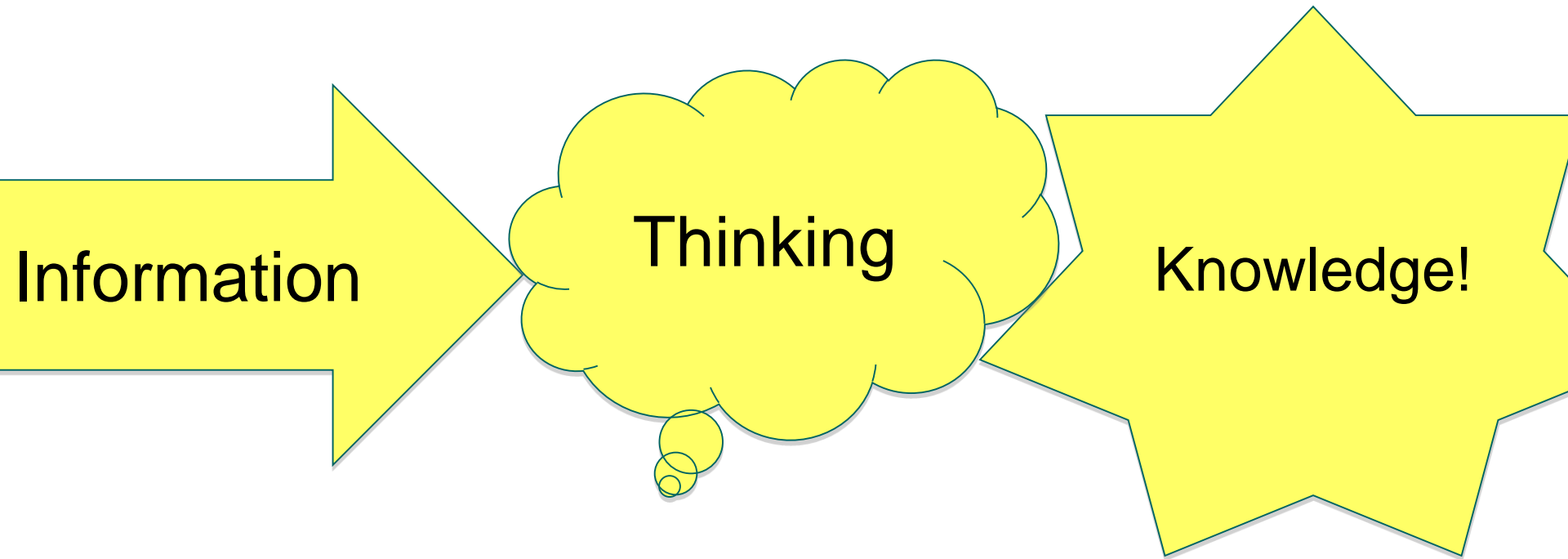# Close Reading is Strategic Reading

"We teach kids to think so they can acquire and use knowledge"

Information → Thinking → Knowledge!

"We turn information into knowledge by thinking about it."

Harvey and Goudvis 2007

Strategies for Active Reading

- Monitor comprehension
- Activate and connect to background knowledge
- Ask questions
- Infer and visualize meaning
- Determine importance
- Summarize and synthesize

Harvey and Goudvis 2007
adapted from Pearson et al 1992

Our kids need to be thinking intensive readers, thinking intensive listeners and thinking intensive viewers.

To understand complicated ideas, complex issues , multi-faceted problems and to turn information into knowledge, readers need:

- to think about what they know to understand new information.
- to think inferentially to figure out meaning in the absense of explicit information.
- to question the text, surface big ideas and synthesize the Information.

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Complexity is not about words that are several Lexiles above the reader's independent reading level.

Complexity derives from complicated issues, ideas and problems that underlie the text.

Complexity often resides in what is *not written* rather than what is.

Text complexity is not merely about dense text, Lexile level and technical vocabulary. It is about complicated ideas with multiple perspectives that can be presented in many different ways. Complex text demands the reader's recognition and thoughtful consideration of the many facets of an idea, issue or a problem.

Readers must consider :

economic implications
cultural implications
political implications
religious implications
historic implications
practical implications
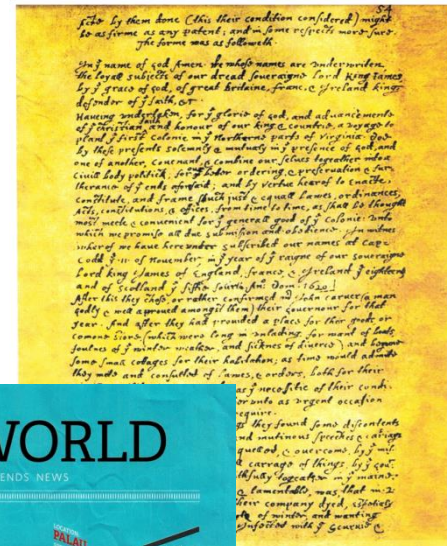
What does close reading look like in primary grades?

Close viewing and listening!!

- Asking questions
- Noticing
- Learning something new

Discussion prompts for Close Viewing

What do you notice?

What do you see?

What do you wonder?

What do you think?

What in the image makes you think that?

Where is the evidence for that idea?

What do you want to know more about?

Discussion Prompts for Close Listening

What does the text make you think about?

What do you wonder?

What does it remind you of?

What do you hear?

What did you hear that makes you think that?

What do you want to hear more about?

1st Reading —Focus on what you know rather than what you don't understand

2nd Reading –Use what you came to understand during the first reading to infer the meaning of unfamiliar words and concepts for deeper understanding

Successive Readings—Note previous annotations, address your questions, use what you know to deepen comprehension, infer for a more robust understanding

Discussion Prompts to Support Understanding of Complex Text

What in the text makes you say that?
How do you know?
What makes you think that?
How did you come up with that?
Were is the evidence for that?
Where in the text did you get that idea?
Who has another idea?
What is the evidence for that idea?
Who might disagree?
How might you explain the different interpretations?

How might you convince someone to change their mind?
What is the author trying to prove?
What kind of proof does the author use?
What is the author assuming I will agree with?
Is there something the author leaves out that would strengthen the argument?
Is there something the author included that hurts the argument?
Does the author adequately defend the argument?

Johnston 2011 Harvey 2013

Simple Problems

Think aloud and share a simple problem you have had and explain that a simple problem is easily solved

Have kids turn and talk about a simple problem they have had or heard about.
Have them share out a few of these simple problems

Create a two column anchor chart of simple problems and complex problems

Jot some of the simple problems they came up with on the anchor chart

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Complex Problems

Explain that a complex problem is far more difficult to solve as there are many different facets to a complex problem
Teach the term multi-faceted problem and explain what that means.

Think aloud about a complex problem you have had and share the many facets of the problem and what it is that makes it complex and difficult to solve.

Have them turn and talk about a problem they think may be a complex problem

Have them share some of the complex problems and discuss some of the many facets of the problem and jot them on the anchor chart.

Choose a text that focuses on a complex problem and reason through it together.

Simple Problems

Are easily solved

Don't require a great deal of thought to solve

Don't take much time to solve

Are generally less important in the long run

Can often be solved alone, without much help

Complex Problems

Are generally difficult to solve

Require a great deal of thought to solve

May take a lot of time to solve

The solution is often very Important

Generally require a good deal of collaboration to solve

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Signal Words

Signal Word	Purpose
Surprisingly	Prepares for the unexpected
Importantly	Signals importance—stop and pay attention
But	Signals a change to come
However	Prepares for a change in thinking
Likewise	Cues a similarity
Consequently	Signals a result-cause and effect
In other words	Restates the intent
Before, After, Next, Finally	All show sequence
Then, now	

Signal Phrases

Signal Phrase	Purpose
In conclusion	Wraps up and synthesizes the info
In sum	Same
There are several factors	Signals an answer to a big question or idea
There are several reasons	Same
There are several purposes	Same
As opposed to	Signals a contrast
On the other hand	Signals a change or contrast
IN addition to	Adds another factor
Because of	Cause and effect