

Figure 9.2

Reflecting on a Close Reading Lesson

Teacher: _____ Coach/Administrator: _____

Text: _____ (This text is/is not suitably complex for these students)

Before Reading

Sets purpose: Identifies lesson <i>purpose</i> as deep comprehension of the text rather than designating an isolated objective	
Identifies clues to meaning: Helps students prepare for close reading by considering clues on book cover or in page layout	
Clarifies meaning to seek within the text: Helps students identify text components to look for during reading	
Quick pace; limits input: Completes prereading quickly, without activating/building unnecessary prior knowledge, personal connections, or predictions	

During Reading

Models: Models thinking where needed to demonstrate identification of text elements	
Pauses after short chunks: Pauses <u>frequently</u> during reading to ensure close monitoring; text chunks are <u>short</u>	
Prompts: Prompts students to ask their own good reader questions; gradually releases responsibility to help students become <u>independent</u> close readers	
Text-dependent questions: Asks appropriate text-dependent questions that address <u>many</u> standards; incorporates a line of questions leading to higher-level thinking; not all Standard 1 (evidence)	
Words: Helps students word-solve as needed (both decoding and vocabulary)	

After Reading (*may occur during a follow-up session)

Useful words: Helps students identify useful words for talking about the text*	
Theme/main idea: Helps students infer author's message*	
Gist statement/summary: Helps students create brief gist statement/summary*	
Structure/genre: Helps students identify text structure and genre*	
Oral collaboration: Provides opportunity for oral collaboration for text-dependent task*	

Lesson length:

- Seemed appropriate for these learners
- Too short (more like a minilesson)
- Too long for these students
- Too long for the overall length of the literacy block (took too much time away from small-group instruction, independent reading, etc.)

Strengths of the lesson:

Areas for continued growth:

Support requested by the teacher:

Other: