

## Close Reading Procedure

- Select a short, worthy passage.
- Create text-dependent questions and answers (see back).

**Teacher prepares  
BEFORE LESSON**

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1. Establish the purpose for reading with students.

**1st Reading**

2. Students read the text independently with pencil (circle confusions, note important events or other teacher-prompted details, e.g. “what are your impressions of Salvador?”). A quick write can also be used here. Teacher walks around and may target students needing assistance.

**1st Discussion**

3. Partner talk. Students discuss their notes and/or quick write from above and check for understanding with each other. Teacher may also provide a discussion prompt, e.g. “I was amazed to learn that \_\_\_\_\_.” Teacher walks around.

**DURING LESSON**

**2nd Discussion**

4. Students share out from their partner talk. Discuss unfamiliar words/phrases. Teacher assesses student understanding through the discussion to further refine her modeling.

**2nd Reading**

5. Teacher reads text aloud (shared reading) and thinks aloud, modeling how she tracks her understanding, thinks through difficulties, etc. Teacher emphasizes deep meaning concepts.

**3rd Discussion**

6. Class discussion. Teacher poses text-dependent questions working from explicit to implicit. Students must respond with text evidence.

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7. Journal writing. Teacher gives a prompt designed to send the student to the text for evidence, e.g., “write a short summary of the invention of Post-It Notes and assign at least two characteristics to the inventors, using at least two quotations from the text.”

**AFTER LESSON**

## Types of Questions

**EXPLICIT**

- Right There Answer is stated directly in the text, in one place.
- Think and Search Answer is clearly in the text but will be found in more than one place. Readers must understand how passages in the text connect.

**BOOK  
QUESTIONS**

**IMPLICIT**

- Author and You Readers combine text with their schema. Inference.
- On Your Own Readers may not need the text. Readers use their schema to answer.

**BRAIN  
QUESTIONS**

## Questioning the Author

**INITIATING**

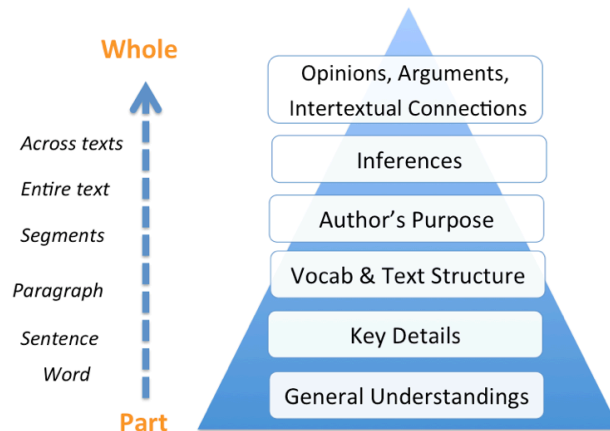
- Students should, over time, learn to ask themselves these questions as they read. The teacher asks these questions (or variations of them) to help students internalize this habit. The idea is not to challenge a writer but to encourage students to read the text closely to find evidence.

**FOLLOW-UP**

1. What is the author trying to tell you?  
What is the author's message?  
What is the author talking about?
2. Why is the author telling you that?/Does the author say it clearly?  
What would you say instead?  
What does the author mean here?  
Did the author explain this clearly?  
Does this make sense with what the author said before?  
How does this connect with what the author has told us before?  
Does the author tell us why?  
Why do you think the author tells us this now?

**NARRATIVE**

3. How do things look for this character now?  
How has the author settled this for us?  
Given what the author has already told us about this character, what do you think he's up to?



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