

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: 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.



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 4



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 a new partner (different from our last session) and take turns sharing your thinking.



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.



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



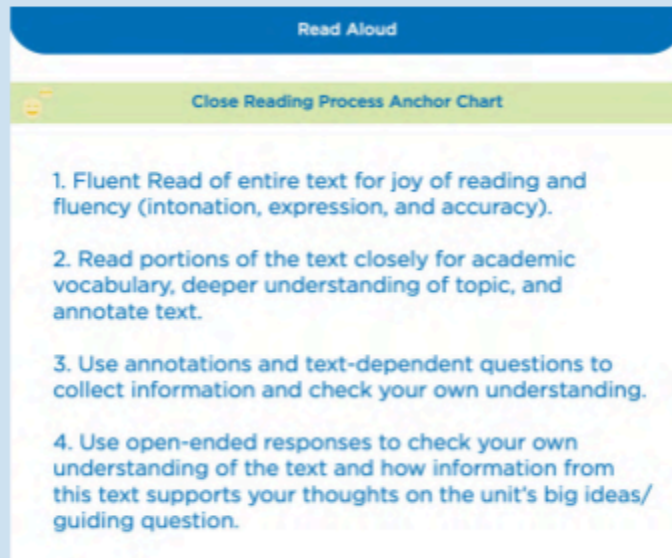
Model for students how to connect their retelling of the story to evidence from the text.

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 this text-dependent question: Are trees alive? What did the story teach you about this? How will this information help us answer our guiding question: How do we know trees are alive? How are trees alive like you? 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 4

Rotate and support student thinking with probing questions like:

- What are you drawing about trees?
- What did the text tell you about trees being alive?
- How are trees the same or different from you?



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).