

Reflecting on What We Know

1. Think about the population of students in your classroom or in your school. If they continue progressing at their current rate, what percentage of them do you think will be ready for credit-bearing college courses by the time they leave high school? Discuss your thinking.
2. In what ways has this chapter changed or clarified your understanding of what you *thought* close reading to be?
3. Discuss to what extent you think your current literacy program or curriculum supports close reading. What is the evidence?
4. This chapter identified a few past practices we might want to tweak to better align with close reading for the Common Core: the level of text complexity, balancing a focus on skills and strategies with a focus on content, and the way we scaffold instruction. What are your thoughts on these tweaks? Are there any other tweaks that come to mind?
5. What aspects of the model for a ninety-minute literacy block, shown in Figures 1.2 and 1.3, resonated with you? Look closely at one part of the graphic or chart and consider its implications for your classroom.
6. What else do you need to know about close reading in order to move forward with it? What questions do you hope the remainder of this book will answer?