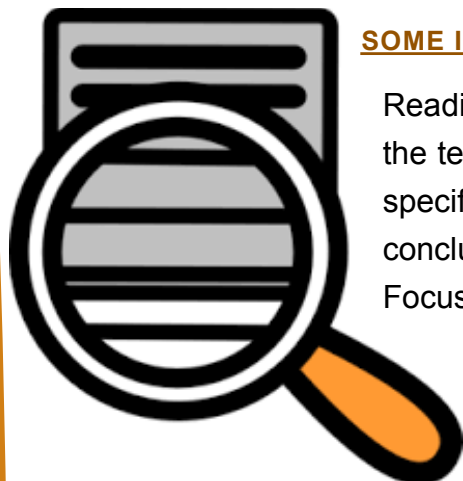


Ohio's Learning Standards¹ anchor standard 1



SOME INSIGHTS TO READING CLOSELY AND CITING TEXTUAL EVIDENCE

Reading Anchor Standard 1: Read Closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Focus: Three college and career readiness reading skills

- Ability to read closely to determine what the text says explicitly
- Ability to support logical inferences from the text when writing or speaking
- Ability to cite specific textual evidence to support conclusions

THE VARYING INTERPRETATIONS OF CLOSE READING/READING CLOSELY: INSTRUCTIONAL STRATEGY, LITERARY ANALYSIS TECHNIQUE, OR DESCRIPTION OF DEEP READING FOR ENHANCED COMPREHENSION?

-Close Reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery, and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. The teacher's goal in the use of Close Reading is to gradually release responsibility to students—moving from an environment where the teacher models for students the strategies to one where students employ the strategies on their own when they read independently. In the context of a comprehensive literacy framework, Close Reading is an instructional strategy that provides modeling and guided practice of the skills and strategies needed to independently read increasingly complex text and apply newly acquired knowledge in text-based demonstrations of deep understanding. (Brown and Kappes, Aspen Institute, 2012)

-Close reading is a literary analysis technique where students are expected to observe carefully as they read, searching for facts and details to help them interpret the text. They are asked to interpret observations to make inferences or to support an opinion about the text. Readers may discover and interpret theme, interactions among characters and events, irony, tone, and author's specific word choice in a literary text. In an informational text, readers analyze authors's use of evidence to make points and their use of claims and support. (ACT 2006)

-“Reading closely,” the term that actually appears in Ohio's Learning Standards has been interpreted as referring to reading for deep comprehension. When reading closely students activate background knowledge, read the text multiple times for different purposes, construct meaning, generate and respond to questions, engage in discussion, and contemplate ideas that arise from both text and negotiation of meaning. (OLS, 2017)

CONCLUSION: TEACHERS MUST INCORPORATE BOTH EXPLICIT INSTRUCTION IN SPECIFIC COMPREHENSION STRATEGIES AND A GREAT DEAL OF TIME AND OPPORTUNITY FOR ACTUAL READING, WRITING, AND DISCUSSION OF TEXT! (Duke and Pearson, 2002)



Ohio's Learning Standards ² anchor standard 1

YOUR CLOSE READING/READING CLOSELY RESOURCES

Reading Resources

- [Superior Reading Strategy Resources](#)
- [Close Reading Guide](#)
- [Close Reading Unlocking Poetry](#)
- [Close Reading Unlocking Prose](#)
- [Close Reading Unlocking Informational Text](#)
- [Close Reading for Literary Text PPT](#)
- [Close Reading Analysis Questions for Literary Text](#)
- [Close Reading Analysis Questions for Informational Text](#)
- [Close Reading Annotation Guide Example](#)
- [Close Reading Annotation Guide Bookmark Example](#)
- [Reading Poetry-Background Slides](#)
- [Reading Prose-Background Slides](#)
- [Text-Dependent Questioning](#)

Go to our ELA 6-12 Webpage <https://tinyurl.com/CCSEnglish6-12>.

-Click on the "ELA Strand Resources" Quick Link to find the Close Reading docs under Reading Resources.

-You can find help with citing text under "Writing Resources" and by going to the Curriculum Resources Grades 6-8 and Curriculum Resources Grades 9-12 Quick Links.

-The Clear Learning Targets Quick Link contains unpacked standard documents for all standards.

CLOSE READING AS INSTRUCTIONAL STRATEGY: SOME STEPS

If you decide to use multiple readings of a text as an instructional strategy for close reading, have a purpose for each reading. Here is an example:

FIRST READ: Read to get the "situation" of the text. Have students fill in a situation chart.

Who is speaking or narrating?	
To whom?	
About what/subject?	
When/Where?	
Why/Purpose?	
Tone?	

SECOND READ: Read and Annotate using text codes. Students read and annotate in one or more areas, depending on your learning target(s).

1. **QCC:** Write questions, comments, and connections in the margins.
2. **Triangle** characters' names so they are easy to locate on each page.
3. **Box** each word you do not know. Write brief definitions beside them if you do not figure them out from context clues.
4. **Circle and label** literary elements and devices. (Here are some of the literary elements that you may find: allusion, ambiguity, analogy, apostrophe, archetype, cliché, colloquialism, conceit, ethos, flashback, foreshadowing, hyperbole, irony, logos, litotes, idiom, metaphor, metonymy, motif, paradox, parallelism, pathos, personification, satire, simile, symbol, synecdoche, theme, etc. You do not have to find all of them; you may find some that are not listed. If you need definitions for any of the literary terms, use the following link: <https://literarydevices.net>.)
5. **Put wavy lines** under patterns or repetitions. If the patterns or repetitions are literary elements or devices, label them with alliteration, anaphora, assonance, chiasmus, catalog, epanalepsis, epistrophe, motif, sibilance, parallelism, theme, etc.
6. **Lightning bolt** shifts or turns in the text resulting from an epiphany, realization, insight, style choice, etc.
7. **Highlight** key phrases or sentences that give insight into a character, relate to the theme, indicate the tone, indicate setting or effect of setting, effective or unusual diction, critical events, etc. Highlighting stands out from the page and allows you to scan a page quickly for information. Be careful not to mark too much. If you feel that several lines are important, bracket them. See step eight.
8. **Bracket** important ideas or passages that are several lines in length. Place a bracket around the entire passage and only **highlight** key phrases within the bracket.

SUBSEQUENT READINGS: Note previous annotations, address your questions, use what you know to deepen comprehension, infer for a more robust understanding, complete tasks, etc.



Ohio's Learning Standards³ anchor standard 1

VERTICAL ALIGNMENT OF STANDARD 1-READING LITERATURE & INFORMATIONAL TEXT

Grade	Standard
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

VERTICAL ALIGNMENT OF STANDARD 1-READING LITERACY IN HISTORY/SOCIAL STUDIES

Grade	Standard
6-8	Cite specific textual evidence to support analysis of primary and secondary sources.
9-10	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
11-12	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

VERTICAL ALIGNMENT OF STANDARD 1-READING LITERACY IN SCIENCE AND TECH

Grade	Standard
6-8	Cite specific textual evidence to support analysis of science and technical texts.
9-10	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
11-12	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

SOME LITERACY SKILLS IN STANDARD 1

What does a student need to be able to do to master the standard?

- Read Closely (Literature, Informational Text, Print and Digital Sources, Visuals, etc.)
- Make Logical Inferences
- Cite Textual Evidence (MLA Formatting-Grades 7-12)
- Interact with the Text
- Understand and Use Literary and Informational Text Structures
- Analyze (Break Down Text and Tie It to a Whole)
- Synthesize
- Evaluate
- Academic Thinking and Discourse

NOTE: CLOSE READING IS NOT THE ONLY TYPE OF READING IN THE 6-12 ELA CLASSROOM.



Ohio's Learning Standards anchor standard 1

INTEGRATION IS THE KEY TO TEACHING AND LEARNING IN ENGLISH LANGUAGE ARTS

The Common Core State Standards were not designed to be used as a checklist and should not be taught in isolation. Effective teaching of the Reading Standards means integrating the ELA Standards into instructional tasks. The Writing, Speaking and Listening, and Language Standards are naturally integrated into any authentic reading task. Few of the CCSS can be deeply taught in isolation. (McLaughlin and Overturf, 2013)

LITERATURE/DISCUSSION CIRCLES: A BEST PRACTICE FOR READING STANDARD 1

Engaging students in Literature and/or Discussion Circles when reading text provides a means for students to engage in small-group, text-based conversations in which they share meaningful ideas about texts as they read them. There are many acceptable ways to implement literary and discussion circles. Be sure that your implementation has student mastery of CCSS as its goal. Many resources for literature circles predate Common Core. Please collaborate with your colleagues who already implement the practices. You can also check out these links to get some ideas:

<https://www.youtube.com/watch?v=x1Y-HLu2Dio>

<https://www.youtube.com/watch?v=yVK9ZV-AinA>

<https://differentiatedinstruction-inclusion.wikispaces.com/Literature+Circles-Secondary+Classrooms>

http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf

<https://sheg.stanford.edu/rlh>

<http://www.rapidintellect.com/AEQweb/542114.pdf>

<http://www.litcircles.org/Discussion/teaching.html>

<https://www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf>

<http://intellectual-discussion.meetup.com/cities/us/oh/columbus/>