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SOUTHERN NEVADA REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM



READING CLOSELY

Key Ideas and Details
CCR 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

February 2014

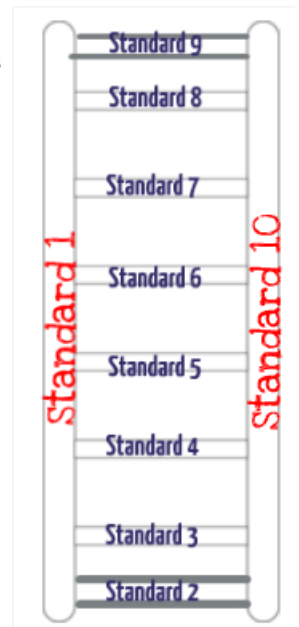
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What is close reading?

Close reading is a process by which students learn to critically read and analyze text. The intention is to steer students deeper into the text in order to fully mine the text for all it has to offer. Some liken CCR Reading Anchor Standard 1 and CCR Reading Anchor Standard 10 to the struts on a ladder. They support CCR Reading Anchor Standards 2-9, the rungs of the ladder. The Nevada Academic Content Standards (NACS) demand that students exercise higher order thinking and critical analysis when reading and comprehending complex text. This requires teachers to teach students how to interrogate a text, both literacy and informational, to uncover its deeper meaning.

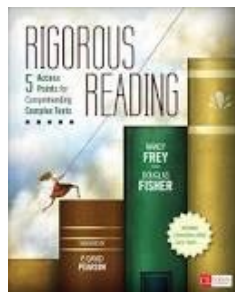
Anchor standards 2-9 specify elements of text that students are expected to analyze:

- *Themes and central ideas (standard 2)
- *Characters and individuals (standard 3)
- *Vocabulary (standard 4)
- *Text structure (standard 5)
- *Point of view (standard 6)
- *Integration of content within and across text formats (standard 7)
- *Arguments and reasoning (standard 8)
- *Intertextual connections (standard 9)



Check out this month's book pick! Call it close reading, call it deep reading, call it analytic reading—call it what you like. The point is, it's a level of understanding that students of any age can achieve with the right kind of instruction.

In *Rigorous Reading*, Nancy Frey and Doug Fisher articulate an instructional plan so clearly, and so squarely built on research, that teachers, schools, and districts need look no further.



There are a few things to keep in mind when planning a close reading lesson:

1. Make sure the text is worthy and complex enough to warrant repeated reading and detailed investigation.
2. Limit frontloading.
3. Use text dependent questions.
4. Teach and expect students to annotate.
5. Plan for after-reading tasks that require students to return to the text.

RESOURCES FOR CLOSE READING

[Article](#): Close Reading in Elementary Schools, from *The Reading Teacher*, describes the elements of close reading practices.

[Video](#): Doug Fisher discusses close reading (Click Chapter 1, Videos, and choose video 1.3 “Doug discusses close reading”)

[Lessons](#): Achieve the Core - Close Reading Model Lessons

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STANDARDS FOR FAMILY ENGAGEMENT

1. Welcoming all families in the school community
2. Communicating effectively
3. Supporting student success
4. Speaking up for every child
5. Sharing power
6. Collaborating with the community



“FAMILY ENGAGEMENT IS KEY TO STUDENT ACHIEVEMENT”

-Advisory Council on Family Engagement



A Focus on Standard 3: Supporting Student Success

The teacher uses data to show families how their children are doing: Families can access weekly, personalized student performance and/or assessment data and can use the information to describe how their child is doing related to the student’s individual goals, and to the class average for that grade-level.

TIP: Take advantage of parent letters and reports offered by the instructional and /or assessment programs that your school has adopted.

[ParentLink Mobile App](#) provides a fast and convenient way for parents and students to check grades, assignments, and attendance information. This App is available for [iOS](#) and [Android](#).

[Star Assessments](#): This document (offered in both English and Spanish) gives parents a complete reference to STAR assessments, including common questions and answers.

[CompassLearning](#): This link takes you to a generic letter to parents that describes the Compass program and explains how to access reports of student progress.

[AIMSWEB Sample Parent Letter](#) explains Aimsweb screening results.

RPDP Spring 2014 Classes

RPDP 524a **Reading Instruction in the CCSS** March 13th -15th

RPDP 524c **K-1 Literacy Centers** March 8th and 15th

RPDP 529a **CCSS Informative Writing** April 23rd-May 14th
(online)

* All classes are 1 credit

Check out rpd.net for more information on these classes and registration information.