



Figure 1.4

When You Introduce a Complex Text During an *Initial Close Reading Lesson*

Understanding the Focus on Deep Comprehension of Content

Format	Text	Minutes	Purpose	Instructional Practices
Whole-class (shared) reading with complex text	Literary or informational texts Complete either a short text such as a picture book, poem, or article, or a passage or excerpt from a longer text	Up to 30 minutes	Close reading with attention to multiple Common Core comprehension standards to construct meaning, including inferential thinking. Texts may be beyond some students' reading capacity, but careful teacher guidance leads to students' success.	Before reading: Help students activate their own prior knowledge and approach the text strategically; build prior knowledge selectively if needed. During reading: Ask text-dependent questions when necessary; guide students toward independence in close reading. After reading: Provide opportunities for follow-up tasks that feature collaboration with peers and oral response before written response (may occur on a subsequent day depending on time).
Small-group (guided) reading or conferring with "stretch" instructional-level texts	Literary or informational texts Passages from longer texts such as chapter books, short informational sources on nonfiction topics, or literary texts such as short stories or poems	About 60 minutes (concurrent with independent reading)	Reinforce practices of close reading and skills and strategies aligned to standards and students' data-driven literacy needs using texts that students can read with teacher support. Texts may offer a bit more intellectual challenge than instructional-level texts used in the past.	Differentiated scaffolding for different learners may occur in small-group instruction or through conferences with individual students. Instruction may focus on practices of close reading or reinforcement of specific skills and strategies.
Independent reading with easier texts that involve at least some intellectual challenge	Literary or informational texts Encourage the use of longer texts to build stamina, though shorter texts may also be included.	About 60 minutes (concurrent with small-group instruction and/or conferring)	Reinforce practices of close reading and skills and strategies aligned to standards and students' data-driven literacy needs using texts that students can read on their own.	Reading for stamina and enjoyment with <i>some</i> attention to practices of close reading and reinforcement of individual skills and strategies. May include individual or partner reading, literature circles, or technology-enhanced literacy experiences such as use of electronic readers, video, and online sources.
Reflecting on reading	Will probably focus on texts used for independent reading	About 5 to 10 minutes	Reflect on new learning about the practices of close reading for deep understanding.	Share evidence within independent reading text where close reading practices have been applied.