# Reading Goals and Habits Close Reading Worksheet - Write an Original Response

Reading Goals and Habits | Write an Original Response | Asset ID BOOK-01-02-09

**Purpose: This original printable close reading worksheet helps readers, book clubs, students, families and independent writers work with reading goals and habits while pursuing one defined outcome: transform reading into independent analysis or creative work. 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 build a sustainable reading practice around purpose, time and attention. 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 | Reading Purpose | Known / estimated / not checked | _____ |
| 2 | Book Selection | Known / estimated / not checked | _____ |
| 3 | Session Length | Known / estimated / not checked | _____ |
| 4 | Attention Cues | Known / estimated / not checked | _____ |
| 5 | Progress Markers | Known / estimated / not checked | _____ |
| 6 | Next-Book Choice | Known / estimated / not checked | _____ |

### Responsible Original Delivery Starting Brief

- Specify: Which evidence separates next-book choice from reading purpose in this case? Specify the intended user, purpose and boundary.
- Clear: How does book selection change the interpretation of session length? Clear material, rights, safety and authority concerns.
- Create: What boundary on attention cues must be checked before relying on progress markers? Create the work independently from traceable evidence.
- Challenge: Which observation links reading purpose to attention cues, and what remains uncertain? Challenge accuracy, accessibility and unintended risk.
- Correct: What alternative explanation could account for both session length and next-book choice? Correct the evidenced gaps without copying a reference work.
- Edition success means: produce a response that does not imitate the source's wording or style

## Close Reading Worksheet

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

| Working step | What to record | Evidence or source | Status |
|---|---|---|---|
| Specify Next-Book Choice | Which evidence separates next-book choice from reading purpose in this case? | Use brief / date | Open / checked |
| Clear Reading Purpose | How does book selection change the interpretation of session length? | Clearance / date | Open / checked |
| Create Book Selection | What boundary on attention cues must be checked before relying on progress markers? | Original output / date | Open / checked |
| Challenge Session Length | Which observation links reading purpose to attention cues, and what remains uncertain? | Independent review / date | Open / checked |
| Correct Attention Cues | What alternative explanation could account for both session length and next-book choice? | Correction record / date | Open / checked |
| Release Progress Markers | What next check on progress markers would make the record about book selection more useful? | Release record / date | Open / checked |

### Completion Standard

- Keep the work tied to reading goals and habits, not to a vague general intention.
- Apply this adjustment: paraphrase, cite minimal necessary evidence and develop a distinct idea
- Is the output original, traceable and suitable for its stated use?
- Expose this outcome risk if it appears: a right or safety concern is ignored.
- 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-01-02-09 pairs close reading worksheet with the outcome 'Write an Original Response'. That pairing is the boundary for this workbook: material that does not help that outcome belongs in a separate record.

## Evidence x Responsible Original Delivery Focused Practice Lab

This lab pairs a evidence method with a responsible original delivery outcome lens. Work through the six actions to turn the subject focus - build a sustainable reading practice around purpose, time and attention - into evidence for write an original response. Preserve any gap that prevents a supported conclusion.

| # | Action | Constraint | Record |
|---|---|---|---|
| 1 | Collect / Specify attention cues | Which evidence separates next-book choice from reading purpose in this case? Specify the intended user, purpose and boundary. | Evidence list / Use brief |
| 2 | Classify / Clear progress markers | How does book selection change the interpretation of session length? Clear material, rights, safety and authority concerns. | Source / Clearance |
| 3 | Trace / Create next-book choice | What boundary on attention cues must be checked before relying on progress markers? Create the work independently from traceable evidence. | Trace / Original output |
| 4 | Verify / Challenge reading purpose | Which observation links reading purpose to attention cues, and what remains uncertain? Challenge accuracy, accessibility and unintended risk. | Verification / Independent review |
| 5 | Reconcile / Correct book selection | What alternative explanation could account for both session length and next-book choice? Correct the evidenced gaps without copying a reference work. | Exception / Correction record |
| 6 | Approve / Release session length | What next check on progress markers would make the record about book selection more useful? Release only with ownership, version and review details. | Sign-off / Release record |

### Common Failure Modes

- For attention cues, watch for the source has no date together with the intended use is vague.
- For progress markers, watch for the evidence is second-hand together with a right or safety concern is ignored.
- For next-book choice, watch for two records disagree together with the work imitates a source.
- For reading purpose, watch for a value lacks units together with review is not independent.
- For book selection, watch for the context has changed together with a correction creates new copying.

### Independent Review Question

Format question: Which source is strongest for this decision, and what limitation remains? Outcome question: Is the output original, traceable and suitable for its stated use? Ask a reader, educator, librarian, editor or rights adviser where appropriate, then answer before the next reading session: _____

## Reading Session Plan for Write an Original Response

Use one defined reading session to test the outcome rather than attempting every possible task. This edition pairs evidence with responsible original delivery to pursue this objective: transform reading into independent analysis or creative work. Preserve the starting condition and both evidence trails.

| Plan field | Entry |
|---|---|
| Purpose | Write an Original Response |
| Starting condition | _____ |
| Chosen working area | _____ |
| Independent review | paraphrase, cite minimal necessary evidence and develop a distinct idea |
| Evidence to capture | _____ |
| Stop or review condition | _____ |

### Thirty Minute Reading Shape

| Stage | Action | Evidence |
|---|---|---|
| 0-5 min | Which evidence separates next-book choice from reading purpose in this case? Identify the evidence required. | Evidence list / Use brief |
| 5-10 min | How does book selection change the interpretation of session length? Collect one traceable record. | Source / Clearance |
| 10-18 min | What boundary on attention cues must be checked before relying on progress markers? Label its date, owner and context. | Trace / Original output |
| 18-24 min | Which observation links reading purpose to attention cues, and what remains uncertain? Cross-check the material independently. | Verification / Independent review |
| 24-27 min | What alternative explanation could account for both session length and next-book choice? Resolve or expose one gap. | Exception / Correction record |
| 27-30 min | What next check on progress markers would make the record about book selection more useful? Record the supported conclusion. | Sign-off / Release record |

### 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 - Responsible Original Delivery Lens

This comparison tests reading goals and habits against write an original response through two independent questions. Format: Which source is strongest for this decision, and what limitation remains? Outcome: Is the output original, traceable and suitable for its stated use? Record material setting differences instead of averaging them away.

| Evidence area | Baseline | Alternative | Interpretation prompt |
|---|---|---|---|
| Session Length | _____ | _____ | Which evidence separates next-book choice from reading purpose in this case? |
| Attention Cues | _____ | _____ | How does book selection change the interpretation of session length? |
| Progress Markers | _____ | _____ | What boundary on attention cues must be checked before relying on progress markers? |
| Next-Book Choice | _____ | _____ | Which observation links reading purpose to attention cues, and what remains uncertain? |
| Reading Purpose | _____ | _____ | What alternative explanation could account for both session length and next-book choice? |
| Book Selection | _____ | _____ | What next check on progress markers would make the record about book selection more useful? |

### Format Decision Test

| Field | Record |
|---|---|
| Review question | Which source is strongest for this decision, and what limitation remains? |
| Outcome question | Is the output original, traceable and suitable for its stated use? |
| Acceptance lens | produce a response that does not imitate the source's wording or style |
| Conditions held steady | _____ |
| Evidence supporting the choice | _____ |
| Evidence against the choice | _____ |

### Evidence Confidence Check

- Use brief: what was actually seen, heard, measured or read?
- Format evidence: which record best demonstrates cross-checks completed?
- Outcome evidence: which record best demonstrates clearances recorded?
- Challenge: could the work imitates a source explain the result?
- Subject boundary: what does this comparison leave unresolved about next-book choice?

## Evidence x Responsible Original Delivery Scenario Cards

Use these paired scenarios to rehearse judgement for write an original response. 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 | Next-Book Choice: a value lacks units. | Which evidence separates next-book choice from reading purpose in this case? | Use brief |
| 2 | Reading Purpose: the context has changed. | How does book selection change the interpretation of session length? | Clearance |
| 3 | Book Selection: approval is missing. | What boundary on attention cues must be checked before relying on progress markers? | Original output |
| 4 | Session Length: the source has no date. | Which observation links reading purpose to attention cues, and what remains uncertain? | Independent review |
| 5 | Attention Cues: the evidence is second-hand. | What alternative explanation could account for both session length and next-book choice? | Correction record |
| 6 | Progress Markers: two records disagree. | What next check on progress markers would make the record about book selection more useful? | Release record |

### Decision Record

| Field | Notes |
|---|---|
| Chosen format scenario | _____ |
| Outcome lens | Is the output original, traceable and suitable for its stated use? |
| Evidence available | _____ |
| Evidence missing | _____ |
| Controlled next step | _____ |
| Person / review date | _____ |

## Eight Evidence and Responsible Original Delivery Evidence Tracker

Track write an original response across eight reading sessions using the evidence method and the responsible original delivery outcome lens. Keep conditions visible and use this review question: Is the output original, traceable and suitable for its stated use?

| # | Focus | Condition | Result | Next action |
|---|---|---|---|---|
| 1 | Attention Cues | _____ | _____ | _____ |
| 2 | Progress Markers | _____ | _____ | _____ |
| 3 | Next-Book Choice | _____ | _____ | _____ |
| 4 | Reading Purpose | _____ | _____ | _____ |
| 5 | Book Selection | _____ | _____ | _____ |
| 6 | Session Length | _____ | _____ | _____ |
| 7 | Attention Cues | _____ | _____ | _____ |
| 8 | Progress Markers | _____ | _____ | _____ |

### Evidence Evidence Dashboard

| Measure | Baseline | Current | Evidence location |
|---|---|---|---|
| Reading Purpose: Sources Identified / Use Briefs Completed | _____ | _____ | _____ |
| Book Selection: Dates Captured / Clearances Recorded | _____ | _____ | _____ |
| Session Length: Records Traced / Original Outputs Created | _____ | _____ | _____ |
| Attention Cues: Cross-Checks Completed / Independent Reviews Completed | _____ | _____ | _____ |
| Progress Markers: Exceptions Resolved / Gaps Corrected | _____ | _____ | _____ |
| Next-Book Choice: Conclusions Supported / Versions Released | _____ | _____ | _____ |

### Interpret the Trend

- I created the output independently and kept its evidence trail.
- I recorded the version, reviewer and unresolved limitation before release.
- Keep the method only when the evidence for write an original response improves without hiding the work imitates a source.
- Which observation links reading purpose to attention cues, and what remains uncertain?
- Use a reader, educator, librarian, editor or rights adviser when the evidence crosses a safety, rights, health or authority boundary.

## Evidence x Responsible Original Delivery 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 write an original response; the outcome test is: Is the output original, traceable and suitable for its stated use? The close-out standard remains: produce a response that does not imitate the source's wording or style.

| 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 next-book choice from reading purpose in this case?
- Subject check: How does book selection change the interpretation of session length?
- Format check: I left disputed or missing evidence visibly unresolved.
- Outcome check: I recorded the version, reviewer and unresolved limitation before release.
- 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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