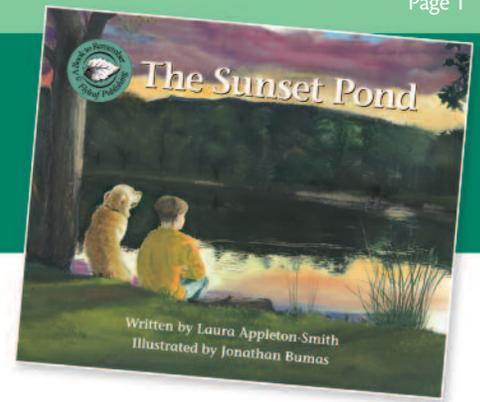


Decodable Literature Library Close Reading Guide

# Reading Series 1: *The Sunset Pond*



## Day 1

### Foundational Skills Instruction

Complete the Day 1 activities in *The Sunset Pond* Foundational Skills Guide.

### Close Reading Instruction

#### Explore Book Cover

Invite students to look at the front cover of the book and to read the title and identify the author and illustrator with you. Remind students that an author is a person who writes books and an illustrator is a person who makes the pictures in a book. Then, based on the title and cover illustration, invite students to infer what the author and illustrator want readers to know about the book.

**Say:** *Let's take a quick look at the book cover and start thinking about what the author and illustrator want us to know about this book. (Student answers should demonstrate the general understanding that the author/illustrator want us to know that the book is about a boy and a dog at a pond at the time of sunset.)* If students need extra support arriving at this understanding, use the scaffolds provided. If no scaffolding is necessary, move on to the next exercise.

#### # Scaffolds for Explore Book Cover

**Ask:** *What do you see in the illustration that goes with the word sunset? (the colors in the sky and on the water). What time of day is sunset? (Just before it gets dark, when the sun is setting.) What happens to the sky at sunset? (It often turns colors, like pink and orange.)*

**Ask:** *What do you see in the illustration that goes with the word pond? (the water)*

**Ask:** *Do you see any characters in the cover illustration? (a dog and a boy). Do we know their names from the title? (no). What does it look like they are doing? (watching the sunset, looking at the pond). Why would someone want to watch the sunset? (Because the sky can turn pretty colors at sunset.)*

**State the general understanding:** *Listen as I put this all together. I think that the author and illustrator want us to know that this book is about a boy and his dog at a pond at sunset since the title is The Sunset Pond and because in the cover illustration I see a boy and his dog sitting and looking at a pond and the sunset.*

### Introduce Story Grammar Bookmarks

Deliver the Story Grammar Bookmarks Model Lesson before beginning the first reading of the book.

#### Begin Individual Reading | pages 1–6

Before beginning the day's reading, post purpose statements and ask students to place the **setup bookmark** between pages 5 and 6. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

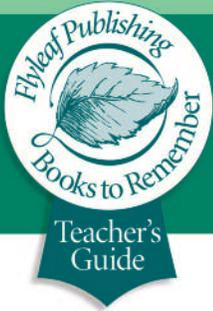
**Say:** *I want each of you to read pages 1 through 6 softly to yourself and find out how the author sets up this story. When we do this, we find out what is important to know about the characters, where they are, and what they are doing. We also look at the illustrations to clarify our understanding. After you read, I will ask, "What have you found out about what is going on with the characters in the setting so far?"*

#### Day 1 Purpose Statements

- After I read the words, I can use the illustrations to help clarify my understanding.
- I can think about how an author sets up a story.
- I can reread closely to clarify my understanding.

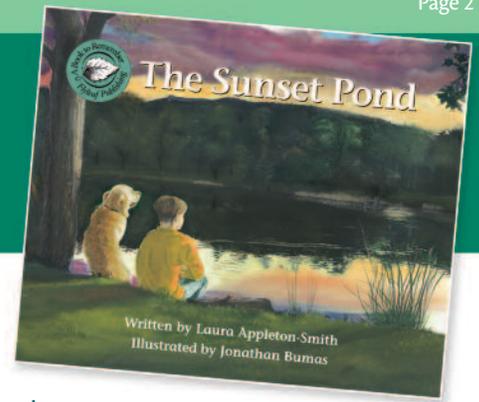
#### Use Bookmarks to Reinforce Story Grammar

See the Close Reading Guide Overview and the Story Grammar Bookmark Model Lesson for an explanation of how to use the story grammar bookmarks.



Decodable Literature Library Close Reading Guide

# Reading Series 1: The Sunset Pond



## Examine What the Text Says

Use the following text-dependent questions to establish how much of a general understanding students have about the setup of the story and whether they can give evidence for their answers with key details from the text and illustrations.

**Ask:** *So what have you found out about what is going on with the characters in the setting so far?* (Student answers should demonstrate the general understanding: Matt wants to go to the pond with his dog, Bud, but it's getting late. His parents say he can go but he needs to be back before dark.) Ask students to provide evidence (key details) for their answers by asking: *What do you read in the text and see in the illustrations that help you understand this?* If students need extra support in connecting key details with the general understanding, use the scaffolds provided. If no scaffolding is necessary, move on to the next exercise.

### What Is the Story Setup?

When we use the term *setup*, we are referring to what the characters are doing in the setting in the beginning of the story. We promote the examination of the relationship of these two story elements (character and setting) to give students more insight into the story structure.

### # Scaffolds for Examine What the Text Says

**Ask:** *What does Matt ask his parents?* (If he can go to the pond with his dog, Bud.) *How do you know?* (The text on page 3 says, "Matt asks his mom and dad if he may run with Bud to the Sunset Pond.")

**Say:** *Let's read the parts in the book that tell us about what time of day it is.* (Page 1: "It is half past six and the sun has just begun to set in the west.") **Ask:** *What does half past six mean?* (six thirty). *How do you know?* (We can see that the clock is showing 6:30 in the illustrations on pages 2 and 4.) *Is it six thirty in the morning or night?* (night). *How do you know?* (The text says, "the sun has just begun to set..." The sun sets at night.)

**Say:** *Let's read the part in the book that explains what Matt's parents want him to do.* (On page 3, they say, "plan to be back at dusk.") **Ask:** *What time of day is dusk?* (Dusk is the time of day after the sun sets but before it gets dark.) *Why would Matt's parents want him to be back at dusk?* (They want him to be back before it gets dark.) *Why are the key details about the time important to understanding the story?* (Because we know Matt and Bud have to get back before dark and it is almost dark.)

**State the general understanding:** *Listen as I put this all together. What have I found out about what is going on with the characters in the setting so far? Even though it's getting late, Matt asks his parents if he and his dog, Bud, can run down to the pond. They say yes, but he has to be back before dark.*

## Examine How the Text Works

Use the following think aloud to model for students how to examine the author's craft, specifically how the author's word choice and use of descriptive language convey important information about this part of the story.

### Examine the Author's Word Choice

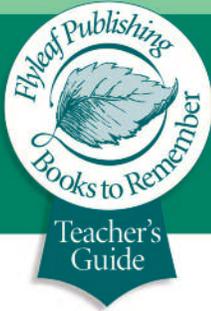
**Say:** *I need to stop and look closely at pages 5 and 6 to clarify something about the author's word choice. On page 5, the author uses descriptive language to help me understand the scene where Matt and Bud run to the pond. She describes soft green grass, daffodil flowers, and the pond at the bottom of the hill. I see these things in the pretty illustration on page 6. Let's reread the author's description of the scene again. Chorally read the text on page 5 with students.*

**Say:** *But the interesting thing is that Matt and Bud are in such a hurry, they don't even stop to notice the pretty scene. My evidence is that the author describes how Matt and Bud jump off of the steps and run down the hill to the Sunset Pond, and when I look at the illustration again I see them running. If the author had written that Matt and Bud went down the steps and walked to the pond, I may not have understood that they are in a hurry to get to the pond. Why do you think they are in a hurry? (Because they want to get to the pond and spend time there before it gets dark.)*

**Say:** *Because we stopped to carefully inspect the author's word choice, we understand that Matt and Bud are in a hurry. We can infer that the reason they are in a hurry is because they want to spend time at the pond before it gets dark. I wonder what Matt and Bud want to do at the pond. Maybe they want to watch the sunset. I look forward to reading and finding out.*

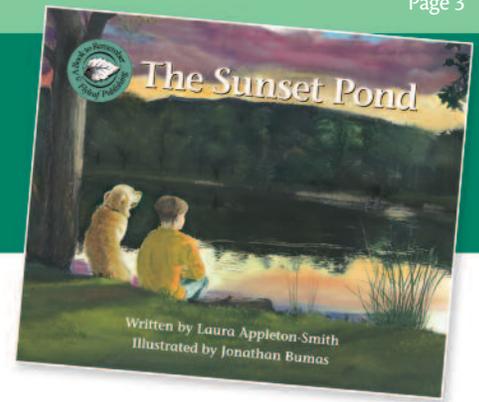
### Why Comprehension Monitoring Is Important

Sometimes, the author's choice of words and/or use of punctuation, syntax, or vocabulary can cause a breakdown in comprehension. Through examination of the author's craft, you can help students learn to monitor their own comprehension, for example, by asking themselves *What do I need to clarify?* when they read something that is confusing.



Decodable Literature Library Close Reading Guide

# Reading Series 1: *The Sunset Pond*



## Day 2

### Foundational Skills Instruction

Complete the Day 2 activities in *The Sunset Pond* Foundational Skills Guide.

### Close Reading Instruction

#### Provide a Recap

Take just a minute to model a brief recap of the story setup so far, supported by key details.

**Say:** *I am going to recap what we know so far: The sun has just started to set. Matt asks his parents if he and his dog, Bud, can run to the pond. His parents say yes, but they tell Matt to plan to be back before it gets dark. So Matt and Bud run to the pond. Pause and say: I wonder what is going to happen next?*

#### Continue Individual Reading | pages 7–12

Before beginning the day's reading, post purpose statements and ask students to move the **setup bookmark** so it is between pages 11 and 12. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

**Say:** *I want each of you to read pages 7 through 12 softly to yourself. I want you to continue to read about the setup of this story now that we know that Matt and Bud are going to the pond. After you read, I'll ask, "What else is going on that is important to the story setup?"*

#### Examine What the Text Says

Use the following text-dependent questions to establish how much of a general understanding students have about what else is happening in the story setup and whether they can give evidence for their answers with key details from the text and illustrations.

**Ask:** *So what else is going on with Matt and Bud that is important to the story setup? (Student answers should demonstrate the general understanding: Matt has fun throwing sticks into the pond and Bud has fun swimming to them and bringing them back to Matt.) Ask students to provide evidence (key details) for their answers by asking: What do you read in the text and see in the illustrations that help you understand this? If students need extra support in connecting key details with the general understanding, use the scaffolds provided. If no scaffolding is necessary, move on to the next exercise.*

#### Day 2 Purpose Statements

- After I read the words, I can use the illustrations to help clarify my understanding.
- I can think about how an author sets up a story.
- I can reread closely to clarify my understanding.

#### Make Sure All Students Can See Evidence

When students provide evidence for their answers, be sure they demonstrate where the evidence is located in the book. Then, for the whole group, reread the text and/or point out the illustration that has the supporting details. Modeling this process of locating and rereading evidence is particularly beneficial for students who may have missed evidence in their own reading.

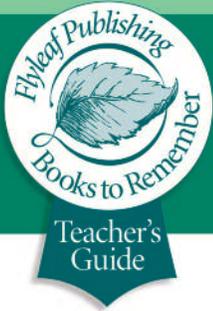
#### # Scaffolds for Examine What the Text Says

**Say:** *Let's think about some of the things the characters are doing at the pond.* **Ask:** *How do you know that Matt throws sticks into the pond for Bud? (The text on page 7 says, "Matt picks up a stick and tosses it in the pond for Bud." Toss means to throw. In the illustration on page 8, you can see Matt ready to throw the stick into the pond.)*

**Ask:** *How do you know what Bud does? (The text on page 9 says, "Bud jumps in the pond and swims fast to get the stick." In the illustration on page 10 we can see Bud swimming back with the stick.)*

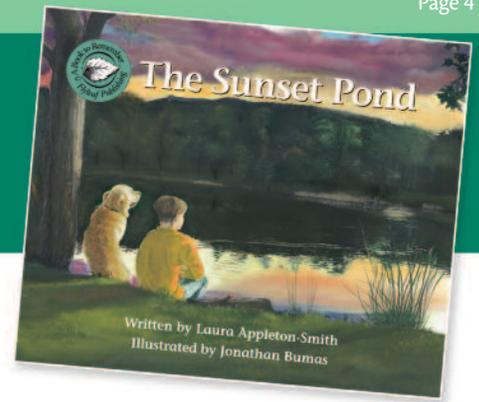
**Ask:** *How do you know that Matt and Bud are having fun? (On page 11, Matt pats Bud and tells him that he is the best dog. We can infer that Matt enjoys playing fetch with Bud because of what he says to Bud when he brings the stick back. The text on page 11 also says that "Bud wags wet drips on Matt's legs and hands." This means that Bud is wagging his tail. Dogs wag their tails when they are happy.)*

**State the general understanding:** *Listen as I put this all together. What else is going on with Matt and Bud that is important to the story setup? When they get to the pond, Matt has fun throwing sticks into the pond and Bud has fun swimming to get the sticks and bringing them back to Matt. Now I understand why they were in a hurry to get to the pond before dark; it's because they like to go to the pond to play fetch.*



Decodable Literature Library Close Reading Guide

# Reading Series 1: *The Sunset Pond*



## Examine How the Text Works

Use the following instructional script with integrated scaffolding to model for students how to examine the author's craft, specifically how the author's word choice and the illustrations help us understand information about this part of the story.

### Clarify the Meaning of Words

Turn to page 9. **Say:** *I want us to clarify the meaning of a few words so we can fully understand what the author is telling us about the game of fetch at the pond.*

**Ask:** *Which words does the author use that tell us that Bud is breathing really hard? (huffs and puffs). Have students quickly act out huffing and puffing. Say: So "huffs and puffs" is more story-like language. Does "huffs and puffs" remind you of another story? (The Three Little Pigs). Say: Sometimes authors choose story language words that connect us to other stories that we know. "Huffs and puffs" reminds me of the story The Three Little Pigs.*

**Ask:** *Which word tells us that Bud is holding tightly onto the stick? (grasps). Can you see in the illustration how Bud is grasping the stick? (in his mouth).*

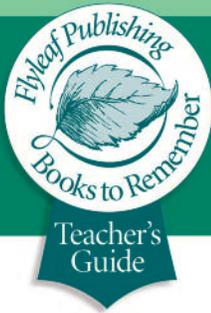
**Say:** *So let's put it all together. What is the author telling us on this page? (That Bud swims fast to get the stick. He swims so fast that he is breathing hard. He holds the stick tightly in his mouth as he brings it back to Matt.)*

**Say:** *Clarifying the meaning of words helps us to really understand what is happening in the story. We understand that in setting up the story, the author is describing the things that Matt and Bud enjoy doing when they go to the pond.*

### Why Comprehension Monitoring Is Important

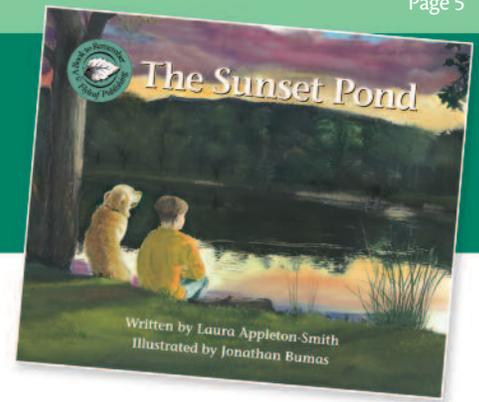
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Decodable Literature Library Close Reading Guide

# Reading Series 1: *The Sunset Pond*



## Day 3

### Foundational Skills Instruction

Complete the Day 3 activities in *The Sunset Pond* Foundational Skills Guide.

### Close Reading Instruction

#### Generate a Recap

Ask students to tell what they remember about what has happened in the story so far, or model a quick recap of the story setup.

**Say:** *Just before sunset, Matt gets permission from his parents to go with his dog, Bud, to the Sunset Pond. Matt and Bud run to the pond and have fun playing fetch with sticks. Pause and say: Matt and Bud are having fun doing the ordinary things they do at the pond. By ordinary, I mean the things they usually do when they visit the pond. I wonder what is going to happen next. Let's read to find out.*

#### Continue Individual Reading | pages 13–22

Before beginning the day's reading, post purpose statements and ask students to place the **initiating event bookmark** between pages 21 and 22. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

Invite students to read pages 13–22 softly to themselves. **Say:** *Let's read to find out what happens next to Matt and Bud. After you read, we will talk about what happens.*

#### Examine What the Text Says

Use the following text-dependent question script with integrated scaffolding to support students' understanding of the initiating event and the characters' reactions (their feelings, their intentions, and resulting actions) to it. Be sure to reference the relevant portions of the text and illustrations as you work through the teaching script. Then use the retell activity to reinforce students' understanding of this element of story grammar.

#### Identify the Initiating Event

**Ask:** *So, what happens next to Matt and Bud? (Bud sees a frog in the pond and he jumps into the pond to swim toward it.)*

**Say:** *I think that this may be the story's initiating event. Initiating events are things that happen in stories that characters do not expect. Let me explain what I mean by this.*

**Say:** *When we started reading, we found out that Matt and Bud like to go to the pond to play fetch with sticks. Playing fetch is what they usually do for fun when they are at the pond. But then, all of a sudden, something happens that Matt does not expect. Bud sees a frog and jumps in the pond to try to catch it.*

#### Retell the Initiating Event

**Say:** *Let's practice retelling the initiating event. I am going to use all of a sudden to begin this retell. I will hold up a card each time I use a retell word to help us connect important information.*

**Retell:** *Matt and Bud are at the pond playing fetch like they usually do when, **all of a sudden**, Bud stops and scans the pond. Matt **wonders** what Bud sees. There is a big frog sitting on a log in the pond. **So** Bud jumps into the pond and starts swimming as fast as he can **because** he wants to catch the frog. Pause and **say:** *That is my retell of the story's initiating event. Did you notice that I used the words so and because when I inferred why Bud jumped in the water? Now it is your turn to practice this part with a partner.**

Give students a few minutes to practice retelling the initiating event with a partner, beginning with the words *all of a sudden*. Then call on one student to retell the initiating event for the group. Use retell word cards as necessary to prompt students to use literate language.

#### Day 3 Purpose Statements

- I can explain a character's reactions to unexpected events in a story.
- I can use key details to retell parts of a story.
- I can infer what characters are thinking.

#### What Is the Initiating Event?

The technical term in story grammar for the event that follows the story setup is *initiating event*. The initiating event is typically an unexpected event or problem. This event gets the story action moving because the main character reacts to it and the course of the story emerges based on the character's reaction. For students, we identify the initiating event as something unexpected that happens that the character has to react to.

#### Prepare for the Retell

Have the following retell word cards on hand and organized before you begin the retell of the initiating event and the character's reaction. As you read each boldface retell word, hold up the appropriate retell word card to scaffold the more complex language used in the retell. Use the Retell Words Blackline Masters to prepare these materials.

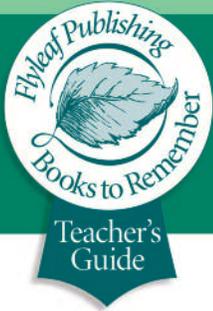
Story language words: *all of a sudden*

Mental-state verbs: *wonders, realizes, decides*

Sequence words: *first, next, then, after that, finally*

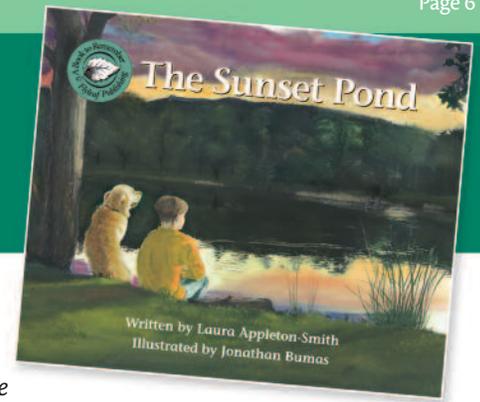
Connecting words: *but, so, because*

Feeling words: *surprised, worried*



Decodable Literature Library Close Reading Guide

# Reading Series 1: The Sunset Pond



## Retell the Character's Reaction to the Initiating Event

**Say:** Initiating events make characters' feelings change. If the author doesn't use a word to describe how a character feels, we have missing information, so we have to infer how the characters feel. As good readers we infer the character's feelings from what we see in the illustrations or from what the character says and does in the story. The way they feel makes them react to the situation. When they react, they decide to say or do something.

**Ask:** What words would describe how Matt feels when he sees Bud jump in the pond and swim toward the frog? (surprised and then worried). Why do you infer that Matt feels worried? (Because he realizes that Bud might catch the frog and hurt it.) **Say:** So Matt reacts because he feels worried. The author doesn't say that Matt is worried, but we can infer it because of what he does. He decides to yell to the frog to tell it to jump off the log and swim away so it does not get hurt. So we filled in missing information about how Matt feels.

**Say:** Let's practice retelling Matt's feeling that causes his reaction and leads to the events that follow. Listen carefully to how I retell this part of the story. Watch as I hold up retell words to help us connect the initiating event with Matt's feeling and his reaction, which helps the frog get away.

**Retell:** Matt is **surprised** when Bud jumps into the pond; he didn't expect that. Matt **realizes** Bud is after the frog **because** Bud is swimming toward the frog as fast as he can. **So** Matt **decides** to warn the frog to jump away **because** he is **worried** Bud will catch the frog and hurt it. **First**, Matt yells, "Jump, frog, jump!" **Next**, Bud swims fast toward the frog. **But then**, just as Bud gets to the log, the frog jumps off. **After that**, the frog swims into a clump of grass where Bud cannot spot him. **Finally**, Bud swims back to the dock. **So** Matt's plan to warn the frog works **because** the frog gets away and does not get hurt. **Say:** Notice that I used the word realizes when I inferred what Matt is thinking after the unexpected event. I said, "Matt realizes that Bud is after the frog." I used the word decides when I inferred what Matt is intending or planning to do. I said, "he decides to warn the frog to jump away." Pause and **say:** That is my retell of the character's reaction to the story's initiating event. Now it is your turn to practice this part with a partner.

Give students a few minutes to practice retelling the character's reaction to the initiating event with a partner by beginning with the words Matt realizes. Then call on one student to retell the character's reaction for the group. Use retell word cards as necessary to prompt students to use literate language.

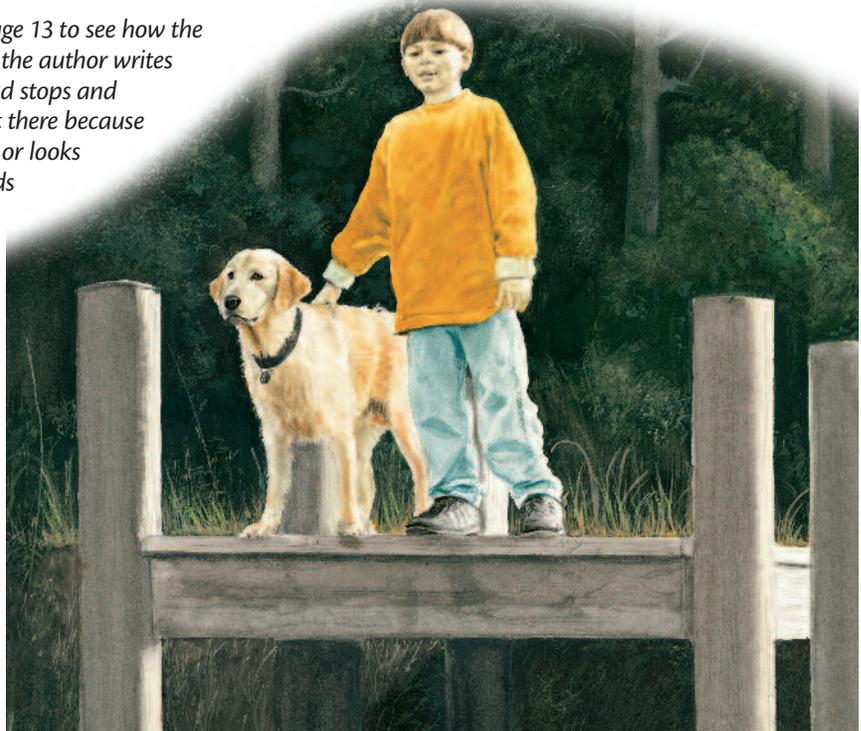
## Examine How the Text Works

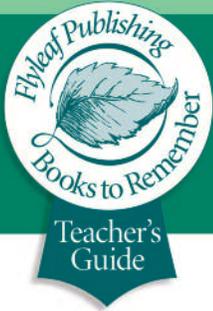
Use the following think aloud to model for students how to examine the author's word choice, specifically to understand how words can be used to signal that important events in a story are about to happen.

### Examine the Author's Craft

**Say:** I want to look at one more thing. Let's look at page 13 to see how the author sets up this unexpected event. The first words the author writes on the page are "just then." Next, the author says, "Bud stops and scans the pond." When I read this, I feel like I am right there because I have been with a dog that stops and scans an area, or looks out at something that catches its eye. This really builds suspense for me and makes me wonder what Bud is looking at and what is going to happen.

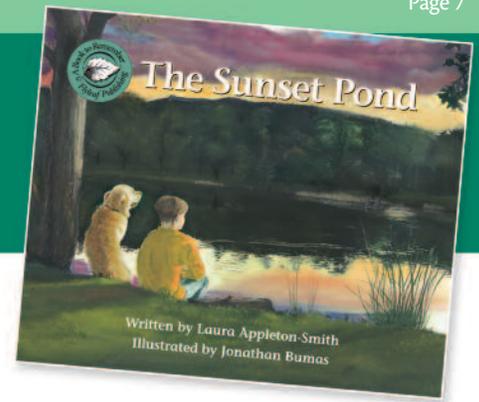
**Say:** The author sets this up really well by using the words "just then." The words "just then" are like the words "all of a sudden." Often, authors use words like these to signal to readers that something unexpected is going to happen. We can look for words like these in stories to help us understand when something unexpected is going to happen. We can use them in our retelling to get our listener's attention, just like we did when we practiced our retell.





Decodable Literature Library Close Reading Guide

# Reading Series 1: *The Sunset Pond*



## Day 4

### Foundational Skills Instruction

Complete the Day 4 activities in *The Sunset Pond* Foundational Skills Guide.

### Close Reading Instruction

#### Conduct a Reread

Based on students' needs, engage in an individual or a choral reread of pages 1–22 for fluency, comprehension, and a story recap. Then, move on to the individual reading that concludes the book.

#### Continue Individual Reading | pages 23–31

Before beginning the day's reading, post purpose statements and ask students to place the **resolution bookmark** between pages 30 and 31. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

**Say:** *I want each of you to read pages 23 through 31 softly to yourself and pay special attention to the text and illustrations that help you understand what happens to finish the story and how Matt and Bud feel at the end of the story. After you read, we will talk about what happens in the end and think about how Matt feels.*

#### Explore What the Text Means

Use the following think alouds, text-dependent questions with integrated scaffolding, and discussion to establish how the story's resolution can provide evidence for the story message.

#### Examine the Author's Craft

**Say:** *So after the frog excitement is over, the feeling of the story seems to change. In the beginning, the story feels active and exciting with Matt and Bud running, playing fetch, and seeing a frog. But at the end, the story feels calm and peaceful.*

**Say:** *This reminds me of the poem "Gull Talk." At the beginning of that poem, the gulls were flying around and making a racket. Then they settled down to rest and they got quiet. We learned that the word tranquil can describe something that is calm and peaceful. Let's look for details in *The Sunset Pond* to clarify that it feels tranquil at the pond at the end of the story.*

**Ask:** *Are there details on pages 25 and 26 that help us feel how tranquil it is as the sun sets? Let's think about the words "a duck lands in the pond and drifts in the sunset." I see the duck floating in the pond, which is colored red and pink by the sunset. What does the word drift mean? Scaffold students to understand that drift means to float or be carried along by wind or water.*

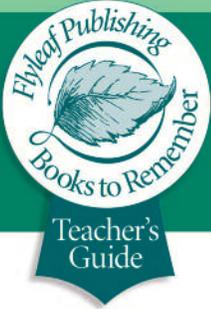
**Say:** *The text tells us that the pond glints with colors, which means it is sparkling with colors. This is such a pretty scene. It is so tranquil because the duck is not swimming or flying, it is just drifting and the pond is calm and sparkling with color. The words and the illustration really help me feel how tranquil the pond is. I think this confirms the prediction we made when we first started reading that Matt and Bud may be in a hurry to get to the pond to watch the sunset.*

**Ask:** *What does the text say on page 27? (The pond is still.) What does this mean? (The pond is calm and peaceful. There is no action.) Say: The author has taken us from the action in the beginning of this story to a time when there is no action at the pond at all. So the author's words create a good description of how tranquil and colorful a pond can be at sunset.*

#### Day 4 Purpose Statements

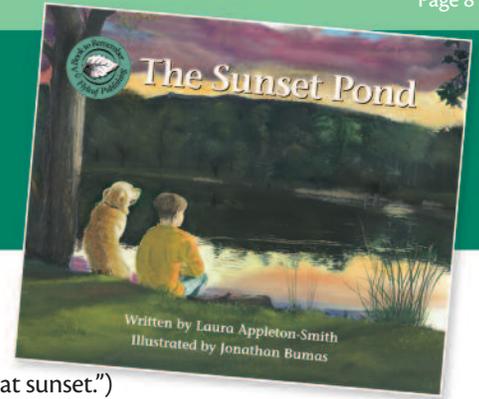
- I can find evidence of the story message in the ending.
- I can use strategies to understand the meaning of words.
- I can participate in a retell of a whole story.





Decodable Literature Library Close Reading Guide

# Reading Series 1: The Sunset Pond



### Explore the Story Message

**Ask:** What does the text on this page say? (“For Matt and Bud, the pond is the best spot to visit at sunset.”)

**Say:** I think this is the story message: that the pond is a great place to visit because it can be fun and exciting and unexpected things can happen there, but it is also great because it is tranquil and beautiful, especially at sunset. So the author helps us to appreciate the many things about a pond at sunset.

**Say:** I think that Matt and Bud like all of these things about the pond, and this is why they enjoy spending time there at sunset. I am glad that we stopped to clarify because thinking about how the feeling of the story changes helps us understand the story message. Now we can understand even better why they rushed to get to the pond. They wanted to have time to play fetch before dark, but now we realize that they enjoy watching the sunset at the pond, too.

**Say:** I just want to look at one last thing in the text on page 29. When does Matt run home? (Just before dark.) How do you know? (The text says, “When it is dusk, Matt and Bud run back up the hill.”)

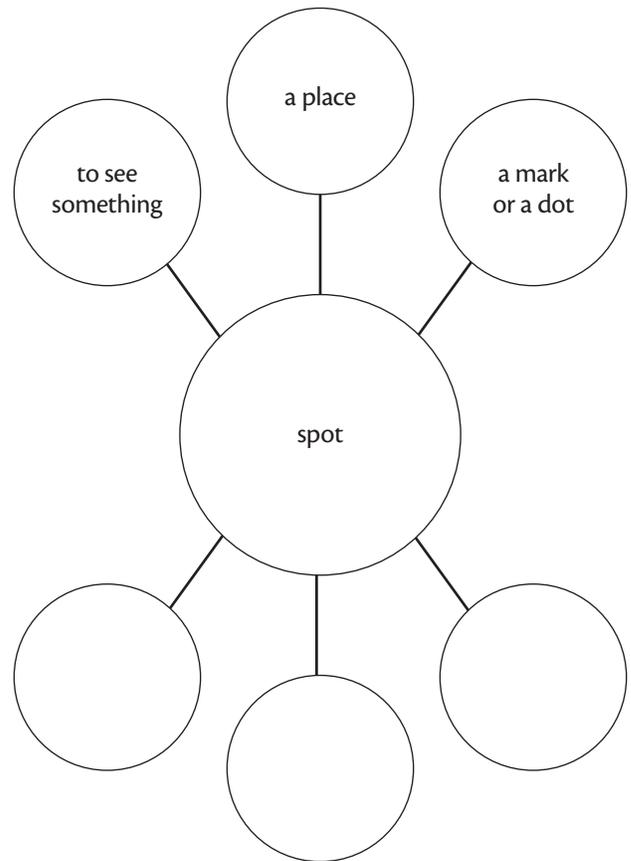
**Ask:** So did Matt follow his parents’ rule about when to come home? (yes). **Ask:** What did you notice about what Matt did on his way home? (He picked a daffodil for his mom.) **Say:** That’s right. At the end of the story, Matt is in less of a hurry, and he notices the daffodils. The text on page 29 says that Matt picks a daffodil for his mom on his way back up the hill. I can see him giving it to her in the illustration on page 30. That is a thoughtful thing to do.

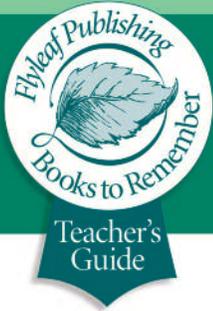
### Explore a Multiple Meaning Word

Read aloud with students the second sentence on page 21 and the sentence on page 31. **Ask:** Can you find the word that is the same in both of these sentences? (*spot*). Explore with students the multiple meanings of the word *spot*. **Say:** Let’s read aloud the sentence on page 21 that uses the word *spot*. What does the word *spot* mean in this sentence? (to see something).

**Say:** Now let’s read aloud the sentence on page 31 that uses the word *spot*. What does the word *spot* mean in this sentence? (Here, *spot* means a place.) **Say:** Let’s make a word web to help us remember the different meanings of the word *spot*. Using a copy of the Concept Map Blackline Master, write the word *spot* in the center circle on the map, and write each of the meanings in a separate circle around the center.

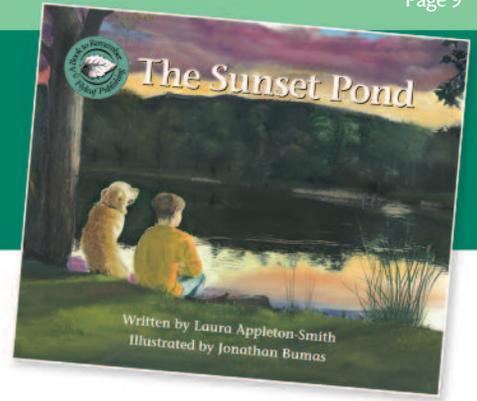
**Say:** So now we have clarified that *spot* can mean more than one thing. It can mean “to see something” and it can mean “a place.” Its meaning depends on how it is used in the story. Can anyone think of another meaning for the word *spot* that is not used in this story? (a mark or a dot). That’s right. Record the third meaning of *spot* on the concept map and then **say:** *spot* can mean different things, so to understand what we read, we have to pay attention to how the word is used in a sentence.





Decodable Literature Library Close Reading Guide

# Reading Series 1: The Sunset Pond



## Generate a Retell

A retell allows for a full recap of the story and models the use of academic language that emphasizes the elements of story grammar that have been covered in Day 1–3 instruction. Have students participate in an oral cloze retell of the story. Read the retell that follows and pause at the blanks to allow students to fill in the missing information.

**Say:** *I am going to model a retell of the whole story. Retell words help us to connect important information in the story. I'll hold up the retell words as I say them. When I pause, you can fill in the missing information.*

**Retell:** *One day, just before \_\_\_\_\_ (sunset), Matt asks his parents if he and his dog, Bud, can go to the Sunset Pond. His parents say yes, **but** tell him \_\_\_\_\_ (be back at dusk). **So** Matt and Bud hurry down to the Sunset Pond. They play \_\_\_\_\_ (fetch). Matt tosses a stick into the pond and Bud swims to get it. Matt tells Bud he is the best dog. **All of sudden**, Bud stops and \_\_\_\_\_ (scans the pond). Matt **wonders** what Bud sees. There is a \_\_\_\_\_ (big bull frog) sitting on a log in the pond. Bud jumps in after the frog and starts swimming as fast as he can. Matt **realizes** Bud is after the frog and feels \_\_\_\_\_ (**worried**) that Bud will hurt it, **so** he **decides** to \_\_\_\_\_ (yell to warn the frog that Bud is coming). **First**, he yells, \_\_\_\_\_ ("Jump, frog, jump!") **Next**, Bud \_\_\_\_\_ (swims fast) toward the frog. **Then**, just as Bud gets to the log, \_\_\_\_\_ (the frog jumps off). **After that**, the frog \_\_\_\_\_ (swims into a clump of grass) and Bud cannot spot him. **So** Matt's plan to warn the frog works **because** \_\_\_\_\_ (Bud does not get the frog). After the excitement, Bud naps on the dock while Matt \_\_\_\_\_ (skips rocks) on the pond. Matt and Bud watch the sun set over the tranquil pond. When it is dusk, they run home. On the way back, Matt picks a \_\_\_\_\_ (daffodil) for his mom.*

## Deliver Fluency Instruction

Refer to the Phrase-Cued Reading Model Lesson for instruction and make sure all students have copies of the *Sunset Pond* Phrase-Cued Reading Sheet Blackline Master.

## Prepare for the Retell

Have the following retell word cards on hand and organized before you begin the retell. As you read each boldface retell word, hold up the appropriate retell word card to scaffold the more complex language used in the retell. Use the Retell Words Blackline Masters to prepare these materials.

Story language words: *one day, all of a sudden*

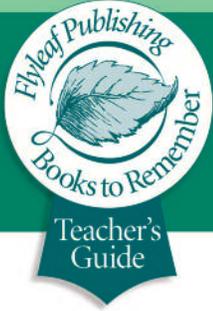
Mental-state verbs: *wonders, realizes, decides*

Sequence words: *first, next, then, after that*

Connecting words: *but, so, because*

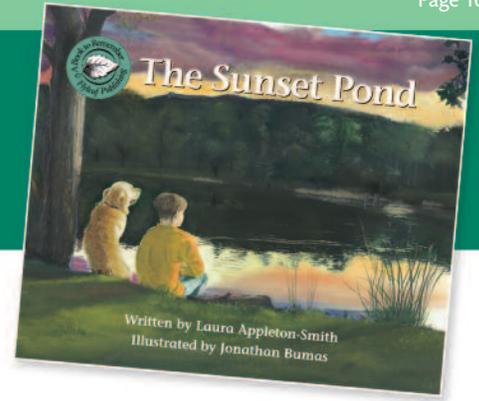
Feeling word: *worried*





Decodable Literature Library Close Reading Guide

# Reading Series 1: The Sunset Pond



## Day 5

### Demonstrating Understanding

#### Conduct a Character Analysis

Post the day's purpose statements. Then use the Character Analysis Chart (make a copy of the chart found in the Blackline Master section of this guide) to analyze Matt's character by looking at what he says and does in the story (evidence), and then thinking about what this tells us about him (his character traits). Have students return to the text to reread relevant portions as necessary. Once you have finished filling in the chart, engage students in a collaborative conversation by asking the question that follows. We have provided a sample chart to give you an idea of the information that a completed character chart should contain.

**Say:** *We can learn a lot about characters from what they say or do. Let's use a chart to see what we can learn about Matt. In the left side of the chart we will write some things Matt says or does in the story. These things are evidence of his character, or what Matt is like as a person. In the right side of the chart, we will write what the evidence tells us about Matt.*

#### Day 5 Purpose Statements

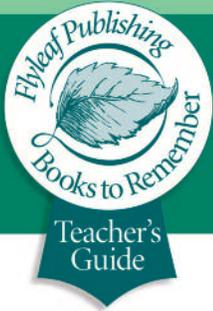
- I can give evidence for what a character is like.
- I can talk about and write about my opinion.

What does the character say or do?	What does this tell us about the character?
Matt asks for permission to go to the pond at sunset. He returns home at the time he is told to.	Matt is responsible.
Matt picks a daffodil for his mom.	Matt is thoughtful and caring.
Matt runs with Bud to the pond and tosses sticks for him. He pats Bud and tells him he is the best dog. He warns the frog that Bud is coming.	Matt is kind to animals.
Matt skips rocks on the water. He watches the sunset.	Matt is active and a nature lover.

**Ask:** *What have we learned about Matt? Use evidence from the chart, text, and illustrations to support your answer. (He is responsible; he is thoughtful and caring; he is kind to animals; he is active and a nature lover.)*

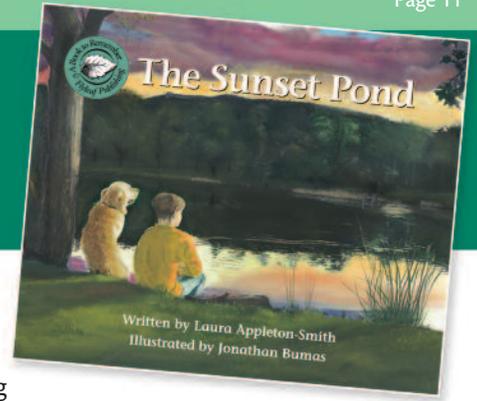
#### Why Discussion Is Useful

Discussion activities are a good opportunity for students to practice taking turns speaking, speaking clearly, and—when not speaking—listening actively to their peers.



Decodable Literature Library Close Reading Guide

# Reading Series 1: The Sunset Pond



### From Close Reading to Action: What Does the Text Inspire You to Do?

The following action-oriented activity allows students to demonstrate their understanding of the text they have read. The tasks are designed to enable students to effectively express themselves as discussion partners, writers, and illustrators. Sentence frames are offered to scaffold students' use of academic language where necessary.

#### Discuss and Write an Opinion

**Ask:** Based on what we learned about Matt from reading the story and filling in the character analysis chart, would you want Matt for a friend? Tell us your opinion and explain why. (Answers will vary.) Use information from the chart and evidence from the text and illustrations to support your answer.

**Say:** Now that we have talked about what we can learn about Matt from the things he says and does, I want you to write about what you think. Your writing will answer this question: In your opinion, would you want to have Matt for a friend? Make sure to use evidence from the text and information from the character chart to support your answer. You can illustrate your writing to provide more details and evidence.

After completing the exercise, invite students to share their work with a partner or the group. (Use Blackline Master 1, 2, or 3 for this activity.)

#### Why Discussion Is Useful

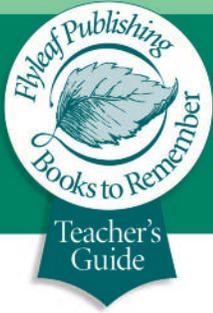
Discussion activities are a good opportunity for students to practice taking turns speaking, speaking clearly, and—when not speaking—listening actively to their peers.

#### # Scaffold for Discuss and Write an Opinion

I (would / would not) want to have Matt for a friend because \_\_\_\_\_. For example, in the story The Sunset Pond, \_\_\_\_\_.

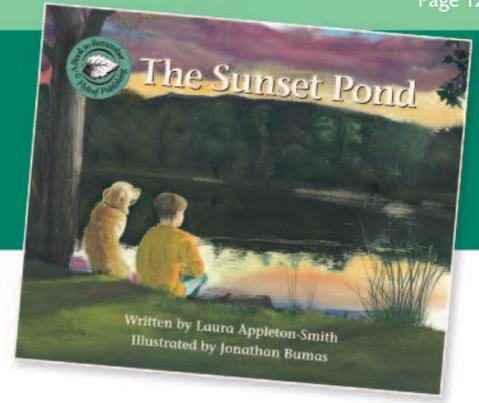
Sample statement: "I would want to have Matt for a friend because he likes to play outside. For example, in the story The Sunset Pond, he plays fetch with his dog at the pond."





Decodable Literature Library Close Reading Guide

# Reading Series 1: *The Sunset Pond*



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