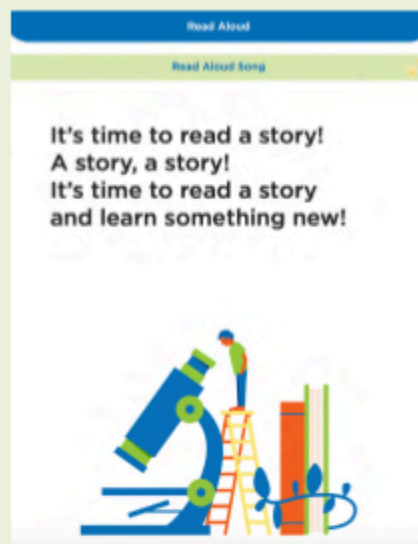


Lesson 4

Close reading



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, ***Pet Show!*** by Ezra Jack Keats. Let’s listen to the story and learn about all the things Archie does to make good choices.



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 4

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 about Archie and his friends. They are going to a pet show, but they can't find Archie's cat. Look at the text (or words) on page 6 and say the word expect. Expect means that we are looking for or anticipating for the cat to return so Archie can take the cat to the pet show, but the cat does not show up. Archie made good choices when he let the old woman win the pet show with his cat. The old woman was nice and gave the ribbon to him anyway. Turn to the person next to you and share one idea the story taught you about making 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



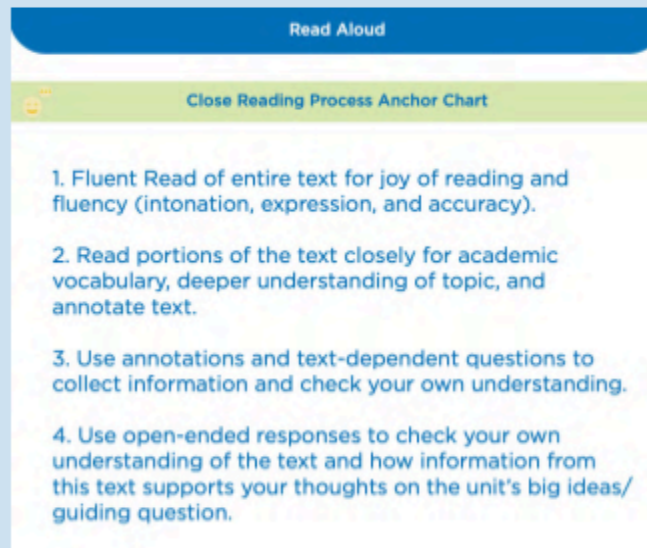
DO

Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student 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 4



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.