

Figure 4.3 Characteristics of Close Reading in Upper Grades

Elements	Close Reading in Upper Grades
<i>Text Selection</i>	Text complexity is slightly higher than in texts the student takes on during other phases of reading instruction.
<i>Initial Reading</i>	Students are more likely to read the text independently, although they are not fully grasping its deeper meaning.
<i>Annotation</i>	Students familiar with annotation practices are marking text independently, and adding to their annotations throughout class discussions.
<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>Responding to Texts</i>	Students write collaboratively and independently. They investigate, research, discuss, and debate compelling questions.

Source: Fisher, D., Frey, N., & Lapp, D. (2015). *Text complexity: Stretcher readers with texts and tasks* (2nd ed.). Thousand Oaks, CA: Corwin.

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