

Figure 4.7 Comparing Close Reading in Primary and Upper Grades

Close Reading in Primary Grades	Elements	Close Reading in Upper Grades
Text level is significantly higher than students' reading level.	<i>Text Selection</i>	Text complexity is slightly higher than in texts the student takes on during other phases of reading instruction.
The teacher is reading the text aloud to students, although they are not grasping its deeper meaning. The text may or may not be displayed.	<i>Initial Reading</i>	Students are more likely to read the text independently, although they are not fully grasping its deeper meaning.
The teacher guides annotation practices using displayed text and fosters collaboratively developed annotations.	<i>Annotation</i>	Students familiar with annotation practices are marking text independently, and adding to their annotations throughout class discussions.
The teacher reads aloud multiple times. Students may read along at the paragraph, sentence, phrase, or individual word level. A few students may read the text independently in subsequent readings due to practice effects.	<i>Repeated Readings</i>	Students are rereading independently or with minimal support. Students may also have access to audio supports (a poet reading her poem, a teacher reading dialogue, a peer reading a key sentence.)
<i>Text-Based Discussions</i>		
Students engage in extended discussion that is driven by text-dependent questions and dialogic teaching. Students deepen their understanding through analysis of the literal, structural, and inferential dimensions of the text.		
Students draw and write collaboratively and independently with adult support and guidance. They engage in shared investigations and debate compelling questions.	<i>Responding to Texts</i>	Students write collaboratively and independently. They investigate, research, and debate compelling questions.

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