

Text-dependent questions



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 kind of fun things can we do with our family? 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.

Lesson 4



DO



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.**



SAY

Now let's think about the key details of the story. Think about this text-dependent question: Remember that the author of *'Ohana Means Family* is Ilima Loomis and the illustrator is Kenard Pak. How did the author use words to tell us about the fun the 'ohana had while getting ready for the lū'au? How did the illustrator use pictures to show us how the 'ohana felt while working together? Turn to a new partner (different from our last session) and take turns sharing your thinking.

Lesson 4



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.



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



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.**

Lesson 4

Today, let's compare the ways the author and illustrator of **'Ohana Means Family** show the 'ohana having fun together with the way Keyana and her mom have fun together in **I Love My Hair!** When we compare something, we talk about how things are the same. When we contrast something, we talk about how things are different. Think about this text-dependent question: How is **I Love My Hair!** the same or different from **'Ohana Means Family**? Use your **Compare/Contrast Graphic Organizer** to draw pictures of your response to the text-dependent question.



SAY

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 did the text tell you?
- How are the stories the same?
- How are the stories different?
- What are some fun things you can do with you family that you learned from the story?

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)