

## Educator Information and Directions

This PDF provides the materials that accompany Unit 3, Lesson 8: Close Reading Project. The suggested time for completing this lesson is three days, with the following schedule for students. **Parents, be sure to print out the PDF before your child watches the video.**

### Student Objectives

1. Analyze a new text using close reading skills
2. Outline, create, and revise a close reading analysis of the text
3. Reflect on your work and what you have learned about close reading skills

### DAY 1

- Watch the **Video Lesson** and complete your **Guided Notes**.
- Read **Mama's Vignette**.
- Complete the **Outline**.
- Complete the **Online Practice 1**.

### DAY 2

- Complete the **My Close Reading Analysis**.
- Complete **Online Practice 2**.

### DAY 3

- Complete the **Revise Your Work**.
- Complete the **Reflection**.
- Complete the **Online Assessment**.

## Extension Activities

### Strategies for Support & Extension:

Encourage your student to record their work in a form that works best for them. This could be typing, speech-to-text, a voice recording, or a video sharing their close reading skills.

To extend the learning experience, engage your student in a conversation about their project or have them present the project to you, a friend, or another adult.

### Suggested Gold:

Reward your child with 150 Gold/\$coops for each activity in this lesson.



Complete While Watching Video



Example



Student Practice



Write It Out!

# Day 1

## Guided Notes

**Guided Notes:** While you are watching the video, fill in the information below for your notes.



1. **Active reading** - \_\_\_\_\_ to pull out \_\_\_\_\_ information

2. **Outline** - a \_\_\_\_\_ used when writing

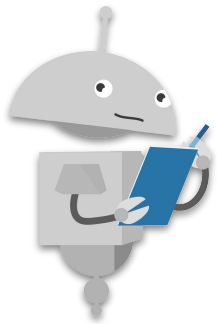


- Organize your \_\_\_\_\_ and \_\_\_\_\_ points before you start writing
- Like a \_\_\_\_\_ for your \_\_\_\_\_
- Showing where you want to \_\_\_\_\_, the \_\_\_\_\_ you want to make along the way, and where you want to \_\_\_\_\_

3. **Revise** - the \_\_\_\_\_ of going back through your work and making \_\_\_\_\_ to make it \_\_\_\_\_

### Close Reading Skills:

- ★ Summarizing
- ★ Making Inferences
- ★ Citing Evidence
- ★ Identifying the Author's Purpose
- ★ Determining the Point of View
- ★ Explaining the Main Idea



# Mama's Vignette

So far in *The House on Mango Street*, we have heard from Esperanza. Now, it's time to hear from her Mama. In this project, you will use your close reading skills to write about Mama's story. Start by reading and underlining key ideas from the passage:



Every morning, before the sun is up, I wake up in our small house on Mango Street. The day's tasks pull me from my warm bed. With a big breath, I start my day in the kitchen. The smell of *café* fills the room, waking me up and calming my heart. I look forward to the first sip, knowing it will help me start the day. I break eggs into a bowl, happy with the sounds they make. They cook in the pan with a nice sizzle. I spread butter on warm toast, watching it sink into the bread. I like doing these things. I know they're important.

Breakfast is ready, and I pour two cups of *café*. I add extra milk in one for my oldest, Esperanza, because that's how she likes it. Sitting across from *mis niños*, my children, I see their sleepy eyes opening. My tired face softens into a smile. I cherish these moments. We talk, laugh, plan our day, and dream. I have a quiet hope in my heart for my kids. I want more for them, opportunities beyond our neighborhood.

Watching them enjoy breakfast, I think about their future. I take comfort knowing my hard work is paving a better path for them. But I also feel the weight of my role. I want to shield them from hard times, but know that challenges build strength. So, I promise to keep working hard for them, but also to let them go when the time comes.

To me, this morning routine is more than food. It's about nourishing their dreams and hopes, *las esperanzas*. In our humble kitchen, I hold onto my wishes for them. I hope they will go beyond Mango Street one day, carrying the love and resilience I've tried to give them.

*This passage was generated in part by GPT-3.5 and was inspired by:  
Cisneros, Sandra. The House on Mango Street. Vintage Books, 1991.*



**Audio option:** Click or scan the QR code at right to listen to the text, and read along.



# Outline

**DIRECTIONS:** Now that you have read *Mama's Vignette*, you will read it one more time. Use the organizer below to help you take notes with each of your close reading skills! You can also do this on a device. *HINT: Scan or click the QR codes below each skill to be taken back to that lesson for help if you need it!*



## Summarize

Use your effective summarizing criteria to write about the story:



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## Make Inferences



Make an inference about the story. Remember to use the inferencing formula and cite evidence to find something the author hints at...



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## Cite Evidence

Do you think this story tries to persuade, inform, and/or entertain?



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## Determine Author's Purpose

How do you know?

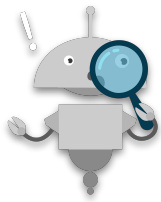


# Outline (continued)

**DIRECTIONS:** Now that you have read *Mama's Vignette*, use the organizer to work through each of your close reading skills! You can also do this on a device.



## Identify Point of View



*What point of view is the story told from?*

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*How does this point of view add to the meaning of the story?*

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*What is Mama's story about?*

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## Explain the Main Idea



*What is the message the author is trying to show with the story?*

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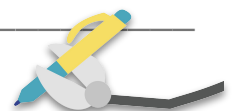
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# My Close Reading Analysis (continued)



A series of horizontal lines providing space for writing. The lines are evenly spaced and extend across the width of the page, starting from the top left and ending at the bottom right.



# Day 3

## Revise Your Work

**DIRECTIONS:** Follow the steps below to check and revise your Close Reading Analysis from Day 2.



**STEP ONE:** Read your work from Day 2. Mark the following on your pages when you spot them. You can highlight or underline using different colors, like the ones below, or you can use the suggested symbols:

Summarizing	Mark in pink or...	underline it with a wavy line 
Making an Inference	Mark in blue or...	draw a star near it 
Citing Evidence	Mark in red or...	circle it 
Identifying Author's Purpose	Mark in green or...	draw a box around it 
Determining Point of View	Mark in orange or...	draw a triangle near it 
Explaining the Main Idea	Mark in purple or...	draw a heart near it 

**STEP TWO:** After you mark your work, scan over your Close Reading Analysis and make sure you included all of the close reading skills above. If you need some help, you can ask an adult to check too! Then, answer the questions below:

1. Which close reading skill do you think you used the most effectively? Why?

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2. Which close reading skill do you think you should add more to? Why?

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## Revise Your Work (continued)

**DIRECTIONS:** Follow the steps below to check and revise your Close Reading Analysis from Day 2.



**STEP THREE:** Use what you thought about in Question 2 to revise that part of your Close Reading Analysis in the space below or on a device. For example, you might have said you want to add more to your explanation of the Main Idea to make a connection to the real world.

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# Reflection



**Congratulations on finishing your close reading!**  
Think about what you can take away from the experience using the organizer below:



While completing this project, I felt...

If I could sum up this project in three words, they would be...

I showed what I learned about close reading by...

I could use what I learned during this project in my own life by...