CORE's Elementary Close Reading Lesson Planning and Preparation Form

Lesson Title: *Standards*:

Lesson Source (program, page, etc.):

PREPLANNING (TEACHER ACTIONS)		
Text Passage Title: ❑ Select a short, "meaty" passage. ❑ Closely read the text and annotate (can use annotations for model). ❑ Build a plan for student initial read and rereadings.	**Text Complexity Level:** **Measure Used:** Considerations for qualitative elements, reader and task:	
Identify the Learning Objective(s):		
Identify the Language Objective for ELs:		
Identify Key Information ❑ Key concepts/details, background knowledge, potential problems, and connections or extensions		
Identify Key Vocabulary		
Words to Preteach ❑ Develop student-friendly definitions. ❑ Identify strategies to practice.	**Words to Define at Point of Use**	**Words for Which Students Can Use Context and/or Structure to Determine Meaning**
Identify Challenging Text ❑ Identify clauses/sentences to focus instruction.		

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PREPLANNING (TEACHER ACTIONS)
Create Text-Focused Questions ❏ Develop a series of questions to support deepening understanding of text: general understanding; important details; vocabulary and structure of the text; author's purpose questions; inferential questions; and opinions, comments, connections, and conclusions (always based on textual evidence).
Determine the *Close Reading Strategies* to Teach and Include (if appropriate) ❏ 1: Annotation ❏ 3: QAR ❏ 2: Text-dependent/focused questions ❏ 4: Deconstructing words, phrases, and text
Plan Opportunities and Structures for Discussion (Organize the space, structure, and "ground rules." Determine the strategy: pair-share, Discussion Web, Save the Last Word, pairs, informal small/whole group, etc.) ❏ Initial impression discussion ❏ Deeper, focused discussions
Plan Opportunities and Structures for Writing Application/Extension ❏ Determine the place or places in the lesson where you will assign writing and the kind of writing: quick writes, lists, essays, etc. ❏ Require evidence from the text. ❏ Make connections to other concepts or texts.
Plan Opportunities for Assessment Formative and/or student product/performance

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LESSON NOTES (lesson may be over multiple sessions) Teacher Actions	Student Actions
Intro (____ *minutes*) Brief preview/explanation of objective and expectations	
Initial Read *(____ minutes)* ❑ Scaffold, if needed, for concepts, vocabulary, or insufficient background knowledge. ❑ Determine if it will be a teacher read (read-aloud, especially K–1) or a student read. ❑ The read-aloud is two years above the students' reading level (complex text).	❑ Students read and annotate text independently. ❑ Students listen as the teacher reads the read-aloud.
Second Read ❑ Model reading the text aloud with prosody.	❑ Students discuss (in pairs or small groups) initial impressions.
Model Reading ❑ Model reading and annotating the text while thinking aloud. ❑ Read-aloud: Model reading an excerpt (chart, document camera) and annotating the text while thinking aloud.	
Text-Dependent/Focused Questions ❑ Pose text-focused questions to support rereading of text, supporting understanding of important details, vocabulary, structure, author's purpose, and opinions, comments, connections, and conclusions (based on textual evidence). ❑ Observe students as they reread and annotate again for questions. ❑ Provide models and scaffolds as needed. ❑ Read-aloud: Reread excerpt(s) appropriate for each question.	❑ Students reread text for evidence supporting answers to questions. ❑ Students annotate as appropriate (questions, rereading, and annotation are a recursive process). ❑ Read-aloud: Students discuss and identify evidence for each question.

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LESSON NOTES (lesson may be over multiple sessions) Teacher Actions	Student Actions
Additional Reads ❑ Teacher rereads or directs students to reread excerpt(s) of challenging phrases, sentences, paragraphs, or sections. ❑ Teacher structures explicit instruction to deconstruct word, phrases, or text (I do, We do, You do). ❑ Teacher monitors, checking for understanding/misconceptions and providing feedback for extending, confirming, and/or correcting student responses.	❑ Students follow teacher's model, developing skill as they move toward independence.
Discussion ❑ Teacher rereads or directs students to reread excerpt(s) that relate to discussion. ❑ Pairs, small group, or whole group. ❑ Prompts and/or questions to support using evidence from text, building/deepening understandings, connections, and/or applications of concepts.	❑ Students reread excerpt(s) that relate to discussion. ❑ Students draw from their notes and annotations to engage in discussions with partners, small groups, or large groups to support answers to prompts and/or questions.
Writing Application/Extension/Connections ❑ Prompts and/or questions developed or generated during discussion that support using evidence from text to illustrate understandings, connections, and/or applications of concepts.	❑ Students draw from their notes and annotations, and from discussions with partners, to answer prompts or questions posed or generated during discussions.

Assessment ❑ Quiz, discussion, check for understanding, quick write, essay, standardized assessment ❑ Student performance/product

Closure *(___ minutes)*

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Universal Lesson Design Features

Overarching Principles
1. Multiple means of presentation of information to students (e.g., audio, video, text, speech, Braille, still photos, or images).
2. Multiple means of expression by students (e.g., writing, speaking, drawing, video recording).
3. Multiple means of engagement for students (e.g., to meet differing needs for predictability, novelty, or group interaction).

<div align="right">Rose & Meyer (2002)</div>

Applying Universal Design to Curricula
1. Big ideas. Curricula emphasize major concepts, principles, categories, rules, techniques, and hierarchical structures related to critical ideas and themes.
2. Conspicuous strategies. Curricula include explicit instruction on steps to complete required tasks.
3. Mediated scaffolding. Curricula include questioning, feedback, and prompts.
4. Strategic integration. Big ideas are explicitly linked within and across curricula.
5. Judicious review. Previously taught content is reviewed and linked to applications.
6. Primed background knowledge. New content is linked to and builds on students' background knowledge.

<div align="right">Simmons & Kame'enui (1996)</div>

Text-Focused Questions

1 General understanding and impressions: the "gist" of the text

General understanding questions enable students to grasp the "gist" or overall ideas and impressions expressed in the text. They are often global questions that ask for the sequence of events, main claim and evidence, or main hypothesis in a science text, for example.

2 Important detail questions that ask who, what, when, where, why, how much, or how

Detail questions focus students on the details of the text and are answered initially by "right there" or literal information, but such questions should be followed by probing that requires students to get at nuances and expound on the reasons for the details. For example, a detail question from *Jack and the Beanstalk* might be "What did Jack exchange the cow for?"

3 Vocabulary and structure of the text

The vocabulary and structure of the text questions cause the students to pay careful attention to the specific word choices made by the author, their denotative and connotative meanings, the use of figurative and other sensory language, the structures of the sentences, and the structure of the text as a whole.

4 Author's purpose questions

Questions about the author's purpose probe whether students can determine if a text is written to entertain, to persuade, to explain, or to inform. For example, most fables and fairy takes, such as *Jack and the Beanstalk*, have a moral message and are designed to be instructive.

5 Inferential questions

Inferential questions (Think and Search, Author and Me) enable students to learn to dig deeply into the text to uncover the logic or illogic of an argument, critical details in a literary work.

6 Opinions, comments, connections, and conclusions (always based on textual evidence)

Questions that require opinions, comments, connections, and conclusions based on evidence generate not only discussion, but also personal reactions (On my Own). However, we don't want the personal responses to stray from the text; rather, we want the personal conclusions to rely on textual evidence. This is often the type of question presented on AP history or AP English exams that requires support for the conclusion using the text provided.