

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 you need!

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 deeper.

BLOOM'S TAXONOMY QUESTIONSTEMS ARE YOUR FRIEND

1 Select your key concept(s) and assess background knowledge...

Use a warm-up question.
Complete the 'K' in a KWL chart
Anticipatory Guide
Concept Mapping

Designing an engaging C.A.R. is like building a treasure hunt for students to discover the main idea.

2 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 QUANTITY!

Resources to Consider:
Quote an expert
Include a picture/map
Excerpt from an article
Poetry
Excerpts from a historical document

3 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.
Underline the author's purpose.
Square key terms that drive the author's purpose.

Blast the source.

4 Focus on Vocabulary

Have students define terms they are struggling with, and use a thesaurus to find an alternative word choice.

5 Q & A Opportunity: Student Driven

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 before moving forward. If using the KWL chart, have students complete the 'W' portion.

Consider using question stems to jump start student development of questions:

Generic:
Who...?
What...?
Why...?

Digging Deeper:
What is meant by...?
How would you rephrase the meaning of...?
What would happen if...?
Could...have influenced the author?
Is ... a potential bias of the author?

6 Re-read and Summarize

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.
Use this as another opportunity to clarify misconceptions.

7 Follow-up Questions: Teacher Developed

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.
Have students paraphrase the excerpt and their own summary even further to drive home the key concept(s).
Have students CREATE to demonstrate understanding!

story board write an essay adding 2 additional supporting resources complete KWL chart
political cartoon compare & contrast to a related resource write an editorial rebuttal
butterfly effect complete a mind map

X 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 support a main idea.

Observation Checklist

- Utilizes student assessments congruent with learning outcomes.
- Designs coherent instruction with appropriate pace and sequence of the lesson.
- Demonstrates accurate knowledge of content to plan appropriate instruction.
- Engages students in learning activities.
- Uses effective questions and discussion techniques.
- Monitors student learning throughout lesson.

Bloom's Taxonomy VERBS

Define	Write
Describe	Use
Identify	Compare
Recall	Contrast
Explain	Hypothesize
Summarize	Develop
Paraphrase	Synthesize
Extend	Assess
Infer	Conclude
Review	Defend
Rewrite	Justify
Apply	Support
Demonstrate	Interpret
Produce	

References & Recommended Sources

3 Quick Ways to Assess Background Knowledge
27 Ways to Assess Background Knowledge
5 Close Reading Strategies
Bloom's Taxonomy Question Stems

Click the embedded links below!

Locate Quality Excerpts
newsELA
NY Times
Primary Source Investigator

ReadWorks
Library of Congress

Whenever you are utilizing the CAR strategy or any of the resources provided I am happy to help you plan, co-teach, provide informal feedback, or simply be a sound board for you.