



# CLOSE READING

- Please write questions on a post-it note.
- Include your name.
- I will respond to you asap 😊.



# 1. Close Reading

= comprehension  
of challenging texts



5 Strategies (but there are more!)

Shades of  
Meaning

explores  
subtle  
differences  
in meaning  
between  
similar words  
or phrases

Key Words

students  
highlight  
what they  
think are the  
key words  
and then  
defend their  
choices.

Pulled Quotes

requiring  
students to  
“pull quotes”  
helps them  
determine  
significance

Wrecking  
A Text

\*making  
the writing dull  
  
\*another way  
to say,  
“summarize it”

Text-dependent  
questions

high level  
questions that  
can only be  
answered through  
reading the text

Example of **“Shades of Meaning”**  
in a Close Read



1. At your table, open your envelope.

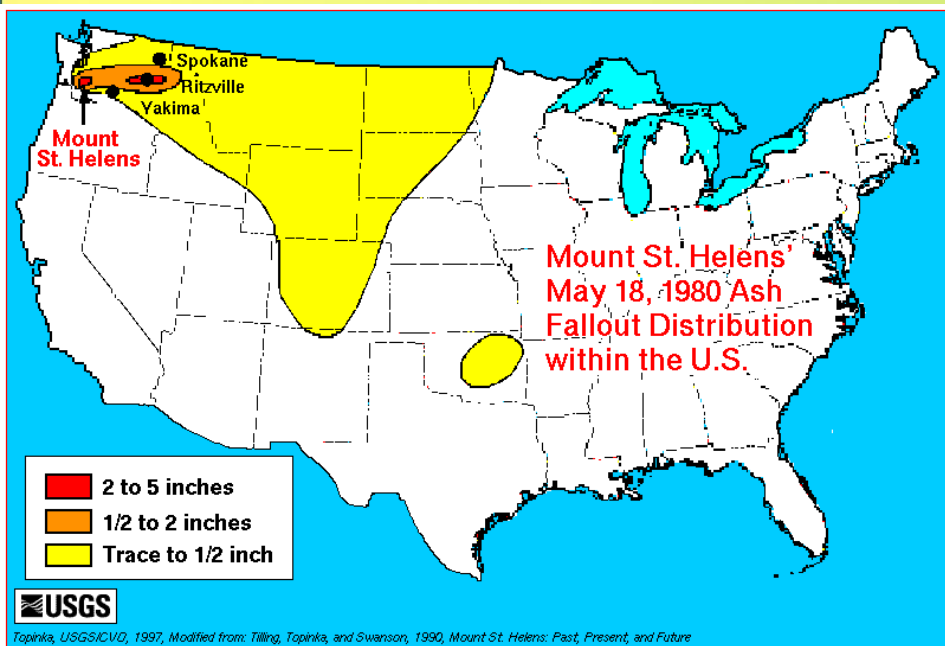
2. Put the 8 words in order from:

MOST DESTRUCTIVE

to

LEAST DESTRUCTIVE

3. Be ready to explain your choices.



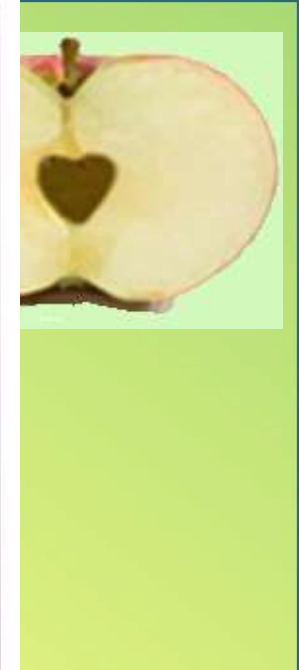
Mt. Saint Helen's Video Clip





ARCHITECTS

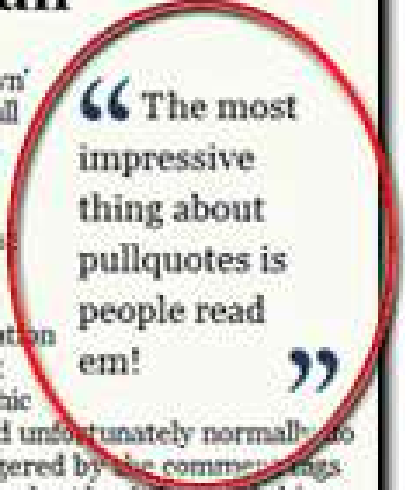
"WE'VE GONE FROM HAVING DEATH METAL INFLUENCES TO ONES THAT INCLUDE COLDPLAY"  
TOM SEARLE



## Pullquotes That Really Pull

Now, **"Pull a Quote"** from one of the two paragraphs we just read.

What sentence captures the main message of the paragraph?



Hack #3 to 'dumb-down' 5 and 5-5. There is a full (others) at [CSS-Discuss](#).

rowsers correctly eration and give the first

!important' declaration le to overwrite the first or by clearing the graphic second rule. IE6 would unfortunately normally do ical rendering bug triggered by the comment tags s it ignores the second rule. Ah... When bad things

ntax for 'background' in the Design View ). I've combined those 3 background rules into a single shorthand rule below to make this simpler.



# Text Dependent Questions:



1. Are forest fires ever good?

Using evidence from the text, explain your answer.

2. If you were talking to your 6 year old cousin, how would you explain ecological succession?

3. Create a thinking map that compares and contrasts primary and secondary succession.

# WRECKING A TEXT

- Highlighting the choices the author makes in the text.
- *Then Mr. Fox chose three of the plumpest hens and with a clever flick of his jaws he killed them instantly. (Roald Dahl)*
- How could you rewrite this sentence? How does your word choice change the meaning? Why do you think Dahl made the word choices he did?

Strategies for Close Reading



# KEY WORDS

- Allows readers to locate the center of a piece of writing
- Students can highlight key words.
- Read *Let Evening Come*
  - \**Identify one or more words you consider to be central to the meaning of the poem.*
  - \**Be prepared to explain your choices.*
  - \**Why do you think the author chose this word instead of another?*
  - \**How does this word capture the centrality of the text?*

## Strategies for Close Reading





## Key Words

Allows readers to locate the center of a piece of writing

Students can highlight key words.

Read *Let Evening Come*

- Identify one or more words you consider to be central to the meaning of the poem.
- Be prepared to explain your choices.
- Why do you think the author chose this word instead of another?
- How does this word capture the centrality of the text?

**Let Evening Come**  
**Let the light of late**  
**afternoon**  
**shine through chinks**  
**in the barn, moving**  
**up the bales as the**  
**sun moves down.**

**Let the cricket take**  
**up chafing**  
**as a woman takes up**  
**her needles**  
**and her yarn. Let**  
**evening come.**

Let the fox go back to its sandy den.

Let the wind die down. Let the shed go black inside. Let evening come.

To the bottle in the ditch, to the scoop in the oats, to air in the lung let evening come.

Let it come, as it will, and don't be afraid. God does not leave us comfortless, so let evening come.

Jane Kenyon

# PULLED QUOTES

- Magazines often pull and box important quotations from articles to attract reader attention.
  - Requiring students to pull quotes helps them determine significance.
- \*Work with your table to identify a significant quotation. Write a short justification for the quotation you selected. Why is it significant?

## Strategies for Close Reading

### strings attached

Violinist Vanessa-Mae's techno-infused tunes would make even Beethoven blush

BY MICHAEL GREEN

That's what I want? The answer is definitely yes, says 28-year-old violinist Vanessa Mae, who's giving Britain a pop makeover with songs like "Friday, the 13th" (a techno classical mash-up) and "Confession."

Born in Singapore and raised in London, Vanessa Mae is primed for total mainstream. Her super-slick pop fusion starts on the radio and can soon take place on the radio at the request of her father, George Noykoff, who played the violin as a hobby. "I really like a person who can do the violin," says her father. "I think it's different from what it is to play the violin."

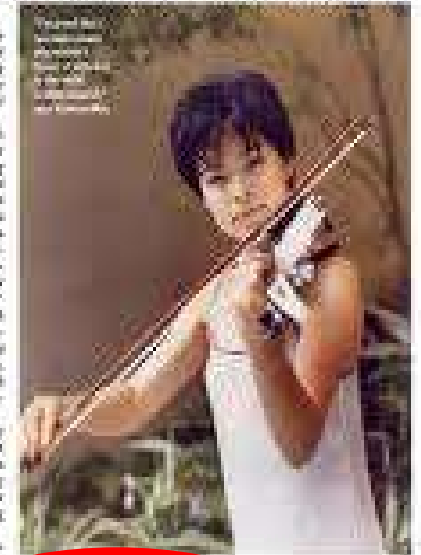
In fact, she grew up from 10 to 12 hours a day on her violin. Vanessa Mae was born into a musical family. Her father and uncle, Paolo D'Amico, are violinists. In fact, she is a member of the Royal Academy of Music in Britain.

But Vanessa's musical journey took an interesting turn in 1997. She was invited to play at the Royal Albert Hall in London for the first time. She was playing the violin. She was playing the violin. She was playing the violin.

There she, the 10-year-old violinist, was playing the violin. She was playing the violin. She was playing the violin.

She was playing the violin. She was playing the violin. She was playing the violin.

She was playing the violin. She was playing the violin. She was playing the violin.



**"I REALLY HAD A PHYSICAL ATTRACTION TO THE VIOLIN."**

She says she was drawn to the instrument from a young age.

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PHOTO: GREGG DEGUIRE

## Strategies for Close Reading

### TEXT DEPENDENT QUESTIONS

- Standards based questions answered through reading the text
- Should be higher level
- Give attention to different levels of discourse
  - text structure
  - voice
  - main idea or message
  - vocabulary
  - sentence structure
  - academic vocabulary
- Require teacher preparation and student thought



# Text Independent

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading.

## Text Dependent

**In the first sentence, what does Lincoln tell us about this new nation?**

*What is he saying that is significant about America? Is he saying that no one has been free or equal before? So what is new?*

*(Beyond what students may or may not know about the Declaration of Independence) what does Lincoln tell us in this first sentence about what happened 87 years ago?*

*Who are “our fathers”? What can we know about “our fathers” from this sentence?*

*What impact does starting the sentence with “now” have on its meaning?*

*When Lincoln says the nation was “so conceived and so dedicated” what is he referring to?*

# SHADES OF MEANING

Explore small, subtle differences in **meaning** between similar words or phrases

- *Read a list of words carefully*
- *Put them in order according to their meaning*
- *Ask yourself - Which word has the strongest meaning? Which word has the weakest meaning?*
- *Write the weakest word first*

**Strategies for  
Close  
Reading**







Order these words

- Angry
- Mad
- Ballistic
- Livid
- Annoyed
- Irritated
- Ticked off
- Furious

# Close Reading Tips

- Use a short passage.
- Read with a pencil.
- Note what is confusing.
- Pay attention to patterns.
- Give students a chance to struggle a bit.

# Close Reading Task



- Choose a section of text you will be covering in the next 3 weeks.
- Choose 1 or 2 of the close reading strategies to use with the text.
- Design the lesson.
- Do the lesson by week of October 25, and be ready to share what worked and what might need to be adjusted.