**Learning Target:** deepen content knowledge and learn to read like an expert in your academic disciplines

**Reading Purpose:** should require higher order thinking/processing using information that can be gleaned from the text.

*Read the selection that is assigned to your group.*

Summarize Paragraph (insert number here)

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Summarize Paragraph (insert number here)

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Re-read the text and use the text dependent questions below to self-assess your close reading and understanding of the text. *You might include more than 3 questions*

- (Create a text dependent question with a lens on the main idea of the text.)

- (Create a text dependent question with a lens on author’s purpose.)

- (Create a text dependent question with a lens on making inferences.)

**Growing Vocabularies:**

- Record the contextual meaning of the following words and phrases.

<table>
<thead>
<tr>
<th>“Insert vocabulary here”</th>
<th>Insert paragraph and line here</th>
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<td>“Insert vocabulary here”</td>
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<td>“Insert vocabulary here”</td>
<td>Insert paragraph and line here</td>
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**Vocabulary Response:** *(Create a question that asks students to synthesize their understanding of the vocabulary)*

**Responding to the prompt:** *(Create a prompt for students based on the reading purpose stated above)*
Common Core State Standards

Reading Anchor Standards

RI-1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.

Close Reading

Definition: Close Reading of a text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussions, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. The teacher’s goal is to gradually release responsibility to students—moving from an environment where the teacher models for students the strategies to one where students employ the strategies on their own when they read independently.

Attributes of Close Reading Lessons

Close Reading strategies will vary depending on the content, the place in curriculum, and the goals of the lesson. But most Close Reading lessons will share the following attributes:

1. Selection of a brief, high-quality complex text.
2. Individual reading of the text.
4. Text-based questions and discussion that focus on discrete elements of the text.
5. Discussion among students.
6. Writing about the text.

Other Considerations:

1. Close Reading, as a multifaceted strategy for teaching reading, should be situated within a broader, comprehensive literacy framework.
2. Close Reading of the text is not only or even primarily an English Language arts strategy. It can be an effective strategy for deepening content knowledge and learning to read like an expert in all academic disciplines.
3. Teachers must have a substantive knowledge and understanding of text complexity and text-dependent questions-what they are and how they are employed in teaching Close Reading
4. Close Reading is used judiciously and employed for specific learning outcomes.
5. Close Reading builds skill and motivation in the reader.