

Creating Text-Dependent Questions for Close Analytic Reading

Supporting Student Needs	
<u>Considerations for Reader and Task</u>	
<p>To really understand a complex text, the reader will have to read it more than once, to make sense of what the author is saying and to glean the details at both the explicit and implicit levels. First and foremost, close reading demands a willingness to return to the text to read part or even all of it more than once, ultimately instilling habits of mind in approaching text. Planning for multiple reads as well as multiple purposes for reads is essential in order to support all student needs.</p>	
<p style="text-align: center;">Potential Challenges this Text Poses:</p> <p>Meaning: (Conceptual Understanding Examples, pg. #)</p> <p>Language: (Syntax, Vocabulary Examples, pg. #)</p> <p>Small Group Instruction: (List Students)</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Major Instructional Areas of Focus for this Text Around CCSS:</p> <p>CCSS Focus Standards:</p> <p style="text-align: center;">Text Complexity: Qualitative Measures Rubric</p> <p>Small Group Instruction: (List Students)</p> <ul style="list-style-type: none"> •
Text-Dependent Questions	Evidence-Based Answers/Pg. #
Checking for Understanding	
<p style="text-align: center;">How will you know that learning has occurred? Planning for a means to check student understanding is crucial. Refer back to the Lesson Focus to plan intentionally to check for student understanding.</p> <p>Describe how you will check for student understanding:</p> 	