**Outline of Close Reading Steps**

1. The teacher introduces the document without providing background knowledge. This is a cold read, and the teacher should be aware that students will often encounter texts for which there is no one available to provide the context and a narrative of the texts importance or critical attributes.
2. To support the historical thinking skill of sourcing a text, the teacher asks students to note the title, date, and author. The teacher points out that the line numbers will increase opportunities for discussion by allowing the whole class to attend to specific lines of text.
3. Students silently read their own copy of the document. *Note: Due to the varying reading abilities and styles of students, the teacher may need to end this silent reading time before every single student has completed the reading. Because students will hear it read aloud and reread the document many times, the necessity of maintaining classroom flow outweighs the need to ensure that all students have read the entire document.*
4. The teacher demonstrates fluency by reading the document aloud to the class as students follow along. *Steps 3 & 4 may be reversed based on teacher knowledge of student needs.*
5. The teacher reveals to the students only one text-dependent question at a time (rather than handing out a worksheet with questions). This could be accomplished through a smart or promethean board, an overhead projector, an ELMO, or chart paper.
6. The teacher asks students search the document for evidence to provide for an answer. Some questions refer to specific areas of the text for students to reread, while others allow students to scan larger areas of the text. In small peer groups, students discuss their evidence citing specific line numbers in order to orient everyone to their place in the text. *The time discussing the text in small groups should remain productive. Offering students too much time may cause them to wander from the text. Keep the pace of the class flowing.*
7. Then, the teacher solicits multiple answers from various groups in the class. During the whole group answer session for each question, multiple responses are expected. Each question provides opportunities to find answers in different words, phrases, sentences, and paragraphs throughout the text. The teacher should probe students to find sufficient support and meaningful support for each answer. We suggest that as students provide textual evidence, the teacher models annotation of the document, so that all students learn how to mark up the text, and so that all students are prepared for the culminating writing assessment.
8. **All questions and answers should remain tied to the text itself. The questions and answers are intended to build knowledge over the course of the reading.**
9. The reading is followed by a writing assignment that requires textual support. Students demonstrate a deep and nuanced understanding of the text using evidence in their writing. This allows the teacher to assess for individual understanding and formatively diagnose the literacy gains and further needs of students.
10. TIP: Because rereading is of fundamental importance in accessing highly complex texts, one very effective way to reach struggling readers is to allow them access to the text ahead of time (especially with teacher support). However, we suggest that all students in the class encounter the questions on the text for the first time together, as the method provides for heterogeneous groups to tackle the difficult aspects of the text in a low-stakes and cooperative manner. In our experience, even struggling readers perform well with this method, as they can find evidence directly in the text rather than relying upon a wealth of prior knowledge and experiences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Thank you to Student Achievement Partners for inspiring this work and providing much of the wording of this document (acheivethecore.org). Contact Angela Orr (aorr@washoeschools.net) with any questions or suggestions for improvement.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Class \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**Declaration of Sentiments: Women’s Grievances Against Men
Graphic Organizer/Rough Draft**

Claim:

Evidence:

Reasoning:

Evidence:

Reasoning:

Evidence:

Reasoning:

Evidence:

Reasoning:

Conclusion:

(Don’t forget to use transition words in your final paragraph as you are moving from one topic or thought to another. These words help the reader to understand your thinking and make the writing more coherent.)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Class \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**Declaration of Sentiments: Women’s Grievances Against Men
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Claim:

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Class \_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

**Declaration of Sentiments: Women’s Grievances Against Men Writing Prompt**

**Using evidence from the document, describe why the Seneca Falls Convention was a necessary step toward women’s equality. Use at least four pieces of evidence from the document to support your explanation.**

*In a paragraph, use at least 4 pieces of evidence from the text to support your answer. Cite the evidence correctly by using line numbers (Lines 3-4) at the end of the sentence. Connect the evidence to the claim with reasoning that explains the evidence.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\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What is a Claim?

* A claim can also be called a thesis statement. It can be the thesis statement of an essay or paper.
* A claim can also be called a topic sentence. It can be the topic sentence of a paragraph.

* A claim tells the reader what the rest of the paragraph is going to be about.
* A claim answers a question. It answers one side of the argument. It argues either for or against the argument.
* When writing a claim, restate the question. Then, steal as many of the words from the question that you can to answer the question or make your claim. (Take out the question words and use what is leftover).
* Think simple. Don’t get too complicated. Just answer the question.
* Do not use the words, “I think” or “I believe” in your claim. The reader will know what you are thinking by reading your answer or paragraph.
* There is no ***because*** in your claim. That part comes later in your answer.

Citing Evidence and Reasoning

* *Evidence* is information that supports the claim.
* *Evidence* can be facts, examples, and reasons from a text or graphic.
* Usually *evidence* follows a claim (it comes after a claim).
* When writing *evidence,* cite your source at the beginning of the quote. Good ways to cite evidence are to include who said it, when it was said, where it was said. It gives context to the quote.
* **Some examples of how to cite evidence are:**

 In a personal letter written to Mary Speed, Abraham Lincoln stated, ”\_\_\_\_\_\_.” (Doc. A)

According to the Major Battle Campaigns of the Civil War map, the Union \_\_\_\_\_\_\_\_\_.

In an editorial written by Alexander Hamilton in 1803, he wrote, “\_\_\_\_\_\_\_\_\_\_.” (Doc. D)

One reason, according to *author is, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* (Line 18)

For example, *author* stated, “\_\_\_\_\_\_\_\_\_\_.” (said, explained, argued, wrote, claimed)

According to *name, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” (*Lines 15-18)

One fact from the map is (cite 1 fact from the document)\_\_\_\_\_\_. (Doc. C)

 One piece of evidence from the photo is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Doc. C)

* After citing the evidence, in parenthesis, tell the reader what document it came from (Doc. E), if more than one document, **OR** give the line number that it came from if working from one document (Line 16). This comes after the quote. At the very end!

***Always cite the author, giving credit where credit is due. If that is not done, it is considered Plagiarism.***

* After citing your evidence, explain your reasoning.
* Reasoning is the same as the argument.
* Your reasoning connects the evidence back to the claim. It explains how the evidence supports the claim.
* It is written in your own words. You ***do not*** cite a source with reasoning.
* This explains the **because** or the **why** of the argument.
* Here are a few sentence starters:
This is important because \_\_\_\_\_.

\_\_\_\_\_ helped cause the \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.
This demonstrates \_\_\_\_\_\_\_\_\_\_\_\_\_.
This shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
This means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
This explains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**The Counterclaim:**

* This is an argument for the other side of the claim.
* Make a statement that explains the other side of the argument.
* Here are a few sentence starters:

Although \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

However, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_On the other hand, \_\_\_\_\_\_\_\_\_\_\_