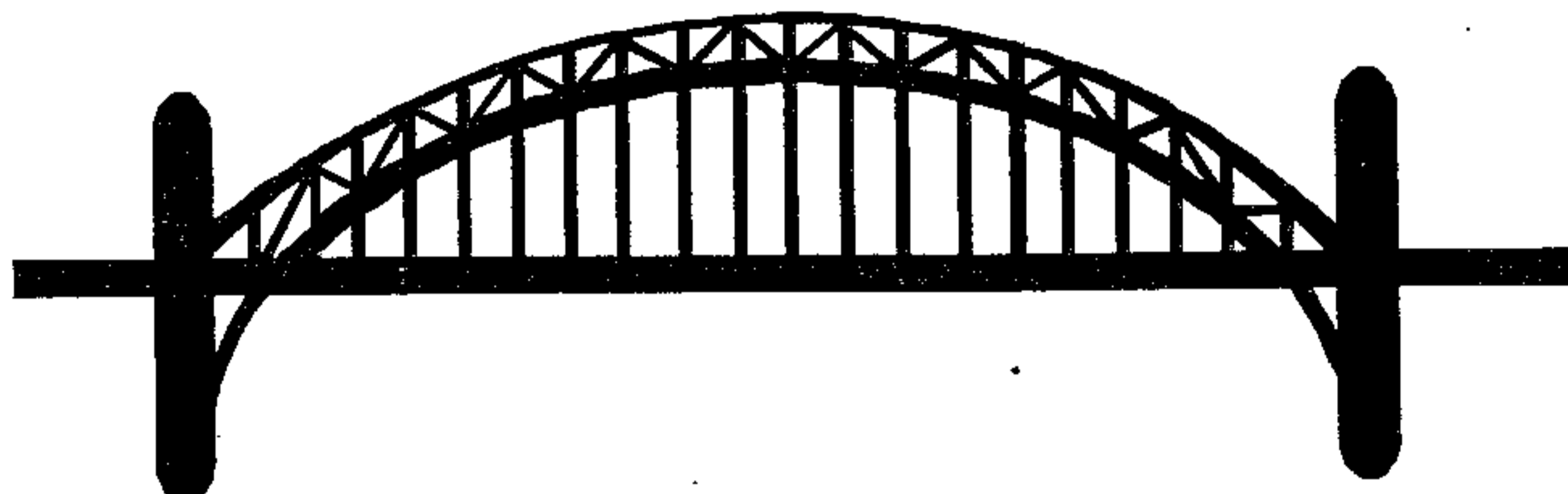


BUILDING BRIDGES

Common Core State Standards



Close Reading

Close reading is a key component of the CCSS document in that students are expected to identify key information and use text evidence to support ideas, inferences and conclusions. Each of the anchor standards reflects a viewpoint of close reading in many ways since students consistently use the text to support the reading. Anchor 1, however, particularly reflects the intent of close reading:

Anchor 1: Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from text

The CCSS document has referred to close reading as using the 'four corners' of the text. This means that students are expected to use the text as the primary source for writing and discussion. Making personal connections is often criticized and this is a legitimate concern when teachers move too far in that direction. To suggest, however, that we should discourage personal connections entirely does not make sense. These connections help support the text information as we bring our own experiences to bear. Cautionary advice may suggest focused attention on the text in the first read when addressing this standard while using the second read to encourage connections that support or elevate the text. As with many aspects of CCSS, this is not an either or proposition, but how effectively we can balance these experiences. We can and should do a close read but this does not mean that text connections are not relevant to this purpose.

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