

Contents

Introduction	5
Teaching Routine for Close Reading and Text Marking	9
National Curriculum Correlation	10
Comprehension Skill Summary Cards	11

Texts and Questions

Character

.....

1 Coach Sam (350L)	Sports Story	14
2 Kitchen Brothers (310L)	Cooking Story	16
3 Getting Across (350L)	Folktale	18

Setting

.....

4 The Legend of Swampy Pond (320L)	Legend	20
5 Never Mind, March (N/A)	Poem	22
6 To the Moon! (440L)	Science-Fiction Story	24

Key Events & Details

.....

7 A Surprise Trip (300L)	Travel Story	26
8 Rolling, Rolling, Rolling ... (350L)	Sports Story	28
9 Go Fly a Kite! (340L)	Springtime Story	30
10 In the Attic (460L)	Mystery Story	32

Sequence of Events

11	A Silly Dream (360L).....	Fantasy Story.....	34
12	Treasure Hunt (390L).....	Birthday Story.....	36
13	Painting Puff (310L).....	Art Story.....	38

Problem & Solution

14	The Tired Clock (340L).....	Fantasy.....	40
15	Pip Solves a Problem (350L).....	Adventure Story.....	42
16	Puppy School (330L).....	Dog Story.....	44

Compare & Contrast

17	Two Small Pets (200L).....	Pet Story.....	46
18	Safe Trails (390L).....	Nature Story.....	48
19	Fox and Cat (430L).....	Fable.....	50
20	Cartoon Characters (340L).....	Descriptions.....	52

	Answers		54
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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 literary 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.

Coach Sam

Read the sports story.

Then follow the directions in the text-marking box.

Sam has played football

since he was four.

He knows the game well.

Now Sam is 44.

He coaches a football team.

All the players are in Year 2.

Sam helps them kick better.

He shows them how to stop a ball

with their feet.

Sam is a good coach.

He makes football fun.

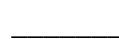


Text Marking

Think about the story.



Circle WHO the story is about.



Underline one detail about that person.

Coach Sam

► Answer each question. Use the story and picture.

1 What is TRUE about Sam in this story?

- A Sam is tall.
- B Sam is in Year 2.
- C Sam coaches a football team.

What helped you answer? _____

2 What makes Sam a good coach?

- A He knows the game well.
- B He is 44 years old.
- C He is funny.

What helped you answer? _____


3 Why does Sam know so much about football? Explain.

1 Character Name _____ Date _____

Coach Sam


Read the sports story.
Then follow the directions in the text-marking box.


Sam has played football since he was four.
He knows the game well.
Now Sam is 44.
He coaches a football team.
All the players are in Year 2.
Sam helps them kick better.
He shows them how to stop a ball with their feet.
Sam is a good coach.
He makes football fun.



★ ★ Text Marking ★ ★

Think about the story.

 Circle WHO the story is about.

 Underline one detail about that person.

14 Close Reading Fiction Ages 6+ SCHOLASTIC

◀ Sample Text Markings

Passage 1: Coach Sam


- 1 C; *Sample answer:* I picked C because it says so in the fourth sentence.
- 2 A; *Sample answer:* It says in the second sentence that he knows the game well.
- 3 *Sample answer:* Sam has played football since he was four, so he has played for many years.

2 Character Name _____ Date _____

Kitchen Brothers


Read the cooking story.
Then follow the directions in the text-marking box.


Milo and Kai are brothers.
Both are good cooks.
Milo bakes breads.
He works the dough.
He knows just when it is ready.
He makes each bread into a shape.
His best is star bread with nuts.
Kai makes soups and stews.
He loves mixing flavours.
His best dish is lamb and rice stew.
He tastes as he cooks.
It is just right! YUM!



★ ★ Text Marking ★ ★

Think about WHO is in this story.

 Circle the name of each character.

 Underline one detail about each character.

16 Close Reading Fiction Ages 6+ SCHOLASTIC

◀ Sample Text Markings

Passage 2: Kitchen Brothers

- 1 A; *Sample answer:* I picked A because it says so in the first sentence of the story.
- 2 C; *Sample answer:* I picked a meal of something each brother would make – a soup and a bread.
- 3 *Sample answer:* Milo is the one on the left. He is making bread.