

The Elements of Close Reading (D. Fisher, N. Frey)

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| Appropriately complex text (reading material) | Students will use reading materials that use grade-level vocabulary and sentence length, include ideas that are challenging, and require students to think about the material in such a way that they can connect the ideas to other ideas they have or have learned about. |
| Careful, purposeful reading | Students will read the material for a specific purpose and be on the lookout for specific ways writers express their ideas. |
| Short passages | Students will examine short passages of a few paragraphs or sentences many times in order to study how the author wrote the material and how the author's choice affects the reader. |
| Limited frontloading | Most of the ideas will come from directly reading and studying the text. The teacher will provide very little background information before students read. |
| Repeated readings | Students must read the passage several times in order to examine all the parts and the author's choices. Each reading should be about another element or part of the text and require students to go more deeply into the reading material. |
| Annotation | Students will make marks on the reading material to indicate notes, questions, words, or evidence they see. They will most likely use these marks to write about the reading material later. |
| Text-dependent questioning | Teachers will ask students questions that can be answered by carefully reading the material. |

In Close Reading, Students Will

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| Engage in complex materials | Students will use challenging reading materials that require them to think about the information in such a way that they can connect the ideas to other ideas they have had or have learned about. |
| Examine meaning and style thoroughly | Students will read and re-read in order to examine what the author is saying and how the author presents the information make his meaning clear. |
| Read and re-read deliberately | Students must read the material several times in order to examine the meaning and how it is written. Each reading requires the students to go more deeply into the reading material. |
| Focus on text to analyze central ideas and key details; diction, syntax, style as they related to essential questions | As they are reading, students will take notes about what the material says and how it is written. They will most likely use these notes to write about the reading material later. |
| Reflect on meanings of words and sentences | More emphasis is placed on learning words that are important to understand ideas in their classes and reading materials. |
| Comprehend ideas over the course of the text | Students will study the meaning of individual sentences and phrases and words as they examine the reading materials. |
| Understand the text as a whole | Student will pull together the meanings of individual words, phrases, and sentences in order to understand the meaning of the material as a whole. |

Text-Dependent Questions Are Close Analytic Questions

They are questions that

- Can only be answered with evidence from the text
- Can be literal (the answer is presented what is read) and can be used to check for understanding
- Can be inferential (require the student to think and can involve analysis, synthesis, evaluation)
- Can focus on a word, sentence or paragraph
- Can focus on meaning, interpretation and style
- Can focus on events or themes
- Can focus on different passages or parts of the text
- Can include prompts for writing and discussion question

They are not questions that...

- Are low- level (do not require thought)
- Isolate facts within the text
- Do not lead to the big idea of the text or the essential question of the text
- Ask for personal feelings and impressions
- Ask the student to share personal experiences or make connections