

- Close reading objective clearly presented to students.
- **MODEL:** Teacher models the “close reading” objective through think-alouds and visible access to the text.
- **PRACTICE:** Students explore the “close reading” objective with support (from peers, class, teacher)
- Which questions will guide their process (Intent, purpose, impact)
- **APPLY:** Students apply the “close reading” focus on their own- Look for examples in the text or in other texts.
- Reflect on the purpose, intent and impact of what they discovered or learned

### Closure
- Teacher restates the “close reading” objective and its purpose/impact/intent they discovered as readers
- Teacher reminds students that they can apply the “objective” when they are reading other texts across the curriculum.