Close Reading Lesson: Chapter 1, pages 3-6

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 3-6 from *Sarah Plain and Tall.*
- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - Dusk
  - Homely
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a word that you can figure out the meaning of using context clues. Read the question with me:
Read the sentence from the passage.

“It made a hollow scraping sound on the hearthstones, and the dogs stirred.”

What does the word hearthstones most likely mean?

A. Logs for the fire  
B. A piano that Mama played  
C. The rocking chair by the fire  
D. Rocks used to build the fireplace

We’re going to use the selection to answer this question. We need to find the word “hearthstones” in the selection.

Guiding questions:

• What do you know about the word “hearthstones”?
• What does the first paragraph tell you about the setting? Where is Caleb? What time of day is it?
• What does the first paragraph tell you about “hearthstones”?
• What kind of sound does the chair make on the hearthstones?

Use the selection to answer this question. (Give students 2-3 minutes to find proof and answer the question.) Pencils down, eyes up. Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Answer: D

Rationale: We know that hearthstones has the word “stones” in it. The clues tell us that they are near the fire, warm, the dogs are lying on them, and the chair scrapes across them. It doesn’t make sense that the dogs would be lying on logs or a piano. The chair probably wouldn’t be scraping across a rocking chair. It makes the most sense that hearthstones are rocks used to build the fireplace because rocks can be a warm place near a fire for dogs to lie on. A chair pulled back across rocks would make a scraping sound.
Step 2—Read for the Central Idea (10-15 min.): This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) I’m going to read through these pages again and visualize what’s going on in each section. When I get a picture in my mind, I’ll sketch it quickly. Listen and watch. (Model for students reading a section of the chapter, talking through what you see in your mind, and sketching it on the paper.) Now, your turn. You have one minute to sketch that first section on your paper. It might look the same as my sketch or it might look different. (Set timer and let kids sketch.) My turn. Listen and watch. (Repeat modeling and think aloud for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)

Now we are going to look at a Central Ideas question. Read the question with me:

Arrange the events from the passage in the order in which they happen.

- Caleb asks Anna, “Did Mama sing every single day?”
- Anna looked out the window at the long dirt road.
- Caleb says that Papa doesn’t sing anymore.
- Anna tells Caleb the story of his birth.

This question tells us to put events in order. This is a sequence question. What kind of a question? (sequence) When we put things in order, we can use a sequence chart.
To fill in the sequence chart, we need to find out what happened first. (Have students work in partners to find the 4 events and identify which one is first.) We will write the event that happened first and the page we found it on in the first box. (Continue this process for the remaining events, providing as much support as needed for students to complete the chart.)

SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 3. We will answer a comprehension question about (target). Read the question with me:

How does the author’s use of paragraph 1 and 2 on page 5 add to the passage?

Guiding questions:

- Who is talking? Who is she talking to?
- How does it compare to what she says to Caleb?
- Why wouldn’t she want to say those things to Caleb?
- What do we learn about Anna from reading her thoughts? How do we know?

Now let’s look at some answer choices for this question.

A. The paragraphs describe what Caleb looks like.
B. The paragraphs help the reader understand Anna’s point of view.
C. The paragraphs show how Caleb and Anna remember their mama.
D. The paragraphs explain to the reader why Anna is annoyed by Caleb.

Think about each answer choice and choose the one you think is the best answer for the question. Turn and tell your partner which answer you chose and why. (Give 3-5
minutes for partners to discuss, then talk about the correct answer and rationale with the whole group.)

Answer: B

Rationale: These paragraphs are “the rest of the story” that Anna thinks about, but doesn’t say out loud to Caleb. It has nothing to do with what he looks like; that was in previous paragraphs. It doesn’t show how Caleb remembers his mama at all, although it does help us understand how Anna remembers their last conversation. The emotion that Anna has in the paragraphs are not “annoyed”, so that’s not the best choice either. But, the paragraphs do help us see Anna’s inner thoughts and feelings, which is part of understanding her point of view.
Close Reading Lesson: Chapter 2, pages 12-15

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 12-15 from *Sarah Plain and Tall.*
- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - Vocabulary word list: none
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a word that you can figure out the meaning of using context clues. Read the question with me:
A synonym is a word that means the same or nearly the same as another word. What is the synonym of **peering**?

A. Looking  
B. Smiling  
C. Standing  
D. Yelling

Use the selection to answer this question. (Give students 2-3 minutes to find proof and answer the question.) Pencils down, eyes up. Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Answer: A

Rationale: The context clues tell us “peering” is something a person can do. Caleb peers over Papa’s shoulder. We can see that he points at the letter because there is something written there. That tells us that he is **looking** at the letter.

**Step 2—Read for the Central Idea (10-15 min.):** This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) I’m going to read through these pages again and visualize what’s going on in each section. When I get a picture in my mind, I’ll sketch it quickly. Listen and watch. (Model for students reading a section of the chapter, talking through what you see in your mind, and sketching it on the paper.) Now, your turn. You have one minute to sketch that first section on your paper. It might look the same as my sketch or it might look different. (Set timer and let kids sketch.) My turn. Listen and watch. (Repeat modeling and think aloud for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)

Now we are going to look at a Central Idea question. Read the question with me:
This question tells us to put events in order. This is a sequence question. What kind of a question? (sequence) When we put things in order, we can use a sequence chart.

Arrange the events from the passage in the order in which they happen. Write them in the correct location on the graphic organizer.

- A letter from Sarah comes for Caleb.
- Caleb wonders if Sarah will come to stay.
- Papa mails a letter to Sarah, asking her to come to visit.
- Sarah sends Papa a letter that says she will come by train.
- Papa tells Caleb and Anna that Sarah will come for a month.

To fill in the sequence chart, we need to find out what happened first. (Have students work in partners to find the 4 events and identify which one is first.) We will write the event that happened first and the page we found it on in the first box. (Continue this process for the remaining events, providing as much support as needed for students to complete the chart.)
SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 2. We will answer a comprehension question about (target). Read the question with me:

The author included letters from Sarah in Chapter 2. What is the most likely reason the author wrote the passage this way?

Guiding Questions:

• How do we know that Sarah is writing letters?
• Who does she write letters to?
• What information does she share in her letters?
• How would the story be different if the author left out the letters?
• How would the story be different if the author used describing paragraphs to give us the information instead of letters?

Now let’s discuss why we think the author wrote the passage using letters from Sarah. Turn and tell your partner what you think. (Partner 1 sentence frame: “I think the author wrote the passage with letters because…” Partner 2 sentence frame: “One thing I’m wondering about what you said is…” Allow students 4-5 minutes to discuss.)

Now let’s look at some possible answer choices for this question:

A. To describe the setting of the story.
B. To help the reader learn about the characters.
C. To make it easier for the reader to read the story.
D. To show the reader how to write a letter to someone.

Think about each answer choice and compare it to the ideas you discussed with your partner. Which answer choices are definitely wrong? Turn and tell your partner one answer you know is wrong. (Give students a sentence frame like “Start your sentence with, ‘I know the answer is NOT ___ because…”’) Now turn and tell your partner which answer choice you think is the best. (Partner 1 sentence frame: “The author wrote the passage to...because…” Partner 2 sentence frame: “I agree/disagree that the author
wrote the passage to...because...” Give a few minutes for partner discussion, then discuss/clarify answer and rationale with whole class.)

Answer: B

Rationale: While both Caleb and Sarah write about their homes, the purpose of Sarah’s letters is not to describe the setting of the story. It also is not intended to make it easier to read. The vocabulary and structure of the letters is not easier than the rest of the text. This is a fictional story, not a “how to” book or article, so the purpose is not to instruct or inform about letter writing. However, we do learn a lot about Sarah through her letters. This is a way for us to learn about one of the main characters.
Close Reading Lesson: Chapter 3, pages 16-18

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 16-18 from *Sarah Plain and Tall*.
- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - Suspenders
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

**FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary**

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a word that you can figure out the meaning of using context clues. Read the question with me:
Read the sentences from the passage.

“Caleb pulled on my shirt. ‘Is my face clean,’ he asked. ‘Can my face be too clean?’ He looked alarmed...Caleb slipped his hand into mine as we stood on the porch, watching the road. He was afraid.”

The word alarmed has multiple meanings. What does the word alarmed most likely tell the reader about Caleb? Pick all that are correct.

A. Caleb is worried.
B. Caleb hears a warning bell.
C. Caleb is shocked that Sarah is coming.
D. Caleb set a device to make a loud noise.
E. Caleb feels concerned about what’s happening.

Use the selection to answer this question. (Give students 2-3 minutes to find proof and answer the question.) Pencils down, eyes up. Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

**Step 2—Read for the Central Idea (10-15 min.):** This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) I’m going to read through these pages again and visualize what’s going on in each section. When I get a picture in my mind, I’ll sketch it quickly. Listen and watch. (Model for students reading a section of the chapter, talking through what you see in your mind, and sketching it on the paper.) Now, your turn. You have one minute to sketch that first section on your paper. It might look the same as my sketch or it might look different. (Set timer and let kids sketch.) My turn. Listen and watch. (Repeat modeling and think aloud for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)
Now we are going to look at a Central Idea question. Read the question with me:

What is the main idea of pages 17-18?

Guiding Questions:

- Who are these pages mostly about?
- What are they doing?
- What are they talking about?

Let’s look at some possible main ideas for pages 17-18.

A. Caleb and Anna see the wagon with Sarah.
B. Caleb and Anna have a lot of chores to finish.
C. Caleb and Anna wait and worry about Sarah coming.
D. Caleb and Anna talk about whether Sarah will like them.

Read the first answer choice with me. Is this an event that happens in the section? Is it a big part of this section or a small part of the section? Read the second answer choice with me. Is this an event that happens in the section? Is it a big part of the section or a small part of the section? Now read the last two answer choices with your partner.

Decide if each choice is a big part of the section or a small part of the section? (Partner 1 sentence frame: “I think this choice is a big/small part of the section because…”
Partner 2 sentence frame: “I agree/disagree because…”)

Now, let’s decide on the best main idea for pages 17-18. We are looking for the answer that is what the pages are mostly about or the answer that is a big part of the section. Turn and share your answer with your partner. Say, “The main idea is…because…” (Give students 3-4 minutes to share with their partner, then discuss correct answer and rationale with the whole class.)

Answer: C

Rationale: Pages 17-18 are all about Caleb and Anna—the only characters on these two pages. When we look at what Caleb and Anna are doing, thinking, and talking about, it’s
all about waiting for Papa to bring Sarah home and worrying about what she will think of them and their home. The other answer choices are all events or ideas in the selection, but they are not the central idea.

Now we are going to look at a Key Details question. Read the question with me:

Which detail from the passage best shows that Papa was concerned about what Sarah would think of him?

This kind of question gives us an inference or conclusion from the text. Our job is to find evidence from the text to support the inference or conclusion. Read the question again. What is the inference or conclusion given? Whisper it to your partner. Now tell me.

Now we need to look back in the chapter to find text evidence that shows Papa is concerned about what Sarah would think of him. Think about what you might say or do if you were worried about what someone would think of you. Look for those kinds of things in the chapter. When you find evidence from the text that shows Papa is concerned about what Sarah would think of him, write it on the sticky note I gave you. Use this sentence starter: “I know Papa is concerned about what Sarah would think of him because he ______.” (Give students 3-5 minutes to write a sentence. Then, have them share out with partners, small group, or whole class as appropriate. Discuss correct answers and rationale with the whole group.

Correct answers include: He wore a belt instead of suspenders, he brushed his hair slick and shiny, he wore a clean shirt, he got up early.

Rationale: We can see that Papa is concerned about what Sarah would think of him because he doesn’t dress and get ready like he normally does. The only thing different about his day is that he is going to get Sarah, so we know that the way he carefully dresses and gets ready is because he wants her to have a good impression.
SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 3. We will answer a comprehension question about Analysis Within or Across Texts. Read the question with me:

What does the last paragraph on page 17 show about Anna in Chapter 3? Pick all that apply.

C1T5 Analysis Within/Across Texts

Guiding Questions:

- Who is this paragraph about?
- What are they doing?
- What are they talking about?
- How does Caleb feel? How do you know?
- Does Anna feel the same way? How do you know?
- How does Anna treat Caleb?
- What does that show us about her?

Now let’s look at some possible answer choices.

A. Anna feels protective of Caleb.
B. Anna tries hard to keep Caleb safe.
C. Anna is kind and patient with Caleb.
D. Anna needs someone to help her with Caleb.
E. Anna gets tired of answering Caleb’s questions.

Read the first choice with me. Is there evidence from the paragraph to support this idea? (Discuss whole group.) Now read the second choice with me. Is there evidence from the paragraph to support this idea? (Discuss whole group.) Now read the next choices with your partner. Decide with your partner if there is evidence from the paragraph to support each idea. (Partner 1 sentence frame: “I think there is/is not evidence from the paragraph to support the idea that ___ because…” Partner 2
sentence frame: “I agree/disagree because…” Give students 3-5 minutes to discuss with partners, then discuss correct answer and rationale with the whole group.)

Answer: A, C

Rationale: We can see by the way Anna lets Caleb hold her hand and how she tells him that Sarah will be nice (even when she probably has doubts) that she feels protective—she wants to calm his fears and protect him from doubt and worry. We also see her answering his many questions without sounding annoyed or angry with him—kind and patient behavior from a big sister. We don’t see evidence of Anna trying to keep Caleb safe in this paragraph. There is no evidence to show that she needs someone to help her with Caleb, even though it’s a big responsibility for her. There is also no evidence to support that she gets tired of answering his questions, although she probably does!
Close Reading Lesson: Chapter 4, pages 23-26

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 23-26 from *Sarah Plain and Tall*.
- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - **Paddock**
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a word that you can figure out the meaning of using context clues. Read the question with me:
The author uses a word that means “to take something and spread it around” in the passage. Underline the word in the paragraph that is closest to that idea.

“At dusk Sarah [cut] Caleb’s hair on the front steps, [gathering] his curls and [scattering] them on the fence and ground. Seal [batted] some hair around the porch as the dogs watched.”

Use the selection to answer this question. (Give students 2-3 minutes to find proof and answer the question.) Pencils down, eyes up. Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Answer: scattering

Rationale: Sarah took Caleb’s hair and spread it around on the fence and the ground. “Scattering” is the only word that makes sense. She didn’t spread it around when she cut it or when she gathered it. Seal didn’t spread it around either.

Step 2—Read for the Central Idea (10-15 min.): This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) I’m going to read through these pages again and visualize what’s going on in each section. (Model for students reading a section of the chapter and talking through what you see in your mind.) Now, take a moment and think about what you want to sketch. (Give students about 10 seconds.) Sketch what you see in your mind. It might be the same as what I talked about or it might be a little different. You have one minute to sketch that first section on your paper. (Set timer and let kids sketch. Note: Gradual release of responsibility—you will talk it through, but you will not model the sketching this week.) Now, let’s visualize the next section. (Repeat reading and think aloud for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)
Now we are going to look at a Central Ideas question. Read the question with me:

This question has two parts. First answer Part A. Then answer Part B.

PART A
Which sentence best describes the author’s main idea on pages 23-26?

A. Caleb, Anna, and Papa get their hair cut on the front steps.
B. Caleb, Anna and Papa learn things about Sarah and life in Maine.
C. Sarah teaches Caleb, Anna, and Papa how to sing *Sumer is Icumin In*.
D. Sarah likes living by the sea more than she likes living with Caleb, Anna, and Papa.

PART B
Which two sentences from the passage are examples of your answer in Part A?

A. “‘What does ‘ayuh’ mean?’ asked Caleb. ‘In Maine it means yes,’ said Sarah.”
B. “There are three aunts who live near us. They wear silk dresses and no shoes.”
C. “‘Tomorrow,’ said Sarah, ‘I want to see the sheep. You know, I’ve never touched one.”
D. “At dusk, Sarah cut Caleb’s hair on the front steps, gathering his curls and scattering them on the fence and ground.”
E. “Sarah sang us a song we had never heard before as we sat on the porch, insects buzzing in the dark, the rustle of cows in the grasses.”
To answer this question we need to first focus on what the central idea of pages 24-26 is.

Guiding questions:

- Who are these pages about?
- What are they doing?
- What are they talking about?

With your partner, look at the answer choices in Part A. Read each choice together. Then, ask yourselves “is this a big idea or a small detail?” (Give students 5-8 minutes to discuss answer choices. Then, debrief with the whole class and come to a common understanding about the main idea of the section.)

Now, we need to identify the text evidence that provides examples for the main idea. With your partner, look at the answer choices in Part B. Read each choice together. Then, ask yourselves “does this evidence prove that Caleb, Anna, and Papa learn things about Sarah and life by the sea?” (Give students 5-8 minutes to discuss text-based evidence. Then, debrief with the whole class and identify the two pieces of text-based evidence to support the main idea. (Extension option: have students go back into the text and find additional text-based evidence to support the main idea. Provide support as needed.)

Correct Answer: (Part A) B

(Part B) A, B

Rationale: (Part A) Answers A and C are details from the selection, but not what the selection is mostly about. There is no evidence from the text that suggests Sarah likes living by the sea more than with Papa, Caleb and Anna. It is evident that she misses the sea in other parts of the story, but in the pages of this selection she seems content, so the answer also cannot be D. The best answer choice is B because these pages are mostly about Papa, Anna, and Caleb learning more about Sarah, her family, and her life by the sea.

(Part B) A and B are both examples of things they learned about Sarah and her life in Maine. C is about something Sarah learned, not something the rest of the family
learned. D is just an event that took place. E is an example of learning a new song from Sarah, but it doesn’t demonstrate learning something about Sarah, nor about her life.

Next, we’re going to look at a Key Details question. Read the question with me.

Pick the **two** details from the passage that **best** show that Caleb and Anna hope Sarah will stay.

A. “It was called ‘Sumer is Icumen In,’ and she taught it to us all, even Papa, who sang as if he had never stopped singing.”

B. “Sarah and Papa laughed, and the dogs lifted their heads and thumped their tails against the wood floor.”

C. “Sarah said ‘later,’” Caleb whispered to me as we spread his hair about. ‘Sarah will stay.’”

D. “And with my hair pulled back I looked a little like her daughter. Sarah’s daughter.”

E. “Together we picked flowers, paintbrush and clover, and prairie violets.”

F. “‘Woolly ragwort!’ Caleb whooped. He made up a song.”

This kind of question gives us an inference or conclusion from the text. Our job is to find evidence from the text to support the inference or conclusion. Read the question again. What is the inference or conclusion given? Whisper it to your partner. Now tell me.

Now we need to look back in the chapter to find text evidence that shows Caleb and Anna hope Sarah will stay. Think about what you might say or do if you wanted someone to stay. Look for those kinds of text-based evidence in the chapter. When you find evidence from the text that shows Caleb and Anna hope Sarah will stay, write it on the sticky note I gave you. Use this sentence starter: “I know Caleb and Anna hope Sarah will stay because he/she ______.” (Give students 3-5 minutes to write a
sentence. Then, have them share out with partners, small group, or whole class as appropriate. Discuss correct answers and rationale with the whole group.

Correct Answer: C, D

Rationale: Caleb keeps watching for hints and clues that Sarah will remain part of their family. He points out every little thing that makes him believe she will stay. This shows us that Caleb is hoping Sarah will stay. Anna lets Sarah brush her hair. Then she compares her appearance to Sarah’s, noticing that she could look a little like Sarah’s daughter. This shows us that she is hoping Sarah will stay so that they can have a mother/daughter relationship. She wouldn’t have compared her appearance to Sarah’s like she did if she wasn’t hoping for a long-term relationship.

SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 4. We will answer a comprehension question using Analysis. Read the question with me:

How does the author add to the idea that Papa, Anna and Caleb are getting attached to Sarah? Pick three choices.

A. Papa and Caleb both say “Ayuh” just like Sarah.
B. Anna looks in the mirror and thinks about looking like Sarah’s daughter.
C. Caleb follows Sarah everywhere and finds hints that make him think she will stay.
D. Sarah has displayed and shared stories of her collection of seashells with Caleb, Anna, and Papa.
E. Papa stated that the meal Sarah prepared for them was “fine.” All three of them wanted a second helping.

C1T5 Analysis within or across texts
To answer this question, we first have to look at the idea given in the question. Read the question again. What is the idea? (Papa, Anna, and Caleb are getting attached to Sarah.) We are supposed to tell how the author adds to the idea. This is another way of saying we need to look for the details the author used to give us the idea that Papa, Anna and Caleb are getting attached to Sarah.

Guiding questions:

- What does ‘attached’ mean?
- What is an example of something ‘getting attached’ to something else?
- How do Papa, Anna, and Caleb feel about Sarah?
- How do you know?
- Look at the first answer choice. What does this show us about the characters?
  (Sentence frame for partner talk: ‘This shows us that ___ feel…’)
- (Continue analysis of each answer choice, one at a time.)

Correct Answer: A, B, C

Rationale: While the family might have enjoyed the food Sarah cooked and wanted more of it, that doesn’t show us that they are attached. Sarah’s seashell collection shows us that she was sharing things that were important to her with the family, but it doesn’t show us that the family is getting attached to her. But, the other choices show that they are starting to get attached to Sarah. Caleb is making Sarah a big part of his life by following her around everywhere. He shows that he really likes her by watching for evidence that she’s going to stay. Anna is trying to make a physical connection by comparing how she and Sarah look. We can see that Sarah is becoming important to her by Anna’s desire to look like Sarah’s daughter. Papa and Caleb are both paying attention to the language that Sarah is using and are mimicking her word for ‘yes’. This shows us that they value her enough to make an attempt at connecting with her by using her language.
Close Reading Lesson: Chapter 5 pages 29-32

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 29-32 from *Sarah Plain and Tall*.
- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - Dune
  - Hay
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a word that you can figure out the meaning of using context clues. Read the question with me:
Use the selection to answer this question. (Give students 2-3 minutes to find proof and answer the question.) Pencils down, eyes up. Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Correct Answer: C

Rationale: The mound of hay was used for bedding, but it is not a blanket. It might have been tall like a mountain, and it might have been made to be like a sand dune, but it is not either of those things. We know that the mound is made out of hay. It is high up and they use a ladder to get to the top of it. It’s half as tall as the barn. The best choice is that it is a big pile of hay.

**Step 2—Read for the Central Idea (10-15 min.):** This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) I’m going to read through these pages again and visualize what’s going on in each section. (Model for students reading a section of the chapter and talking through what you see in your mind.) Now, take a moment and think about what you want to sketch. (Give students about 10 seconds.) Sketch what you see in your mind. It might be the same as what I talked about or it might be a little different. You have one minute to sketch that first section on your paper. (Set timer and let kids sketch.) Now, let’s visualize the next section. (Repeat reading and think aloud for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)
Now we are going to look at a Central Idea question. This question is going to ask us about the lesson Caleb learns in Chapter 5. Let’s use a graphic organizer to help us think about Caleb.

In the first box, we need to finish the sentence frame with a sentence that tells what Caleb thought at the beginning of this section. Look back at page 29. What did Caleb think here? (Give 3-4 minutes for partner talk. Caleb thought there were no dunes where they lived.)

Now let’s look at the middle box. What happened next in the story? (Give 3-4 minutes for partner talk. Papa made a “dune” and Sarah and the family slid down. Then Sarah drew pictures and wrote a letter to William.)

Now let’s look at the last box. What did Caleb say and do at the end? (Give 3-4 minutes for partner talk. Caleb smiled and repeated Sarah’s words—‘our dune’.)

So what changed for Caleb from the beginning of this section to the end? (Give students 3-4 minutes to discuss in partners. You might have students write a sentence on post its or in their notebook that tells about the change. For example, at the beginning Caleb didn’t think there were dunes where they lived, but at the end he said ‘our dune’.) How could we state this as a lesson? Discuss with your partner. Use the sentence frame “The lesson Caleb learned is...”

Now let’s look at the question. Read the question with me:
This question has two parts. First answer Part A. Then answer Part B.

**Part A**

Which sentence **best** describes the lesson Caleb learns in the passage?

A. You can have fun even in the strangest of places.
B. Overcoming fear often leads to exciting opportunities.
C. People can find familiar things even in places that are different.
D. Drawing pictures and sharing stories is a good way to help others overcome their sadness.

**Part B**

Which sentence from the passage **best** supports your answer in part A?

A. “Sliding down our dune of hay is almost as fine as sliding down the sand dunes into the sea.”
C. “She cried when we found a lamb that had died, and she shouted and shook her fists at the turkey buzzards that came from nowhere to eat it.”
D. “She lifted her arms over her head and slid down, down, into the soft hay.”

C1T2 Central Ideas

Let’s use our graphic organizer to help us answer this question. Discuss with your partner which answer choice in Part A is the closest to the lesson that we decided Caleb
learned. Use this sentence frame: “The lesson Caleb learned is... I know that because...” (Discuss correct answer and rationale as a whole group.)

Now let’s look at Part B. We need to find the best proof for our answer in Part A. We know that the lesson Caleb learned is that people can find familiar things in places that are different. Which sentence from the story supports that idea? Discuss with your partner which answer choice in Part B does the best job showing us that people can find familiar things in places that are different. Use this sentence frame: “I can tell that people can find familiar things in places that are different because the story says...”

Correct Answer: (Part A) C, (Part B) A

Rationale: Caleb has been very focused on whether or not Sarah will stay. In this chapter he doesn’t believe that there are any dunes where they are at. But, Papa shows him that by using some imagination, you can make a “dune” out of a pile of hay. At the end of the chapter, he listens to Sarah write about “our dune” and smiles. The best answer choice is that Caleb learns that people can find familiar things even in places that are different. The best support for that is when Sarah says that sliding down “our dune” is almost as fine as sliding down the sand dunes. This shows Caleb that even in a place that is different, Sarah found something familiar.

Now let’s look at a Key Details question. Read the question with me:

Underline the two details that best support the idea that Papa wants Sarah to be happy.

We’ve looked at this kind of question before. What do you see in this question? (an inference). What are we supposed to do? (find evidence from the text to support the inference). Read the question again. What is the inference or conclusion given? Whisper it to your partner. Now tell me. (Papa wants Sarah to be happy).
Now we need to look back in the chapter to find text evidence that shows Papa wants Sarah to be happy. Think about what you might say or do if you wanted someone to be happy. Look for those kinds of text-based evidence in the chapter. Let’s organize our evidence in a T-chart. We are looking for things Papa says, and things Papa does to show that he wants Sarah to be happy. (Give students 5-7 minutes to complete their T-chart. Then, have them share out with partners, small group, or whole class as appropriate. Discuss correct answers and rationale with the whole group.

<table>
<thead>
<tr>
<th>Things Papa Says</th>
<th>Things Papa does</th>
</tr>
</thead>
<tbody>
<tr>
<td>“There. Our dune.”</td>
<td>Smiles at Sarah</td>
</tr>
<tr>
<td>“Fine?”</td>
<td>Piles hay to make her a dune</td>
</tr>
<tr>
<td></td>
<td>Slides down the dune with her</td>
</tr>
</tbody>
</table>

The question asks us to choose the two best details to support the inference. Which two details do the best job showing us that Papa wants Sarah to be happy? Use this sentence starter: “The detail that best shows Papa wants Sarah to be happy is...because...” (Give students time in partners to discuss, then discuss whole group.)

Answer: Papa carried the wooden ladder from the barn and leaned it against the hay. “There.” He smiled at Sarah. “Our dune.”

Rationale: This section shows both his action of getting the ladder so that they hay pile could be used as a dune, and his smiling at Sarah and calling it “our dune”. There are other details that also do a good job showing that Papa wants Sarah to be happy. If students arrive at another “top 2” and their rationale is good, accept those details.
SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 5. We will answer a comprehension question about Text Structures and Features. Read the question with me:

Read the last paragraph of chapter 5. Choose the sentence that best explains why the author chose to include this paragraph.

C1T6 Text Structures & Features

Guiding questions:

- Who is this paragraph mostly about? (Caleb and Anna)
- What do they do? (smile and look at each other)
- When Caleb smiles at Anna, what does that tell you? (Caleb is happy)
- When they look at each other, what does that tell you? (They have both noticed the same thing. They are listening to Sarah’s words and thinking about what it might mean.)
- What do they say? (Caleb says ‘our dune’)
- Why did Caleb say ‘our dune’? (Because he’s repeating what Sarah said. He noticed the use of the word ‘our’.)
- How would it be different if Sarah would have said “their dune” or “my dune”? (it would have shown that she didn’t feel like part of them.)
- If the chapter ended without this paragraph, how do you think it would be different for you as a reader? (you would not know about what Caleb and Anna were thinking about Sarah’s words)
- So, why do you think the author put this paragraph at the end of chapter 5?

Answer: It allows the reader to see how hopeful Caleb and Anna are that Sarah is beginning to feel like a part of their family.

Rationale: We can tell by the smiling and repeating what Sarah says that Caleb is pretty excited and happy about Sarah’s letter to William. He focuses on the phrase “our dune”
because it suggests that Sarah is feeling like part of the family. She has included all of them in her statement, instead of saying “their dune” or “my dune”. Anna also lets us know that she noticed the phrase “our dune” too. This paragraph lets us see into the private thoughts of Caleb and Anna and we get to see that they are hopeful Sarah is starting to feel like a part of their family.
Close Reading Lesson: Chapter 6, pages 34-37

Introduction to the Lesson

- **Set the Task (2-3 min.):** Today we will close read pages 34-37 from *Sarah Plain and Tall*.
- **Pre-Teach Vocabulary (8-12 min.):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - Pond
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

**FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary**

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Chapter 6 has several examples of a different kind of writing called figurative language. Figurative language is a tool that authors use to help readers get a good picture in their mind. In this chapter, we see several places that the author uses something called a simile. A simile is figurative language that compares 2 things using ‘like’ or ‘as’. Look at page 36.

The first example of a simile is when Anna says, “I sank like a bucket filled with water...” The author is comparing Anna with a bucket filled with water. If you had a bucket full of
water and you put it in the pond, what would happen? (it would sink). What happened to Anna when she tried to float? (she sank). So, Anna sank just like a bucket full of water would sink in the pond.

The second example of a simile is when Anna says that Caleb learned to blow streams of water “like a whale”. What two things is the author comparing in this sentence? What did Caleb do? What can a whale do? So, Caleb blew streams of water just like a whale does.

Now we are going to look at a vocabulary question that asks about a phrase that uses figurative language. Read the question with me:

Read the sentence from the passage.

“The sea is salt,” said Sarah. “It stretches out as far as you can see. It gleams like the sun on glass.”

What does the author mean by the phrase gleams like the sun on glass?

A. The sea shines in the way that the sun shines on glass.
B. The sea melts the salt the way the sun would melt glass.
C. The sea is incredibly hot just like the sun would be on glass.
D. The sea has a salty white color the same as the sun on glass.

This is a different kind of vocabulary question. The phrase “gleams like the sun on glass” is also a simile. What is a simile? (figurative language that compares 2 things using ‘like’ or ‘as’) We need to look at the simile and decide what the author means when he says “gleams like the sun on glass.”

Guiding questions:

- What 3 things does Sarah say about the sea?
- What does Sarah compare the sea to?
Think about the sun on glass. What does that look like?

Use the selection to answer this question. (Give students 2-3 minutes to find proof and answer the question.) Pencils down, eyes up. Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Answer: A

Rationale: When we think about the sun on glass, we know that the sun shines and is hot. It wouldn’t melt glass and it doesn’t have a salty white color. So, we know the answer can’t be B or D. Even though the sun would be hot on glass, we can’t see that. This section of the chapter gives us a “word picture” that helps us see what Sarah is describing. When she describes the sea being like the sun on glass, we know that she is talking about the way the sea shines. It compares the way the sun shines on glass with the way the sea shines.

Step 2—Read for the Central Idea (10-15 min.): This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) I’m going to read through these pages again and visualize what’s going on in each section. (Model for students reading a section of the chapter and talking through what you see in your mind.) Now, take a moment and think about what you want to sketch. (Give students about 10 seconds) Sketch what you see in your mind. It might be the same as what I talked about or it might be a little different. You have one minute to sketch that first section on your paper. (Set timer and let kids sketch. Now, let’s visualize the next section. (Repeat reading and think aloud for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.) Now we are going to look at a Central Ideas question. Read the question with me:

Underline the two sentences that best show the lesson of the passage.

Guiding questions:
• What are Caleb, Anna, and Sarah doing at the beginning of this section?
• What are they talking about?
• Do you hear ways that Sarah’s home and Caleb and Anna’s home are different? Give some examples.
• Do you hear ways the two places are the same? Give some examples.
• What does Sarah decide they should do?
• How does Caleb feel about swimming? How does Anna feel about swimming? How does Sarah feel about swimming?
• How does the swimming time end?
• What does Caleb learn? (that he can swim) What does Anna learn? (that if she kept trying she could learn to float) What does Sarah learn? (that she can find things that are the same, even in a new place)

Now let’s look at a section of text that could answer the question. Our job is to choose the two best sentences in this section that show the lesson.

She tried to teach us how to float. I sank like a bucket filled with water and came up sputtering. But Caleb lay on his back and learned how to blow streams of water high in the air like a whale. The cows stood on the banks of the pond and stared and stopped their chewing. Water bugs circled us...

I held my breath and floated at last, looking up into the sky, afraid to speak. Crows flew over, three in a row. And I could hear a killdeer in the field.

Answers: “But Caleb lay on his back and learned how to blow streams of water high in the air like a whale.” AND “I held my breath and floated at last, looking up into the sky, afraid to speak.”

Rationale: These sentences do the best job of supporting the overall lesson learned—that they can learn how to do new things and can do familiar things in new places. In this case, swimming was an opportunity for Sarah to teach Anna and Caleb something new and unfamiliar to them in a place that was very comfortable and familiar. At the same time, Sarah got an opportunity to see that she could take parts of her previous life
and use it in this new place. The whole section is about this sharing of lives and experiences and finding common ground.
SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 6. We will answer a comprehension question about Text Structures and Features. Read the question with me:

Why did the author choose to end the passage with a description of Anna’s dream?

C1T6 Text Structures & Features

To help us answer this question, let’s use a graphic organizer to think about Anna’s dream:

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was in Anna’s dream?</td>
<td>What happened in the dream?</td>
<td>When did Anna have her dream?</td>
<td>Where was Sarah in the dream?</td>
<td>Why did Anna dream that the fields turned into the sea?</td>
<td>How did Anna feel about her dream?</td>
</tr>
<tr>
<td>(Sarah)</td>
<td>(The fields turned to a sea)</td>
<td>(After the swimming lesson)</td>
<td>(In the fields where Anna and Caleb lived...not at Sarah’s home by the sea)</td>
<td>(She knows that Sarah really loves the sea)</td>
<td>(happy...it was a “perfect” dream)</td>
</tr>
</tbody>
</table>

When you look at the information in our graphic organizer, we can start to see what is important to Anna. Talk to your partner about some things that you know are important to Anna from reading this section of the text. Use this sentence frame to talk to your partner: “Something that is important to Anna is...I can tell it is important because...”
Now, let’s look at some possible answer choices to the question:

Why did the author choose to end the passage with a description of Anna’s dream? Select all that apply.

A. To show Anna’s understanding that the sea is important to Sarah.

B. To show how things that are around Anna become part of her dreams.

C. To show that Anna wants Sarah to be happy with Anna and her family.

D. To show that swimming is a lot of exercise that makes Anna very tired.

E. To show how much Anna enjoys relaxing and spending time with Sarah.

Answer: A, C

Rationale: The field and Sarah do find their way into Anna’s dream, but that’s not the reason that the author includes this paragraph. It is also true that Anna enjoys spending time with Sarah, but that is not the intent of this paragraph either. We can see Anna’s enjoyment of time with Sarah throughout the whole chapter. And, it is true that swimming probably made Anna tired, but that’s not the message the author is sending with this section of text either. Our best answer choices are that the author has included this section to emphasize how much Anna wants Sarah to be happy in the plains, so that she will stay and join the family. And, that Anna knows how important the sea is to Sarah. It’s when the fields change to the sea in Anna’s dream where Sarah is happy.
Close Reading Lesson: Chapter 7, pages 39-43

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 39-43 from *Sarah Plain and Tall*.
- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - plow (as a verb and a noun)
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a phrase that uses figurative language. Read the question with me:
Read the sentence from the passage.

“There are three old aunts who all squawk together like crows at dawn. I miss them, too.”

What does the phrase “squawk together like crows at dawn” tell the reader about Sarah’s old aunts?

A. They enjoy eating together.
B. They are very loud and noisy.
C. They like to talk with each other.
D. They fight and argue with each other.

The phrase “squawk together like crows at dawn” is an example of a simile. What is a simile? (figurative language that compares 2 things using ‘like’ or ‘as’). Why do writers use similes? (to create a “word picture” for the readers).

Guiding questions:

- What are crows?
- How do crows sound?
- What is a ‘squawk’?
- What are some things that can make a squawk? (Crows..and what else?)
- If some old ladies were “squawking”, what would that sound like?

Use the selection to answer this question. (Give students 2-3 minutes to discuss with their partner and find proof for their answer.) Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Answer: B

Rationale: There is nothing in the text that supports the idea that the aunts are eating together. Sarah doesn’t say anything that would make the reader think that they fight and argue, either. Although it is likely that they like to talk with each other, we have no text evidence to support that they like to talk to each other. The best answer choice is
that they are loud and noisy, because we know that a group of crows squawking together would be loud and noisy.

**Step 2—Read for the Central Idea (10-15 min.):** This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) Let’s read through these pages again and **visualize** what’s going on in each section. (Read with students and tell them where to stop to end the first section.) Now, take a moment and think about what you want to sketch. (Give students about 10 seconds.) Turn and tell your partner what you are thinking about sketching. (Give students 3-4 minutes to discuss with a partner.) Sketch what you see in your mind. You might use just your ideas, or you might include ideas you heard from your partner. You have one minute to sketch that first section on your paper. (Set timer and let kids sketch. **Note: Gradual release of responsibility—students will receive partner support to discuss what they are visualizing, but you will not share your visualizing with them.** Now, let’s visualize the next section. (Repeat reading and think aloud in partners for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)

Now we are going to look at a Central Ideas question. Before we read the question, let’s look at one of the new characters we meet in this chapter. We’re going to use a T-chart to compare Maggie with Sarah. Let’s look at some of the things that are the same, and some of the things that are different.

<table>
<thead>
<tr>
<th>Maggie</th>
<th>Sarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misses her home (the hills)</td>
<td>Misses her home (the sea)</td>
</tr>
<tr>
<td>Feels lonely sometimes</td>
<td>Feels lonely</td>
</tr>
<tr>
<td>Has a garden</td>
<td>Had a garden in Maine</td>
</tr>
<tr>
<td>Moved to the prairie to marry Matthew</td>
<td>Came to the prairie to see if she wants to marry Papa</td>
</tr>
</tbody>
</table>

(Note: there are other similarities and differences students might suggest. This is just a starting place.)
Let’s look at our Central Ideas question. Read the question with me:

**What is the author’s message about being lonely? Use details from the passage to support your answer.**

Sometimes the author uses things the characters say or do to give us a message. Think about the T-chart that we filled in about Maggie and Sarah. Maggie and Sarah were both lonely and missed their old homes. What advice did Maggie give to Sarah? What do you think that tells us about the author’s message? (Work as a group to write a one-sentence author’s message.)

The question asks us to give details from the passage to support our answer. With your partner, go back into the text and find details that support the author’s message. Look for things that the characters say or do that provides evidence of the author’s message. Write the details you find on post it notes. Put one detail on each post it note. (or index cards, etc.) (Give students 5-7 minutes to find text-based evidence. Then, share out as a whole group. You may choose to have students write the entire answer (message and supporting evidence in a short paragraph) in their reading notebooks or on notebook paper.)

Answer: The author’s message about being lonely is that everyone gets lonely but you can find ways to feel at home. Supporting details include Maggie’s conversation with Sarah where she says “there are always things to miss no matter where you are,” and then she gives Sarah flowers to plant a garden and suggests she learns to drive a wagon so that Sarah can come visit. When Sarah says in Maine she walked, Maggie tells her that here it is different and that she will learn to drive.

Rationale: Maggie can relate to Sarah, since she was in similar circumstances in the past. So, you hear throughout their conversation that loneliness is just a part of life, but you have to get past it and do things to fit in and feel at home. Most of Sarah and Maggie’s conversation supports that message. The best details are the ones where Maggie gives clear advice about finding ways to feel at home. The gift of chickens and flowers are both to help Sarah start her new life and feel at home. Suggesting that she would find...
things to miss no matter where she was and telling her to learn how to drive a wagon instead of walk also supports the message.

Now let’s look at a Key Details question.

Maggie wants to help Sarah feel at home. Click the three details that best show that Maggie wants to help Sarah feel at home.

We’ve looked at this kind of question before. What do you see in this question? (an inference). What are we supposed to do? (find evidence from the text to support the inference). Read the question again. What is the inference or conclusion given? Whisper it to your partner. Now tell me. (Maggie wants to help Sarah feel at home).

Now we need to look back in the chapter to find text evidence that shows Maggie wants to help Sarah feel at home. Think about what you might say or do if you wanted someone to feel at home. Look for those kinds of text-based evidence in the chapter. Let’s organize our evidence in a T-chart. We are looking for things Maggie says, and things Maggie does to show that she wants Sarah to feel at home. (Give students 5-7 minutes to complete their T-chart. Then, have them share out with partners, small group, or whole class as appropriate. Discuss correct answers and rationale with the whole group.

<table>
<thead>
<tr>
<th>Things Maggie Says</th>
<th>Things Maggie does</th>
</tr>
</thead>
<tbody>
<tr>
<td>“There are always things to miss. No matter where you are.”</td>
<td>Reaches over and holds Sarah’s hand.</td>
</tr>
<tr>
<td>“You must have a garden. Wherever you are.”</td>
<td>Gives Sarah chickens</td>
</tr>
<tr>
<td>“Soon you can drive your wagon over to my house and I will give you more.”</td>
<td>Sits at the table with Sarah and talks to her.</td>
</tr>
<tr>
<td>“Here it is different. Here you will drive.”</td>
<td>Gives Sarah flowers</td>
</tr>
<tr>
<td></td>
<td>Helps Sarah plant her garden.</td>
</tr>
</tbody>
</table>
The question asks us to choose the three best details to support the inference. Which three details do the best job showing us that Maggie wants Sarah to feel at home? Use this sentence starter: “The detail that best shows Maggie wants Sarah to feel at home is...because...” With your partner, read the choices and select the best three (Give students time in partners to discuss, then discuss whole group.)

[“There are always things to miss,” said Maggie. “No matter where you are.”] [I looked out and saw Papa and Matthew working.] [Rose and Violet ran in the fields’.] [I felt something brush my legs and looked down at Nick, wagging his tail.] [“I would miss you, Nick,” I whispered. “I would.”] [I knelt down and scratched his ears. “I miss Mama.”] [“Zinnias and marigolds and wild feverfew,” said Maggie. “You must have a garden. Wherever you are.”] [Maggie wiped her face, leaving a streak of dirt.] [Sarah frowned. “I have never driven a wagon.”] [“I can teach you, said Maggie. “And so can Anna and Caleb. And Jacob.”]

Answer: [“There are always things to miss,” said Maggie. “No matter where you are.”] [“Zinnias and marigolds and wild feverfew,” said Maggie. “You must have a garden. Wherever you are.”] [“I can teach you, said Maggie. “And so can Anna and Caleb. And Jacob.”]

Rationale: These three statements that Maggie makes are the best evidence of the selection we are given to show that Maggie wants to help Sarah feel at home. In each case, Maggie is trying to help Sarah connect to the place that she is and with the people she is with.

SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 7. We will answer a comprehension question about Text Structures and Features. Read the question with me:
Let’s look at this question carefully. First, we need to understand what the dialogue between Sarah and Maggie is. Let’s look at page 40-42 and find the dialogue between Sarah and Maggie. (Give students photocopies of these pages and have them work with partners to highlight what Maggie says in one color, and what Sarah says in another color.)

Next we need to understand what point of view means. Sarah’s point of view means the way that Sarah sees things. (Provide students additional examples of point of view from their own experience, as needed.)

Now, let’s go back and look at the dialogue to see what we can learn about Sarah’s point of view. In the first exchange, Maggie says, “You are lonely, yes? I miss the hills of Tennessee sometimes.” Sarah says, “I miss the sea.” What does that tell us about Sarah? (she is lonely and misses the sea) Now, let’s look at the next part of their conversation. (Continue to guide students through analysis of the dialogue, one piece at a time, through page 42. The key question for each part is ‘what does that tell us about Sarah?’)

So how is the dialogue between Maggie and Sarah important to understanding Sarah’s point of view?

Answer: It reveals Sarah’s homesickness. It tells us her reasons for leaving the sea.

Rationale: By introducing Maggie as a character and including this conversation between Sarah and Maggie in the chapter, the author is giving us another side to Sarah that we haven’t seen in her interactions with the children. This dialogue is important to understanding Sarah’s point of view because it gives us insight into her feelings of homesickness (missing the sea, missing her family, feeling unsettled about things like gardening and driving a wagon). It also explains why she chose to leave her home by the sea.
Close Reading Lesson: Chapter 8, pages 47-50

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 48-50 from *Sarah Plain and Tall.*

- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - **Eerie**

- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.

- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a phrase that uses figurative language. Read the question with me:
The phrase “like stones tossed against the barn” is an example of a simile. What is a simile? (figurative language that compares 2 things using ‘like’ or ‘as’). Why do writers use similes? (to create a “word picture” for the readers).

Guiding questions:

• What are stones?
• If you threw stones at a building, what would it sound like?
• What is the author comparing to the stones?
• What does that tell you about hail?

Use the selection to answer this question. (Give students 2-3 minutes to discuss with their partner and find proof for their answer.) Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)
Answer: A, C

Rationale: The best answers are that the simile gives the reader an idea of how the hail sounded and to give the reader an idea of the size and weight of the hail. By comparing the hail to stones thrown against the barn, it allows reader to use a familiar object to get an idea of the sound, size and weight of an object that might be less familiar.

**Step 2—Read for the Central Idea (10-15 min.):** This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) I’m going to read through these pages again and **visualize** what’s going on in each section. (Read with students and tell them where to stop to end the first section.) Now, take a moment and think about what you want to sketch. (Give students about 10 seconds.) Turn and tell your partner what you are thinking about sketching. (Give students 3-4 minutes to discuss with a partner.) Sketch what you see in your mind. You might use just your ideas, or you might include ideas you heard from your partner. You have one minute to sketch that first section on your paper. (Set timer and let kids sketch. Now, let’s visualize the next section. (Repeat reading and think aloud in partners for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)

Now we are going to look at a Central Ideas question. Read the question with me:
This question has two parts. First answer Part A. Then answer Part B.

**Part A**

Which sentence **best** tells the main idea of the passage?

A. Anna and Sarah are able to get the animals safely to the barn.
B. The storm was frightening for Sarah, Caleb, Anna, and Papa.
C. Caleb and Anna feel happy because Sarah reminds them of Mama.
D. Sarah is becoming more comfortable in her new environment.

**Part B**

Which sentence **best** supports your answer in part A?

A. “I closed my eyes, suddenly remembering Mama and Papa standing that way, Mama smaller than Sarah, her hair fair against Papa’s shoulder.”
B. “We have squalls in Maine too,” she said. “Just like this. It will be alright, Jacob.”
C. “We slept in the hay all night, waking when the wind was wild, sleeping again when it was quiet.”
D. “Sarah’s chickens were not afraid, and they settled like small red bundles in the hay.”
section? Now read the last two answer choices with your partner. Decide if each choice is a big part of the section or a small part of the section? (Partner 1 sentence frame: “I think this choice is a big/small part of the section because…” Partner 2 sentence frame: “I agree/disagree because…”)

Now, let’s decide on the best main idea for pages 48-50. We are looking for the answer that is what the pages are mostly about or the answer that is a big part of the section. Turn and share your answer with your partner. Say, “The main idea is...because...” (Give students 3-4 minutes to share with their partner, then discuss correct answer and rationale with the whole class.)

Answer for Part A: D

Rationale: This is a turning point for Sarah. Her words and actions show that she is much more comfortable with this unfamiliar place and is acting like someone who “belongs”. We see her interactions with Papa reminding Anna and Caleb of Mama. This is because Sarah is becoming a part of the family she’s with and place she’s in. We see her taking control of things like gathering chickens and roses, bringing food along, and comforting Papa. The other answer choices all have some measure of truth, but they do not capture the “big idea” of the section.

Now that we have identified a main idea for the section, we need to select evidence to support the main idea. Look at the evidence with your partner. Which answer choice best supports the main idea? Turn and tell your partner, using this sentence frame: “The best support for the main idea is...because...”

Answer for Part B: B

Rationale: Sarah would not have been able to comfort Papa, unless she herself was feeling comfortable, not only with the storm but also with her relationship with Papa. This statement provides evidence to support the main idea.
Now let’s look at a Key Details question. Read the question with me:

The storm was frightening. Pick the two details from the passage that best support the idea that the storm was frightening.

A. “It was white and gleaming for as far as we looked, like sun on glass.”
B. “We stared out the window, watching the ice marbles bounce on the ground.”
C. “Sarah’s chickens were not afraid, and they settled like small red bundles in the hay.”
D. “I shook my head, weary with Caleb’s questions. Tears gathered at the corners of my eyes.”
E. “Nick crept under my arm, and a lamb, Mattie with the black face, stood close to me, trembling.”
F. “A few raindrops came, gentle at first, then stronger and louder, so that Caleb and I covered our ears and stared at each other without speaking.”
G. “And then, as the thunder pounded and the wind rose there was a terrible crackling of lightning close by, Sarah and Papa stood in the barn doorway, wet to the skin.”

Guided Questions:

- What is the inference that we are given?
- How do people act when something is frightening?
- How do animals act when something is frightening?
- What might people say or do when something is frightening?
With your partner, read each answer choice. Discuss whether that choice shows us that the storm is frightening. Use this sentence frame: “This choice shows us that the storm is/is not frightening because...” (Give students 8-10 minutes to discuss choices and pick the best 2.) Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Answer: E, F

Rationale: The best support for the inference that the storm was frightening is going to be evidence that shows fear from the characters. In this case, the description of a trembling lamb shows the storm was frightening. Also, Caleb and Anna covering their ears and staring without speaking shows that they were afraid of the storm. The remaining answer choices either don’t show any evidence of fear or they aren’t about the storm at all.
SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 8. We will answer a comprehension question about Analysis. Read the question with me:

What does the use of Sarah and Papa’s interactions show about the relationship between Sarah and Papa?

C1T8 Analysis Within or Across Texts

First we need to find examples of Sarah and Papa’s interactions. Let’s look back in the story and record the interactions that Sarah and Papa had. This could be conversations they have, or things they do. (See examples in chart below.)

Now let’s look at what that shows us about Sarah and Papa’s relationship. (see examples in chart below.)

<table>
<thead>
<tr>
<th>Interaction</th>
<th>What it shows us</th>
</tr>
</thead>
<tbody>
<tr>
<td>He helped Sarah jump off the roof and he caught her as she jumped.</td>
<td>Papa is taking care of Sarah. She trusts him enough to let him catch her.</td>
</tr>
<tr>
<td>Sarah goes after her chickens. Papa tells her not to, but he follows her to help her.</td>
<td>Papa wants to take care of Sarah and keep her safe.</td>
</tr>
<tr>
<td>Sarah touches Papa’s shoulder and tells him it will be okay.</td>
<td>Sarah wants to comfort Papa when he’s worried. She cares about him.</td>
</tr>
<tr>
<td>Papa put his arm around Sarah and rested his chin in her hair.</td>
<td>Sarah and Papa are showing affection for each other.</td>
</tr>
</tbody>
</table>

Answer: Sarah and Papa like and care about each other.

Rationale: In this chapter we can see a bond forming between Papa and Sarah. When we analyze their relationship, they are acting in a way that shows they like each other and they care about each other.
Close Reading Lesson: Chapter 9, pages 51-53

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 51-53 from *Sarah Plain and Tall*.

- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - **Vocabulary word list:** None

- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.

- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary

Step 1—**Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a word that you can figure out the meaning of using context clues. Read the question with me:
Read the sentence from the passage.

“Only one field was badly damaged, and Sarah and Papa hitched up the horses and plowed and **replanted** during the next two days.”

What does the affix *re-* in the word **replanted** mean?

A. Destroyed the plants that were left in the field.

B. Planted the field before the storm.

C. Planted the field again.

D. Harvested the plants.

**Answer:** C

**Rationale:** ‘re’ means again, so “replanted” means “to plant again”.

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**Step 2—Read for the Central Idea (10-15 min.):** This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4 parts. Have students do the same.) Let’s read through these pages again and **visualize** what’s going on in each section. (Read with students and tell them where to stop to end the first section.) Now, take a moment and think about what you want to sketch. (Give students about 10 seconds.) Turn and tell your partner what you are thinking about sketching. (Give students 3-4 minutes to discuss with a partner.) Sketch what you see in your mind. You might use just your ideas, or you might include ideas you heard from your partner. You have one minute to sketch that first section on your paper. (Set timer and let kids sketch. Now, let’s visualize the next section. (Repeat reading and think aloud in partners for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)
Now we are going to look at a Central Ideas question. Read the question with me:

Which sentence **best** describes Caleb and Anna’s message about Sarah going to town?

A. They hope Sarah will bring back something nice for them.
B. They are afraid she is going to leave them and return to the sea.
C. Caleb and Anna do not want Sarah to leave because they will miss her.
D. They are worried that Sarah isn’t experienced enough to drive the wagon by herself and she will get hurt.

Guiding questions:

- What is a message?
- How do Caleb and Anna feel about Sarah going to town?
- Why do they feel that way?

With your partner, look at each answer choice. Discuss whether or not you think that choice is the message Caleb and Anna are giving the reader in this section. Use this sentence frame: “I think this is/is not the message because...” (Give students 5-8 minutes to discuss.)

Now let’s use a graphic organizer to “prove” our choice. Write the message in the top box. Then, find text evidence that supports the message to write in the support boxes.
Answer: B

Rationale: The overall message for this section is that Caleb and Anna are afraid that now that Sarah can drive a wagon, she’s going to leave them and return to her home by the sea. It goes beyond just not wanting her to leave because they’ll miss her, and the other choices don’t accurately reflect what’s happening in the selection. There is no text evidence for either of those options.

Now let’s re-read to answer a Key Details question. Read the question with me:

Read this sentence and the directions that follow.

Anna and Caleb don’t want Sarah to go to town alone.

Which detail from the passage best supports this sentence?

A. “I could get sick and make her stay here’, said Caleb.”
B. “I stood and watched Sarah, the reins in her hands, Papa next to her in the wagon.”
C. “Papa didn’t see Caleb’s tears, and he sent him with an ax to begin chopping up the tree by the pond for firewood.”
D. “The next morning Sarah got up early and put on her blue dress...She loaded a bundle of hay on the wagon for Old Bess and Jack.”

Guided Questions:

- What is the inference that we are given?
- What do Caleb and Anna say that tell you they don’t want Sarah to go to town alone?
- What do Caleb and Anna do that tell you they don’t want Sarah to go to town alone?
With your partner, read each answer choice. Discuss whether that choice shows us that Caleb and Anna don’t want Sarah to go to town alone. Use this sentence frame: “This choice does/does not show us that Caleb and Anna don’t want Sarah to go to town alone because...” (Give students 8-10 minutes to discuss choices and pick the best 2.) Let’s talk about how we found the correct answer. (Guide students through rationale for the correct answer.)

Answer: A

Rationale: The best support for the inference is that Caleb wanted to get sick to make Sarah stay at the house. It’s better support than the choice that tells that Papa didn’t see Caleb’s tears because it is clearer support that the children don’t want Sarah to go to town alone. The other two choices are about Sarah getting ready to go to town, but they don’t provide any support that Anna and Caleb don’t want her to go.

SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 9. We will answer a comprehension question about Analysis. Read the question with me:
This question has two parts. First answer Part A. Then answer Part B.

**Part A**

Choose the sentence that **best** describes the relationship between Anna and Caleb.

A. Anna and Caleb love and support each other when things are tough.
B. Anna is jealous of all the extra attention Caleb gets because he is so much younger than she is.
C. Anna is always annoyed with Caleb and wishes she didn’t have to spend so much time together.
D. Anna and Caleb are so far apart in age that they rarely have anything to talk to each other about.

**Part B**

Which sentence from the passage **best** supports your answer in Part A?

A. “Hush up, Caleb,” I said crossly.”
B. “I am loud and pesky, Caleb cried suddenly. ‘You said so!’”
C. “And Caleb began to cry, and I took him inside the barn where we could both cry.”
D. “Caleb cleaned out the wood stove and carried the ashes to the barn, spilling them so that I had to sweep the porch again.”

C1T5 Analysis Within or Across Texts
To answer this question, we need to look for clues about the relationship that Caleb and Anna have. Let’s go back to the chapter and look at the way Caleb and Anna talk to each other, act toward each other, and talk about each other.

Guiding questions:

• What do we know about Anna and Caleb’s connection? (Friends? Family? What kind of family members?)
• Who is older—Anna or Caleb?
• What are some examples of ways that Anna behaves like a big sister?
• Why might Anna be more protective of Caleb than most big sisters?
• Why might Caleb listen to/obey Anna more than a normal little brother would?
• Do Anna and Caleb spend a lot of time together? What evidence can you find?
• Does Anna seem annoyed about the time she and Caleb spend together? What evidence can you find?
• Does Anna seem jealous of Caleb? What evidence can you find?
• Do Anna and Caleb have a lot to talk about? What evidence can you find?
• Do Anna and Caleb seem to love each other? What evidence can you find?

Correct Answer: (Part A) A (Part B) C

Rationale: There is overwhelming evidence that Anna and Caleb love and support each other, both in this section and in the book as a whole. While we sometimes see Anna, as the big sister, annoyed with Caleb, she is not always annoyed with him. We also don’t see evidence of jealousy from Anna. Anna and Caleb talk with each other on a regular and ongoing basis throughout the book, so it wouldn’t be true that they rarely have anything to talk to each other about. However, we see through their conversations and their actions that they love and support each other. For example, the detail that says, “...so I took him to the barn so we could both cry,” shows love and support. In their worry and sadness, they stuck together and supported each other.
Close Reading Lesson: Chapter 9, pages 54-57

Introduction to the Lesson

- **Set the Task (2-3 min):** Today we will close read pages 54-57 from *Sarah Plain and Tall*.
- **Pre-Teach Vocabulary (8-12 min):** You will see some words in our reading today that you can’t use context clues to figure out and they are important to understanding the selection.
  - **Vocabulary word list:** (none)
- **Read for Decoding (3-5 min.):** We are going to read this selection together once. Track while I begin reading. When I pause, you read aloud to the end of the sentence. We’ll continue reading like this until we get to the end of the passage.
- **Read for Automaticity (5-7 min.):** We are going to read this selection again to practice reading smoothly and fluently. I am going to set the timer. Your job is to whisper read until the timer goes off. If you get to the end of the section, start over and read it again. Whisper read the selection as many times as you can before the timer goes off. I will be coming around listening to you read.

**FIRST LEVEL OF READING: Key Details, Central Ideas, Vocabulary**

**Step 1—Read for Vocabulary (5-10 min.):** This time we are going to read the selection looking for words or phrases that we don’t know. When you come to a word or phrase that you don’t know, write it in your log and keep going. Write any word or phrase you don’t know the meaning of and we will talk about those words in our vocabulary work this week. I will be walking around to see which words you are listing in your log.

Now we are going to look at a vocabulary question that asks about a word that you can figure out the meaning of using context clues. Read the question with me:
Read the sentences from the passage.

Caleb burst into tears. “Seal was very worried!” he cried. Sarah put her arms around him, and he \textit{wailed} into her dress. “And the house is too small, we thought! And I am loud and pesky!”

What does the author tell the reader by using \textit{wailed}?

A. Caleb doesn’t like Sarah’s dress.
B. Caleb is upset and crying loudly.
C. Caleb is worried about Seal.
D. Caleb doesn’t want a hug.

C1T3 Word Meanings

Guiding Questions:

- What is Caleb doing?
- Who is he talking to?
- Look at the punctuation marks on each sentence Caleb says. What punctuation mark is used each time? What does it tell us?
- What does Sarah do? Why do you think she does that?

Answer: B

Rationale: The use of the word “wailed” shows us that Caleb was upset. We can see from the context (burst into tears, “Seal was very worried!”) that he is not really worried about Seal and he isn’t resisting Sarah’s arms around him. There’s no evidence that suggests he doesn’t like her dress. But, what we do see is that he is upset and crying, which makes A our best answer choice.

\textbf{Step 2—Read for the Central Idea (10-15 min.):} This time we are reading the selection to look for central ideas and key details. We’re going to do a Read and Sketch to capture the main ideas of this section. (Draw 2 intersecting lines to divide paper into 4
parts. Have students do the same.) Let’s read through these pages again and **visualize** what’s going on in each section. (Read with students and tell them where to stop to end the first section.) Now, take a moment and think about what you want to sketch. (Give students about 10 seconds.) Turn and tell your partner what you are thinking about sketching. (Give students 3-4 minutes to discuss with a partner.) Sketch what you see in your mind. You might use just your ideas, or you might include ideas you heard from your partner. You have one minute to sketch that first section on your paper. (Set timer and let kids sketch. Now, let’s visualize the next section. (Repeat reading and think aloud in partners for the next section. Have students sketch. Repeat until you reach the end of the close reading selection.)

Now we are going to look at a Central Ideas question. Read the question with me:

This question has two parts. First answer Part A. Then answer Part B.

**Part A**

Read the sentences from the passage.

Sarah handed me a package. “For Anna,” she said. “And Caleb. For all of us.” The package was small, wrapped in brown paper with a rubber band around it. Very carefully I unwrapped it, Caleb peering closely. Inside were three colored pencils. “Blue,” said Caleb slowly, “and gray. And green.” Sarah nodded. Suddenly, Caleb grinned. “Papa,” he called. “Papa, come quickly! Sarah has brought the sea!”

What is the main idea of the sentences?

A. Caleb and Anna will have a Mama again when Papa and Sarah are married.
B. Sarah has chosen to make her home with Anna, Caleb and Papa.
C. Sarah returns from town to bring gifts to Anna and Caleb.
D. Sarah wanted to use the colors to finish her drawing.
Guiding Questions:

- What did Caleb say that Sarah’s picture was missing?
- Why were the colors important?
- What did Sarah miss the most about her home?
- What is the decision that Sarah has to make?
- What does Sarah bringing colored pencils to Anna and Caleb tell us about her decision?

Answer: (Part A) B

Rationale: When you read “what it says”, this section is about some colored pencils that are the colors of the sea. But, these sentences are so much more than that, in the context of the whole story. By choosing to come back with the colored pencils that are the colors of the sea, we know that Sarah has made her choice to stay with Anna, Caleb, and Papa. It’s not just about finishing her artwork. She does say that the colored pencils are for Anna and Caleb, but she also says “for all of us” and we know that it’s not all about getting a present from town. And, in these sentences, the main idea isn’t about Anna and Caleb getting a new mama.

**Part B**

Which sentence from the passage shows the same theme you chose in Part A?

A. “For Anna,’ she said. ‘And Caleb. For all of us.’”
B. “I will always miss my old home, but the truth of it is I would miss you more.”
C. “Very carefully I unwrapped it, Caleb peering closely. Inside were three colored pencils.”
D. “Papa says that when the preacher asks if he will have Sarah for his wife, he will answer ‘Ayuh’.”

C1T2 Central Ideas
We know that the main idea for this section was that Sarah had decided to make her home with Anna, Caleb, and Papa. Part B of this question asks us to choose the detail that shows the same theme. This means we need to choose a detail that has the same idea as the answer for Part A. With your partner, look at each answer choice and discuss if it shows the same main idea we chose in Part A. Use this sentence frame: “This choice is the same theme as Part A because…” (Give students 5-8 minutes to discuss the answer choices and identify the best choice. Discuss as a whole group, explaining rationale or clarifying concept as needed.)

Correct Answer: (Part B) B

Rationale: We are looking for the choice that best matches the idea that Sarah has chosen to make her home with Anna, Caleb, and Papa. Answer choice B, that Sarah misses her home but would miss them more, is a similar theme to Part A. This is further support that Sarah is choosing to make her home with Anna, Caleb, and Papa because she would miss them even more than she would miss the sea.

SECOND LEVEL OF READING: Craft and Structure

Step 3—Read for Craft and Structure (15-20 min. per read): This time we are going to read the passage to analyze the author’s craft and structure in Chapter 9. We will answer a comprehension question about Text Structures and Features. Read the question with me:
This question has two parts. First answer Part A. Then answer Part B.

**Part A**

Read the sentences from the passage.

“But I would not ask the question. I was afraid to hear the answer.”

How is this statement different from the ones that Anna made before it in the passage?

A. The statements before showed confidence that Sarah was returning. This one showed fear that Sarah would not come back.

B. Before, Anna had worried that Caleb might not understand if Sarah left for good. Now, she is afraid to ask if she will.

C. The statements before showed that Anna feared Sarah was returning. Now she knows she will for sure.

D. Before, Anna was concerned that Caleb would be devastated if Sarah returned. Now she knows she will not.

**Part B**

Which sentences best support your answer in part A?

A. Anna decides to begin doing her chores when Sarah leaves.

B. When it was dinner time, Anna set the table with four plates.

C. When Anna sees Sarah leave she pictures the day her Mama left and never came back.

D. Anna gets upset with Caleb when he pesters her with questions about why Sarah is leaving.
To answer this question, we need to find the statements that Anna made before and figure out what she was talking about. Let’s record our thinking on a Sequence Chart. (Depending on the level of your students, you may choose to have them do this activity with partners or as a whole group with teacher modeling under the document camera or on the white board.)

What Anna says: What it tells us about Anna’s feelings:

But I would not ask the question. I was afraid to hear the answer.

Correct Answer: (Part A) A    (Part B) C

Rationale: When we look at what Anna says to Caleb throughout the day, she is very positive. She assures him that Sarah would have told them if she was leaving, that the house was not too small, etc. But, when we look at Anna’s last statement (to the readers, not to Caleb), she says she won’t ask the question because she is afraid to hear the answer. This is where Anna tells us (the reader) that she’s just putting on a brave face for her little brother, but she is also afraid that Sarah won’t return. This makes A the best answer for Part A.

The best support for this idea is the statement Anna shares with the reader earlier in the chapter when she compares the day the wagon took Mama away with this day when Sarah leaves for town. We can see that Anna is scared and worried about being left
behind again. Doing her chores doesn’t show anything out of the ordinary. Setting four places at dinner shows faith that there will be four people there to eat. She never does get upset with Caleb in this section for all his questions. So, C is the only reasonable answer for Part B.