



# Close Reading For Meaning™ Guides

## Rising Grade 4



Lessons 1-15

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# CLOSE READING FOR MEANING™ LESSON 10: Main Idea (Day 1)

Rising  
4

**TITLE:** On Martin Luther King Jr.'s 90th birthday, youth carry on his mission  
**AUTHOR:** Al Jazeera staff, adapted by Newsela  
**LEXILE:** 880L

## Main Idea



- During the Civil Rights Movement, Martin Luther King Jr. mobilized children to march for equal rights, inspiring individuals and youth activists for generations to come.
- While those children are now grown up, a new generation of young activists are following in their footsteps, using their voices to fight for what they believe in.
- Inspired by social justice and the Civil Rights Movement, these activists, including King's granddaughter, have fought for a variety of causes from gun control to Black Lives Matter.
- While youth sometimes feel they don't have a voice in the absence of the right to vote, these young activists are finding new ways to effect change, just as Dr. King dreamed would happen.

## Transferable Takeaway



The headings give us a running start as to what the section might be about. Whenever you are reading informational texts, consider the headings as they will help you figure out the big idea in the section.

## Transferable Guiding Questions

**Lead students through a shared reading of the text, choosing strategic stopping points to pause and pose questions for student discussion. Transferable questions that develop students' understanding of the main idea include:**



- Consider the title and the introduction. What does this tell you about the big topic?
- Based on the section heading, what kind of information do you expect to learn about the big topic in this section?
- What's the most important idea about our big topic in this next section?
- How does what we're learning here connect to our thinking in the previous sections?
- What does the section heading "Taking Heart From Civil Rights Movement" suggest about what you might learn about the big topic in this section?
- Based on everything we've read, what's the author's point of view?

## Response to Literature



**Students respond to the following question:** Why does the author include Freeman Hrabowski's story in the introduction? Use details from the text to support your response.

# CLOSE READING FOR MEANING™ LESSON 11: Craft and Structure (Day 2)

Rising  
4

**TITLE:** On Martin Luther King Jr.'s 90th birthday, youth carry on his mission  
**AUTHOR:** Al Jazeera staff, adapted by Newsela  
**LEXILE:** 880L

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## Craft and Structure Spotlight



- **Suggested focus:** Organization and Structure: Related Sections
- **What is it?** The relationship between specific sections of the text, both to each other and to the whole text
- **Why do authors use it?** To deepen the reader's understanding of the topic

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## Reinvesting in the Text



Before facilitating a craft and structure analysis, reread the excerpt and review the main idea the class arrived at on the previous day.

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## Transferable Guiding Questions

**Pose the following questions and encourage students to share specific examples from the excerpt to support their ideas.**



- How does the section “New Generation Taking A Stand” develop the ideas introduced in the introduction?
- What is the relationship between the section “Feeling Invisible In Gun Control Debate” and the section “Spurred To Become Community Organizer”? What role do these sections play in the article?
- Consider the conclusion.
  - How does the conclusion connect to the rest of the article?
  - How does the conclusion connect back to the introduction?

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## Response to Literature



**Students respond to the following question:** Why is the final section an effective conclusion? Use two details from the text to support your answer.

# CLOSE READING FOR MEANING™ LESSON 12: Mastery (Day 3)

Rising  
4

**TITLE:** March on Washington celebrated with a call to continue the struggle  
**AUTHOR:** McClatchy Washington, adapted by Newsela  
**LEXILE:** 750L

## Main Idea



- In remembrance of the Civil Rights March on Washington, many speakers, including congressman John Lewis, who was present for King's original "I Have a Dream" speech, urged listeners to do more than "remember the past" when there is so much still to be done to make the country fair for all.
- Attendees such as Lewis argue that, as police injustice continues and the Supreme Court fails to uphold civil rights legislation, the need to continue to fight for equality remains.
- Some attendees also acknowledged that, while more should be done, civil rights have expanded in America since the 1960s, noting the more "relaxed" mood at this anniversary march and the comparatively violent protests in other countries such as Egypt.
- Still, slow progress is not enough when it comes to equal rights and social justice, and we have much work to do to live up to Dr. Martin Luther King's dream for America.

## Transferable Takeaway



Always ask yourself, "What is this text mostly about, and why did the author write this text?" Asking these questions will help you focus on the essential meaning of the text.

## Transferable Guiding Questions

**As students read the text independently, coach them toward mastery. Transferable questions for these coaching conversations with students include:**



- What is the big topic of this article? What does it suggest about the reason the author wrote this text?
- What's the most important idea about our big topic in the introduction?
- How does what we're learning here connect to our thinking in the previous section?
- Why does the author include the section "A Feeling of Change"?
- Consider all that we have learned. Why did the author write this text? Have we discovered any other reasons through our reading?

## Response to Literature



**Students respond to the following question:** What is the author's point of view on the 50th anniversary march? Use details from the text to support your response.