

Lesson 4

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, ***Grandmother School*** by Rina Singh. Let’s listen to another story about the power of believing in yourself.

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DO



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



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.**

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The story tells us that a grandmother school was created to teach the grandmothers in the village how to read, write, and count. Many years ago when the grandmothers were young girls they were not allowed to go to school. The grandmothers are free to learn now. Look at the text (or words) on page 4 and say the word practice. Practice is when you repeat a skill over and over to learn it. The grandmothers practice their reading, writing, and counting until they can do it, too! Turn to the person next to you and share how the illustrations or pictures in the story helped you understand the grandmother's 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.