



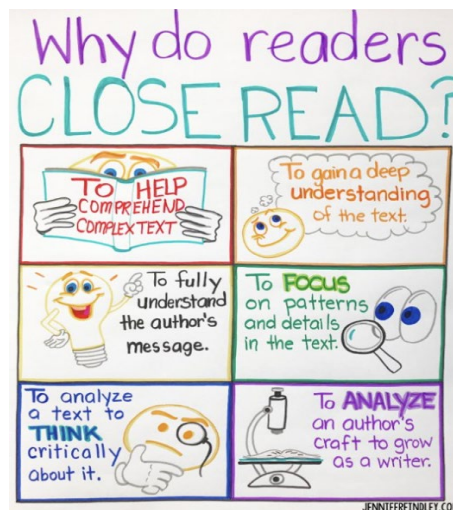
# The Reading Room: Tips and Tricks

## Close Reading: A Deep Dive Approach to Comprehending Text

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By Chris Fox & Jessica Powell

This month we will be looking at a technique called Close Reading. Close reading is a process/strategy to approach text for deeper comprehension, to get students from a literal to an inferential understanding of the text. Close reading involves multiple reading of the same text for different purposes. Not only does it get students engaged with a text, but it also gives students, who might struggle with reading, multiple opportunities for practice.



We do close reading with our students for all of the reasons illustrated above. It's best to start the Close Reading process with a relatively short passage that is at or slightly above grade level. Generally, the text is read several times, each time for a different purpose.

### First Read

Questioning by the teacher should guide students to find the most important points and key details within the text and cite the evidence from the text. The purpose of the first read is to find out what is happening in the text. Students read for general understanding of the text, and we can think of this read as observation of the text.

Example questions for students to think about during this read:

- *What is the main idea here?*
- *Is this fiction or nonfiction?*
- *Who are the characters?*
- *What is the setting?*
- *Is there a lesson or purpose?*
- *What is literally happening?*

Annotation\*: Students can highlight unknown words, circle confusing phrases, or write questions in the margin of a text selection. \* You may have to do explicit instruction on annotation.

🔍 Annotating Text - Reading with Purpose  
Social studies is INFORMATIONAL TEXT! You READ, WRITE, LISTEN, DISCUSS, and VIEW it!

What does "annotating" mean? Annotating means you write symbols to show that you are thinking about the text while you are reading. Annotating helps you become a more skillful reader and thinker. Use these symbols to annotate the text in this workbook.

💡 When you see the lightbulb icon, that's a reminder to annotate the text!

✳	Main Idea
✓	I Understand
?	I Don't Understand
!	I'm Surprised
—	Key Word or Detail
○	Unknown Word
∞	Making Connections <small>text-to-self, text-to-text, or text-to-world connections</small>
Your words in the margins	Show Your Thinking

(TPT)

## Second Read

Questioning by the teacher should guide students to look at the structure of the text and how it works. Students determine why the author wrote it in the manner he/she did and then cite evidence from the text to support their thinking. During this read, students begin to interpret the author's intent, language, and style to determine what the deeper purpose of the text might be.

Author's Craft: (see below)

- Narrative Elements
- Literary Devices
- Use of Language
- Text Features
- Text Structure
- Additional Considerations: Mood, Imagery, Point of View

## **Authors' Craft**

### **Narrative Elements**

Setting-environment where story takes place, historical, geographical location, weather, social conditions

Foreshadowing-indicating what may come at a later time

Characterization-the way in which information is conveyed about the characters, directly or indirectly

### **Literary Devices**

Alliteration-figure of speech in which several words begin with the same sound

Ex.- **Peter Piper picked a peck of pickled peppers.**

Allusion-writer or speaker refers to a person, event, thing in history, or a work of art or literature

Ex.- **"Four score and seven years ago our forefathers brought forth on this continent, a new nation..."**

Analogy-similarity between like features of two things, on which a comparison may be based

Ex.- **I am going to be toast when I get home.**

Idiom-an everyday saying that doesn't mean what the words say

Ex.- **A drop in the bucket**

Irony-disagreement or incongruity between what is said and what is understood, or what is expected and what occurs

Ex.- **an aerobics instructor that arrives for class with a Big Mac and cigarette in her hand**

Metaphor-figure of speech that makes a direct comparison between two unlike things without using, as, like, than, or resembles

Ex.- **"all the world's a stage"**

Parallel Structure-repetition of the same pattern of words or phrases with in a sentence

Ex.- **Martin Luther King's "I have a Dream" speech**

Personification-figure of speech that gives human qualities to objects, animals, or ideas

Ex.-**The first rays of morning tiptoed through the meadow.**

Simile-figure of speech that makes a comparison between two unlike things using the words, like, as, than, or resembles

Ex.-**busy as a bee; happy as a clam**

### **Use of Language**

*Word choice*

*Figurative language*-alliteration, allusion, irony, metaphor, parallel structure, personification, idiom

*Syntax*

*Language appropriate for author's purpose:* to explain, entertain, persuade or inform

### **Text Features**

*Punctuation*

*Capitalization*

*Appearance*

### **Text Structure**

*Cause and Effect*

*Chronological*

*Compare and Contrast*

*Order of Importance*  
*Problem and Solution*  
*Sequence/Process Writing*  
*Spatial/Descriptive*

### **Things to think about:**

- *Mood* (serious, mysterious, funny, magical, fantasy, scary, argumentative)
- *Imagery*
- *Point of View*-first person narrator-main character who tells story, third person narrator - one who tells the story but is not part of it

## **Third Read**

Teacher questioning guides students to think about what the text means to them. How does the story relate to other stories they've read or how does it relate to their own lives? Students cite evidence from the text to support their answers.

Ex.

- *What did the story mean to you? What does it say about how to live your life?*
- *Are there any lessons to be learned here?*

Students should also evaluate the text during this read and connect it in a continuum of other texts read.

Ex.

- *Do you know other stories like this?*
- *Which one do you like best? Why?*
- *How did the author make his/her point of view?*

### **Resources:**

Close Reading PDF

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/close-reading.pdf>

We are Teachers: Guide to Close Reading

<https://www.weareteachers.com/strategies-for-close-reading/>

[Common Core Literacy Close Reading Strategies with Informational Text](#)

['Close Reading' Explained](#) by Tim Shanahan

For questions, please contact:

Chris Fox - [cfox@ces.org](mailto:cfox@ces.org), Jessica Powell - [jpowell@ces.org](mailto:jpowell@ces.org)