

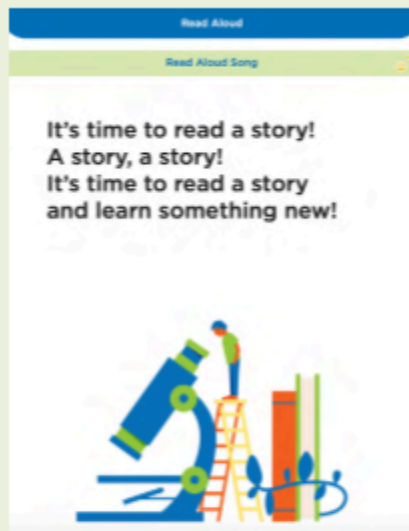
Lesson 2

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: How can we make good choices? 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, ***My Best Friend*** by Mary Ann Rodman. Let’s listen to the story and learn about how the little girl makes good choices.


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).**

Lesson 2

Peer discussion



Now we are going to go back to a few pages and look closely at the pictures and words to help us retell the story with key details.



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.**



The story tells us about a little girl and how she makes good choices even when other people are not that nice to her. Look at the text (or words) on page 14 and say the word friend. A friend is someone we know and is nice to us. The little girl really wants Tamika to be her friend but Tamika and the other girls are not being nice to her. She is doing all of these things to make Tamika like her, but a real friend, Keisha, is being nice and likes her just the way she is, and they like the same things. Turn to the person next to you and share one idea the story taught you about making good choices. What should Tamika and the others girls do to make good choices? Be sure to explain 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.

Text-dependent questions



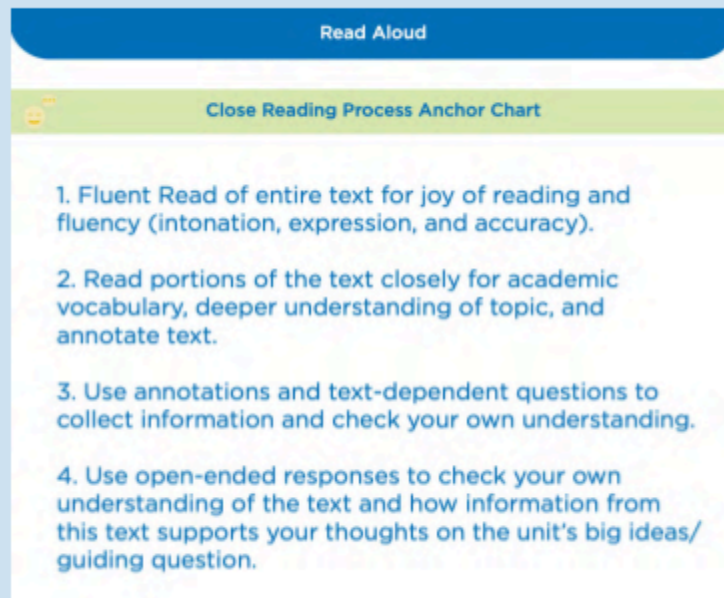
DO

Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check students understanding.**

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 the illustrations, 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.

Lesson 2



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. Assess student's ability to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.