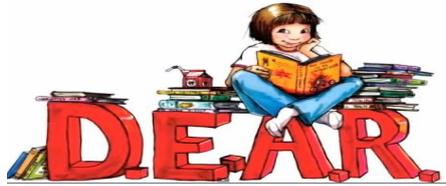# Appendix 3 - DEAR: Developing Close Reading Strategies: 5 W's

Use of CARs (Critical Analysis Reasoning) & CAQs (Critical Analysis Questioning)

Drop Everything and Read: Close Reading Strategy for Unseen Texts

We Always Start with the 5 W's?

Close Read the Context Box & Text

TASK 1: Now Ask yourself or partner the following Questions

Who?

Who is the text about? What are we told about them? How are they described? What does it reveal? Why is this important?
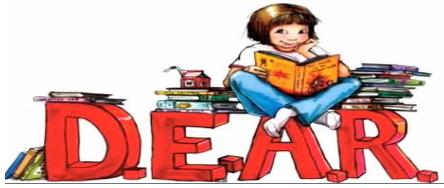
What?

What is the text about? What is the genre? What are the themes do you think? What information are we given in the context box? Why is this important?

Why?

Why are we introduced to story, character, settings in this way? Why is this important? Why might this topic be important to the writer?

Where?

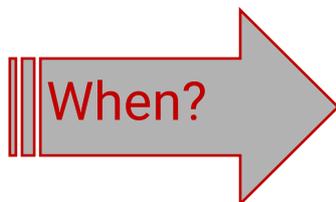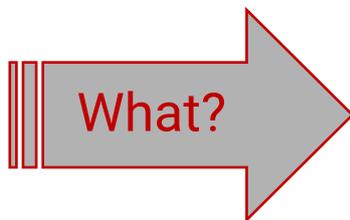Where is the story set? How is it described? What period in history is this? Why is this important?

When?

When is story set? What year was it written? How does this influence the themes? Why is this important?
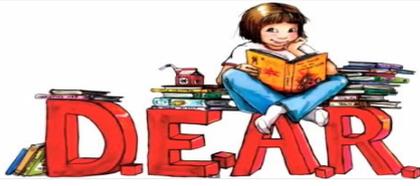
Drop Everything and Read: Close Reading Strategy for Unseen Texts

We Always Start with the 5 W's?

Close Read the Context Box & Text

TASK 1: ANSWER SHEET

Who?

What?

Why?

Where?

When?

Drop Everything and Read:
Close Reading Strategy for Unseen Texts

Now let's ZOOM in on the
   Writer's Language Techniques & Imagery

ACTIVITY 2: DEVELOPING CLOSE TEXTUAL/ LANGUAGE ANALYSIS SKILLS:

What Language Choices has the writer made & why & to what effects?

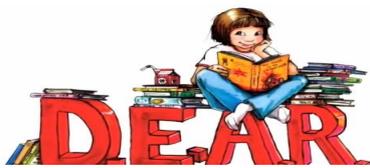| **Who?** →	**Who has the writer introduced us to in the beginning?** **What LANGUAGE TECHNIQUES /WORD PHRASES have they used to describe the character?** **What does this reveal about them?** **JOT YOUR NOTES BELOW:**

WHO? = WORDS/PHRASES used to DESCRIBE THEM =	LANGUAGE TECHNIQUES USED =

NOW LET'S ZOOM IN ON THE WORDS/PHRASES/IMAGERY/QUOTES you have picked out:

Write them here _____

ZOOM IN now on specific phrases that are striking to you:
_____

Now explain/analyse in detail what those specific words SUGGEST/SHOW:

	TEXT: Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a **bear** drags his paws. His arms did not swing at his sides, but hung loosely.

EXEMPLAR MODEL ANSWER: GRADE 4/5
WE'RE USING D.E.A.R TO ZOOM IN ON LANGUAGE & EFFECTS

PEED: The writer describes Lennie as a bear *"he walked heavily, dragging his feet a little, the way a bear drags his paws"* combining the use of the adverb "heavily" with the active verb "dragging" to convey a sense of weight, heaviness and bulk. The use of the metaphor to compare Lennie to a bear "the way a bear drags his paws" suggests that Lennie is both powerful and strong but is unaware of his inner and savage strength. Lennie's "paws" are capable of savage violence but he is described as "swinging them loosely" as if he is carefree and unaware of his own power.