

# KIPP:

Purpose: This chart describes the basic progression of instruction within close reading lessons, and can be used to plan the sequence of instruction. A single day's lesson might incorporate more than one phase; similarly, a single phase might stretch out over more than one lesson.

Phase of Understanding*		Questions Answered	Students Will...	Teacher Moves
Within The Text	Literal	What kind of text is this? What does the text sound like? What does the text say?	<ul style="list-style-type: none"> <li>Mentally vocalize, read aloud, listen to fluent reading</li> <li>Retell, paraphrase explicit meaning</li> <li>Describe the text (what kind of text is this? How is it organized?)</li> </ul>	<ul style="list-style-type: none"> <li>Provide support for fluent reading (<i>especially with new text, very complex text, poems &amp; speeches &amp;/or for early readers</i>)</li> <li>Ask <i>who, what, where, when</i> questions</li> <li>Provide opportunities to retell or annotate for gist</li> <li>Make sure literal understanding is clear before moving to next phase</li> <li>Integrate standards 1, 5, 7 (&amp; 2)</li> </ul>
	Analytical	How does the text express itself? What is implied? What does it mean?	<ul style="list-style-type: none"> <li>Analyze author's craft: structure, rhetoric and/or literary devices</li> <li>Analyze the interrelationships and details of informational content.</li> <li>Determine implicit meaning of key phrases and sections of text</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for annotation &amp; accountable talk</li> <li>Go deeper into chunks of text</li> <li>Integrate standards 1-8</li> </ul>
	Conceptual	What does the whole text mean? What is the text's overall message?	<ul style="list-style-type: none"> <li>Synthesize key understandings to determine main ideas or themes and how they interrelate.</li> <li>Determine author's purpose, point of view</li> </ul>	<ul style="list-style-type: none"> <li>Provide a wider lens to look at the text as a whole</li> <li>Provide opportunities for in-depth discussion &amp; writing (<i>Socratic Seminar, e.g.</i>)</li> <li>Integrate standards 2 &amp; 8</li> </ul>
Beyond the Text	Evaluative	What is the significance of the text? Why does this text matter?	<ul style="list-style-type: none"> <li>Connect understandings of the text to a larger body of knowledge or to other texts</li> </ul>	<ul style="list-style-type: none"> <li>Provide an even wider lens to look at the text for its meaning within a broader inquiry</li> <li>Utilize essential questions &amp; enduring understandings</li> <li>Integrate standard 9</li> </ul>

\*Although these phases represent the general progression of understanding, there is interplay amongst the various phases throughout the reading process. For instance, a reader may need to infer (analytical phase) as s/he develops literal understanding, or a reader's understanding of a text's overall meaning (conceptual) may lead them to return to a deeper analysis.