

Close Reading Routine

The program provides extensive opportunities for students to engage with complex texts as Read Alouds (R2), Close Readings, and in libraries. One of the Common Core State Standards' main goals is to enable students to “undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature” (CCSS, 2010, p. 3). The practice of close reading includes four fundamental characteristics (Beers & Probst, 2012; Coleman, 2011; Frey et al., 2012; Hinchman & Moore, in press; Lapp et al., 2012)— short, rigorous texts, multiple readings of target texts, academic discussion, and a focus on text evidence.

This routine combines the three overarching strands of the CCSS—Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. The **Close Readings** are available in the **Student Book** and **Practice Book**. To begin, display the **Student eEdition** for the class. Have students use the **Practice Book** to annotate the text as you conduct the routine.

1. Read for Understanding The purpose of the first reading is to help students form initial understandings of the text. Students begin by determining the text’s genre and topic.

- Read the entire selection aloud and help students examine its purpose, structural patterns, and features to determine its genre. Have students respond to two basic questions: *What kind of text is this?* and *How do you know?* Have partners enrich their responses by identifying relevant elements of the text, reading illustrative sections aloud, and comparing the text to others in the **Student Book**.
- Help students compose a topic statement by leading them through two steps:
 1. Identify the topic: *This text mostly tells about . . .*
 2. Compose a topic-plus-comment: *This text mostly tells about . . . (insert the key word) . . . and . . . (supply a phrase stating what the text mostly tells about the key word) . . .*

2. Reread and Summarize The purpose of the second reading is to help students deepen understandings of the author’s key ideas and details.

- Direct students to reread the text in order to summarize it. For students who need extra support, reread chorally or have students take turns reading aloud with a partner or have students read along with the audio recordings provided in CD and MP3 formats.
- Using the **Practice Book** version of the text, have students identify the 3–5 most important words in each section of the text. These words best express the big ideas.
- Have partners compare their topic statements and important words in preparation for summarizing the selection. Then have students individually compose their summaries. When time permits, lead them to share, compare, and possibly revise their summaries.

3. Reread and Analyze The dual purposes of the third reading is to help students deepen understandings of (a) the author’s meaning, and (b) the author’s use of craft and structure to communicate meaning. Model using the examples provided in the lessons. Dedicate sufficient time for students to work as partners or in small groups to ensure active participation.

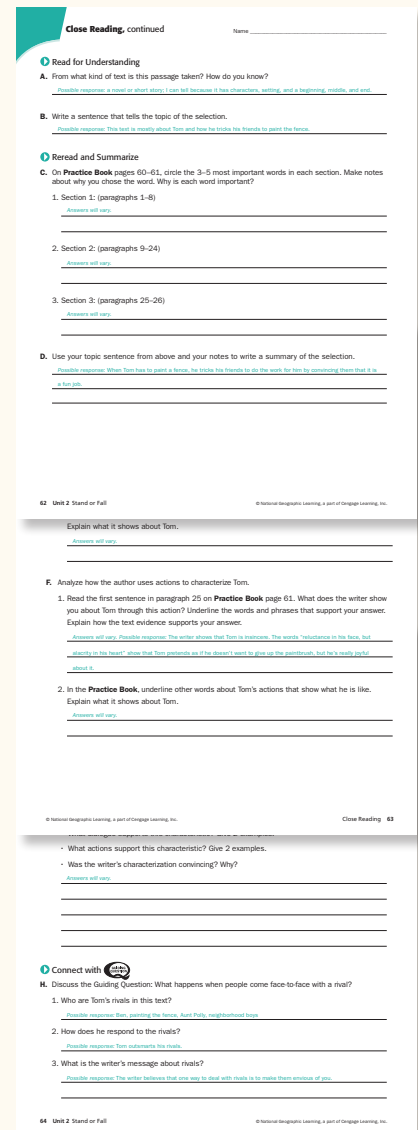
Draw attention to a text element such as word choice, descriptive language, text structure, or point of view. Point out an example in the text. Then have students explain how it helps shape the meaning of the selection. Invite students to examine how the element affects meaning in other segments of the text. Have students use the **Practice Book** to mark and explain the evidence that supports their analysis.

4. Discuss The purpose of this step is to help students integrate their knowledge and ideas and to build new understandings that they can apply to other readings. Begin a whole-class discussion that leads students to develop the ideas and questions they generated and form general statements about how authors craft their texts. Ask questions that involve relating, applying, and evaluating ideas and information. Have students record responses in the **Practice Book**.

5. Connect to the Guiding Question The purpose of this final step is to help students connect the text to the unit topic and build new understandings of the world. Support students as they apply the ideas in the text to the unit’s **Guiding Question** and to the unit topic. Conduct a discussion and have students record their answers in the **Practice Book**. Invite students to generate additional questions and conduct short research projects to pursue those questions.



Student Book: Reading and Language



Practice Book