

Close Reading Planning Guide

Standards: [RI. 4,5,6](#)

Created by: *Exeter Unified School District*

Pre Planning

Grade: [6th Grade](#)

Subject: [Social Studies-Ancient Egypt](#)

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: A Short Walk Through the Pyramids and Through the World of Art](#)

[Author: Isaacson, Phillip](#)

[Page\(s\): Excerpt from Chapter 1 Taken from Appendix B, pg. 93](#)

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 Conventinality 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.
<ul style="list-style-type: none"> 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.

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 and comprehend a literary nonfiction text , “A Short Walk Through the Pyramids and Through the World of Art”through close reading

Essential Question:

How does this author use literary techniques in the nonfiction text?

Begin with the End in Mind:

Final Task:

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.

After reading, “A Short Walk Through the Pyramids and Through the World of Art” , describe how the author uses literary techniques in his nonfiction text. Cite evidence from the text to support your answer.

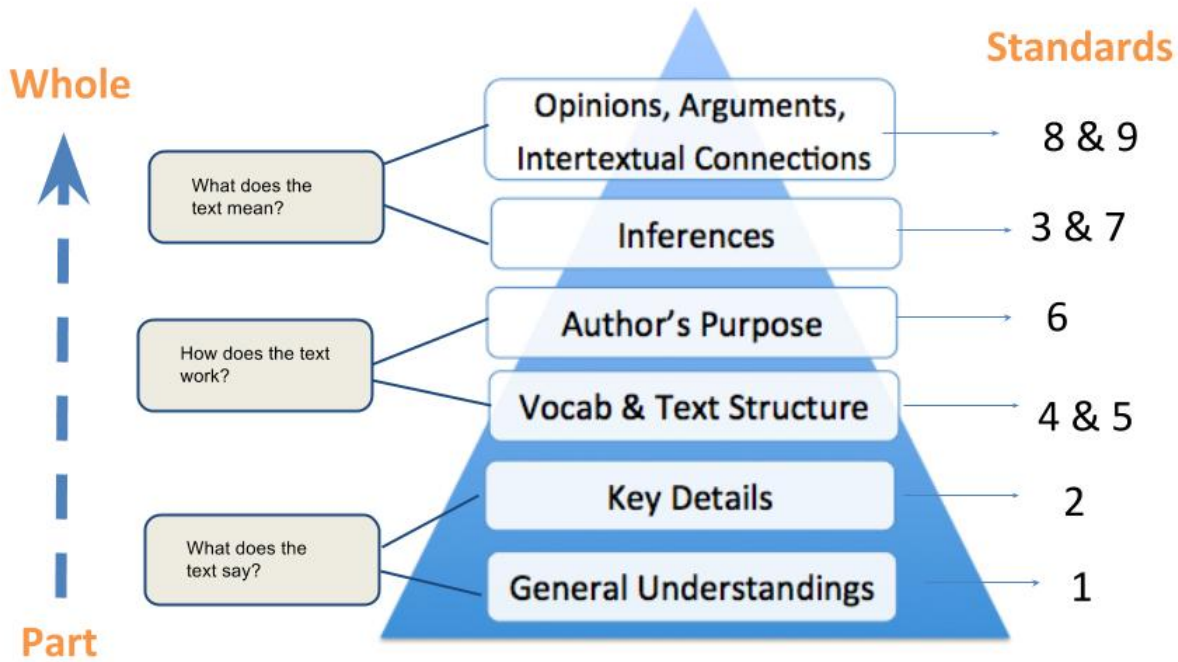
Literacy Design Collaborative has templates and examples for creating final tasks. Use the links below:

[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.

How does the author describe the pyramids?

What are some descriptive words or phrases that the author uses to describe the pyramids and art?

What figurative language does the author use to describe the pyramids?

What text structure does the author use to describe the pyramids?

How does the author use hyphens in this piece of text?

What is the author's viewpoint on the pyramids?

What is the author's purpose in writing this text?

How does the author's use narrative techniques connect to his purpose in writing the text?

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?

Reading: read text independently and annotate

Reading: teacher reads text aloud and asks question

Discussion Task: students discuss answer with partner, then share out to whole class

How does the author describe the pyramids?

Discussion and note-taking: teacher poses next two questions and has students collect examples on a triple t-chart and share using give-one/get one. The third column on the triple t-chart will be left blank until next lesson segment

What are some descriptive words or phrases that the author uses to describe the pyramids and art?

What figurative language does the author use to describe the pyramids?

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?

Discussion Task: teacher poses next question and students partner share and collect evidence on the triple t-chart

What text structure does the author use to describe the pyramids? Provide examples/evidence from the text

Whole Class Discussion: teacher puts two mentor text samples from the passage up on chart paper and students analyze together as a whole class. As a class teacher helps them generate rules for using hyphens

How does the author use hyphens in this piece of text?

Discussion Task: teacher poses next two questions and has students partner discuss and share out to whole class. For the second question, it may be necessary to prompt students by modeling a multi-flow map that includes the topics (descriptive words/phrase, figurative language, sequencing) all of which lead to/influence the purpose. Why would the author do all of these things in his writing?

What is the author’s viewpoint on the pyramids?

What is the author’s purpose in writing this text?

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?

Discussion and Writing Task: Looking back on all the evidence and discussion that has occurred in previous segments of the lesson, the teacher reviews the narrative techniques (descriptive language, figurative language, sequencing of events, sentence structure) that are used in this passage.

How does the author’s use narrative techniques connect to his purpose in writing the text?

Writing Frame:

In “A Short Walk Through the Pyramids and Through the World of Art” by Phillip Isaacson, he uses a variety of narrative techniques to _____. One technique he uses is _____. For example, he describes _____. Another techniques he uses is _____. With descriptions such as _____, _____, and _____, Isaacson _____. A final technique Isaacson uses is _____. This technique can be seen when he writes _____.

Each of these techniques connects to Isaacson’s overall purpose of _____.

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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