

# Close Reading Guide Sheet

The Features of Close Reading	The Distributed Scaffolds of Close Reading
<ul style="list-style-type: none"> <li>• Short, Complex Passages</li> <li>• Repeated Reading</li> <li>• Annotation</li> <li>• Collaborative Conversation About the Text</li> <li>• Text-Dependent Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Readings</li> <li>• Collaborative Conversations</li> <li>• Annotations</li> <li>• Thoughtfully-Planner Text-Dependent Questions</li> </ul>

## Phase 1: What Does the Text Say? CCSS Anchor Strand 1: Key Ideas and Details

### Why Students Need This Type of Questioning:

- This phase asks students to inspect the text.
- The answers to literal-level questions can be found directly in the text.
- The questions are a launch pad for beginning discussions of the text.
- Provide a solid foundation for analysis and conceptual thinking, the development of deep reading habits, the building of content knowledge, and the ability to cite evidence to support an interpretation.

General Understanding		Key Details	
<b>Notes:</b> <ul style="list-style-type: none"> <li>• Locate literal meaning.</li> <li>• Don't frontload the meaning.</li> <li>• Focus on the gist.</li> <li>• Lay the groundwork for students to determine the main idea.</li> <li>• Who, what, when, where, how</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Who is the narrator?</li> <li>• What is happening?</li> <li>• What topic is being discussed?</li> <li>• Where is _____?</li> <li>• How long is _____?</li> <li>• How does the character feel?</li> </ul>	<b>Notes:</b> <ul style="list-style-type: none"> <li>• Are linked to main ideas or central theme.</li> <li>• Guide students to understand differences between relevant and irrelevant details.</li> <li>• Are guided by the text type.</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• What struggles does the character have?</li> <li>• What are the reasons given for _____?</li> <li>• How is _____ described?</li> <li>• What is the role of _____?</li> <li>• Use evidence from the text to describe _____?</li> <li>• What are the reactions of _____?</li> <li>• What words did the author use to describe the _____.</li> </ul>

## Phase 2: How Does the Text Work? CCSS Anchor Strand 2: Craft and Structure

### Why Students Need This Type of Questioning:

- Prompts students to look beyond what is at the surface in order to more closely examine the inner workings of the text.
- Provides a cognitive bridge from literal (what the text says) to the inferential (what the text means).
- Shifts readers' attention to an element of the text that was overlooked.
- Focuses students on organizational structures and word choices.
- Raises their consciousness as writers.

Vocabulary	Author's Craft	Common Nonfiction Text Structures
<b>Example Questions:</b> <ul style="list-style-type: none"> <li>• Let's take apart this phrase. What does it mean?</li> <li>• What words are associated with ____?</li> <li>• What is the symbolism of the word ____?</li> <li>• What is the significance of the word ____?</li> <li>• What is _____?</li> <li>• Why did the author use the phrase ____?</li> </ul>	<b>Example Questions:</b> <ul style="list-style-type: none"> <li>• Genre and the specific features of these genres</li> <li>• The ways in which specific words and phrases contribute to the mood and tone</li> <li>• The role of the narrator</li> <li>• Sentence length and rhythm</li> <li>• Text features, such as charts, figures, and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Compare-Contrast</li> <li>• Problem-Solution</li> <li>• Cause-Effect</li> <li>• Chronological/Sequential/Temporal</li> <li>• Descriptive</li> </ul>

### Sample Author's Craft Components

Literary Devices	Unique Structures	Poetic Devices	Text Features	Narration
<ul style="list-style-type: none"> <li>• Allegory</li> <li>• Allusion</li> <li>• Cliffhanger</li> <li>• Flashback</li> <li>• Foreshadowing</li> <li>• Imagery</li> <li>• Irony and Satire</li> <li>• Point of View</li> <li>• Time Lapse</li> <li>• Tone and Mood</li> </ul>	<ul style="list-style-type: none"> <li>• Writing in diary or journal style</li> <li>• Quotes or famous sayings</li> <li>• Using dates or unique ways to identify chapters</li> <li>• Enumerating an argument</li> <li>• Prologue and epilogue/coda</li> </ul>	<ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Hyperbole</li> <li>• Metaphor</li> <li>• Onomatopoeia</li> <li>• Personification</li> <li>• Repetition</li> <li>• Simile</li> <li>• Symbolism</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Diagrams</li> <li>• Figures</li> <li>• Illustrations</li> <li>• Boldface or italicized words</li> <li>• Font</li> </ul>	<ul style="list-style-type: none"> <li>• First person, second person, third person</li> <li>• Limited, omniscient, unreliable</li> </ul>

## Phase 3: What Does the Text Mean? CCSS Anchor Strand 3: Integration of Knowledge and Ideas

### Why Students Need This Type of Questioning:

- These questions develop intellectual resiliency.
- They communicate expectations about students cognitive abilities.
- They stress comprehension before judgements or criticisms.
- They help students infer and consolidate ideas and concepts from multiple disciplines.
- Discussions may take longer and include longer student responses in this phase in order to draw out conclusions

Inferences	Author's Purpose	Intertextual Connections
<b>Three Types of Inferencing:</b> <ol style="list-style-type: none"> <li>1. Lexical: Making an informed judgement about the meaning of an ambiguous word, using grammatical, contextual, and structural cues.</li> <li>2. Predictive: Forming a plausible hypothesis.</li> <li>3. Elaborative: Filling in unstated information.</li> </ol>	<b>Examine Several Features of the Text:</b> <ul style="list-style-type: none"> <li>• Consider point of view (biases)</li> <li>• Identify the format (content and platform)</li> <li>• Identify rhetorical mode <ul style="list-style-type: none"> <li>◦ <b>Ethos</b> appeals to the credibility of the writer or speaker, including his or her likability, authority, and character</li> <li>◦ <b>Pathos</b> appeals to the emotions of the listener or reader.</li> <li>◦ <b>Logos</b> appeals to formal reasoning and logic, including inductive and deductive reasoning, and the use of facts and statistics.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Texts don't exist in isolation.</li> <li>• Texts are better understood when compared and contrasted with other texts including multimedia.</li> </ul>
<b>Cohesive Thread:</b> <ul style="list-style-type: none"> <li>• The line of thinking an author wants you to follow.</li> <li>• Is more challenging for middle and secondary students as it may run throughout the text.</li> <li>• Requires students to display mental discipline as they use background knowledge in a measured way.</li> </ul>	<b>Examples Questions:</b> <ul style="list-style-type: none"> <li>• How does the author want the reader(s) to think about _____?</li> <li>• What is the author's attitude toward _____?</li> <li>• How is this text a reflection of _____?</li> <li>• How do you think the author feels about _____?</li> <li>• What role does _____ play in the text?</li> <li>• How does the author present _____?</li> <li>• Is the author reliable? Why or why not?</li> <li>• How does the narrator reflect society?</li> <li>• What is the purpose of this text?</li> <li>• Who is the intended audience for this text?</li> </ul>	<b>Examples Questions:</b> <ul style="list-style-type: none"> <li>• How does the opening paragraph conflict with the body paragraphs of this letter?</li> <li>• How do the the two texts compare? Use evidence from each.</li> <li>• What is the character's emotional state in this chapter versus the previous chapters?</li> <li>• Compare the role of _____ in each text we read.</li> <li>• Compare and contrast the two versions/texts.</li> <li>• Which text do you prefer and why?</li> </ul>

## Phase 4: What Does the Text Inspire Us to Do?

### Why do students need action-oriented tasks?

- To integrate the text into the reader's knowledge of themselves and their world.
- Taking action means applying what has been learned by creating something new.
- To learn how to take responsibility for their own learning and management of time and resources.
- Helps students answer the question, "Why do I need to learn this?"
- To move knowledge from acquisition to transfer to novel situations.

### Investigations

- Useful when the close reading generated a lot of additional questions
- Categories:
  - Finding information
  - Using information
  - Producing information
  - Sharing information

### Written Opinion with Evidence or Argument Examples

- What other characters have you read about that suffer from feelings of isolation? Which parts of this text describe their situation?
- Do you think fate comes from inside of us or outside of us? What would the main character say in response to this question? Be sure to use evidence from the text to support your claims.
- Define success and failure in content with this text.
- Susan B. Anthony asks the question, "Are women persons?" Discuss the rights of women in 1873 versus their rights today.

### Debate

- Students need to carefully examine an issue, research both sides of the issue, and be prepared to defend a position.
- Students must be able to understand a wide range of texts and be able to use those texts strategically.

### Presentations

- Effective presentations are those that have good content and are delivered well. Create a rubric.
- Divide class into groups and assign different topics to prevent boredom: characterization, irony and ambiguity, narration, plot structure, symbolism, and theme, for example.
- Plan first on chart paper before opening laptop

### Socratic Seminar

- A collaborative, intellectual dialogue facilitated with open-ended questions about the text.
- REad and annotate text first, then students write a short, reflective piece in advance of the seminar.
- Four Components:
  - The text
  - The questions
  - The leader
  - The participants
- Example Questions:
  - Could you give me an example or a metaphor to explain that?
  - Can you find that in the text?
  - Where does the reading support you?
  - What are you assuming in that argument?
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