

Lesson 2: Close Read: Pages 20–21 from *More Than Anything Else*



CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- **L.3.4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- **L.3.4d:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.



Daily Learning Targets

- I can find the meaning of unfamiliar words and phrases, including figurative language in an excerpt of *More Than Anything Else*. (RL.3.4, L.3.4)
- I can explain how the central message, lesson, or moral is conveyed through details in an excerpt of *More Than Anything Else*. (RL.3.1, RL.3.2, RL.3.3)

Ongoing Assessment

- Close Read Note-catcher: *More Than Anything Else*, Pages 20–21 (RL.3.1, RL.3.3)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Determining the Meaning of Unfamiliar Vocabulary: *More Than Anything Else*, Pages 20–21 (10 minutes)
- B. Close Reading: *More Than Anything Else*, Pages 20–21 (30 minutes)

3. Closing and Assessment

A. Working to Become Effective Learners: Perseverance (15 minutes)

4. Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

B. For ELLs: Complete Language Dive I Practice in your Unit 2 Homework.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students complete a close read of pages 20–21 of *More Than Anything Else*. This book does not have page numbers, so for reference this excerpt begins with “After work, even though ...” and ends with “... the newspaper man.” The focus of this close read is analyzing the figurative language in order for students to understand the challenges Booker was facing when trying to read, and some of the strategies he used to help himself overcome those challenges. This will provide them with details to support the lesson or message. (RL.3.1, RL.3.3, RL.3.4, L.3.4)
- During the close read, students participate in a Language Dive that guides them through the meaning and purpose of a sentence from *More Than Anything Else*. (RI.3.1, RI.3.3) The conversation invites students to unpack complex syntax—or “academic phrases”—as a necessary component of building both literacy and habits of mind. Invite students to discuss each chunk briefly, but slow down to focus on the structure *I am trying to jump without legs*. Students then apply their understanding of the concepts in this sentence when writing their reading contracts later in the unit. A consistent Language Dive routine is critical in helping all students learn how to decipher compelling sentences and write their own. In addition, Language Dives hasten overall English language development for ELLs.
- Continue to be aware and to remind students that while this book is set after the Civil War, the reasons for Booker’s challenging conditions are as a result of his first years spent as a slave and the challenges his family faced when the United States abolished slavery, which may be a sensitive issue for students who have a background of slavery in their family or culture. Some students may be uncomfortable with the continued discussion about slavery and abolition. Discuss student feelings in private and with families, formulating alternative approaches if necessary.
- In this lesson, the habits of character that are focused on are working to become an effective learner and working to become an ethical person. The characteristics students are reminded of specifically are respect, empathy, and compassion as they work with a story that some students may find upsetting, and perseverance based on Booker’s perseverance and asking for help in *More Than Anything Else*, and also based on students’ own perseverance during the close read.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

- This lesson is the second in a series of three that include built-out instruction for the use of Goal 2 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. Talk Science Primer. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 2 Conversation Cues encourage students to listen carefully to one another and seek to understand. Continue drawing on Goal 1 Conversation Cues, introduced in Unit 1, Lesson 3, and add Goal 2 Conversation Cues to more strategically promote productive and equitable conversation. As the modules progress, Goal 3 and 4 Conversation Cues are also introduced. Consider providing students with a thinking journal or scrap paper.

How it builds on previous work:

- In Lesson 1, students were introduced to the End of Unit 3 Assessment, Part II Prompt in order to understand the purpose of reading *More Than Anything Else*.
- In Lesson 1, students read *More Than Anything Else* for gist and to recount the story using their Reading for Gist and Recounting the Story note-catcher. In this lesson, they reread the text and complete a close read in order to better understand how the central message, lesson, or moral is conveyed through the details in the text.

Areas where students may need additional support:

- Some students may need additional support understanding what figurative language is. Prepare common examples outside of the text to help students understand this. (Example: My head is spinning, and I've told you a hundred times.)

Assessment guidance:

- Review student close read note-catchers to ensure students have the information they need to write an informative paragraph for the mid-unit assessment in the next lesson.

Down the road:

- In the next lesson, students write an informative paragraph about the lesson in *More Than Anything Else*, and how the character overcomes challenges.

In advance:

- Review the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.
- Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.
- Prepare the Working to Become Effective Learners anchor chart.
- Pre-determine pairs for Work Time A.
- Review the Red Light, Green Light protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Working to Become Ethical People anchor chart, Close Readers Do These Things anchor chart, and Overcoming Challenges anchor chart.

- Work Time A: Students complete the close reading note-catcher on a word processing document—for example, Google Docs.

Supporting English Language Learners

Supports guided in part by CA ELD Standard 3.I.B.6 and 3.I.B.8.

Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to read closely and determine the meaning of unfamiliar vocabulary and figurative language. This will provide students with background knowledge, skills, and a framework for understanding the topic as they continue to discuss reading challenges.
- ELLs may find it challenging to comprehend figurative language, as they may still have difficulty understanding the literal meaning of words and phrases in English. Provide opportunities for children to unpack, compare, and contrast the literal meanings of words and phrases with the figurative meanings. Remind students that figurative language is challenging and that it is perfectly all right if they do not fully comprehend it at first. There will be plenty of time for practice throughout the unit.
- The mid-unit assessment takes place during Lesson 3. Students are required to write an informative paragraph about the message in *More Than Anything Else*. It may be overwhelming for some students to write a paragraph about a book that is relatively new, and early in the unit. Discuss the message of *More Than Anything Else* and briefly review a model of an informative paragraph.

Levels of Support

For lighter support

- During the Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.” (Why does Booker think reading is like trying to jump without legs?)

For heavier support

- During Work Time B, distribute a partially filled-in copy of the Close Read Note-catcher: *More Than Anything Else*, Pages 20–21. This will provide students with

models for the kind of information they should enter, while relieving the volume of writing required. Refer to the Close Read Note-catcher: *More Than Anything Else*, Pages 20–21 (answers, for teacher reference) to determine which sections of the note-catcher to provide for students.

Universal Design for Learning

- **Multiple Means of Representation:** Set students up for success by providing the representation they need to grasp novel concepts. For instance, some students may need additional support with figurative language because it is not concrete. Provide visual as well as written examples that compare and contrast the literal and figurative meanings of the phrases. The more outrageous or funny the example will help to engage students and facilitate understanding. Another portion of this lesson that would benefit from enhanced representation is providing background around the historical context of Booker T. Washington's life in *More Than Anything Else*. Supplying students with additional information around slavery via images or historical artifacts would be helpful.
- **Multiple Means of Action and Expression:** Some students may need additional support in expressing their thoughts around *More Than Anything Else*. Provide supports that remove barriers to verbal expression so that all students can engage in the class discussion (e.g., sentence frames).
- **Multiple Means of Engagement:** Help students make connections between their lives and Booker T. Washington's life. Highlight how perseverance is about long-term progress rather than simply being good at something. This will help create a classroom culture that values growth over time rather than relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- effective, figurative language, perseverance (L)
- stain (T)

Materials

- ✓ Vocabulary log (from Unit 1, Lesson 5; one per student)
- ✓ Reading for Gist and Recounting the Story: *More Than Anything Else* (from Lesson 1; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Excerpt of *More Than Anything Else* (one per student and one to display)
- ✓ Close Readers Do These Things anchor chart (from Unit 1, Lesson 3)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ *More Than Anything Else*: Context (from Lesson 1; one to display)

- ✓ Close Read Note-catcher: *More Than Anything Else*, Pages 20–21 (one per student)
- ✓ Close Read Note-catcher: *More Than Anything Else*, Pages 20–21 (example, for teacher reference)
- ✓ Close Reading Guide: *More Than Anything Else*, Pages 20–21 (for teacher reference)
 - Language Dive note-catcher (one per student and one to display)
 - Language Dive Sentence strip chunks (one to display)
- ✓ Overcoming Learning Challenges anchor chart (begun in Unit 1, Lesson 3; added to during Work Time B)
- ✓ Overcoming Learning Challenges anchor chart (example, for teacher reference)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Working to Become Effective Learners anchor chart (new; co-created with students during Closing and Assessment)
- ✓ Working to Become Effective Learners anchor chart (example, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can find the meaning of unfamiliar words and phrases, including figurative language in an excerpt of More Than Anything Else."

"I can explain how the central message, lesson, or moral is conveyed through details in an excerpt of More Than Anything Else."
- Underline the words *figurative language*.
- Write the following sentence on the board and read it aloud for students:

"I've got butterflies in my chest."
- Using a total participation technique, invite responses from the group:

"When you say this, do you literally mean there are real butterflies fluttering around in your chest?" (No.)

"So what does it mean?" (It can mean you are nervous or excited.)
- Using a total participation technique, invite responses from the group:

"So thinking about the example, what is figurative language?" (Figurative language uses words or expressions with a meaning that is different from what the words literally mean.)
- Answer clarifying questions and provide more examples, as necessary.
- Record this phrase on the Academic Word Wall and invite students to record it in the back of their **vocabulary logs**.
- Refer to the second learning target and remind students that they saw this learning target a lot in Unit 1.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Provide additional think time during the discussion about figurative language. Challenge students to visualize the figurative language in order to better comprehend its meaning. (Example: "Close your eyes and imagine you have butterflies flying around in your belly. What might it feel like? Can you describe how it feels? Some people think that the feeling of being nervous feels similar. Do you agree?") (MMR)
- Provide visual representations of the examples of figurative language that you also verbally discuss (e.g., a literal picture of butterflies landing on someone's chest but then have a picture of someone who looks nervous and is clutching his or her chest.) The more ridiculous the literal image is the better, because it highlights how figurative language is not meant to be taken literally. (MMR)

Work Time

A. Determining the Meaning of Unfamiliar Vocabulary: *More Than Anything Else*, Pages 20–21 (10 minutes)

- Move students into pre-determined pairs and invite them to label themselves A and B and to retrieve their **Reading for Gist and Recounting the Story: *More Than Anything Else***.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of respect, empathy, and compassion, and what it looks and sounds like. Remind students that sometimes people make connections between stories and things from their own lives, or stories they have heard from their families, and that this can be upsetting—so they need to remember to practice respect, empathy, and compassion.
- Explain that students are going to recount the story to their partner using their note-catcher. Give students 2 minutes to look through their note-catcher and to think silently.
 - Tell students that each partner will have 1 minute to recount the story, and partner B will go first.
 - Invite partner B to begin sharing.
 - After 1 minute, invite students to switch roles.
- Refocus students whole group.
- Distribute and display the **excerpt of *More Than Anything Else***.
- Invite students to follow along, reading silently in their heads, as you read the excerpt aloud. Consider showing students the corresponding illustrations, as necessary.
- Focus students on the **Close Readers Do These Things anchor chart** and remind them that close readers usually read for gist.
- Using a total participation technique, invite responses from the group:

"What is the gist of this excerpt? What is it mostly about?" (Booker tries to learn to read when he is aching and tired from work and finds it very difficult, so he decides to ask for help.)

- Focus students on the word *stained*. Using a total participation technique, invite responses from the group:
“What is a stain?” (a mark that doesn’t come off very easily)
“So if his legs were stained with salt, what does that mean?” (his legs have salt marks on them)
- Remind students that his legs were stained with salt because he had to work at the salt-works all day, as his family was very poor after being enslaved. Be aware that some students may have varying levels of responsibilities in their homes, and they may also work during the evenings and weekends, in some cases for family-owned businesses. If so, validate these experiences and allow space for students to share if they wish.
- Add stained to the **domain-specific word wall** and invite students to record the word in their vocabulary logs.
- Display and read aloud the ***More Than Anything Else: Context*** to remind students of the context of this story.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Provide sentence frames to prompt and support recounting the story. Examples:
 - “Booker T. Washington was a boy who ____.”
 - “Booker very badly wanted to ____.”
 - “Next, ____.”
 - “Finally, ____.” (MMR), (MMAE)
- To build background knowledge, provide an overview of slavery and the Civil War in the United States to help provide context to Booker T. Washington's story. (MMR)

Work Time

B. Close Reading: *More Than Anything Else*, Pages 20–21 (30 minutes)

- Distribute **Close Read Note-catcher: *More Than Anything Else*, Pages 20–21.**
- Invite students to refer to their Reading for Gist and Recounting the Story note-catcher and to record the lesson or message from the bottom of their note-catcher in the box at the top of their close read note-catcher.
- Tell students you are going to guide them through this close read. Some of the questions will be discussed as a whole group, and others will be discussed with a partner.
- Remind students that they used this same note-catcher in Unit 1. Point out that they will collect details from the story that communicate the central message or lesson in the left column and they will explain how those details convey or communicate the message or lesson in the right column.
- Guide students through the close read using the **Close Reading Guide: *More Than Anything Else*, Pages 20–21 (for teacher reference)**. Refer to the **Close Read Note-catcher: *More Than Anything Else*, Pages 20–21 (answers, for teacher reference)** as necessary.

- Refer to the guide for how to integrate the **Language Dive note-catcher** and **Language Dive sentence strip chunks**.
- Focus students on the **Overcoming Learning Challenges anchor chart**.
- Invite students to turn and talk with their partner:
“What challenge did Booker face?” (He found it difficult to learn how to read.)
“How was the challenge overcome?” (persevering and then deciding to ask the newspaper man)
- As students share out, capture their responses on the Overcoming Learning Challenges anchor chart. Refer to the **Overcoming Learning Challenges anchor chart (example, for teacher reference)** as necessary.
- Using a total participation technique, invite responses from the group:
“What strategies did you use today to help you read this text? How did these strategies help you to better understand the text?” (Responses will vary.)
- Distribute **red, yellow, and green objects**.
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the learning targets. Remind them that they used this protocol in Unit 2 and review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Focus students on the learning targets and guide them through the Red Light, Green Light protocol, using the red, yellow, and green objects.

Meeting Students' Needs

- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames.
- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. (MMAE)
- For ELLs and students who may need additional support with expressive language: During the read-aloud, provide sentence frames for turn-and-talks. (Example: “Booker is working because ____.”) (MMR, MMAE)
- For ELLs and students who may need additional support with reading: During the read-aloud, display the text on a document camera or an enlarged copy of the text to help direct students to the appropriate sentences on each page. (MMR)
- For students who may need additional support with fine motor skills: Offer choice with the Reading for Gist and Recounting the Story note-catcher by providing a template that includes lines. (MMR, MME)

Closing and Assessment

A. Working to Become Effective Learners: Perseverance (15 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart**.
- Underline the word *effective*. Using a total participation technique, invite responses from the group:

“What does effective mean?” (to do something successfully or well—if necessary, invite students to use a dictionary to look up the meaning of the word and to say the definition in their own words)
- Record this word on the Academic Word Wall and invite students to record it in the front of their vocabulary logs.
- Using a total participation technique, invite responses from the group:

“So what is an effective learner?” (someone who is able to learn successfully)

“What did Booker do in More Than Anything Else to be an effective learner?” (kept trying even though it was really difficult for him; asked someone for help)

“What did you do today to become effective learners?” (Responses will vary, but may include: I persevered during the close read even when it was tough.)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:

“Who can repeat what your classmate said?” (Responses will vary.)
- Explain that you want to focus on one of those strategies for being an effective learner. Record on the anchor chart:
 - “I persevere.” (in the first column)
 - “This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.” (in the second column)
- Refer to the **Working to Become Effective Learners anchor chart (example, for teacher reference)** as necessary.
- Underline the word *persevere*. Tell students that despite his hardship, Booker persevered because he had a goal and he really wanted to achieve it. Explain that students also persevered in this lesson with a challenging close read.
- Using a total participation technique, invite responses from the group:

“What does this mean?” (to keep going even when things are tough)

“What does it look like to persevere? If you were watching someone persevering what would you see?” (Responses will vary, but may include: someone doing something for a while and trying different things, someone asking for help)

“What does it sound like to persevere? If you were listening to someone persevering, what would you hear?” (Responses will vary, but may include: “I am finding this challenging. I have tried xyz, but I need help moving forward.”)
- As students share out, capture their responses in the “What does it look like?” and “What does it sound like?” columns on the anchor chart.
- Record this word on the Academic Word Wall and invite students to record it in the front of their vocabulary logs.

- Tell students that throughout the unit, they will continue to add criteria to this anchor chart.
- Use a checking for understanding protocol for students to reflect on how well they persevered in this lesson.
- Inform students that in the next lesson they will complete the mid-unit assessment in which they will write an informative paragraph about the message or lesson and how it is conveyed through details in the text.

Meeting Students' Needs

- For ELLs and students who may need additional support with new vocabulary: Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words/phrases: *persevere*, *persist*, *continue*, and *stick to it*. Place them on the wall and discuss the shades of meaning in relation to becoming an effective learner. (MMR)
- Tie the conversation around perseverance back to the idea of growth over time. Tell students that it is not about comparing yourself to others, but setting goals for yourself and making strides toward those goals. (MME)

Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**
- B. For ELLs: Complete Language Dive I Practice in your Unit 2 Homework.**

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Encourage students to discuss and respond to prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)