

Using an eBook for **Close Reading**

Close reading is an enriched form of engaging in text. Students are encouraged to notice features of the text and language of the author, challenging them to critique and evaluate what has been written.

Choose Your Text

Choose a text that is challenging enough so that students will have a prime opportunity to dissect the text. Both literary and informational texts are options for a close read.

Read Aloud Together

Read the passage out loud as a class to introduce the text. Discuss what the text is about.

Model Features and Techniques to Analyze Text

Show your students the various tools at their disposal while they read the text: highlighting, notebook, easybib, dictionary, bookmark. Encourage them to mark up the text as they read.

Mark the Text:

- Highlight a word or phrase.
- Options will appear: colors to highlight, underline, write a note, dictionary, etc.
- Appear in your notebook

Notes:

- Saved automatically in your notebook
- Stay until you delete

Dictionary:

- Highlight a word, select “dictionary” and definition will appear

Cite:

- Click red book at the top right corner when inside a book
- Options on citation style

Re-read the Text...and Re-read Again and Again...

Students re-read the text on their own. Provide thought-provoking questions (see-below for suggestions) for students to think about and evaluate as they read. Instruct them to take notes and use the tools at their disposal to help dissect the text. Encourage the students to read the text multiple times to best understand the author’s writing style and purpose.

Thought-Provoking Questions:

- What are your first impressions? What is the purpose of the passage?
- What is the tone of the author?
- What vocabulary features stand out to you?
- Words you don’t know? Double meanings? Analogies?
- Why does the author choose the words s/he does?
- How does the passage make you feel?
- What sort of descriptions are used? How does the text create imagery?
- Is the author successful at creating imagery with words?
- What is the point of view? Why did the author choose this point of view?
- Is there any symbolism? Metaphors? Why does the author use them? Are they effective to the author’s purpose?
- What is the sentence structure like?
- Why do you think the author chose this writing style? Is it effective in his/her purpose?

Discuss!

Once students have read and re-read the text, encourage discussion. Have students discuss (either in pairs, small groups, or even as a whole class) what they discovered about the text.

Students are expected to have substantial notes on their discoveries of text structure, word choice, etc., after they have read the text several times. Students should be able to answer not only the “whats” of the passage, but also the “whys” of the author’s writing.