

# Close Reading and Comprehension Strategies

## How do they compare?

(Adapted from *Information Text Close Reading* presentation and blogposts by Dr. Timothy Shanahan, University of Chicago)

	CLOSE READING	READING COMPREHENSION STRATEGIES
<b>WHAT IS IT?</b>	An outcome; “what the kids do.” Results in deeper analysis and interpretation.	A set of techniques for figuring out text. Teaches students the reading process.
<b>FOCUS</b>	Entirely on the information in the text itself.	May include outside information related to text content.
<b>GRADE LEVELS</b>	<ul style="list-style-type: none"> <li>Grades 2-12 read increasingly complex texts to engage in higher-level thinking.</li> <li>K-1– Lack of complex text that merits analysis precludes close reading at the k-1 level. Instead, teacher should use “close listening” to more complex texts to develop text analysis and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging readers - K-1 emphasis should be on phonological awareness, phonics, oral fluency, comprehension and writing.</li> <li>Struggling readers in all grades</li> </ul>
<b>TEXT CHARACTERISTICS</b>	Text should be complex enough to warrant close reading of concepts and language; preferably “authentic” text.	Text reading level and design may be calibrated to emphasize a specific skill and scaffold student independent reading development.
<b>PRE-READING ACTIVITIES</b>	Limited to purpose-setting, topic, and genre. Also, as appropriate, minimal text preview, contextualizing of text, defining only words critical to meaning that cannot be interpreted from the text itself.	May include extended pre-reading activities, background knowledge preparation, personal connection to text, vocabulary and decoding pre-teaching, introduction to the ideas in the text, etc.
<b>READING OBJECTIVE</b>	Intrinsic purpose to the reading task, to solve a problem, for example. Text should be complex enough to warrant close reading.	To practice and improve reading strategies. Text reading level and design may be calibrated to emphasize a specific skill.
<b>WHO READS</b>	Students read to make meaning from the text.	Teacher may read aloud as part of the lesson; students may read with a partner; students may practice targeted skill while reading independently.
<b>TEACHER QUESTIONS</b>	Text dependent questions – about the author’s ideas and craft; can only be answered from the text itself; should guide students to interpret the text’s ideas and impact.	Comprehension questions on strategies and skills such as key ideas and details; word meanings, etc.
<b>MULTIPLE READINGS</b>	<p>Read multiple times.</p> <ol style="list-style-type: none"> <li>1. First read for <u>what the text says</u> (key ideas and details).</li> <li>2. Next read to examine <u>how the text works</u> (craft and structure).</li> <li>3. Finally, read to <u>evaluate the value and quality of the text</u>, its impact and its connection to other texts (integration of knowledge and meaning).</li> </ol> <p>Each of these aims may take several readings, and deep analysis may require multiple days.</p>	Reread to improve fluency and to practice self-monitoring skills that result in basic text comprehension.