Close Reading

Introduction	This guide will explain the importance of teaching students to read texts closely in order to achieve deep comprehension. You'll also discover how close reading is embedded in ReadyGEN™.
What is close reading?	One of the key requirements of the Common Core Standards for Reading is that all students must be able to read and comprehend complex grade-appropriate text.
	Teaching students how to read texts closely is one way to help them gain a clear understanding of the texts and content area. Close reading is focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge.
How do you teach close reading?	When teaching students how to read texts closely, it is important to use short literary and informational texts. Teachers need to help students uncover layers of meaning in these demanding texts by asking text-dependent questions. These questions should help students learn to analyze the text and have text-based conversations. The goal is for students to transfer what they learn from reading one text to another. In order to do this, students must learn to ask questions. If students can ask themselves questions while reading and successfully find the answers, they will be able to comprehend complex texts.
Close Reading in ReadyGEN™	Close reading is an integral part of instruction in ReadyGEN™. Students read texts closely during whole- and small-group instruction in order to practice and master the routine and apply it to independent reading.
	During the second reading of ReadyGEN™ texts, teachers guide students through a whole-group close reading of the text. They have students focus on specific parts of the text while rereading, ask them text-dependent questions, and have text-based conversations.

During small-group instruction, students read anchor texts, supporting texts, and *Sleuth* closely during Close Reading Workshop. Students practice the close reading routine while reading independently and participating in book talks within their Text Clubs.

Let's take a closer look at ReadyGEN™'s Close Reading Workshop, *Sleuth*, and text-dependent questions.

| **Close Reading Workshop** | Students read short, challenging pieces of text multiple times during Close Reading Workshop.

They participate in the analysis of these texts through focused, text-dependent questioning. Students have the opportunity to deconstruct the text and examine individual words, sentence structure, and the development of ideas. This close examination of the text helps them to gain deep understanding of the content, text structure, and vocabulary.

ReadyGEN™ offers both strategic support and extensions in the Close Reading Workshop lessons. Teachers monitor student progress and choose the lesson that will meet the needs of the students in the small group. |

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to identify the main idea and details in a section of text,

then...use the Reading Analysis lesson in small group to help them complete the Main Idea Chart.

If...students need extra support to understand the text,

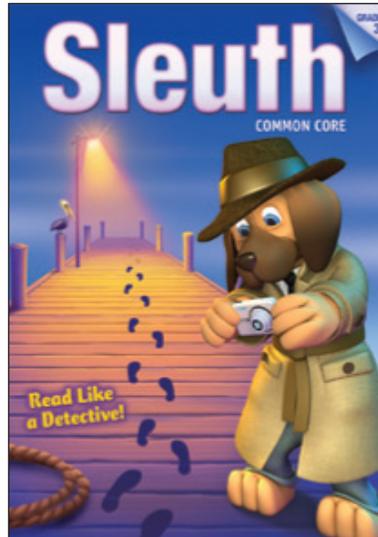**then**...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the Main Idea Chart using pp. 6–7 from the text. Use the following discussion questions to guide students.

• Find the two questions on page 6. How can you combine these ideas to form a main idea statement? (Possible response: There are many ways to get money and use it.)

• What details does the author list as the different ways to get money? (investments, gifts, allowance, extra chores)

• What are some things people can do with money? (Possible responses: share it, spend it, invest it, or save it)

Sleuth	*Sleuth* is a collection of short texts used in Close Reading Workshop. These texts create the perfect environment for teaching and practicing the steps of close reading.

Students will follow the Sleuth Steps in order to help them draw meaning from the text. They will gather evidence to help them answer the questions being posed, ask their own questions based on their reading, make a case by building an argument using the evidence they gathered and the answers to the questions they asked, and prove their points by completing a performance task.

Text-Dependent Questions	Asking text-dependent questions is one of the most important parts of close reading. In order to address the Common Core Standards, ReadyGEN™ text-dependent questions focus on key ideas and details, vocabulary, integration of knowledge and ideas, and craft and structure.

Quality text-dependent questions require students to return to the text to find information or evidence. In addition to teaching the content of the text, these questions generate discussions and aim to teach the students strategies that they can use to discover meaning independently.

Review	This guide explained the importance of teaching students to read texts closely in order to achieve deep comprehension and how close reading is embedded in ReadyGEN™.