



Figure 1.5

When You Reread a Complex Text During a Follow-Up Close Reading Lesson

Understanding the Focus on Reinforcing Comprehension Skills and Strategies

Format	Text	Minutes	Purpose	Instructional Practices
Whole-class (shared) rereading with complex text	The same literary or informational text used for the initial close reading lesson	About 10 to 20 minutes	Close rereading can be general, rereading a whole text for deeper meaning, but will more likely focus on places within a text that reinforce a particular skill (like identifying an author's purpose) or lead to better application of a metacognitive strategy (such as visualizing descriptive paragraphs).	<p>Before reading: Review key ideas from the introductory close reading of the text; link to current follow-up lesson; identify objective and criteria for success.</p> <p>During reading: Explain how to approach the objective strategically; model the application of the skill or strategy; gradually release students to more independent application of the skill or strategy.</p> <p>After reading: Provide opportunities for skill or strategy follow-up tasks that feature collaboration with peers and oral response before written response (may occur on a subsequent day depending on time).</p>
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)	<p>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.</p> <p>Texts may offer a bit more intellectual challenge than instructional level texts used in the past.</p>	<p>Differentiated scaffolding for different learners may occur in small-group instruction or through conferences with individual students.</p> <p>Instruction may focus on practices of close reading for deep textual understanding or reinforcement of specific skills and strategies.</p>
Independent reading with easier texts that involve at least some intellectual challenge	Range of literary or informational texts of different genres 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.	<p>Reading for stamina and enjoyment with some attention to practices of close reading and reinforcement of specific skills and strategies.</p> <p>May include individual or partner reading, literature circles, or technology-enhanced literacy experiences such as use of electronic readers, video, and online sources.</p>
Reflecting on reading	Will probably focus on texts used for independent reading	About 5 to 10 minutes	Reflect on new learning about the reading process.	Share evidence within independent reading text where skill/strategy has been applied.