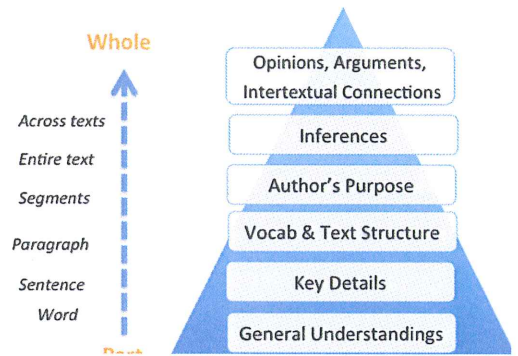


# Close Reading Protocol

Process and Scaffolding: This protocol may be chunked into smaller steps and spread over several days, especially the first time it is introduced to students. Each section has unique learning demands and requires prior skills in word attack strategies, using context clues, and annotating text. Students will benefit from teacher modeling of each part, practice time, and re-teaching before putting all the pieces together. Gradually release the steps to students, providing less guidance and increasing their independence.



Based upon work by Mya Mikkelsen, July 2012 Developed from pp. 120-121, 123-127 Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, Diane Lapp (IRA: 2012).

All Teacher

## BEFORE LESSON

Teacher selects a short, worthy passage.  
Teacher creates text-dependent questions and answers...

## DURING LESSON

**Step 1:** Establish the purpose for reading with students. Define the Learning Target.

**Step 2:** The purpose for this first reading is to get a general sense of the selection, to notice its big ideas and flow, and to build fluency. For beginning readers, the teacher may read the text aloud without stopping to give students a sense of the passage. Intermediate and advanced students read the text independently with pencil (Consider a universal coding system to reduce confusions across grade levels of content areas regarding things such as, underlining main ideas, circling confusions, noting important events or repeating patterns, etc...)

**Step 3:** Partner talk. Students discuss their understandings with each other. This may be through the use of their notes, a quick write from above, or the teacher might provide a discussion prompt. Students may also discuss unfamiliar words/phrases. (By walking around monitoring partner talk, the teacher can assess student understanding and further refine her modeling for Step 4.)

**Step 4:** The teacher reads small chunks of the text aloud (shared reading) and thinks aloud, modeling how she tracks her understanding, thinks through difficulties, etc. Teacher emphasizes deep meaning concepts.

**Step 5:** Teacher poses text-dependent questions working from explicit to implicit. Students re-read the paragraph and respond to questions using text evidence - either in a class discussion format or Think-Pair-Share note similarities and differences.

## AFTER LESSON

**Journal or Quick Write:** Students write to a prompt designed to send the student to the text for evidence, e.g., "write a short summary of the invention of Post-It Notes and assign at least two characteristics to the inventors, using at least two quotations from the text."

Teacher & Student

### What will the benefit be for student learning?

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All Student

# Progression of Text-dependent Questions

