

Hoover Close Reading Planning Tool

First Reading Key Ideas and Details	Second Reading Craft and Structure	Third Reading Integration/Opinion & Argumentative
<p>Purpose (Essential Learnings):</p> <p>Set a purpose for the lesson tying to essential learnings. Students note unfamiliar words and use context clues to determine meaning. Students note story structure.</p>	<p>Purpose (Essential Learnings):</p> <p>Students read the text focusing on craft and structure. Teacher and students refer to the specific skill being targeted related to the essential learnings surrounding craft and structure.</p>	<p>Purpose (Essential Learnings):</p> <p>Students begin to integrate what they have learned in the previous readings to their own opinion about the text. Students re-read portions of text as needed to answer text dependent questions.</p>
<p>Text Dependent Questions & Response Frames:</p> <p>Ask students a series of questions which guide students to think about the most important elements of the text (Key ideas and details). Students engage in structured, purposeful discussions using language frames to check for meaning and answer questions.</p>	<p>Text Dependent Questions & Response Frames:</p> <p>Ask students a series of questions which guide students to think about how the text works and author’s craft (craft and structure). Structured, purposeful discussions should be guided by text dependent questions leading students to a deeper understanding of the text and the essential learning. <i>(Why did the author...?)</i></p>	<p>Text Dependent Questions & Response Frames:</p> <p>Discussions are driven by text dependent questions and tasks leading students to evaluate the text in terms of opinions, arguments and inter-textual connections (Integration of knowledge and ideas). Students generate questions requiring them to research further to support their argument.</p>
<p style="text-align: center;">Gradual Release <i>How are students navigating the text?</i></p> <p>Scaffold and model, using shared activities to clarify meaning.</p>	<p style="text-align: center;">Gradual Release <i>How are students navigating the text?</i></p> <p>Scaffold and model as needed, using shared activities to clarify meaning and move towards independence.</p>	<p style="text-align: center;">Gradual Release <i>How are students navigating the text?</i></p> <p>Moving towards independence keeping in mind language structures and other application supports.</p>
<p style="text-align: center;">Application in Writing</p> <p>Student writing task citing portions of the text. Use the frames from above. (Journal, ½ sheet, sticky note, exit card, etc.)</p>	<p style="text-align: center;">Application in Writing</p> <p>Students complete a writing task. Students write a response to a question requiring critical analysis of the text. Use the frames from above.</p>	<p style="text-align: center;">Application in Writing</p> <p>Students write an argumentative response (essay). Students present orally and or written demonstrating their evaluation and/or opinion of the text.</p>