



# Introduction to Close Reading

**Digging Deep Into Science  
Literacy**

---

# Why Close Reading?

“Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text.”

(CCSS ELA Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects, 2010)

# Close Reading

—a methodical investigation of complex text—is a powerful, research-based strategy that can support students as they assume four critical roles as readers\*:

- **Code Breaker:** Understanding the text at the surface level, i.e. alphabetic, structural—CCSS Anchor Reading Standards 4 & 5
- **Meaning Maker:** Comprehending the text at the level intended by the author—CCSS Anchor Reading Standards 1, 2, 3 & 9
- **Text User:** Analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written—CCSS Anchor Reading Standards 1, 3 & 8
- **Text Critic:** Understanding that the text is not neutral and that existing biases inform calls to action—CCSS Anchor Reading Standards 1, 3, 6 & 9

\*See Text Complexity : Raising Rigor in Reading (2012) by Fisher, Frey and Lapp, pgs. 107-108


# What Close Reading Is Not

- “Pass and pray”
- Text selection is critical.
  - Some texts aren’t complex enough to warrant close reading.
    - Don’t require the level of investigation and interrogation used in close reading.
    - May be more appropriate for peer-led or independent exploration.

# What Close Reading Is



- Instructional practice that makes complex text accessible using
  - Repeated readings,
  - Cognitive scaffolding, and
  - Discussion.
- Slower pace of instruction so students have time to read and revisit a text multiple times over several lessons.

# Close Reading Annotation

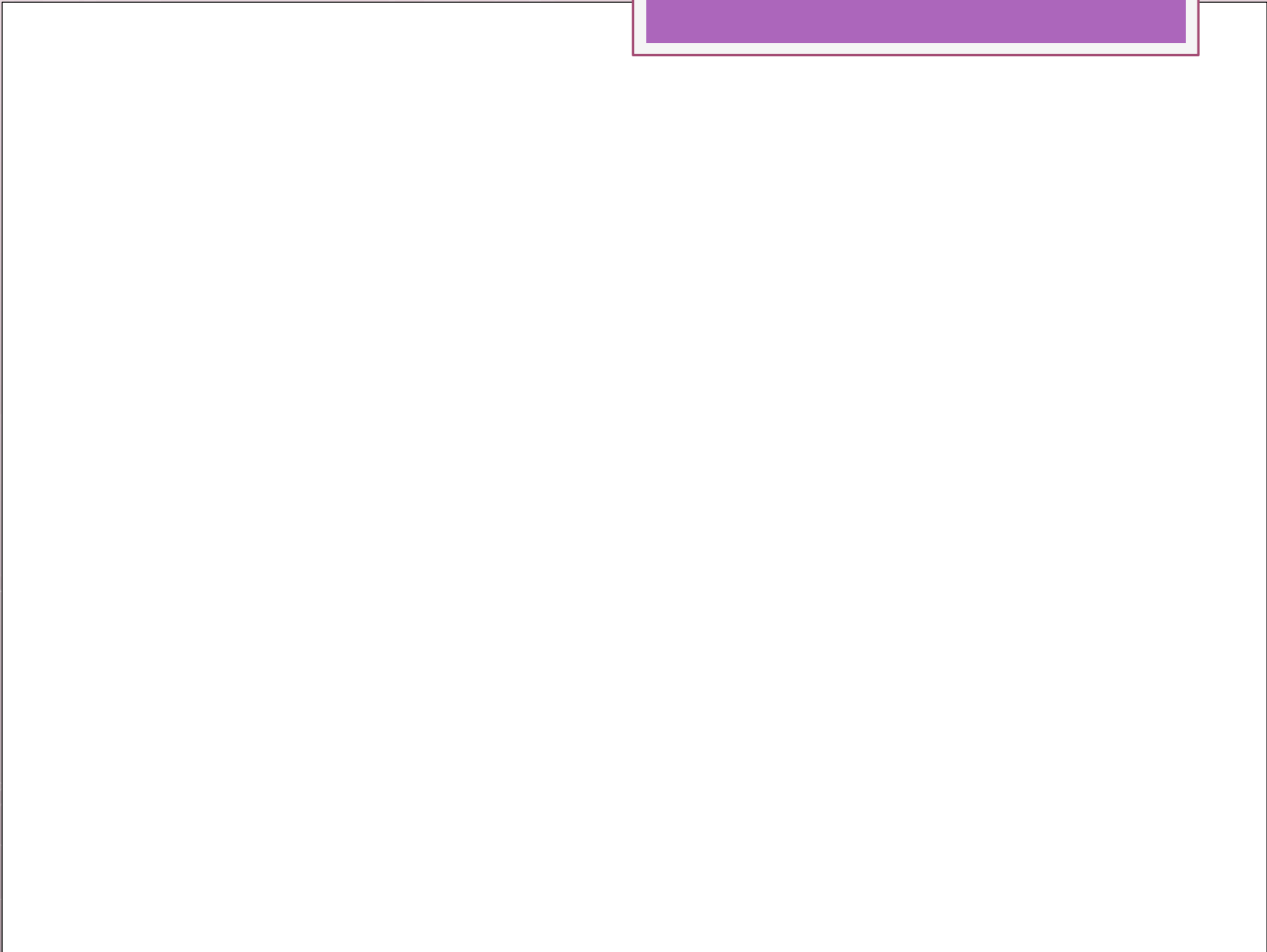
**READ** with a 

Using Codes to Track Your Thinking

- Unknown word
- ? Question
- ! Wow, that's interesting!
- L New Learning
- ∞ Connection

www.classroomconfections.com



**See the Big Picture  
with Textmapping!**

**Jane Baker**  
**[jbaker@tntech.edu](mailto:jbaker@tntech.edu)**





# Our Plan

1. Create a textmap.
2. Discuss the benefits of textmapping.
3. Discuss other instructional purposes for textmapping.
4. Discuss application of textmapping in your classroom.

# Textmapping a Textbook Chapter

**Red or Orange:** Divide the text into three section: intro, main body, and review. Mark off side bar materials also.

**Yellow:** Box the textstream.

**Brown or Grey:** Box the illustrations.

**Blue:** Circle each heading and box its corresponding section.

**Purple or Pink:** Box all review questions.

**Green:** Highlight the vocabulary words in the main body of the text.

# More

- Draw a line indicating how each illustration relates to the text.
- Draw a line indicating how each side bar relates to the text.

# After Mapping

- What do you expect to learn about this chapter?
- What features of the text do you feel are important to your comprehension?
- What features of the text might you pay attention to before you read the chapter?
- How can you use the questions in the text to check your comprehension?
- How will you apply what you learned today to future reading assignments?

# 7 Benefits to Textmapping

Adapted from [www.textmapping.org](http://www.textmapping.org)

1. Scrolls and textmapping are explicit.
2. Scrolls and textmapping teach students to be strategic readers.
3. Scrolls and textmapping encourage students to develop active reading skills.
4. Scrolls and textmapping enable comprehension to be linked directly, explicitly and concretely to the text.
5. A textmap is a traceable visual record of a thought process.
6. Scrolls and textmapping accommodate a wide range of learning styles.
7. Scrolls and textmapping can be particularly helpful to individuals who have learning disabilities or attention issues.

# Other Ways to Use Textmapping

- What other instructional purposes could textmapping be used for?
- What features might you have students mark when mapping a magazine article? A newspaper article? A short fiction piece?
- How might textmapping be use before reading? During reading? After reading?

# How will you use textmapping in your classroom?

- When would I use this technique?
- For what units or texts might I use this technique?
- For what students might I use this technique?
- What challenges might I face with implementing this technique?

# 3-2-1 Wrap Up

- 3 Things You've Learned
- 2 Things You Want to Know More About
- 1 Thing You're Going to Try Before Spring Break