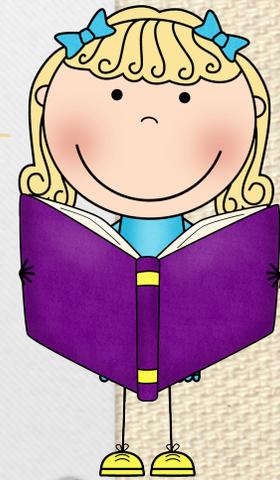


Close Reading 101

Grades K-2

Mrs. Harkness & Mrs. McBride



What is close reading?

Close reading is reading **multiple times** to uncover **layers** of meaning that lead to **deep comprehension**.

Reasoning Behind Close Reading

A significant body of research links the **close reading** of **complex text**—whether the student is a [developing] or advanced reader—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.

Adapted from *Partnership for Assessment of Readiness
for College and Careers*, 2011, p. 7

Components of Close Reading

- Selecting short, **complex text** (or sections of a longer text)
- Building **vocabulary** knowledge
- **Chunking** the text during multiple readings for specific purposes
- **Annotating** the text to support analysis of the text
- Using **text-dependent questions**

Close Reading Process

The close reading process can take place over multiple days.

Close Read 1

Read independently to gain a general understanding of the text (flow and gist)

Close Read 2

Reread for a specific purpose to make deeper understanding of the text

Close Read 3

Reread for a new or deeper purpose and utilize the knowledge gained from the close reading process

Close Reading Process

DIGGING DEEPER



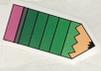
Close Read #1 — Read the entire text to get the **flow** and **gist**.

Close Read #2 — Reread for a **specific purpose**.

Close Read #3 — Reread with a **new purpose**.

METACOGNITIVE MARKERS
"marking the text"
E Evidence/details
O unknown word/idea
! WOW!!!

CLOSE & CAREFUL READERS...

- ✓ get the **gist** of the text 
- ✓ **annotate** the text 
- ✓ reread for understanding 
- ✓ **discuss** the text 
- ✓ find **evidence** in the text 

QUESTIONS READERS ASK



What is my purpose for reading this text?

What does this text want me to know?

What information does this text teach?

What does this text want me to understand?

What new information did I learn from this?

How does this text make me feel?

Close Reading Process

Example Lesson Plan

Close Read 1

Students read a folktale independently for gist. They circle any unknown words and the teacher monitors. This is an opportunity for “productive struggle.”

The teacher will reread the text aloud to model fluency and develop vocabulary.

Close Read 2

Students reread the folktale with a partner to identify important story elements. They underline and label the characters, setting, problem, and solution.

Standard: LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (DOK 2)

Close Read 3

Students reread the folktale to find the moral of the story. They write the moral on a sticky note and list 2 events from the story that connect to the lesson.

Standard: LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (DOK 3)

Annotating Marking the Text

K/ 1st Grade



MARKING THE TEXT

★ Important Detail

○ Unknown Word
or Idea

! WOW!

2nd Grade

MARKING THE TEXT

E Evidence

○ Unknown Word
or Idea

! WOW!

Annotating

Other Examples

Readers Use Thinkmarks To Show Their Thinking

- LOL Funny Part HA HA HA
- ! Surprising Part WHOA!
- * Important Part
- ♥ Favourite Part
- ? Confusing Part
- W Wonder Part HMM..

Close Read Marks

Let's take a closer look.

Take note and notice what you are reading.

☆	important
—	key word
✓	I understand
○	unfamiliar word
?	I don't understand
!	I'm surprised

©R. Dooly

Text CODING

NAME _____

© SARAH MCBRIDE

Annotating

Kindergarten/ 1st Grade

Purpose for Reading: We are reading to find facts about some fun things Dr. Seuss did during his life.



Ted would draw pictures.



Here is a fun picture.

- Is this a detail that supports the purpose for reading?
- Discuss with your shoulder partner.
- If you and your partner think this supports the purpose for reading, then hold up the detail sign.

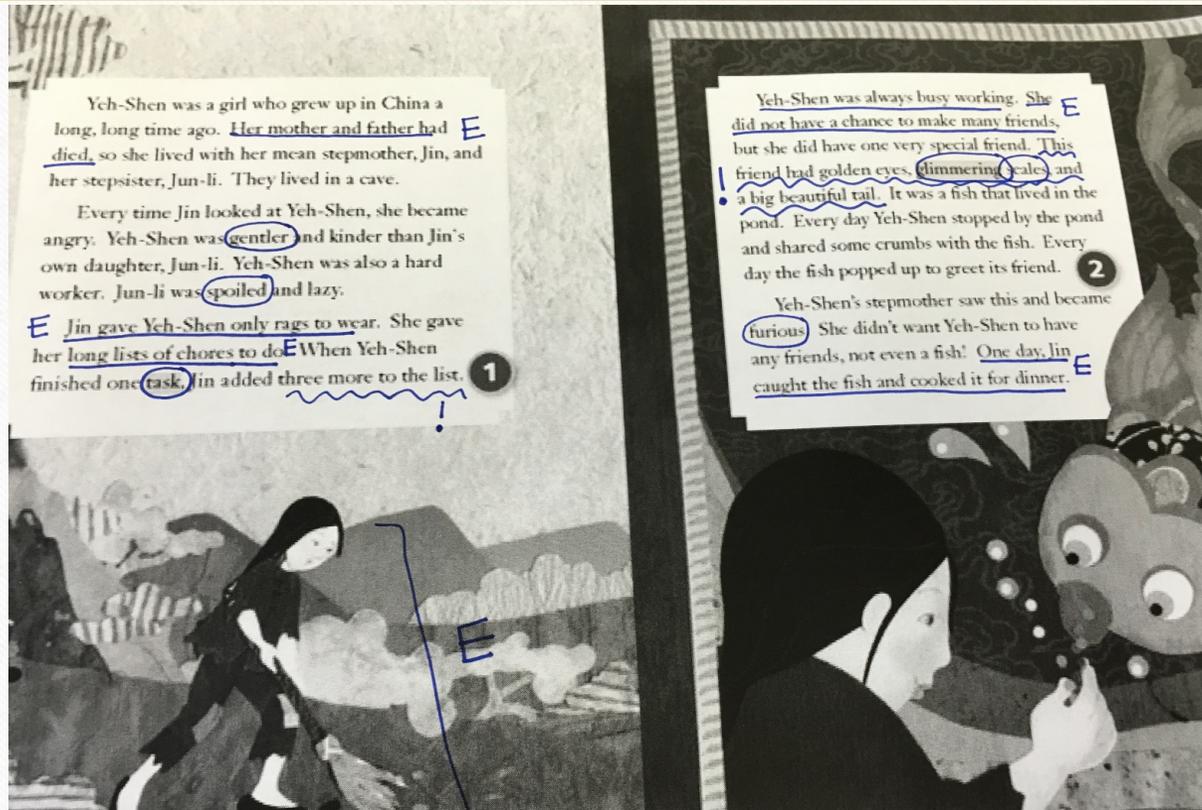


Annotating

2nd Grade

Purpose for Reading

I am reading to examples of challenges facing the main character.



Close Reading at Home

- Visit the OCPS Parent Resource English Language Arts website to discover what standards your child is currently learning in the classroom so you can focus on those skills in your reading at home:
<https://www.ocps.net/cms/One.aspx?portalId=54703&pageId=88164>
- Not every book is worthy of a close read, and difficult is not the same as complex! When doing a close read, select a book that is slightly above your child's independent reading level for a productive struggle. It should be filled with rich vocabulary and have multiple layers so it can be read through different lenses.

Close Reading at Home

- **Annotating can be done with post-it notes or in a special “close reading” journal. The idea is to get your child interacting with the text!**
- **Have your child keep a log of unknown words. Create kid-friendly definitions, draw pictures, act out the meanings, find examples and non-examples, and track how often you hear/see/use the words.**
- **Repeated readings develop fluency, vocabulary, and comprehension, so make them a part of your reading routine at home.**
- **Ask your child text dependent questions that require him/her to reread and find text evidence to support his/her thinking. Make your child prove the answer is correct by referring back to the text!**

Any questions?

Thank you for attending!

Happy Reading! 😊