

## CLOSE READING ROADMAP - GRADUAL RELEASE OF RESPONSIBILITY MODEL

**Start: Choose an appropriately leveled complex text**

Grade Band	2-3	4-5
Lexile level used to guide text selection	420L-820L	740L-1010L

For help leveling texts and obtaining Lexile levels go to:

- <http://www.scholastic.com/bookwizard/>
- <http://www.lexile.com/>

**Determine the purpose for reading.** Ask the question: What will students understand or do with the information they acquire?

**Analyze the text and choose your route.** Ask the question: How complex is this text? What do students require to successfully navigate text?

**Beginning close readers:** Teacher begins close read by **sharing learning target** and reading text aloud twice while students follow along. Teacher reads text without stopping in order to establish flow, but pays close attention to syntax and vocabulary that may require further explanation and discussion.

**Emerging close readers:** Teacher begins close read by **sharing learning target**. S/he provides any absolutely necessary word meanings to students. Working in pairs, students read text aloud together to establish flow.

**Transitional/Fluent close readers:** Teacher begins close read by **sharing learning target**. S/he provides any absolutely necessary word meanings to students. Students read text independently 1-2 times through to establish a flow.



**Beginning close readers:** Students orally reread chunks of text in pairs, stopping to think and discuss at **teacher-predetermined** points in the text. As they read for the gist (**what is this about?**) they make notes in their individual margins and annotate the text itself. Teacher circulates to prompt \* discussion. Vocabulary definition cards or other vocabulary revealing source to help with word meaning may be used.



**Beginning close readers:** Teacher introduces or re-introduces target and text-dependent questions. \*\* Students reread to answer questions, think, and then discuss their answers in pairs or small groups. Students write answers to questions individually, but may discuss when doing so. Students share their answers orally in response to teacher prompting.



**Emerging close readers:** Working together, students read the text a second time, either orally or on their own, stopping at points in the text that **they predetermine** as natural (paragraphs, change in scene, etc.) in order to think and discuss. They annotate the text and make notes in the margin in order to determine the gist: **what is this about?** Teacher reminds students to refer to *Answering Questions* Anchor Chart\*. Vocabulary definition cards or other vocabulary revealing source to help with word meaning may be used.



**Emerging close readers:** Teacher directs students to refer to target and look at questions\*\* in pairs or small groups. Individually, students reread and think to answer questions. Pairs or small groups discuss their answers, focusing on text details. Students work on their own to write answers to questions. Students share their answers orally in response to teacher prompting.



**Transitional/Fluent close readers:** Students reread chunks of the text on their own for the gist: **what is this about?** They annotate the text to establish their own word meaning and make notes in the margin to help with their thinking at **natural stopping points**. *Answering Questions* Anchor Chart\* is visible. Vocabulary definition cards or other vocabulary revealing source to help with word meaning should be limited to extremely complex vocabulary.



**Transitional/Fluent close readers:** Teacher directs students to refer to target and distributes questions\*\* to students. Individually, students write answers to questions. Students share their answers orally in response to teacher prompting.



**Closure:** Teacher connects the work of the day to the purpose/target. Students reflect on their skills as close readers.

\*Teacher prompts (orally or on *Answering Questions* Anchor Chart): What does the text say? What evidence do you have for that? Is your evidence accurate? Relevant? Complete?

\*\*Questions should be: literal, and also include those that involve, infer, synthesize, analyze, or evaluate.

\*\*\*Form of written answers: sentences, graphic organizer, note-catcher, or recording form.

Note: Ultimately, learning from this text is applied to ongoing research or writing tasks.