

Figure 8.9

Conferring Protocol for Close Reading

1. **Research:** Ask why this chunk was chosen. Ask the four “good reader” questions. What does the student do well? Not so well?
2. **Compliment:** Be specific about something you notice the student doing: “I really like how you put the information on this page into your own words. Good readers do that.”
3. **Decide:** Select a teaching point related to the student’s needs based on the “good reader questions” or another close reading strategy that is relevant to the text—something the student is right on the verge of understanding.
4. **Name the teaching point with a SKILL and a STRATEGY:** “If you want to decide the most important words [skill], here’s how I’d go about it: [strategy].”
5. **Demonstrate:** Model how you’d apply the strategy yourself by thinking aloud so the student can see how you would use a particular strategy or question.
6. **Give the student a chance to try it:** Let the student practice applying the strategy as you look on. You will need to (quickly) find a passage where the strategy can be applied.
7. **Inquire:** Ask the student how he or she will apply this strategic thinking in *other* books. (Remember: teaching is about transfer!)

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