



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 2

Reading Closely: Author's Note, Part 1



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

Supporting Learning Targets

- I can determine the gist of the first paragraph of the Author's Note in *A River of Words*.
- I can answer questions about the text in order to gain a deeper understanding of the life of William Carlos Williams.
- I can determine the main idea of the first paragraph of the Author's Note in *A River of Words*.

Ongoing Assessment

- Close Reading Questions and Notes: Author's Note (answers for close reading of paragraph 1 only)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets: Rereading <i>A River of Words</i> (10 minutes)</p> <p>2. Work Time</p> <p>A. Finding the Gist: Author's Note, Paragraph 1 (10 minutes)</p> <p>B. Close Reading: Author's Note, Paragraph 1 (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Revisiting the Learning Targets (10 minutes)</p> <p>4. Homework</p> <p>A. Begin reading your independent reading book.</p>	<ul style="list-style-type: none">• In this lesson, students closely read the Author's Note in <i>A River of Words</i> (provided in the supporting materials, so each student can have his/her own copy). This is a complex text, so closely reading it will ensure students learn more about William Carlos Williams, in particular his poetry style and how it is unique. This will be important later on in shared writing sessions when students learn to extract appropriate information from the narrative, Author's Note, and timeline in <i>A River of Words</i> to use in their writing.• In this close reading, students practice skills they will be assessed on the mid-unit assessment (in Lesson 6): answering questions using evidence from the text, making inferences from details, and identifying the main idea.• The close reading process is meant to be discussion-based. You may invite students to work independently or in pairs or small groups when thinking about different questions, but be sure to guide the whole class in a discussion of each section of the text. Refer to the Close Reading Guide (for teacher reference) for suggestions on how to guide students through the text and answers to the text-dependent questions. Do not assign these questions to students to complete on their own as a worksheet.• The questions in the Close Reading Guide have been designed to encourage students to dig deeper in order to improve their understanding of the text's meaning. They also teach students domain-specific vocabulary relevant to biographies, which they can later use in writing about their selected poet.• In Lesson 3, after closely reading Paragraphs 2 and 3 of the Author's Note, students begin a Word Wall of domain-specific vocabulary. This Word Wall is not begun in Lesson 2, since the first paragraph of the Author's Note (the focus of this lesson) does not contain domain-specific vocabulary pertaining to biographies.• At the start of this lesson, students read along silently as the teacher rereads <i>A River of Words</i>. While students do not do a close read of this rich text, it is worth a second read in order to give students a foundational understanding of the life of William Carlos Williams, which in turn will support them as they closely read the Author's Note (a more complex text) later in the lesson.• In advance:<ul style="list-style-type: none">– Familiarize yourself with the Author's Note (particularly Paragraph 1), and the Close Reading Guide.– Post: Learning targets.



Lesson Vocabulary	Materials
<p>Author’s Note; obstetrics, pediatrics, house calls, Great Depression, unemployed</p>	<ul style="list-style-type: none"> • <i>A River of Words</i> (book; one for the class) • Document camera • Author’s Note: <i>A River of Words</i> (one per student) • Close Reading Questions and Notes: Author’s Note (one per student) • Close Reading Guide: Author’s Note (for teacher reference) • William Carlos Williams anchor chart (from Lesson 1)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Reviewing Learning Targets: Rereading <i>A River of Words</i> (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to pair up with their same partner from Lesson 1. • Display <i>A River of Words</i>. Remind students that they read this text together in Lesson 1. Using a document camera, reread the text straight through without stopping as students read along silently. • Remind students that in the previous lesson, they found the gist of <i>A River of Words</i>. Ask students to briefly review with their partner: <ul style="list-style-type: none"> * “What kind of book is <i>A River of Words</i>?” • Cold call students to share their responses. Listen for students to remember that it is a biography. • Ask them to discuss with their partner: <ul style="list-style-type: none"> * “What did you learn about William Carlos Williams in <i>A River of Words</i>?” • Select volunteers to share their responses. Students may have any number of responses here. Refer to the text if you are unsure about a response given. • Tell students that today they will read one of the text features they explored yesterday, the Author’s Note at the back of the book, to see if they can learn a bit more about William Carlos Williams and practice closely reading a biography. Remind them that this will prepare them to read and learn about their selected poet. 	<ul style="list-style-type: none"> • Invite students to refer to their Gist recording forms from the previous lesson as they consider what they learned about William Carlos Williams. • Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so students can connect their learning with the activity they are working on.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Focus students' attention on the learning targets:<ul style="list-style-type: none">* "I can determine the gist of the first paragraph of the Author's Note in <i>A River of Words</i>."* "I can answer questions about the text in order to gain a deeper understanding of the life of William Carlos Williams."* "I can determine the main idea of the first paragraph of the Author's Note in <i>A River of Words</i>."• Read aloud the first learning target and underline the words <i>Author's Note</i>. Ask students:<ul style="list-style-type: none">* "When exploring the text in the previous lesson, we saw the Author's Note. What is an Author's Note?"• Cold call students to hear their responses. Listen for them to explain that an Author's Note contains things readers should know about a book. For example, if a book is fiction, but based on a real event, the author may explain that in the Author's Note.• Next, ask students to chorally read aloud the second learning target with you. Ask students:<ul style="list-style-type: none">* "How do you think answering questions about a text can help you to better understand a topic?"• Listen for students to suggest that answering questions about a text helps you read it more closely and think about it more deeply.• Invite students to read the final learning target with you and underline the words <i>main idea</i>.• Tell students that the main idea is the point the author is trying to make.	



Work Time	Meeting Students' Needs
<p>A. Finding the Gist: Author's Note, Paragraph 1 (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute Author's Note: A River of Words.• Read the Author's Note aloud all the way through without stopping as students read along silently in their heads.• Tell students that as this is a complex text with some challenging vocabulary, they will closely read it in sections—they will closely read the first paragraph in this lesson and then closely read the next two paragraphs in the next lesson.• Distribute Close Reading Questions and Notes: Author's Note .• Tell students that today they will be reading only the first paragraph of the author's note. Point out on their Close Reading Questions and Notes on the second page where there is a note that says "STOP HERE." This indicates the end of the close reading of paragraph 1. Tell students that in Lesson 3, they will continue their close reading, focusing on paragraph 2. Continue to emphasize that one of the "things close readers do" is to work very slowly and deliberately through a complex text.• Read the first direction. Tell students that the first thing they will do is reread the first paragraph to find the gist. Remind them that the gist is their initial sense of what the text is mostly about.• Reread the first paragraph aloud for students. Ask them to discuss in pairs:<ul style="list-style-type: none">* "There are some challenging words and phrases in this paragraph that we will work through later as we read the excerpt closely, but what is the gist? What is your initial sense of what this paragraph is mostly about?"• Select volunteers to share their responses whole group. Listen for students to explain that it is mostly about how William Carlos Williams was a doctor who helped and took care of people. <i>Note: The gist students suggest may vary; this is okay since students will be coming to a more clear statement regarding the main idea of this paragraph after they have worked with the paragraph much more extensively.</i>• Invite students to write the gist on their Close Reading Questions and Notes sheet.	<ul style="list-style-type: none">• Consider allowing struggling writers to record key words instead of complete sentences for the gist.



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading: Author's Note, Paragraph 1 (30 minutes)</p> <ul style="list-style-type: none"> Using the Close Reading Guide: Author's Note, guide students through a close read of the first paragraph. Invite them to record their answers on their Close Reading Questions and Notes sheet. Stop when you get to the note that indicates the end of the close reading of paragraph 1, "STOP HERE: END OF LESSON 2". 	<ul style="list-style-type: none"> Encouraging students share with a partner or whole group before recording their answers can help ensure all students understand the answer and are ready to write.
Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing and Revisiting the Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> Invite students to refer to their answers on the Close Reading Questions and Notes sheet and ask: <ul style="list-style-type: none"> "What new things do you know about William Carlos Williams? What key facts did you learn that you would share with someone who has only read his poems?" Cold call students to share their responses. Record student responses in bullet points on the William Carlos Williams anchor chart. Refer to the Author's Note if students suggest incorrect information. Reread the learning targets: <ul style="list-style-type: none"> "I can determine the gist of the first paragraph of the Author's Note in <i>A River of Words</i>." "I can answer questions about the text in order to gain a deeper understanding of the life of William Carlos Williams." "I can determine the main idea of the first paragraph of the Author's Note in <i>A River of Words</i>." Ask students and ask them to turn to a new neighbor (different from their partner) and discuss the following prompt: <ul style="list-style-type: none"> How did closely reading this paragraph help you who William Carlos Williams was? Give students a few minutes to discuss this prompt, then cold call a few students to share their conversations. Listen for students to mention that the close reading of this paragraph helped them understand the kind of person William Carlos Williams was (generous and kind). 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Begin reading your independent reading book. 	



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 2

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Author's Note:
A River of Words



William Carlos Williams was a family doctor in his hometown of Rutherford, New Jersey, for more than forty years. He specialized in pediatrics (care of children) and obstetrics (delivering babies). Records indicate that he presided over more than 3,000 births. Like most doctors of his time, Williams made house calls, spending his days and some nights, too, caring for the sick in their homes. During the Great Depression, when many adults were unemployed and families could not afford to pay, Williams helped them anyway. Often, after stitching a wound, dispensing medicine for a fever, or helping a woman deliver her child after a long night's labor, he would leave with a homemade scarf, a jar of jam, or a warm casserole as payment.

Despite the constant demands of his profession, Williams always made time for poetry. In his earliest verses, he adopted the methods of traditional English poets who focused on grand topics and used regular patterns of rhyme. Slowly, however, he developed his own distinctive style in which he used shorter lines, brief stanzas, and little or no punctuation. But perhaps his most important contribution to American poetry was his focus on everyday objects and the lives of common people. In his poems, readers can find fire trucks, cats, flowerpots, plums, babies, construction workers, and refrigerators. By stripping away unnecessary details, Williams tried to “see the thing itself . . . with great intensity and perception.”

Although he wrote poems for most of his adult life, his poetry was not well known until he was in his sixties. By then, he had already published more than a dozen poetry books as well as several volumes of essays, plays, and short stories. Today William Carlos Williams is considered one of our most influential American poets and his work is read and studied in schools and universities all over the world. Williams died in 1963 at the age of seventy-nine.

— Jen Bryant



Close Reading Questions and Notes:
Author's Note

Name: _____

Date: _____

Directions	Questions and Answers
Read the first paragraph again silently.	1. What is the gist of the first paragraph?
Reread the first two sentences of the text.	2. What did William Carlos Williams do as a doctor? Use evidence from the text to support your answer. 3. How do the words in parentheses help you understand the meaning of these last two sentences?
Reread the sentence beginning with, "Williams made house calls ..." Underline the most important part of the sentence.	4. Why is that the most important part of the sentence?



Close Reading Questions and Notes:
Author's Note

Directions	Questions and Answers
<p>Reread the rest of the text starting from with “During the Great Depression ...”</p>	<p>5. Based on the text, what can you infer happened during the Great Depression? Use evidence from the text to support your answer.</p> <p>6. How did William Carlos Williams help people during this time in history?</p> <p>7. What is the main idea of this paragraph?</p>

STOP HERE



Close Reading Questions and Notes:
Author's Note

Directions	Questions and Answers
Reread the second paragraph again silently.	8. What is the gist of the second paragraph?
Reread the third paragraph again silently.	9. What is the gist of the third paragraph?
Reread the first sentence of Paragraph 2. Underline the most important part of the sentence.	
Read the next two sentences of Paragraph 2 beginning with, "In his earliest verses ..."	10. In your own words, explain how William Carlos Williams's poetry changed over time.



Close Reading Questions and Notes:
Author's Note

Directions	Questions and Answers
Reread the second paragraph again silently.	1. What is the gist of the second paragraph?
Reread the third paragraph again silently.	2. What is the gist of the third paragraph?
Reread the first sentence of Paragraph 2. Underline the most important part of the sentence.	
Read the next two sentences of Paragraph 2 beginning with, "In his earliest verses ..."	3. In your own words, explain how William Carlos Williams's poetry changed over time.



Close Reading Questions and Notes:
Author's Note

Directions	Questions and Answers
<p>Reread the final two sentences of Paragraph 2 beginning with, “But perhaps his most important contribution ...”</p> <p>Reread “The Red Wheelbarrow” by William Carlos Williams:</p> <p>So much depends upon</p> <p>a red wheel barrow</p> <p>glazed with rain water</p> <p>beside the white chickens.</p>	<p>4. What are some everyday objects William Carlos Williams was inspired by? Use evidence from the text to support your answer.</p>



Close Reading Questions and Notes:
Author's Note

Directions	Questions and Answers
<p>Reread the final sentence beginning with, “By stripping away ...”</p>	<p>5. In your own words, explain why he stripped away the unnecessary details.</p> <p>6. Underline the sentence that you think contains the main idea in this paragraph.</p>



Close Reading Guide:
Author's Note
(For Teacher Reference)

LESSON 3: PARAGRAPH 1	
Student Directions and Questions	Close Reading Guide (40 minutes with gist)
<p>Read the first paragraph again silently.</p> <p>1. What is the gist of the first paragraph?</p>	<p>(10 minutes)</p> <ul style="list-style-type: none">• Read the first student direction aloud and invite students to read along silently in their heads.• Invite students to read Question 1 with you and to discuss the answer in pairs:<ul style="list-style-type: none">* “What is the gist of the first paragraph? What is it mostly about?”• Select students to share their responses whole group. Listen for students to explain that the first paragraph is mostly about how William Carlos Williams was a doctor who cared so much about people that if they could not afford to pay him, he let them pay with gifts other than money.• Invite students to record the gist in the appropriate place on their answer sheet.



Close Reading Guide:
Author's Note
(For Teacher Reference)

LESSON 3: PARAGRAPH 1	
Student Directions and Questions	Close Reading Guide (40 minutes with gist)
<p>Reread the first two sentences of the text.</p> <p>2. What did William Carlos Williams do as a doctor? Use evidence from the text to support your answer.</p> <p>3. How do the words in parentheses help you understand the meaning of these last two sentences?</p>	<p>(10 minutes)</p> <ul style="list-style-type: none"> • Read the student direction aloud and invite students to read along silently in their heads. • Invite students to read Question 2 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * “What did William Carlos Williams do as a doctor? Use evidence from the text to support your answer.” • Cold call students to share their responses whole group. Listen for students to call out this part of the text: “He specialized in <i>pediatrics</i> (care of children) and <i>obstetrics</i> (delivering babies).” • Invite students to record the answer on their answer sheet. • Invite students to read Question 3 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * “How do the words in parentheses help you understand the meaning of these last two sentences?” • Invite students to record the answer on their answer sheet. • Select students to share the answers they recorded on their answer sheet. Listen for students to explain that the words in parentheses are the definitions of the words before.



Close Reading Guide:
Author's Note
(For Teacher Reference)

LESSON 3: PARAGRAPH 1	
Student Directions and Questions	Close Reading Guide (40 minutes with gist)
<p>Reread the sentence beginning with, "Williams made house calls ..." Underline the most important part of the sentence.</p> <p>4. Why is that the most important part of the sentence?</p>	<p>(10 minutes)</p> <ul style="list-style-type: none"> • Read the student direction aloud and invite students to read along silently in their heads. • Invite students to underline the most important part of the sentence as the direction requires. • Select volunteers to share which part of the sentence they underlined. Listen for students to say that "Williams made house calls" is the most important part of the sentence. • Explain what <i>house calls</i> are. • Invite students to read Question 4 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * "Why is that the most important part of the sentence?" • Cold call students to share their responses. Listen for students to explain that it is the most important sentence because that part explains what he did, while the rest of the sentence provides details about how/when he did it. • Call out the commas in the sentence and explain how the commas separate the most important information from the extra details.



LESSON 3: PARAGRAPH 1	
Student Directions and Questions	Close Reading Guide (40 minutes with gist)
<p>Reread the rest of the text starting from with “During the Great Depression ...”</p> <p>5. Based on the text, what can you infer happened during the Great Depression? Use evidence from the text to support your answer.</p> <p>6. How did William Carlos Williams help people during this time in history?</p> <p>7. What is the main idea of this paragraph?</p>	<p>(10 minutes)</p> <ul style="list-style-type: none"> • Read the student direction aloud and invite students to read along silently in their heads. • Explain to students that the <i>Great Depression</i> occurred from 1929 to 1939. • Ask students to discuss Question 5 in pairs: <ul style="list-style-type: none"> * “Based on the text, what can you infer happened during the Great Depression? Use evidence from the text to support your answer.” • Select volunteers to share their responses whole group. Listen for students to explain that: “many adults were unemployed and families could not afford to pay” for the doctor. If necessary, clarify the meaning of unemployed (not employed/not having a paying job). • Invite students to record their answers on their answer sheet. • Read aloud Question 6 with students. Ask them to discuss the answer in pairs: <ul style="list-style-type: none"> * “How did William Carlos Williams help people during this time in history? Use evidence from the text to support your answer.” • Invite students to record their answers on their answer sheet. • Cold call students to share the answers they recorded whole group. Listen for students to explain: “When many adults were unemployed and could not afford to pay, William helped them anyway.” And he would help them by accepting other gifts like a scarf or a jar of jam instead of money.



Close Reading Guide:
Author's Note
(For Teacher Reference)

LESSON 3: PARAGRAPH 1	
Student Directions and Questions	Close Reading Guide (40 minutes with gist)
	<ul style="list-style-type: none">• Read aloud Question 7 with students. Ask them to discuss the answer in pairs:<ul style="list-style-type: none">* “What is the main idea of this paragraph? What point is the author trying to make?”• Invite students to record their answers on their answer sheet.• Select volunteers to share the answers they recorded whole group. Listen for students to explain that the main idea is that: William Carlos Williams was a doctor who cared for the sick even when they couldn't pay him in money.
STOP HERE: END OF LESSON 2	



LESSON 3: PARAGRAPH 2	
Student Directions and Questions	Close Reading Guide
<p>Reread the second paragraph again silently.</p> <p>1. What is the gist of the second paragraph?</p>	<ul style="list-style-type: none"> • Read the first student direction aloud and invite students to read along silently in their heads. • Invite students to read Question 1 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * “What is the gist of the second paragraph? What is it mostly about?” • Select students to share their responses whole group. Listen for students to explain that the second paragraph is mostly about how William Carlos Williams started out writing poems in a more traditional style, but then developed his own style and wrote about everyday objects and people. • Invite students to record the gist in the appropriate place on their answer sheet.
<p>Reread the third paragraph again silently.</p> <p>2. What is the gist of the third paragraph?</p>	<ul style="list-style-type: none"> • Read the direction aloud and invite students to read along silently in their heads. • Invite students to read Question 2 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * “What is the gist of the third paragraph? What is it mostly about?” • Select students to share their responses whole group. Listen for students to explain that the second paragraph is mostly about how William Carlos Williams had a lot of his writing published and is an influential American poet. • Invite students to record the gist in the appropriate place on their answer sheet.



LESSON 3: PARAGRAPH 2

Student Directions and
Questions

Close Reading Guide

Reread the first sentence of Paragraph 2. Underline the most important part of the sentence.

- Read the student direction aloud and invite students to read along silently in their heads.
- Ask students if they know what *despite* means. If none of them know, explain that *despite* means “even though.”
- Invite students to underline the most important part of the sentence as the direction requires.
- Select volunteers to share which part of the sentence they underlined. Listen for students to say that: **“Williams always made time for poetry” is the most important part of the sentence.**
- Invite students to discuss the answer in pairs:
 - * “Why is that the most important part of the sentence?”
- Cold call students to share their responses. Listen for students to explain that it is the most important sentence because, like in the first paragraph, **that part explains what he did, while the rest of the sentence provides additional details.**
- Call out the commas in the sentence and explain how the commas separate the most important information from the extra details.



LESSON 3: PARAGRAPH 2

Student Directions and Questions	Close Reading Guide
<p>Read the next two sentences of Paragraph 2 beginning with “In his earliest verses ...”</p> <p>3. In your own words, explain how William Carlos Williams’s poetry changed over time.</p>	<ul style="list-style-type: none"> • Read the student direction aloud and invite students to read along silently in their heads. • Make sure students recognize that <i>verses</i> means poetry, and explain that <i>grand topics</i> it means important, complicated topics like love and death. • Focus students on the word <i>distinctive</i>. Ask students to discuss in pairs: <ul style="list-style-type: none"> * “If something is distinctive, what does that mean?” • Select students to share their responses. Listen for students to explain that if something is distinctive, it is unique or different in some way. If they don’t know the meaning of the word, invite a student to look up the word in a dictionary and to read the definition for the whole group. • Remind students that a <i>stanza</i> in poetry is a group of lines divided by a space. • Invite students to read Question 3 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * “In your own words, explain how William Carlos Williams’s poetry changed over time.” • Invite students to record their answers on their answer sheet. • Cold call students to share their responses. Listen for students to explain that in the beginning, he used more traditional poetry methods, but he developed his own style.



LESSON 3: PARAGRAPH 2	
Student Directions and Questions	Close Reading Guide
<p>Reread the final two sentences of Paragraph 2 beginning with, “But perhaps his most important contribution ...”</p> <p>4. What are some everyday objects William Carlos Williams was inspired by? Use evidence from the text to support your answer.</p> <p>Reread “The Red Wheelbarrow” by William Carlos Williams:</p> <p>So much depends upon a red wheel barrow glazed with rain water beside the white chickens.</p>	<ul style="list-style-type: none"> • Read the student direction aloud and invite students to read along silently in their heads. • Invite students to read Question 4 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * “What are some everyday objects William Carlos Williams was inspired by? Use evidence from the text to support your answer.” • Invite students to record their answers on their answer sheet. • Cold call students to share their responses. Listen for them to explain that he was inspired by “fire trucks, cats, flowerpots, plums, babies, construction workers, and refrigerators.” • Ask students to discuss in pairs: <ul style="list-style-type: none"> * “Which poems by William Carlos William have you read about ordinary things?” • Cold call students to share their responses. Listen for students to mention: “The Great Figure” and “The Red Wheelbarrow.” • Invite students to take turns whisper-reading “The Red Wheelbarrow” on their Close Reading Questions and Notes sheet with a partner. • Invite students to discuss in pairs: <ul style="list-style-type: none"> * “Which elements of William Carlos Williams’s distinctive style can you see in “The Red Wheelbarrow”? Use evidence from the Author’s Note in your answer.” • Select volunteers to share their responses. Listen for students to explain that: There are short lines and brief stanzas in “The Red Wheelbarrow.”



LESSON 3: PARAGRAPH 2	
Student Directions and Questions	Close Reading Guide
<p>Reread the final sentence beginning with, “By stripping away ...”</p> <p>5. In your own words, explain why he stripped away the unnecessary details.</p> <p>6. Underline the sentence that you think contains the main idea in this paragraph.</p>	<ul style="list-style-type: none"> • Read the student direction aloud and invite students to read along silently in their heads. • Ask students to discuss in pairs: <ul style="list-style-type: none"> * “What does necessary mean?” • Select students to share their responses whole group. Listen for students to explain that it means it is needed. • Ask students to discuss in pairs: <ul style="list-style-type: none"> * “How does adding the prefix ‘un’ at the beginning of the word change the meaning?” • Cold call students to share their responses whole group. Listen for students to explain that the prefix “un” means not, so unnecessary details are details that are not necessary. • Make it clear that William Carlos Williams removed unnecessary details in his poetry. • Explain to students that when something is done with great intensity, it is done with great strength and power, and that perception is understanding or interpreting something through the senses. • Invite students to read Question 5 with you and to discuss the answer in pairs: <ul style="list-style-type: none"> * “In your own words, explain why he stripped away the unnecessary details.” • Invite students to record their answers on their answer sheets.



Close Reading Guide:
Author's Note
(For Teacher Reference)

LESSON 3: PARAGRAPH 2

Student Directions and
Questions

Close Reading Guide

- Select students to share their responses whole group. Listen for students to explain something like **he stripped away the unnecessary details to see the object he was looking at clearly for what it really was.**
- Invite students to read Question 6 with you and to discuss the answer in pairs:
 - * “Underline the sentence that you think contains the main idea in this paragraph.”
- Remind students that the main idea is the point the author is trying to make. Invite students to underline the sentence.
- Cold call students to share their responses and ask them to justify why they think that is the most important sentence. Listen for students to explain that **the most important sentence is the one that begins with, “But perhaps his most important contribution to American poetry was his focus on everyday objects ...” because this sentence explains how the poems of William Carlos Williams were different from those of other poets.**