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Close Reading Example: Elementary *(texts, resources, and links included)*

The purpose of this close reading example is to provide teachers with a framework for designing lessons that encourage deep analysis of texts. The Mississippi College and Career Readiness Standards in English Language Arts specify the literacy skills and understandings that are required for college and career readiness in multiple disciplines. Students who meet the requirements of the standards readily undertake the close, attentive reading that is critical in analyzing complex texts. *This close reading example can be used to structure close reading activities with other texts, including texts in other grade levels, and it is intended to provide teachers with a guide for planning close reading activities for use within larger units of study. **This example is not an endorsement of a particular lesson plan format.***

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Grade: 4th

Primary Text Title & Lexile Measure: Excerpt from Bambi, by Felix Salten, 1923 (included with lesson).

Lexile Measure: 690L/3rd-6th Grade Level Correspondence¹

Supplemental Text(s)²: “Fawn” (included with lesson), Image: http://www.aces.edu/pubs/docs/A/ANR-1396/images/img_2.jpg ; Video clip “The New Prince is Born”: <https://www.youtube.com/watch?v=aGA6C8ZDzyY>, Video clip “Good Morning Young Prince”: <https://www.youtube.com/watch?v=rglGnl1Rje0>

Suggested Time: 3-5 days (time per day is dependent upon individual class schedules)

Close Reading Focus: Students will examine how an author uses details to develop characters and describe the setting in a text.

MS CCR ELA Standards³:

RL.4.1, RL.4.2, RL.4.3, RL.4.4 (through Close Reading, Whole Group/Small Group Discussions, and Culminating Writing Activity)

RI.4.1, RI.4.2 (through the Pre-Close Reading Activities)

¹ Though this text falls within a 3rd-6th grade band quantitatively, teachers should also consider qualitative measures when determining if this text is too complex or not complex enough for classroom use. A link for qualitative measurement can be found here: <http://programs.ccsso.org/projects/common%20core%20resources/documents/Literary%20Text%20Qualitative%20Rubric.pdf>

² Includes all additional texts including video clips, photographs, etc.

³ A multiple choice assessment is available for this test at the following web address: <http://www.mde.k12.ms.us/OSA/MAP> (click MAP testlets on the right of the page; then, ELA testlets 2016, then, select Grade 4.)

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MS CCR ELA Standards (continued):

W.4.1a, W.4.2b, W.4.1d (through Culminating Writing Activity)

SL.4.1d, SL.4.2, SL.4.4 (through Whole Group/Small Group Discussions)

L.4.1, L.4.2, L.4.3, L.4.4a, L.4.5a (through Close Reading, Whole Group/Small Group Discussions, and Culminating Writing Activity)

Planning for Close Reading and Instruction *(please note that this section includes several phases in the planning of a close read of a text. The numbers do not suggest that these are the specific steps in a close read).*

1. Select a short, worthy passage and read it prior to instruction (see attached passages).
2. Create text-dependent questions and answers (see Page 7).
3. Read the Big Ideas and Key Understandings. This information should not be read to students. This section is for planning, and it should help teachers respond to the following question: *“What is it that I want my students to understand after this reading this text?”*

Big Ideas and Key Understandings

Early experiences often shape people and characters. For the character Bambi, walks in the woods with his mother during his early years helped shape his curiosity about life. The author relies on specific details about the setting and the characters to describe Bambi and his relationship with his mother.

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Pre-Close Reading Activities

4. Establish the purpose for reading with students.
 - Discuss how the excerpt from Bambi will be used to teach the identified standards (see Page 1).
 - Restate the standards in student-friendly language.
- 4a. Use supplemental texts to build and/or activate students' schema.
 - Inform students that they will read two texts about baby deer: one informational and one fictional.
 - Show students the picture of the fawn and mother to create mental images for students prior to reading (see image link on Page 1).
 - Read Text 1, "Fawn", aloud to the students.
 - Provide students with the Prior Knowledge Map (Graphic Organizer 1) and instruct them to write the word FAWN in the middle circle. Read "Fawn" aloud while students fill in the details that they hear about fawn in Graphic Organizer 1. The teacher will circulate around the room to scan students' work, paying close attention to struggling readers. After reading the text, the teacher will draw the Prior Knowledge Map on the board and ask volunteers to fill in the bubbles.

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- **OPTIONAL:** Show students the two short video clips from Bambi prior to the close read of the text. This strategy may support students who are frequently disengaged and/or students who struggle with comprehension.

Close Reading and Instruction

5. 1st Reading (Reading for Key Ideas and Details)

- Allow students to read the excerpt from Bambi independently; instruct students to annotate the text as they read (**this step assumes that the teacher has taught annotation skills and that annotation symbols are available to students in an anchor chart or as a handout**). Students who are grade-level or advanced readers can annotate the entire text at once (an example of annotation symbols appears on the MDE ELA website.) The teacher will chunk the text in sections for struggling readers. The teacher will monitor students as they annotate the text and may target specific students to provide assistance. After students have annotated the text, the teacher will lead the class in a whole group discussion about the key ideas and details that students found. **Note:** During this first read, students will integrate their background knowledge from the pre-reading activities with the new text as they read. Students should focus on the key ideas and details in the text, especially the story elements, main idea, and key details that the author chose to include.

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6. 1st Discussion: Partner Talk/Gallery Walk for Details

- The teacher will post the following question on chart paper somewhere in the classroom: “Which sentences from the text describe Bambi’s curiosity about the things around him?” Students will work with 1-2 partners to identify the sentences; they will then write their responses on small sticky notes and place them on the large chart paper (see Graphic Organizer 2, Details Map). After all groups have added their details, students will review what their classmates posted (the teacher may wish to send students up 2-3 groups at a time).

7. 2nd Discussion: Whole Group Review

- The teacher will guide students as they discuss their responses and any additional details that they noticed during the gallery walk. During the discussion, the teacher may wish to address any unfamiliar words and phrases; more in-depth vocabulary instruction will occur during the second read of the text. **Note:** The teacher will use responses from this discussion to further identify words, concepts, and/or particular sections that will need to be emphasized during the upcoming expert/model reading.

8. 2nd Reading (Reading to Examine Craft and Structure)

- The teacher will read sections of the text aloud while modeling the strategies that effective readers use (questioning, making connections, etc.). The teacher will have already identified difficult sections of the text in advance, and he or she will guide students through the

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especially difficult sections and provide vocabulary instruction. The teacher will use pre-developed text-dependent questions to help students tackle these difficult sections (see sample questions on page 7). **Note:** During this second read, the teacher will select a portion or chunk of the text that is worthy of additional attention. Students will reread sections that include complex ideas, difficult or interesting text structures, and/or text features. Students will also examine the author's choices in craft and structure.

9. **3rd Reading and Discussion (Reading to Integrate Knowledge and Ideas):** The teacher will pair or group students. Students will re-read the text, this time considering their annotations and the details that they identified (students may read silently or participate in partner reading). Each group will conduct a literature circle to discuss the final (most complex) text-dependent question(s) (see pages 7-8). **During this reading of the text and group inquiry, the teacher will facilitate the discussion for a small group of 3-4 struggling readers.*
10. **Final Discussion:** The class will return to whole group where the teacher will facilitate a discussion of each literature circle's responses. Each group will have the opportunity to read their response and support it with evidence from the text.
11. **Culminating Activity:** Students will complete the culminating writing assignment independently (see the bottom of page 8).

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Text Dependent Questions: *Please note that these are structural examples of text dependent questions. Multiple questions of each question type (key ideas & details, craft & structure, integration of knowledge and ideas) should be developed for use during a close read.*

Standard(s)/ Key Terminology	Text Dependent Questions	Text Chunk(s)	Answers
RL.4.1, RL.4.3 (details, examples, inferences, character and setting description)	How does the author’s description of the setting help the reader understand Bambi’s walks with his mother?	1	The author’s description of the setting helps the reader understand that Bambi’s mother served as his guide, not only through the thick woods, but in life. The woods provide the content that shapes most of Bambi’s questions and characterizes him as inquisitive and eager.
RL.4.1, L.4.5a (details, examples, setting description, metaphors)	Why does the author use the words “green wall” to describe the bushes?	1	The author uses the words “green wall” as a metaphor to help the reader visualize that the bushes were so thick that it appeared that Bambi and his mother would not be able to go through them.
RL.4.1, RL.4.2 (details, examples, inferences, theme)	What evidence do we see in this section that gives us a clue as to what the theme of the passage might be?	2	In this section, the reader becomes aware that Bambi’s question and answer exchanges with his mother about the woods shape his curiosity about the world.
RL.4.1, RL. 4.2, RL.4.3 (details, examples, character description, inferences, theme)	What details in the text tell us about Bambi as a character? <i>(question posed in small group)</i>	1, 2, 3, 4	After reading the text, the reader should be able to characterize Bambi as thoughtful, smart, and inquisitive about his surroundings. The reader should also be able to infer that Bambi and his mother had a relationship that was very significant to him.

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Standard(s)/ Key Terminology	Text Dependent Questions	Text Chunk(s)	Answers
RL.4.1, RL. 4.2, RL.4.3, RL.4.7 (details, examples, character description, inferences, theme, making connections)	EXTENDED QUESTION (use if students also watched the movie clips; question posed in small group) Which version of <u>Bambi</u>, the movie clips or the passage, provides the most insight into Bambi as a character? Be sure to support your response with specific details from the movie clips and the passage.	1, 2, 3, 4	Answers will vary, but students should be able to support their responses with evidence from the text and the movie clips.

Culminating Task for All Students (must be a writing assignment):

You have read the excerpt from Bambi in which Bambi's walks in the woods with his mother are described in detail. How does the setting of the passage impact Bambi as a character? Write a response in which you discuss specific details from the passage that provide this information.

Note: *The discussion activities and text dependent questions have all been structured to lead students to this final culminating task in which their comprehension of the text will be assessed through writing. This is an **independent** task that students should complete during class.*

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Supports for Struggling Readers during the Close Reading Process

1. Videos and pictures are included to enhance students' engagement and comprehension (linked on page 1).
2. Strategies for direct vocabulary instruction are included to support students' understanding of difficult or new words (pages 10-12).
3. Graphic organizers are included to aid students' comprehension of the text and to provide direct vocabulary instruction (pages 14-16).
4. A Gallery Walk for Details activity is included to assist students who may struggle with finding details (see Close Reading and Instruction section).
5. The text can be chunked for students as needed (Tier 2 and Tier 3 students, Special Education students, English Learners, etc.) to minimize frustration as they interact with the text.
6. An informational text is included to enhance students' comprehension of the literary text (Text 1).
7. Students are presented with opportunities to discuss the text with their classmates. These opportunities provide support for struggling readers via discourse about the text.

Procedures for Advanced Students

1. Advanced students may read and annotate the text without chunking.
2. Advanced students may have more complex directions during the annotation of the text. (For example, when analyzing the key ideas and details of the text, these students may be asked to highlight evidence of Bambi's mother's response to situations, a skill that does not appear until 5th grade).
3. Advanced students may be the group leaders and/or expert readers during the small group activities.

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Word/Term	Student-Friendly Definition	Incidental Vocabulary⁴ or Direct Instruction	Instructional Strategy
Fawn (Text 1)	A baby deer	Direct	The teacher will show students the picture of the baby fawn (image link on page 1) to help them visualize what a fawn is.
Quest (Text 1)	A search	Incidental	The teacher will model how good readers use context clues to figure out the meaning of unknown words. The teacher will read the sentences in the passage that provide clues about the meaning of the word.
Periodically (Text 1)	Something that happens sometimes	Direct	The teacher will make a word part web (Graphic Organizer 3) on the board to help students identify the root and suffix of the word.
Spindly (Text 1)	Long and thin	Direct	The teacher will define the word “spindly” for students. The teacher will then ask students to come up with synonyms and antonyms of the word. The teacher will then ask students to use the word in a sentence.
Haltingly (Text 1)	Done with hesitation	Direct	The teacher will define the word “haltingly” for students. The teacher will then ask students to come up with synonyms and antonyms of the word. The teacher will then ask students to use the word in a sentence.

⁴ Incidental vocabulary refers to words learned through the context of reading. Students learn through context by making connections between new words and the text in which they appear.

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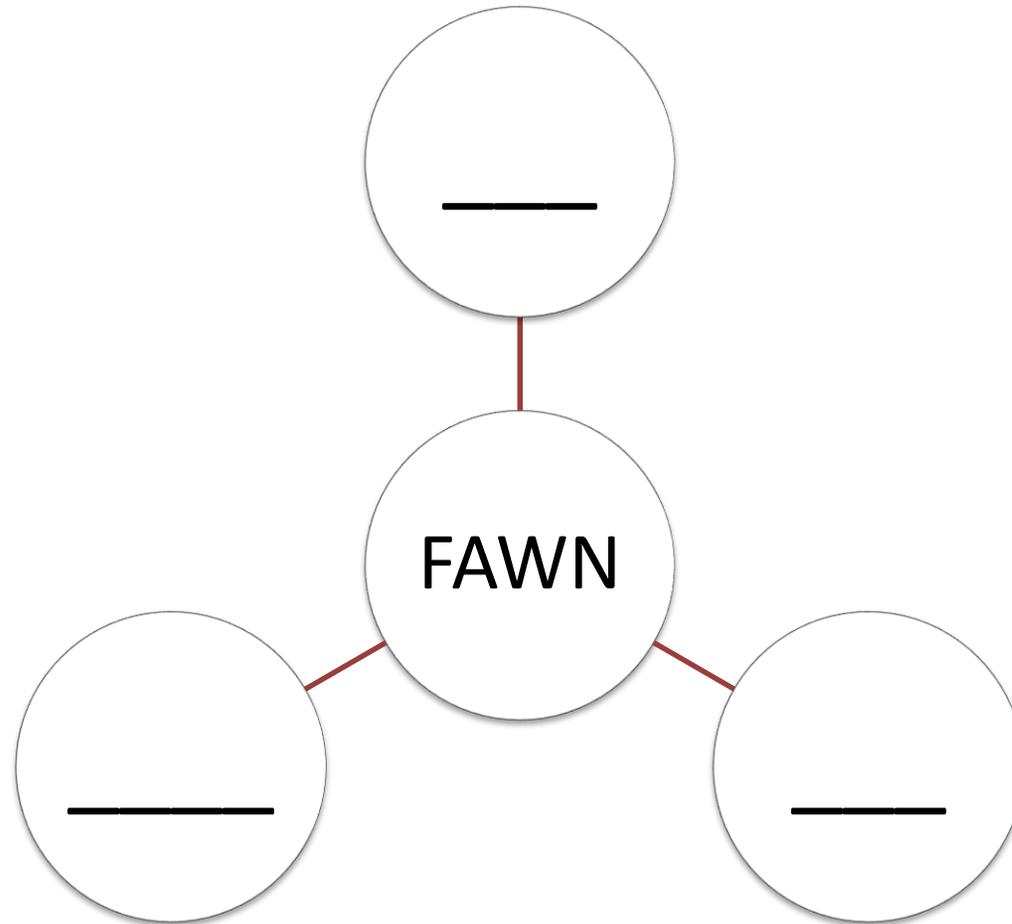
Word/Term	Student-Friendly Definition	Incidental Vocabulary or Direct Instruction	Strategy for Direct Instruction
Camouflage (Text 1)	To hide	Incidental	The teacher will model how good readers use context clues to figure out the meaning of unknown words. The teacher will read the sentences in the passage that provide clues about the meaning of the word.
Foliage (Text 2)	A cluster of leaves	Incidental	The teacher will model how good readers use context clues to figure out the meaning of unknown words. The teacher will read the sentences in the passage that provide clues about the meaning of the word.
Flanks (Text 2)	An animal's sides	Direct	The teacher will show students the picture of the baby fawn again (image link on page 1) and point to the animal's sides. The teacher will remind students of the definitions of "fawn" and "spindly" from Text 1. Students will make one sentence using all three of the new words.
Supplely (Text 2)	Bends easily	Incidental	The teacher will model how good readers use context clues to figure out the meaning of unknown words. The teacher will read the sentences in the passage that provide clues about the meaning of the word.

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Word/Term	Student-Friendly Definition	Incidental Vocabulary or Direct Instruction	Strategy for Direct Instruction
Impenetrable (Text 2)	Cannot be entered	Incidental	The teacher will model how good readers use context clues to figure out the meaning of unknown words. The teacher will read the sentences in the passage that provide clues about the meaning of the word.
Green Wall (Text 2)	Metaphor used in Text 2 to describe the bushes	Incidental	The teacher will model how good readers use context clues to figure out the meaning of unknown words. The teacher will read the sentences in the passage that provide clues about the meaning of the word.
Anticipation (Text 2)	Look forward to something	Direct	The teacher will give the definition of the word. The teacher will then write several student-relevant scenarios on the board (i.e., going to the movies, being sent to the principal's office) and ask students if the scenarios are examples or non-examples of the word.

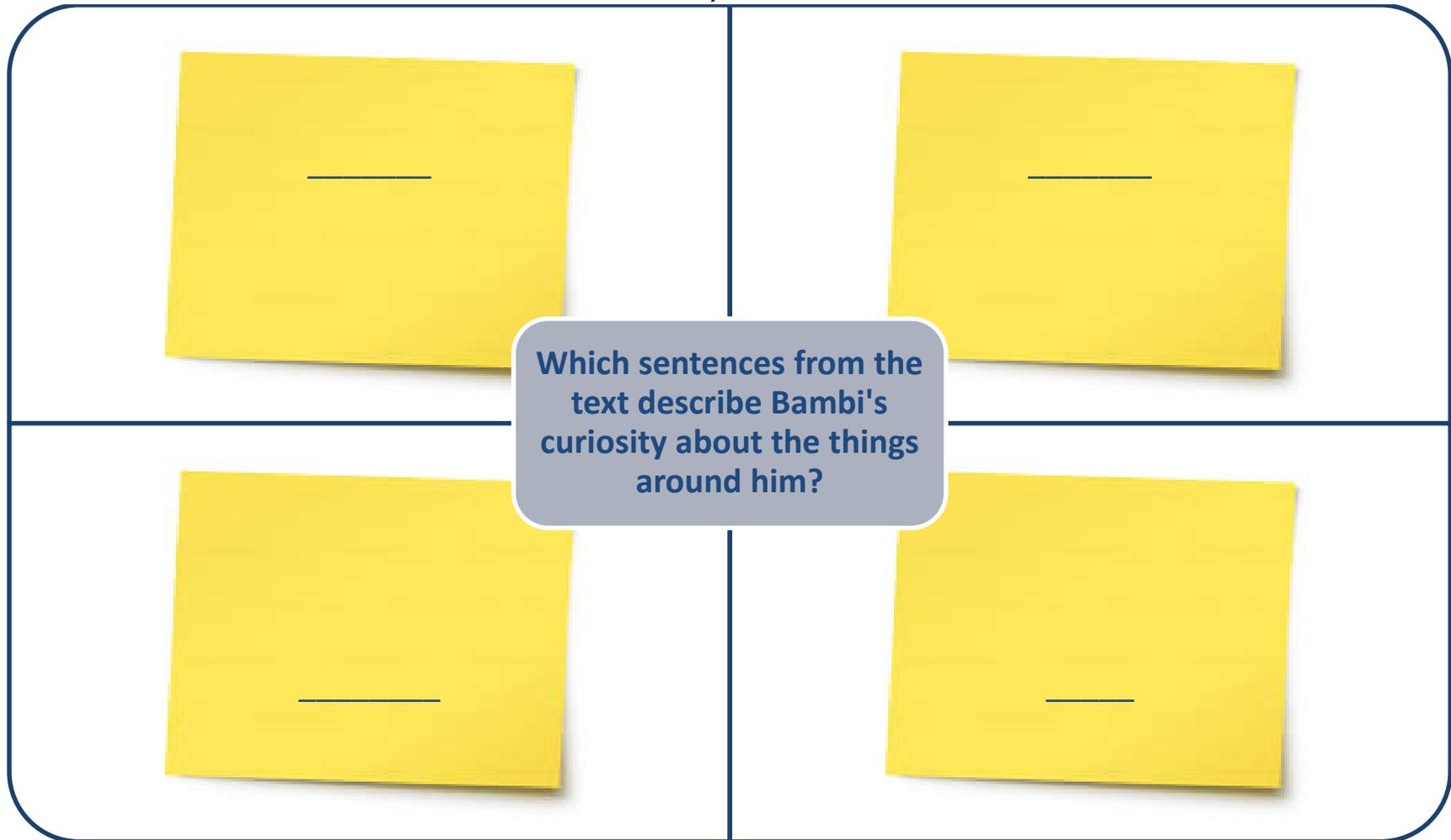
Texts and Graphic Organizers

Graphic Organizer 1: Prior Knowledge Map

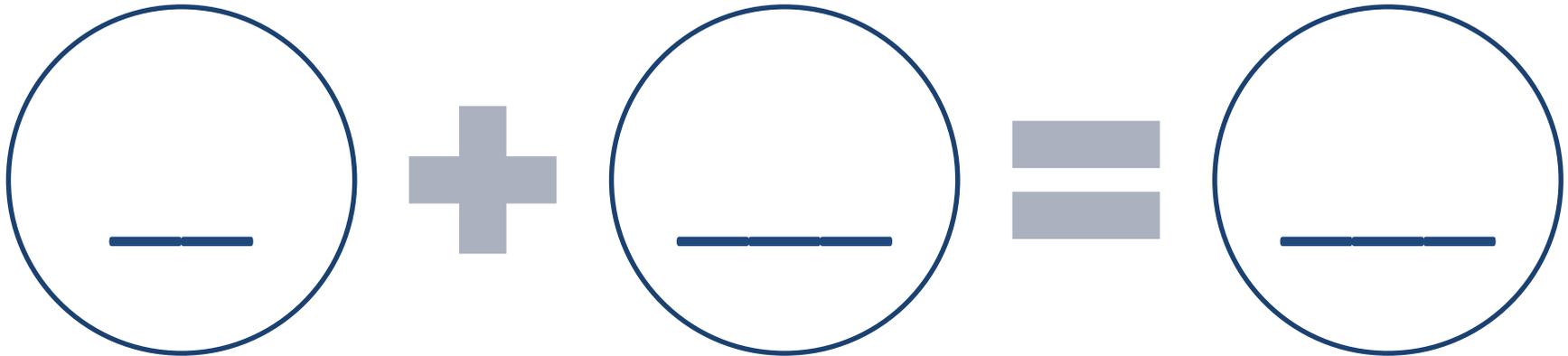


Graphic Organizer 2: Details Map

Note: This is an example of what the teacher will draw on the large chart paper and how it will look with students' sticky notes.



Graphic Organizer 3: Word Part Map



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TEXT 1

Adapted from <https://www.wildrepublic.com/en/fawn>

Fawn

The Scoop

Fawns are young deer, and they are naturally found where deer are most found - in fields and meadows in the summer, while in the winter they are generally found in forests. Most fawns are born between the middle of May and the end of June. They have a reddish-brown coat with white spots - quite a lot of them in fact, around 300! A mother deer will often leave her babies alone for long periods of time, particularly in the first few days. This is because a newborn fawn has no scent and is safer motionless and alone, rather than trying to keep up with its mother. She will periodically return to feed the fawn and within a few days the fawn will be strong enough to join its mother on her never-ending quest for food.

A new born fawn weighs around as much as a new born baby- between 4 to 8 pounds. It is often compared to the size of a large house cat with really, really long legs! Fawns are really cute with their spindly legs, polka dots and tiny twitching tails. The mother deer or doe may nurse her fawn three to four times a day. Deer milk is very rich. Once the fawn is old enough, it eats the same food as its mother... plants, including leaves, twigs, fruits and nuts, grass, corn, alfalfa, and even lichens and other fungi.

Did You Know?

- Fawns can stand just 20 minutes after birth, can walk haltingly in an hour, and can outrun a human in just five days!
- The white spots on a fawn's fur helps camouflage it from predators.

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TEXT 2

(Pre-Chunked with “Call Out” Bubbles for Summarization)

Excerpt from Bambi

By Felix Salten

1 These were the earliest days of Bambi’s life. He walked behind his mother on a narrow track that ran through the midst of the bushes. How pleasant it was to walk there. The thick **foliage** stroked his **flanks** softly and bent **supplely** aside. The track appeared to be barred and obstructed in a dozen places and yet they advanced with the greatest ease. There were tracks like this everywhere, running crisscross through the whole woods. His mother knew them all, and if Bambi sometimes stopped before a bush as if it were an **impenetrable green wall**, she always found where the path went through, without hesitation or searching. 

2 Bambi questioned her. He loved to ask his mother questions. It was the pleasantest thing for him to ask a question and then to hear what answer his mother would give. Bambi was never surprised that question after question should come into his mind continually and without effort. He found it perfectly natural, and it delighted him very much. It was very delightful, too, to wait expectantly till the answer came. If it turned out the way he wanted, he was satisfied. Sometimes, of course, he did not understand, but that was pleasant also because he was kept busy picturing what he had not understood, in his own way. Sometimes he felt very sure that his mother was not giving him a complete answer, was intentionally not telling him all she knew. And at first, that was very pleasant, too. For then there would remain in him...such **anticipation**, that he would become anxious and happy at the same time, and grow silent. 

3 Once he asked, “Whom does this trail belong to, Mother?”

His mother answered, “To us.”

Bambi asked again, “To you and me?”

“Yes.”

“To us two?”

“Yes.”

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“Only to us two?”

“No,” said his mother, “to us deer.”

“What are deer?” Bambi asked, and laughed.

His mother looked at him from head to foot and laughed too. “You are a deer and I am a deer. We’re both deer,” she said. “Do you understand?”

Bambi sprang into the air for joy. “Yes, I understand,” he said. “I’m a little deer and you’re a big deer, aren’t you?”

His mother nodded and said, “Now you see.” 

4 But Bambi grew serious again. “Are there other deer besides you and me?” he asked.

“Certainly,” his mother said. “Many of them.”

“Where are they?” cried Bambi.

“Here, everywhere.”

“But I don’t see them.”

“You will soon,” she said.

“When?” Bambi stood still, wild with curiosity.

“Soon.” The mother walked on quietly. Bambi followed her. He kept silent for he was wondering what “soon” might mean. He came to the conclusion that “soon” was certainly not “now”. But he wasn’t sure at what time “soon” stopped being “soon” and began to be a “long while.” Suddenly he asked, “Who made this trail?”

“We,” his mother answered.

Bambi was astonished. “We? You and I?”

The mother said, “We, we...we deer.”

Bambi asked, “Which deer?”

“All of us,” his mother said sharply. 