

# CORE's Close Reading Lesson Planning and Preparation Form: Informational Text

**Lesson Title:**

**Standards:**

**Lesson Source (program, page, etc.):**

PRE-PLANNING (TEACHER ACTIONS)		
<p><b>Text Passage Title:</b></p> <p><input type="checkbox"/> Select a short, "meaty" passage.</p> <p><input type="checkbox"/> Closely read the text and annotate (can use annotations for model).</p> <p><input type="checkbox"/> Build a plan for student initial read and rereadings.</p>		
<p><b>Identify the Learning Objective(s):</b></p>		<p><b>Text Complexity Level:</b>      <b>Measure Used:</b></p> <p>Considerations for qualitative elements, reader and task:</p>
<p><b>Identify the Language Objective for ELs:</b></p>		
<p><b>Identify Key Information</b></p> <p><input type="checkbox"/> Key concepts/details, background knowledge, potential problems, and connections or extensions</p>		
<p><b>Identify Key Vocabulary</b></p>		
<p style="text-align: center;"><b>Words to Preteach</b></p> <p><input type="checkbox"/> Develop student-friendly definitions.</p> <p><input type="checkbox"/> Identify strategies to practice.</p>	<p style="text-align: center;"><b>Words to Define at Point of Use</b></p>	<p style="text-align: center;"><b>Words for Which Students Can Use Context and/or Structure to Determine Meaning</b></p>
<p><b>Determine the <i>Close Reading Tools</i> to Teach and Include (if appropriate)</b></p> <p><input type="checkbox"/> 1: SOAPS                                      <input type="checkbox"/> 4: Arguments and Evidence</p> <p><input type="checkbox"/> 2: Text-Self-World Connections          <input type="checkbox"/> 5: Appeals: Logical, Ethical, Emotional</p> <p><input type="checkbox"/> 3: Three Levels of Questions              <input type="checkbox"/> 6: Assumptions</p>		

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## 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).

**Plan Opportunities and Structures for Discussion** (Organize the space, structure, and "ground rules." Determine the methodology: Socratic Seminar, Four Corners, debate, partners, small groups, informal 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, thesis-driven writing, 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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<b>LESSON NOTES</b> (lesson may be over multiple sessions) <b>Teacher Actions</b>	<b>Student Actions</b>
<b>Intro</b> (___ minutes) Brief preview/explanation of objective and expectations	
<b>Initial Read</b> (___ minutes) <input type="checkbox"/> Scaffold, if needed, for concepts, vocabulary, or insufficient background knowledge.	<input type="checkbox"/> Students read and annotate text independently.
<b>Second Read</b> <input type="checkbox"/> Read the text aloud with prosody without explanation and/or annotation.	<input type="checkbox"/> Students discuss (in pairs or small groups) initial impressions.
<b>Model Reading</b> <input type="checkbox"/> Model reading and annotating the text while thinking aloud.	
<b>Text-Dependent/Focused Questions</b> <input type="checkbox"/> 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). <input type="checkbox"/> Observe students as they reread and annotate again for questions. <input type="checkbox"/> Provide models and scaffolds as needed.	<input type="checkbox"/> Students reread text for evidence supporting answers to questions. <input type="checkbox"/> Students annotate as appropriate (questions, rereading, and annotation are a recursive process).
<b>Discussion</b> <input type="checkbox"/> Pairs, small group, or whole group. <input type="checkbox"/> Prompts and/or questions to support using evidence from text, building/deepening understandings, connections, and/or applications of concepts.	<input type="checkbox"/> 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.
<b>Writing Application/Extension/Connections</b> <input type="checkbox"/> Prompts and/or questions developed or generated during discussion that support using evidence from text to illustrate understandings, connections, and/or applications of concepts.	<input type="checkbox"/> Students draw from their notes and annotations, and from discussions with partners, to answer prompts or questions posed or generated during discussions.
<b>Assessment</b> <input type="checkbox"/> Quiz, discussion, check for understanding, quick write, essay, standardized assessment <input type="checkbox"/> Student performance/product	
<b>Closure</b> (___ 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).

Rose & Meyer (2002)

### 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.

Simmons & Kame'enui (1996)

## 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 tales, 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.

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## Close Reading Tools

### 1 SOAPS

SOAPS is an acronym that stands for *speaker, occasion, audience, purpose, subject*. It helps the reader get a quick and concise take on the “big picture” of a text. It’s especially useful when students have to give a quick summary or background.

### 2 Text-Self-World Connections

These are three fundamental ways we relate to text:

- **Text to Text:** How is this text similar to other texts? What connections can we make between this text and others?
- **Text to Self:** How does the text relate to me? What does this text mean to me personally?
- **Text to World:** Why does it matter that people read this text? Are there implications for our culture? For the future of a city, country, society, or planet?

### 3 Three Levels of Questioning

- **Level One Questions:** The answers to these questions can be found explicitly in the text. These are most often who, what, when, and where kinds of questions. They work on the factual level and establish evidence of basic information.
- **Level Two Questions:** The answers to these questions are not found explicitly in the text—the reader has to infer, interpret, or analyze. They are what the text suggests but does not say. These are often how and why questions.
- **Level Three Questions:** The answers to these questions go beyond the text and are often found in parallel situations outside the text. The reader has to analyze, synthesize, and/ or evaluate, using the text as a guide to explore larger issues. They often require outside knowledge or experience to answer.

### 4 Arguments and Evidence

- Various terms: claim, assertion, opinion, message, thematic assertion, debatable claim, proposition, thesis
- Evidence can be details, facts, background, dialogue, quotes, or context.

### 5 Appeals: Logical, Ethical, Emotional

- **Logical or Rational (logos):** An appeal to the reader’s use of pure reasoning—that is, that which is indisputably rational or logical.
- **Ethical (ethos):** An ethical appeal conveys the expertise or good reputation of the speaker through the use of evidence and tone.
- **Emotional (pathos):** This appeal aims directly for the listener’s or speaker’s heart by tapping into the deep-seated feelings and beliefs we share as humans.

### 6 Assumptions

An assumption is a fact or statement taken for granted by writers or speakers that they sometimes make explicit as a way to effectively argue their point and anticipate what’s in the reader’s or listener’s mind.