

Close & Critical Sequence for Guided Highlight Reading Lessons - Question #3 & 4

Question #3 - What does the text mean?

- Review Highlights
- Teacher Discussion – context, craft structure, universal theme, and author’s purpose.
- Student Discussion – context, craft structure, universal theme, and author’s purpose.
- Student Response
Activities to Determine Meaning

Reflection Activity

Students learn to ask the following kinds of questions of the text

What would make this passage more believable?

What would make this passage more effective?

How would changing the perspective, change the meaning?

Steps for Creating Socratic Circles

The Socratic Seminar is based on the idea of Socratic dialogue in which teachers lead student discussion through careful questioning to higher levels of thinking, analysis and interaction. Students are divided into two randomly selected groups, the inner and outer circle. The inner circle starts off in its discussion of the text. The outer circle is responsible for listening to the dialogue in the inner circle and, after the discussion is complete (in about 20 minutes), providing feedback to the members of the inner circle about the effectiveness (not content) of the dialogue. Then the process is repeated with the circles exchanging places. Finally, all students turn in a personal reflective piece of writing about the discussed text as well as the process of the circle.

Copeland, Matt (2005). *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*. Portland, Maine: Stenhouse Publishers

Tear and Share

Students respond to the four steps of the Close and Critical Reading Protocol on a paper divided into four boxes. The papers are collected and papers are torn into the four parts and organized by the 4 steps. Responses are shared. - developed by Cynthia Clingman

Question #4 - What does the text mean to me?

- Application – So what? (Synthesis and Application: What does the theme/thesis mean in your life and/or in the lives of others—text-to-self, text-to-text, and/or text-to-world?)

Text(s)-to-self:

- What does this remind me of in my life?
- What is this similar to in my life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read this?

Text(s)-to-text:

- What does this remind me of in another book I've read?
- How is this text similar to other things I've read?
- How is this different from other books I've read?
- Have I read about something like this before?

Text(s)-to-world:

- What does this remind me of in the real world?
- How is this text similar to things that happen in the real world?
- How is this different from things that happen in the real world?
- How did that part relate to the world around me?

Activities to Develop Collaboration & Reflection

(Source: *Deeper Reading* by K. Gallagher)

- Silent Exchange
- Save the Last Word for Me
- Trouble Slips
- SOAPS (Subject, Occasion, Audience, Purpose, Speaker)
- Mystery Envelopes – Containing questions to prompt discussion around a chapter or passage.
- Group Open Minds – Students are grouped together and asked to analyze a character using an open mind.