



Close Reading Framework

Setting the Stage (Introduction)

Slowing down with reading instruction is imperative for creating critical thinking skills. When students linger over a text, they can start to identify patterns and pinpoint an author's underlying message and purpose for writing the text. Stylistically, it is also important for students to realize that writing is a true form of artistry and self-expression. Even the youngest child can close read. In fact, children are natural close readers because they comb through images for clues and details that help them piece together the story that illustrations tell. Gather the class to set the stage for the close reading exercise. Explain the importance of close reading and also remind students of recent teaching objectives that they should be on the lookout for specifically. You could say:

Friends, I want to encourage you to slow down when you're reading to make sure you notice every detail on the page. The illustrations on the front cover of a book and within the pages of a story play a very important part in telling the reader about the characters and the main action of the story. The pictures are not just there as an afterthought; the illustrator spends many, many hours thinking about the most important details of the story. There are plenty of clues. Nothing on the page is an accident! As readers, our job is to try to figure out what the author and illustrator were thinking when they created the story. We should always take time to pause

and ask questions. Why did that character do that? What do I already know about the story from looking at this picture?

Today we are going to study this advertisement for Toyland. Using this picture we will investigate what the author and illustrator of this ad want us to do after reading and viewing this information about Toyland.

Practice

Have students study the image of the front cover independently or in small groups. Ask them to answer a question from each box of the Core Lens guiding worksheet. Have students discuss their thinking with a partner while you circulate to monitor progress.

<p>7 Core Ready Lenses <i>Guiding Questions for Close Reading</i> Instruction</p>		<p>The Personal Lens</p> <p>1) Have you ever seen an advertisement like this before? What was the advertisement for?</p> <p>2) Do you like the pictures in this ad? Do you want to visit Toyland? Why or why not?</p>
<p>The Linguistic Lens</p> <p>1) What words on this poster tell you that it is an advertisement for a toy store?</p> <p>2) What does the ad say to try to convince you to shop at Toyland?</p>	<p>The Semantic Lens</p> <p>1) Do the pictures on this poster match the words on this poster? Give some examples to support your answer.</p> <p>2) If you had to describe this ad to someone else who has not seen the ad, what would you tell them about Toyland?</p>	<p>The Analytical Lens</p> <p>1) What does the author of this ad want you to do after reading and viewing this advertisement?</p> <p>2) This ad says that Toyland is the “world’s best toy store.” Do you believe that statement? Do the pictures and words prove that Toyland is the best toy store?</p>
<p>The Context Lens</p> <p>1) Do you think that Toyland really has the best prices for toys? Why or why not?</p>	<p>The Metaphoric Lens</p> <p>1) The ad says that Toyland has “the hottest toys around.” What does it mean for a toy to be</p>	<p>The Critical Lens</p> <p>1) Do you think you would enjoy shopping at Toyland? Why or why not?</p>

<p>2) Who do you think the author and illustrator want to see this ad?</p>	<p>“hot”?</p>	<p>2) What could this ad say or what other images could the ad include to convince you to visit Toyland?</p>
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