# **Contents**

Introduction Teaching Routine for Close Reading and Text Marking					
					Na
Co					
	The state of the s	······························			
	Texts and	Questions			
Ma	ain Idea & Details				
1	'How Did That Taste, Doggie?' (640L)	Life Science EssayLife Science	14		
2	Towers of Green (900L)	Architecture Essay	16		
Se	quence of Events				
3	Accidents Happen (780L)	Health and Safety Article	18		
4	Bigger and Better (900L)	Technology Article	20		
Fa	ct & Opinion				
5	Time to Learn (840L)	Debate Speech	22		
6	Restart the Music! (870L)	Business Letter	24		
Co	mpare & Contrast				
7	Which Boat? (830L)	Blog Post	26		
8	Your Move (660L)	Games Article	28		

## **Cause & Effect**

9	When It's 10am in (1000L)		30
10	Pop Culture (900L)	Culture Article	32
Co	ntext Clues		
11	The Five-Second Rule (860L)	Health Essay	34
12	From an Egghead (930L)	Word Origin Article	36
Pro	oblem & Solution		
13	Salted Away (920L)	Environment Essay	38
14	Animal or Vegetable? (830L)	Newspaper Article	40
Su	mmarise		
15	Elephant Orchestra (900L)	Animal Behaviour Article	42
16	The Man Behind Yoda (1000L)	Biographical SketchBiographical Sketch	44
Ma	ke Inferences		
17	The Whole Bird (820L)	Memoir	46
18	Orlando Bloomed! (910L)	Magazine Article	48
Au	thor's Purpose		
19	Bugs on the Menu (650L)	Nutrition Article	50
20	Sports of the Future? (850L)	Sports Essay	52
Ans	swers		54

# 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.

# 'How Did That Taste, Doggie?'

Read the life science essay.

Then follow the instructions in the Text-Marking box.

If you have ever spent any time with dogs, you will have noticed how much better their sense of smell is than yours. They can smell things before you do. They can detect smells that you cannot. But how does a dog's sense of taste compare with ours?

Their sense of taste is not as good as ours. You get one clue simply by watching them gobble up food as if they are starving and don't seem to even taste what they are wolfing down. Well, dogs just don't seem to care much about taste. That's because they have fewer taste buds than you do.

Taste buds are groups of cells that let us know how things taste. They tell us whether foods are sweet, salty, sour, bitter or savoury.

Taste buds are located on the surface of the tongue. There are also some on the roof of the mouth and in the back of the mouth.

The more taste buds you have, the better your sense of taste is. Whereas humans have about 9000 of these, canines have about 1700.



A puppy wolfing down dinner

# **Text Marking**

Find the main idea and supporting details.

Circle the main idea in each paragraph.

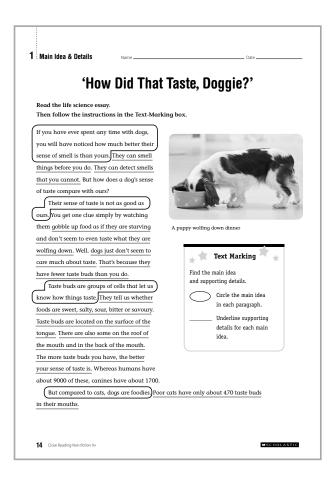
Underline supporting details for each main idea.

But compared to cats, dogs are foodies. Poor cats have only about 470 taste buds in their mouths.

# 'How Did That Taste, Doggie?'

willen of the lo	ollowing words ha	s the same meaning as <b>d</b>	letect (paragraph 1)?
<b>A</b> avoid	<b>B</b> enjoy	C identify	<b>D</b> taste
What in the tex	kt helped you ansv	wer?	
	nt is <i>true</i> about th different things?	e connection between nu	mber of taste buds and the
<b>A</b> An anim	nal with more tast	e buds has a weaker sens	se of taste.
<b>B</b> An anim	nal with more tast	e buds senses more kinds	of smells.
C The fewer	er taste buds an ai	nimal has, the weaker its	sense of taste.
<b>D</b> There is	no connection bed	cause all animals can tas	ste the same things.
What in the tex	xt helped you ansv	wer?	
	T is year.		
In your own wo	ords, explain what	t you think it means to 'v	volf down' food.
Suggest a differ	ent title that woul	ld work for this piece. Exp	plain your thinking.
buggest a differ			

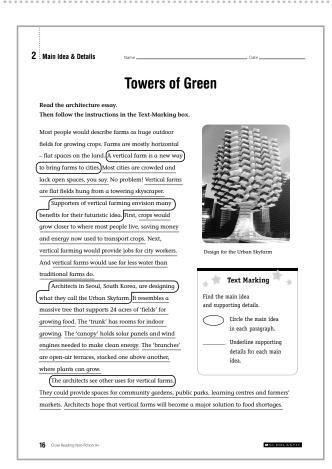
#### **Answers**



### ■ Sample Text Markings

#### **Passage 1:** 'How Did That Taste, Doggie?'

- **1** *C; Sample answer:* This paragraph talks about how much better dogs can smell than we can. I used context clues in the text to work out that C is the correct answer. Also, 'detect' reminds me of 'detective', and detectives try to identify clues.
- **2** C; Sample answer: In paragraph 3, the author writes, 'the more taste buds you have, the better your sense of taste is'.
- **3** Sample answer: I think it means to gobble the food down as fast as possible. It probably comes from wolves in the wild eating very quickly before others try to take their food.
- **4** Accept reasonable responses. *Sample answer:* I might call the essay 'All About Taste Buds' because it is mostly about how the number of taste buds affects how well an animal can taste different flavours.



## **◄** Sample Text Markings

#### Passage 2: Towers of Green

- **1** D; Sample answer: It says in paragraph 2 that vertical farms could provide jobs and use less water.
- **2** A; Sample answer: The text compares the Skyfarm to a tree and mentions parts, like the trunk, branches and canopy, so the canopy is probably the top. Plus, since the canopy holds solar panels, it makes sense that this is at the top where it can catch sunlight.
- **3** Sample answer: I think they make sense in crowded cities that don't have a lot of open space for traditional farms. Vertical farms would be more likely to fit.
- **4** Sample answer: It seems like the vertical farm would grow more crops in a smaller space so there is less wasted water. Also, it looks like water could probably drip down to layers below.