

CLOSE READING CHECKLIST FOR READING LITERATURE – SECONDARY

Grade level: _____

Date: _____

Content area: _____

3 = full evidence
2 = partial evidence
1 = no evidence

Read 1: Key Ideas and Details	3	2	1	Evidence
Teacher establishes the purpose for reading without extensive background knowledge (allowing the text to be the source of learning)				
Pre-teaching vocabulary and background knowledge (limited to what was necessary to understand text and standard while still requiring the reader to read the text)				
Teachers pose text-based questions that required the reader to address the text explicitly, as well as any inferences drawn from the text				
RL.1 Focus: Ask and answer questions, referring to textual evidence to support analysis				
RL.2 Focus: Determine a central idea of the text and analyze its development over the course of the text (include how it emerges, is shaped and refined by specific details from the text)				
RL.3 Focus: Analyze complex character interactions and how these interactions advance the plot or develop the theme				
Students discuss the text with others using academic vocabulary and the text as evidence				
Students can objectively summarize the text				
Teacher redirects students back to the text when answering questions and discussing the text				
Read 2: Craft and Structure	3	2	1	Evidence
Questions posed were text-based questions that required the reader to address the craft and structure of the text (RI & RL Standards 4-6)				
Students analyze the author's word choices on meaning and tone (formal and informal)				
The whole or partial text used for the second read was necessary for deeper understanding of the text				
RL.4 Focus: Ask and answer questions, referring to figurative, connotative and technical meanings of words and phrases used in the text				
RL.5 Focus: Analyze in detail how an author's choices concerning how to structure the text, order events within it and manipulate time create effects such as mystery, tension and surprise				
RL.6 Focus: Assess how point of view shapes the content and style of a text				
Students are taking notes or annotating text during second read				
Students discuss the text with others using academic vocabulary and the text as evidence				
Students can explain what author used to advance his point of view or purpose				
Teacher redirects students back to the text when answering questions and discussing the text				
Read 3: Integration of Knowledge and Ideas	3	2	1	Evidence
Questions posed were text-based questions that required the reader to address the integration of knowledge and ideas of the text (RI & RL Standards 7-9)				

CLASS 2: PART B

The whole or partial text used for the third read was necessary for comparison of text to other mediums addressing the same subject or ideas.				
RL.7 Focus: Ask and answer questions, analyze the representative of a subject or key scene in two different mediums				
RL.9 Focus: Analyze how an author draws on and transforms source material in the text				
Students discuss the text with others using academic vocabulary and the text as evidence				
Students can evaluate intricate arguments identifying false statements and fallacious reasoning				
Teacher redirects students back to the text when answering questions and discussing the text				

* *RL.8 Focus: N/A for Reading Literature*