

Close Reading

Reading is not a passive act and treating it as such gives our students a grossly inaccurate and potentially dangerous view of reading. Reading and thinking are inseparable as we engage students in learning with and through texts in engaging and meaningful ways. This has nothing to do with reading a chapter and answering questions. Rather, it means that students will become active participants in the reading process as they explore dialogue, reread, contemplate, and analyze. These opportunities must be viewed as non-negotiable aspects of achieving the CCSS goal of close reads. Keep these in mind as you work toward this goal:

- *Model extensively as you demonstrate the thinking process
- *Gradually relinquish responsibility to students of the process
- *Ask and suggest (rather than tell) so students assume control
- *Revisit key portions of the text for analysis and deep discussion
- *Use the text as a valuable reference tool to support thinking
- *Make the reading/writing connection through open ended forms
- *Initiate varied instructional options (whole, small, side-by-side)
- *Create anchor charts to reference strategies for close reading
- *Provide many opportunities to apply learning from varied texts

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