

# Close Reading Strategies

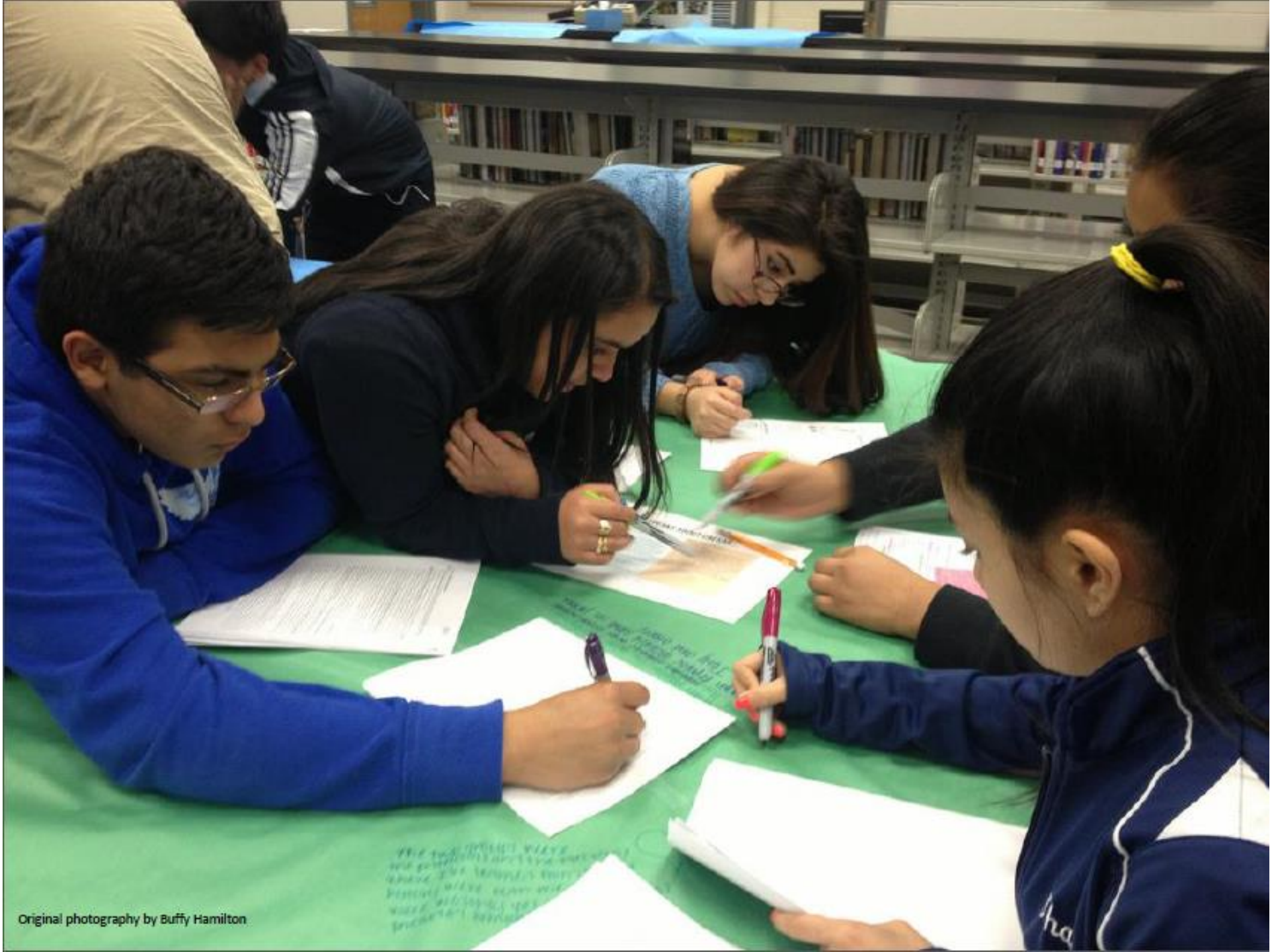
Presented by Eric Wheeler

Adapted from presentations by Buffy Hamilton and Sheridan Blau

Link: <http://mbcurl.me/TY89> or <http://tools4english.pbworks.com>

# WRITE AROUND

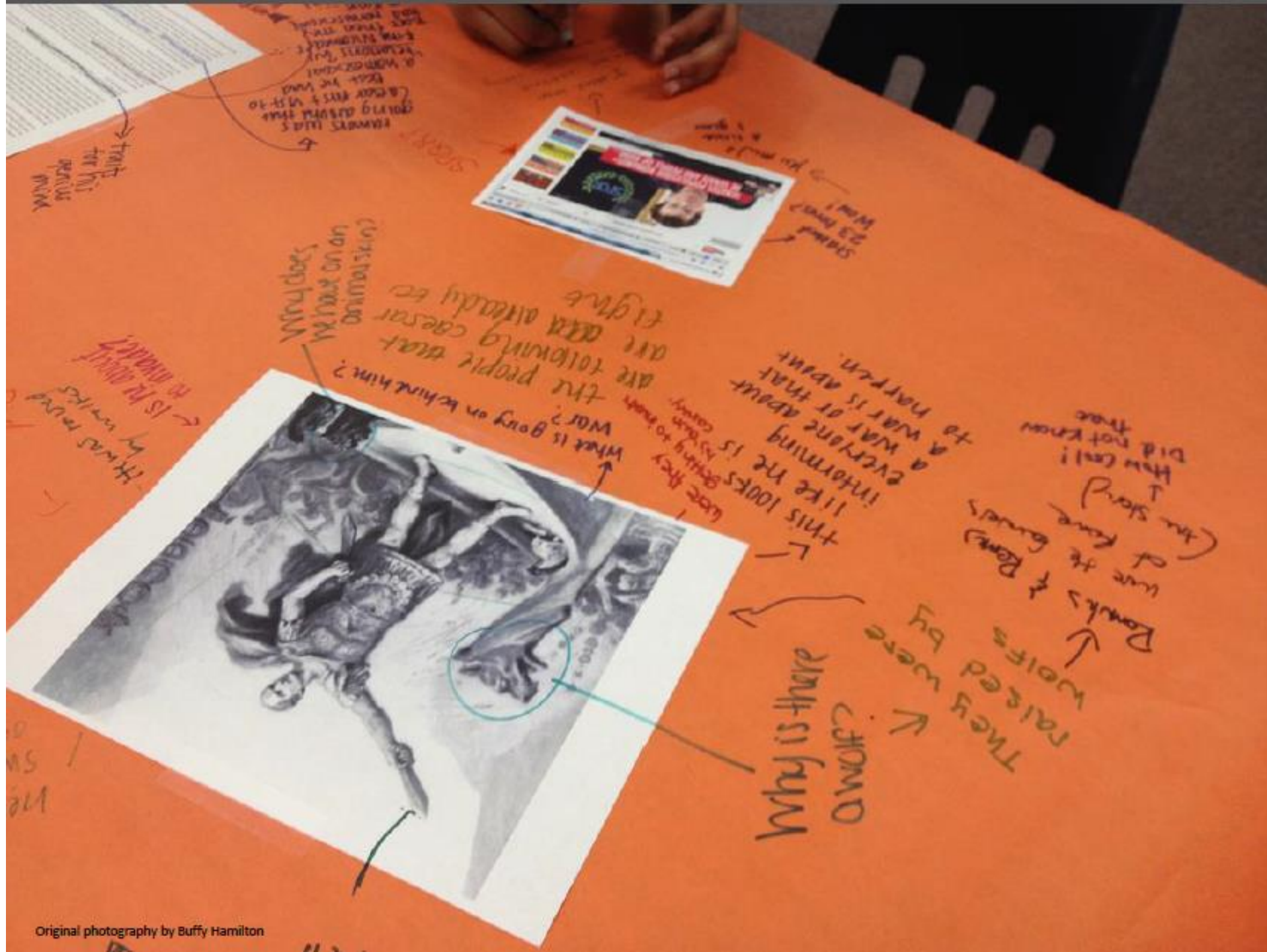
A strategy in which “Small groups of kids write and exchange notes about a curricular topic for several rounds—maybe 5 to 15 minutes of sustained writing—and then they burst into out-loud talk that’s rooted in their extended written rehearsals” (Daniels 155).



Original photography by Buffy Hamilton









# From the Preface to the First Edition of Leaves of Grass

Love the earth and sun and the animals,  
 delight rich in creatures that walk,  
 stand up by the stupid and crazy,  
 devote your income and labor to others,  
 hate tyrants,  
 adore not concerning God,  
 have patience and indulgence toward the people,  
 take off your hat to nothing known or unknown,  
 or to any man or number of men,  
 go freely with powerful uneducated persons  
 and with the young and the foolish of land  
 and these leaves in the years of  
 every season of every year of your life  
 to examine all you have been told  
 at school or church or in any book  
 discuss whatever irritates your own soul  
 and your very flesh shall be a great poem.  
 —Walt Whitman

really like  
 that line too

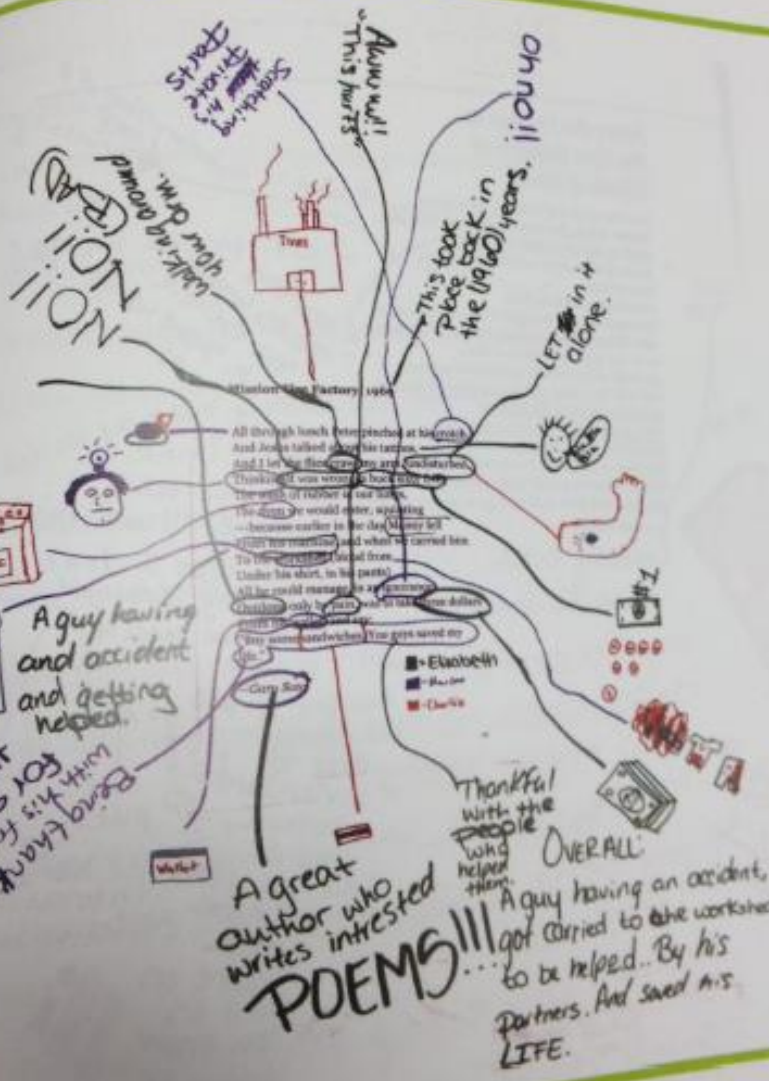
My favorite  
 description is  
 read these leaves  
 in the open air

My other favorite  
 words are every  
 season of every yr  
 at your life

Seasons change, you change  
 the nature of things change  
 with every day that goes by.

What do they mean by leaves?  
 to me I think  
 he means all  
 the pieces that make  
 up you into a tree  
 interesting! I thought maybe  
 it was five pages of  
 a book.

I thought it was  
 like being  
 able to  
 understand  
 nature,  
 like reading  
 a book. Makes sense  
 know  
 nature as  
 well as  
 you know  
 language.  
 Mhmmmm!



Figure

# Write Around Texts

1. Try to write as neatly as possible so others can read your notes.
2. Use all the time you're given for writing—keep you pen moving!
3. Respond to the Text with
  1. Questions
  2. Reactions to the text—I Like . . . , I wonder . . .
  3. Thoughts on a particular sentence
  4. Drawings—art is an acceptable response
  5. Reactions to each other's statements

When I annotate an article, what do I write?

Record a **REACTION**

Ask a **QUESTION**

Give an **OPINION**

Make a **CONNECTION**

Respond to how I **relate** to the situation or information I'm reading

**Study the diagrams and data:** what is significant, surprising, expected?

Record the **what, the who, the why, the when, the where, the how**

Record **thinking that is new or surprising**

**Highlight or circle vocabulary words or terms** you can use for additional **searches**



# WRITE AROUND TEXT ON TEXT

“what happens when you have several kids annotate the same copy of a text at the same time, jotting down their responses in the margins. Quite naturally, students start reading other people’s comments and want to give their classmates a written high five, ask a clarifying question, or throw down a tough challenge” (Daniels 184).

## Considering the Write Around Texts Strategy

1. On a sheet of blue paper, quietly record your thoughts on using this strategy.
2. Share your thoughts with your table group.
3. Share your thoughts as a large group.

# Multiple Readings & Companion Texts

Prepare your  
text like the  
example →

**Killed at the Ford**

Henry Wadsworth Longfellow (1807-1882)

He is dead, the beautiful youth,  
The heart of honor, the tongue of truth,  
He, the life and light of us all,  
Whose voice was blithe as a bugle-call,  
5 Whom all eyes followed with one consent,  
The cheer of whose laugh, and whose pleasant word,  
Hushed all murmurs of discontent.  
Only last night, as we rode along,  
Down in the dark of the mountain gap,  
10 To visit the picket-guard at the ford,  
Little dreaming of any mishap,  
He was humming the words of some old song:  
"Two red roses he had on his cap  
And another he bore at the point of his sword."  
15 Sudden and swift a whistling ball  
Came out of a wood, and the voice was still;  
Something I heard in the darkness fall,  
And for a moment my blood grew chill;  
I spake in a whisper, as he who speaks  
20 In a room where some one is lying dead;  
But he made no answer to what I said.  
We lifted him up to his saddle again,

Your Name

1

2

3

4

5



# Reading 1

Read the text all the way through to yourself, quietly. After reading it, rate your understanding on a scale of 1 to 10 where 1 means “I don’t get it at all” and 10 means “This text makes complete sense to me.”



## Reading 2

Read the text again. After reading, write what you think the text means or is about in two or three sentences. After writing, rate your understanding again. 1 - 10



# Reading 3

- Read the text again. This time as you read, underline or **highlight** important and/or confusing words and/or lines. After marking up the text, rate your understanding again. 1 - 10





# Reading 4

- Read the text again. After reading, discuss the text with your neighbors. Read them what you wrote. Ask them questions about what you underlined or highlighted. After discussing the piece, rate your understanding again. 1 - 10



# Reading 5

- Listen to the text read aloud. After listening, participate in a class discussion of the text. After the class discussion, rate your understanding one last time. 1 - 10



# Continuum

1. On a sheet of blue paper, design a continuum on which you could place these three texts.
2. Share your continuum with your table group.
3. As a group, develop 2-3 continuum possibilities to share with the class.
4. Share these with the class.



# Multiple Readings and Companion Texts

1. On a sheet of blue paper, quietly record your thoughts on using this strategy.
2. Share your thoughts with your table group.
3. Share your thoughts as a large group.