

Answers to Chapter 2: Comprehension Questions

1. *What are some important considerations when choosing a passage for close reading?*

Teachers should consider four important factors when choosing a close reading passage. First, they should consider the interests of both the students and the teacher. If teachers can connect with student interests, they are more likely to connect students with the passage. Also, if possible, teachers should choose a passage they can demonstrate enthusiasm about. Second, teachers should consider the complexity of the passage. Typically, the passage should meet the reading grade level of students, yet teachers should occasionally present students with a passage that challenges student abilities just a bit. Third, teachers must consider that informational and literary texts share many of the same devices and themes so they must teach all types of texts to students. Teachers should teach these texts together, rather than in genre-based units. Finally, the length of the passage is important. Teachers want a short but rich passage, which should usually fit on one side of an 8.5 × 11-inch piece of paper.

2. *What important steps should a teacher take in preparing to teach a close reading passage?*

It is important for teachers to understand that the reading of the passage they prepare will not be the sole correct answer. Further, teachers should self-assess their own close reading abilities. The teacher should consider how to introduce the close reading process to students, including dealing with why it is necessary and modeling the six steps. If the student is a novice close reader, a checklist of devices may help.

3. *What is the difference between teacher-led and independent prereading strategies?*

Teacher-led prereading strategies are ideal for students in the early stages of learning the close reading process. These strategies tend to be more teacher-dependent and focus on specific content in the close reading passage. Independent prereading strategies are more appropriate for experienced close readers and focus more on independence in preparing to close read.

4. *Describe four considerations for selecting the most appropriate prereading activity.*

Teachers should consider the skill the close reading passage addresses and whether the prereading activity should be specific to that skill. Further, when the subject is the focus of the lesson, the teacher would design the prereading activity to access student background knowledge and opinions on that subject. A close reading passage might present a significant challenge to student abilities, and in this case, the teacher might select a teacher-led activity even for advanced students. Finally, a new genre may present students with a challenge they are not used to, and the teacher can choose a prereading activity to assist them with that challenge.