

HOW TO BUILD YOUR OWN CLOSE READING PROGRAM

Using the SMMUSD Close Reading Protocol to
build your own Close Reading lessons.

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Pass out the non-fiction article without frontloading or conversation. Ask students to sit back, relax and read. (3-5 minutes)

Discussion of the article: “What was the article MOSTLY about?” (5-7 minutes)

TEACH vocabulary with a focus on context clues. Teacher ends each word with a concrete definition. (5-7 minutes)

“Lens” for second read with tool in hand. Feel free to limit how much you want highlighted. (5-7 minutes)

Discussion through the “lens”. (5-7 minutes)

TDQ. Complete sentences only, use concrete information from the text, make the questions analytical and share. (5-7 minutes)

REVIEW OF SMMUSD'S CLOSE READING:
STEPS, SEQUENCE AND PURPOSE.

Start with something YOU are comfortable with. (I would still use this to focus on non-fiction)

Make sure that it is something that will generate conversation with YOUR class. (Example)

A one page document is long enough. ("Nothing with a staple." Douglas Fisher, 2015)

- ▶ [Readworks.org](https://www.readworks.org)
- ▶ [Time for Kids Archive](https://www.timeforkids.com)
- ▶ Social Studies/Science Textbook
- ▶ A page from a non-fiction book (Who was series...example)
- ▶ A few pages, copied onto one page, from a short non-fiction book. (Fountas and Pinnell book example)

WHERE TO START WHEN CREATING OUR OWN CLOSE READING.

Read the text. Did you like it? Use it. You didn't like it? Don't use it. (Yes, it can be that simple.)

Read it again after you decide to use it. Think about questions that you can create to help generate discussion. (Post it notes/write on the article.)

Read it again looking for Tier Two vocabulary words. (These are words that are not content specific, but help to build a better understanding of the text and they are words that students might use again in other content areas.)

Read it again. Think about what kind of "lens" might match this text to help students go back in for a second read with a specific purpose and a tool in hand.

Read it again. (Yes, again.) Brainstorm some TDQs that you can use for this text. Remember, the question should force the students back to the text and make them THINK. (Try using WHY questions.)

Fill in the form for Close Reading to help keep yourself on track and you can share with others if it works well!

STEPS IN THE CREATING PROCESS.

Several white lines of varying lengths and angles are drawn in the bottom right corner of the slide, creating a modern, abstract graphic element.

Read a few. (There are three to choose from, pick the one you like best.)

Now that you have chosen one, read it again and write all over it. (What are ideas that pop into your head that might lead to discussion in the class keeping in mind our opening question, "What is this article MOSTLY about?"

Share ideas

- ▶ As you look at the article, think about words that stand out to you. (Tier Two words) Start listing them on Post-it notes. Narrow it down to your TOP THREE.
*Think about the meaning of the word based on context clues.
- ▶ What "lens" will match this text for the second read? How much highlighting do you want students to do? (See "lens" sheets in packet)
- ▶ TDQ. (Try and come up with two to three and choose the one you feel will lead to deeper thinking and a strong reliance on the text.)

LET'S TRY IT AS A GROUP USING A TIME
OR KIDS ARTICLE.

WHAT OTHER WAYS CAN WE BRING CLOSE READING TO LIFE?

ing Lyrics, that are appropriate for school and your grade level.
et's try it using the steps.)

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First read is the listen. After the song, we ask, "What was this song MOSTLY about?"

Pass out lyrics. Give students a chance to read the lyrics. (This has a slightly different order.) We now can ask, "Now that you have the lyrics and had a chance to read them, did this change what you think the song is MOSTLY about?"

Teach the vocabulary/expressions in the text. (What would you want to call attention to using the lyrics? Remember, you still only want this to be about 5-7 minutes)

Play and read the song/lyrics again with a new "lens". What "lens" might match this song? What would you want students highlighting?

Engage in a conversation about the "lens".

Make the TDQ something that the lyrics can answer. (This can be VERY challenging with lyrics and maybe it is not needed when doing a Close Read of a song, but it really does force the students to think, reflect and rely on the text!)

Allow students to bring in songs and lyrics (that are appropriate for school) from time to time and complete a Close Read. This builds engagement while still teaching the standards!

CLOSE READING USING A SONG WITH LYRICS.

QUESTIONS/CONCERNS/IDEAS.
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