

Lesson 3

Close reading



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: How do we know trees are alive? 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. 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, ***Are Trees Alive*** by Debbie Miller. Let's listen to the story to find out if trees are alive.

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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 understand the story

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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.**



SAY

In the story we learn about different ways a tree is alive. Look at the text (or words) on page 8 and say the word protects. The bark on the trees protects the tree just like a roof protects a building from rain and snow. Protects mean to keep safe from harm or hurt. Turn to the person next to you and share an example of how something protects you. You might want to think of some ideas from the story.



DO

Listen as students share to assess student 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: Are trees alive? What did the story teach you about this? How are trees alive like you? 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 student 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.