**Reading & Writing Informational Text Strategies: Close Reading**

***A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.***

***(Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)***

**What Is Close Reading?**

Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension. The Partnership for Assessment of Readiness for College and Careers supplies clarification useful for teaching with Common Core standards in mind:

Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

The Prentice Hall Common Core Companion Teacher’s Edition provides many examples of close reading. For each selection, they delineate specific passages (bracketed lines) that support students’ understanding of the selection and directly tie them to the Big Question which often relates to the ELA module’s essential question.

There is a great video of high school students demonstrating close reading that teachers have successfully shared with their students. Go to <http://www.youtube.com/watch?v=adXdTXEzmzE>

Annotation is a powerful tool to aid students in deconstructing complex text. Cornell Notes have been around for many years and continue to be useful. Asking students to annotate what they are reading is also a highly recommended research based strategy. Included in this packet is a Metacognitive Marker chart that you can use with your students.

Additional support materials for Close Reading can be found at the district website (Departments → English Language Arts → Secondary )