

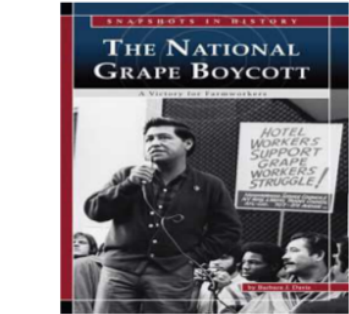
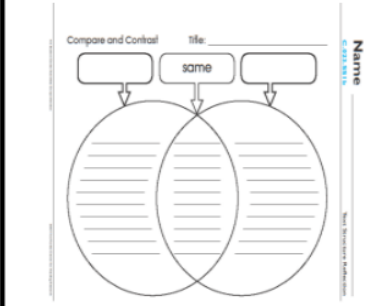
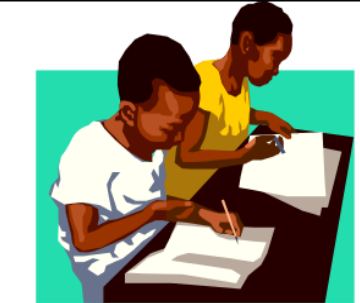


<b>C</b>	<b>L</b>	<b>O</b>	<b>S</b>	<b>E</b>
<ul style="list-style-type: none"> <li>• <b>Check</b> for unknown words</li> <li>• <b>Check</b> for unusual or foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Look</b> for key ideas and details</li> <li>• <b>Look</b> for how key details are provided</li> <li>• <b>Look</b> for the author's viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe</b> book and text features. Is the text written in story form, poetry or factual and scientific information?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Study</b> how the sentences and text are structured</li> <li>• <b>Seek out signal words</b> (however, still, but, yet)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Examine</b> author's/illustrator's message or theme</li> <li>• <b>Examine</b> the author's use of literary devices</li> </ul>
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Re-read</b> the sentences before and after the unknown word</p> <p><b>Examine</b> the context clues</p> <p><b>Analyze</b> or think about the context clues and connect what you know to what the author has written</p> <p><b>Determine</b> or decide the meaning of the word</p>	<p style="text-align: center;"><b>Level of Meaning/ Reasoning</b></p> <ul style="list-style-type: none"> <li>• factual data &amp; statistics</li> <li>• citations from experts</li> <li>• emotional examples</li> <li>• narratives</li> <li>• connotative meanings</li> <li>• definitions</li> <li>• vivid descriptions</li> </ul>	<p style="text-align: center;"><b>Genres</b></p> <ul style="list-style-type: none"> <li>• narrative</li> <li>• explanatory/informative</li> <li>• newspaper article</li> <li>• magazine article</li> <li>• procedural manual</li> <li>• historical document</li> <li>• poetry/music</li> <li>• speech</li> <li>• autobiography</li> </ul>	<p style="text-align: center;"><b>Text Structures</b></p> <ul style="list-style-type: none"> <li>• sequence/process</li> <li>• chronology/time order</li> <li>• enumeration/description/definition</li> <li>• compare/contrast</li> <li>• cause &amp; effect</li> <li>• problem &amp; solution</li> <li>• proposition &amp; support</li> <li>• judgment/critique</li> </ul>	<p style="text-align: center;"><b>Author's Craft</b></p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• idiom</li> <li>• imagery</li> <li>• tone/mood</li> <li>• alliteration</li> <li>• personification</li> <li>• foreshadowing</li> <li>• flashback</li> </ul>
				

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## CLOSE Reading Instructional Matrix

	CLOSE Read Process	Scaffolding Questions to Analyze/Annotate Text	Vocabulary & Concepts Students Should Know	Essential Questions	Big Ideas	*CRM & (alignment to CCSSs) Reading Targets
<b>C</b>	<ul style="list-style-type: none"> <li>• <b>Check</b> unknown vocabulary (words)</li> <li>• <b>Check</b> for unusual or foreign language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are there picture clues to help you infer the meanings of words?</li> <li>✓ Are there any word parts, prefixes or suffixes that can help you to figure out the word?</li> <li>✓ Are there any key or signal words around the unknown word?</li> <li>✓ Is there strange or archaic (outdated/old fashion) language?</li> </ul>	<ul style="list-style-type: none"> <li>❖ decode</li> <li>❖ preview</li> <li>❖ denotation</li> <li>❖ connotation</li> <li>❖ structural analysis</li> <li>❖ contextual clues</li> <li>❖ analogies</li> <li>❖ meaning vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ How are words like puzzles?</li> <li>▪ How are a dictionary and word meaning strategies the same?</li> </ul>	<ul style="list-style-type: none"> <li>➢ When word parts are joined together they make a word, just like puzzle pieces make a picture.</li> <li>➢ Knowing how to use word meaning strategies is like having a dictionary in your head. They help you to figure out how to pronounce words and the meaning of unknown words</li> </ul>	<p style="text-align: center;"><b>Word Meanings</b></p> <ul style="list-style-type: none"> <li>• Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine the meanings of words.</li> <li>• Use context to identify the meaning of words/phrases</li> </ul>
<b>L</b>	<ul style="list-style-type: none"> <li>• <b>Look</b> for key ideas and details</li> </ul>	<ul style="list-style-type: none"> <li>✓ How does the author/illustrator include his/her perspective and language/artistic style?</li> <li>✓ How are key details provided?</li> </ul>	<ul style="list-style-type: none"> <li>❖ narratives</li> <li>❖ factual data &amp; statistics</li> <li>❖ citations from experts</li> <li>❖ emotional examples</li> <li>❖ connotative/denotative meanings &amp; quotes</li> <li>❖ vivid descriptions/images</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does a strategic reader search for information?</li> </ul>	<ul style="list-style-type: none"> <li>➢ When a strategic reader wants information she/he asks/answers questions. The root word “quest” means to seek or search.</li> <li>➢ The suffix “-ion” means “state or quality of.”</li> </ul>	<p style="text-align: center;"><b>Key Details</b></p> <ul style="list-style-type: none"> <li>• Define/describe facts, details, terms, principles</li> <li>• Locate information to support explicit-implicit central ideas</li> <li>• Explain generalize, or connect ideas using supporting evidence</li> </ul>
<b>O</b>	<ul style="list-style-type: none"> <li>• <b>Observe</b> body and text features</li> </ul>	<ul style="list-style-type: none"> <li>✓ Does the text include characters, plot and a setting?</li> <li>✓ Does the text include repetition, rhymes, stanzas or patterns?</li> <li>✓ Does the text include titles, captions, subheadings, graphs, maps, tables, charts, illustrations, photos?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Genres (poem, speech, ...)</li> <li>❖ text features</li> <li>❖ literary elements</li> <li>❖ literary elements</li> <li>❖ narration</li> <li>❖ exposition</li> <li>❖ protagonist/antagonist</li> </ul>	<ul style="list-style-type: none"> <li>▪ How are text genres like a house?</li> </ul>	<ul style="list-style-type: none"> <li>➢ Genres have different structure and are written in different form just like houses have different structures and are made with different materials.</li> </ul>	<p style="text-align: center;"><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• Identify literary elements (character, setting...)</li> <li>• Identify whether information is contained in graphic representations (e.g. map, chart) or text features (e.g., headings, subheadings, captions)</li> </ul>
<b>S</b>	<ul style="list-style-type: none"> <li>• <b>Study</b> how sentences &amp; text are structured</li> <li>• <b>Seek</b> out signal words</li> </ul>	<ul style="list-style-type: none"> <li>✓ How does the author structure the text? (compare/contrast, cause/effect, problem/solution)</li> <li>✓ What signal words are used? (however, still, rather, similar to, as a result, because, therefore, a problem...)</li> </ul>	<ul style="list-style-type: none"> <li>❖ chronology/sequence</li> <li>❖ comparison</li> <li>❖ causation</li> <li>❖ description</li> <li>❖ coherence/transitions</li> <li>❖ semantic cues</li> <li>❖ annotation of text</li> </ul>	<ul style="list-style-type: none"> <li>▪ How is a strategic reader like a detective?</li> </ul>	<ul style="list-style-type: none"> <li>➢ A strategic reader seeks out signal words and semantic cues to make sense of texts just like a detective seeks out clues to solve a mystery.</li> </ul>	<p style="text-align: center;"><b>Text Structures</b></p> <ul style="list-style-type: none"> <li>• Decide which text structure is appropriate to audience and purpose</li> <li>• Analyze format, organization &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• <b>Examine</b> the author’s/illustrator’s message or theme</li> <li>• <b>Examine</b> the use of literary devices</li> </ul>	<ul style="list-style-type: none"> <li>✓ What message/information does the author/illustrator want the reader/viewer to understand?</li> <li>✓ Does the author/illustrator use abstract metaphors, visual elements to depict mood, tone or other literary devices?</li> </ul>	<ul style="list-style-type: none"> <li>❖ author’s/ craft (mood, tone, perspective, imagery, flashback, metaphor, simile, idiom, personification, irony)</li> <li>❖ discourse/bias</li> <li>❖ inference/interpret/analyze</li> <li>❖ rhetorical devices (pathos, logos, ethos)</li> </ul>	<ul style="list-style-type: none"> <li>▪ What tools help an author/illustrator to build a great story/craft an image or share information?</li> </ul>	<ul style="list-style-type: none"> <li>➢ Just like a construction worker uses hardware and tools to build a house, an author/illustrator uses artistic elements, literary devices, narration and/or exposition to build a story/craft and image or share information.</li> </ul>	<p style="text-align: center;"><b>Central Ideas/ Language Use</b></p> <ul style="list-style-type: none"> <li>• Describe how word choice, point of view, or bias may affect the reader’s interpretation of text</li> <li>• Analyze or interpret author’s craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> </ul>

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