

# Close Reading and the Common Core:

What Does it Look Like with Primary Students?

Presented by:

Julie Webb, MA  
Reading Specialist  
National Board Certified Teacher



## Close Reading is...

the reading and re-reading of a text that combines textual evidence with reader interpretation to lead to greater and deeper understanding.

## Elements of a Close Reading Lesson

- Text Orientation
- Independent Reading
- Modeled Reading
- Text-Dependent Questions
- Re-reading
- Guided Practice
- Discussion
- Written Response

(Not all elements are present in every lesson)

## Reading Routines

Modeled Reading – Students observe the teacher fluently reading text aloud. The text is often complex and is a higher level than what students can read on their own.

Shared Reading – The teacher and students read aloud text, or portions of text, in unison. Text can be at varying levels of complexity.

Guided Reading – Students work in a small group to read books at their instructional reading levels with the teacher offering strategy cues at points of difficulty.

Independent Reading – Students read books of varying text complexity on their own with a high level of accuracy and comprehension.

## Discussion Routines

Partner Talk – Students enter into a discussion with either an assigned peer or a student sitting nearby.

Pair Ups – Two sets of partners meet up to share their discussion once their partner talk is complete.

Small Group – Students discuss in groups of 3 to 6 students, taking turns appropriately and ensuring every student participates.

Meet and Greet – Students locate a partner and share a brief discussion. The process is repeated several times using various forms of organization with students finding new partners for each discussion.

Whole Group – The teacher facilitates an all-class discussion with students using verbal and non-verbal responses.

# Writing Routines

Modeled Writing - Students observe the teacher composing a piece of writing. The teacher uses a 'think aloud' approach while demonstrating the writing process.

Shared Writing - The teacher models writing while soliciting input and incorporating the students' ideas. The 'think aloud' process is shared through group discussion.

Interactive Writing - The teacher steers students through the thinking process and includes their input. Students are allowed to write selected portions of the text.

Guided Writing - The teacher guides the students as they compose their own writing and offers support to address each student's specific needs.

Group Writing - Students discuss, plan, and share the job of writing in a small group. The teacher provides support and helps solve problems as they arise.

Partner Writing - Students plan, provide input, and share the task of writing. The teacher offers support before and after writing is accomplished, and intervenes during writing when necessary.

Independent Writing - Students plan and compose their own pieces of writing. The teacher may offer support before and after writing is accomplished, allowing the students to work on their own as much as possible.

## Sharing Routines

Partner Sharing – Students take turns reading and discussing their writing with a peer.

Small Group Sharing – Students work in a group of 3 to 6 students and take turns reading and discussing their writing.

Whole Group Sharing – Students individually share their writing in front of the class. The teacher often helps facilitate the process.

Community Sharing – Students share their writing outside their classroom walls, often utilizing technology to reach a greater audience.

## Text-Dependent Questions

### **What? --- How? --- Why?**

What did the author say?

What does the text say?

How did the author say it?

How does the text work?

Why did the author say it?

What does the text mean?

## **Mentor Text**

The Dot by Peter H. Reynolds

## **Common Core State Standards**

### **Up Close Reading**

#### **Reading Routines**

Modeled    Shared    Guided    Independent

#### **Discussion Routines**

Partner Talk    Pair Ups    Small Group    Meet and Greet    Whole Group

#### **Text-Dependent Questions**

**What? --- How? --- Why?**

What does Vashti say? Do? Think? Feel?

Why does Vashti jab her marker on the paper?

Why does Vashti's teacher frame her work?

What does this action mean to Vashti?

How does Vashti change throughout the text?

How does experimentation help Vashti?

What did Vashti learn?

Why is it important to take risks?

How does creativity help Vashti?

What is the theme of this text?

What life lesson does the author want us to take away from this book?

## Up Close Writing

### Writing Routines

Modeled    Shared    Interactive    Guided    Group    Partner    Independent

### Sharing Routines

Partner    Small Group    Whole Group    Community

### Text Type

Opinion/Argument    Informative/Explanatory    Narrative

### Writing Task

Create anchor charts for the following concepts:

What does Vashti say, do, think, and feel?

How did the author structure the story?

What themes occur in this text?

Students write a narrative with a similar structure in which the main character faces a problem, another character intervenes, and the main character responds to the intervention.

\* \* \* \* \*

Students write a personal narrative based on one of the themes identified in the book and describe an incident that connects the theme to real life.

# the dot

Peter H. Reynolds

## How Vashti Thinks:

- She thought she couldn't draw
- She thought she could do better
- She thought she did a good job
- She thought she could help others
- Now she thinks she is an artist

## What Vashti Says:

- "Very funny!"
- "I just CAN'T draw!"
- "Hmmp! I can make a better dot than THAT!"
- "Well, maybe I can't draw, but I CAN sign my name."
- "If I can make little dots I can make BIG dots too."
- "Sign it."

Vashti

## What Vashti Does:

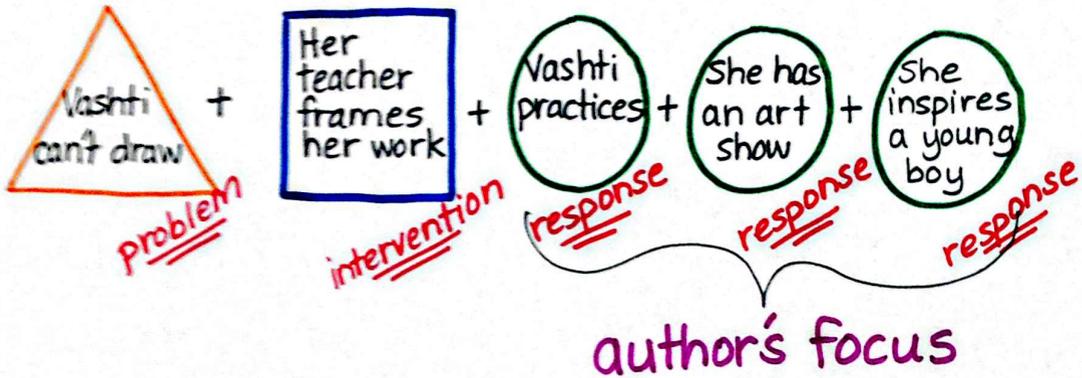
- She painted
- She shared
- She experimented
- She talked
- She learned
- She tried new things
- She jabbed her marker
- She inspired others

## How Vashti Feels:

- Angry
- Upset
- Grouchy
- Sad
- Inspired
- Happy
- Proud
- Surprised
- Successful

# the dot

Peter H. Reynolds



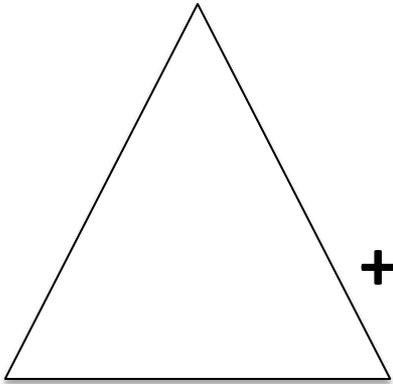
## textual evidence

author's message

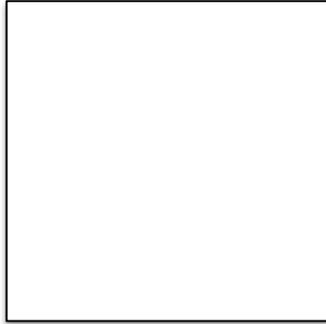


# The Dot

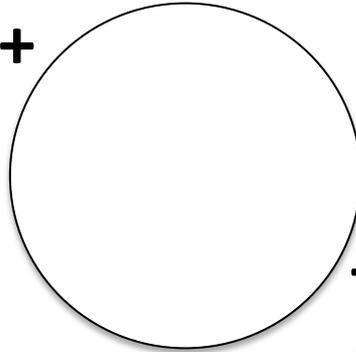
Name: \_\_\_\_\_



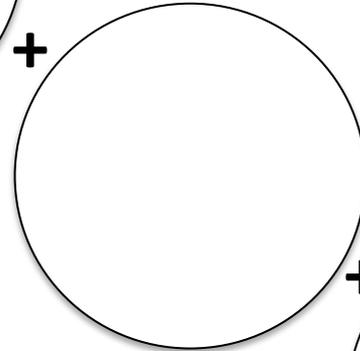
+



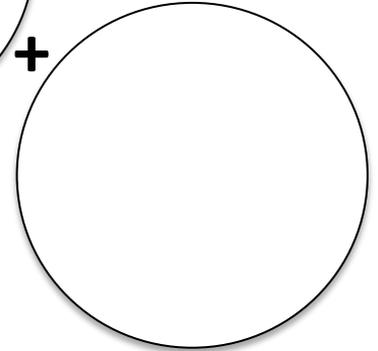
+



+

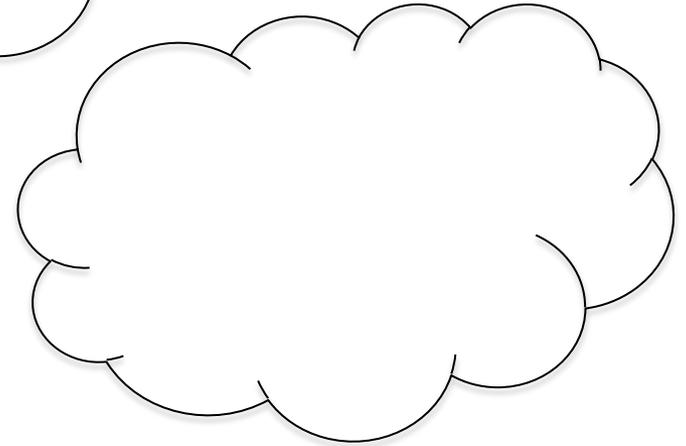
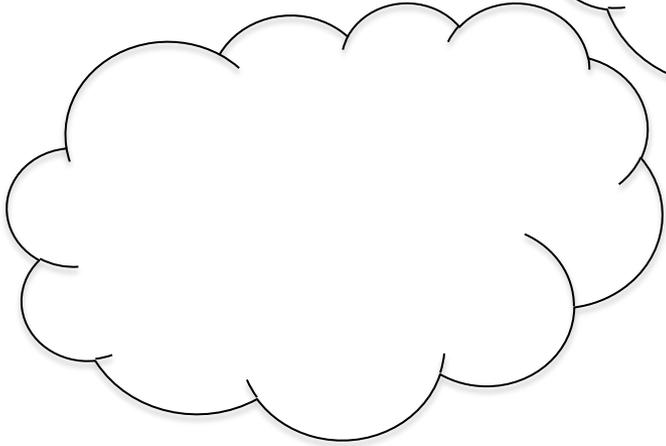
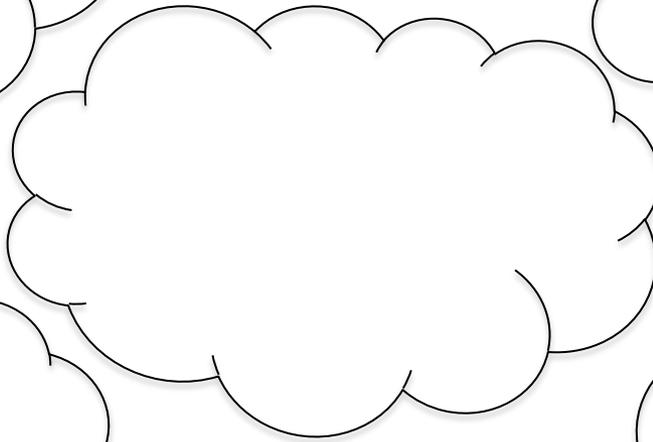
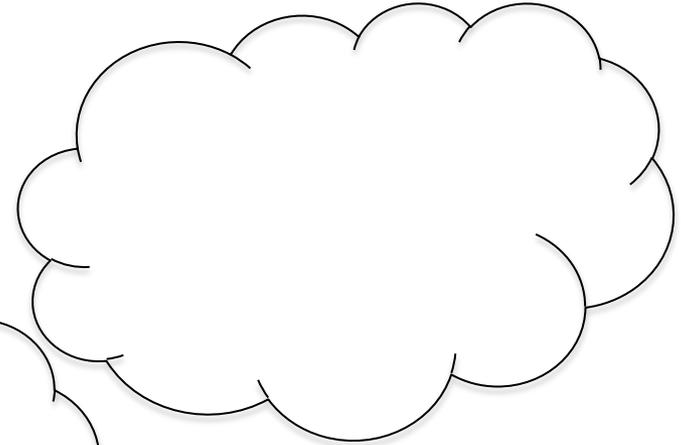
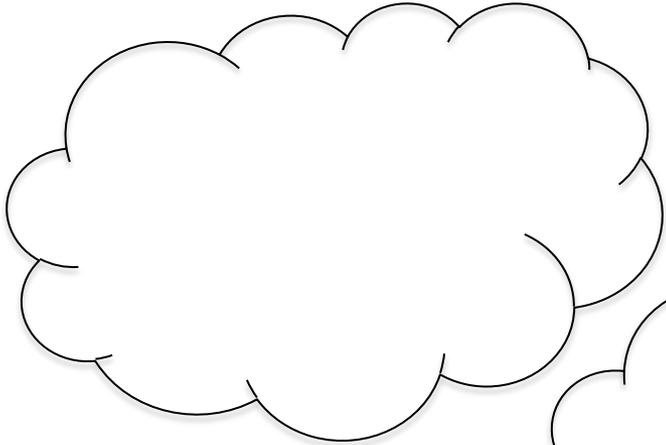


+



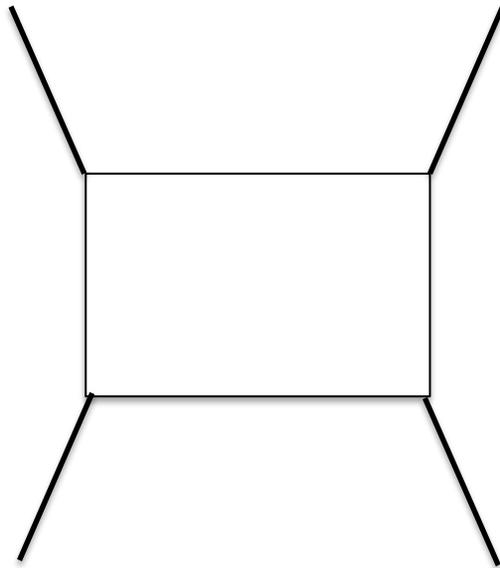
# The Dot

Name: \_\_\_\_\_



# The Dot

Name: \_\_\_\_\_



## **Mentor Text**

Surprising Sharks by Nicola Davies

## **Common Core State Standards**

### **Up Close Reading**

#### **Reading Routines**

Modeled    Shared    Guided    Independent

#### **Discussion Routines**

Partner Talk    Pair Ups    Small Group    Meet and Greet    Whole Group

#### **Text-Dependent Questions**

**What? --- How? --- Why?**

Why did the author use a narrative introduction?

The author compared the size of the dwarf lantern shark to what object?

How are sharks different than we expect?

How do the illustrations support the author's message?

In the section that describes how sharks look like tools, the text follows around the shape of the shark. What does this text presentation tell readers?

What do all sharks have in common?

What is the purpose of diagrams in an informational text?

What does the word "sharkish" mean?

How are baby sharks like their parents?

How do sharks know how to bite their prey in exactly the right place?

Why do people kill 100 million sharks per year?

How does the conclusion relate to the introduction?

Why did the author title the book Surprising Sharks?

## Up Close Writing

### Writing Routines

- Modeled    Shared    Interactive    Guided    Group    Partner    Independent

### Sharing Routines

- Partner    Small Group    Whole Group    Community

### Text Type

- Opinion/Argument    Informative/Explanatory    Narrative

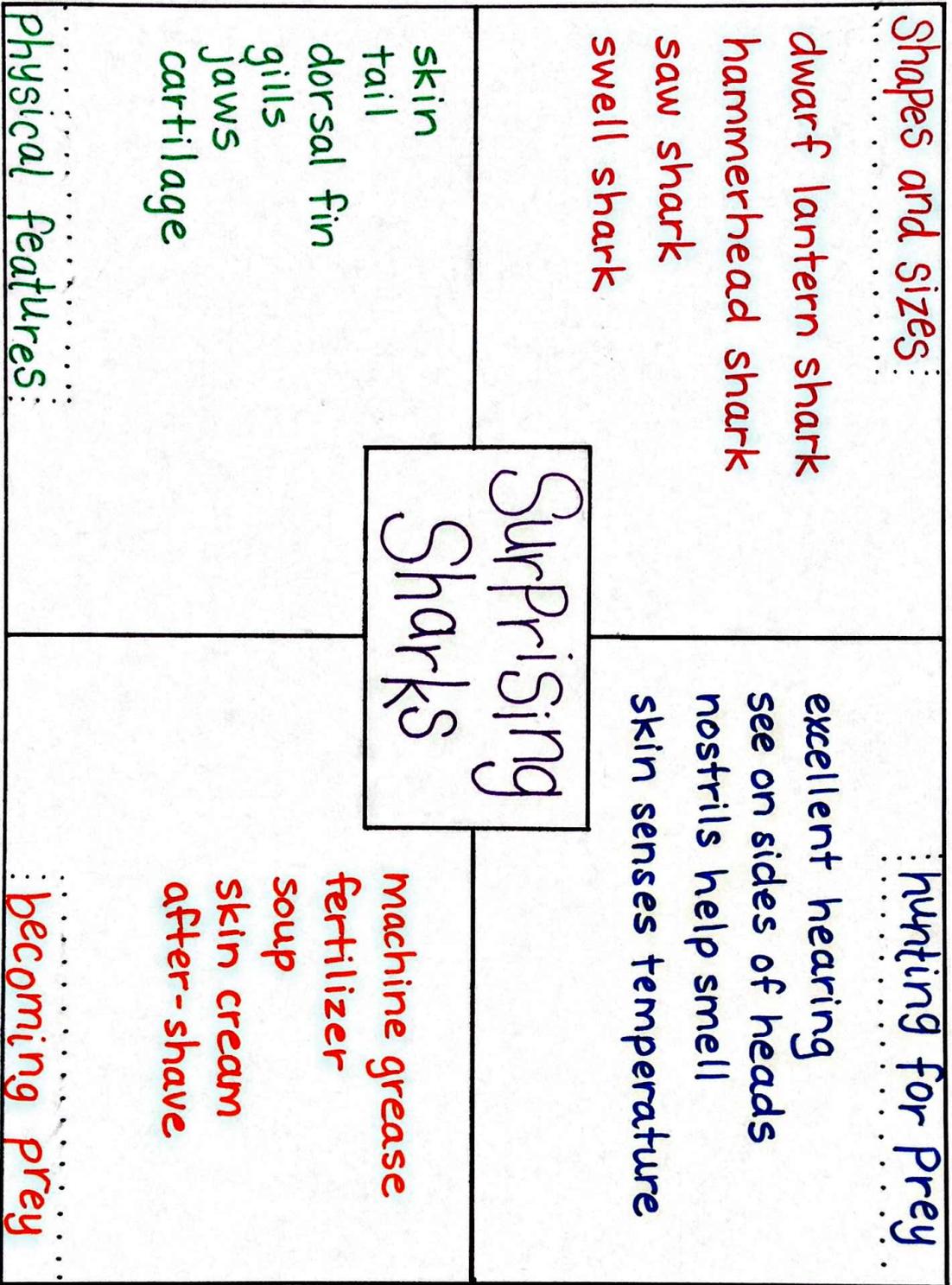
### Writing Task

Create a semantic map about sharks using facts from the book. Label the categories as follows: Shapes and Sizes, Physical Features, Hunting for Prey, Becoming Prey. Use sticky notes to collect information as you read and place it in the correct category.

Select one shark from the book to investigate further. What other surprising information did you learn? Write a paragraph or a blog post sharing your opinion about why the shark you chose is the most interesting.

\* \* \* \* \*

Who is the more dangerous species: humans or sharks? Choose a side and support your selection with facts.



Name: \_\_\_\_\_

Shapes and Sizes

Hunting for Prey

Surprising  
Sharks

Physical Features

Becoming Prey

## **Mentor Text**

## **Common Core State Standards**

## **Up Close Reading**

### **Reading Routines**

- Modeled    Shared    Guided    Independent

### **Discussion Routines**

- Partner Talk    Pair Ups    Small Group    Meet and Greet    Whole Group

### **Text-Dependent Questions**

***What? --- How? --- Why?***

## **Up Close Writing**

### **Writing Routines**

- Modeled    Shared    Interactive    Guided    Group    Partner    Independent

### **Sharing Routines**

- Partner    Small Group    Whole Group    Community

### **Text Type**

- Opinion/Argument    Informative/Explanatory    Narrative

### **Writing Task**

## ***Up Close Anchor Chart***

A large, empty rectangular area defined by a dotted border, occupying most of the page. This area is intended for students to create an anchor chart, likely related to the 'Up Close' theme mentioned in the header.