Text-Based Approach to Planning Close Reading

Purpose: Follow a text-based approach to planning literacy instruction through analysis of the text and sequenced text-dependent questions.

Objectives:
- Analyze a text for its key understanding and the most challenging aspects students are most likely to struggle with.
- Craft a focusing question and scaffolded text-dependent questions to support students in closely reading and analyzing the text.

Materials:
- Literary and informational texts for upcoming units, and related curriculum materials or pacing guide
- Tools for measuring quantitative and qualitative text complexity

Actions:

1. **Dig into the text:** Closely read the text for instruction to identify the key understanding—or the most important takeaway—you would want students to have after reading this text, and the aspects of qualitative complexity (i.e. meaning, knowledge, structure, and language).
   - What is/are the key understanding(s) of the text?
   - What makes the text complex (i.e. meaning, knowledge, structure, and language)?
   - What are students going to need to do to make meaning from this text?
   - Where do I want to spend extra time/energy during instruction?

2. **Create a focusing question:** With the key understanding in mind, craft a culminating question that allows students to express that they grasped the key understanding. Either write an exemplar response or sketch out the criteria you would expect to see in an exemplar response.

3. **Make connections to the standards and build text-dependent questions:** With the qualitative complexity in mind, identify the standards that would support students in navigating the most challenging aspects of the text. Next, use the standards to create scaffolded, text-dependent questions or revise/supplement your curriculum's questions—these questions will help support students in making meaning of the text on their way to the focusing question.
   - What connections do I see between the qualitative complexity and the standards?
   - How do these questions build towards the focusing question?
   - How do these questions support students in navigating the most challenging aspects of the text?
   - How do these questions provide a mix of reading, writing, and speaking opportunities for students?