What Does Close Reading Really Mean?
WELCOME!

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Feedback through Sched app

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WHAT AM I LEARNING?

× Understand why it is crucial for ALL students to work with and learn from grade-level appropriate complex texts.

× Gain strategies for scaffolding and supporting students who struggle to access grade-level appropriate complex texts.

× Get specific ideas for applying these ideas to your own classrooms.
Review these 5th grade vocabulary words at various “levels’ of text. What implications will this have on our students?

**Below Level:** Shelter, splattered, fixed, rescue

**On Level:** Journal, tremors, traction, interval, volunteered, retrieve

**Above Level:** Generation, abandoned, languished, terrified, warble, galvanized, debris, hoisted, shuddered

What opportunities do students currently have to practice Hattie’s high effect size skills?
- Summarizing (d=0.74)
- Repeated reading (d=0.67)
- Study skills (d=0.63)

What are we currently doing to address what research reports?
- Gap between complexity of college and high school texts is huge. What students can read, in terms of complexity is the greatest predictor of success in college (ACT study).
- (<50% of graduates can read sufficiently complex texts).
How familiar are you with the practice of close reading?

<table>
<thead>
<tr>
<th>Self-assess on the following success criteria:</th>
<th>(1) No Way</th>
<th>(2) With Help</th>
<th>(3) You bet!</th>
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<td>I can explain the value of reading a complex text and its impact on all students’ reading achievement.</td>
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<td>I can identify the key components of the close reading process.</td>
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<td>I understand the 4 phases of the close reading process.</td>
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<td>I know where to find quality grade-level text and/or seek help for next steps.</td>
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INQUIRY INTO CLOSE READING

Close Reading article/Visual:

1- What does the text say?
   - Circle unknown words
   - Underline key details
   - ? by any confusing parts

2- How does the text work?
   - How does the author use visuals/captions to convey information? Cite evidence.
   - What text structure does this author use? How do you know and was this a good choice?

3- What does the text mean?
   - Summarize the text in your own words (gist).
   - What is the central idea? Which key details support this idea?

Close Reading model lesson video

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<th>I wonder:</th>
<th>I notice:</th>
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Summary/Gist:
**How do I know I learned about close reading?**

### Components of Close Reading
- Teacher models, pairs students, then independent practice
- Repeated reading
- Text dependent questions
- 3 phases of close reading from literal to structural to inferential
- Annotation/written organization of ideas
- Engaged in partner, small & whole group discussion
- Short excerpts of complex text

### Impact on student/teacher
- Gradual release is best instructional practice.
- Builds fluency which leads to comprehension.
- Students have to go back and cite evidence to justify thinking. (higher order)
- With scaffolded questions, students can access deeper meaning of text with each “phase”.
- Study skills has a high effect size on student achievement.
- Build oral language and scaffold thinking for students to engage in peer learning.
- Limits students feeling frustrated and overwhelmed with too much text on a page.
COLLECTIVE DEFINITION

Craft a statement or link a visual that defines what close reading is.

- Record on Dotstorming.com
- Vote for the statement/visual that best fits our understanding of close reading.
What do I need to do next?

1) How do I fit close reading into my instructional block?

2) Where can I learn more about Close Reading?
   - Contact a Humanities coach
   - Webinar/s small group video/whole group video
   - Research (studies/correlation to Hattie’s effect sizes)

3) Where can I find grade level text and close reading resources?
   - Newsela
   - Commonlit
   - GCISD Social studies MyWorld
   - Readworks
How familiar are you now with the practice of close reading?