

# Lesson 3

## Text-dependent questions

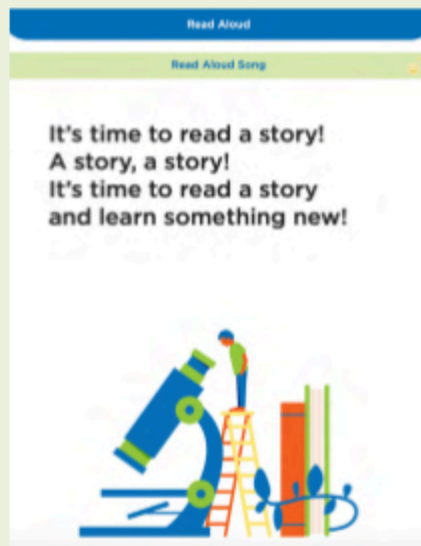


SAY

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: 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.



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



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.



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.

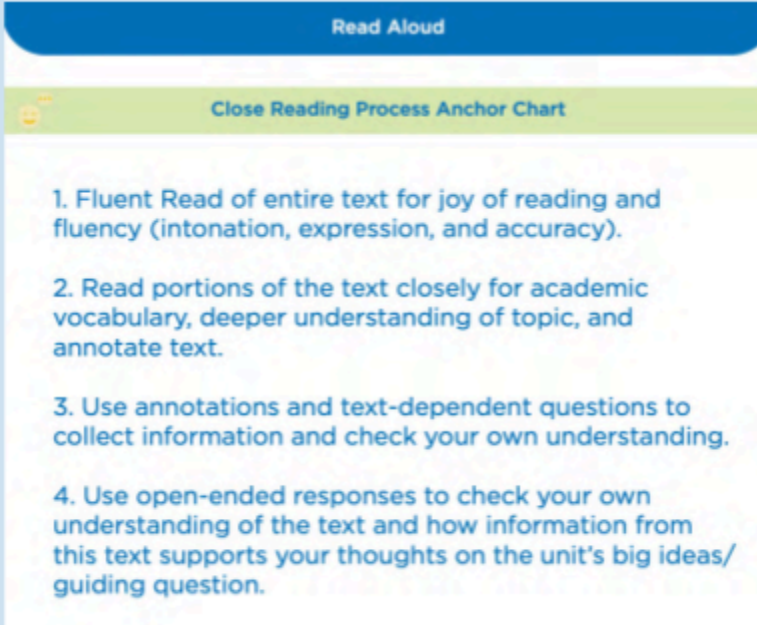
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## Open-ended response



Complete the fourth step of the Close Reading process **4**. Use **open-ended responses to check for students 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: What did the story teach you? How will this information help us answer our guiding question: What can we learn from other people's lives? 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.

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DO

Rotate and support student thinking with probing questions like:

- What are you drawing about the story?
- What did the text tell you?

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).