

*Thank you*

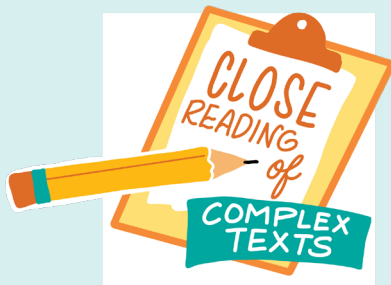
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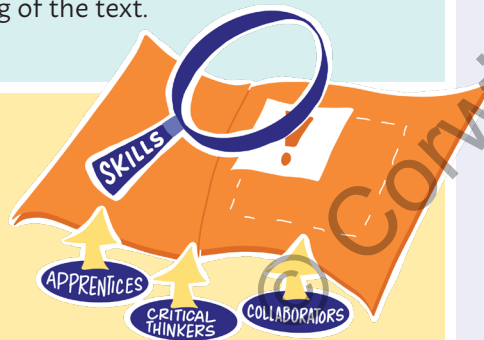
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# CLOSE READING OF COMPLEX TEXTS



Close reading is the practice of having students critically examine a short text, especially through multiple readings and often over multiple lessons. It has been utilized most commonly at the secondary and college levels but is now common in elementary classrooms as well. Students discuss their thinking about questions the teacher asks as they work to uncover the meaning of the text.



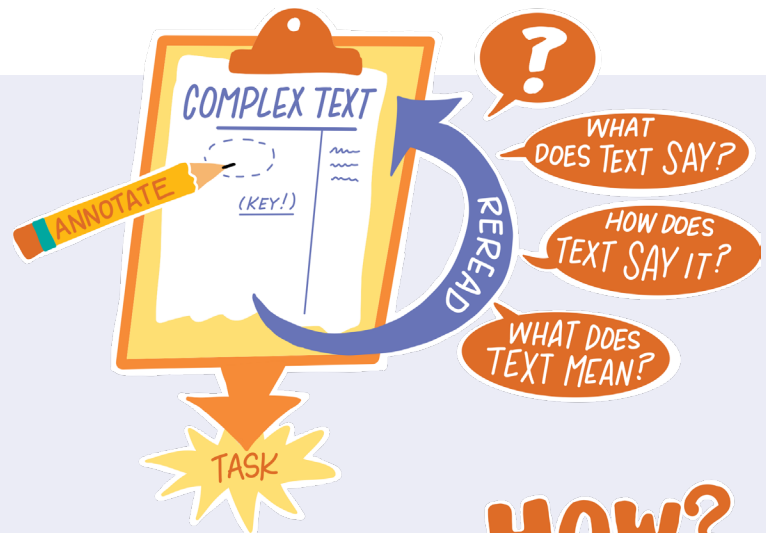
## WHY?

### Close reading

- Provides students with apprenticeship experiences in complex texts
- Teaches students to reread and think critically about the text
- Builds reading skills and collaborative learning skills



6.2: Close Reading of Complex Texts  
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## HOW?

1. Select a complex text, one that does not give up its meaning easily.
2. Teach students to annotate as they read and reread. These three tools are a start to annotation:
  - Underline key ideas or information.
  - Circle words and phrases that are confusing or unclear.
  - Write comments in the margin to summarize and synthesize the information in the text.
3. Structure the lesson so that the students read the texts several times, deepening their understanding as they go.
4. Ask questions for the students to discuss that move from literal meaning to structural interpretation to inferential understanding, including
  - What does the text say? Focus on the key details and general understanding of what is right there in the text.
  - How does the text work? Focus on the author's craft (genre, narration, literary devices) and the author's purpose.
  - What does the text mean? Focus on logical inferences and how the text compares with other texts.
5. Structure a task, such as writing or debate, for students to complete after the reading.