



Close Reading Template

Teacher:	NACS:	Grade:	Date:
<p>Text (worthy of a close read):</p> <p>Focus portion for close read:</p> <p>Vocabulary (to be pre-taught):</p>	<p>Text Dependent Questions (Select high cognitive level questions that will require students to use the author’s words. Prompt to use text evidence. (These should lead the reader to a bigger idea.)</p> <p>Should include types as:</p> <ul style="list-style-type: none"> ○ General Understandings ○ Key Details ○ Vocabulary and Text Structure ○ Author’s Purpose ○ Inferences ○ Opinions, Arguments, Intertextual Connections 		
<p>Complex ideas that require a close read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Density & complexity <input type="checkbox"/> Figurative language <input type="checkbox"/> Purpose <input type="checkbox"/> Genre <input type="checkbox"/> Organization <input type="checkbox"/> Narration <input type="checkbox"/> Text features and graphics <input type="checkbox"/> Standard English and variations <input type="checkbox"/> Register <input type="checkbox"/> Background knowledge <input type="checkbox"/> Prior knowledge <input type="checkbox"/> Cultural knowledge <input type="checkbox"/> Vocabulary 	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>		
<p>Clear purpose for reading (states information to the students about what they will learn and how they might demonstrate that understanding)</p>	<p>5.</p>		



Close Reading Template

FIRST READ reading to hear what the author has to say
Students/Teacher read text (*Do not use pre-reading activities for information acquired through reading of text.)
Engagement Strategy to check understanding (Use to focus close reading).

SECOND READ focused rereading for purpose
Reread selected text focusing on text dependent question(s).

- Suggestions:
- Annotation (text coding, underlining, highlighting, post-it notes to mark the text)
 - Collaborative Discussions (small or whole group)

THIRD READ (What does the text mean?)
Reread selected text focusing on text dependent question(s) and to consider the “bigger” idea in relation to the text.

- Suggestions:
- Annotation (text coding, underlining, highlighting, post-it notes to mark the text)
 - Collaborative Discussions (small or whole group)

Response to Text/Culminating Task: (consolidate the meaning of text)
What the students going to do with the information gleaned from the text?

- Suggestions:
- Socratic Seminar
 - Written summaries
 - Catalog notes to compare multiple texts
 - Précis writings (summarize, reject, and paraphrase ideas)
 - Dialectical journal (memorable quotes, golden lines)
 - Analyzing multiple points of view or perspectives presented
 - Responding to reading - writing
 - Graphic Organizers
 - Presentation

Collaborative Learning Structures

- Think Pair Share
- Language Frames
- Discussion Roundtable
- Reciprocal Teaching
- Collaborative Strategic Reading

Assessment:

Companion Texts:

Related Standards (NACS)

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