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DIVE INTO

STRATEGIES
FOR YOUR
3-5
CLASSROOM

Close Reading

Complexity
Text-dependent
Guided
Scaffold
Assessment
Underline
Details
Question
Partner
Connections
Chunk
Tone
Reread
Vocabulary
Discuss
Point of View
Annotate
Structure

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Foreword by Lori Oczkus

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From 613 King Street to Room 4F

Purposes

WHAT: Identify the narrator’s point of view.

WHAT: Determine the meaning of figurative language in the text.

HOW: Use the same narrator’s point of view and figurative language to write a narrative.

I CAN: I can interpret and use point of view and figurative language.

Standards

- **Reading:** Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
- **Writing:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- **Language:** Choose words and phrases to convey ideas precisely.

Performance Assessment

- Students will use first person point of view to express personal opinions in narrative writing.

Text Selection

- “From 613 King Street to Room 4F”
- Text is chunked by paragraph.

Materials

- *From 613 King Street to Room 4F* passage, one copy per student (page 128; kingstreet.pdf)
- *Who’s Talking?* activity (page 129)
- *In My Head* activity (page 130)
- *Another Point of View* activity (page 131)
- *Another Point of View Scoring Rubric* (page 132)

Text-Dependent Questions (See pages 44–48 for more information.)

- What happens in the story?
- What words does the narrator use to describe how she feels at different points in her story?
- What happened in the past? What happens in the present?
- What is the difference between the narrator’s living situation before and now?
- What can we infer about the other characters based on the information from the narrator?
- What do we know about the narrator that we would not know if it were written from another point of view?

From 613 King Street to Room 4F (cont.)

Areas of Complexity

	Measure	Explanation
Quantitative	Lexile Level	680L
Qualitative	Meaning or Purpose	The purpose of the text is to communicate that money and “stuff” are not the most important things in life.
	Structure	The narrator begins by telling how her life used to be and how it is now. Then, she explains more about her current life and focuses on the positive.
	Language Features	Language is accessible and easy to understand.
Reader/Task	Knowledge Demands	The text assumes understanding of family life and different kinds of living environments. Students must understand first person point of view to complete the performance task.

Text Synopsis

The story is told by a young narrator who describes her life before and after her father loses his job. Though the life change was difficult, she looks for the positive aspects of her life now.

Differentiation

Additional Support—To help students make connections to the text, allow them to share their life and home situations. Be sure to remind students to return to the text when they seek response to text-dependent questions.

Students can transfer their annotations to the *Who’s Talking?* activity (page 129) as needed. This chart supports students’ understanding of figurative language used in the text.

Extension—Instruct students to generate their own questions about the text and ask their partners these questions. Guide students to include higher level questions.

From 613 King Street to Room 4F (cont.)

Phase 1—Hitting the Surface

Who Reads

- teacher
 students

Annotations (See page 64.)

- highlight main points underline key details write questions
 circle key vocabulary arrows for connections other: _____

Procedure

1. Before students read, explain the purposes (from page 123).
2. Have students read the text independently. As they read, have students annotate their copies of the text to answer the question *What is the story about?*
3. Throughout each phase, as students read, circulate to observe their work, and provide scaffolds as guides for those who need assistance. These might be additional layered questions, prompts to encourage them to reflect on a certain part of the passage, or cues to remember related information. Insights you gain through this formative assessment can also influence the next questions to be asked of the whole group.
4. **Partners**—After students have read and annotated the text once, pairs can share their thinking related to the initial question.
5. **Whole Class**—Regroup as a class, and display the text for all students. Ask students to share their responses to the question regarding what the story is about. Have them support their responses with their annotations. If possible, record student annotations on a displayed copy of the text.

From 613 King Street to Room 4F (cont.)

Phase 2—Digging Deeper

Who Reads

- teacher
 students

Annotations (See page 64.)

- highlight main points underline key details write questions
 circle key vocabulary arrows for connections other: _____

Procedure

1. Before students read the text a second time, say, “Now, let’s reread and focus on the sequence of events. What happened in the past? What happens in the present? Annotate the text with *then* and *now* to clarify whether events happened in the past or present.”
2. **Partners**—After marking the text with *then* and *now*, direct partners to read the text together to learn more about the narrator. Say, “Who is telling the story? What words does the narrator use to describe how she feels at different points in the story?”
3. If needed, ask additional layered/scaffolded questions, such as:
 - What does the narrator tell you about her life?
 - What is the difference between the narrator’s living situation before and now?
 - What can be learned from the photo that is not communicated in the text?
4. **Whole Class**—Regroup as a class, and discuss the details that the author only hints at. What can you infer about the narrator from the following:
 - *Maybe it will help you.* (paragraph one)
 - *I know I don’t really have anything to complain about.* (paragraph five)
5. Direct students to complete the *In My Head* activity (page 130) to sum up the positive and negative elements in the narrator’s life.

From 613 King Street to Room 4F (cont.)

Phase 3—Digging Even Deeper

Who Reads

- teacher
 students

Annotations (See page 64.)

- highlight main points underline key details write questions
 circle key vocabulary arrows for connections other: _____

Procedure

1. Prompt students to review previous discussions by asking, “Who tells the story? Who is the narrator? From what point of view is the story told?”
2. Ask students to return to the text to note other characters in the story. What can we infer about the other characters based on the information from the narrator?
3. **Partners**—After students have read and annotated the text, pairs can share their inferences about the minor characters.
4. **Whole Class**—Regroup as a class, and display the text for all students. Ask students to share their thoughts. If possible, record student annotations on a displayed copy of the text.
5. Discuss the text-dependent question *What do we know about the narrator that we would not know if it were written from another point of view?* You may choose to have partners explore this question further.

Performance Assessment

1. Assign the performance task *Another Point of View* (page 131).
2. Explain that students’ assignments will be graded based on the *Another Point of View Scoring Rubric* (page 132). The scoring rubric is for both students and teachers to guide and score work.

From 613 King Street to Room 4F

1 “I’m going to sound really shallow when I say this, but I’ll just say it anyway. Maybe it will help you,” I whisper. “Because I get it—this is hard.” I wrapped my arm around my friend Taylor and continued.

2 “My family used to be wealthy, but not anymore, and I can’t stand it. At the beginning of the year, my dad lost his job. He got paid unemployment for a while, but there’s no more money left now.”

3 “I know he’s working hard, and it’s not like he’s not taking steps to make things better, but all he can find are part-time jobs, so we don’t have money to do anything besides just survive. We can afford our food, but that’s it. We used to have a house. I used to have my own room with toys, games, a TV, and a computer. Now, I live in a dirty motel.”

4 “My mom took a job at my school to help pay the bills. There was a time when I didn’t even know we had bills. I just played and went to school.”

5 “My parents say this will pass. We just have to sacrifice for a little while. I know I don’t really have anything to complain about. We may not live in a nice house anymore, but we have a place to live, and we have one another. We have dinner together every day. Mom and I come home and meet Dad before he goes to work. I know kids at school who have all kinds of money, but they never have dinner with their parents.”

6 “It’s hard not having all the stuff other kids do, but I love my parents. I love them with or without stuff, and I love them wherever we live. No amount of money can change that.”



Who's Talking?

Directions: List words that signal whether the story is told in first person point of view (I, me, my), second person point of view (you, your), or third person point of view (she, her).

This story is told in _____ point of view.

These words signal the point of view.

_____	_____
_____	_____
_____	_____

In My Head

Directions: This story is told from the narrator's point of view. We get to know her thoughts and feelings, not just the events. Inside the character silhouette, write things that happen in the narrator's mind. Outside of the character's silhouette, write the events that happen outside of the narrator's mind.

The form consists of a large silhouette of a person's head and shoulders. The head is a circle, and the torso is a rounded shape below it. Both the head and torso are filled with horizontal lines for writing. The lines are spaced evenly and extend across the width of the silhouette. The background of the page is light gray with a subtle pattern of small white dots.

Another Point of View

Directions: Decide whether the author’s choice to tell the story from the narrator’s point of view was a good choice. Write a paragraph to support your decision with examples from the text. Explain what details could be added or lost if the story were told from the point of view of another character.

Another Point of View Scoring Rubric

Directions: Complete the self-assessment section of this rubric. Then, turn this in with your completed *Another Point of View* activity. (4 means “I strongly agree.” 1 means “I do not agree.”)

Self-Assessment

	4	3	2	1
I stated my opinion clearly.				
I explained the details that could be added or that would be lost if the point of view were changed.				
I chose strong examples from the text to support my opinion about the point of view.				

Additional comments: _____

Teacher Assessment

	4	3	2	1
The writer stated an opinion clearly.				
The writer explained the details that could be added or that would be lost if the point of view were changed.				
The writer chose strong examples from the text to support the opinion about the point of view.				

Additional comments: _____

Rubric based on work by Lapp, D., B. Moss, M. Grant, & K. Johnson (2015)