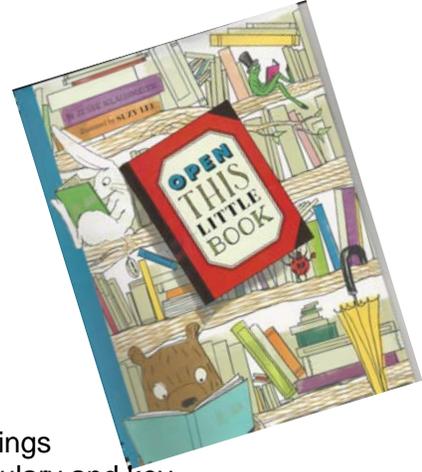


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Using Close Reading Strategies with Young Children

Close Reading is:

1. A critical examination of a book, especially through repeated readings
2. A way to look at the organization of the book/text, including vocabulary and key details
3. An opportunity for the child to use background knowledge and experiences to expand understanding of the story
4. A chance for the reader (or listener) to build good reading habits that examine stories closely
5. A component of instructional practices that should also include interactive read-alouds and shared readings, teacher modeling and think-alouds

Go Beyond “Ho-Hum” Questions

(using “*Goldilocks and the Three Dinosaurs*” by Mo Willems)

- The story says there was “some other dinosaur visiting from Norway.” What does that tell you about that dinosaur?
- Why were the dinosaurs shouting about leaving and going “somewhere else?”
- On the illustration of the dinosaur from Norway, it shows that the dinosaur was shouting unfamiliar words. Why do you think they are unfamiliar words to us?
- Tell me some similarities to this story that we find in the story, “*Goldilocks and the Three Bears*,” that we read previously. What are some differences?

Teach Children to Ask Good Questions

- What is the author *telling* me here? (K+)
- Are there any hard or important words?
- What does the author want me to *understand*?
- How does the author play with *language* to add to meaning?

Modifying Close Reading for young children and elementary students will include the following steps:

- Who is reading?
- Frontloading
- Developing text-dependent questions
- Teaching annotation
- Building an instructional routine

More Information:

- Coleman, D., & Pimentel, S. (2012). *Revised publishers' criteria for the Common Core State Standards in English Language Arts and Literacy, grades 3–12*. Retrieved from Student Achievement Partners at www.achievethecore.org/stealthesetools

- National Assessment Governing Board. (2002). *Reading Framework for the 2003 National Assessment of Educational Progress (Appendix A)*. Washington, DC: Author.
- Partnership for Assessment of Readiness for College and Careers. (2011). *PARCC model content frameworks: English language arts/literacy grades 3–11*. Retrieved from www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL.pdf
- Paul, R., & Elder, L. (2008). *How to read a paragraph: The art of close reading*. Dillon Beach, CA: Foundation for Critical Thinking Press.
- Fisher, D. & Frey, N. (2012). Closer reading in elementary schools. *The Reading Teacher*, 66(3). 179-188.

Books that may work well for close reading with young children:

That's Not a Good Idea! Or Goldilocks and Three Dinosaurs, By Mo Willems
The Dark by Lemony Snicket
Mr. Tiger Goes Wild! by Peter Brown
Mr. Wuffles by David Wiesner
Odd Duck by Cecil Castelucci
A is for Musk Ox & Musk Ox Counts by Erin Cabatingan
Open This Little Book by Jesse Klausmeier
Bully by Laura Vaccaro Seeger
Sophie's Squash by Miller & Wulsdorf
Xander's Panda Party by Linda Sue Park
Locomotive by Brian Floca
Bluebird by Bob Staake
Extra Yarn by Mac Barnett
A Sick Day for Amos McGee by Philip Stead
And Then It's Spring by Julie Fogliano
I Want My Hat Back and This is Not My Hat by John Klassen
City Dog, Country Frog by Mo Willems and Jon J. Muth
Oh No, George! By Chris Haughton
Bear Has a Story to Tell by Philip Stead
A is for Musk Ox by Erin Cabatingan & Matthew Myers
Sophie's Fish by A.E. Cannon



Informational

Locomotive (narrative form)
Butterflies by Seymour Simon
Green by Laura Vaccaro Seeger
Demolition by Sally Sutton
The Beetle Book by Steve Jenkins
Puffing Patrol by Ted & Betsy Lewin
Chipmunk's Hole by Dee Phillips
Everything I Need to Know Before I am 5. By Valorie Fisher (narrative form)
It's All About Me-ow by Hudson Talbott
Island: A Story of the Galapagos by Jason Chin
Over and Under the Snow by Kate Messner
Looking at Lincoln by Maira Kalm