# Close Analytical Reading

What is 'Close Analytic Reading'?

It is a teaching strategy that encourages students to read methodically to identify the central idea of key concepts, and support their findings with textual evidence.

### Things to Remember

#### **QUALITY OVER QUANTITY**

Ensure your selection is not too lengthy, but addresses the content Use a process that allows for individual accountability and peer/class interaction.

Student engagement does not have to equal group collaboration for the entire process!

Reinforce the need for text supported responses.

Do not settle for generic responses. Create questions using Bloom's Taxonomy to drive the conversation

### BLOOM'S TAXONOMY QUESTION STEMS ARE YOUR FRIEND





→ Use a warm-up question.

→ Complete the 'K' in a KWL chart

→ Anticipatory Guide

Resources to Consider:

Quote an expert

Poetry

Include a picture/map Excerpt from an article

→ Concept Mapping

Excerpts from a historical document

#### <sup>2</sup> Choose a QUALITY reading source Work in reverse! Identify which concepts you want to address, and THEN find a source that supports the key

concepts you want to steer students towards. Keep it short, and to the point! QUALITY OVER QUANTIT

### <sup>3</sup> Mark it up!

After students complete a cold read, establish a system for students to identify key components from the text using color coding or shapes on their 2nd read, for example: (Circle) terms that are unfamiliar to you. Blast ≤the source.

Underline the author's purpose. Square key terms that drive the author's purpose.





### Have students define terms they are struggling with, and use

a thesaurus to find an alternative word choice.



Have students generate at least 2 questions they have regarding the text as it is presented to them. Allow students to discuss their questions to ensure clarification



### Generic:

What...? Why...?

Who...?

## What is meant by...?

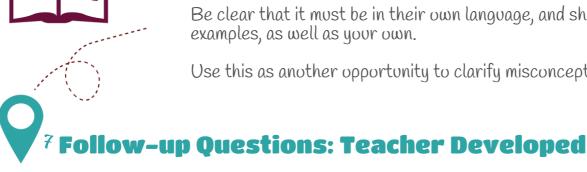
Digging Deeper:

How would you rephrase the meaning of...? What would happen if...? Could...have influenced the author? Is ... a potential bias of the author?

Have students summarize the excerpt in their own words. Be clear that it must be in their own language, and share student examples, as well as your own.

Have students paraphrase the excerpt and their own summary even further to drive home

Use this as another opportunity to clarify misconceptions.



#### Generate text-dependent questions and establish clear expectations that students must support their answers referencing the text.

Draw attention to key phrases that may have been overlooked. Utilize Bloom's Taxonomy word stems to guide your question development.

the key concept(s). Have students CREATE to demonstrate understanding!  $\Rightarrow$  write an essay adding 2

additional supporting → political cartoon



→ story board

resources \_ compare & contrast to a related resource

→ write an editorial rebuttal ⇒complete a mind map

» complete KWL chart



support a main idea. Bloom's Taxonomy VERBS

Define

Congratulations! You have designed a lesson that not only addresses a key concept, but engages student learning individually and collaboratively to cite textual evidence to

### with learning outcomes. Designs coherent instruction with

appropriate pace and sequence of the

Demonstrates accurate knowledge of

content to plan appropriate instruction.

- Engages students in learning activities.
- Uses effective questions and discussion techniques.
- Monitors student learning throughout

References & Recommended Sources

**3 Quick Ways to Assess Background Knowledge** 

**5 Close Reading Strategies** 

**27 Ways to Assess Background Knowledge** 

#### Use Compare

Write

Describe **Identify** Recal. Explain Summarize Paraphrase Extend Infer Review Rewrite Apply Demonstrate Produce

Contrast Hypothesize Develop Synthesize Assess Conclude Defend Justify Support Interpret

Click the embedded links below!

Locate Quality Excerpts

**NY Times** 

newsELA

**Library of Congress** 

**ReadWorks** 

**Bloom's Taxonomy Question Stems Primary Source Investigator** 

Whenever you are utilizing the CAR strategy or any of the

@EFitzSolava Remember to SHARE your experiences and success stories!

resources provided I am happy to help you plan, co-teach, provide informal feedback, or simply be a sound board for you.