

# Text Selection and Preparation for Close Reading

Title of text: *She Was THAT Kind of Lady*

## Curriculum Connection

**Reasons for selecting this text:** *Good example of a personal narrative; shows depth of character as a text of this sort should; shows the impact of the setting on the person; reasonably complex for fourth graders.*

**Theme connection/inquiry question:** *What qualities do you admire most in a role model or everyday hero?*

**Placement of this text within a lesson sequence:** *This text would work well as an initial lesson because it addresses a topic to which students can relate while exploring a new theme/inquiry.*

## Complexity of the Text

**Lexile (if available) or other readability measure:** *1070; Flesch Kincaid: 5.2*

**Qualitative complexities of this text:**

- *Knowledge demands: No connection to small town New England life in the early part of the twentieth century*
- *Meaning: Gram is a complex character to understand—her own values and her impact on others*
- *Language: Lots of unfamiliar vocabulary: succotash, (Cadillac) fins, house dresses, wringer washing machine*
- *Structure: Text is nonlinear; not a problem/solution structure*

**Challenges for students reading this text:**

*N/A without knowledge of the particular class*

## Learning Points From the First Close Reading

- *A mental image of the setting—time and place*
- *Understanding of Gram as a person and what was important to her*
- *The way Gram interacted with other people*
- *The meaning of "She Was THAT Kind of Lady," and its connection to a theme about Gram as a generous, kind, simple woman*

## Approaching the Text

Teacher reads entire text aloud first, then goes back and reads chunk by chunk

Students read entire text first for a general impression; then the teacher reads chunk by chunk

Teacher reads by chunk without an initial read-through by either the teacher or the students

**I have determined appropriate text chunks: places to pause and ask questions.**