

# Close Reading of Complex Texts Interactive Editions Grades 3–8



## Let Students Interact with Complex Texts

The Interactive Edition of *Close Reading of Complex Texts*™ harnesses the power of technology to enhance the close reading process and guide students in becoming confident readers.

**Students can access** annotation tools, a personalized Notebook, embedded Text-Dependent Questions and Think Alouds, and technology-enhanced graphic organizers to support their understanding to read critically.

**Teachers can quickly connect** with students by reading, reviewing, and annotating students' personalized notes in real time.

ONLINE

### Experience More Online

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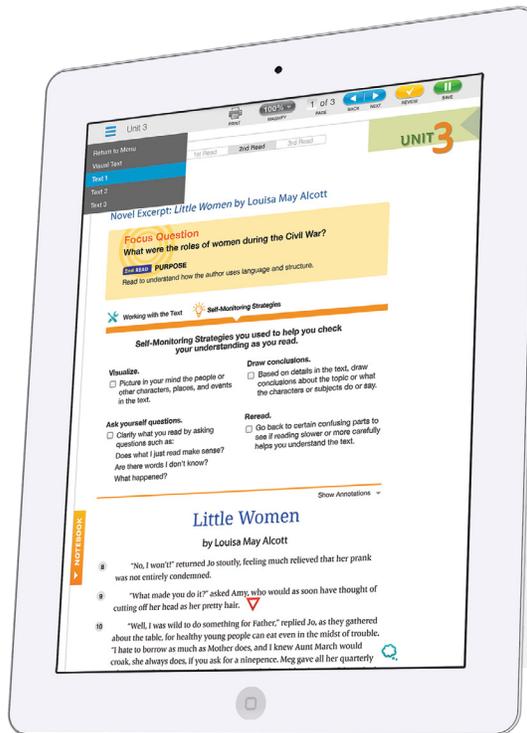
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[www.SadlierSchool.com/CRCT](http://www.SadlierSchool.com/CRCT)



Students easily navigate through each section of the unit.

 Text-Dependent Questions, within each read, focus and support students' understanding of the text.

 Embedded Think Alouds model what an expert reader may be thinking or what strategies they might be using while reading a particular text.

## COMPONENTS

### Student

Getting Started with Close Reading  
Curated texts  
Instruction and Practice  
Assessments  
Differentiated and Extension Activities  
Digital Tools  
Personal Notebook

### Teacher

Answer Key  
Assignable tasks  
Data reports  
Real-time progress monitoring

Annotation tools allow students to independently mark up texts to aid their understanding.

Select an annotation type:

MP Major Point   
  KW Key Word or Phrase   
  ? Confusion  
 KI Key Idea   
  ! Surprising/Important   
  Note

What does this mean?

Cancel Save

Notebook

TEXT

1st READ

? 1 very queer expression of countenance  
*What does this mean?*

---

? 2 rash

---

KI 5 "Your hair! Your beautiful hair!"

A Notebook stores all personalized annotations for each read, teacher comments, and answers to Text-Dependent Questions, which students can refer back to at any time.

Unit 3

100% 1 of 3

UNIT 3

Text 1

Focus Question Purpose Self-Monitoring Annotating Text

**Little Women**  
 by Louisa May Alcott

*Little Women tells the story of the four March sisters—Meg, Beth, Amy, Jo—and their mother, who live in Massachusetts at the time of the Civil War.*

1 The short afternoon wore away. All other errands were done, and Meg and her mother busy at some necessary needlework, while Beth and Amy got tea, and Hannah finished her ironing with what she called a "slap and a bang," but still Jo did not come. They began to get anxious. She came walking in with a very queer expression of countenance, for there was a mixture of fun and fear, satisfaction and regret in it, which puzzled the family as much as did the roll of bills she laid before her mother, saying with a little choke in her voice, "That's my contribution toward making Father comfortable and bringing him home!"

2 "My dear, where did you get it? Twenty-five dollars! Jo, I hope you haven't done anything rash?"

3 "No, it's mine honestly. I didn't beg, borrow, or steal it. I earned it, and I don't think you'll blame me, for I only sold what was my own."

4 As she spoke, Jo took off her bonnet, and a general outcry arose, for all her abundant hair was cut short.

5 "Your hair! Your beautiful hair!" "Oh, Jo, how could you? Your one beauty." "My dear girl, there was no need of this." "She doesn't look like my Jo any more, but I love her dearly for it!"

Analyze and Synthesize Write

UNIT 3

Unit 3 Assessment

Analyze and Synthesize Across Texts

**Focus Question**  
 How did the roles of Women change during the Civil War?

Visual Text 1st Text 2nd Text 3rd Text

Show Annotations

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How did the Civil War changes the lives of women.

Little Women Women Spymasters

Technology-enhanced graphic organizers with drag-and-drop functionality aid students in analyzing and understanding connections within and across texts.

All screens from Grade 7, Interactive Edition