Close Reading in a CCSS Classroom

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What is Close Reading?

5-3-1 activity

5- words that come to mind when you think about close reading.

(Share with your group)

3 - words that your group thinks best captures the topic.

1-word that best captures the group’s thinking about the topic and report some reasons for choosing it.
Close Reading – in CCSS

Key Ideas and Details:

**CCSS.ELA-LITERACY.CCRA.R.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Close Reading in action – a collaborative effort with colleagues
Close reading is something we should TEACH students to do, rather than something we just do to them.

(Lehman and Roberts, p.4)
The Big Questions still lingered -

WHAT DOES THIS LOOK LIKE IN PRACTICE?

How will students (at all levels) respond?

Will students be able to transfer this skill to independence?
The question was posed at the beginning of each lesson -

How can using the steps for close reading improve comprehension?
One approach to Close Reading

1. Establish a purpose for reading.
2. Read independently. Circle words or ideas you have questions about.
3. Write key ideas and share with a partner. “I was amazed to learn that...”
4. Share with the class.
5. Reread passage in response to questions.
6. Continue to discuss with a partner and then the class.
7. Journal or written response to text.

I do

We do

Is That a Frog or Toad?

What's the first thing you think of when you see or hear the words frog and toad? Loud "ribbits" or "croaking" calls? Tadpoles swimming in a pond? Long-legged jumpers?

Well, frogs and toads do make loud vocal sounds. And most do begin as tadpoles (though there are a few species that give birth to live young). However, only the true frog is a long-legged jumper. True toads have much shorter back legs that work better for walking or tiny hops.
You do .... You talk...
You Share ...We interact...
You write...We reflect.

What’s the first thing you think of when you see or hear the word frog and toad? Both “wats” or “toads” swimming in a pond or long-legged jumper?

Well, frogs and toads do make loud croa sounds. And most do begin as tadpoles (though there are a few species that give birth to live young). However, only the true frog is a long-legged jumper. True frogs have much shorter back legs that work better for walking or tiny hops.

Toads are actually a type of frog but with some important differences. First, however, let’s list some of the differences. frogs and toads are the same:

1. Both are aquatic. They begin their lives in water, breathing from jelly-like skin. Toads. Then, when living in the water, the tadpoles go through a series of body changes called metamorphosis. The end result is a frog or toad.
2. Both are cold-blooded. This doesn’t mean their blood is always cold. It means their body temperatures are similar to their surroundings.
3. Unlike fish and reptiles, neither frogs nor toads have scales. They both have thin-fleshed skin.
4. The adult forms of both animals have no tails. Both begin their lives as tadpoles with tails for swimming. But the tails disappear as they grow into adulthood.
5. Both have long sticky tongues that can flick out fast to catch bugs. They also eat other wiggly and juicy things like worms and slugs.

Depending on the size and species they might also eat small fish and other small animals. Both usually swallow their food whole. Yum, yum.

I was amazed to learn that toad and frogs usually swallow their food whole.
However, this is not the only way to engage students in close reading....

With pen in hand, interactively read the article. With your first reading, pay attention to what you’re thinking and feeling, and jot some of those thoughts, feelings, and reactions in the margins. Reread (or scan) in a critical way to think more deeply about the article. Reread with attitude and mark places that made you say “YES!” Reread with a critical eye and mark places that made you go “hmmm . . .”

Dr. Gina Zugelder
Grade 6 Unit: Making Inferences

Academic Focus
- Use text structure to explore narrative text
- Make inferences to understand causes and effects in narrative text
- Read independently

Social Development Focus
- Analyze the effect of their behavior on partner work.
- Develop the group skill of using prompts to extend a conversation
Grade 6 Lesson – Days 2 and 3

DAY 1
Read-aloud and thinking together

DAY 2
Strategy Lesson

DAY 3
Guided Strategy Practice

DAY 4
Independent Strategy Practice
Video Viewing Activity

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Students read closely:

To determine what the text says explicitly:

And to make logical inferences from it:

Cite specific evidence from the text when writing or speaking:

Use textual evidence to support conclusions drawn from the text:
“Generous amounts of close, purposeful reading, rereading, writing and talking…are the essence of authentic literacy. These simple activities are the foundation for a trained powerful mind – and a promising future.”

Mike Schmoker, Results Now!
Continue the conversation about close reading…


http://www.devstu.org/blogs/will-you-take-the-challenge-to-extend-your-thinking-and-craft - Gina’s blog

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