

# Standards

**ELACC8RI1:** Students will be able to use close reading strategies to identify the main idea in selected articles.

**ELACCW9b1:** Students will be able to annolight, annotate, and highlight textual evidence in support of the main idea

# What are strategies

*Strategies* are methods designed  
for the purpose  
of achieving particular goals.

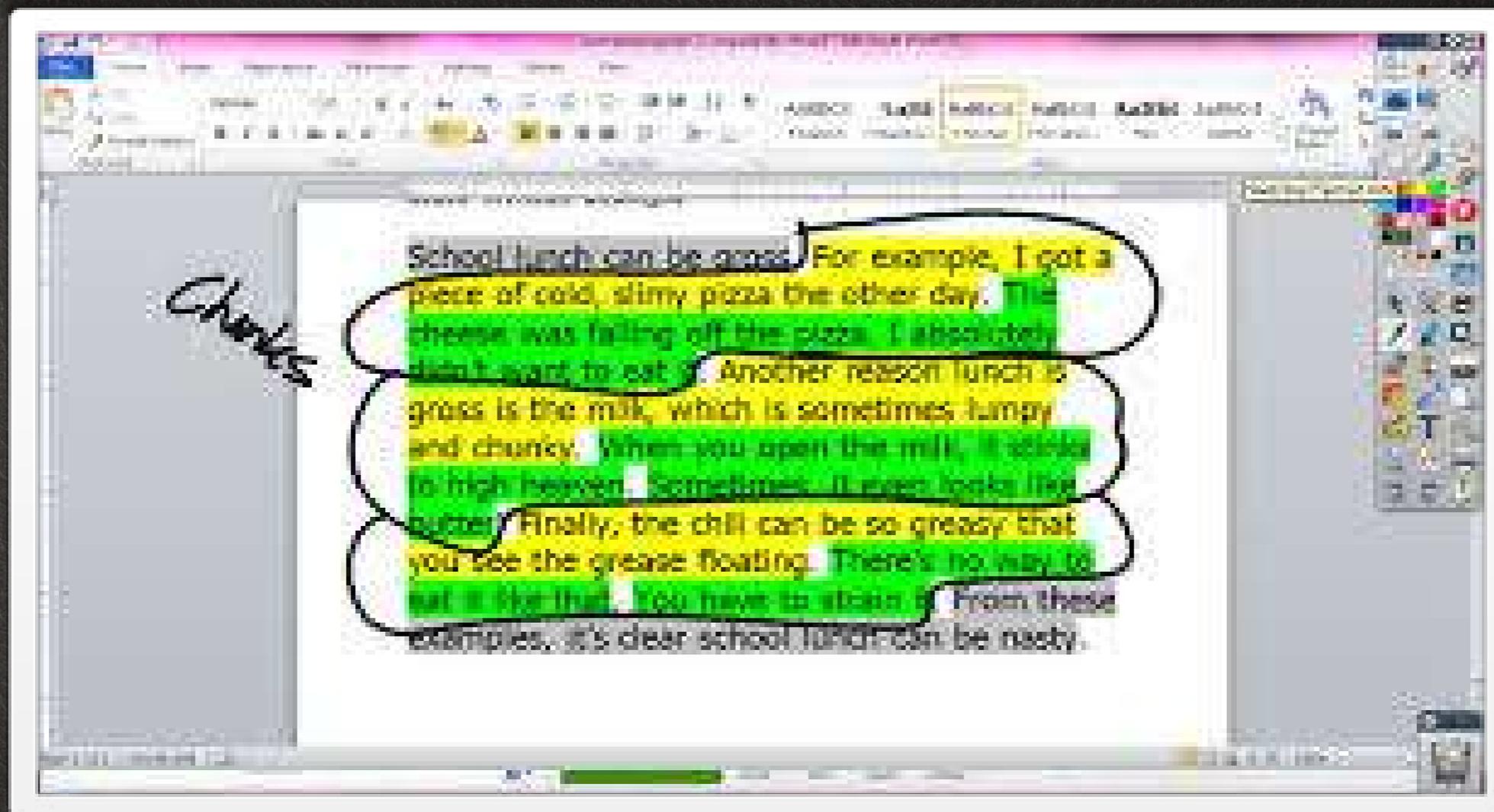
# Learning concepts

- Chunking information
  - Main Idea
  - Numbering the text
- Writing in the margins
  - Close Reading

# What is Chunking?

**Chunking** refers to the strategy of breaking down information into bite-sized pieces in order to better understand it.

Chunk the text: break up the text into smaller sections by drawing a horizontal line between paragraphs. For example, you might "chunk" paragraphs 1-3.



Now, let's practice  
chunking

# Main Idea

The **main idea** is the point of the paragraph.

- It is the most important thought about the topic.
- It is usually the first sentence

The writer uses the rest of the paragraph to support the main idea.

To figure out the main idea, ask  
yourself this question:

What is being said about the person,  
thing, or idea (the topic)?

.

Now, let's practice  
locating the main idea

# Numbering the text

Number the paragraphs: The new Common Core Standards require you to cite and refer to the text.

By numbering each paragraph, you can quickly and easily state which paragraph you are referring to.

Example: In paragraph three, the author states...

# Underline and Circle for a Purpose

Underline or circle **SPECIFIC** information as directed by the teacher. **Don't just underline and circle "stuff."** For example, when studying argumentative writing, I may ask you to underline claims made by the author.

**Left Margin**—What is the author saying? After chunking paragraphs, I may ask you to summarize what the author is saying in each "chunk." You would do this in the left margin.

**Right Margin**—Dig deeper into the text:  
This strategy may include representing the information with a picture, asking questions, explaining the significance of a quote, etc.



Now, that you know  
how to mark the text,  
let's talk about **Close**  
**Reading**

# WHAT IS CLOSE READING?

**CLOSE READING**

*Dr. Douglas Fisher*

**IS A**

**CAREFUL AND  
PURPOSEFUL**

**REREADING**

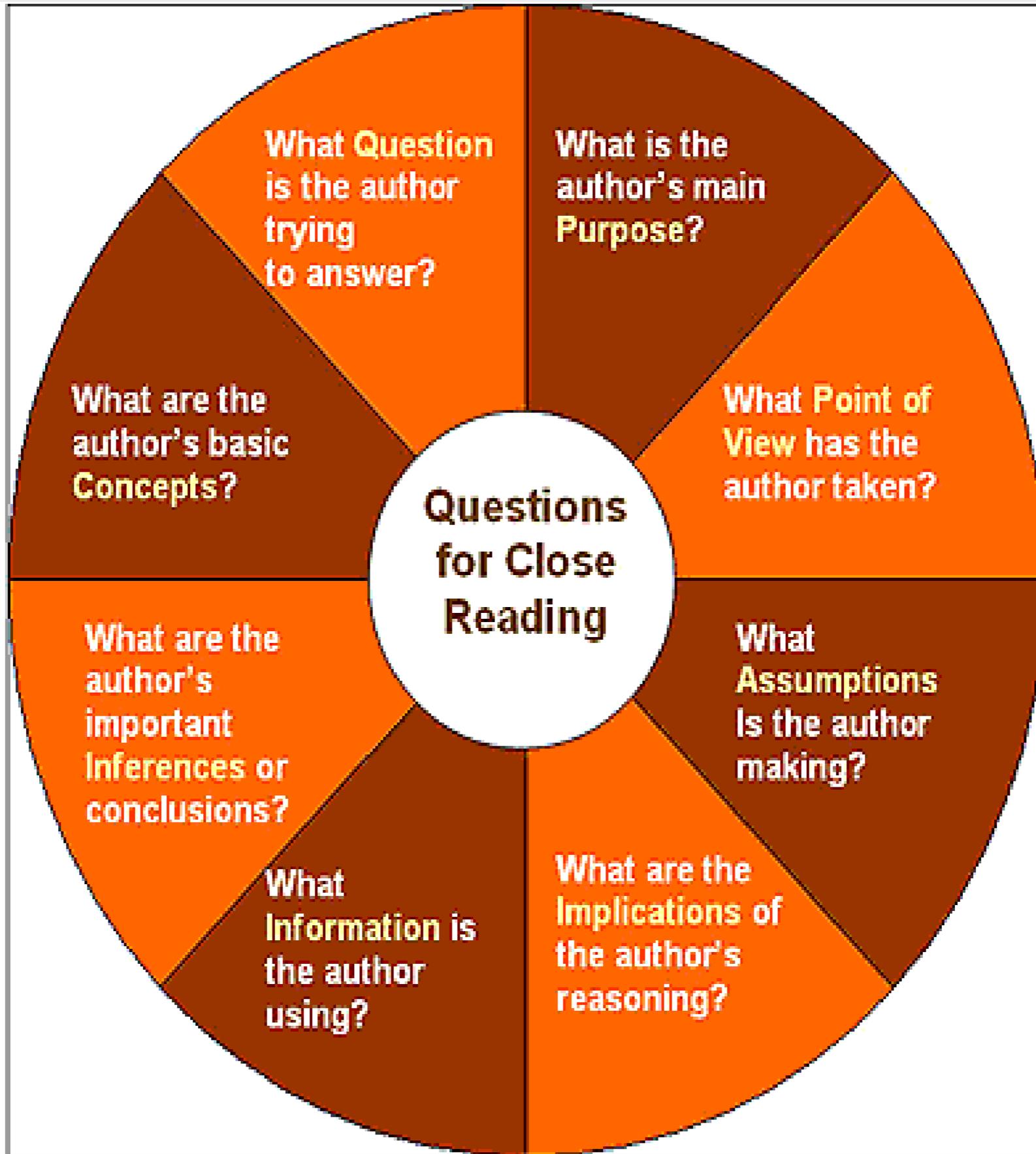
**OF A TEXT**

Essentially, **close reading** is reading carefully to uncover layers of meaning that lead to deep understanding.

It's a careful and purposeful rereading of a text wherein students really focus on:

- what the author had to say
- what the author's purpose was
- what the words mean
- what the structure of the text tells us

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# Close Reading Steps

1. First Read: Get the Gist
2. Second Read: Dig a Little Deeper
3. Third Read: Put it all Together

## **Your Task:**

**This week as you read news articles, you will practice the skill of close reading.**

**You will read each article multiple times. Each time, you read the article we will be pull out different types of information.**

First Read: Get the Gist

## First Read: Get the gist

1. Start by reading the entire text without stopping to get the “flow”

## Second Read: Dig a little deeper

(annotate the text in several ways)

Read it again and this time:

1. Circle important words as you read
2. Highlight unfamiliar words in blue
3. Highlight the main idea in yellow

## Third Read: Pull it all together

This time when you read:

1. Chunk paragraphs
2. Identify is the main idea?
3. Write the gist for each paragraph  
in the margins
4. Read and record important details
5. what questions do you have?



**Week 3:**  
Close Reading

**ELACCW.8.2.** Students will write objective summaries of articles to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**ELACCW.8.4.** Students will be able to use elevated vocabulary words to demonstrate knowledge and understanding of selected readings through written summary.

**ELACC8L5a-b:** Students will identify and understand the use of figurative language as it is used within a text.