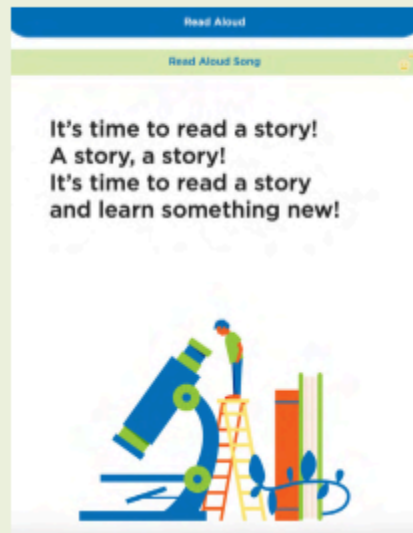


# Lesson 3

## Text-dependent questions



Let's remember that as critical readers, thinkers, and writers, we are going to read different stories to learn information to help us 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.



Sing the Read Aloud Song and re-read the story. Then, complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student understanding.**

# Lesson 3



**SAY**

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 (different from our last session) 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.



**SAY**

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



**DO**

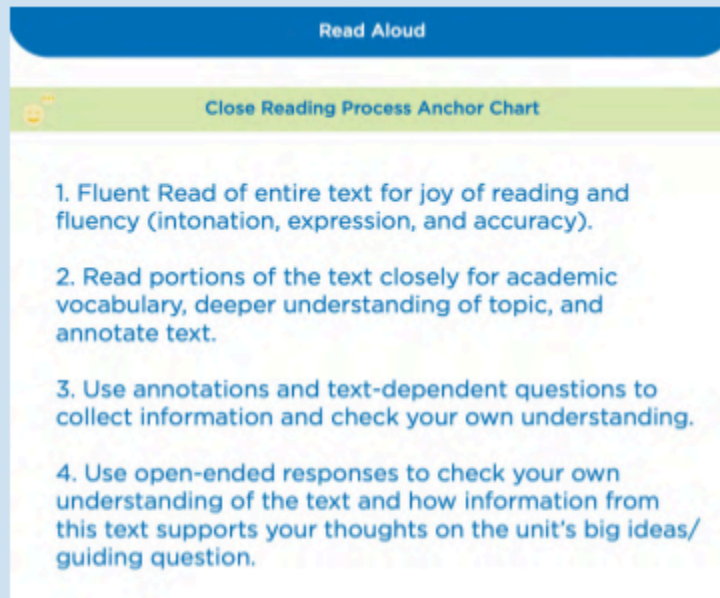
Model for students how to connect their retelling of the story to evidence from the text.

## Open-ended response



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.**

Think about our guiding question: Why is knowing about the weather important? How does the story tell us to use the weather in our lives? Use your **Non-Fiction Graphic Organizer** to draw pictures of the key details from the story.



Read Aloud

Close Reading Process Anchor Chart

1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).
2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.
3. Use annotations and text-dependent questions to collect information and check your own understanding.
4. Use open-ended responses to check your own understanding of the text and how information from this text supports your thoughts on the unit's big ideas/guiding question.

# Lesson 3

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?



DO

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).