

# Close Reading Routine

Edge provides opportunities for students to engage with complex texts as Read Alouds and Close Readings. One of the Common Core State Standards' goals is to enable students to "undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature" (CCSS, 2010, p. 3). The practice of close reading includes four fundamental characteristics (Beers & Probst, 2012; Coleman, 2011; Frey et al., 2012; Hinchman & Moore, in press; Lapp et al., 2012)— short, rigorous texts, multiple readings, academic discussion, and a focus on text evidence. This routine combines the three strands of the CCSS—Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

**1. Read for Understanding** To begin, display the **Student eEdition** for the class. The purpose of the first reading is to help students form initial understandings of the text by determining a text's genre and topic.

- Read the entire selection aloud and help students examine its purpose, structural patterns, and features to determine its genre. Have students respond to two basic questions: What kind of text is this? and How do you know? Have partners enrich their responses by identifying relevant elements of the text, reading illustrative sections aloud, and comparing the text to others in the **Student Book**.
- Help students compose a topic statement by leading them through two steps: (1) Identify the topic: This text mostly tells about . . . and; (2) Compose a topic-plus-comment: This text mostly tells about . . . (insert the key word) . . . and . . . (supply a phrase stating what the text mostly tells about the key word) . . .

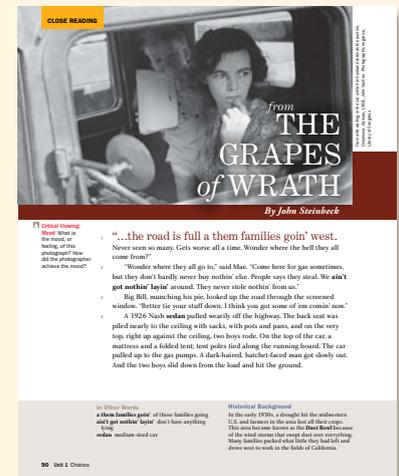
**2. Reread and Summarize** The purpose of the second reading is to help students deepen understandings of the author's key ideas and details.

- Direct students to reread the text in order to summarize it. For students who need extra support, read chorally or have students take turns reading aloud with a partner. Students may also read along with the audio recordings provided in CD and MP3 formats.
- Have students identify the 3–5 most important words in each section of the text.
- Have partners compare their topic statements and important words in preparation for summarizing the selection. Then have students individually compose their summaries. When time permits, lead them to share, compare, and revise their summaries.

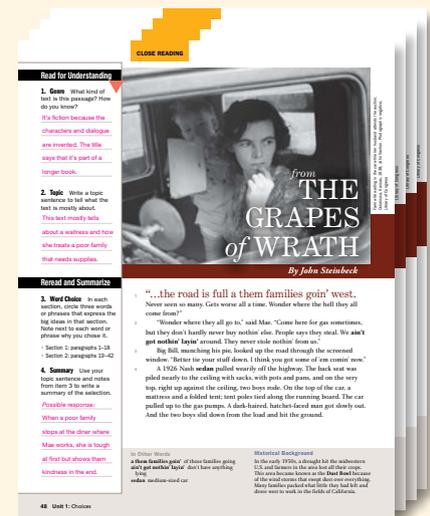
**3. Reread and Analyze** In the third reading, students deepen understandings of (a) the author's meaning, and (b) the author's use of craft and structure. Model how to analyze a text element such as word choice, descriptive language, text structure, or point of view. Point out an example in the text. Then have students explain how it helps shape the meaning of the selection. Invite students to examine how the element affects meaning in other segments of the text. Have students use the **Interactive Practice Book** to mark and explain text evidence.

**4. Discuss** The purpose of this step is to help students integrate their knowledge and ideas to build new understandings that they can apply to other readings. Begin a whole-class discussion that leads students to develop ideas and form general statements about how authors craft their texts. Ask questions about relating, applying, and evaluating texts.

**5. Connect to the Guiding Question** Finally, help students connect the text to the unit topic and build new understandings of the world. Support students as they apply the ideas in the text to the unit's **Essential Question**. Conduct a discussion and have students generate questions to use for short research projects.



## Student Book



## Interactive Practice Book