Strategies for Close Reading

1. **Number the Paragraphs**
   - Have students number the paragraphs or lines of text for quick reference

2. **Chunk the Text**
   Reading pages and pages of text can be daunting. Breaking the reading into smaller sections makes the task doable.
   - Draw lines to delineate each section. Consider the places where a natural break would occur depending on the text structure and content

3. **Read the text (or portion of text) multiple times, each time with a specific purpose or task.**
   - First read is just to familiarize with the topic
   - Scaffold each read-through, starting with easier tasks and gradually digging deeper

4. **Underline and Circle- with a Purpose**
   Give students a purpose for reading-and have them find examples in the text.
   - Direct students to underline and circle specific things (ie. In a poem, underline imagery. In argument writing, underline the claim. In historical texts, underline the factors contributing to an event. Circle key terms, details, names of sources, etc...)

5. **Left Margin-What is the author saying?**
   Write specific notes in the left margin that gives the gist of the material.
   - Summarize each chunk in 10 words or less

6. **Right Margin- Dig Deeper**
   Direct students to now go beyond the literal in the right margin.
   - Use a verb to describe what the author is doing: Comparing the two main characters, making an argument, explaining a concept, etc...
   - Ask questions
   - Draw a symbolic representation of the big idea

7. **Describe what the author is saying and doing:**
   **Saying:** What is this section about? What is the content? What did I learn? What information is presented or important?
   **Doing:** The author is ..........
   **Verbs:**
   adds          continues         elaborates       interprets       presents
   analyzes      contrasts         explains         introduces      projects
   argues        contradicts       expresses        lists           proposes
   asks          demonstrates      extends          narrates        qualifies
   cites         describes         generalizes      offers           questions
   compares      details           generalizes      offers           quotes
   connects      dramatizes       illustrates      opposes         reasons
   rebuts        reflects          repeats          states           speculates
   suggests      summarizes        supports         synthesizes    traces
8. Examine the text in terms of the common core strands:

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the theme/central idea?</td>
<td>Use of certain words</td>
</tr>
<tr>
<td>How does it develop?</td>
<td>Connotations/Denotations</td>
</tr>
<tr>
<td>Main points? Details?</td>
<td>Figurative language</td>
</tr>
<tr>
<td>Character/concept development</td>
<td>Text structure</td>
</tr>
<tr>
<td></td>
<td>Author's point of view</td>
</tr>
</tbody>
</table>

Integration of Knowledge and Ideas
Compare/Contrast ideas
Evaluate an argument

9. If students can’t write on the text, use post its and a graphic organizer to capture ideas
   • Write each prompt/task separately and leave room for notes

10. Summarize and synthesize the text
    • Clarify concepts/themes/ideas
    • Demonstrate understanding and analysis

*Modeling of any or all strategies may be required if students do not initially engage with the text.