

Affording Elementary Students an Opportunity to Increase their Text and World Knowledge by **Reading** and Discussing Complex Texts



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### Why Small Group Close Reading

- Assess teaching and learning
  - Comprehension
  - Using annotating tools to locate evidence for thinking
- Scaffold
  - Using annotating tools
  - Reading (shared reading - independent reading)
  - Literary elements
  - Complex themes and ideas
  - Uncommon vocabulary
  - Complex sentences

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### Steps for Revisiting Whole Group – Small Group

1. Select a section/s of the text/s that students in need to revisit to deepen their understanding.
  - What does the text say?
  - How does the text work?
  - What does the text mean?
2. Set the purpose for the revisiting by highlighting or bracketing off the section/s of the text i.e., bracketing with intentionality.
3. Students have a copy of the page/s from the text so they can read along or independently.

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### Close Reading Questions

1. What is the text about?
2. Who is speaking in the text?
3. What is happening in the text at this moment?
4. What do I know about \_\_\_\_\_ so far? What do I think will happen next based on his/her actions or feelings?
5. Am I following the character's heart? Is the character's heart changing? What is influencing the change?
6. What words am I noticing and pondering?
7. What questions am I asking? What part is confusing?
8. What predictions am I making?
9. What inferences am I making?
10. Am I making connections?
11. What is the author trying to help me understand about life and the world?
12. What is the author's message? How is the message/s changing my theory of the world?
13. How does this part relate to what happened before and after?
14. What is the mood or feeling of the text?
15. What is the author trying to teach me? Is it true? How will I know or check?

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### Author's Theme and Message

- What is the lesson of the story?  
 ✓ *I think a lesson to remember from \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.*
- What is the author trying to teach you?  
 ✓ *The most important ideas in this non-fiction text are \_\_\_\_\_.*

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### Point of View or Purpose

- Why do you think the author wrote the text?  
 ✓ *I think the author wrote this story because \_\_\_\_\_. For example, \_\_\_\_\_.*
- What is the author's purpose or message in the text?  
 ✓ *I think the author is trying to tell me \_\_\_\_\_. In the story \_\_\_\_\_.*  
 ✓ *This story is written from the point of view of \_\_\_\_\_. I know this because \_\_\_\_\_.*

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### Make Predictions/Inferences

- What do you think might happen and why?
- ✓ *I predict \_\_\_\_\_ because \_\_\_\_\_.*
- ✓ *Since \_\_\_\_\_ happened, I think \_\_\_\_\_ will happen next.*

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### Respond to the Author's Language

- What words/phrases did the author use that suggest feelings or appeal to the senses?
- ✓ *When the author used the word(s) \_\_\_\_\_, I could picture/I could feel...*
- What words did the author use that helped you hear, smell, taste, or picture the scene in the story?
- ✓ *When the author used the word(s) \_\_\_\_\_, I could picture, I could feel ...*
- Figures of Speech: Did the author use alliteration, similes or metaphors or personification? If so, why do you think the author chose... in that instance or part of the text?
- ✓ *I think the author chose to use ... because ...*

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### Respond to Traits or Actions of the Characters

- How did various characters respond to key events and/or conflicts? Why?
- How did their reactions then impact the rest of the story?
- What did those reactions—whether thoughts, words, or actions—tell you about the character?
- Would you act/react differently and why?
- ✓ *If I were the main character . . .*
- Did any of the characters change over the course of the text? If so, how did they change and why?
- What was the impact of these changes on the rest of the story?

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### Actions and Traits Continued...

- What were the various points of view of the characters, and how were they similar or different than yours as a reader?
- Do you like, dislike, or admire the character(s) and why?  
✓ *I \_\_\_\_\_ the character \_\_\_\_\_, because \_\_\_\_\_.*

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### Ask and Seek Answers to Questions

- What does the word/phrase \_\_\_\_\_ mean?  
What did the author mean when . . .  
✓ *I think the word means...because...*
- ✓ *I think the author meant ....when he ....*
- Why did the character act this way?  
✓ *I think the character ... acted this way because...*

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### Make and Share Connections

- Does this part of the book remind you of the world and what is occurring now or that has happened in the past?
- Do you connect in any way with the character?  
✓ *I know how \_\_\_\_\_ feels in this part of the story, because . . .*
- ✓ *When \_\_\_\_\_ happened, it reminded me of . . .*

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**Compare and Contrast**

- How in this text (characters or events) similar to another book (characters or events)?  
✓ *This book reminds me of the story \_\_\_\_\_ because . . .*
- What are the similarities and differences between this text and this text?  
✓ *This book is the same as... because they both...*  
✓ *This book is different from another book I read on this topic . .*

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**Critique the Texts**

- Did the author follow the text structures for the genre?
- Did the author use text features to help you understand the information (e.g., table of contents, indexes, glossaries, headings, subheadings, bold print, graphics, captions, fact boxes)?
- What features were most helpful and why? What could the author have done differently and why?

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