

Lesson 1

Close reading



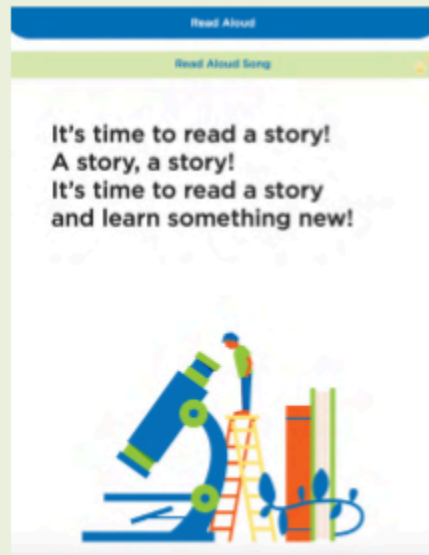
SAY

In Unit Two we are going to explore the topic, All About the Weather. Critical readers and writers look closely at stories and use this information in their thinking, discussions, and writing. As critical readers, thinkers, and writers, we are going to read different stories to learn information about this topic to answer this guiding question: Why is knowing about the weather so important? As we read the anchor texts in this unit, let's think of information or ideas we can learn from the text that will help us answer this guiding question. Let's get started! We are going to sing our read aloud song. "It's time to read a story! A story, a story! It's time to read a story and learn something new!" Let's get started! We are going to enjoy an exciting story today. ***I Am the Storm*** by Jane Yolen. Let's listen to the story to learn about the weather.

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DO



Complete the first step of the Close Reading process **1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).**

Peer discussion



SAY

Now we are going to go back to a few pages and look closely at the pictures and words to help us retell the story with key details.



DO

Complete the second step of the Close Reading process **2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.**

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In the story we learn about different kinds of weather. We learn about what some people do during a storm. We learn about how some people clean up from a storm. Look at the text (or words) on page 22 and say the word strong. When something is strong it has the power to move something heavy. We learn that the weather can be hot, cold, and stormy, but we do not have to be scared of the different weather storms can make. We are strong like the storm! Turn to the person next to you and share a time when you were strong like the storm.



DO

Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Text-dependent questions



DO

Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student understanding.**

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Now let's think about the key details of the story. Think about this text-dependent question: What did we learn about weather from the story? Use information from the story. Close your eyes and massage your brains and think about your answer. What did we learn about weather from the story? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



DO

Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.



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This was awesome information! Let's go back to the text and annotate the evidence we have to support our thinking.



DO

Model for students how to connect their retelling of the story to evidence from the text.

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Open-ended response



DO

Complete the fourth step of the Close Reading process **4. Use open-ended responses to check for student understanding of text and how information from this text supports their thoughts on the unit's big ideas/guiding question.**



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Think about this text-dependent question: What important information did we learn about weather? Use your **Non-Fiction Graphic Organizer** to draw pictures of the key details from the story.



DO

Rotate and support student thinking with probing questions like:

- What are you drawing about weather?
- Why is knowing about the weather important?
- What did the text tell you about weather?

Provide support to students as needed and allow students to dictate responses to the teacher (write student words below each of their drawings for the story).