

Close Reading Without Tears: Support a Love of Reading and Thinking

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CLOSE READING RITUAL



This close reading ritual infographic available at Heinemann.com, search "Falling in Love with Close Reading"

- Lenses
- Patterns
- Understandings

CLOSE READING IN UPPER GRADES: TEACHING HABITS, NOT JUST “COMPLEX TEXTS”

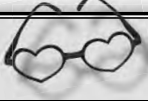
	READING CLOSELY FOR WORD CHOICE
1. Read through lenses.	Choose specific words to gather: <ul style="list-style-type: none"> • Words that evoke: <ul style="list-style-type: none"> ♦ Strong emotions ♦ Strong images ♦ A clear idea (See Appendix for more examples.)
2. Use lenses to find patterns.	<ul style="list-style-type: none"> • Which words fit together? • How do they fit together?
3. Use the patterns to develop a new understanding of the text.	Think about an author’s: <ul style="list-style-type: none"> • Tone • Purpose • Relationship to the subject • Central idea (See Appendix for more examples.)

Fig. 3.2 Close Reading Ritual: Word Choice in Narrative and Informational Texts

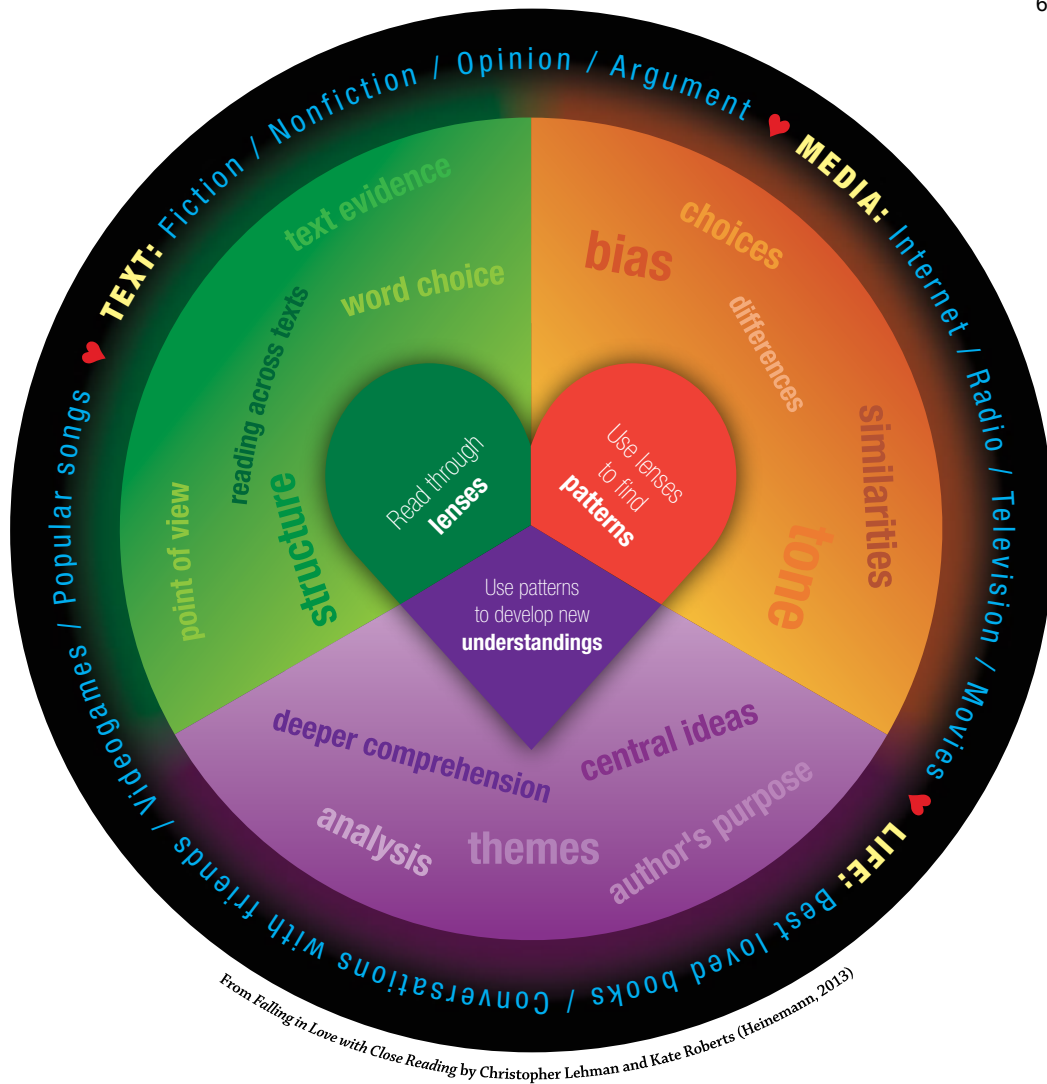
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WHEN TO CLOSE READ? WHEN TO NOT?

When You See...	Then Plan...
Some students are using the word "because" on their sticky notes, but seem to connect disconnected ideas with random details.	
Some students are reading their texts in a halting, monotone way. Not paying attention to punctuation.	
Some students are struggling with the assigned texts you have asked them to read. When they read aloud to you, they make many errors.	
Some students are abandoning books often, they say they cannot find anything to read that is "good."	
Some students are reading and jotting a lot, but their jottings seem very generic. They are making "predictions" and "asking questions" almost exclusively.	

RITUAL AS A REPETITION OF SKILLS

	Lenses	Patterns	Understandings
1			
2			
3			
4			



Falling in Love with Close Reading Study Guide

Written for you and your team
by Christopher Lehman and Kate Roberts

2

After Reading Chapter 2

Please Bring

- ◆ Come having read Chapter 2.
- ◆ Bring a copy of either a narrative or informational text you are currently using in your lessons.
- ◆ OPTIONAL: Bring song lyrics to a popular song (one you hear students singing!).

An Activity: 5–10 Minutes

(The OPTIONAL activity may add 10–15 more minutes.)

You could begin by rereading or summarizing the “Closely Reading Media” lesson from this chapter and trying it out with the group. The QR code in the book will take you directly to the audio which you can use with your group or come prepared with a different song.

As before, wrap up this activity by noting body language and facial expressions. Reminding everyone that our goal is not just to *teach* closely, but for students to engage and enjoy *reading* closely.

OPTIONAL: If you have extra time, invite your group to work in pairs, and try this same close reading work on the popular song lyrics they brought. You may want to have extra popular song lyrics on hand or even ask everyone to bring headphones to listen to songs online or on their devices.

A Discussion: 10–20 Minutes

(If you would like more time for the Planning Session, then select only a few topics to discuss.)

Feel free to revise these points of conversation to best meet your needs:

- ◆ This chapter offers ways to read closely for the text evidence in narrative and non-narrative texts. Let’s reread the short intro to text evidence on page 11 and then look at Figures 2.2, 2.7, or the Appendix chart for Chapter 2 as we talk.
 - ▶ How is “text evidence” similar and different from other types of details, like “word choice”?
 - ▶ How does this compare to your instruction now?
 - ▶ Is there anything we could add, remove, or revise in those charts? For instance, is there language that better matches the age of your particular students?
- ◆ After reading both lessons in the chapter, what are our thoughts about teaching close reading?
 - ▶ What do you notice about the amount of student talk in each lesson? How does this feel similar or different from the ways we have been approaching close reading instruction?
 - ▶ Chris and Kate say that the text selections are only suggestions. Keeping that in mind, what do you notice about the types of texts and media they are demonstrating with? What are your thoughts about those choices?
 - ▶ Other ideas or questions for the group?
- ◆ What are some of the predictable problems that might arise as we teach these lessons, and how might we plan ahead to address those understandable struggles?

A Planning Session: 15–25 Minutes

(If you would like more time for the Discussion, then keep this Planning Session shorter. For instance, do not ask the group to reread the lessons, simply to have the lessons open while planning.)

- 1.** Find a partner who brought a similar text type, either narrative or informational. Turn to the lesson from the chapter that corresponds to your text.
- 2.** Reread that lesson. With your partner, take one of your texts and try out the close reading ritual.
 - ▶ Have sticky notes on hand so you can mark up the text with your thinking.
 - ▶ For example, how will you “think aloud” your process for your students, perhaps: “Here is one detail I think I should write down . . . because . . .” or “As I look for patterns, I am thinking about. . .”
 - ▶ Use the tips in the chapter as well as the extensions starting on page 27 for ideas.
- 3.** Come back together as a group and talk about when, in the next few days, you will try out all or a part of this lesson.
 - ▶ Will it be in a minilesson? With a small group? With one student in a conference? (Refer to Chapter 7, page 124, for some suggestions about scheduling.)
 - ▶ Plan to bring back teacher and/or student artifacts from these first tries to the next conversation.
- 4.** Look ahead to materials and discussion points for next time: “Our next meeting will be . . . be sure to have read/tried . . . and please bring. . .”

MORE WAYS TO CONNECT AND STUDY

Close Reading Blog-a-thon 

Falling in Love With Close Reading Study Guide

#FILWCloseReading twitter chat

Webinars

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KateAndMaggie.com

CONNECT AND STUDY

Further Reading

books by the presenters

Falling in Love with Close Reading (Lehman and Roberts, 2013)

Energize Research Reading and Writing (Lehman, 2012)

Pathways to the Common Core (Calkins, Ehrenworth, and Lehman, 2012)

Quick Guide to Reviving Disengaged Writers (Lehman, 2011)

books on reading instruction

Book Love (Kittle, 2012)

The Book Whisperer (Miller, 2009)

Reading in the Wild (Miller, 2013)

Notice and Note (Beers and Probst, 2012)

Teaching Reading in Small Groups (Serravallo, 2010)

The Art of Teaching Reading (Calkins, 2001)

What Readers Really Do (Barnhouse and Vinton, 2012)

For a Better World: Reading and Writing for Social Action (Bomer and Bomer, 2001)

Talk About Understanding (Keene, 2012)

The Art of Slow Reading (Newkirk, 2012)

Do I Really Have to Teach Reading? (Tovani, 2004)

books on research and best practices

Not This, But That: No More Summer Reading Loss (Cahill, et al, 2013)

What really Matters for Struggling Readers, 3rd Ed. (Allington, 2011)

Professional Capital (Hargreaves and Fullan, 2012)

Visible Learning for Teachers (Hattie, 2012)