

Lesson 2

Close reading



SAY

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!” 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: 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. Let’s get started! We are going to enjoy an exciting story today, ***The Power of Her Pen: The Story of Groundbreaking Journalist Ethel L. Payne*** by Lesa Cline-Ransome. Let’s listen to the story and learn about the power of believing in yourself and doing what is right.

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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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The story tells us about the inspiring life of a journalist Ethel Payne. Journalists write articles about things happening in the world and other people's lives. Look at the text (or words) on page 9 and say the word injustice. Injustice means when something is not fair. The way people were mean to Ethel because of the color of her skin was not fair. Ethel did not allow the way people treated her to hold her back. She wrote many articles that helped people get real information. Turn to the person next to you and share how the illustrations or pictures in the story helped you understand Ethel and her life story. Why or why not?



DO

Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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 students understanding.**

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Now let's think about the key details of the story. Think about this text-dependent question: Who is telling the story? How do the illustrations (or pictures) and details describe the characters, setting, or events. Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



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.



DO

Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.