

# Lesson 4

## Close reading



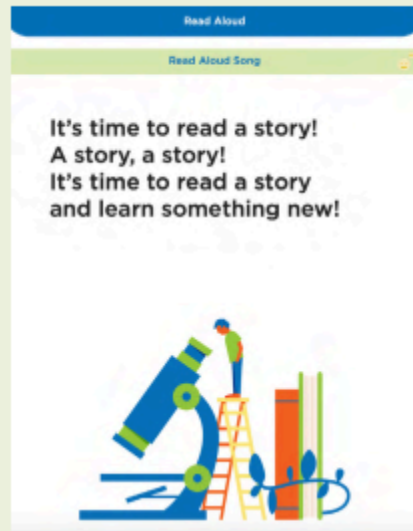
SAY

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 critical readers and writers look closely at stories and use this information in their thinking, discussions, and writing. As critical readers, thinkers, and writers, we are going to read different stories to learn information about this topic to 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, ***A Story About Afiya*** by James Berry. Let’s listen to the story to find out what we can learn from Afiya’s life.

# Lesson 4



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 retell the story with key details.



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.**

# Lesson 4



SAY

In the story we learn about Afiya's life and how her white frock or white dress picks up everything she comes in contact with. Look at the text (or words) on page 8 and say the word imprinted. In this sentence imprinted is when things make an impression or mark on something else. As Afiya goes about her life many things she comes in contact with are imprinted on her dress. Turn to the person next to you and share how you think Afiya responded to the imprints on her dress. How did Afiya feel about this? How do you know? Use story evidence to support your thinking.



DO

Listen as students share to assess students ability to recount or describe key ideas or details from 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.**

# Lesson 4



**SAY**

Now let's think about the challenges in the story and how Afiya responds to them. Think about this text-dependent question: How did Afiya respond to challenges in her life? Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. How did Afiya respond to challenges in her life? Use key details from the story evidence to support your thinking. Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



**DO**

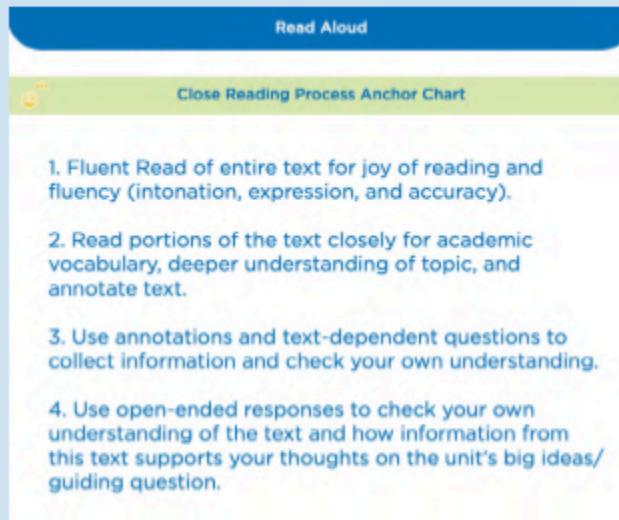
Listen as students share to assess students ability to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

# Lesson 4

This was awesome information! Let's go back to the text and annotate the evidence we have to support our 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**

Model for students how to connect their retelling of the story to evidence from the text.