

## Text-dependent questions



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: How can I understand my feelings and thoughts when I experience different things in my life? 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.



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 student understanding.**



Now let's think about the key details of the story. Think about this text-dependent question: What are the most important events in the story? Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. What are the most important events in the story? Use key details and evidence from the story to support your thinking. Be ready to share with a partner. Turn to the person next to you (different from our last session) and take turns sharing your thinking.

# Lesson 3



DO

Listen as students share to assess students ability to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



SAY

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



DO

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

## Open-ended response



DO

Complete the fourth step of the Close Reading process **4. Use open-ended responses to check for student understanding of text and how information from this text supports their thoughts on the unit's big ideas/guiding question.**

# Lesson 3



Think about this text-dependent question: How did the characters in the story understand their feelings and thoughts when they experience different things in their lives? Use key details from the story and evidence to support your thinking. Use your **Retelling Graphic Organizer** to draw pictures of the key details in the beginning, middle, and ending of the story.



Rotate and support student thinking with probing questions like, “What are you drawing about the story?” or “What did the text tell you?” or “What is the central message or lesson?” Provide support to students as needed and dictate (write student words below each of their drawings).