

Steps for Close Reading Strategy

Close Reading: A reading strategy used to comprehend and analyze a text closely. Typically, students will read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

Step 1: Choose a text that will challenge students to think deeper about the text and analyze the purpose.

- Focus on non-fiction informational text or short stories (make it fun)
- Choose grade level text or just above reading level

Step 2: Students read the entire text for:

- **Comprehension:** to understand what the information or story means
- **Main Idea:** to understand what the text is about
- **Clarity:** to understand the message or purpose

Step 3: Chunk the text (bracket paragraphs then number the chunks).

- This makes it easy to refer back to the text and discuss different parts (or chunks) of the text

Step 4: Create text-dependent questions to ask students for comprehension after the second read. (Refer to questions below)

- Create a variety of questions
- Ensure that some questions are higher level that require deep thought and analyzation

Step 5: Read the text a second time. This time have students annotate (make notes and marks on the text as they read for clarity and understanding).

- Read the text in chunks and stop where necessary to mark or discuss meaning
- Use the metacognitive markers to mark the text as you read

Step 6: Discuss and respond to the text.

- Answer comprehension questions using complete sentences and restating the question in answer
- Students summarize the text
- Use textual evidence to support your ideas
- Draw conclusions (what does the text imply or infer)?

RESPOND: Now that you've "close read" the text, WRITE about it.

Your response should include the following:

- a. **Summarize:** What is the text about? Summarize the information presented in a RACE paragraph.
- b. **Audience:** Who is the audience for this text? Was it written for a general audience or special audience? *And how do you know?* Is there anything in the text that provides clues? For example: specific vocabulary or type of publication?
- c. **Purpose:** What is the writer's **primary** purpose of this text? Choose one of the following: to persuade, inform, or entertain (p.i.e.) How do you know?
- d. **Opinion:** What is your opinion about the text? Do you agree/disagree with the author's message? Why? *Use evidence from the text to justify your opinion.*

Metacognitive Markers

SYMBOL	MEANING
*	This is important
<u>underline</u>	Key word or detail
✓	I understand this question/idea
○	Unfamiliar word
?	I don't understand...
!	That's surprising or new info!
∞	I made a connection.
Words & Comments	"I'm thinking..."

As students read the text, they will mark it with different annotations as a way to guide their understanding of the text. Encourage students to carefully read and re-read the text for clarification.



Example of closing reading in action!

Against MTA (same POV as Essay #1) *(Gives info)*

"Marchers Demand More Community Say in Metro Development Plans"

By Ari Bloomekatz, Los Angeles Times - Don't present arguments / just info.
September 14, 2012

Annotation: More than 200 protesters marched through Union Station on Thursday afternoon, banging drums as they passed train platforms, loudly demanding more community say in how the region's transit agency manages and develops property along its rapidly expanding rail network. (1)

The demonstration, which did not affect transit services, was held as the Metropolitan Transportation Authority continues its plan to aggressively pursue several new rail lines in various areas of Los Angeles County, as well as housing and other developments around them. (2)

Speaking at the rally, Sunyoung Yang of the Bus Riders Union said Boyle Heights, east of downtown, has been particularly affected by Metro development. "Over the years there has been a net loss in affordable housing," she said. "People have been displaced *mad* took away deduction amount lost." (3)

They say "have to remove houses b/c of the projects" Metro officials said 10 units of Boyle Heights affordable housing removed to make way for two transit projects were replaced and that developing low-cost housing around transit lines is a top priority. (4)

Have claim the argument Metro is a major player in terms of delivering affordable housing ... and there's a lot more in the pipeline," said Metro spokesman Marc Littman. Around rail stations system-wide, 1,222 affordable housing units have been built, are in progress or will be under construction within a year, he said. *Have just the best* (5)

He pointed to a recently completed development near a Red Line subway station in Westlake. It currently includes 90 units of affordable housing. Another pending project in Boyle Heights, at East 1st and North Lorena streets, will have up to 52 affordable units and 10,000 feet of retail space, he said. (6)

keywords indicates he's going to attack their view? Still, protesters, whose march wound from a park near Union Station to Metro headquarters and then on to Boyle Heights, accused Metro of seeking to bring big-box chain stores to neighborhoods, a change they contend speeds up gentrification and pushes out local merchants. *expensive houses? WalMart?* (7)

Roger Moliere, chief of property development for Metro, said the agency is not likely to partner with big-box stores because they don't fit with his agency's mission of transit-oriented development, partly because those types of stores rely more on customers arriving by car. *etc* (8)

Isela Gracian of the East LA Community Corp, a nonprofit whose focus includes affordable housing and economic development, said Metro needs to involve residents more in its development plans, "from the very outset." (9)

TSIS *is say* → Metro meetings with residents can be unproductive because the language used by transit officials is too technical, among other reasons, she said. Officials need to "break it down ... so [residents] can meaningfully be engaged." *- this suggestion* (10)

From the comments she can head not really influence much b/c it was a tie between ppl that were for it & those against it.

I think they present to us the comments in order to see how effective his essay was to the public & overall if he persuaded the readers.

Heel his argument was not very persuasive, he didn't really make his argument clear & didn't show much evidence

** when refer to the text write down "Marchers demand" - taking away housing & when they build up houses there more expensive.*