

Close Reading

Wisconsin State Standards

Reading: Literature
– Range of Reading and Text Complexity

Grade Level

K-5

Purpose

Use with students to support comprehension: use close reading to reread text, annotate text, discuss text, and answer and ask text-dependent questions

When to Use During Reading

Grouping

Whole Group
Small Group
Partners
Individuals

ABOUT THE STRATEGY

CLOSE READING involves critically examining a text, often through repeated exposure or reading of the text. Close reading can facilitate a deeper comprehension of text as well as help teach students to engage in reading habits demonstrated by effective readers. Close readings are often done within the context of interactive read alouds and shared reading where teachers model aloud their thinking process. The key components of close reading include (a) the use of complex texts, (b) setting a purpose for reading and activating previous knowledge on the topic, (c) repeated readings of the text, (d) annotation, (e) discussion, (f) asking text dependent questions, and (g) writing about the text.

IMPLEMENTATION OF THE STRATEGY

- Select the text passage to be used (three paragraphs to two pages). The text should be a complex text and should warrant further investigation and understanding.
- Read the text yourself and then create several text dependent questions you could ask students.
- Introduce the strategy and establish its purpose.
- Provide adequate background knowledge or activation of prior knowledge on the content.
- Read a short passage aloud to your students and model how to annotate the text, using a think aloud.
- Have the students read and reread (with appropriate scaffolding) the text multiple times while annotating the text.
- Have students discuss their initial understanding of the text.
- Have students answer and/or ask text dependent questions, modeling with a think aloud.
- Have students write about the text, modeling with a think aloud and an interactive write.
- Have students practice close reading with multiple print and digital texts in diverse media, formats, and lengths.

MEASURING PROGRESS

- Teacher observation
- Conferencing
- Student journaling

RESEARCH

Fisher, D., & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66(3), 179-188.

Boyles, N. (2012/2013). Closing in on close reading. *Educational Leadership*, 70(4), 36-41.

CLOSE READING

Introduce

- Teacher introduces the text, and sets the purpose for reading.

Read

- Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.

Annotate

- Students annotate the text, i.e., “read with a pencil” or “interrogate the text.”

Discuss

- Students talk through their understanding of the text with a partner.

Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.