

# What



Does it mean to



# "Close Read"

a text??



# A SIMPLE Explanation

by Colleen Meier



# What does it Mean to "CLOSE READ" a text??

Close reading is the "new" Common Core phrase that has teachers scrambling. After looking on Pinterest and searching the internet, I decided to break this skill down for anyone who might be interested in reading what I have to say...

## There are Several Ways to "CLOSE" read a text.

### 1. INTERACTING WITH THE TEXT WHILE READING

Students underline words, write in the margins and try to "interact" with the text to get a strong understanding of what they are reading. We want students to *interact* with the text to improve comprehension.

As readers of **fictional** text, students should be trying to analyze characters and events and get a good understanding of the structure of the story, or the story elements; in simple terms ~ setting, problem, plot development, character analysis, solution & lesson, while they read. They should also be looking for figurative language, new vocabulary and any content information they can glean from the text.

For **nonfiction** text, students are basically looking for the main idea, strong details that reinforce the main idea, new or content appropriate vocabulary and interesting information. They are looking to *learn* from the text.

A "read aloud" where the teacher reads aloud, asks comprehension questions, teaches reading skills etc.. and fills in a graphic organizer with students is close reading, too!

### 2. RESPONDING TO THE TEXT AFTER READING

After students have "close" read and "interacted" with the text, it's time to use those notes in the margins to "close" **write** about the text. This takes place whenever you have your students answer comprehension questions or fill in a graphic organizer using the notes collected.

Responding to the text by writing or filling in a graphic organizer is part of the close reading process.

### 3. REREADING THE TEXT SEVERAL TIMES

Students read silently, with a partner or listen to the text. Each time the text is read, a different level of understanding is achieved. The first read might be just to get the "gist." The second read might be to write in the margins and look for information and vocabulary. The third read helps in building fluency and ensures good comprehension. Having students reread multiple times can be tricky for teachers because most students (the little darlings!) don't think they **need** to reread a story three times.

Most of the time, I have my students close read independently and write in the margins and fill in their graphic organizer (or take a comprehension quiz) on the first read. Then they read with a partner and add to their notes in the margins and graphic organizer. Then I read the story aloud, and we discuss their findings and add to a class chart. Since I teach third grade, and my students have state assessments, I feel they need to practice their close reading, "interact with the text" skills on the **first** read; they don't have time to read the text three times when it's time for the NY state assessments.

**I HOPE THIS LITTLE "eSSay" WAS HELPFUL TO YOU!**

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For some **great close reading** response sheets, **graphic organizers**, comprehension quizzes and **colorful lesson guides** that are **perfect for getting observed**, check out my store on Teachers Pay Teachers.

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