

Answers to Chapter 3: Comprehension Questions

1. *What are the differences in student actions between the first and second readings of the reading twice and annotating step of the close reading process?*

In the first reading, students should focus on understanding the text and making initial annotations based on the subject and their background knowledge of the text. From this first reading, students should process their understanding and generate specific things to look for in the second reading. During the second reading, the student is focused on looking for those specific things, although they should remain open to new insights that may not have emerged in the first reading.

2. *What are some strategies to help students who find very little to annotate in their first and second readings of a close reading passage?*

If students struggle to find evidence in the readings, teachers may suggest a number of strategies. A quick conversation with peers or a whole-class discussion may help. Encouraging students to look for simpler things rather than deep ideas may allow them to focus on more obvious aspects of the text. Trying a third or fourth reading or modeling a reading with students to identify elements to focus on will allow for a productive next reading. Finally, teachers should assure students that there is something to find. The passage does have value or the teacher wouldn't have chosen it, so the task is to dig it out.

3. *What criteria should students use to decide what to annotate as they read?*

Teachers can provide many criteria to guide students learning to annotate, and these criteria will depend on the purpose of the close reading activity. Some of the criteria a teacher might provide can include a short passage, sentence, or phrase that seems significant in the context of the class's focus in reading the text, a piece of text that resonates with something the author emphasizes, a passage that generates a question for the reader, a rhetorical device that appears significant, or a quotation that is rich and relevant.

4. *How should students use their knowledge and experience with rhetorical devices in the reading twice and annotating step of the close reading process?*

Assuming the teacher has taught students the various types of rhetorical devices, students can focus on identifying those devices in a close reading passage and understanding how the author is using the device. During the reading twice and annotating step, it is likely students will formulate a question about the use of a rhetorical device that will inform the next steps in the process. Fully analyzing the impact of a rhetorical device will require completion of the entire close reading process.