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Introduction

Texts For Close Reading and Deep Comprehension

Close reading involves careful study of a short text passage to build a deep, critical understanding of the text. By developing children's comprehension and higher-order thinking skills, you can help them make sense of the world.

"A significant body of research links the close reading of complex text – whether the student is a struggling reader or advanced – to significant gains in reading proficiency, and finds close reading to be a key component of college and career readiness."
(Partnership for Assessment of Readiness for College and Careers, 2012, p7)

Reading and Re-Reading For Different Purposes

The texts in *Close Reading* are carefully selected and deliberately short. This focuses children on purposeful reading, re-reading and responding. They learn about the topic through rich vocabulary development and deep comprehension.



Children re-read and analyse the text through questioning to explore:

- text structure and features
- key ideas and details
- connections/conclusions
- predictions/inferences
- words and phrases in context.

Children actively respond to the text using:

- higher-order thinking skills
- paired discussion
- written responses.

Text Marking: A Powerful Active-Reading Strategy

To improve their comprehension of informational texts, children must actively engage with the material. Careful and consistent text marking by hand is one valuable way to accomplish this. The true goal of teaching text marking is to help children internalise an effective close-reading strategy, not to have them show how many marks they can make on a page. Text-marking skills are encouraged in each passage.

Water All Around

Read the geography essay.


Then follow the instructions in the Text-Marking box.


What do you call a piece of land with water all around it? It is called an island.

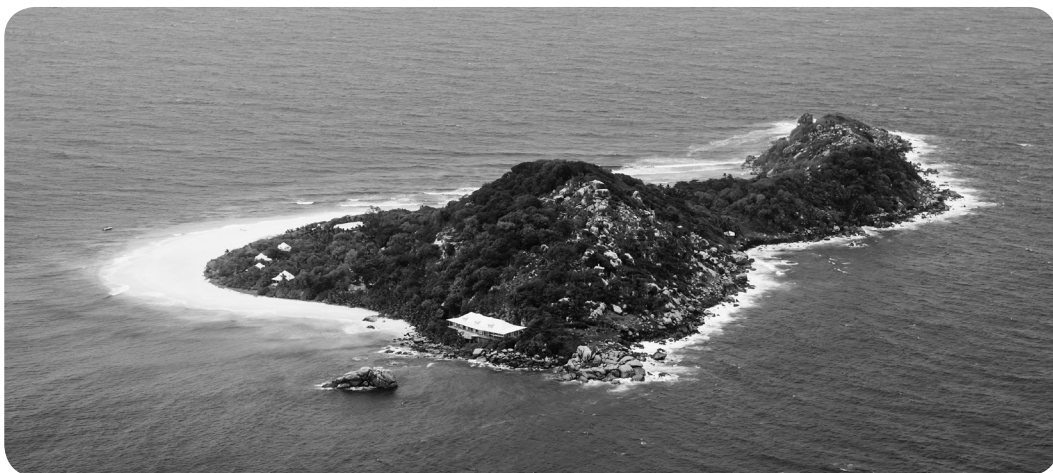
Islands come in all sizes and shapes. Some are in lakes or rivers. Others rise up out of the ocean. Some islands are flat and dry. Others are hilly and green with plants and trees. Some islands are large enough for cities and farms. Others are as small as a back garden. Those islands are too tiny for people to live on.

Text Marking

Find the main idea and two supporting details.

 Circle the main idea of the paragraph.

 Underline two supporting details.



An island

Water All Around

► Answer each question. Give details from the essay.

1 Which word means the same as **small** (paragraph 2)?

- A large ► B piece ► C tiny ► D sizes

What helped you answer? _____

2 What is TRUE about every island?

- A They are flat and dry. ► C They rise up out of the ocean.
► B They have water around them. ► D They are too tiny to live on.

What helped you answer? _____

3 Look at the photo. How do you think visitors get to and from the island?

4 On the back of this page, draw a picture of a sandy island.

Draw a tree on the island. Colour the land yellow and the water blue.

1 Main Idea & Details Name _____ Date _____

Water All Around


Read the geography essay.
Then follow the instructions in the Text-Marking box.


What do you call a piece of land with water all around it? It is called an island.


Islands come in all sizes and shapes. Some are in lakes or rivers. Others rise up out of the ocean. Some islands are flat and dry. Others are hilly and green with plants and trees. Some islands are large enough for cities and farms. Others are as small as a back garden. Those islands are too tiny for people to live on.

Text Marking

Find the main idea and two supporting details.

 Circle the main idea of the paragraph.

 Underline two supporting details.



An island

14 Close Reading Non-fiction 7+ SCHOLASTIC

◀ Sample Text Markings

Passage 1: Water All Around

- 1 C; *Sample answer:* The final sentence says that the small islands are 'too tiny for people to live on'.
- 2 B; *Sample answer:* It was the only fact that is true for ALL islands.
- 3 *Sample answer:* I think they must take a boat to it.
- 4 Check children's drawings.

2 Main Idea & Details Name _____ Date _____

A Gifted Child


Read the biographical sketch.
Then follow the instructions in the Text-Marking box.


Kim Ung-Yong was a baby genius. The South Korean boy spoke his first words at only four months old. He had full conversations by six months. He also learned to read in Korean, German, Japanese and English. He did all that by the time he was two!

Science was another great interest Kim Ung-Yong had. He studied science at a college. But he was only three! He was invited to come to the United States when he was eight. There, he solved rocket problems for the US space agency. He did that challenging work for ten years.

Text Marking

Find the main idea and supporting details.

 Circle the main idea in each paragraph.

 Underline a supporting detail for each main idea.

16 Close Reading Non-fiction 7+ SCHOLASTIC

◀ Sample Text Markings

Passage 2: A Gifted Child

- 1 B; *Sample answer:* The details about Kim Ung-Yong's early years show that he was very clever.
- 2 D; *Sample answer:* It says in paragraph 2 that he studied at a college when he was three.
- 3 *Sample answer:* He was 18 years old. I worked this out because he started at the space agency when he was eight, and worked there for 10 years. $8 + 10 = 18$.
- 4 *Sample answer:* I think 'gifted' means being really good at things that make a child stand apart from others their age.