

Standards & Sequenced Subskills for the CLOSE Reading Process

CLOSE Read Process	ELA State Standards	Sequenced subskills needed
<p style="text-align: center;">Check</p> <ul style="list-style-type: none"> • Check for unknown words • Check for unusual or foreign language 	<p>Vocabulary acquisition and Use L. 4 Determine or clarify the meaning of unknown and multiple-meaning of words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. Craft and Structure R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p>	<ul style="list-style-type: none"> • Select appropriate words when intended meaning/definition is clearly evident. • Define terms and principles • Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine the meaning of words. • Give non-examples/examples • Use context to identify the meaning of words/phrases. • Identify use of literary devices
<p style="text-align: center;">Look</p> <ul style="list-style-type: none"> • Look for key ideas & details • Look for how key details are provided • Look for the author's viewpoint 	<p>Key Ideas & Details R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text. R. 6 Assess how point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> • Recall, recognize, or locate basic facts, details, events or ideas explicit in texts. • Describe who, what, where, when, or how. • Define/describe facts, details, terms, principles. • Make basic inferences or logical predictions from data or texts. • Locate information to support explicit-implicit central ideas. • Distinguish relevant-irrelevant information: fact/opinion • Specify, explain show relationships; explain why, cause & effect
<p style="text-align: center;">Observe</p> <ul style="list-style-type: none"> • Observe book and text features • Is the text written in story form, poetry or factual and scientific information? 	<p>Craft and Structure R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. Integration of Knowledge and Ideas R. 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words. Knowledge of Language L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<ul style="list-style-type: none"> • Identify or describe literary elements (character, setting, sequence, etc.) • Identify whether specific information is contained in graphic representations (e.g. map, chart, table, graph, T-chart, diagram) or text features (e.g. headings, subheadings, captions) • Analyze format, organization & internal text structure (signal words, transitions, semantic cues) of different texts • Identify characteristic text features; distinguish between texts, genres • Obtain and interpret information using text features • Analyze information within data sets or texts
<p style="text-align: center;">Study/Seek</p> <ul style="list-style-type: none"> • Study how the sentences & text are structured • Seek out signal words (however, still, but, yet) 	<p>Craft and Structure R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. Knowledge of Language L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<ul style="list-style-type: none"> • Decide which text structure is appropriate to audience and purpose • Identify or describe literary elements (character, setting, sequence, etc.) • Analyze format, organization & internal text structure (signal words, transitions, semantic cues) of different texts • Categorize/compare literary elements, terms, facts/details, events • Describe compare and contrast solution methods
<p style="text-align: center;">Examine</p> <ul style="list-style-type: none"> • Examine authors/illustrator's message or theme • Examine the author's use of literary devices 	<p>Key Ideas and Details R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of the text. Craft and Structure R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone. Integration of knowledge and Ideas R. 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R. 9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take. Vocabulary and Acquisition and Use L. 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • Identify use of literary devices • Locate information to support explicit/implicit central ideas • Generate conjectures or hypotheses based on observations or prior knowledge or experience • Describe how word choice, point of view or bias may affect the reader's interpretation of text • Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text • Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) • Identify/make inferences about explicit or implicit themes