

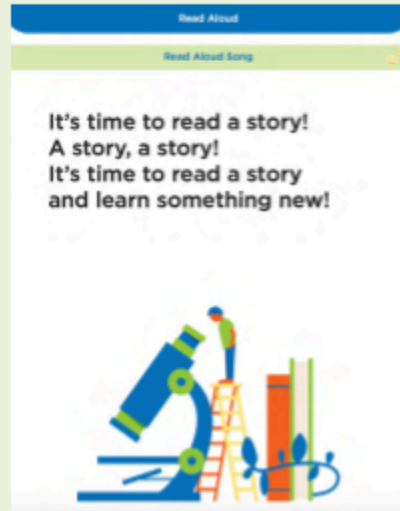
Lesson 4

Close reading



Remember 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: How can I understand different ideas? 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!" We are going to enjoy an exciting story today. **Olivia** by Ian Falconer. Let's listen to the story to learn about Olivia and all of the things she does in one day!

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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



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.



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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SAY

In the story we learn about Olivia and the fun adventures she has with her mom. Olivia wears herself out and can wear other people out. Look at the text (or words) on page 16 and say the word enough. Enough can mean not being able to take in any more. Olivia had enough time at the beach. Wearing something out is another way to say the person had enough and is ready to move onto something else. Turn to the person next to you and share a time when you had enough, when you felt worn out.



DO

Listen as students share to assess students understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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 happened in the story? How did Olivia wear her mom out? Use information from the story. Close your eyes and massage your brains and think about your answer. What happened in the story? How did Olivia wear her mom out? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



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.



Listen as students share to assess students understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.