

and career readiness. If we hold the bar high and provide students with the tools and support to get there, they will be able to succeed even when the challenge is great. When choosing which of these tasks to use, think about your text as well as your students:

- What *special features* does this text include that students would benefit from discussing?
- What *skills* need a bit more reinforcement and conversation?

Table 6.1

## List of After-Reading Tasks

Template	Title	Description of Task	Standard
1	Most Important Words	Students identify words that are key to meaning—and explain why they are important.	Standard 4: Vocabulary
2	Theme Chart	Students identify themes that align with texts they have read on a matrix, setting up the opportunity for text-to-text connections by theme.	Standard 2: Theme
3	Gist Statement and Brief Summary	Students create brief summaries that include the theme or even shorter gist statements that exclude details.	Standard 2: Summary that includes theme
4	Noticing Text Structure and Genre	Students identify features of various text structures and genres and match them to their close reading text.	Standard 5: Text structure and genre
5	Evidence From First Close Reading of a Text	Students are asked to identify a range of findings from a close reading: important words, gist/summary, other observations.	All standards
6	Paraphrase It!	Students find a quote to support a statement about the text, then put it into their own words.	Standard 2: Paraphrase
7	Words That Show Tone	Students identify words that show how the author is creating tone through word use.	Standard 4: Vocabulary
8	Looking Into Illustrations	Students learn how to “read” an illustration—such as those in picture books.	Standard 7: Different kinds of texts

Template	Title	Description of Task	Standard
9	Viewing a Video	Students learn how to get content information from a video and recognize media features.	Standard 7: Different kinds of texts
10	Reading a Photograph	Students learn how to “read” a photograph as a source of information.	Standard 7: Different kinds of texts
11	Evaluating an Argument	Students learn various criteria for critiquing a source for validity and reliability.	Standard 8: Critiquing text Standard 6: Author’s purpose
12	Reading and Evaluating a Primary Source	Students learn the questions they should consider when evaluating a primary source document.	Standard 8: Critiquing text
13	Reading Like a Scientist	Students learn the questions a scientist asks when reading and analyzing science information.	Standard 8: Critiquing text
14	Reading Like a Historian	Students learn the questions a historian asks when reading and analyzing information about history.	Standard 8: Critiquing text

## A Note About Written Tasks

It is certainly acceptable and useful for students to respond in writing to a question related to their close reading text, and even for teachers to evaluate students’ reading proficiency based on such responses. However, this should be viewed as an *extension* of the lesson or assessment rather than as a component of the lesson itself. One of the primary focuses of the Common Core is the *integration of knowledge*, and it will be important to incorporate writing tasks into your curriculum, though now this will often happen after reading and synthesizing more than a single text. This may mean fewer writing tasks after individual close reads.