

Table of Contents

Overview	3
What Is Close Reading? — What Are Text-Dependent Questions? — How Is This Guide Organized?	
A Closer Look	4
The Texts — The Tasks — The TDQs (Text-Dependent Questions)	
All About Annotation	6
Teacher Instructions — Student Sample	
Section I Units	
<i>Each unit in this section includes a Close-Reading Passage, a page of Close-Reading Tasks, and two pages of Text-Dependent Questions.</i>	
Unit 1: "The Man Who Ate His Beard"	8
Unit 2: "Andromeda"	12
Unit 3: "Weeks Without Stopping"	16
Unit 4: "Mysteries Solved"	20
Unit 5: "The Abominable Snowman"	24
Unit 6: "4'33""	28
Unit 7: "Flying Through the Eye"	32
Unit 8: "The Dig"	36
Unit 9: "Scurvy Credit"	40
Unit 10: "Rat Tale"	44
Unit 11: "The Big Ear"	48
Unit 12: "Conundrum"	52
Unit 13: "Small Deer"	56
Unit 14: "Mother, May I?"	60
Unit 15: "Selling Time"	64
Unit 16: "Ludicrous Records"	68
Unit 17: "I Didn't Even Want It"	72
Unit 18: "Shooting Stars"	76
Unit 19: "Vomit Safe"	80
Unit 20: "The Price"	84
Section II Units	
<i>Each unit in this section includes a Close-Reading Passage and a page of Peer-Led Tasks.</i>	
Unit 21: "Man Against Horse"	88
Unit 22: "Liar, Liar"	90
Answer Key	92
Meeting Standards	95

Overview

What Is Close Reading?

Close reading is thoughtful, critical analysis of a text. Close-reading instruction gives your students guided practice in approaching, understanding, and, ultimately, mastering complex texts. This type of instruction builds positive reading habits and allows students to successfully integrate their prior experiences and background knowledge with the unfamiliar text they are encountering.

There are certain factors that differentiate close-reading instruction from other types of reading instruction. These factors include the types of **texts** used for instruction, the **tasks** students are asked to perform, and the **questions** they are expected to answer. For detailed information on these factors, see “A Closer Look” on pages 4–5.

What Are Text-Dependent Questions?

Text-dependent questions (TDQs) can only be answered by referring explicitly back to the text. They are designed to deepen the reader’s understanding of the text, and they require students to answer in such a way that higher-level thinking is demonstrated. To be most effective, TDQs should address all that a reading passage has to offer; the questions asked should prompt students to consider the meaning, purpose, structure, and craft contained within the text.

How Is This Guide Organized?

The units in *Close Reading with Text-Dependent Questions* are divided into two sections. Each of the twenty **Section I Units** (pages 8–87) is a four-page unit.

Page 1 Close-Reading Passage	This page contains a short, complex, high-interest reading passage. Parts of the passage are numbered for easy reference, and space for annotation is provided in the left margin and between lines of text.
Page 2 Close-Reading Tasks	Students are guided to read the passage, summarize it, reread and annotate it, and meet with a partner to discuss and define the author’s word choices.
Page 3 Text-Dependent Questions	Students are asked to display a general understanding of the text, locate key details within it, cite evidence, and begin to use tools such as inference.
Page 4 More TDQs	Students examine the structure of the text and the author’s purpose. They form opinions and use evidence to support and defend claims. A research prompt encourages choice, exploration, and cross-curricular connections. (Note: Monitor students’ Internet research for content appropriateness.)

Each of the two **Section II Units** (pages 88–91) contains two pages.

Page 1 Close-Reading Passage	This page contains a short, complex, high-interest reading passage. Parts of the passage are numbered for easy reference, and space for annotation is provided in the left margin and between lines of text.
Page 2 Peer-Led Tasks	This page guides groups of students through a series of peer-led tasks in which each member is assigned a different role. Students become teachers to one another as they work together to analyze a text.

A Closer Look

Close Reading with Text-Dependent Questions focuses on the three main components of close-reading instruction: the **texts** students are asked to read, the **tasks** they are instructed to perform, and the **text-dependent questions (TDQs)** they are expected to answer thoughtfully and accurately.

The Texts

- ✓ short
- ✓ complex
- ✓ high-interest
- ✓ multi-genre

Not all texts are appropriate for close-reading instruction. Passages need to be written in a manner that invites analysis and at a level that requires slow, careful, deliberate reading. The texts in this guide achieve these goals in a number of ways.

- **Length:** Close-reading passages should be relatively short because the rigorous work required of students could make longer passages overwhelming.

Each unit in this guide contains a one-page passage of about 325–375 words. This is an ideal length to introduce and explore a subject, while allowing students of this age to conduct an in-depth examination of its content and purpose.

- **Complexity:** The best way to foster close reading of informational or fictional text is through text complexity. Writing achieves a high level of text complexity when it fulfills certain factors. The **purpose** of the text is implicit or hidden in some way, and the **structure** of the text is complex and/or unconventional. The **demands** of the text ask students to use life experiences, cultural awareness, and content knowledge to supplement their understanding. The **language** of the text incorporates domain-specific, figurative, ironic, ambiguous, or otherwise unfamiliar vocabulary.

The passages in this guide contain all of these different types of language and ask students to decipher their meanings in the context of the parts (words, phrases, sentences, etc.) around them. The passages meet the purpose and structure criteria by delaying key information, defying reader expectations, and/or including unexpected outcomes — elements that challenge students to follow the development of ideas along the course of the text. Students must combine their prior knowledge with the information given in order to form and support an opinion.

- **Interest:** Since close reading requires multiple readings, it is vital that the topics covered and style employed be interesting and varied. The passages in this resource will guide your students down such high-interest avenues as adventure, invention, discovery, and oddity. These texts are written with humor and wonder, and they strive to impart the thrill of learning.
- **Text Types and Genres:** It is important to give students experience with the close reading of a wide variety of texts. The passages in this guide are an equal mix of fiction and nonfiction; and they include examples and/or combinations of the following forms, text types, and genres: drama, poetry, descriptive, narrative, expository, and argumentative.

- **Lexile-Leveled:** A Lexile measure is a quantitative tool designed to represent the complexity of a text. The passages featured in this resource have been Lexile-leveled to ensure their appropriateness for this grade level.

A Closer Look *(cont.)*

The Tasks

- ✓ read and reread
- ✓ summarize
- ✓ annotate
- ✓ collaborate
- ✓ connect
- ✓ illustrate
- ✓ cite and support
- ✓ ask and answer

An essential way in which close-reading instruction differs from other practices can be seen in the tasks students are asked to perform. This resource focuses on the following student tasks:

- **Read and Reread:** First and foremost, close reading requires multiple readings of the text. This fosters a deeper understanding as the knowledge gained with each successive reading builds upon the previous readings. To keep students engaged, the tasks associated with each reading should vary. When students are asked to reread a passage, they should be given a new purpose or a new group of questions that influences that reading.

- **Annotation:** During at least one reading of the passage, students should annotate, or make notes on, the text. Annotation focuses students' attention on the text and allows them to track their thought processes as they read. It also allows students to interact with the text by noting words, phrases, or ideas that confuse or interest them. When writing about or discussing a text, students can consult their annotations and retrieve valuable information.
- **Additional Tasks:** Collaboration allows students to discuss and problem-solve with their partner peers. An emphasis is placed on demonstrating an understanding of unfamiliar words in context and applying academic vocabulary in new ways. Throughout, students are prompted to cite evidence to support claims and reinforce arguments. Often, students are asked to illustrate written information or connect text to visuals. A section of peer-led activities (pages 88–91) encourages students to ask and answer peer-generated questions.

For more information about annotation, see pages 6–7 of this guide.

The TDQs

- ✓ general
- ✓ key details
- ✓ word choice
- ✓ sequence
- ✓ structure
- ✓ purpose
- ✓ inference
- ✓ opinion

Text-dependent questions (TDQs) emphasize what the text has to offer as opposed to the students' personal experiences. This helps students focus on the text — from the literal (what it says) to the structural (how it works) to the inferential (what it means).

The TDQs in this resource ask students to demonstrate a wide range of understanding about the text. There is a progression from questions that ask for general understanding to those that require deeper levels of focus. The first question or two are relatively easy to answer, as this promotes student confidence and lessens the possibility for discouragement or disengagement. Subsequent questions delve into increasingly higher-order involvement in the text. Students are asked why a passage is written the way it is and if they feel that the author's

choices were ultimately successful. This type of instruction and questioning not only makes students better readers, it also makes them better writers as they consider the decisions authors make and the effects those choices have on the text and the reader.

Flying Through the Eye

1 He was told “bananas.” That’s the answer meteorologist Bill Evans was given by the pilot who was going to fly him into a hurricane and through its eye. Hurricanes are huge storms. They develop over oceans. They die out over land because they lose their source of moisture. Hurricane winds form a big circle, and they blow in a counterclockwise movement. They can reach speeds over 150 miles per hour. The area inside the circle of winds is called the eye. The air inside the eye is calm. One can see blue skies in the eye.

2 Meteorologists study the atmosphere. They examine the atmosphere’s effects on the environment. They predict the weather. They study storms and investigate climate trends.

3 At first, no one thought you could fly into a hurricane. Then in 1943, Joe Duckworth took a dare. Duckworth was a colonel in the U.S. Army. He was helping to train British pilots how to fly with instruments. Before pilots used instruments, they had to look out the window. Instruments made it so pilots could fly at night or when it was too foggy or stormy to see.

4 During the training, a hurricane approached. The British teased the Americans. They said the American planes weren’t built well, and they bet that one would fall apart if it were flown into a hurricane. Duckworth flew directly into the storm and into its eye. He won the dare, and he proved that hurricanes could be studied up close.

5 In 1998, Bill Evans was going to fly into a hurricane for his first time. The eye of this hurricane was 22 miles wide. The ride to and from the eye would be extremely rough, with winds blowing at speeds over 160 miles per hour. The plane would violently shake and rattle. Anybody or anything not tightly secured would fly through the cabin. It was common for people to get sick. Before leaving, Evans had asked the pilot what he should have for breakfast. When he was told bananas, Evans asked why. The simple reply was, “Tastes the same coming back up.”

Your Name: _____ Partner: _____

Flying Through the Eye (cont.)

First

Silently read "Flying Through the Eye." You might see words you do not know and read parts you do not understand. Keep reading! Determine what the story is mainly about.

Then

Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about.

**After
That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

Next

Meet with your partner. Help each other find these words in the text.

meteorologist

eye

atmosphere

instruments

Read the sentences around the words. Think about how they fit in the whole story. Think about what the words mean and then answer the questions. Explain how the story helps you know the following things:

a. A **meteorologist** doesn't study dinosaurs. _____

b. An **eye** does not have to be something you see with. _____

c. Earth's **atmosphere** is not in Earth. It is made up of gases surrounding Earth.

d. An **instrument** can refer to something other than a thing used to play music.

Your Name: _____

Flying Through the Eye (cont.)

Now

Answer the story questions below.

1. Using information from the story, make a simple drawing of a hurricane. Label the eye and draw an arrow to show what direction the winds are blowing. On the lines to the right, list three details from the story that helped you make your drawing.



2. Indiana is a state in the Midwest. Why is it very rare for Indiana to be struck by a powerful hurricane? Use information from the story to support your answer.

3. According to the story, what happens to a lot of people when they fly into a hurricane?

Why does this happen?

4. In 1943, something happened that led to some British pilots knowing that some American planes were very well built. What happened?

Your Name: _____

Flying Through the Eye (cont.)

Then

Reread the entire story once more. Notice the information given in each paragraph.

5. The very first sentence of the story is the answer to a question. What is the question?

Where in the story do you find out what the question was? _____

Why do you think the author gave you the answer first? _____

6. Which paragraph is mostly a definition of a word? Check the box beside your answer.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Why did the author include this paragraph? What does it help you understand about Evans?

7. What do you think might have been Evans's response to what the pilot told him about breakfast? Do you think the pilot's response would make Evans decide not to go on the flight? Use details from the story to support your answer.

**Learn
More**

Find out how hurricanes are divided into "categories." Complete the chart below. Then decide which category the hurricane Evans flew into was.

Category	Wind Speeds
1	
2	
3	
4	
5	

The hurricane Evans flew into was likely a Category _____ hurricane. I think this because
