

READING LIKE A

CLEUTH



UNDERSTANDING CLOSE READING

CLOSE READING may be the most important skill you teach your elementary and middle school students. Here's why

- ▶ It helps students understand **WHY WE READ**.
- ▶ It promotes **CRITICAL THINKING**, conversation, and understanding.
- ▶ It's one of the main analytical tools used in **HIGHER EDUCATION**.
- ▶ It's a **SURVIVAL SKILL** in our media-saturated world.



WHAT CLOSE READERS DO DIFFERENTLY

CLOSE READERS...	NOT-SO-CLOSE READERS...
Reread.	Read the text once.
Focus on the text.	Let their thinking wander.
Ask questions.	Take the text at face value.
Pay attention to language.	Ignore syntax clues.
Uncover deeper meaning.	Understand only at surface level.

A CLOSE READING OF #CCSS



Under the Common Core State Standards, all students learn what it means to be a close reader. What students learn in kindergarten evolves into a sophisticated understanding by grade 12.

The standards ask students to:

ASK AND ANSWER QUESTIONS about the text.

EXPLORE LANGUAGE and its impact on meaning.

REFER TO TEXT DETAILS to support their ideas.

CITE EVIDENCE in their textual analysis.

DETERMINE THEME through text details.

ANALYZE STRUCTURE and word choice.

STUDY CHARACTER development throughout the course of a text.

EXPLORE THE IMPACT of language used throughout a text.



3 WAYS TO TEACH CLOSE READING

1 Use short passages. The back of a cereal box can be closely read—seriously. So don't start out with "War & Peace." Try a poem or a short paragraph and go from there.

2 Let students guide the way. Begin by asking students what they notice about the text. Use their observations as an entry point for discussion.

3 Keep it focused. While all conversations sometimes wander, don't be afraid to steer it back to the text. You might even develop a hand signal that encourages students to support what they're saying with textual examples.



10 QUESTIONS ALL CLOSE READERS ASK

What is the text about?

Who is the audience for the text?

Who is speaking in the text?

What happens in the text?

What words do I notice?

What is the mood or feeling of the text?

How does this part relate to what happens before and after?

What is not being said?

What did the author mean by ___?

Why did the author write the text?



WE are TEACHERS
www.weareteachers.com

ReadyGEN™

www.pearsonschool.com/ReadyGen