



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 3

Reading Closely: Author's Note, Part 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can determine the main idea using specific details from the text. (RI.4.2)
I can summarize informational or persuasive text. (RI.4.2)

Supporting Learning Targets

- I can determine the gist of the second and third paragraphs of the Author's Note in *A River of Words*.
- I can answer questions about the text in order to gain a deeper understanding of the life of William Carlos Williams.
- I can determine the main idea of the second paragraph of the Author's Note in *A River of Words*.
- I can identify words specific to poetry and biographies about poets in the second and third paragraph of the Author's Note in *A River of Words*.

Ongoing Assessment

- Close Reading Questions and Notes: Author's Note
- Word Wall



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: What Did We Learn about William Carlos Williams? (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Finding the Gist: Author's Note, Paragraphs 2 and 3 (10 minutes)B. Close Reading: Author's Note, Paragraph 2 (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Beginning the Word Wall (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book.	<ul style="list-style-type: none">• This lesson agenda follows a similar pattern to that of Lesson 2, yet in this lesson, students closely read Paragraph 2 of the Author's Note.• Note that in the beginning of the close reading for this lesson, students read both paragraphs 2 and 3 for gist, and then continue by closely reading paragraph 2 only. Students do not spend a lot of time focusing on Paragraph 3, since the content of that paragraph is not nearly as complex. However, students do home in on vocabulary specific to poetry and biographies about poets in Paragraph 3 during the Closing of the lesson. The class then records these vocabulary words and their definitions to build a Word Wall, which will be used in the lessons throughout this unit. Students will likely encounter these words when reading biographies about poets. Some of these words will be specific to poetry (rhyme, verse, etc.), but others will more general to biographies about poets (publish, renown, awarded, etc.). Later in the unit, students will be asked to draw on this Word Wall when writing essays as part of their performance task. To build the Word Wall, students select words from the biographies they read in this lesson and in Lesson 5. But be sure to review the lesson vocabulary so you can help students determine which words go on the Word Wall using the following criteria: 1) The word is particular to poetry or poets; 2) the word is likely to be encountered in reading biographies about poets.• In Lesson 6, students will take the mid-unit assessment, answering questions about a biography of a new poet. They must use evidence from the text to answer questions, make inferences, and find the main idea. To identify any students requiring additional work on any of these skills before the assessment, collect students' completed Close Reading Questions and Notes: Author's Note the end of this lesson. Briefly look through their work and find time to provide feedback and guidance in Lessons 4 and 5.• How you organize your Word Wall is up to you. Options include:<ul style="list-style-type: none">– Use a part of your classroom wall; pin words and definitions recorded on strips of paper large enough to be seen all around the classroom.– Use a piece of chart paper and record the words and definitions directly onto the paper.– Use a corner of your whiteboard for the duration of the unit.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Familiarize yourself with the Paragraphs 2 and 3 of the Author's Note and the Close Reading Guide.– Review lesson vocabulary and prepare the Word Wall.– Post: Learning targets.

Lesson Vocabulary	Materials
Author's Note; despite, grand topics, distinctive, stanza, unnecessary, intensity, perception, verses, rhyme, stanzas, published, volumes.	<ul style="list-style-type: none">• Author's Note: <i>A River of Words</i> (from Lesson 2; one per student)• Document camera• Close Reading Questions and Notes: Author's Note (from Lesson 2; one per student)• Close Reading Guide: Author's Note (from Lesson 2; for teacher reference)• William Carlos Williams anchor chart (begun in Lesson 1)• Word Wall (see Teaching Notes above)• What Makes a Poem a Poem? anchor chart (begun in Unit 1, Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: What Did We Learn about William Carlos Williams? (5 minutes)</p> <ul style="list-style-type: none">• Invite students to pair up with the same partner they worked with in the previous lesson.• Have students get out their copies of the Author's Note: A River of Words and display a copy of your own with a document camera. Ask them to read along silently as you read the first paragraph of the text aloud.• Ask students to discuss with their partner:<ul style="list-style-type: none">* "What new information did you learn about William Carlos Williams from the first paragraph of the Author's Note?"• Select volunteers to share their responses. Students may have any number of responses here. Encourage them to point out where the information in they learned in the text.• Remind students that yesterday they determined the main idea of this paragraph after reading it closely.• Ask students to discuss with their partner:<ul style="list-style-type: none">* "What was the main idea of the paragraph? What kind of person was William Carlos Williams?"• Cold call students to share their responses. Listen for students to explain that he was a good man who helped the sick even when they couldn't afford to pay him.	<ul style="list-style-type: none">• Consider inviting students to refer to the gist they recorded in the previous lesson as they consider what they learned about William Carlos Williams.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the learning targets:<ul style="list-style-type: none">* "I can determine the gist of the second and third paragraphs of the Author's Note in <i>A River of Words</i>."* "I can answer questions about the text in order to gain a deeper understanding of the meaning, structure and language."* "I can determine the main idea of the second paragraph of the Author's Note in <i>A River of Words</i>."* "I can identify words specific to poetry and biographies about poets in the second and third paragraph of the Author's Note in <i>A River of Words</i>."• Read aloud the first learning target and ask students to turn to a neighbor and answer the following question:<ul style="list-style-type: none">* "What is an Author's Note?"• Cold call students to hear their responses. Listen for students to explain that an Author's Note contains things the reader should know about the book. For example, if a book is fiction, but based on a real event, the author may explain that in the Author's Note.• Next, ask students to chorally read aloud the second and third learning targets with you. Remind them that they had similar learning targets in the last lesson when they closely read the first paragraph. Go on to explain that they will apply this learning again by closely reading paragraph 2.• Then, read the fourth learning target and underline the phrase <i>words related to poetry and biographies about poets</i>. Ask students:<ul style="list-style-type: none">* "What do you think this phrase means? Can you think of an examples words specific to poetry and biographies about poets?"• Ask for volunteers to suggest ideas. Listen for students to mention that these are words like the ones the class recorded on the What Makes a Poem a Poem anchor chart.• Explain to students that in this unit, they will read biographies of poets so they will encounter some of the same words related to poetry and poets in these texts, but they will also learn new words that are specific to biographies about poets; they will collect these words to use later during the essay component for their performance task.	



Work Time	Meeting Students' Needs
<p>A. Finding the Gist: Author's Note, Paragraphs 2 and 3 (10 minutes)</p> <ul style="list-style-type: none">• Invite students to retrieve their Close Reading Questions and Notes: Author's Note from Lesson 2.• Reread the Author's Note: <i>A River of Words</i> aloud all the way through without stopping as students read along silently in their heads.• Remind students that this is a complex text with some challenging vocabulary, so they are closely reading it in sections. Today they are going to focus on the second and third paragraphs.• Have students turn to the third page of their Close Reading Questions and Notes. Tell students that the first thing they will do is reread the second and third paragraphs to find the gist. Remind them that, unlike determining the main idea of a paragraph, which requires close reading, determining the gist is simply getting an initial sense of what the text is mostly about.• Reread the second paragraph aloud for students. Ask them to discuss in pairs:<ul style="list-style-type: none">* "There are some challenging words and phrases in this paragraph that we will work through later as we read the excerpt closely, but what is the gist? What is your initial sense of what this second paragraph is mostly about?"• Select volunteers to share their responses whole group. Listen for students to state something like that it is mostly about William Carlos Williams's style of poetry. <i>Note: The gist that students suggest may vary; this is okay since students will be revisiting the main idea of this paragraph after spending much more time working with paragraph 2.</i>• Invite students to write the gist on their question sheet.• Repeat with the third paragraph. Listen for students to state something like that the third paragraph is mostly about how William Carlos Williams had a lot of his writing published and is an influential American poet.	<ul style="list-style-type: none">• Consider allowing struggling writers to record key words instead of complete sentences for the gist.



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading: Author's Note, Paragraph 2 (30 minutes)</p> <ul style="list-style-type: none"> • Guide students through a close read of the second paragraph using the Close Reading Guide: Author's Note, starting at the note indicating the beginning of the close read of paragraph 2, "LESSON 3: PARAGRAPH 2. Note that students read both paragraphs 2 and 3 for gist, but then continue by closely reading paragraph 2 only. Invite them to record their answers on their Close Reading Questions and Notes sheet. 	<ul style="list-style-type: none"> • Encouraging students to share with a partner or whole group before asking them to record their answers can help them understand the answer and have something to write.
Closing and Assessment	Meeting Students' Needs
<p>A. Beginning the Word Wall (10 minutes)</p> <ul style="list-style-type: none"> • Remind students of one of the module guiding questions: "What inspires writers to write poetry?" • Ask students to discuss with their partner: <ul style="list-style-type: none"> * "After reading these paragraphs, do you have any new ideas about what inspired William Carlos Williams to write poetry?" • Cold call students to share their responses. Listen for students to share the he was inspired by traditional English poets, everyday objects such as fire trucks, cats, and flowerpots, and the lives of common people. (Clarify "traditional English poets" if need be). • Invite students to refer to their answers on the Close Reading Questions and Notes sheet, and ask: <ul style="list-style-type: none"> * "What new things do you know about William Carlos Williams? What key facts did you find out about him that you would share with someone who has never heard of him?" • Cold call students to share their responses. Record student responses in bullet points on the William Carlos Williams anchor chart. Refer to the Author's Note if students suggest incorrect information. • Invite students to refer to their answers on the Close Reading Questions and Notes sheet, and ask: <ul style="list-style-type: none"> * "What new words have we encountered and defined today?" • Select students to share their responses and the meanings of the words. 	<ul style="list-style-type: none"> • To further support students with learning vocabulary from the Word Wall, have them keep their own "word walls" in the back of their poetry journals. Students can write the words, their definitions, and include examples or pictures to help them better understand the meaning of the words.



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that they are going to make a Word Wall of words related to poetry and biographies about poets. Explain that these are words they will likely encounter again in their reading, and words they will likely use the essays they will write as part of the performance task. • Briefly review the literary terms on the What Makes a Poem a Poem? anchor chart to give students some examples of these types of words. Tell them that they may see some of these same words in the text, but that they will also see some new words that are specific to biographies about poets. • Ask students to look again at Paragraphs 2 and 3 of the Author's Note. Ask them: <ul style="list-style-type: none"> * "Which of these words are about poetry or poets?" * "Which of these words are we likely to see in biographies about other poets?" • Select students to share their responses. Listen for students to suggest: <i>verses</i>, <i>rhyme</i>, <i>stanzas</i>, <i>published</i>, and <i>volumes</i>. Students may suggest other words too, but focus them on the list provided here. • Record words and student-friendly definitions on a Word Wall (see Teaching Notes and materials list). 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading your independent reading book. <p><i>Note: Collect students' completed Close Reading Questions and Notes: Author's Note and briefly look through their work to identify any students requiring additional work on any of these skills before the mid-unit assessment (in Lesson 5). Find time to provide feedback and guidance during Lessons 4 and 5.</i></p>	

There are no new supporting materials for this lesson.