

# Lesson 1

## Close reading



In Unit Three we are going to explore the topic, Inspiring Stories. When something is inspiring, it makes us want to have the same positive or good things in our own lives. Let's remember that 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: What can we learn from other people's lives? 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, *I Promise* by LeBron James. Let's listen to the story to find out ways you can try your best like LeBron James, a famous basketball star, did in his life.

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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 understand the story.



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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LeBron James is the author of this story. Let's look at the text (or words) on page 1. The pictures show us ways we can be the best we can. The author, LeBron, uses this word promise to highlight the ways we can be the best as we can. Promise means we are saying we are sure we will do what we are making a promise for. Turn to the person next to you and share one of the ways the author, LeBron James, taught you how to be the best you can in this story.



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



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 are some of the ways the author, LeBron James, tells us to do so we can be the best we can? Close your eyes and massage your brains and think about your answer. What does the text say we can do to be the best we can? What steps does the author, LeBron James, think we should take? Be ready to share with a partner. Turn to the person next to you 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



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**.



SAY

Think about this text-dependent question: What does the text say we can do to be the best we can? What steps does the author, LeBron James, think we should take? Use your **Non-Fiction Graphic Organizer** to draw pictures of the key details in the beginning, middle, and ending of the story.



DO

Rotate and support student thinking with probing questions like:

- What did the text tell you?
- Why do you think LeBron wants people to promise these things?

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).