

# Close Reading

(also called: Deep Reading, Micro Reading, and Slow Reading)



Who

- All students in a class, together, with the modeling, support, and guidance of a teacher.



What

- An attentive, careful reading (and re-reading) of a short piece of text.
- Sequences of text-dependent questions that cause students to examine textual evidence and discern deep meaning.
- Digging deeply into the meanings of words, phrases, sentences, and ideas in a text, without pre-teaching or "frontloading" content.



When

- When the text to be read is sufficiently complex to provide a challenge to all students in the classroom (see: CCLS Appendix B)
- When the essential learning requires that students "uncover" something.
- At least once per instructional unit



Where

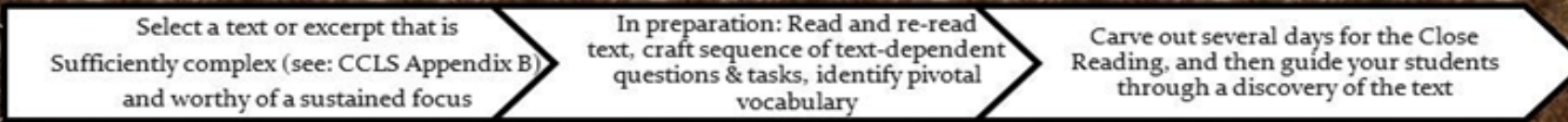
- In class, as one large group/ community of learners.
- As a central focus of instruction within a unit.



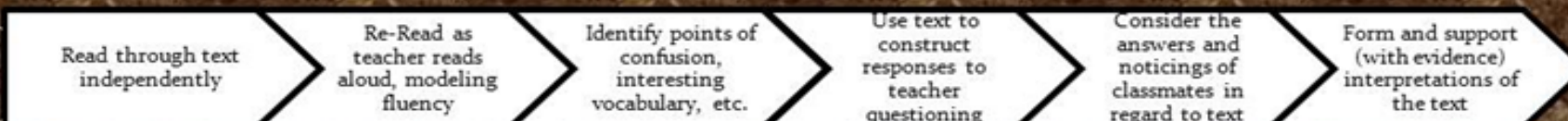
Why

- Through close reading, students can develop the thinking, strategies, and perseverance required to understand a difficult text, independently.
- Text-centered learning that is sequenced, scaffolded, and supported will help to advance students toward independent reading of complex texts at the CCR level.

How  
(Teacher)



How  
(Student)



Created by K. Horn with the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Race to the Top Network Team