

Close Reading in the Primary Grades

Text selection: text complexity is significantly higher than student's instructional reading level.

Initial Reading: the teacher reads the text aloud to students, although they are not grasping its deeper meaning.

Annotation: the teacher guides annotation practices using displayed text and fosters collaboration to develop annotations.

Repeated Readings: the teacher reads aloud multiple times, students read along. Some students may read text independently in subsequent readings.

Text-Based Discussions: students engage in extended discussion. Students deepen their understanding through literal, structural, and inferential analysis of the text.

Responding to Text: students write collaboratively and independently with teacher support and guidance. They debate compelling questions.

Close Reading in the Upper Grades

Text selection: Text complexity is only slightly higher than texts the students take on during other phases of reading instruction.

Initial Reading: Students are more likely to read the text independently, although they are not fully grasping its deeper meaning.

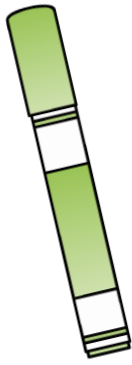
Annotation: Students familiar with annotation practices are marking text independently and adding to their annotations throughout class discussions.

Repeated Readings: Students are rereading independently or with minimal support.

Text-Based Discussions: students engage in extended discussion. Students deepen their understanding through literal, structural, and inferential analysis of the text.

Responding to Text: Students write collaboratively and independently. They investigate, research, and debate compelling questions.

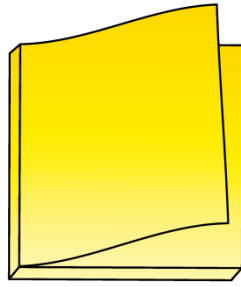
Think Marks for
Close Reading



Underline important
ideas.

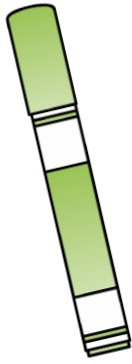


Circle words and
phrases that are
confusing or unclear



Write margin notes
in your own words.

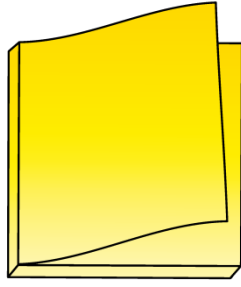
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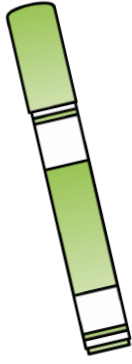


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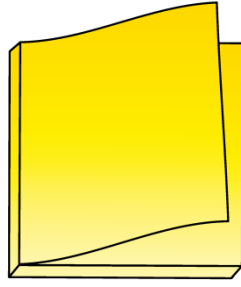
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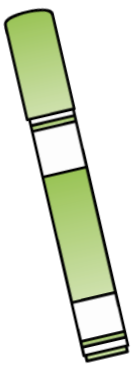


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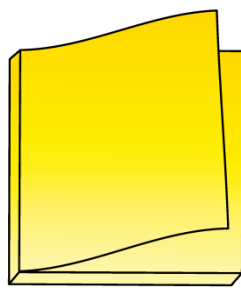
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EVIDENCE BASED

T e r m i n o l o g y

- * I know this is true because...
- * For example, on page...
- * According to the text...
- * From my reading I know that...
- * The author stated...
- * For instance...
- * For example...

