

**Close Reading**

**Targeted Skills & Model Answer Features**

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| **Standard RL 8.1** | **Model Answers** |
| 1. Cite textual evidence 2. Support details from the text 3. Be explicit (straight forward and clear) 4. Provide analysis writing (relate it to something meaningful) 5. Make inferences (infer, guess, predict, suppose) | 1. Topic Sentence 2. Support Sentence 3. Relevance 4. Justification 5. Conclusion |
| **RACES** | **Close Reading Rubric** |
| **R**- restate the question without answering it  **A** – answer the question with TWO personal beliefs/opinions  **C** – cite evidence (2 things)  **E** – explain how their opinion is supported by the evidence  **S** – write a summary statement without repeating anything from above | 1. **Answer** – Answer is correct and completely addresses ALL parts of the question. 2. **Inference** – Supports the text with analysis through relevant and meaningful inferences. 3. **Supporting Evidence** – Cites (2 or more) strong pieces of textual evidence and justifies its relevance. |

**\*MY Goal for the iLEAP/LEAP Test is:**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Contributing Factors** | Critical Attributes |
| 1. Refer to the ELA school-wide learning target. 2. Read the reading standards to the students. 3. Have the standards and step posted on chart paper in your classroom. 4. Have the Digging Deeper handout posted on chart paper in your classroom. 5. As students read, keep the teacher talk to a minimum so they can concentrate. Quietly praise students efforts as they are reading, provide academic feedback, and encourage weak readers. 6. Announce remaining time limits (10 minutes, 5 minutes). 7. Give a closing review of the process if time allows using the steps listed on the Close Reading and Digging Deeper posters. Answer any questions the students may have.   **\*Close Reading Targets**  Reading Standards:  RI 6.1, RI 6.2, RI 6.3  **Close Reading *Process - Chunk 1***  # 1. Read.  # 2. Read again. (Circle vocabulary and underline details.)  # 3. Read one more time. (Write questions and interpretations in the margins.) | 1. Set the learning goal:    1. Academic feedback (praise and constructive comments)    2. Establish high expectations.    3. Refer to the students as scholarly, bright, and intelligent. 2. Give a clear definition of the Close Reading Strategy using the DIGGING DEEPER handout. 3. Model the strategy using a short reading passage or math word problem. [When you plan for this, use some of the questions from the ASCD article.] 4. Provide a personal illustration to make it relevant for the students to understand the concept of digging deeper. 5. Explain, in detail, each stage in the Digging Deeper handout. 6. Before releasing students to read, make sure they have a clear understanding and all questions have been answered. There will be no student talking during the process except for 1 to 2 opportunities for you to praise and encourage their efforts and for time limit reminders. 7. Interacting with the text:    1. Read.    2. Read. Circle vocabulary and underline key details.    3. Read. Write questions and interpret concepts in the margins. 8. Collect all materials at the end of the session.   **Contributing Factors:** influence, impact, promote, aid, or support the learning.  **Critical Factors:** are significant, vital, important, essential, or key, necessary to facilitate the learning. |