

Close reading



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: How can I make responsible decisions? 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, ***Jamaica Tag-Along*** by Juanita Havill. Let's listen to the story about Jamaica who wants to play with her brother. We should read the story to see what happens!

Lesson 2



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).**

Lesson 2

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.



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.**

Lesson 2



Let's think about the characters, setting, and major events of the story. The main character (who the story is about the most) is Jamaica. The setting (where the story takes place) changes throughout the story and the major events show how Jamaica ends up making responsible decisions. Let's look at the text (or words) on page 19. Say bothered. Bothered can mean that older children might not be interested in playing with younger children. This can hurt someone's feelings to hear that. That would not be a good decision to treat others in this way. Can you try to use bothered in a sentence? Turn to the person next to you and share one way you can use bothered in a sentence like the author of this story.



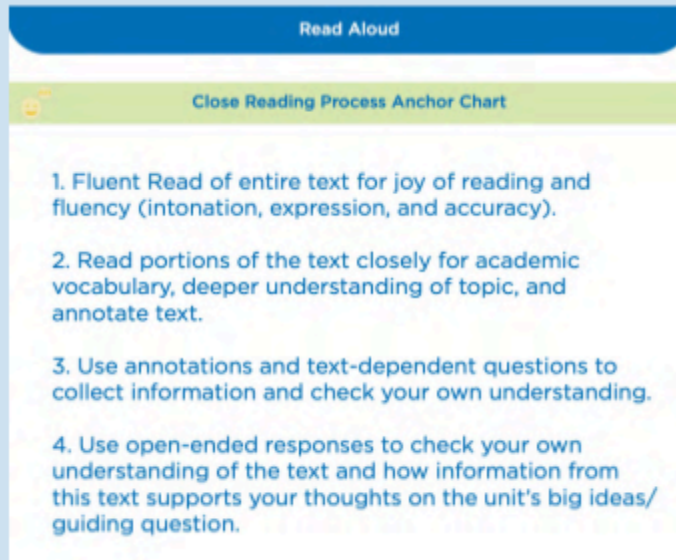
Listen as students share to assess student understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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.**

Now let's think about the key details of the story. Think about this text-dependent question: How did Jamaica make a responsible decision in the story? What evidence can you use to support your thinking? 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.

Lesson 2



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.