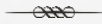


Demystifying Close Reading: Coupling Deliberate Re-reads and Intentional Instruction

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Agenda

- ☞ What is Close Reading?
- ☞ What portions of CCSS demand Close Reading?
- ☞ What is Intentional Instruction?
- ☞ What does effective Close Reading instruction look like?

What is Close Reading?





Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)



<http://www.youtube.com/watch?v=5w9v6-zUg3Y>

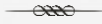




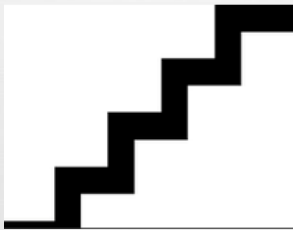
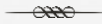








6 Shifts in ELA/Literacy
 Read as much non fiction as fiction
 Learn about the world by reading
 Read more challenging material closely
 Discuss reading using evidence
 Write non-fiction using evidence
 Increase academic vocabulary

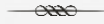


CCSS - Writing



- CCSS.ELA-LITERACY.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence

CCSS – Informational Text



CCSS.ELA-LITERACY.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Gradual Release Model



T - T - T

- ☞ Direct Instruction / Modeling – **I Do**
- ☞ Guided Practice (live formative assessment!) – **We Do**
- ☞ Independent Practice – **You Do**

1



- ☞ [RI.1.3](#) – Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ☞ Objective - Describe the **connection** between two **individuals** in text.









Objective - Describe the **connection** between two **individuals** in text.





CCSS.ELA-Literacy.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Objective - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings



Four Skinny Trees

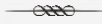
They are the only ones who understand me. I am the only one who understands them. Four skinny trees with skinny necks and pointy elbows like mine. Four who do not belong here but are here. Four raggedy excuses planted by the city. From our room we can hear them, but Nenny just sleeps and doesn't appreciate these things.



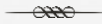
Their strength is their secret. They send ferocious roots beneath the ground. They grow up and they grow down and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep.

Let one forget his reason for being, they'd all droop like tulips in a glass, each with their arms around the other. Keep, keep, keep, trees say when I sleep. They teach.

Alignment – CCSS, Objective, Lesson with Close Reading



Not aligned



☞ R.L. 2.3: Describe how characters in a story respond to major events and challenges.

☞ Objective: Discern author's techniques for describing characters.

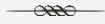


☞ Aligned Objective: Describe how the characters in the story respond to major events and challenges.



☞ [CCSS.ELA-Literacy.RL.4.6](#)
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Gradual Release Model



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SHORT TEXT



What is Close Reading?

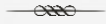








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