

# ENGAGING LEARNERS



## Learning and Literacy Centers Posters - Close Reading Pack (5 posters)

### CLOSE READING: VOCABULARY AND DICTION

#### CLOSE READING – STEP ONE: FIRST IMPRESSION POSTER

While almost any classroom activity can be adapted for Literacy & Learning Centers, these Close Reading posters make it easy for ELA and literature teachers to get students to explore complex texts. Incorporate mini-lessons as necessary (review or teach concepts like diction, connotation, metaphor, point of view, etc.) then choose passages from the text or texts that are suitable for analysis and close reading. Students can work together, as a whole class or in smaller groups, to form first impressions. Then divide them up and encourage students to have small group discussions in centers. The teacher can pre-select which questions from each poster should be discussed, or students choose themselves.

This pack includes posters for one large group/full class activity (Step One: First Impression), and four additional student center activities.

The teacher may want to review classroom discussion norms before doing this series of centers. Any of these activities can be used as part of a teacher-led center or the discussion prompts can be used as writing prompts in a writing center.

#### TIP: Handwrite or type clear instructions including where students are to access the text: print-outs of a preselected text can be provided, students can be referred to a page of a classroom text, or teams of students can be encouraged to choose text passages on their own.

You can ask them to continue to close the same passage that they analyzed in the First Impression activity, or they can use a different passage from the same text.

#### CLOSE READING: DISCERNING TEXT PATTERNS

#### TIP: Handwrite or type clear instructions including where students are to access the text: print-outs of a preselected text can be provided, students can be referred to a page of a classroom text, or teams of students can be encouraged to choose text passages on their own.

If the entire class is working on one text, students can form first impressions as a whole-class activity. If they are working on different texts, divide students up into their center groups and encourage them to form first impressions as teams. This reading together activity gives students a chance to do scan a passage and practice using a classic Before Reading Strategy on a "just right" text.

At this center you'll need to provide:

- A selected passage from a text that the students will read, either as a whole class or in small groups.
- Dictionaries, glossaries, or online references.
- Detailed instructions. Remind students that as long as they can provide evidence to support their opinions, there are no right or wrong answers. Every reader can have a unique relationship to an author's word choice. Some readers may find connotations to be obvious and predictable, other readers might find them jarring.

#### TIP: Handwrite or type clear instructions including where students are to access the text: print-outs of a preselected text can be provided, students can be referred to a page of a classroom text, or teams of students can be encouraged to choose text passages on their own.

The teacher may want to review classroom discussion norms before doing this series of centers. Any of these activities can be used as part of a teacher-led center or the discussion prompts can be used as writing prompts in a writing center.

You can ask them to continue to close the same passage that they analyzed in the First Impression activity, or they can use a different passage from the same text.

#### CLOSE READING: POINT OF VIEW AND CHARACTERIZATION

#### TIP: Handwrite or type clear instructions including where students are to access the text: print-outs of a preselected text can be provided, students can be referred to a page of a classroom text, or teams of students can be encouraged to choose text passages on their own.

This reading together center activity gives students an opportunity to consider individual words and their relationship to the overall meaning of a text. They will be examining imagery, rhythm, sentence structure, and the types of writing that are included in the passage. More experienced student readers will also have the opportunity to consider the information that the author decided to omit from the text at various points. For example: an author may choose to withhold the identity of a speaker or location in order to create a sense of mystery or suspense.

At this center you'll need to provide:

- A selected passage from a text that the students will read or have begun reading, either as a whole class or in small groups.
- Detailed instructions. Remind students that as long as they can provide evidence to support their opinions, there are no right or wrong answers. Every reader can have a unique relationship to an author's word choice. Some readers may find connotations to be obvious and predictable, other readers might find them jarring.

The teacher may want to review classroom discussion norms before doing this series of centers. Any of these activities can be used as part of a teacher-led center or the discussion prompts can be used as writing prompts in a writing center.

You can ask them to continue to close the same passage that they analyzed in the First Impression activity, or they can use a different passage from the same text.

#### CLOSE READING: METAPHORICAL MEANING AND SYMBOLISM

#### TIP: Handwrite or type clear instructions including where students are to access the text: print-outs of a preselected text can be provided, students can be referred to a page of a classroom text, or teams of students can be encouraged to choose text passages on their own.

This reading together center activity gives students an opportunity to explore patterns in a passage of text, and discuss how these patterns relate to the complete text. They will be examining imagery, rhythm, sentence structure, and the types of writing that are included in the passage. More experienced student readers will also have the opportunity to consider the information that the author decided to omit from the text at various points. For example: an author may choose to withhold the identity of a speaker or location in order to create a sense of mystery or suspense.

At this center you'll need to provide:

- A selected passage from a text that the students will read or have begun reading, either as a whole class or in small groups.
- Detailed instructions. Remind students that as long as they can provide evidence to support their opinions, there are no right or wrong answers. Every reader can have a unique relationship to an author's word choice. Some readers may find connotations to be obvious and predictable, other readers might find them jarring.

The teacher may want to review classroom discussion norms before doing this series of centers. Any of these activities can be used as part of a teacher-led center or the discussion prompts can be used as writing prompts in a writing center.

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# CLOSE READING

## STEP ONE: FIRST IMPRESSION

What is the **first thing you notice** about the passage?

What is the **second thing**?

Do the two things you noticed **complement** each other?

Do the two things you noticed **contradict** each other?

What **mood** does the passage create in you?

**How** does the text create this mood?

What **evidence** can you find from the text that supports your response?



# CLOSE READING

## VOCABULARY AND DICTION

Which **words** do you **notice first**? Why?

What is **noteworthy** about this diction?

How do the important words **relate to one another**?

Does any of the author's **word choice** seem odd?

Do any words have **double meanings**?

Do they have extra **connotations**?

**Look up** any unfamiliar words.



# CLOSE READING

## DISCERNING TEXT PATTERNS

Authors use words to paint pictures or **images** in the reader's mind. Does an image here remind you of an image elsewhere in the book?

Where? What's the connection?

How might this image fit into the pattern of the book as a whole?

What is the **sentence rhythm** like?

Short and choppy? Long and flowing?

Does it build on itself or maintain an even pace?

What is the style like?

Could this passage **symbolize** the entire text?

Look at the **punctuation**.

Is there anything unusual about it?

Is there any **repetition** within the passage?

What is the effect of that repetition?

How many **types of writing** are in the passage?

(For example: narration, description, argument, dialogue, rhymed or alliterative poetry, etc.)

Can you identify **paradoxes** in the author's thoughts or styles?

What does the author **leave out** or not say?



# CLOSE READING

## POINT OF VIEW AND CHARACTERIZATION

How does the passage make us **react to or think about** characters or events within the narrative?

Did the author include colors, sounds or physical description that **appeal to the senses?**

**Who speaks** in the passage?

**To whom** does he or she speak?

Does the **narrator** have a limited or partial point of view?



# CLOSE READING

## SYMBOLISM AND METAPHORICAL MEANINGS

Does the passage include metaphors?  
If so, what **kinds of metaphors** are they?

Is there one **controlling metaphor**?  
If not, how many different metaphors  
are there?

In what order do they occur?  
How might that be significant?

How might **objects** represent  
something else?

Do any of the objects in the passage  
(for example: animals, plants, colors, etc.)  
have **additional connotations**  
or meanings?

