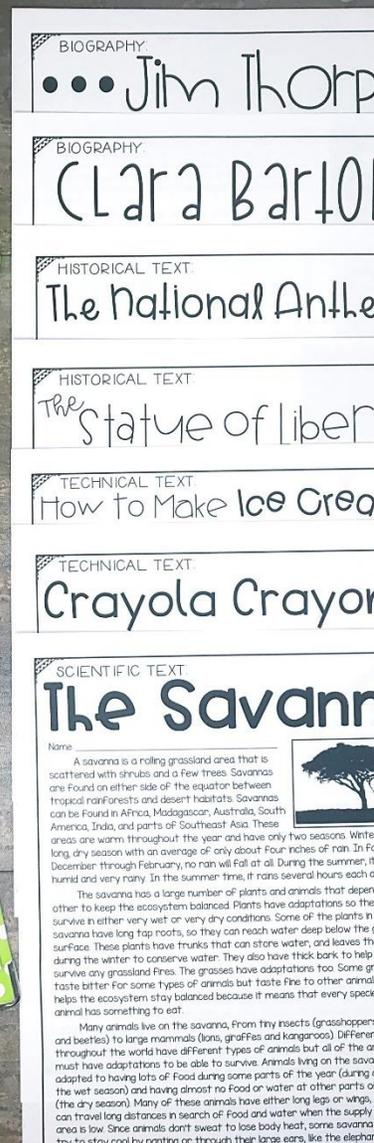
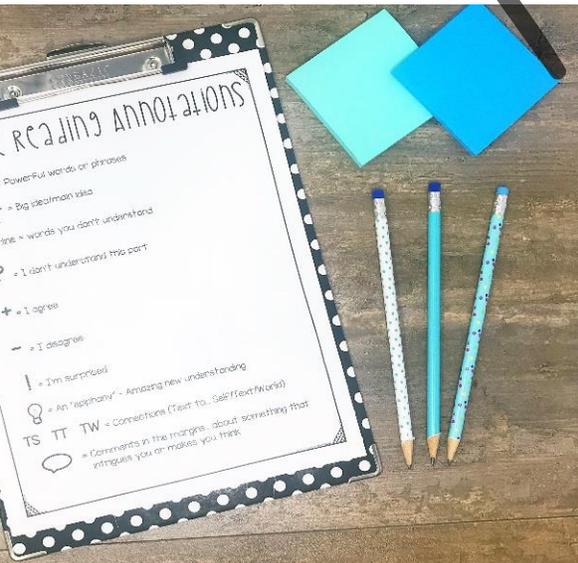
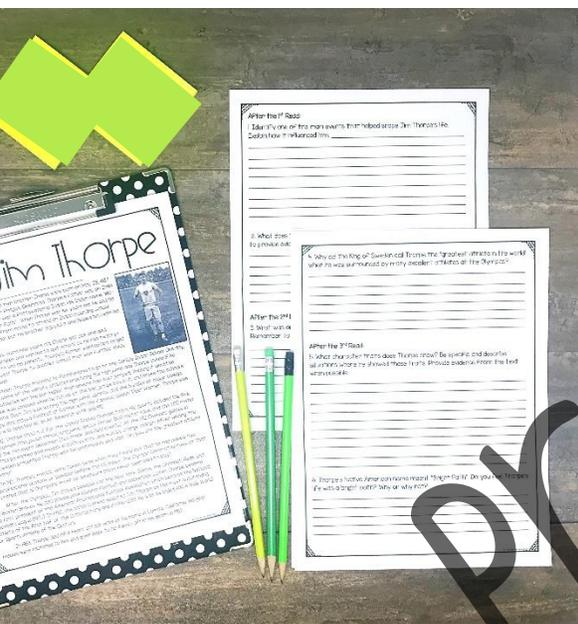


Close Reading

Using Informational Text



The TEACHER next Door

THE CLOSE READING PROCESS For Teachers

Purpose: Share purpose of reading the text, "We are reading to find out _____", but do not frontload any information (no vocabulary, connections to today, etc.)

1st Read: Students read independently while annotating (see annotations handout)

- Main purpose of the first read is *Key Ideas and Details* or "What does it say?"
- Partners meet to talk about text, clarify meaning/gist of the piece, check for any confusion

2nd Read: Share the purpose of reading the text by focusing on the text dependent question for the second read. Then the teacher reads the text to the class while students annotate.

- Main purpose of the second read is the *Craft and Structure of the piece*, or "How does it work?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

3rd Read: Share purpose of reading the text by focusing on the text dependent question(s) for the third read. Students read independently or with their partner while annotating.

- Main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

THE CLOSE READING PROCESS

For Students

Purpose: Listen for the purpose of reading the text.

1st Read: Read on your own while annotating.

- The main purpose of the first read is to understand *Key Ideas and Details*, or "What does it say?"
- Meet with your partner to talk about the text, clarify the meaning of the piece, and to check for any confusion.

2nd Read: Read the question for the second read. The teacher will read the text this time while you annotate.

- The main purpose of the second read is to understand the *Craft and Structure of the piece*, or "How does it work?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

3rd Read: Read the question for the third read. Read on your own or with your partner as your teacher requests. Annotate as you read.

- The main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

Close Reading

**Each time
we read,
we dig a
little deeper
into the
text.**

Ist Read

**We read to
find out Key
Ideas and
Details, or
“What does it
say?”**

2nd Read

We read to
find out the
Craft and
Structure of
the piece or
“How does it
work?”

3rd Read

**We read to
find out the
Integration of
Knowledge
and Ideas or
“What does it
mean?”**

CLOSE READING ANNOTATIONS

 = Powerful words or phrases

 = Big idea/main idea

Underline = words you don't understand

 = I don't understand this part

 = I agree

 = I disagree

 = I'm surprised

 = An "epiphany" - Amazing new understanding

TS TT TW = Connections (Text to... Self/Text/World)

 = Comments in the margins... about something that intrigues you or makes you think

BIOGRAPHY:

Clara Barton

Name: _____

Clara Barton was born on Christmas Day in 1821 in Oxford, Massachusetts. Her father was a veteran of the French Indian War and owned a farm. Her mother was a strong believer in women's rights and taught Barton that all people should be treated equally. Barton was the youngest of five children and had two sisters and two brothers.

One day, when Barton was eleven years old, her brother David fell off the roof of a barn and became very sick. Although the doctors didn't think David would live, Barton took care of him for two years and helped him recover. It was during this time that Barton discovered that she enjoyed taking care of others.

When the Civil War started, Barton and one of her sisters helped the wounded soldiers who arrived in Washington D.C. The sisters were surprised to see that there were very few basic medical supplies to take care of the soldier's wounds. Barton decided to organize a way to get more supplies to the soldiers on the front lines.

Throughout the Civil War, Barton traveled from battle to battle, doing everything she could to help soldiers heal. She even went to the battlefields themselves in order to help the wounded. Many of the soldiers were comforted by her kind ways and she became known as the "Angel of the Battlefield."

When the Civil War ended, Barton traveled to France to help soldiers fighting in the Franco-Prussian War. Barton was very interested in an organization there called the International Red Cross. This organization's mission was to help wounded soldiers. After working for the Red Cross in France, Barton was determined to bring the organization to America.

After a great deal of hard work and four years of trying, Barton founded the American Red Cross on May 21, 1881. Barton worked for the organization for many years and finally retired in her 80's. Barton then traveled around the country giving speeches and teaching first aid skills. Barton never married and never had children, saying that the soldiers were her family. She died at her home in Glen Echo, Maryland, on April 12, 1912.

Barton's American Red Cross legacy continues to be an important source of help after disasters like floods, fires, and earthquakes even today.



After the 1st Read:

1. Summarize this story. _____

2. Identify the settings from this passage. How did the settings play a role in Barton's life story? _____

PREVIEW

After the 2nd Read:

3. The text mentions that Barton's mother was a strong supporter of women's rights. How do you think this affected Barton in her life choices?

4. What might have happened if Barton did not travel to Europe? How might this have changed history? _____

After the 3rd Read:

5. Which character traits did Barton show during her life. List at least two and give an example for each. _____

6. Describe a cause and effect relationship which can be found in Barton's life story. Use the text to support your answer. _____

BIOGRAPHY:

• • • Jim Thorpe

Name: _____

Jim Thorpe and his twin brother Charlie were born on May 28, 1887 in a one-room cabin near Prague, Oklahoma. Thorpe's father was an Irish farmer and his mother was a Pottawatomie Indian. His Indian name, Wa-Tho-Huk, meant "Bright Path". When Thorpe was six years old, he and his brother moved away from home to attend an Indian boarding school. Thorpe didn't like school, but his brother enjoyed it and helped him with his schoolwork.

When the twins were nine years old, Charlie got sick and died. Thorpe was heartbroken and wanted to quit school, so he ran twenty-three miles home, to see his parents. Thorpe's father wanted him to get an education and sent Thorpe to another school that was further away in Lawrence, Kansas.

At age sixteen, Thorpe traveled to Pennsylvania to go to the Carlisle Indian School. One day, Thorpe noticed some of the varsity athletes practicing the high jump and Thorpe asked if he could try. The athletes set the bar higher than anyone had ever jumped, thinking it would be funny. Everyone was amazed when he ran up to the bar, jumped over it, and broke the school's high jump record. Soon Jim was winning the high jump, sprints, and the hurdles at major college meets. Thorpe also played football at Carlisle with the famous coach "Pop" Warner. Thorpe was so skilled, he was selected as an All-American in 1911 and 1912.

In 1912, Thorpe tried out for the United States Olympic team. His sports included the five event pentathlon (the javelin throw, long jump, discus throw, 1500 meter race, and the 200 meter dash), and the ten event decathlon (ten track and field events). At the 1912 Olympics games in Sweden, Thorpe earned gold medals in both events, and won by a large margin. After winning, the King of Sweden presented Thorpe with his gold medals and said, "Sir, you are the greatest athlete in the world".

In 1913, Thorpe's medals were taken away when they found out that he had played two semi-professional seasons of baseball before the Olympics. The Olympic Committee rules at that time stated that all Olympians must be amateurs (have never been paid to play).

After the Olympics, Jim played baseball for the New York Giants, the Cincinnati Reds, and the Boston Braves. He also played professional football and basketball. Later, Thorpe became the first president of the American Professional Football Association which became the National Football League (NFL). In 1950, the nation's press selected Jim Thorpe as the most outstanding athlete of the first half of the 20th Century and in 1996-2001, he was awarded ABC's Wide World of Sports Athlete of the Century.

In 1953, Thorpe died of a heart attack while at his home in Lomita, California. His gold medals were restored to him and given back to his family after his death in 1982.



After the 1st Read:

1. Identify one of the main events that helped shape Jim Thorpe's life. Explain how it influenced him. _____

2. What does the author feel about Thorpe's athletic abilities? Make sure to provide evidence from the text if possible. _____

After the 2nd Read:

3. What was one problem in the story and what was the solution? Remember to support your answers using text. _____

PREVIEW

HISTORICAL TEXT:

The Statue of Liberty

Name: _____

During the American Revolution, when the thirteen colonies fought Britain for independence, France was a very strong supporter of America. To celebrate that friendship, the people of France gave the Statue of Liberty to the United States over one hundred years ago. Besides being a symbol of international friendship, the statue is a symbol of freedom and democracy.

A French sculptor named Auguste Bartholdi designed the Statue of Liberty with help from Alexandre Eiffel, who built the Eiffel Tower in France. Bartholdi wanted to finish the statue in 1876, which would be just in time for the 100-year celebration of the Declaration of Independence (1776). Delays in the building of the statue caused it to be delivered in 1886 instead, ten years later than planned.

The Statue of Liberty was a project that was completed by both the United States and France. The United States offered to build the pedestal, which is the base that the statue rests upon. France agreed to build the statue and to assemble it in the United States. Both countries worked hard to raise the money, which was difficult at times. In France, they charged public fees, offered special events, and sold lottery tickets to raise the money. In the United States, they had theatre performances, art shows, auctions and even boxing matches to get the needed funds. Donations also helped pay for the project. The wealthy newspaper publisher, Joseph Pulitzer, donated a generous amount of money for the cause and campaigned to get other people to donate as well.

In 1884, the 152-foot-tall statue was finished and then taken apart to ship it across the Atlantic Ocean. The statue was separated into 350 pieces and packed in 219 crates. After several months of assembly, the statue was finally unveiled on October 28, 1886 in front of thousands of spectators.



After the 1st Read:

1. Explain why France wanted to give the Statue of Liberty to the United States. _____

2. Describe why Bartholdi wanted to finish the statue in 1886. _____

After the 2nd Read:

3. How did France and the United States work together to complete this project? Make sure to use text evidence to support your idea.

PREVIEW

4. Which text structure does the author use in this text and why?
Text structures include Description, Order and Sequence, Compare and Contrast, Cause and Effect, and Problem and Solution. _____

After the 3rd Read:

5. What different things did each country do to raise money to build the Statue of Liberty or the pedestal? Use the text to support your answer.

6. Why do you think the Statue of Liberty was built in France and shipped to the United States in crates? Do you think this was a good idea? Why or why not? _____

HISTORICAL TEXT:

The National Anthem

Name: _____

When Britain was interfering with America's trade and taking American ships, Americans decided to fight back. The War of 1812 began and it was the second time America fought against Britain.

In 1814, the British army burned the capital building in Washington, D.C. Shortly after, they decided to try to take the nearby city of Baltimore, Maryland. Baltimore harbor however, was well protected by Fort McHenry, and the American soldiers there were prepared for an attack. During the Battle of Baltimore, the British Navy fired more than eighteen hundred cannonballs at Fort McHenry for 25 hours straight through the night, on September 13-14, 1814.

Watching the explosions from a boat several miles away, was a 35 year old lawyer named Francis Scott Key. At the time, he was on a British ship trying to get an American prisoner of war (Dr. William Beanes) released. Although Key opposed the war at first, when the British burned America's capital, his feelings changed. He loved his country and didn't want to see it defeated.

As Key stood on the British ship, during the early morning hours of September 14, 1814, he watched anxiously to see if the American flag still flew over Fort McHenry or had been removed in defeat. The city of Baltimore at the time was still dark, with cannon shells providing the only light. As the cannonballs exploded, they cast a glow on Fort McHenry's 30-foot flag. Seeing the flag with its fifteen stars and fifteen stripes, Key was relieved to know that the fort was still standing.

The sight inspired Key to take out a letter from his pocket and write a few lines of poetry on the back of it. He described his experience in a poem called "Defense of Fort McHenry", which he would complete when he got home. The poem was soon published and set to the music of a well-known British pub song. This song would become "The Star Spangled Banner". The Star Spangled Banner was very popular at patriotic and military events and eventually became America's official National Anthem on March 3, 1931.



After the 1st Read:

1. What is the main idea of this text? _____

2. Why did America decide to fight against Britain for a second time? _____

After the 2nd Read:

3. What does the word "opposed" mean? Why was Key opposed to the war at first but later changed his mind? _____

4. What reason does the author give for Key to be on the English ship? Be sure to use words and phrases from the text to prove your answer.

5. Share a sentence that explains how determined the British were to capture Baltimore. _____

After the 3rd Read:

6. What is the tone of the fourth paragraph? What words or phrases give you this feeling? _____

7. How do you think the author feels about the Star Spangled Banner? How does your point of view compare to the author's point of view? _____

8. What is the purpose of the last paragraph? Remember to use text evidence to support your idea. _____

SCIENTIFIC TEXT:

Chameleons



Name: _____

There are about 90 different species of chameleons, which are reptiles. Some chameleons are fairly small, at about four inches long including their tails. The largest species, found in East Africa, however, can grow up to two feet long. These lizards live in a variety of habitats, from rain forests and lowlands, to deserts, scrub savannas, and even on mountains. Many chameleons live in trees, but some live in small bushes, in the grass, under fallen leaves, or on top of dry branches. Chameleons can be found in Africa, Madagascar, India, Sri Lanka, and Spain.

One of the most interesting things about chameleons is that they are able to change their skin color quickly. Most people think their skin color changes to match their surroundings and to hide from predators, but this isn't true. The amount of light the chameleon is in, the temperature, and the chameleon's feelings of nervousness or fear, will cause the chameleon's skin color to change. For example, if a chameleon is afraid or angry, it will turn bright green and if it is hungry, it may be brown or yellowish-gray. Usually though, the chameleon's rough skin is a dull brownish-green.

The chameleon's body has several features that make it different than most lizards. For example, while many lizards have five toes on each foot, their toes are not grouped together. On each of the chameleon's feet however, the toes are grouped with two together and then three together. This lets the chameleon hold on to branches easily. Another example is its tail. The chameleon's tail is almost like another leg, as it can wrap around tree branches and hold on when it is climbing. Even though many lizards can regrow their tail if it is broken off, a chameleon doesn't have that ability. Also, another difference can be found with the chameleon's eyes compared to most reptiles. The chameleon's eyes can move in different directions at the same time! This gives it a 360-degree view around its body, and helps it find food.

What do chameleons eat? Chameleons like to eat insects like locusts, crickets, grasshoppers, stick insects, and the praying mantis. Larger chameleons may also eat small animals like birds and other lizards. A few species have been known to eat plants as well. Since chameleons don't move very fast, they use their incredibly long tongue to catch the insects they eat. Their tongue is so long, it is almost as long as their whole body! In fact, chameleons have to keep it bunched up inside their mouths until they see a prey they want to stalk. Once they see their prey, chameleons are able to quickly dart out their suction cup-like tongues and capture their prey.

After the 1st Read:

1. What did you learn from this passage? _____

2. Explain how chameleons live in a number of different habitats. Make sure to provide proof from the text. _____

After the 2nd Read:

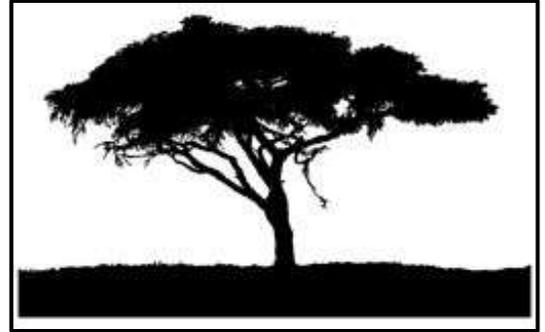
3. How does the author feel about chameleons? Remember to show proof from the text. _____

SCIENTIFIC TEXT:

The Savanna

Name: _____

A savanna is a rolling grassland area that is scattered with shrubs and a few trees. Savannas are found on either side of the equator between tropical rainforests and desert habitats. Savannas can be found in Africa, Madagascar, Australia, South America, India, and parts of Southeast Asia. These areas are warm throughout the year and have only two seasons. Winter is a very long, dry season with an average of only about four inches of rain. In fact, from December through February, no rain will fall at all. During the summer, it is hot and humid and very rainy. In the summer time, it rains several hours each afternoon.



The savanna has a large number of plants and animals that depend on each other to keep the ecosystem balanced. Plants have adaptations so they can survive in either very wet or very dry conditions. Some of the plants in the savanna have long tap roots, so they can reach water deep below the ground's surface. These plants have trunks that can store water, and leaves that fall during the winter to conserve water. They also have thick bark to help them survive any grassland fires. The grasses have adaptations too. Some grasses taste bitter for some types of animals but taste fine to other animals. This helps the ecosystem stay balanced because it means that every species of animal has something to eat.

Many animals live on the savanna, from tiny insects (grasshoppers, termites, and beetles) to large mammals (lions, giraffes and kangaroos). Different savannas throughout the world have different types of animals but all of the animals must have adaptations to be able to survive. Animals living on the savanna have adapted to having lots of food during some parts of the year (during and after the wet season) and having almost no food or water at other parts of the year (the dry season). Many of these animals have either long legs or wings, so they can travel long distances in search of food and water when the supply in their area is low. Since animals don't sweat to lose body heat, some savanna animals try to stay cool by panting or through their large ears, like the elephant. Other animals on the savanna burrow underground to avoid the heat and to raise their young.

After the 1st Read:

1. What is the main idea of this text? _____

2. Which supporting details provide evidence for this main idea?

After the 2nd Read:

3. The second paragraph contains the phrase "to keep the ecosystem balanced". What does this mean? _____

4. Look at the first paragraph. Compare and contrast the two seasons of the savanna. Make sure to cite evidence from the text. _____

After the 3rd Read:

5. The author stated that "Plants have adaptations so they can survive in either very wet or very dry conditions". What does this mean exactly? Make sure to provide evidence from the text when possible. _____

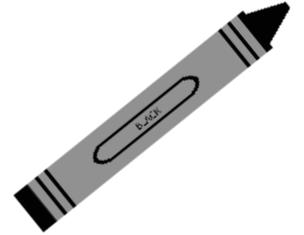
6. Describe a cause and effect relationship that can be found in the text.

TECHNICAL TEXT:

Crayola Crayons

Name: _____

Almost everyone has drawn something using crayons. In fact, by the time the average child turns ten, he/she will have used 730 crayons. Have you ever wondered though, how they are made?



It all started back in the late 1800's when Binney & Smith, the maker of Crayola products, was making the color pigment for paint. This red paint was used all over the country on many of America's barns. Binney & Smith also sold the black color for car tires that was used by the Goodrich tire company. This made the naturally white rubber tires a little more durable.

Finally, in 1903, Binney & Smith invented Crayola crayons. Although crayons had been around for a long time, these crayons were thought to be high quality crayons at a reasonable price. The crayons got their name from Edwin Binney's wife, Alice. She combined the words craie (French for chalk) with the first part of the word oleaginous (the oily paraffin wax) to make the word "Crayola."

Crayons are made from pigment (the color) and paraffin wax. First, the wax is heated until it melts into a liquid. The liquid is then poured into a preheated mold containing hundreds of crayon-shaped holes. After the wax is poured, cool water is used to quickly make the liquid wax change into a solid. A single mold makes 1,200 crayons at a time in 3 to 9 minutes.

After the crayons are made, a worker uses hydraulic pressure to push the crayons out of the mold. Crayons are then inspected for imperfections, including broken tips. Any extra wax from the mold is combined with any rejected crayons and these are recycled into the next batch of crayons.

Next, the finished crayons are put into a machine that adds labels. After glue is added to the glue pot, the label machine is started. The glue transfers to a slot in a drum that a crayon goes into. The label is then fed onto the drum where a roller presses the label against the glue. The label is then tucked and wrapped around the crayon twice to give it strength. Crayon labels come in 11 languages and 18 different colored labels are used for all the crayons.

After the 1st Read:

1. What have you learned from this text? _____

2. What is the main idea of this text? _____

PREVIEW

After the 2nd Read:

3. Which text structure did the author use? How do you know? Text structures include Description, Order and Sequence, Compare and Contrast, Cause and Effect, and Problem and Solution. _____

4. In the fifth paragraph, the author stated that crayons are inspected for “imperfections”. What was one example of an imperfection listed in the text? What might another crayon imperfection be? _____

After the 3rd Read:

5. Which part of the text supports the idea that many crayons can be made very quickly? _____

6. Identify one cause and effect relationship from this text. _____

TECHNICAL TEXT:

How to Make Ice Cream

Name: _____

Ice cream can be traced back to the 4th century B.C. when the Roman Emperor Nero ordered ice to be brought down from the mountains. Nero's chefs combined the ice with fruit toppings to make a cold treat. In China, (around A.D. 650) King Tang created desserts using ice and milk. Over time, frozen desserts were served in fashionable Italian and French royal courts. When ice cream eventually came to the United States, it was served to the guests of several famous presidents, including George Washington and Thomas Jefferson. Today, you can buy ice cream almost anywhere but making it is fun too!

Materials:

1/2 cup milk

1/2 cup whipping cream or heavy cream

1/4 cup sugar

1/4 teaspoon vanilla extract

3/4 cup salt

2 cups ice

1-quart Ziploc bag

1-gallon Ziploc bag

Measuring cups and spoons

Bowls, cups, spoons or cones to serve your ice cream treat

Procedure:

1. Add the milk, cream, sugar, and vanilla to the one quart Ziploc bag. Zip the bag carefully to avoid leaks.
2. Put the 2 cups of ice and $\frac{3}{4}$ cup of salt into the one gallon Ziploc bag.
3. Place the sealed quart bag (with the ice cream mixture) inside the gallon bag of ice and salt. Make sure to close the gallon bag tightly.
4. Holding the gallon bag at the seal, swish the bag from side to side for 10-15 minutes or until the ice cream becomes frozen.
5. Serve the ice cream and enjoy!

*** Please note: Toppings may be added to the ice cream mixture at the beginning but this will slow down the freezing rate of the ice cream. If you want to add toppings, a good option is to put them on after the ice cream is frozen.



After the 1st Read:

1. What did the Roman Emperor Nero do to make a cold dessert? _____

2. Make an inference. How do you think the idea of making ice cream spread around the world? _____

3. Why do you need two different sized Ziploc bags? Support your answer using proof from the text.

After the 2nd Read:

4. Look back at the text and see how it is divided. Why do you think the author organized it this way? _____

CLOSE READING

Name: _____

Book or Article Title:

1. After 1st Read: _____

2. After 1st Read: _____

3. After 2nd Read: _____

PREVIEW

4. After 2nd Read: _____

5. After 3rd Read: _____

6. After 3rd Read: _____

PREVIEW

Close Reading

Name: _____

BOOK OR ARTICLE TITLE:

1. _____

2. _____

3. _____

PREVIEW

4.

5.

PREVIEW

6.

BIOGRAPHY:

Clara Barton

Key

Clara Barton was born on Christmas Day in 1821 in Oxford, Massachusetts. Her father was a veteran of the French Indian War and owned a farm. Her mother was a strong believer in women's rights and taught Barton that all people should be treated equally. Barton was the youngest of five children and had two sisters and two brothers.

One day, when Barton was eleven years old, her brother David fell off the roof of a barn and became very sick. Although the doctors didn't think David would live, Barton took care of him for two years and helped him recover. It was during this time that Barton discovered that she enjoyed taking care of others.

When the Civil War started, Barton and one of her sisters helped the wounded soldiers who arrived in Washington D.C. The sisters were surprised to see that there were very few basic medical supplies to take care of the soldier's wounds. Barton decided to organize a way to get more supplies to the soldiers on the front lines.

Throughout the Civil War, Barton traveled from battle to battle, doing everything she could to help soldiers heal. She even went to the battlefields themselves in order to help the wounded. Many of the soldiers were comforted by her kind ways and she became known as the "Angel of the Battlefield."

When the Civil War ended, Barton traveled to France to help soldiers fighting in the Franco-Prussian War. Barton was very interested in an organization there called the International Red Cross. This organization's mission was to help wounded soldiers. After working for the Red Cross in France, Barton was determined to bring the organization to America.

After a great deal of hard work and four years of trying, Barton founded the American Red Cross on May 21, 1881. Barton worked for the organization for many years and finally retired in her 80's. Barton then traveled around the country giving speeches and teaching first aid skills. Barton never married and never had children, saying that the soldiers were her family. She died at her home in Glen Echo, Maryland, on April 12, 1912.

Barton's American Red Cross legacy continues to be an important source of help after disasters like floods, fires, and earthquakes even today.



After the 1st Read:

1. Summarize this story.

Answers may vary.

2. Identify the settings from this passage. How did the settings play a role in Barton's life story?

Answers may vary: Her life started in Massachusetts, where she learned that she enjoyed caring for others. During the Civil War, she went to Washington, D.C. as well as other places, to help soldiers. In France, she learned about the Red Cross. Back in America, she founded the Red Cross. After retiring, she traveled the country speaking and teaching about first aid skills. She died in Maryland.

After the 2nd Read:

3. The text mentions that Barton's mother was a strong supporter of women's rights. How do you think this affected Barton in her life choices?

Answers may vary: It may have made her a more independent/stronger woman. While many women of her time were married and taking care of children, Barton was on the battlefield helping soldiers.

4. What might have happened if Barton did not travel to Europe? How might this have changed history?

Answers may vary: The Red Cross may never have been brought to America or it may have been brought to America at a later time if Barton had not traveled there.

After the 3rd Read:

5. Which character traits did Barton show during her life. List at least two and give an example, as evidence, for each.

Answers may vary: Barton showed caring for her brother and for the soldiers. She showed courage to work on the battlefield and to travel to France to work there. She showed determination when she worked to bring the Red Cross here. She showed persistence when she had to work for four years to convince others to bring the Red Cross here.

6. Describe a cause and effect relationship that can be found in Barton's life story. Use the text to support your answer.

Answers may vary (only one cause and effect needed):

Brother fell off the roof - Barton nursed him to health

Not enough medical supplies for soldiers - Barton organized a supply drive

Barton comforted soldiers - They called her the Angel of the Battlefield

Barton traveled to France - She learned of the Red Cross there

Barton worked hard for four years - She established the Red Cross in America.

Close Reading

Question Stems

4 Sets: 148 Task Cards

key ideas and details

What is the main idea of this passage?

craft and structure

What type of text structure does the author use?

integration of knowledge and ideas

How would you rewrite the passage from _____'s point of view?

evidence from the text

Be sure to include quotes from the text to support your idea

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Close Reading

**Each time
we read,
we dig a
little deeper
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text.**

Ist Read

**We read to
find out Key
Ideas and
Details, or
“What does it
say?”**

2nd Read

We read to
find out the
Craft and
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3rd Read

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THE CLOSE READING PROCESS For Teachers

Purpose: Share purpose of reading the text, "We are reading to find out _____", but do not frontload any information (no vocabulary, connections to today, etc.)

1st Read: Students read independently while annotating (see annotations handout)

- Main purpose of the first read is *Key Ideas and Details* or "What does it say?"
- Partners meet to talk about text, clarify meaning/gist of the piece, check for any confusion

2nd Read: Share the purpose of reading the text by focusing on the text dependent question for the second read. Then the teacher reads the text to the class while students annotate.

- Main purpose of the second read is the *Craft and Structure of the piece*, or "How does it work?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

3rd Read: Share purpose of reading the text by focusing on the text dependent question(s) for the third read. Students read independently or with their partner while annotating.

- Main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

THE CLOSE READING PROCESS

For Students

Purpose: Listen for the purpose of reading the text.

1st Read: Read on your own while annotating.

- The main purpose of the first read is to understand *Key Ideas and Details*, or "What does it say?"
- Meet with your partner to talk about the text, clarify the meaning of the piece, and to check for any confusion.

2nd Read: Read the question for the second read. The teacher will read the text this time while you annotate.

- The main purpose of the second read is to understand the *Craft and Structure of the piece*, or "How does it work?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

3rd Read: Read the question for the third read. Read on your own or with your partner as your teacher requests. Annotate as you read.

- The main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Meet with your partner to discuss your answer and to find evidence in the text.
- Write down your answer.
- Discuss your answer with the whole class.

CLOSE READING ANNOTATIONS

 = Powerful words or phrases

 = Big idea/main idea

Underline = words you don't understand

 = I don't understand this part

 = I agree

 = I disagree

 = I'm surprised

 = An "epiphany" - Amazing new understanding

TS TT TW = Connections (Text to... Self/Text/World)

 = Comments in the margins... about something that intrigues you or makes you think

key ideas and details

What is the main idea of this passage?

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key ideas and details

What supporting details helped you determine the main idea?

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key ideas and details

What is the setting of the story?

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key ideas and details

Identify the characters, the setting, and the major events.

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key ideas and details

What can you infer from the title, headings, and pictures (if any) in this book/passage?

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key ideas and details

Who _____?

What _____?

When _____?

Where _____?

Why _____?

How much/how many? _____?

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key ideas and details

Who was the most important character in the story?

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key ideas and details

Describe how _____ responded to

_____ (a situation/major event/challenge).

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key ideas and details

How would this story
be different if the
setting was different?

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key ideas and details

What character traits
are shown in the main
character's
actions/words?

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key ideas and details

What happened
before _____?

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key ideas and details

What happened
after _____?

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craft and structure

Find a sentence that tells what the text is mostly about.

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craft and structure

How does the author describe _____ in paragraph/page ____?

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craft and structure

Identify a sentence that describes

_____.

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craft and structure

What is the author's point of view?

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craft and structure

What is the purpose
of paragraph _____?

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craft and structure

What does the author
think about _____?

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craft and structure

What type of text
structure does the
author use?

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craft and structure

What type of text
features help you
more fully understand
the text?

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craft and structure

On page _____, the author wrote, "_____". What does this mean?

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craft and structure

Look at the illustration on page _____. Why did the author/illustrator _____?

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craft and structure

The story is told in _____ (first person/third person). Why do you think the author chose to tell the story with this point of view?

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craft and structure

What kind of text is this? How do you know?

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integration of knowledge and ideas

Explain how the author uses reasons and evidence to support the main idea.

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integration of knowledge and ideas

What is the author's point of view on the topic?

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integration of knowledge and ideas

Explain a cause and effect relationships in the story/text.

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integration of knowledge and ideas

What was the tone of the story/text?

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integration of knowledge and ideas

What text features (headings, table of contents, glossaries) did the author include to help the reader?

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integration of knowledge and ideas

Identify which reasons/evidence support which of the author's points.

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integration of knowledge and ideas

Describe logical connections between specific sentences and paragraphs.

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integration of knowledge and ideas

Compare two characters/ titles from the same genre/themes/topics or versions of the same story.

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integration of knowledge and ideas

How do the illustrations help convey the mood of the story?

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integration of knowledge and ideas

Identify similarities and differences between two texts on the same topic.

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integration of knowledge and ideas

How does this selection fit in with the theme of _____?

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integration of knowledge and ideas

How is _____ in paragraph _____ similar to the same idea in paragraph _____?

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evidence from the text

Make sure to use textual evidence to support your ideas.

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evidence from the text

Your answer should be supported by text.

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evidence from the text

Use specific words and phrases directly from the text to support your answer.

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evidence from the text

What in the text helped you to know?

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evidence from the text

Find reasons and evidence from the text to provide proof for your answer.

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evidence from the text

Be sure to include quotes from the text to support your ideas.

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evidence from the text

Remember to cite evidence from the text.

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evidence from the text

Your answer should be supported by specific examples from the text.

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