

## Lesson Plan: Close Reading & Summary Writing

### Perspectives on Heritage: Nonfiction

**Name:** Karina Hernandez

**Grade Level:** 10th Grade

**Length of Lesson (Minutes):** 1-2 full 75 minute class periods

#### Overview & Purpose:

This lesson is designed to facilitate close reading and summary writing using [annotation guidelines](#), collaboration, academic discussions, and thinking maps.

Students should be able to see the link between their close reading activities, thinking map development, and summary as ways to comprehend texts more deeply, mark texts effectively, outline a piece of writing, and explain in their own words what a text is about.

#### Lesson Objectives:

Students will be able to:

- Close read with annotation guidelines
- Determine central idea of text & identify supporting details to support central idea
- Write a concise, objective, and effective summary about individual's responses to culture and explain conclusions by using the writing process

#### College and Career Readiness Standards:

##### Reading:

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2: Determine one or more central ideas of a text and analyze development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.9-10.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

##### Writing:

CCSS.ELA-LITERACY.W.9-10.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### Materials/Resources

##### Teacher

What do you need for this lesson?

1. Use STAR readiness scores, or knowledge of student reading abilities (lexile)

##### Students

What do they need for this lesson?

1. Text to read
2. Chromebook or paper copy of text
3. Binder paper and writing utensil

## Lesson Plan: Close Reading & Summary Writing

<ol style="list-style-type: none"> <li>2. Create a google doc with text to be read for students to read and annotate on → <a href="#">Text</a></li> <li>3. Annotation guideline chart</li> <li>4. <a href="#">Teaching Tips for Pair-Reading Protocol</a></li> <li>5. Elmo and projector</li> </ol> <p>Attach a copy or provide a link to all handouts.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Think as You Read Sheet</a></li> <li>2. Partner Reading Protocol</li> </ol> <p><b>Learning Strategies:</b></p> <ul style="list-style-type: none"> <li>● Quickwrite</li> <li>● Think-Pair share</li> <li>● Close Reading</li> </ul>	<p>Attach a copy or provide a link to all handouts.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Personal Essay: Two Ways to Belong in America</a></li> <li>2. <a href="#">Pair Reading Protocol</a></li> <li>3. <a href="#">Think as You Read Guide</a></li> <li>4. <a href="#">Annotation Guidelines</a></li> <li>5. <a href="#">Summary Rubric</a></li> <li>6. <a href="#">Summary Example</a> (for students who were absent or for those who need a reminder)</li> <li>7. <a href="#">Thinking Map</a></li> </ol>
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Instruction
<p><b>Set/Hook/Motivator (Before): Do Now (8-10 min.)</b></p> <p><b>Teacher</b></p> <ol style="list-style-type: none"> <li>1. Review learning targets/objectives: <i>In this activity, you will read a personal essay and draw conclusions about the characters' perspectives on culture. We will use the tools from our previous Reading Workshop.</i></li> <li>2. Anticipatory Set: Quickwrite feature in Google Classroom <ul style="list-style-type: none"> <li>● Ask a students to respond to the quick write, related to the topic of the text to get students thinking and writing</li> <li>● Students will brainstorm answers in writing (journal entry tab   Interactive journal)</li> <li>● Have a brief whole-class discussion; ask for student volunteers or pick a random student from <a href="#">Class Dojo</a> class (pulling sticks method), to share answers/facilitate discussion and get students invested in material</li> </ul> </li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Before Reading Quickwrite: Respond to the following quotation from Mukherjee's "Two Ways to Belong in America" before sharing with your partner.</li> </ol> <p style="text-align: center;"><b><i>"The price that the immigrant willingly pays, and that the exile avoids, is the trauma of self-transformation."</i></b></p> <p>Sample answer: An immigrant has to be willing to change, but an exile avoids paying that "price." In this quote, "Self-transformation" is seen as something that some people want, but others try to avoid.</p> <p><b>Instructional Procedures (During): Classwork</b></p> <p>Close Reading Activity:</p> <ul style="list-style-type: none"> <li>● Let students know they will be close reading the text, meaning reading more than once, by using skills from previous reading workshop</li> <li>● Put students in reading pairs and display the steps for the reading activity. Review with them the steps, reinforcing that on first read through, no one should be doing any annotating and that they should take turns reading to each other</li> <li>● Set a time for students to read (time depends on length of reading)</li> </ul>

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- Let partners know that once they are finished with the first read through, they should discuss what they thought the article was mostly about and why they think this is
- When time is up, pull students together for whole group discussion about the article
  - What was it mostly about?
  - How did they come to that understanding about the text?
  - What clues helped get an idea of what the article is about?
    - Predictions based on title of piece
    - Topic sentences
    - Repeated details
    - Rhetorical devices/appeals
- Once the whole class has an understanding of the central idea, have them go back into article and highlight 1-2 sentences that they think best represent the central idea (thesis) in green.
  - If students are having trouble, direct them that it can usually be found in the introduction
- Circulate while students do this, offering guidance as needed.
- Come back as a whole group, share out the sentences that partners chose
- Once central idea is established, have students locate 3-5 examples of sentences that best support the central idea.
  - They should highlight these in yellow
- Students can work together to determine supporting details
- Depending on the level of the text, students can now highlight unknown words in red and define them in their own words.
- Once this is complete, bring students together and let them know they'll be sharing some of their supporting details as a class and putting information into a thinking map outline to use for their summary

### Teacher:

1. During Reading:
  - a. As you read Mukherjee's "Two Ways to Belong in America" with your partner, you will take on alternating roles of reader, responder, and listener. After partner A reads, partner B will respond to the reading by summarizing, questioning, clarifying, or connecting with the text. The responder will then become the reader, the reader will become the listener, and so on until the article is read in its entirety.
  - b. To begin, you will start by skimming the text independently, you will have two minutes to do this, once the timer goes off you will start the partner reading activity
  - c. Don't underestimate the power of pairs - Follow Pair Reading Protocol

### Students:

1. Skim the text, independently to get the a preview of text structure and ideas (2-3 min)
2. Begin working with partner, following **Pair Reading Protocol** (15 -20 min)
3. Discuss with my partner what thought the article was mostly about and why (5min)
4. Share key points from partner discussion with whole class (10 min)
  - a. What was it mostly about?
  - b. How did they come to that understanding about the text?

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- c. What clues helped get an idea of what the article is about?
  - i. Predictions based on title of piece
  - ii. Topic sentences
  - iii. Repeated details
  - iv. Rhetorical devices/appeals
5. (3rd interaction with text) Re-read article with partner using **Annotation guidelines** (10 min)
6. Share annotations with classmates:
  - a. Share supporting details

### Closure (After): Exit ticket (10 - 15 min)

#### Thinking Map Activity

- Tell students they'll be making a thinking map to record their ideas about the central idea and supporting details
- Create a thinking map with the whole class under the Elmo on binder paper or computer paper ([see example](#))
- Have students label the parts that will go into summary:
  - Central idea in a box on top
  - 3-5 supporting detail boxes
  - Author's purpose at the bottom
- Model for students how to put the central idea onto their own words on your thinking map
  - Students can copy yours or come up with their own wording
  - Work through the supporting details, choosing as many as apply to the length of the piece they're reading (anywhere from 3-6 pieces of evidence)
- Once students have completed the topic sentence (central idea) and evidence to support it, have a discussion about the author's purpose
- PIE is the acronym I give them to help determine author's purpose (Persuade, Inform, Entertain)
- After thinking map is filled out, have students go back into the text one more time to highlight 3 or so interesting ideas in **blue** and comment on them
  - Sentence stems are provided on Annotation Guide

#### Teacher:

1. Bring whole class together
2. Create thinking map with students
3. Model activity
4. Collect thinking map for formative assessment

#### Students:

1. Follow teacher's lead
2. Create thinking map
3. Fill in information based on reading activity
4. Turn in Thinking map at the end of class → If not done, finish for H.W

#### Next Class Activity:

Start by reviewing previous lesson; have students go back into the text one more time to highlight 3 or so interesting ideas in **blue** and comment on them

- Sentence stems are provided on Annotation Guide

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- Remind students they will need their thinking maps to be complete
- Inform students that they will use thinking map (prewrite tool) to complete their summary
- Review or create a mini-lesson about the basics of summary writing, remind students they will be using the thinking map they created to write their draft
- You may want to provide students with [transition words](#), or do a quick brainstorm and share out
- Review the rubric for summary, either in small groups or as a whole class
- You may want to provide students with an example of either level 3 or 4 summary to use as a model, or you could give them a 2 or lower and have them edit it.
- Once you feel comfortable that they understand the concept of summary, they can get to work on their own
- Have students use rubric to peer edit each other's summaries