



SHELL  
EDUCATION

# Close Reading with Paired Texts

Level 5

## The Westward Journey of Lewis and Clark

President Thomas Jefferson wanted to know all about the Louisiana Territory, so he decided to send a group of men on an **expedition** to explore this new land. Jefferson appointed Meriwether Lewis the leader of the expedition. Lewis chose the rest of his crew after first asking William Clark, an old army friend, to be his co-captain.

Lewis traveled to St. Louis, Missouri, in the winter of 1803-1804. There he organized the Corps of Discovery to travel northwest and lead them to the Rocky Mountains. They spent months traveling and shooting across a pass through the mountains. The west side would take them to the Pacific Ocean.

Both captains kept journals in which they wrote about their adventures. They carefully recorded the weather and made maps of the land and the water. They described and **cataloged** all of the new plants and animals that they saw, including bison, coyotes, prairie dogs, and jackrabbits.

By November 1804, the crew reached what is now Montana. They befriended the Mandan Indians and decided to stay in one of their villages until spring. They built a camp at Fort Mandan. That winter the crew **hired** a new man named Toussaint Charbonneau. He was a fur trapper who lived with the Mandan people. His young Shoshone wife, Sacagawea, had just given birth to a baby. She and her child joined the **expedition**.

In April 1805, the crew left Fort Mandan and traveled up the Missouri River. They started across the Rocky Mountain pass in September. The men had never seen such big mountains before and had not realized how long the crossing would take. At last the group made it to the other side of the Rockies. They built five new canoes, and they went down the Snake River into the Columbia River. There, the river flowed into the Columbia River.



### Digital Texts

To obtain digital copies of all the texts in this resource, scan the QR code or visit our website at <http://www.shelleducation.com/paired-texts/>.



## Publishing Credits

Corinne Burton, M.A.Ed., *President*; Jodene Lynn Smith, M.A., *Contributing Author*; Emily R. Smith, M.A.Ed., *Content Director*; Jennifer Wilson, *Editor*; Courtney Patterson, *Multimedia Designer*; Monique Dominguez, *Production Artist*; Stephanie Bernard, *Assistant Editor*; Amber Goff, *Editorial Assistant*

## Image Credits

Library of Congress: p. 12, p. 93; iStock: p. 7, p. 15; NOAA: p. 102; All other images Shutterstock

## Standards

- © 2004 Mid-continent Research for Education and Learning (McREL)
- © 2007 Teachers of English to Speakers of Other Languages, Inc. (TESOL)
- © 2007 Board of Regents of the University of Wisconsin System. World-Class Instructional Design and Assessment (WIDA)
- © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. (CCSS)

---

## Shell Education

5301 Oceanus Drive  
Huntington Beach, CA 92649-1030  
<http://www.shelleducation.com>

**ISBN 978-1-4258-1361-1**

© 2015 Shell Educational Publishing, Inc.

The classroom teacher may reproduce copies of the materials in this book for classroom use only. The reproduction of any part for an entire school or school system is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

# Table of Contents

<b>Introduction</b>	
About Close Reading . . . . .	4
<b>How to Use This Book</b>	
Lesson Plan Overview . . . . .	8
<b>Language Arts Texts</b>	
Unit 1—Prejudice . . . . .	10
Unit 2—Extreme Weather . . . . .	19
Unit 3—Abraham Lincoln . . . . .	28
<b>Mathematics Texts</b>	
Unit 4—Adding Fractions . . . . .	37
Unit 5—Triangles . . . . .	46
Unit 6—The Metric System . . . . .	55
<b>Science Texts</b>	
Unit 7—Stars . . . . .	64
Unit 8—Atoms . . . . .	73
Unit 9—Cells . . . . .	82
<b>Social Studies Texts</b>	
Unit 10—American Indians and Westward Expansion . . . . .	91
Unit 11—Lewis and Clark . . . . .	100
Unit 12—The Civil War . . . . .	109
<b>Appendices</b>	
Appendix A: References Cited . . . . .	118
Appendix B: Correlation to the Standards . . . . .	119
Appendix C: Tips for Implementing the Lessons . . . . .	122
Appendix D: Strategies . . . . .	123
Appendix E: Assessment Options . . . . .	125
Appendix F: Student Reproducibles . . . . .	126

# About Close Reading

## What Is Close Reading?

Students today need to carry a “tool kit” of effective reading strategies to help them comprehend a wide variety of texts. Close reading is one way for students to enhance their understanding especially as they read more challenging texts. The Common Core State Standards (2010) call for students to “read closely to determine what the text says explicitly and to make logical inferences from it and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” Instead of skipping or glossing over difficult texts, students need to develop strategies for digging into the text on their own (Fisher and Frey 2012). Good readers dig deeper as they read and reread a text for a variety of important purposes. Close reading involves rereading to highlight, underline, reconsider points, ask and answer questions, consider author’s purpose and word choice, develop appropriate oral expression and fluency, and discuss the text with others. In close reading lessons, students learn to exercise the discipline and concentration for analyzing the text at hand rather than heading off topic. Students of all ages can be taught to carefully reread challenging texts on their own for a variety of purposes.

Close reading involves rereading to highlight, underline, reconsider points, ask and answer questions, consider author’s purpose and word choice, develop appropriate oral expression and fluency, and discuss the text with others.



## Reciprocal Teaching, or the “Fab Four,” and Close Reading

Reciprocal teaching is a scaffolded discussion technique that involves four of the most critical comprehension strategies that good readers employ to comprehend text—**predict**, **clarify**, **question**, and **summarize** (Oczkus 2010; Palincsar and Brown 1986). We refer to the reciprocal teaching strategies as “The Fab Four” (Oczkus 2012). These strategies may be discussed in any order but must all be included in every lesson. Together the four strategies form a powerful package that strengthens comprehension. Research has found that students who engage in reciprocal teaching show improvement in as little as 15 days (Palincsar and Brown 1986) by participating more eagerly in discussions. After just three to six months they may grow one to two years in their reading levels (Rosenshine and Meister 1994; Hattie 2008).

The reciprocal teaching strategies make it a practical lesson pattern for close readings. First, students briefly glance over a text to anticipate and predict the author’s purpose, topic or theme, and text organization. As students read, they make note of words or phrases they want to clarify. During questioning, students reread to ask and answer questions and provide evidence from the text. Finally, students reread again to summarize and respond to the text. Quick partner and team cooperative discussions throughout the process increase students’ comprehension and critical thinking. A strong teacher think-aloud component also pushes student thinking and provides students the modeling and support they need to learn to read challenging texts on their own. The four strategies become the tool kit students rely on as they read any text closely.

# About Close Reading (cont.)

## What Is Reading Fluency?

Fluency refers to the ability to read and understand the words encountered in texts accurately and automatically or effortlessly (Rasinski 2010). All readers come to a text with a limited or finite amount of cognitive resources. If they have to use too much of their cognitive resources to decode the words in the text, they have less of these resources available for the more important task in reading—comprehension. Readers who are not automatic in word recognition are easy to spot. They read text slowly and laboriously, often stopping at difficult words to figure them out. Although they may be able to accurately read the words, their comprehension suffers because too much of their attention had to be devoted to word recognition and away from comprehension. So although accuracy in word recognition is good, it is not enough. Fluency also includes automaticity. Good readers are fluent readers.

Fluency also has another component. It is prosody, or expressive reading. Fluent readers read orally with expression and phrasing that reflect and enhance the meaning of the passage (Rasinski 2010). Research has demonstrated that readers who are accurate, automatic, and expressive in their oral reading tend to be readers who read orally *and* silently with good comprehension. Moreover, students who perform poorly on tests of silent reading comprehension exhibit difficulties in one or more areas of reading fluency.

## Fluency and Close Reading

How does a person become fluent? The simple answer is practice. However, there are various forms of practice in reading that nurture fluency in students. Students need to hear and talk about fluent reading from and with more proficient readers. In doing so, they develop an understanding of what actually constitutes fluent reading.

Fluency should be an essential part of close reading. Without some degree of fluency, it is difficult for students to successfully engage in close reading. If readers have to invest too much cognitive energy into the lower-level tasks of word recognition, they will have less energy available for the tasks required of close reading—interpreting author's purpose, noting detailed information, making inferences, etc. Close reading, by definition, requires readers to read a text more than once for different purposes. Reading a text more than once is called *repeated reading*. Moreover, one of the purposes for repeated reading can and should be to read a passage with a level of fluency that reflects the meaning of the text (Rasinski and Griffith 2010). For fluency strategies to use with students, see page 124.

By combining close reading using reciprocal teaching strategies with fluency, we end up with greater reading benefits for students than if close reading and fluency were taught and practiced separately. It is simply more efficient, more effective, and more authentic to deal with both of these critical competencies together. We call it *synergy*. Your students will call it *fun!*



# About Close Reading *(cont.)*

## Why Pair Fiction and Nonfiction Texts?

Standards point out that from the initial stages of literacy development, students need exposure to both fiction and nonfiction texts. Yet the previous conventional wisdom was to focus primarily on fiction and gradually move toward more nonfiction. We provide a balance of the two texts throughout this book. In doing so, we give students opportunities to explore and gain proficiency in close reading strategies with a range of text types.

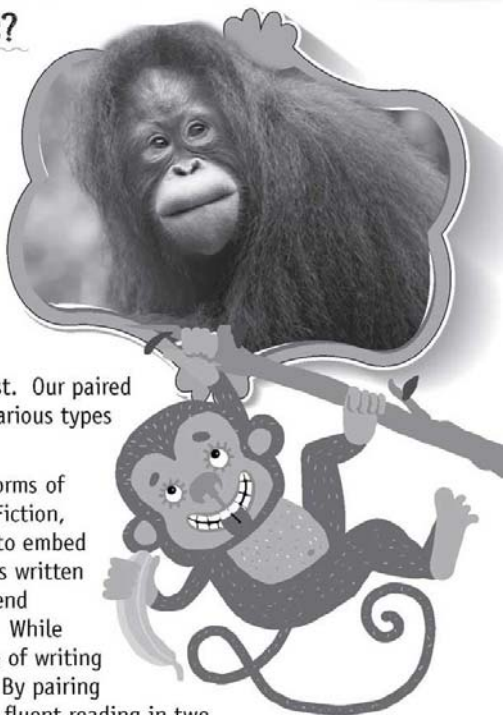
When pairing texts, we also provide a content connection between them. One passage can help build background knowledge, while the other passage focuses on building interest. Our paired texts allow students to engage in comparing and contrasting various types of texts, which in itself is a form of close reading.

The pairing of texts also helps students see that different forms of texts may require different levels or types of reading fluency. Fiction, including poetry, is written with voice. Authors and poets try to embed a voice in their writing that they wish the reader to hear. Texts written with voice should be read with expression. Thus, these texts lend themselves extremely well to reading with appropriate fluency. While nonfiction may also be written with voice, it is a different type of writing that often requires a different form of expression and fluency. By pairing these forms of texts, we offer students opportunities to master fluent reading in two forms.

Since multiple reading encounters with the same text are required in close reading activities, you will notice the texts are not very long. Students will be able to reread the engaging texts for multiple purposes to achieve greater success with their comprehension of the texts.

## Close Reading and Differentiation

The close reading lessons in this resource are filled with many options for scaffolding to meet the needs of all students, including English language learners and struggling readers. The lessons offer a variety of stopping points where the teacher can choose to think aloud and provide specific modeling, coaching, and feedback. Understanding your students' background knowledge and interests will help you decide whether you should read the informational texts first or grab students' interests by starting with the fictional texts. Throughout the lessons, vocabulary is addressed in a variety of creative ways that will help students who struggle to better understand the text. Sentence frames, such as *I think I will learn \_\_\_\_\_ because \_\_\_\_\_ or I didn't get the word \_\_\_\_\_, so I \_\_\_\_\_*, provide students with a focus for their rereading tasks and discussions with peers. Creative options for rereading the texts to build fluency and comprehension give students who need more support lots of meaningful practice.



# About Close Reading *(cont.)*

## Effective Tips for Close Reading Lessons

To make the most out of close reading lessons, be sure to include the following:

### 1. Text Focus

Throughout the lessons, keep the main focus on the text itself by examining how it is organized, the author's purpose, text evidence, and reasons why the author chose certain words or visuals.

### 2. Think Alouds

Model close reading using teacher think alouds to help make thinking visible to students. For example, before asking students to find words to clarify, demonstrate by choosing a word from the text and showing different ways to clarify it.

### 3. Cooperative Learning

Students' comprehension increases when they discuss the reading with others. Ask partners or groups to "turn and talk" during every step of the lesson.

### 4. Scaffolding

Some students need extra support with comprehension or fluency. Use the suggestions on pages 123–124 that include sentence frames, ways to reread the text, props, gestures, and other ideas to reach every learner and make the lessons engaging.

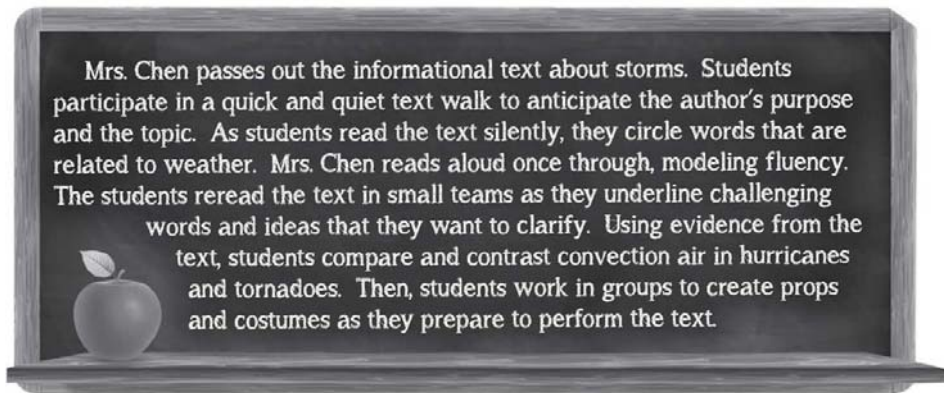
### 5. Metacognition/Independence

Name the rereading steps for students throughout the lessons. This will help them remember how to read closely when they encounter rigorous texts on their own. For example, before questioning say, "Now let's reread the text to find evidence as we ask and answer our questions."

*Adapted from Lori D. Oczkus (2010)*

## A Close Reading Snapshot

Below is an example showing what one lesson might look like.



**You've Just Finished your Free Sample**

**Enjoyed the preview?**

**Buy: <http://www.ebooks2go.com>**