



Taking a Closer Look at Comprehension

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This curriculum unit is recommended for:
First and Second Grade Students, levels E-L

Keywords: Close reading, comprehension, reading levels

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: For this unit, students will be using close reading to help improve their comprehension. Students will begin with a pretest. The students will not be read this aloud, they will complete this independently. After the pretest is given, the teacher will need to score them and analyze the data to show the students their scores. The teachers will then guide the next six close readings based on how much scaffolding the students need.

The end result will be students mastering (80% or higher) the passage that they will complete at the end of the unit.

I plan to teach this unit during the coming year to 50 students in second grade language arts.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Taking a Closer Look at Comprehension

Emily Steib

Rationale

It is well known that reading comprehension is one of the hardest skills to gain. It is my hope that, with using this unit, students will gain one reading level in one month. After that one month, they can then continue to use their close reading strategies to help them continue to gain reading levels.

Background

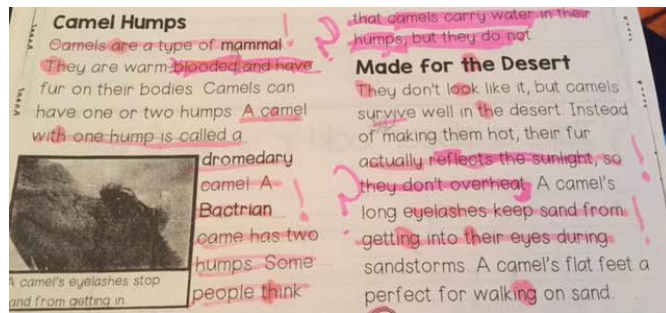
I teach at Hidden Valley Elementary, which is in the Northeast Learning Community in the Charlotte Mecklenburg school district. As of October 12, 2016, Hidden Valley currently has 988 students in grades preK-5th. 441 students are African American, 2 are American Indian, 13 are Asian, 512 are Hispanic, 12 are Caucasian, and 8 are other races. 276 students (28%) are currently receiving ESL services. 75 students (8%) are receiving services for disabilities. 99% of the students receive free and reduced lunch. Hidden Valley employs 68 dedicated teachers and there are four languages spoken at the school: Spanish, English, French, and Mandarin.¹

Content Background

At Hidden Valley we currently teach using the Columbia University Teacher's College Reading Workshop framework. Each day the students are given instruction in the following: Phonics, phonemic awareness, fluency, reading mini lesson, guided reading, and center based activities. During the 2015-2016 school year we implemented common assessments that are given at the end of each teaching unit. Every two weeks the students are also given "pulse checks" that ensure the teachers the students are progressing in a way that they need to be in order to be successful. The data from the pulse checks and common assessments are then used to guide instruction in small groups and an intervention block. Reading mini lessons are taught from the common core state standards and text in hands are used by each student.

Beginning this school year, I give my students two close reads per week, based on the standards being taught. On Monday we read the text one time, to get the gist of it. The second time we read it, we mark any places where we would have a question (using a question mark and highlighting of that specific area). After we come up with questions, we try and answer them that day (sometimes research is necessary and the questions are answered at a later date). On day 2, my students dig into the text even more. We reread the text, but this time we read it to find connections to our lives, or something within the text (students highlight these and put an asterisk). During day 3, read we read to find important information. The students mark this with an exclamation point. After the students have read the close read these five times, they are now ready to answer the questions that accompany them.

Below is an example of a close read from one of my students:



This unit will be taught at the beginning of November and will be completed by the middle of December.

This unit is made up of the following:

- A month's worth of *engaging* close reads.
- Anchor chart ideas
- Ideas for vocabulary to be pre taught, before the first close read

The first time I fell in love with close reading was when I attended the Teacher's College Reading and Writing Project in the summer of 2013. I then took the idea back to my classroom the following year and began seeing huge gains in my students. In the Summer of 2014 I was lucky enough to, once again, attend The Teacher's College Reading and Writing Project. After that visit, I gained even more confidence with close reading and continued to use it in my classroom. That year, the 2014-2015 school year, my students had the highest reading growth (on the TRC) in the whole school; they had averaged 4.5 reading levels! I contribute a lot of their success to the close reading curriculum.

In my classroom I use close reading as a support to my reading lesson. It is done with a standard in mind and as either a whole class or a strategy group/small group. Students are given clear expectations of the outcome and reasoning for completing the task. It is also done in center work, however, it must be at the point where students know exactly what to do before introducing it in this manner.

I also like to think about word choice when making my close reads. What are the high frequency words for the grade/level of my students? What are the tier of vocabulary words I should be using?²

When a student close reads, they are going more in depth in a text. They are making observations and coming up with their own interpretations of the text. In a classroom, close reading will often involve more than one read. There are often three, four and five reads, each one looking for a new element in the text.³

During a close read, students are to be engaged, while becoming more independent with the text. A close read is **not to replace your reading instruction**, rather support it. It can be done whole group or in small groups. Close reading does not need to be mastered in a day, it should be taught how to do correctly over many sessions. Each piece you pick should be differentiated toward your students, not just for something to add into a lesson.

Think of something you enjoy. For me it is cooking. The more I cook a recipe, the more I am able to understand it and make it my own. Take for instance spaghetti. The first time I cooked it, I read the directions and did exactly as the recipe said. The second time I read it I was able to find the patterns in the spices I was using; mostly Italian based spices. The third time I read the directions I was able to cook the spaghetti with very little direction.

Close reading should take on the same routine for a student. The first time they read a text it should be reading it to just get the gist; no highlighting, just reading. The second time they read it, they should read it through a certain **lens**: are you requiring them to highlight words they don't know? Specific words that you want them to look for? The third time they read it they are to use this lens to find **patterns**; what do they notice? Anything important? The fourth time they read the text, a student should read to **develop an understanding of the text**; are there any personal connections?⁴ The fifth read should be the time when students are answering the questions that are with the close read (at the end of this document there are bookmarks that the students can use to guide them in this process).

Before I have my students close read, I introduce the lens that they are to read through. Depending on the type of text, there are many different types of lenses, for different types of reading purposes. Below are three tables that will help you with this process, if you want a student to read for text evidence, word choice, structure, points of view and argument, and reading across texts.⁵

When Reading for **Text Evidence**

	<i>In narratives</i>	<i>In informational texts</i>
Types of lenses	<ul style="list-style-type: none"> • What characters/people: say/think/do • Characters' expressions, gestures, and appearance • Relationships • Setting descriptions • Time period • Recurring objects 	A subject's: <ul style="list-style-type: none"> • Facts • Phrases • Descriptions • Photos or graphics • Quotes from experts • Author's stated opinions • Comparisons
Types of patterns	<ul style="list-style-type: none"> • Which details fit together? • How do they fit together? 	
Types of understandings	<ul style="list-style-type: none"> • Character's/people's: <ul style="list-style-type: none"> • Feelings • Traits • Relationships 	<ul style="list-style-type: none"> • Definitions of unknown concepts or terms • Main idea of a

	<ul style="list-style-type: none"> • Motivations • Comparisons to others • Whole Text: <ul style="list-style-type: none"> • Issues • Symbols/metaphors/motifs • Themes • Lessons 	<p>section</p> <ul style="list-style-type: none"> • Central idea of an entire text • Author's bias or point of view • Comparisons
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When Reading for **Word Choice**

<i>In narratives and informational texts</i>	
Types of lenses	<p>Choose words that seem particularly selected by the author, such as:</p> <ul style="list-style-type: none"> • Words that evoke: <ul style="list-style-type: none"> • Strong emotions • Strong images • A clear idea • Words that reveal style: <ul style="list-style-type: none"> • Informal tone • Formal tone • A clear voice • Particular kinds of words <ul style="list-style-type: none"> • Nouns • Verbs • Adjectives • Adverbs
Types of Patterns	<ul style="list-style-type: none"> • Which words fit together? • How do they fit together?
Types of understandings	<p>An author's:</p> <ul style="list-style-type: none"> • Tone • Purpose • Relationship to the subject/theme <p>Text's:</p> <ul style="list-style-type: none"> • Central ideas • Issues • Lessons • Symbols/metaphors/motifs • Themes

When Reading **Across Texts**

Types of lenses	<p>Lens #1: Choose a comparison:</p> <ul style="list-style-type: none"> • Characters or subjects • Themes or central ideas
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	<ul style="list-style-type: none"> • Settings • Authors (texts by the same author or different author) • Genres • Styles • Other ways (awards won, time period, social issues, etc.) <p>Lens #2: Then choose your texts:</p> <ul style="list-style-type: none"> • What other texts fits with this chosen comparison? <p><i>*Some students may find it helpful to flip these steps.</i></p>
Types of patterns	<p>Decide how to compare:</p> <ul style="list-style-type: none"> • Text evidence • Word choice
Types of understandings	<p>Have new ideas about:</p> <ul style="list-style-type: none"> • The lens you looked through • The authors' choices • The messages these texts send • See characters or subjects as more complex • Analyze kinds of relationships between characters or ideas in texts • Theme or central idea <p>When considering author's purpose:</p> <ul style="list-style-type: none"> • Analyze each author's point of view • Understand more of an author's style • See how genre choices affect story, topic, or readers • Examine what it takes to be an "award-winning" book • Analyze what texts from a time period show us about that period in history

When you give a student a lens to look through, you can then have them look for the types of patterns. After that they will read for an understanding of the whole text. Each "layer" is a different read.

When I am making close reads, I like to think about student engagement. Think about what gets you interested in reading; doing it about something you enjoy. Another thing to take into consideration when making a close read, or preparing questions for one, is the Common Core State Standards. When I pick out a close read and use the standard as guidance, I am looking at the end result; what do I want my students to learn from this close read? I then make grade appropriate questions that follow the specific standard that I am looking at.

When a child close reads, they are reading more than once. Sometimes that read can last a whole week, depending on the difficulty of the read. However, sometimes a close read can last two days. This is where teacher judgement comes in; if you see your student really struggling on a read, then longer time may be needed.

In my classroom I use a checklist with the students. It is shown below:

Read the questions.

Circle and number the paragraphs.

Read passage 1 time.

Highlight any unknown words/ideas

Read passage 2nd time

Highlight answers, important ideas.

Read passage 3rd time

Highlight answers, connections.

Read passage 4th time

Highlight answers.

Read passage 5th time

Highlight answers.

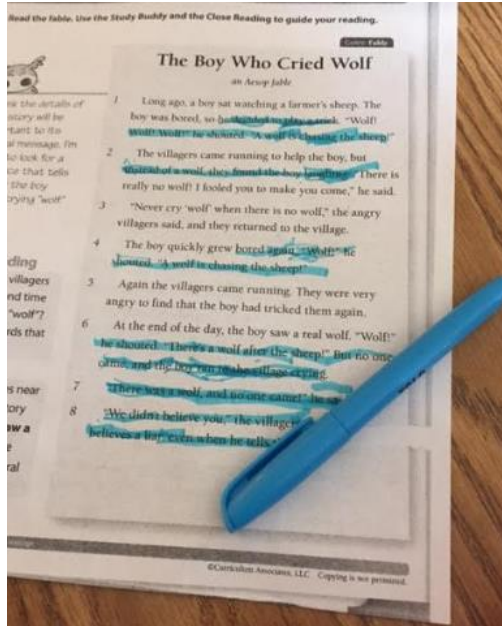
Although on the checklist it says read the passage five times, with some of my students that is extended and some of my students only read it two times.

There are many questions to ask oneself when reading:

Figure 9.1: Craft Techniques and Related Questions for Close Reading

Craft Technique	Possible Questions
Imagery, including comparisons: <ul style="list-style-type: none"> • Similes • Metaphors • Personification • Figurative language • Symbols 	What is being compared? Why is the comparison effective? (typically because of the clear, strong, or unusual connection between the two) What symbols are present? Why did the author choose these symbols?
Word choice	What word(s) stand out? Why? (typically vivid words, unusual choices, or a contrast to what a reader expects) How do particular words get us to look at characters or events in a particular way? Do they evoke an emotion? Did the author use nonstandard English or words in another language? Why? What is the effect? Are there any words that could have more than one meaning? Why might the author have played with language in this way?
Tone and voice	What one word describes the tone? Is the voice formal or informal? If it seems informal, how did the author make it that way? If it's formal, what makes it formal? Does the voice seem appropriate for the content?
<ul style="list-style-type: none"> • Sentence structure • Short sentence 	What stands out about the way this sentence is written? Why did the author choose a short sentence here?

Below is a picture of a test that my students took on September 23, 2016. The purpose of the test was to see if students were referencing the text and pulling out the details for the answers. This particular student did exactly that (the questions/answers were on the back) using a highlighter.



Close Reading Discussion

In my classroom, my students and I use the close reading passages as a means of discussion. On days one and two, we simply read the text to understand it and look at any confusing/troubling parts. On days three and four we really dive into the text.

Each student in my classroom has a turn and talk partner with whom they work closely. On day three, once we have reread the passage as a group, I give my students a purpose as to why they are reading it (content purpose) and they are to then work in pairs determining the answers. In one of our Charlotte Teaching Institute Seminars: Literacies in Literacy, we read an article called *Structuring the Talk: Ensuring Academic Conversations Matter*. This article gave a lot of information on how to really make these academic conversations in class matter.

Stated in the article, “establishing purpose is essential for learning because it provides an initial framework on which to build understanding (Fisher and Frey 2009).” One way you could do this is setting a purpose for reading the specific passage. If the students are reading about deserts, you would explain that the purpose is to learn more about deserts and answer questions about them.

When using academic conversation in the classroom, language frames should also be used. Using language frames not only helps your students that are new to the language, but your students who need to visually see what they will be saying. Some examples of these frames are:

According to this close read, _____

I agree with you because _____

I disagree with you because _____

In one of our seminars, we read an article titled *Opening Spaces for Critical Literacy*. Within this article, we discussed ways that students can share their work. The article says that teachers should be asking open-ended questions such as: “What do you wonder about the passage you just read?”⁷

After this seminar, I went back to my classroom and “revamped” the way that my students answer questions. One thing that I did to my classroom was make an anchor chart with stems such as the above to aid my students. The students also have a podium that they stand behind with a microphone to speak into. At first my students are very hesitant, especially when someone disagrees with them. However, if a classroom culture of empathy and support is built, then this can be done very smoothly. I even have students share who do not speak English!

How to Use the Close Reads in Your Classroom

Each close read is designed to take two to three days, depending on the needs of your students. I have included pages that are allocated for vocabulary work that should be completed before the read. At the beginning of the unit you can give definitions of the words and near the end of the unit you can have the students use their context clues to figure out the unknown words.

These close reads can be done as a whole group activity or in small groups. In my classroom I will be using these a small group activity, during center time. If the time in your classroom is limited, you could use these close reads as homework.

Activities

Attached are:

Six close reads (22 pages); pages 1 and 2 are the pretest, while pages 21 and 22 are the posttest. Before each close read there is a page that can be used to pre-teach important vocabulary that might be included in the close read (made by myself and Stevie Roper, the MCL at Hidden Valley Elementary).

Checklist for students to use as they read each passage (can be made into bookmarks).

Checklist that can be made into bookmarks:

- Read the questions.
- Circle and number the paragraphs.
- Read passage 1 time.
 - Highlight any unknown words/ideas.
- Read passage 2nd time.
 - Highlight answers, important ideas.
- Read passage 3rd time.
 - Highlight answers, connections.
- Read passage 4th time.
 - Highlight answers.
- Read passage 5th time.
 - Highlight answers.

Name _____ Date _____

Gymnastics

Pre-Test

Women's gymnastics is a well known Olympic sport. Watching it on television can be exciting and **mesmerizing**, but it is a very hard sport. Athletes need to be in wonderful shape in order to do well.

In gymnastics, there are four events; the floor, the vault, the bars, and the balance beam. On the floor gymnasts learn a tumbling routine. When someone tumbles, they complete a series of flips. During a floor routine, a gymnast must stay within an area of the floor or they can risk receiving a **deduction** to their overall score.

During the vault, gymnasts run down a narrow strip of floor, onto a springboard and over an **apparatus** called a "horse". You get two tries at the vault, which is the only event that you are able to try twice in a competition (or meet).

When it comes time for the bars, a gymnast will put chalk onto their hands so as not to slip from the bars. The bars are a very thin piece of equipment in which the gymnasts must continue rotating over and on and stick their landing. If they fall off they get back on, but will receive a deduction at the end.

The fourth event in gymnastics is the balance beam. This is another thin piece of equipment that measures a gymnast's balancing skills. A gymnast will start on the ground and when the signal, they mount the balance beam. The routine on the beam usually lasts about two to five minutes. Just like the bars, if a gymnast falls off, they can get back on but will receive a deduction from their total score in the event.

Who can do
gymnastics?

What do you think the word apparatus means?

Where does a gymnast put chalk when they are going to compete in
the bars?

When can a gymnast receive a deduction?

Vocabulary

Word: sociable

Word: Kalahari Desert

Word: chamber

Word: clever

Name.....

Date.....

Amazing Architects of Africa

The sociable weaver is a small brown bird. It lives in the grasslands of southern Africa and makes its home in the Kalahari Desert.

This little bird is an amazing builder. It builds a nest that is large enough for a whole group of birds. This nest can hold 100 nesting pairs, which is like an apartment house.

Each nest has many entrances. These entrances are about 3 inches wide and ten inches long. The entrances are tunnels that lead to a separate, round chamber inside the nest. In these chambers, the birds eat and sleep. The inner chambers stay warm at night and the outer chambers stay cool during the daytime.

These remarkable birds build their nests on high branches. They use very strong sticks for their roof and dry grass to make the walls. The chambers are lined with fur and soft grass. The clever bird places sharp straw spikes inside the entrance to keep snakes and other enemies away.

Name _____

Date _____

Answer the questions below and highlight where you found the answer in the text.

1. Where do social weavers live? _____

2. What does the social weaver build? _____

3. Where do the entrance tunnels lead? _____

4. Why is this bird amazing? _____

Vocabulary

<p>Word: Atlantic Ocean</p>	<p>Word: Mayflower</p>
<p>Word: passengers</p>	<p>Word: cabins (on a ship)</p>

Name.....

Date.....

Voyage of the Mayflower

In September of 1620, a sailing ship called the *Mayflower* left England carrying 102 passengers. These passengers were later known as the Pilgrims, which were looking for a new place to live.

This trip across the Atlantic Ocean lasted 66 days. Many became seasick, even the healthy were tired of the storms and leaky cabins. Their animals were unhappy as well.

The *Mayflower* was sailing to Virginia, but stopped in Massachusetts. They settled into some cleared land where Native Americans used to live. They called it Plymouth. Many Pilgrims wondered if they could survive in this cold, new land. Most Pilgrims lived on the ship during the winter and tried building a town on the land, but it took some time due to the weather.

Spring was coming, which gave them hope that they could build their town after all.

Name.....

Date.....

Answer the questions below and highlight where you found the answer in the text.

1. Where did the Mayflower begin its journey? _____

2. Where did the Mayflower end its journey? _____

3. What changed for the Pilgrims when spring came? _____

4. Why did the Pilgrims settle in Massachusetts? _____

Vocabulary

Word:

migrate

Word:

harsh

Word:

hibernate

Word:

harvesting

Name_____

Date_____

Weather in Fall

Between summer and winter there is the season fall. During the fall time, temperatures start to fall and it becomes cooler. The amount of day time gets shorter and it may become windy. In the Northern part of the United States, as well as the Central and Eastern part, the leaves will change colors. In Asheville, North Carolina, this time is a beautiful time to visit and see the different colors.

Animals and people begin preparing for the winter. Many animals **migrate** to warmer places. Just like animals, some people will migrate to warmer places so that they will not have to live in another harsh winter.

Some animals gather food to get ready to **hibernate**. Squirrels will search for acorns and hide them, in hopes of finding them in the spring. However, in the spring, a lot of times the squirrels forget where they hid them and the acorn will then in turn become an oak tree! This is also a time farmers begin **harvesting** their crops; they are getting their farms ready for the winter.

Name _____

Date _____

Answer the questions below and highlight where you found the answer in the text.

What does migrate mean? _____

What happens to an acorn when a squirrel forgets where they hid it?

Where is one place the leaves change color?

When do animals migrate to warmer places?

Vocabulary

Word: marsupial

Word: joey

Word: pouch

Word: boxing

Name.....

Date.....

Kangaroos

Have you ever gone to the zoo and seen beautiful mammals hopping around? If so, you have probably seen a kangaroo. A kangaroo is a marsupial. A marsupial is a mammal that carries its young in its pouch.

Just like all mammals do, kangaroos give live birth. When a joey (baby kangaroo) is born, they begin their lives growing safe in their mother's pouch. At around four months old, the joey will come out and get used to the world. As it becomes older, it will come out for longer periods of time. A joey will spend almost a year in their mother's pouch and then it will leave its mother's pouch.

Be careful, though, because kangaroos can be very dangerous; they are known for their boxing skills!

Name _____

Date _____

Answer the questions below and highlight where you found the answer in the text.

What kind of animal is a kangaroo? _____

Where does a kangaroo carry its
young? _____

When do joeys begin living in their mother's pouch?

Why can kangaroos be very dangerous?

Vocabulary

<p>Word: predators</p>	<p>Word: natural hunters</p>
<p>Word: rambunctious</p>	<p>Word: mischief</p>

Name.....

Date.....

Taking Care of a Kitten

Have you ever wanted a kitten? Do you have a kitten? It is important to know that kittens do not stay small and cute forever; they will eventually turn into a cat and demand a lifetime of care (cats can live anywhere from one year to 20 years). Whether you have one or you do not, it is important to know what they need in order to survive.

Just like humans, kittens need basic essentials in life. They need food, shelter, air, water, and sunlight. Kittens eat their mother's milk for the first few weeks and then they begin eating cat food. It is very important to know that cats **SHOULD NOT** drink milk; it is very bad for them. If your cat is an outdoor cat, make sure it stays indoors during bad weather (too warm or too cold). It should also be safe from **predators**.

Cats are **natural hunters** and must be able to practice this instinct. As kittens they will be very **rambunctious** and may get into a lot of **mischieff**, but it is good to remember that they are only doing what comes natural for them.

Give your kitten all that it needs to survive and it will love you **unconditionally**.

Name: _____

Date: _____

Answer the questions below and highlight where you found the answer in the text.

Who should kittens be safe from? _____

What does rambunctious mean? _____

Where should you keep a cat during the winter?

Why should cats not drink milk? _____

Vocabulary

Word: pitcher

Word: batter

Word: catcher

Word: out

Name.....

Date.....

Baseball

Baseball is a sport that has been around for many years. People of all ages can play baseball. All you need for baseball is at least nine people for two teams, a bat, a ball, and a baseball glove.

In baseball there are two teams, the "at bat" team and the "in field" team. A baseball field is made out of dirt (which is in the shape of a diamond) and grass surrounding it. There are four bases; home plate, first base, second base, and third base. The **pitcher** stands at the pitcher's mound and throws the ball to the **catcher**. The **batter** attempts to hit the ball thrown by the pitcher and if he is successful, he will run to first base and will continue until he is "out".

A player is considered out when the ball is caught without touching the ground or the player that picked the ball up (from the ground with their glove) throws it to the player protecting the base. Each team is given three outs and then it is the other team's at bat.

A player scores when they have successfully passed home plate. In baseball there are nine innings and each team bats once during the inning.

Name _____

Date _____

Answer the questions below and highlight where you found the answer in the text.

Who can play

baseball? _____

What is a baseball field made out of? _____

Where does the pitcher stand? _____

When is a player considered out? _____

Name _____

Date _____

Post Test

Gymnastics

Women's gymnastics is a well known Olympic sport. Watching it on television can be exciting and **mesmerizing**, but it is a very hard sport. Athletes need to be in wonderful shape in order to do well.

In gymnastics, there are four events; the floor, the vault, the bars, and the balance beam. On the floor gymnasts learn a tumbling routine. When someone tumbles, they complete a series of flips. During a floor routine, a gymnast must stay within an area of the floor or they can risk receiving a **deduction** to their overall score.

During the vault, gymnasts run down a narrow strip of floor, onto a springboard and over an **apparatus** called a "horse". You get two tries at the vault, which is the only event that you are able to try twice in a competition (or meet).

When it comes time for the bars, a gymnast will put chalk onto their hands so as not to slip from the bars. The bars are a very thin piece of equipment in which the gymnasts must continue rotating over and on and stick their landing. If they fall off they get back on, but will receive a deduction at the end.

The fourth event in gymnastics is the balance beam. This is another thin piece of equipment that measures a gymnast's balancing skills. A gymnast will start on the ground and when the signal, they mount the balance beam. The routine on the beam usually lasts about two to five minutes. Just like the bars, if a gymnast falls off, they can get back on but will receive a deduction from their total score in the event.

Answer the questions below and highlight where you found the answer in the text.
Who can do

gymnastics? _____

What do you think the word apparatus means?

Where does a gymnast put chalk when they are going to compete in the bars?

When can a gymnast receive a deduction?

Appendix 1: Implementing Teaching Standards

CCSS.ELA-LITERACY.RI.2.1

Students will be answering and asking questions about their readings, such as: *who, what, where, when, why, and how*. They will be doing this to show their understanding of key details within a text.

Bibliography

Lehman, Cristopher and Kate Roberts, *Falling in Love with Close Reading* (New Hampshire: Heinemann, 2014).

This book is one that I frequently use in my teaching; I use it to cite when discussing close reading with peers, as well as when I am developing lessons. This book gives strategies of how to implement close reading as well as a variety of different tables and charts to help you implement the program in your classroom.

This book was the main book that I used when writing this unit, I was actually reading it when I decided to write this unit. This book is different than other books about close reading because it gives you only the facts and information that you need to know; there are very few ideas that are “useless”.

Vocabulary A-Z. November, 2016. <https://www.vocabularya-z.com/vocabweb/home.do>.

This website is a subscription based website that Charlotte Mecklenburg School District supplies for Hidden Valley Elementary. Vocabulary A-Z has thousands of vocabulary words for students to work on; in three tiers (Tier I being the less challenging words and Tier III being the most challenging words). Vocabulary A-Z is set up so that a teacher can choose words in different categories (adjectives, vowels, pronouns, etc.) and then put those words in different lists. From these different lists teachers can assign activities for students to complete.

I use this website on a daily basis in my classroom. This website is also a part of the Reading A-Z website, which I use just as much. A lot of the vocabulary lessons are words that are found in the Reading A-Z books.

Labadie, Meredith, Melissa Wetzel, and Rebecca Rogers. “Opening Spaces for Critical Literacy: Introducing Books to Young Readers.” *The Reading Teacher* 66, 2. 2012.

This was an article that we used as a discussion in one of our seminar meetings. The article is about using book introductions to get children discussing their readings; it gives them a purpose for reading. I have started to use many of the ideas that are stated in the article in my own classroom.

Frey, Nancy and Douglas Fisher. *Structuring the Talk: Ensuring Academic Conversations Matter*. *The Clearing House*, 84: 15-20, 2011.

This article was another one that has the students being more contributors to their own learning. It includes many sentence starters that will get your conversations in your classroom going. Even in my second grade classroom I have seen more of my students using these sentence starters, even without the support of an anchor chart.

Notes

¹ Lungarini, Michael. *Hidden Valley Elementary*.

² Vocabulary A-Z. November, 2016. <https://www.vocabularya-z.com/vocabweb/home.do>.

³ Lehman, Cristopher and Kate Roberts, *Falling in Love with Close Reading* (New Hampshire: Heinemann, 2014), 4.

⁴ Lehman, Roberts, *Falling in Love with Close Reading*, 7.

⁵ Lehman, Roberts, *Falling in Love with Close Reading*, 126.

⁶ Scherer, Marge. *On Developing Readers: Readings from Educational Leadership*, 98.

⁷ Labadie, Meredith, Melissa Wetzel, and Rebecca Rogers. "Opening Spaces for Critical Literacy: Introducing Books to Young Readers." *The Reading Teacher* 66, 2. 2012. 8.