# Close Reading and Annotation Close Reading Worksheet - Review Reading Progress

Close Reading and Annotation | Review Reading Progress | Asset ID BOOK-18-02-10

**Purpose: This original printable close reading worksheet helps readers, book clubs, students, families and independent writers work with close reading and annotation while pursuing one defined outcome: use records to choose the next reading goal. Its method is to locate, quote minimally, paraphrase and explain the relevance in original words. Use the pages as a working record, not as a substitute for the source text, edition details and qualified educational or rights guidance where those are needed.**

## Resource Map

The subject focus is to make selective notes that reveal patterns instead of covering every line. The six working areas below define the scope for this specific resource. Complete only the rows that matter to the present reading session, and date any observation that may change.

| # | Working area | Current evidence | Next check |
|---|---|---|---|
| 1 | First Impression | Known / estimated / not checked | _____ |
| 2 | Key Passage Location | Known / estimated / not checked | _____ |
| 3 | Word Choice | Known / estimated / not checked | _____ |
| 4 | Connection | Known / estimated / not checked | _____ |
| 5 | Question | Known / estimated / not checked | _____ |
| 6 | Later Revision | Known / estimated / not checked | _____ |

### Learning and Adaptation Starting Brief

- Gather: Which evidence separates first impression from key passage location in this case? Gather enough records to review the work fairly.
- Align: How does word choice change the interpretation of connection? Align dates, conditions and measures before comparison.
- Detect: What boundary on question must be checked before relying on later revision? Detect a repeated strength, gap or turning point.
- Explain: Which observation links key passage location to question, and what remains uncertain? Explain the pattern without hiding contradictory evidence.
- Prioritise: What alternative explanation could account for both connection and first impression? Prioritise one adjustment with the highest useful value.
- Edition success means: select one evidence-based adjustment for the next cycle

## Close Reading Worksheet

This format is designed to capture selective observations before forming an interpretation. For close reading and annotation, apply the method in a deliberate sequence: locate, quote minimally, paraphrase and explain the relevance in original words. The edition target is review reading progress, so each entry should show what was noticed, what was tried and what changed.

| Working step | What to record | Evidence or source | Status |
|---|---|---|---|
| Gather First Impression | Which evidence separates first impression from key passage location in this case? | Review set / date | Open / checked |
| Align Key Passage Location | How does word choice change the interpretation of connection? | Comparable record / date | Open / checked |
| Detect Word Choice | What boundary on question must be checked before relying on later revision? | Learning pattern / date | Open / checked |
| Explain Connection | Which observation links key passage location to question, and what remains uncertain? | Bounded explanation / date | Open / checked |
| Prioritise Question | What alternative explanation could account for both connection and first impression? | Next priority / date | Open / checked |
| Schedule Later Revision | What next check on later revision would make the record about word choice more useful? | Review date / date | Open / checked |

### Completion Standard

- Keep the work tied to close reading and annotation, not to a vague general intention.
- Apply this adjustment: compare planned sessions, completed sessions and retained learning
- Which single adjustment is best supported by the complete review record?
- Expose this outcome risk if it appears: the review set is selective.
- Use original notes and explanations; quote only when necessary, lawful and properly attributed.
- Ask a reader, educator, librarian, editor or rights adviser to challenge one material assumption where appropriate.
- Close with one decision and one follow-up rather than an unranked list of ideas.

### Working Note

Edition BOOK-18-02-10 pairs close reading worksheet with the outcome 'Review Reading Progress'. That pairing is the boundary for this workbook: material that does not help that outcome belongs in a separate record.

## Evidence x Learning and Adaptation Focused Practice Lab

This lab pairs a evidence method with a learning and adaptation outcome lens. Work through the six actions to turn the subject focus - make selective notes that reveal patterns instead of covering every line - into evidence for review reading progress. Preserve any gap that prevents a supported conclusion.

| # | Action | Constraint | Record |
|---|---|---|---|
| 1 | Collect / Gather question | Which evidence separates first impression from key passage location in this case? Gather enough records to review the work fairly. | Evidence list / Review set |
| 2 | Classify / Align later revision | How does word choice change the interpretation of connection? Align dates, conditions and measures before comparison. | Source / Comparable record |
| 3 | Trace / Detect first impression | What boundary on question must be checked before relying on later revision? Detect a repeated strength, gap or turning point. | Trace / Learning pattern |
| 4 | Verify / Explain key passage location | Which observation links key passage location to question, and what remains uncertain? Explain the pattern without hiding contradictory evidence. | Verification / Bounded explanation |
| 5 | Reconcile / Prioritise word choice | What alternative explanation could account for both connection and first impression? Prioritise one adjustment with the highest useful value. | Exception / Next priority |
| 6 | Approve / Schedule connection | What next check on later revision would make the record about word choice more useful? Schedule the next check and preserve the review trail. | Sign-off / Review date |

### Common Failure Modes

- For question, watch for the source has no date together with the review set is selective.
- For later revision, watch for the evidence is second-hand together with unlike records are compared.
- For first impression, watch for two records disagree together with noise is mistaken for a pattern.
- For key passage location, watch for a value lacks units together with contradictory evidence is omitted.
- For word choice, watch for the context has changed together with too many adjustments are prioritised.

### Independent Review Question

Format question: Which source is strongest for this decision, and what limitation remains? Outcome question: Which single adjustment is best supported by the complete review record? Ask a reader, educator, librarian, editor or rights adviser where appropriate, then answer before the next reading session: _____

## Reading Session Plan for Review Reading Progress

Use one defined reading session to test the outcome rather than attempting every possible task. This edition pairs evidence with learning and adaptation to pursue this objective: use records to choose the next reading goal. Preserve the starting condition and both evidence trails.

| Plan field | Entry |
|---|---|
| Purpose | Review Reading Progress |
| Starting condition | _____ |
| Chosen working area | _____ |
| Bounded explanation | compare planned sessions, completed sessions and retained learning |
| Evidence to capture | _____ |
| Stop or review condition | _____ |

### Thirty Minute Reading Shape

| Stage | Action | Evidence |
|---|---|---|
| 0-5 min | Which evidence separates first impression from key passage location in this case? Identify the evidence required. | Evidence list / Review set |
| 5-10 min | How does word choice change the interpretation of connection? Collect one traceable record. | Source / Comparable record |
| 10-18 min | What boundary on question must be checked before relying on later revision? Label its date, owner and context. | Trace / Learning pattern |
| 18-24 min | Which observation links key passage location to question, and what remains uncertain? Cross-check the material independently. | Verification / Bounded explanation |
| 24-27 min | What alternative explanation could account for both connection and first impression? Resolve or expose one gap. | Exception / Next priority |
| 27-30 min | What next check on later revision would make the record about word choice more useful? Record the supported conclusion. | Sign-off / Review date |

### Evidence Record Log

| Evidence Record | Condition | Observation | Decision |
|---|---|---|---|
| 1 | Same / changed | _____ | Keep / change / check |
| 2 | Same / changed | _____ | Keep / change / check |
| 3 | Same / changed | _____ | Keep / change / check |
| 4 | Same / changed | _____ | Keep / change / check |
| 5 | Same / changed | _____ | Keep / change / check |

## Source and Evidence Reconciliation - Learning and Adaptation Lens

This comparison tests close reading and annotation against review reading progress through two independent questions. Format: Which source is strongest for this decision, and what limitation remains? Outcome: Which single adjustment is best supported by the complete review record? Record material setting differences instead of averaging them away.

| Evidence area | Baseline | Alternative | Interpretation prompt |
|---|---|---|---|
| Word Choice | _____ | _____ | Which evidence separates first impression from key passage location in this case? |
| Connection | _____ | _____ | How does word choice change the interpretation of connection? |
| Question | _____ | _____ | What boundary on question must be checked before relying on later revision? |
| Later Revision | _____ | _____ | Which observation links key passage location to question, and what remains uncertain? |
| First Impression | _____ | _____ | What alternative explanation could account for both connection and first impression? |
| Key Passage Location | _____ | _____ | What next check on later revision would make the record about word choice more useful? |

### Format Decision Test

| Field | Record |
|---|---|
| Review question | Which source is strongest for this decision, and what limitation remains? |
| Outcome question | Which single adjustment is best supported by the complete review record? |
| Acceptance lens | select one evidence-based adjustment for the next cycle |
| Conditions held steady | _____ |
| Evidence supporting the choice | _____ |
| Evidence against the choice | _____ |

### Evidence Confidence Check

- Review set: what was actually seen, heard, measured or read?
- Format evidence: which record best demonstrates exceptions resolved?
- Outcome evidence: which record best demonstrates records gathered?
- Challenge: could noise is mistaken for a pattern explain the result?
- Subject boundary: what does this comparison leave unresolved about first impression?

## Evidence x Learning and Adaptation Scenario Cards

Use these paired scenarios to rehearse judgement for review reading progress. Each card joins a evidence failure mode to an outcome-specific risk. State what remains open and which evidence named in the final column should be collected next.

| # | Situation | Review question | Decision |
|---|---|---|---|
| 1 | First Impression: the context has changed. | Which evidence separates first impression from key passage location in this case? | Review set |
| 2 | Key Passage Location: approval is missing. | How does word choice change the interpretation of connection? | Comparable record |
| 3 | Word Choice: the source has no date. | What boundary on question must be checked before relying on later revision? | Learning pattern |
| 4 | Connection: the evidence is second-hand. | Which observation links key passage location to question, and what remains uncertain? | Bounded explanation |
| 5 | Question: two records disagree. | What alternative explanation could account for both connection and first impression? | Next priority |
| 6 | Later Revision: a value lacks units. | What next check on later revision would make the record about word choice more useful? | Review date |

### Decision Record

| Field | Notes |
|---|---|
| Chosen format scenario | _____ |
| Outcome lens | Which single adjustment is best supported by the complete review record? |
| Evidence available | _____ |
| Evidence missing | _____ |
| Controlled next step | _____ |
| Person / review date | _____ |

## Eight Evidence and Learning and Adaptation Evidence Tracker

Track review reading progress across eight reading sessions using the evidence method and the learning and adaptation outcome lens. Keep conditions visible and use this review question: Which single adjustment is best supported by the complete review record?

| # | Focus | Condition | Result | Next action |
|---|---|---|---|---|
| 1 | Connection | _____ | _____ | _____ |
| 2 | Question | _____ | _____ | _____ |
| 3 | Later Revision | _____ | _____ | _____ |
| 4 | First Impression | _____ | _____ | _____ |
| 5 | Key Passage Location | _____ | _____ | _____ |
| 6 | Word Choice | _____ | _____ | _____ |
| 7 | Connection | _____ | _____ | _____ |
| 8 | Question | _____ | _____ | _____ |

### Evidence Evidence Dashboard

| Measure | Baseline | Current | Evidence location |
|---|---|---|---|
| First Impression: Sources Identified / Records Gathered | _____ | _____ | _____ |
| Key Passage Location: Dates Captured / Conditions Aligned | _____ | _____ | _____ |
| Word Choice: Records Traced / Patterns Detected | _____ | _____ | _____ |
| Connection: Cross-Checks Completed / Explanations Qualified | _____ | _____ | _____ |
| Question: Exceptions Resolved / Adjustments Prioritised | _____ | _____ | _____ |
| Later Revision: Conclusions Supported / Reviews Scheduled | _____ | _____ | _____ |

### Interpret the Trend

- I included evidence that challenged the most convenient explanation.
- I selected one next adjustment and scheduled when it will be reviewed.
- Keep the method only when the evidence for review reading progress improves without hiding noise is mistaken for a pattern.
- What alternative explanation could account for both connection and first impression?
- Use a reader, educator, librarian, editor or rights adviser when the evidence crosses a safety, rights, health or authority boundary.

## Evidence x Learning and Adaptation Next Step Plan

Finish by turning the paired format and outcome record into one owned action. For this close reading worksheet, the intended result was review reading progress; the outcome test is: Which single adjustment is best supported by the complete review record? The close-out standard remains: select one evidence-based adjustment for the next cycle.

| Close-out field | Record |
|---|---|
| Most useful evidence | _____ |
| Important limitation | _____ |
| Decision | Keep / adapt / pause / seek review |
| Next action | _____ |
| Owner and date | _____ |
| Evidence location | _____ |

### Completion Review

- Subject check: Which evidence separates first impression from key passage location in this case?
- Subject check: How does word choice change the interpretation of connection?
- Format check: I linked each conclusion to a dated, traceable source.
- Outcome check: I included evidence that challenged the most convenient explanation.
- I used only brief necessary quotations and attributed them appropriately.
- I kept summary, interpretation and the source author's expression clearly separate.

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