

# Patterned Text – A Tool for Close Reading in Elementary Classrooms

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# Activity

A L  
B R  
C L  
D B  
E R  
F L  
G L  
H B  
I L  
J R  
K L  
L B  
M B

N R  
O B  
P L  
Q R  
R L  
S R  
T L  
U B  
V R  
W L  
X L  
Y R  
Z B

# What is the current buzz?

- Looking “closer” at the text
- Digging Deeper into the text
- Reading within the “four corners” of a text
- **Rereading the text multiple times**

**Common Core State Standards (CCSS)**

# What is close reading?

Revisiting complex text to take a closer look (Fisher & Frey, 2012)

## CCSS.ELA-LITERACY.CCRA.R.1

Read closely to 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.

# What about in Texas?

## 5<sup>th</sup> Grade example:

Evaluate the impact of sensory details, imagery, and figurative language in literacy text.

..... cite specific textual evidence.....

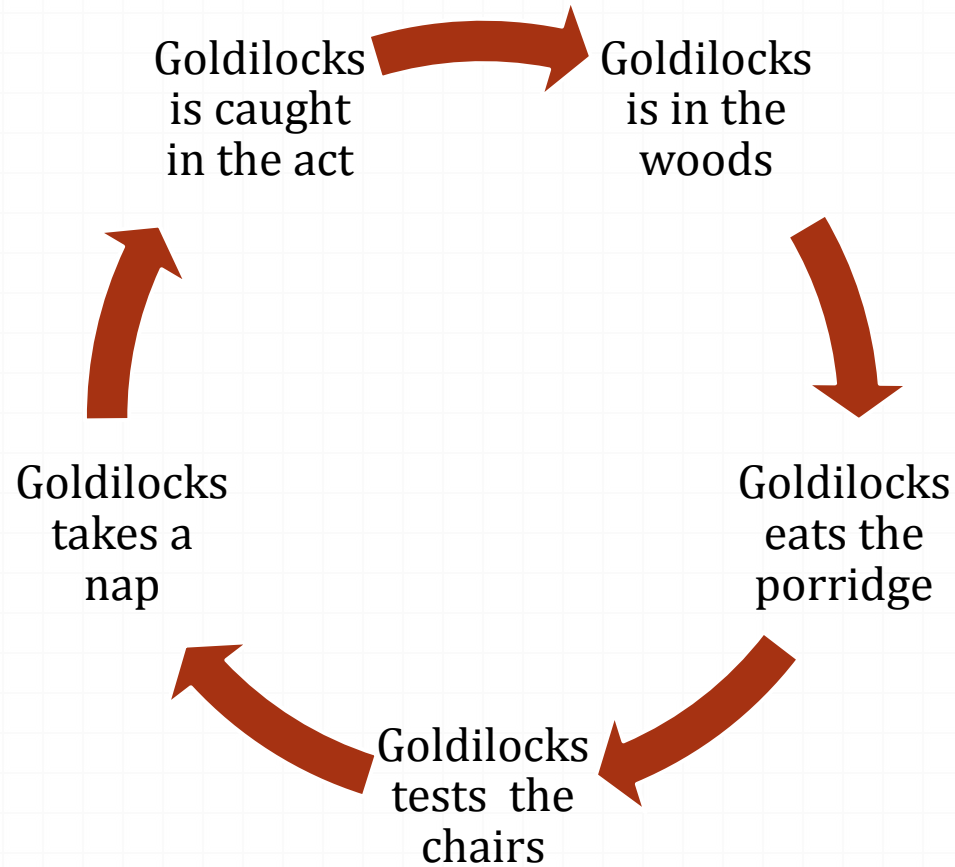
# Patterned Text

**Reading is an interactive process** (Rosenblatt, 1978/1994)

**Research suggests that comprehension is enhanced when the text is organized into a well-known structure** (Kintsch, Mandel, & Kozminsky, 1977; Mandler & Johnson, 1977; Thorndyke, 1977)

**Repetitious**  
**Rhyming**  
**Counting and Alphabet**  
**Add-on**  
**Circle Tales**

# Circle Tales





# **Circle Tales are a Natural Tool for Close Reading**

Circular text patterns play a very important role in creating deeper messages within stories.

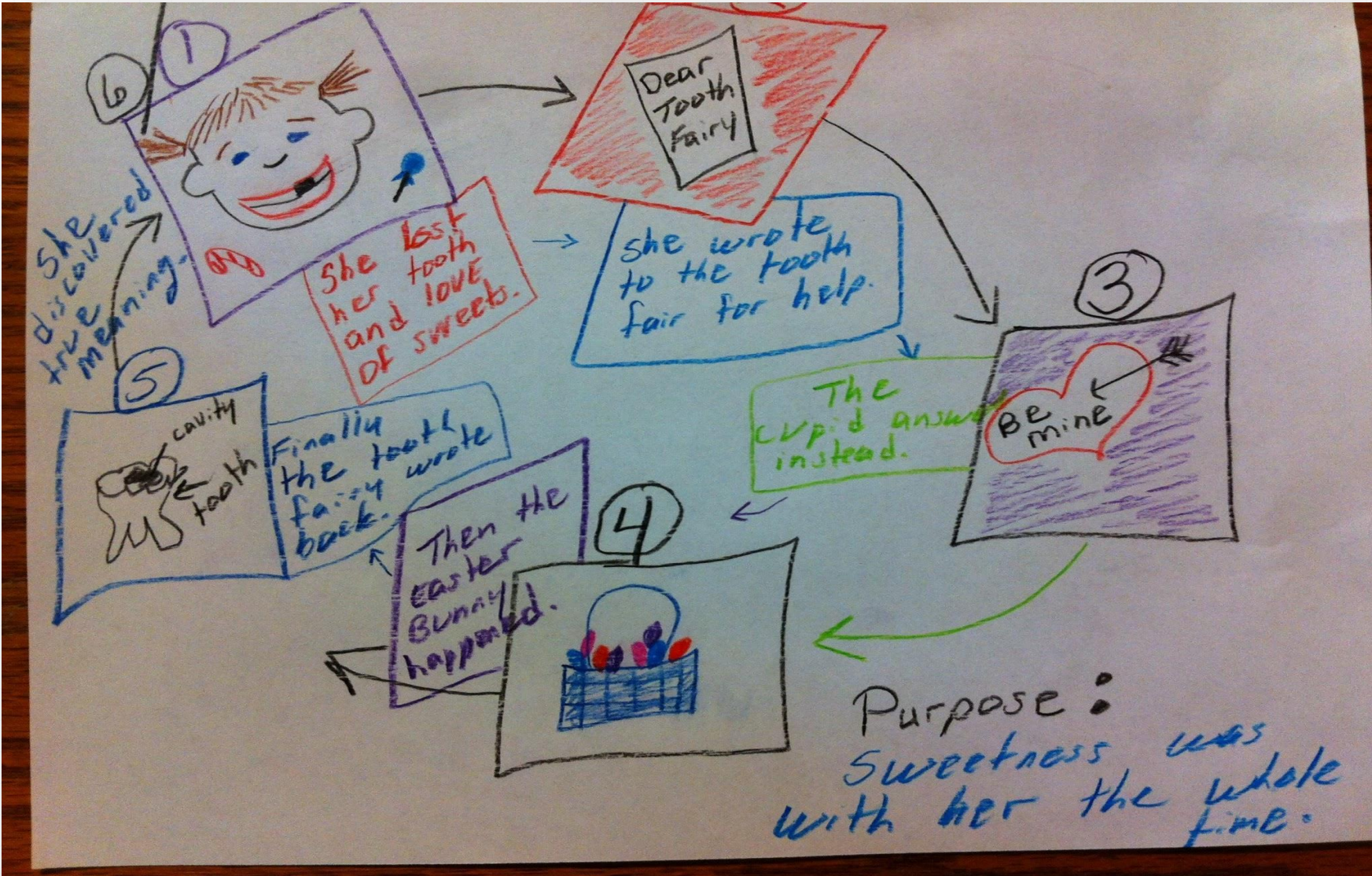
Analyzing the circular structure of the text can lead readers to build a deeper understanding of the character's journey.

# Silverlicious



Written and Illustrated by  
Victoria Kann

# Time Circle



# City Dog, Country Frog

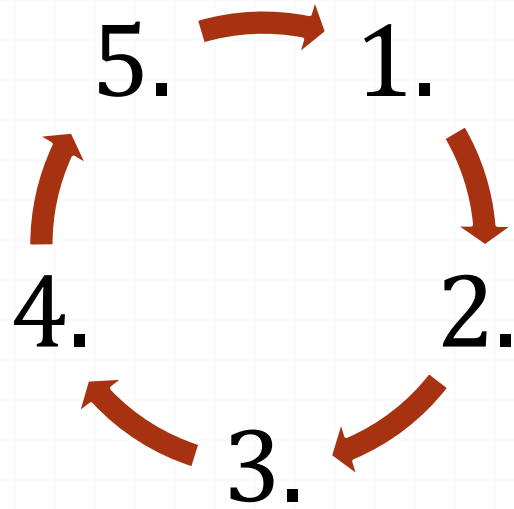
Written by Mo Willems

Illustrated by Jon J. Muth





# Student as Author



**VS.**

**Writing  
Prompts**

# Additional Circle Tales

## 2011

Litwin, E. (2010). *Pete the cat: I love my white shoes*. New York: HarperCollins Publishers.

Willems, M. (2010). *City dog, country frog*. New York: Hyperion.

## 2012

Bliss, H. (2011). *Bailey*. New York: Scholastic Press.

Kann, V. (2011). *Silverlicious*. New York: HarperCollins Publishers.

Long, L. (2011). *Otis and the tornado*. New York: Philomel.

Numeroff, L.J. (2011). *If you give a dog a donut*. New York: HarperCollins Publishers.

Wilson, K. (2011). *Bear's loose tooth*. New York: Margaret K. McElderry Books

## 2013

Stower, A. (2012). *Silly doggy!* New York: Orchard Books

Willems, M. (2012). *The duckling gets a cookie?* New York: Hyperion.

# References

Fisher, D. & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66 (3), 179-188.

Kintsch, W., Mandel, T.S., & Kozminsky, E. (1977). Summarizing scrambled stories. *Memory and Cognition*, 5(5), 547-552

Mandler, J.M., & Johnson, N.S. (1977). Remembrance of things parsed: Story structure recall. *Cognitive Psychology*, 9 (1), 111-151.

Rosenblatt, L. (1978/1994). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.

Thorndyke, P.W. (1977). Cognitive structures in comprehension and memory of narrative discourse. *Cognitive Psychology*, 9(1), 77-110.