



HELPING STUDENTS READ CLOSELY

Determining the instructional sequence for close reading is based on three factors: the complexity and richness of the text to be read, the relative skill of the readers, and the tasks to be completed or understandings to be gained. Helping students grapple with complex text involves careful consideration of several factors and should be considered a series of decisions rather than a rigid protocol. **The goal of this process is to develop students' ability to read rich complex text independently and proficiently.**

<p>EVALUATE THE CONTEXT</p>	<ul style="list-style-type: none"> • Determine the purpose for reading. What will students understand or do with the information they acquire? • Look ahead: Where is this heading? Why do students need this information? What is the assessment? What is the performance task?
<p>ANALYZE THE TEXT</p>	<ul style="list-style-type: none"> • How complex (by quantitative and qualitative measures) is this text? • Should students first hear a particularly critical or difficult passage read aloud? (If so, students need to follow along.) Or can students first “have a go” on their own and then hear the text read aloud after? • What excerpts are particularly critical or difficult because of either complexity or importance that students will read them slowly, deeply, more than once, and with support? • Attend to syntax and vocabulary. Determine what vocabulary students might be able to learn in context, and what words will need to be defined in advance or after a first read. • What essential parts at the start of the text, if not understood, will steer students in the wrong direction?
<p>LAUNCHING THE TEXT</p>	<ul style="list-style-type: none"> • Students may need you to provide word meanings. Do this sparingly. Too many words before a text will overload students' working memory whereas words introduced in context have more support. • Students read chunks of text on their own, or the teacher reads aloud (slowly, perhaps twice, with students following along to promote fluency).
<p>STUDENTS INDEPENDENTLY MAKING MEANING</p>	<ul style="list-style-type: none"> • Students reread chunks on their own for gist. They think about what the text is about. Students make notes in the margins: what is this about? • Support individual students as needed.



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CLEARING UP MISCONCEPTIONS/ MODELING	<ul style="list-style-type: none">• Students discuss what they currently understand about the text as their teacher listens in.• Focus on key vocabulary.<ul style="list-style-type: none">• Notes which academic words require more attention (based on how abstract the word is). Support students in determining word meanings from context clues and morphology.• If necessary, define key vocabulary.• Prompt for evidence and text-based responses through a well-crafted sequence of questions, probing in the following ways:<ul style="list-style-type: none">• What does the text say?• What evidence do you have for that?• Is your evidence accurate? Relevant? Complete?
GATHERING EVIDENCE FROM TEXT	<ul style="list-style-type: none">• Introduce or re-introduce purpose and text-dependent questions.• Students reread to answer questions (literal ones as well as those that involve, infer, synthesize, analyze, or evaluate).• Students think and discuss their answers in pairs or groups, focusing on details from the text.• Students write answers to questions (sentences, graphic organizer, note-catcher, or recording form) and/or share answers orally in response to teacher prompting (though writing is the best way to solidify and ensure understanding).• Ultimately, students apply their learning from this text by selecting details as they complete research or writing tasks.
CLOSURE	<ul style="list-style-type: none">• Connect the work of the day to the purpose.• Help students reflect on how well they are acquiring the expected knowledge and skill.