

Close Reading Planning Guide

Standards: RI 1,2,6

Created by: *Exeter Unified School District*

Pre Planning

Grade: 3

Subject: ELA

What text type is the focus of your instruction?

This can be addressed as an essay, quickwrite, constructed response, letter, etc.. or through discussion, Socratic seminar, collaborative conversation, etc.. For primary grades, discussion, drawing, dictating, or writing a short constructed response would also be appropriate.

Opinion/Argumentative	Informative/Explanatory	Narrative
<ul style="list-style-type: none">• Make claims• Support conclusions• Extract and employ evidence• Determine point of view• Use of rhetoric• Research• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.• Read and comprehend literary and informational texts.	<ul style="list-style-type: none">• Determine central ideas• Gather evidence• Determine point of view• Evaluate content• Research• Analyze two or more texts that address themes or similar topics to build knowledge.• Read and comprehend literary and informational texts.	<ul style="list-style-type: none">• Setting• Characters• Plot• Determine themes• Evaluate point of view• Analyze how two or more texts address similar themes• Read and comprehend literary and informational texts

For information on text types found throughout the Common Core Reading, Writing, and Speaking & Listening Standards, click [here](#).

Chosen Text

*Text should be short, complex and worthy of a close read.
Remember to include a wide range of genre over time.*

Text: My Country Tis of Thee

Author: Samuel Francis Smith, 1831

Page(s):

**My country tis of thee,
Sweet land of liberty,
Of thee I sing.
Land where my fathers died!
Land of the Pilgrim's pride!
From every mountain side,
Let freedom ring!**

Visit [Common Core Connect](#) to access the ELA bookmarks for guidance. There are Essential Skills and Concepts identified for each standard as well as question stems. [Bookmarks](#) Choose your grade level for your standards.

Created by Tulare County Office of Education based on the work of Douglas Fisher and Nancy Frey (2013) and the Literacy Design Collaborative, <http://ldc.org>

What makes this text complex (not just difficult)?

Choose the aspects that could be the focus of instruction for this complex text. Remember you want to focus the instruction and learning so choose only the ones you feel would be a FOCUS.

Levels of Meaning and Purpose

Aspects	When a text is complex...
<ul style="list-style-type: none"> Density and complexity 	Many ideas come at the reader, or there are multiple levels of meaning, some of which are not clearly stated.
<ul style="list-style-type: none"> Figurative Language 	There are many literary devices (e.g., metaphors, personification) or devices that the reader is not familiar with (e.g., symbolism, irony) as well as idioms or cliches.
<ul style="list-style-type: none"> Purpose 	Either the purpose is not stated or is purposefully withheld. The reader has to determine the theme or message.

Structure

Aspects	When a text is complex...
<ul style="list-style-type: none"> Genre 	The genre is unfamiliar or the author bends the rules of the genre.
<ul style="list-style-type: none"> Organization 	It does not follow traditional structures such as problem/solution, cause/effect, compare/contrast, sequence or chronology, and rich descriptors
<ul style="list-style-type: none"> Narration 	The narrator is unreliable, changes during the course of the text, or has a limited perspective for the reader.
<ul style="list-style-type: none"> Text features 	Fewer signposts such as headings, bold words, margin notes, font changes, or footnotes are used.
<ul style="list-style-type: none"> Graphics 	Visual information is not repeated in the text itself but the graphics or illustrations are essential to understanding the main ideas.

Language Conventionalilty and Clarity

Aspects	When a text is complex...
<ul style="list-style-type: none"> Standard English and variations 	Variations of standard English, such as regional dialects or vernaculars that the reader is not familiar with, are included.
<ul style="list-style-type: none"> Register 	It is archaic, formal, scholarly, or fixed in time.

Knowledge Demands

Aspects	When a text is complex...
<ul style="list-style-type: none"> Background knowledge 	The demands on the reader extend well beyond his or her personal life experience.
<ul style="list-style-type: none"> Prior knowledge 	The demands on the reader extend well beyond what he or she has been formally taught in school.
<ul style="list-style-type: none"> Cultural knowledge 	The demands on the reader extend well beyond his or her cultural experiences and may include references to archaic or historical cultures.

- Vocabulary

The words used are representations of complex ideas that are unfamiliar to the reader or they are domain specific and not easily understood using context clues or morphological knowledge.

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What is the purpose for reading this text?

“A clearly articulated purpose focuses instruction, provides students with an answer to the question ‘why do we have to learn this?’ and allows for assessment of outcomes.”

What does a good purpose statement look like? According to Fisher and Frey (2013), “it’s more than simply stating the standard. A quality purpose statement provides information for students about what they will learn and how they might demonstrate that understanding. A quality purpose statement also helps the teacher plan the lesson, as the tasks students are asked to complete should align with the expected understanding. The purpose drives instruction, differentiation, and assessment.” (p. 39)

Purpose: Read the first stanza of My Country Tis of Thee and determine how the song portrays good citizenship.

Essential Question: How do lyrics communicate patriotism?

Begin with the End in Mind:

Final Task: What is the author’s point of view in this song? Use evidence from the text to justify your answer in writing.

This could be something done in writing or through a structured discussion. The idea is for students to practice the skills needed to produce the text type quality desired.

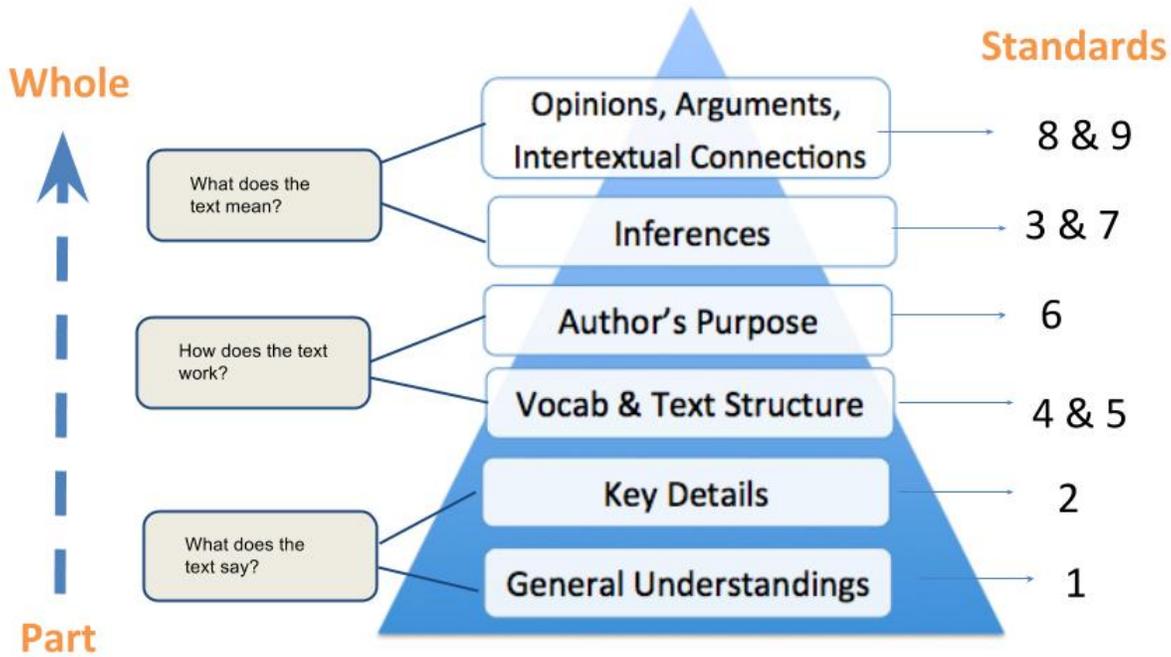
Literacy Design Collaborative has templates and examples for creating final tasks. Use the links below:

[Grades K-5](#)

[Grades 6-12](#)

This helpful [guide](#) has more examples of tasks.

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Generate Text-Dependent Questions:

Use the above progression of text-dependent questions as a guide to scaffold students thinking about the text. Include a sentence frame as needed for your students. Use [CCSS ELA TCOE Bookmarks](#) as a guide.

What does the text say?

Who is the narrator?

What is the meaning of this song?

Who/what is the song about?

How does the text work?

Why did the author use exclamation points?

How does the author want us to read this ?

Land where my fathers died!

Land of the Pilgrim's pride!

Who was the author referring to when using the word "thee"?

What does the phrase "sweet land of liberty" mean?

What does the text mean?

Why did the author write this song?

Who was this song written for?

What lyrics or words does the author use to portray patriotism? (punctuation, word choice)

What words would you use to describe patriotism/citizenship?

Why do you think the author used a song to share this message?

Do you agree with the author's message?

Conclude lesson with video and more discussion: <http://youtu.be/pG1W7JDWv50>

PHASE 1: What does the text say?

The purpose of this initial phase is to **allow the reader to** determine what the text says. Establish the purpose for reading this complex text. Limit front loading so students use the text to understand, infer, and draw conclusions.

Encourage students to “mark the text” and annotate. Encourage students to make notes to themselves about major points. Encourage students to circle or underline words, phrases, or sentences that are unclear to them.

Annotation guides for gr. [3-5](#), [6-8](#), [9-12](#)

Formative Assessment:

How will you know what the students understand? How will you “feed forward” for instruction?

PHASE 2: How does the text work?

The purpose of the next phase is to **allow the reader to** determine how a text works.

Formative Assessment:

How will you know what the students understand? How will you “feed forward” for instruction?

PHASE 3: What does the text mean?

The purpose of this phase is to **allow the reader to** evaluate the quality and value of the text (and to connect the text to other texts).

During this final phase, students should be preparing for the final task. Are they ready? What questions do you need to ask to help them better investigate the text?

Formative Assessment:

How will you know what the students understand? How will you “feed forward” for instruction?

Teacher Reflection:

Review the evidence of learning collected.

- How did students respond?
 - What was their level of understanding?
 - What could be revised to improve the close reading?
 - What are your next steps in this process?
 - Do you need to provide additional support for small groups of students?

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