

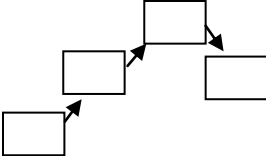


Close Reading Strategy Tool Kit



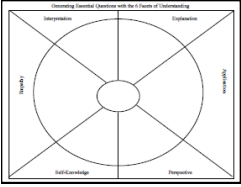

Defined: A close reading is a 2nd or 3rd reading of the text. It is an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means. It is the process one goes through to find meaning of the text to understand a big idea or answer an essential question. Furthermore, looking closely at text will lead to stronger writing and an ability to communicate their newly found ideas, knowledge, or opinions. The determination of what type of close read depends on student need or what the text best reveals.

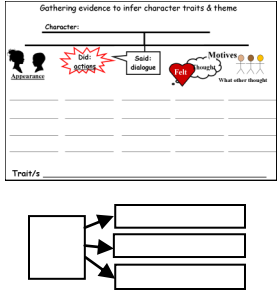
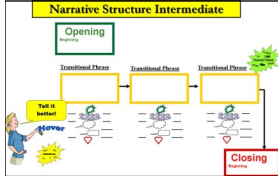
Basic statements or questions of a close read includes:

- Let's look closer at this section of the text. / Let's investigate this part further. /
- According to the text, ___ / Let's use evidence from the text to .. /
- Let's see how the author... / Because we want learn how to write like the author ___
- We need to look at this part of the text again in order to _____

Purpose of Close Reading	Suggested Strategies	Key Terms, Phrases or Questions	Visual Tools or Materials
Rich or Academic Language (figurative, tier 2 vocabulary)	<ul style="list-style-type: none"> · Key Words · Shades of Meaning · Text Talk (Beck) · Wrecking the Text · Using context clues · Think alouds about how you determine meaning. 	<ul style="list-style-type: none"> · What words are unfamiliar? Let's try to figure these words out. · Give a student friendly definition during text talk (understanding words in context) · What text around this word helps you understand its meaning? 	Use of highlighter Thesaurus 
Linguistically Complex Language (register, lack of background knowledge, cultural knowledge, multiple levels of meaning, or meaning is ambiguous)	<ul style="list-style-type: none"> · Deconstruction of Text · Specific use of language in content · Author's purpose · rewriting text for better understanding. 	<ul style="list-style-type: none"> · Why might this text be confusing? Let's take it apart to understand it. · How did the author show you the person was a specific area/region? · Let's read this text from the perspective of ___. · Let's talk about what this sentence might mean in the context of the paragraph/story. 	Use of highlighter  Linguistic patterns.
Plot Highlights	<ul style="list-style-type: none"> · text depend. ques. · Character motivation · plot terms defined & understood through context 	<ul style="list-style-type: none"> · What happened right here? Why is this important to the story? · Why did ___ do this? How does this change ___? · What is the significance of this part of the story? What is its purpose? · How does this part determine ___? · Why would you label this section the ___ (setting, rising/falling action, turning point, climax, conflict, foreshadowing, resolution, etc.) of the plot? · Where does this section of the story "fit in" with the plot? 	

Strategy Tool Key for Close Reading

Purpose of Close Reading	Suggested Strategies	Key Terms, Phrases or Questions	Visual Tools or Materials
<p>Text Features or Illustrations</p>	<ul style="list-style-type: none"> · Preview/Review · Look at the author’s pulled quotes. 	<ul style="list-style-type: none"> · Preview: What might this text be about? · Review: How does this information add to your understanding about ____? · Why did the author use a (graph, table, diagram, etc) _____ in this section of the text? · What is the purpose of this (text feature)? · What does this (text feature) tell you or help you better understand? · How does this illustration _____ (determine the mood, the author’s intent, an idea about ____)? · Why did the illustrator depict ___ like ____? 	<ul style="list-style-type: none"> · post-its to cover text—revealing only the text features for prediction of what text is about. 
<p>Big Idea or Theme Revealed</p>	<ul style="list-style-type: none"> · Text dependent questions & making connections/ reflections based on text evidence · Questioning with 6 facets of understanding: explanations, applications, perspectives, interpretation, empathy, self-knowledge 	<ul style="list-style-type: none"> · How does this help answer ____? How can you relate this to ____? What more have you learned about ____ after reading ____ <p>“6 facets of understanding” questions:</p> <ul style="list-style-type: none"> · E: What is meant by ____? · A: How does ____ apply to ____? · P: How does ____ look from ____ POV? · I: What does the __ say/reveal about _? · EM: How might it feel if ____? · SK: What do you believe ____? 	 
<p>Demanding Content (complex ideas or how it is written –content specific, unusual narration, dense text with many tier 3 words-academic vocabulary, etc)</p>	<ul style="list-style-type: none"> · Content Specific Text Deconstruction (what the text is <i>doing</i>) · Key Words · Pulled Quotes 	<ul style="list-style-type: none"> · Who, did what, to whom? · Referrers, nominalizations, etc. · What key terms or words do you need to know? · Which words help you better understand the author’s intent? 	<ul style="list-style-type: none"> · post-its for pulled quotes or key words · Sentence patterns to deconstruct text 

Purpose of Close Reading	Suggested Strategies	Key Terms, Phrases or Questions	Visual Tools or Materials
<p>Character Analysis or Motivation</p>	<ul style="list-style-type: none"> Analyze character's words, action, thoughts to reveal traits or emotions Inferential questioning about the character using evidence from text 	<ul style="list-style-type: none"> What did the character: do, say, think, what others thought or did with ___? What does this evidence tell you about the character? From this evidence, what can you infer about the character? What is the character's motivation and why? Find evidence in the text. 	
<p>Author's Craft: (Writing techniques that deal with the author's perspectives, mood, tone, word choice, syntax, purpose, etc.)</p>	<ul style="list-style-type: none"> Questioning author's intent Wrecking the Text Reverse mapping as in WFTB "Owl Moon" Lesson in the writing binder (4-5) Other reverse mapping lessons in 2nd and 3rd 	<p>Perspective/s: From whose perspective is the author speaking? Why did he choose to do this here?</p> <p>Mood: What is the mood in this section of the story? How can you tell? What did the author do to create this mood? How do the illustrations add to this mood?</p> <p>Tone: What do you notice about the tone of this text? How is it different than ___? Why did the author choose to use ___?</p> <p>Word Choice: What do you notice about the word/s in this section of the text? How are they alike/different? Why did the author use these type of words? How does this add to the reading of the text</p> <p><i>How can you use these techniques in your own writing?</i></p>	<ul style="list-style-type: none"> WFTB planners for reverse mapping 
<p>Text Organization or Structure (Genre bends or changes in literature's structure. Structure of text is through a skill: cause/effect, compare/contrast in science & historical text)</p>	<ul style="list-style-type: none"> Chunking the text: Author's purpose of different sections of the text/story Extracting Text into a Thinking Map 	<ul style="list-style-type: none"> How is this part/section of the story organized? How is it different from ___? How does the story's organization change (distorted time or sequence, flash back, shifting perspectives, purpose, etc.)? 	<p>Thinking maps are determined by the structure of the text, or bend in the genre)</p>