

**ALIGNING STANDARDS,
TEXT-DEPENDENT
QUESTIONS,
AND
GREAT
PICTURE BOOKS**



FOR CLOSE READING SUCCESS

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COLLEGE & CAREER READINESS STANDARDS FOR READING

Key Ideas and Details	
1	Read and closely determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
3	Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.
Craft and Structure	
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
7	Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation
8	Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims. (nonfiction)
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (C1: text-to-text)
Range and Level of Text Complexity	
10	Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and when useful, rereading.

**CLOSE READING QUESTIONS ALIGNED TO
COMMON CORE COLLEGE & CAREER READING STANDARDS**

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
1. Finding evidence	<ul style="list-style-type: none"> • What kind of clues to meaning do you find on the cover (illustration, title, author) that prepares you to read this story? • Who is the narrator? • What does the author mean by__? • Identify the: characters, setting, problem, outcome • What do you think are the most important details in this part of the text? Why? • What do you know about the character(s)/ problem / setting from this part of the text? • What do you know about the character(s)/ problem / setting that you didn't know before? • Why do you think the author included these details? • What is the first thing that jumps out at you? Why? • What is the next thing that jumps out at you? Why? 	<ul style="list-style-type: none"> • What kind of clues to meaning do you find on the cover (illustration, title, author) that prepares you to read this text? • What does the author mean by__? • Who is providing this information? • Identify the: topic, main points • What facts/details really stand out to you? Why? • What do you know about this person/ situation / place / etc. from this part of the text? • What do you know about this person/ situation / place / etc. that you didn't know before? • Why do you think the author included this information? • What is the first thing that jumps out at you? Why? • What is the next thing that jumps out at you? Why?
2. Theme, main idea, summary	<ul style="list-style-type: none"> • Explain what is happening here in your own words (paraphrase). • What is this story starting to be about? • What is the author's message? • What is the big idea? • What lesson does ___ learn? • What is the author's message and how does the author show this throughout the story? 	<ul style="list-style-type: none"> • Explain what the author is saying in your own words (paraphrase). • What is this [article] starting to be about? • What did you learn in this part of the text? • What is the main idea? • What is the main idea and how does the author show this in the text?
3. Story parts, facts	<ul style="list-style-type: none"> • How does the setting (time and place) make a difference to the story? • How does [character] change throughout the story? • What character trait/feeling is present here? • Why does the author choose these particular details to include? 	<ul style="list-style-type: none"> • How does [person] contribute to this situation/problem (or the solution of the problem)? • How does one event/step lead to the next (cause/effect)? • What are the most important facts/details? • Why does the author choose these particular details to include?

<p>4. Vocabulary (words)</p>	<ul style="list-style-type: none"> • Why did the author choose this word? • What words show a feeling of ___? • What tone or mood does the author create? What words contribute to that tone? • What does this word mean based on other words in the sentence? • What is the meaning of this simile/personification/idiom/metaphor, and why did the author choose it? • What are the most important words to talk about this text? • What words paint a picture in your mind? 	<ul style="list-style-type: none"> • Why did the author choose this word? • What words show a feeling of ___? • What tone or mood does the author create? What words contribute to that tone? • What does this word mean based on other words in the sentence? • What is the meaning of this simile/personification/idiom/metaphor, and why did the author choose it? • What are the most important words to talk about this text? • What words paint a picture in your mind?
<p>5. Structure, genre, syntax</p>	<ul style="list-style-type: none"> • [for duplicated copies] How does this text “look” on the page (stanzas, illustration, etc.)? How will this support your reading? • Where does the author want us to use different thinking strategies (picturing, wondering, etc.)? • What is the structure of this story (or part of the story)? • What is the genre? What genre characteristics do you find? • Are the sentences easy or hard to understand? Why? • Why do you think the author chose this genre or format (like picture book, poem, etc.)? • How does this passage/paragraph fit into the next passage/paragraph or into the text as a whole? • How did the author begin/end the story to get your attention? 	<ul style="list-style-type: none"> • [for duplicated copies] How does this text “look” on the page (columns, numbered paragraphs, etc.)? How will this support your reading? • Where does the author want us to use different thinking strategies (picturing, wondering, etc.)? • What is the structure of this text (or part of the text)? • What is the genre? What genre characteristics do you find? • Are the sentences easy or hard to understand? Why? • Why do you think the author chose this genre or format (like picture book, poem, etc.)? • How does this passage/paragraph fit into the next passage/paragraph or into the text as a whole? • How did the author begin/end the article/text to get your attention?
<p>6. Point of view</p>	<ul style="list-style-type: none"> • Who is speaking in this passage? • Who does the narrator seem to be speaking to? • What is the narrator’s/ character’s point of view (what does he/she think about ___)? • What does the narrator/character care about? 	<ul style="list-style-type: none"> • Who is the author of this article/book? • Who does the author seem to be speaking to? • What is the author’s point of view about ___? • What does the author care about? • Why did the author write this?

	<ul style="list-style-type: none"> Do different characters have different points of view about__? 	<ul style="list-style-type: none"> Do you think the author is openly trying to convince you of something? What makes you say this? Does this information change your point of view about __?
7. Different kinds of texts	<ul style="list-style-type: none"> How do the illustrations add to the meaning? How is the [live version, video, etc.] the same or different from the print version? 	<ul style="list-style-type: none"> How do the graphics [charts, maps, photographs, etc.] add to or clarify the message? What information did you get from the video/photo/etc. that contradicted what you learned from [your other text]? How does the video, interview, etc. add to or change your understanding of this subject? How do you read this like a scientist/historian?
8. Critiquing text	<p>This standard is not applied to literary text</p>	<ul style="list-style-type: none"> Did the author provide sufficient evidence on the subject to support his/her claim? Did the author present the subject fairly, explaining all sides of the situation without bias? Did the author leave out information that should have been included? Is the author knowledgeable on the subject with current information? Is there anything the author could have explained more thoroughly for greater clarification? What?
9. Text-to-text	<ul style="list-style-type: none"> How is [character 1] the same or different from [character 2]? How is [one story] different from [second story]? How is the message/theme of [story 1] the same or different from the message/theme of [story 2]? Does this story remind you of anything else you have read (or viewed)? Explain. 	<ul style="list-style-type: none"> Does the information from [text 1] express the same or different point of view from [text 2]? What new information did you get from [text 2] that was not included in [text 1]? Does this text remind you of anything else you have read (or viewed)? Explain.

ALIGNING PICTURE BOOKS AND STANDARDS

Standard 1: Evidence

Any book will qualify: Look for places that reveal something surprising or unexpected, something memorable, something that adds information to what you already knew

Standard 2: Theme, Main idea, Summary

Symbolism

- *This is the Rope* by Jacqueline Woodson

Allegory

- *The Three Questions* by Jon Muth
- *A Bad Case of Stripes* by David Shannon
- *The Giving Tree* by Shel Silverstein
- *Feathers and Fools* by Mem Fox

Clearly defined main ideas

- *If the World were a Village* by David Smith
- *A Life Like Mine* (DK/Unicef Publication)
- *H is for Honor: A Military Family Alphabet* by Devin Scillian
- *The Boat Alphabet Book (and other alphabet books)* by Jerry Pallotta

Standard 3: Integration of story parts and events

The significance of sequence (informational text)

- *Faces of the Moon* by Bob Crelin
- *On This Spot: An Expedition Back in Time* by Susan Goodman

Character development—and integration of story elements

- *Each Kindness* by Jacqueline Woodson
- *Some Pig* by E. B. White
- *The Can Man* by Laura Williams
- *Crow Call* by Lois Lowry

The significance of setting—time and place

- *Nettie's Trip South* by Ann Turner (historical fiction)
- *Freedom Summer* by Deborah Wiles (historical fiction)
- *Mama Panya's Pancakes: A Village Tale from Kenya* by Mary Chamberlin (multicultural)
- *Cheyenne Again* by Eve Bunting (multicultural)

Standard 4: Words/Vocabulary

Figurative language

- *In November* by Cynthia Rylant
- *All the Colors of the Earth* by Sheila Hamanaka

Dialect; sense of rhythm

- *Sojourner Truth's Step-Stomp Stride* by Andrea Pinkney

Word choice that contributes to *tone*

- *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh
- *North: The Amazing Story of Arctic Migration* by Nick Dowson

Standard 5: Structure, Genre, Syntax

Range of genres

- *Cinders: A Chicken Cinderella* by Jan Brett (Fairytale)
- *Zomo the Rabbit: A Trickster Tale from West Africa* by Gerald McDermott (Trickster tale)
- *Bat Loves the Night* by Nicola Davies (Narrative nonfiction)
- *Nelson Mandela* by Kadir Nelson (Biography)
- *Testing the Ice* by Sharon Robinson (Personal narrative)

Range of structures

- *The Underground Railroad: An Interactive History Adventure* (Capstone) (Choose your own ending)

Standard 6: Point of view, Purpose

Strong individual point of view

- *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by Tanya Lee Stone

Two equally valid points of view

- *The Sandwich Swap* by Princess Rania of Jordan

Two sides of an issue (ethical overtones)

- *Heroes* by Ken Mochizuki
- *Up the Learning Tree* by Marcia Vaughan

Alternate point of view

- *Seriously, Cinderella is So Annoying* (Capstone)
- *Encounter* by Jane Yolen

Standard 7: Different kinds of texts

Photographs

- *My Secret Camera: Life in the Lodz Ghetto* by Frank Smith
- *Remember: The Journey to School Integration*: by Toni Morrison
- *Birmingham, 1963: How a Photograph Changed History* (Capstone)

Interviews

- *Oh, Freedom!* by Casey King

Primary source documents

- *The Declaration of Independence* (Capstone)

Standard 8: Critiquing text

Books that raise lots of questions

- *Antarctica* by Helen Cowcher
- *Desert Animals* by Helen Cowcher
- *Letting Swift River Go* by Jane Yolen

Standard 9: Text-to-text connections

- *Honest Abe* by Edith Kunhardt
- *Abe Lincoln: The Boy Who Loved Books* by Kay Winters
- *Ubiquitous: Celebrating Nature's Survivors* by Joyce Sidman
- *Abe's Honest Words* by Doreen Rappaport
- *America the Beautiful: Together We Stand* by Katharine Lee Bates

Amelia Earhart



Amelia Earhart Learns to Fly

Amelia Earhart was born in Atchison, Kansas, on July 24, 1897. In those days, airplanes were not nearly as common as they are today. Earhart was 12 years old before she ever saw an airplane, and she did not take her first flight until 1920. Amelia Earhart was so thrilled by her first airplane ride that she quickly began to take flying lessons. She wrote, "As soon as I left the ground, I knew I myself had to fly."

Earhart excelled as a pilot. Her first instructor was Neta Snook, one of the first women to graduate from the Curtiss School of Aviation. Earhart borrowed money from her mother to buy a two-seat plane. She got her U.S. flying license in December 1921, and by October 1922, she set an altitude record for women of 14,000 feet. In 1923, Earhart received her international pilot's license - only the 16th woman to do so. At the same time, she was becoming famous for her aviation achievements.

Amelia Earhart Flies Across the Atlantic

In 1928, Amelia Earhart received a phone call that would change her life. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. "The idea of just going as 'extra weight' did not appeal to me at all," she said, but she accepted the offer nonetheless. On June 17, after several delays due to bad weather, Amelia Earhart flew in a plane named *Friendship* with co-pilots Wilmer "Bill" Stultz and Louis "Slim" Gordon. The plane landed at Burry Port, South Wales, with just a small amount of fuel left.

Today, pilots routinely cross the Atlantic in about seven hours. How long was Earhart's flight? Earhart's first trip across the Atlantic took more than 20 hours! After that flight Earhart became a media sensation. Following the trip, she was given parties and even a ticker tape parade down Broadway in New York City. President Coolidge called to congratulate her on crossing the Atlantic. Because Earhart's record-breaking career and physical appearance were similar to pioneering pilot and American hero Charles Lindbergh, she earned the nickname "Lady Lindy."

Earhart wrote a book about her first flight across the Atlantic, called *20 Hrs., 40 Min.* She continued to break records. She also polished her skills as a speaker and writer, always advocating women's achievements, especially in aviation.

SBAC sample item. For demonstration purposes only. Please do not duplicate.

PLANNER FOR CLOSE READING

Text: *Amelia Earhart*

Before Reading

Clues based on cover illustration—or

N/A

Clues based on page layout (columns, stanzas, bolded words, etc.)

- Divided into paragraphs (places to pause; each contains a big idea and details)
- Two headings (discuss what you will *probably* learn in each section)

Clues based on title, author

- Amelia Earhart (Do I have any background knowledge?)

Probable text type (Literary or informational); possible genre

- Probably informational text; probably biography

During Reading

Ask these questions first	Follow-up Text-dependent Questions
<ul style="list-style-type: none"> • What is the author telling me? • Any hard or important words? • What does the author want me to understand? • How does the author play with language to add to meaning? 	<p>First chunk (first paragraph)</p> <ul style="list-style-type: none"> • What part of Amelia’s life is this about? (early years) • What was important to her right from the start? (flying) • Even if you have no previous knowledge of Amelia Earhart, what do you expect her life to be about? What is the evidence? • What facts might you include in a summary? (year of birth; saw first plane at 12 years; knew she wanted to fly) What might you leave out?
	<p>Second chunk (second paragraph)</p> <ul style="list-style-type: none"> • What is the <u>topic sentence</u> of this paragraph? How can you tell? (all other sentences relate to first one) • What does <i>excelled</i> mean? • What does <i>altitude</i> mean? • What does the author mean by <i>aviation achievements</i>? • How does this paragraph fit with the first? (next part of her life) • What details seem especially important in this paragraph? Why do you think the author included them? (aviation achievements; showed why she became famous) • What points would you include in a summary (excelled as pilot; many achievements)? What might you leave out?
	<p>Third chunk (third paragraph)</p>

	<p>Fourth chunk (fourth paragraph)</p>
	<p>Fifth chunk (fifth paragraph)</p> <ul style="list-style-type: none"> • Why do you think Amelia chose this title for her book? • What does it mean to <i>polish your skills</i>? • How does this paragraph fit with the one before it? (more achievements; more fame) • What points would you include in your summary? (more achievements; wrote books, etc.)

After Reading

(Depending on time available, some tasks below may not be completed on same day as first close reading)

<p>Important words to talk about the text Amelia Earhart, aviation, Atlantic, fly, achievements</p> <p>Review of text type (literary/information) and genre Information; biography</p> <p>Theme/lesson/message (if appropriate) What is the main idea/author's message here? (Following your passion; dream big)</p> <p>Retell/summarize (if appropriate) Yes, good to summarize (a sequence)</p> <p>Collaborative oral task With partner, orally summarize the main points of this text.</p> <p>Written task (if appropriate) Create written summary the following day or later in the week</p>
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THINK ABOUT IT

<ul style="list-style-type: none"> ▪ Which standards were well represented? ▪ Were there any standards that were not well represented? ▪ What kind of text could you pair with this one to feature different standards? ▪ What component would you like to connect?

PREPARING FOR CLOSE READING

Title of text: _____

Complexity of the text

Lexile (if available) or other readability measure: _____

Qualitative complexities of this text

Challenges for students reading this text

Learning points from the first close reading

Reasons for revisiting this text:

(What students will probably *not* get from a first close reading)

Approaching the text

- Teacher reads entire text aloud first, then goes back and reads chunk by chunk
- Students read entire text first for a general impression, then the teacher reads chunk by chunk
- Teacher reads by chunk without an initial read-through by either the teacher or the students

I have determined appropriate text chunks: places to pause and ask questions

PLANNER FOR CLOSE READING

Text: _____

Purpose: Standard 1: Close Reading to ask and answer questions

Before Reading

Clues based on cover illustration—or

Clues based on page layout (columns, stanzas, bolded words, etc.)

Clues based on title, author

Probable text type (Literary or informational); possible genre

During Reading

Questions students should ask themselves for each chunk of text

- What is the author telling me?
- Any hard or important words?
- What does the author want me to understand?
- How does the author play with language to add to meaning?

Follow-up Text-dependent Questions for the teacher to ask about each chunk of text

First chunk:

-

Second chunk:

-

Third chunk:

-

Fourth chunk:

-

Fifth chunk:

-

Add additional chunks as needed

-

After Reading

(Depending on time available, some tasks below may not be completed on same day as first close reading)

Important words to talk about the text

Review of text type (literary/information) and genre

Retell/summarize (if appropriate)

Theme/lesson/message (if appropriate)

Collaborative oral task

Written task (if appropriate)