Close Reading in Elementary Classrooms
By Dr. Douglas Fisher

Q]X[a]l I]X\]l¹ PXh @b]`i¹ ?=
Mli^]mmil i^ A\o[XnbihXe I]X\]lmabj¹ PXh @b]`i PnXn] Rhbp]l
Ml]mb\]hn¹ Fhn]lhXnbihXe Ibn]lIX[s =mmi[bXnbih

Overview

The recipe reader is reading for details, while the bedtime story reader is reading for comfort and enjoyment. The map of the zoo requires skimming and scanning of the layout in order to locate the elephant enclosure. In each case, the reader adjusts one's reading based on purpose. Understanding one's purpose for reading is a metacognitive process that supports a reader's comprehension of text (Paris, Wasik, & T

No]ls ¸ FhbnbXnbh` \bm[ommbih ¥TaXn bm na] Xonail nXedbh

No]ls Ḅi[ombh` ih na] g]mmX`] Xh\ ebhdbh` bh^ilgXnbih ¥TaXₙ Xonail X\\]\ naXn [ihh][nm il ^bnm qbnaÁ¦

No]ls ¸ F\]hnb^s \b^^b[oenb]m qbna na] qXs na] Xonail aXm ĵ Xonail]rjeXbh naXn [e]XlesÁ Tas il qas hinÁ¦

No]ls Ạh[iolX`] mno\]hnm ni l]^]l ni na] n]rn ¥@b\ na] Xonail naXnÁ¦

Developing Schema

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While these informational texts utilize narrative structures more frequently at the elementary level to explain concepts and events, they can still tax a young reader's understanding. Consider this opening passage from Gibbons's (1996) Recycle! A Handbook for Kids:w

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