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.

*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.*

<table>
<thead>
<tr>
<th>Phase of Understanding*</th>
<th>Questions Answered</th>
<th>Students Will...</th>
<th>Teacher Moves</th>
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</thead>
<tbody>
<tr>
<td>Within The Text</td>
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</table>
| Literal                 | What kind of text is this? What does the text sound like? What does the text say? | • Mentally vocalize, read aloud, listen to fluent reading  
  • Retell, paraphrase explicit meaning  
  • Describe the text (what kind of text is this? How is it organized?) | • Provide support for fluent reading (especially with new text, very complex text, poems & speeches &/or for early readers)  
  • Ask who, what, where, when questions  
  • Provide opportunities to retell or annotate for gist  
  • Make sure literal understanding is clear before moving to next phase  
  • Integrate standards 1, 5, 7 (& 2) |
| Analytical              | How does the text express itself? What is implied? What does it mean? | • Analyze author’s craft: structure, rhetoric and/or literary devices  
  • Analyze the interrelationships and details of informational content.  
  • Determine implicit meaning of key phrases and sections of text | • Provide opportunities for annotation & accountable talk  
  • Go deeper into chunks of text  
  • Integrate standards 1-8 |
| Conceptual              | What does the whole text mean? What is the text’s overall message? | • Synthesize key understandings to determine main ideas or themes and how they interrelate.  
  • Determine author’s purpose, point of view | • Provide a wider lens to look at the text as a whole  
  • Provide opportunities for in-depth discussion & writing (Socratic Seminar, e.g.)  
  • Integrate standards 2 & 8 |
| Beyond the Text         | What is the significance of the text? Why does this text matter? | • Connect understandings of the text to a larger body of knowledge or to other texts | • Provide an even wider lens to look at the text for its meaning within a broader inquiry  
  • Utilize essential questions & enduring understandings  
  • Integrate standard 9 |