**Carter County Schools Close Reading Process**

**FIRST READ: KEY IDEAS AND DETAILS**

1. **Have students number the paragraphs and chunk the text.**
2. **Students will read with pencil in hand.**
3. **Students will underline and circle…with a purpose. They will be trying to answer questions that are relevant to Standards 1, 2, and 3.**

*Set the purpose for reading and have students read text as independently as possible. Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, or paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.*

**SECOND READ: CRAFT AND STRUCTURE**

1. **Students will continue to read with pencil in hand.**
2. **Students will take notes in the left margin as they attempt to answer questions that are relevant to Standards 4, 5, and 6.**

*For a second, close read, select a portion or chunk of the text that is “close read worthy.” That is, have students reread a section that includes complex elements or ideas that they should explore to arrive at a deep understanding of the text. After rereading, students discuss the text with partners or in small groups (utilizing Kagan structures), focusing on the author’s craft and organizational patterns. This may include vocabulary choices, text structure, or text features that the author included. Use a Text Dependent Question to focus or set a purpose for a close re-reading. After students share with partners or in small groups, have groups share out with the entire class to assess understanding.*

**THIRD READ: INTEGRATION OF KNOWLEDGE AND IDEAS**

1. **Students will continue to read with pencil in hand.**
2. **Students will take notes in the right margin as they attempt to answer questions that are relevant to Standards 7, 8, and 9.**
3. **Students will complete a constructed response question from Standards 7, 8, or 9.**

*The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. Have students write a response to a Text Dependent Question. Focus the discussion on text evidence.*