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| **Critical**  Close Reading Practice Profile  **Component** | **Why** | **Gold Standard for Implementation of Close Reading with Fidelity** | **Acceptable**  **Variation** | **Unacceptable**  **Variation** |
| **School Level Literacy Leadership Team** |  | A **school-level literacy leadership team** is established and meets regularly to:   1. Oversee the overall implementation of standards-based close reading instruction across content areas. 2. Analyze data about performance at the grade level and systems level. 3. Recommend adjustments to instruction that enable more students to reach grade-level reading standards. 4. Help grade-and department-level teams problem solve. |  |  |
| **Planning and**  **Preparation** |  | **Before the lesson**, teachers will:   1. Select High-quality Text(s) that:  * Are at challenging lexile levels in relation to student readiness. * Build knowledge relevant to the content being studies.  1. Create Text Dependent Questions (TDQ) and Tasks that:  * Establish a coherent teaching/learning sequence. * Address the text by attending to structure, concepts, ideas, events, and details. * Require students to cite evidence from the text to analyze, infer, and make claims. * Ask students to appropriately use academic language. * Support deeper delving into text, graphics, data displays. |  |  |
| **High Quality**  **Instruction** |  | **During the Lesson**, teachers will:   1. Identify clear learning targets. 2. Provide opportunities for purposeful re-reading that enable students to locate key details, determine gist, decipher central ideas & make connections. 3. Use explicit modeling, through instructional moves such as Teacher-led Think-Aloud, Shared Reading, etc. |  |  |
| **Critical**  **Component** | **Why** | **Gold Standard for Implementation of Close Reading with Fidelity** | **Acceptable**  **Variation** | **Unacceptable**  **Variation** |
| **Student**  **Engagement** |  | **During the Lesson**, teachers will:   1. Provide conditions for universal participation and accountability in academic work. 2. Engage students with text and trace their understanding through the student use of text-coding and annotation. 3. Create and support conditions for student conversations and plan tasks requiring collaborative work. 4. Facilitate whole group and small group discussion of reading selection based upon text-dependent questions. |  |  |
| **Formative Assessment & Feedback** |  | **During the Lesson,** teachers will:   1. Elicit evidence about learning (i.e. student annotation of text) to close the gap between current and desired performance in relation to the learning target. 2. Provide descriptive feedback to students, during the instructional process, that will promote continued learning. 3. Utilize metacognitive strategies to involve students in reflection and self-assessment of learning. |  |  |
| **Check For Understanding/**  **Application** |  | **Culminating the lesson**, teachers will:   1. Design and implement a culminating activity or performance task which involves writing and is worthy of the time consumed. 2. Design and implement a writing prompt which demands that students write to the text and use evidence. |  |  |

Close Reading Practice Profile