

Close reading plan

Richard Wright and the Library Card by William Miller

Created by Aaron Ribchinsky, 2014 Connecticut Dream Team Teacher

What makes this text complex?			
Text and Author	Richard Wright and the Library Card	Where to Access Text	Library
Text Description			
Based on true story, Richard Wright grows up in a time that is post Civil War America. Richard moves to Memphis, TN with the goal of some day earning enough money to move to Chicago. As a 17 year old boy, Richard worked in a optician's office; sweeping floors, cleaning eye glasses, and running errands for his white boss. Richard valued words and stories from a young age.			
Richard Wright and the Library Card is a story of a boy who rises to freedom through books. It is a story that will teach students about prejudice, acceptance, and perseverance. It's complexity of issues and meaning make this a text that is perfect for fifth grade. This text provides a great opportunity for addressing several core standards. The structure and language components in the text will lead the way studying this time period or the narrative nonfiction genre. Richard Wright and the Library Card gives students the opportunity consider the African American experience through the lens of a boy determined to overcome barriers in society.			
Quantitative			
Lexile and Grade Level	Lexile Measure®:700L and 5 th grade	Text Length	32 pages including illustrations
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Throughout the text there is the theme that Richard Wright is persistent in learning how to read because he knows that reading is what will "set him free". It is through that persistence and dedication to reading that Richard is able to move north and ultimately become free. The text can be looked at through several different lenses. First, it is his perseverance of learning how to read in a world that discouraged reading for African Americans. Second, throughout the text the relationships that Richard developed can be analyzed to talk about his acceptance of others, segregation, and civil rights.		The author uses time in order to develop Richard Wright's love for stories. The use of time is generally sequential through Richard Wright's life. Graphics used in the text show emotion of characters and relationships developing. However, the use of the graphics is mostly supplementary towards understanding the text. Throughout the text, there are a lot of quotations and dialogue between characters. Connecting this with the use of graphics can help in inferring character relationships. Each section in the text is related to a different time period of Richard Wright's life.	
Prior Knowledge Demands		Language Features	
Students will need to have knowledge on the history of how African American's were treated over time in America. Specifically, students should be taught about post civil war to the civil rights movement. Students will need to understand the concepts of prejudice. Some students may need to understand the concept of a library card and its function. Pre-teaching will need to include why Richard would not have been able to obtain a library card. The idea of Freedom should be discussed with students. Some students may need to have some knowledge about wealth disparity.		The text is mostly contemporary, with few exceptions, it is familiar and conversational. There is rarely any academic vocabulary in the text.	

Vocabulary

Tier Two Words (General academic vocabulary)

“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)

- List Tier Two words here.
- Trembling
- Roamed
- Toting
- Suffered

Tier Three Words (Domain-specific words)

“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)

- List Tier Three words here.
- Optician
- Willow Tree
- Rebel Army
- Dickens
- Tolstoy
- Stephen Crane
- List Tier Three words here.
- Funny papers
- Boardinghouse

Potential Reader/Task Challenges

The complexity of the main ideas may be difficult for some readers to comprehend. Understanding the text will require background knowledge on the topics. Some of the imagery and multiple meaning of words may be difficult for students and require explicit instruction.

Text-dependent questions		
Question	Standard alignment	Page of this document
How did Richard Wright develop an early love for reading?	RL.5.1	5
How does William Miller convey the significance of the library card through a series of scenes?	RL 5.5, RL 5.1	12
In the story Richard Wright and the Library Card, Mr. Falk has two names. He is referred to as both Jim and Mr. Falk. Why does the narrator refer to Mr. Falk using two names?	RL 5.6 RL 5.1	18
What theme does the author, William Miller, convey using the metaphor “every page was a ticket to freedom?”	RL5,4, RL5.6	22
Target Standards		
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how • CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 		

Question 1

Question #1	How did Richard Wright develop an early love for reading?	
Standard(s) covered:	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Example response that meets standard		Look-Fors
<p><i>Richard's early love for reading began from hearing stories from his grandfather and reading with his mother. The author states that Richard loved the sound of words. He enjoyed hearing stories of his mother growing up on a farm and his grandfather's stories of fighting the rebel army. The author says that as a boy "Richard longed to read stories on his own." Unfortunately, Richard's family did not have money to purchase books. As Richard grew up, his mother would read him stories out of the funny papers. Richard never was able to go to school to learn how to read. Still, his mother worked hard to teach him how to read. Although it was not always easy for her to do so, she would read to him whenever possible. Richard may have been eager to read because his mother had difficulty with reading always lived in poverty and didn't have the opportunity to develop as a reader. As result of Richard's experiences with reading and telling stories with his mother and grandfather he developed a love for reading.</i></p>		<ul style="list-style-type: none"> • Identify 3 details about Richard developing as a reader, which will be quoted accurately in the response. • Student makes a claim about why this evidence would help in Richard developing as a reader.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to find the answer to a question about a text by locating evidence in the text.	
Prior knowledge to review	Making connections between details across the text. Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL 4.1)	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Reread the text and question, highlighting specific evidence related to the question.</p>	<p>I am looking at the question and I see that the question is about Richard's love for reading. I noticed that the question says that I am looking for details in Richard's Early life. It also says that I have to write quotes from the text to support my answer. I remember seeing illustrations and reading about Richard's early life at the beginning of the book. I will look there. This will help me narrow in on Richard's early life.</p> <p>I am highlighting the text, focusing on details that talk about Richards's early love for reading. I noticed that the text says, "He loved the stories his mother told about the farm where she grew up". I'm going to highlight this detail, as it describes stories his mom told him as a child.</p> <p>The text also says, "Richard loved to hear his grandfather tell about the war". This is a perfect detail to highlight!</p> <p>These are both great examples of his early love for reading: it is clear that he loved hearing these stories and I imagine it would make him want to read more stories.</p> <p>On the next page it says, "Richard longed to read stories on his own". It also says that that he "had little chance to go to school." I am wondering why he was not able to go to school and if this led to him loving reading even more? These are both great examples of how he learned to read. I am noticing that the text says, "sounding each word carefully." I am going to highlight that because it tells me about how he started to read.</p> <p>I'm also noticing on this page that the author is talking about how Richard how Richard was poor and could not afford to buy books. This talks about books and may help me in answering my question. I am going to highlight "his family was very poor" and "Richard had little chance to go to school."</p>
<p>2) Looking across the evidence ask, "What patterns do I see?"</p>	<p>I have highlighted some really great evidence about Richard learning to read. As I look across the details I highlighted. I am looking for patterns. From the question, I know that I am going to be thinking about how Richard developed a love for reading. As I look at my evidence, I see examples of how he learned to read and what motivated him to do so. Based on this pattern, I can sort the evidence into details that show how he learned to read and why he learned to read. Doing this will help me in thinking about a relationship between Richard learning to read and wanting to read.</p> <p>Since I am sorting my evidence into two categories, I think it would make sense to use a t chart to organize this information. Using this graphic organizer will allow me to think about how the evidence is connecting. Now I need to go through each piece of evidence and think about which category it belongs in. Hmm...this first detail says, "He loved the stories his mother told about the farm where she grew up." I think this details fits under HOW he learned to read. By listening to stories told by his family, Richard started to learn about how stories sound and work. Another detail says, "His family was very poor," and "Richard had little chance to go to school." I think that having limited opportunities to learn as a child may have motivated him to want to read so he could have access to ideas and a better life in the future, so I am going to jot this details down under WHY he learned to read. (Continue sorting details into categories.)</p>
<p>3) Ask yourself, "Why are these details important?"</p>	<p>Hmmm... I'm wondering why the author included these details. What do these details add to this text? As I look at my notes from the previous step, I organized the details into HOW he learned to read and WHY he learned to read. As I look at the details about HOW he learned to read, I notice he didn't receive any formal reading education. From what I know about that time period, I am thinking this is due to his race. Through these details, the author shows how challenging it must have been for him to learn how to read! Then, as I look at the details about WHY he learned to read, it says Richard LONGED to read stories on his own. Richard was so self motivated! He really wanted to have this ability. Even though he was poor and couldn't go to school regularly, he kept trying. All of these details make me think the author really wanted to show the difficulties and disadvantages Richard Wright faced, but that despite these challenges he pushed forward and kept trying to learn how to read.</p>

Extension and practice

- If students are having trouble linking the ideas about Richard developing of a love for reading, it may assist in using a graphic organizer. While working in pairs, give students the sentence starter Richards early love for reading began when _____. Some students benefit from having paragraph frameworks for writing a summary. It is recommended to allow students to use the following framework: Richards early love for reading began when.... (The middle will include three supporting details. Concluding with, *As result of Richard's experiences.....*
- Some students may have difficulty with quoting accurately from the text and explaining meaning of the quote. If this is the case, allow students the opportunity to write quotes on sticky notes. Give students three sticky notes. On one side of the note, have students write the quote and on the other side of the note give students the sentence starter, This quote tells me that _____.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

See more examples of how to teach (name skill and standard)

Objective: (Lesson objective goes here)

1. Reread the text and question, highlighting specific evidence related to the question.
2. Looking across the evidence ask, "What patterns do I see?"
3. Ask yourself, "Why are these details important?"

<http://learnzillion.com/lessons/396-use-text-features-and-clue-words-to-find-evidence-in-a-text>

<https://ctdreamteam.learnzillion.com/lessons/508-brainstorm-ideas-for-a-story-topic-by-making-a-list>

T-Chart

Why

1. "Richard longed to read stories on his own".
2. "His family was very poor" and "Richard had little chance to go to school."

How

1. "He loved the stories his mother told about the farm where she grew up".
2. "Richard loved to hear his grandfather tell about the war".
3. "Sounding each word carefully."

T-Chart

Question 2

Question #2	How does William Miller convey the significance of the library card through a series of scenes?	
Standard(s) covered:	<p><u>CCSS.ELA-LITERACY.RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	
	Example response that meets standard	Look-fors
	<p>The significance of the library card to Richard is that he is not allowed to go to the library because of the color of his skin but knows that the card will be a ticket to freedom because the books will change him. Miller shows how important the card is to Richard through a series of scenes. In the scene as a young boy, Richard cannot afford books and is not allowed to go to the library because of the color of his skin. “The doors of the library were shut against him because he was black”. This scene is important because as Richard gets older he will continue to want to get a Library card. In a later scene, Richard finally gets a library card from his co-worker, he walks across the street with the library card “as if he were traveling north already.” Holding the library card gives Richard a sense of freedom. As Richard reads the books, “Richard knew he would never be the same again.” The significance of the library card is that Richard knows it is his best chance at reading books and achieving a better life in the north. From the beginning of the text when Richard is learning how to read, It is evident that Richard thought of books as being important. It is at the end of the text that the reader finds out that Richard thinks of books and a library card as a way to gain freedom.</p>	<ul style="list-style-type: none"> • Detail about how Richard felt when he got the library card. • Detail about the importance of the library to Richard. • Understanding of how scenes connected to each other throughout the text. • Inference about what moving north means to Richard and how that would be attainable through books. • Conclusion that makes connection to the significance of the why the library card would allow access to a better life.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to explain how a series of scenes fit together to convey meaning by pulling out and connecting key details revealed in each scene.	
Prior knowledge to review	<p>Students will need to be able to understand how structure in a story will fit together. (RL.4.5)</p> <p>Students will need to be able to refer to details in order to make inferences (4.6)</p>	

Steps to achieve objective	Think aloud for direct instruction
<p>1) Reread the text looking for scenes that connect to the topic in the question, jotting down keywords that describe the topic.</p>	<ul style="list-style-type: none"> • First, I need to re-read the text and look for evidence about the library and library card in order to find scenes that connect. I remember that the library was talked about several times in the book. • In order to understand the importance of the library card, I also need to activate my prior knowledge from the previous lesson. I know that Richard had a urge to learn how to read. However, it was difficult for him to attain books because of the color of his skin and his family was poor. Because of the color of his skin, he was not allowed to check books out at the library. • I'm flipping through the text, looking for scenes that mention the library card. The first scene that I want to look at is when Richard wanted to go to the library to check out books but was not able to. As I keep flipping through the text, I notice that the next scene is when Richard has the card and is going to the library. Finally, the last scene that I will look at is when Richard is reading books from the library. Although the library card is not explicitly stated in the last scene, I think this is going to be really important in understanding how books and the library card were valued to Richard. I am thinking that I need to jot down one word that will represent each scene. This one word should be taken from the text and represent the most important idea for that scene. • Looking for one word that will help me to remember the first scene would be restricted because as I look at the first scene, I am thinking that this was mostly about Richard wanting to read but not having access to the Library of books because he was poor and black. The next scene that was important for Richard was when he was going to the library by himself with the card. I think that it was important to note how Richard felt on this page. On this page it says that he was "traveling north already". I am going to use the word north to help me remember how Richard felt on this page. The last area that I will look is when Richard is reading the books that he first got from the library. I remember that the author talks about how Richard feels reading the books. I am going to use the word change because this makes me think about how Richard was changed from reading the books.
<p>2.) Looking across your keywords, ask, "What scenes does the author use to develop this topic?" Jot down a summary of each scene on a graphic organizer.</p>	<ul style="list-style-type: none"> • From the above step I was able to find the scenes that were important to understanding the significance of the library card. I need to write down each of these scenes in my graphic organizer. In the first column, using the key word as a guide, I will write down a summary of what is going on in each scene. Let's take a look at this first key word....restricted. What was going on in this scene? How did the author develop this topic of restriction through this scene? This word helps me to think about Richard as a child and wanting to learn how to read books. Unfortunately, he did not have access to books and the library. In the text, it talks about Richards desire to learn how to read but he was restricted. • The next word that I picked was the word north... As I think about what is happening on this page, Richard had just gotten the library card and was about to go to the library to check out books. The word "north" is a great key word to pick because it helps me to think about how Richard felt during this time. This word is also directly from the text. • The last word that I picked was the word change..... In this section Richard is reading books all night. Richard is changed for the better. He is given the desire to pursue freedom in the north. It had changed him in the sense that he no longer believed that it was an option to stay in the south.

<p>3.) Jot down evidence that reveals the new information the author gives about the topic in each scene.</p>	<ul style="list-style-type: none"> • I want to zoom in on the evidence on these pages to really consider why the library card might have been important to Richard. By using my key word strategy, I can now think about where I want to go to look for evidence. I am going to look at the key words restricted, north, and changed. • On pg. 6 where I wrote the word restricted, I see the first reference to the library. The sentence says “Books were expensive; the doors of the library were shut against him because he was black.” This is a perfect detail! • The next part of the text that talks about when Richard gets the card from Mr. Falk. On this page I chose the key word north. I want to narrow in on how Richard felt when he got the card. On page 16, “He felt as if he were on a train to Chicago, as if he were traveling north.” I am going to write down that sentence because it represents how he felt when he was holding the library card for the first time and connects to the scene when the narrator talks about how Richard could not go to the Library because of the color of his skin. • The last part of the text that I want to look at was when Richard was at home reading the books from the library on his bed. In this section I chose the word changed. I am thinking that this is an important section because it will talk about his feelings when he was able to check out books. At the end of page 22 the text says, “Richard knew he would never be the same again.”
<p>4.) Looking across the series of scenes ask, “How does each scene build on my understanding of this topic?”</p>	<ul style="list-style-type: none"> • I need to start thinking about how each of these quotes that I have picked in order to better understand the significance of the library card. The first quote that I picked says “Books were expensive; the doors of the library were shut against him because he was black.” Thinking about how this connects to the library card, I can envision that if Richard could not afford books and the library was closed to Richard then it would be really important to Richard to try and find access to books any way possible. • “He knew that this would be his ticket to freedom in the north.” This quote really shows how important the library card was to Richard. Without the card, he would not be able to attain freedom. I know that freedom is something that people really value. Having a path to freedom would be really important for Richard. • “Richard knew he would never be the same again.” This quote happened after Richard had the opportunity to read books from the library. It helps the reader to understand how the books impacted Richards life. As a reader, we can infer that it would change Richard for the better. It would ultimately give Richard the knowledge and power to pursue freedom.

Extension and practice

- One extension for students is to have them add to their responses based on the illustrations on page 16. During this lesson, students would have the opportunity to make inferences based on how Richard looks on this page. They will still be asked to write with supporting evidence in their response. However, in this lesson, evidence will be drawn from the illustrations paying close attention to Richards facial and body expressions.
- Some students may have difficulty with making inferences about the quotes from the text. If you find that the students are having difficulty with making inferences. Give students the evidence from the text and ask them to write their thoughts about the quote under it. Using the sentence starter, this makes me think.....

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

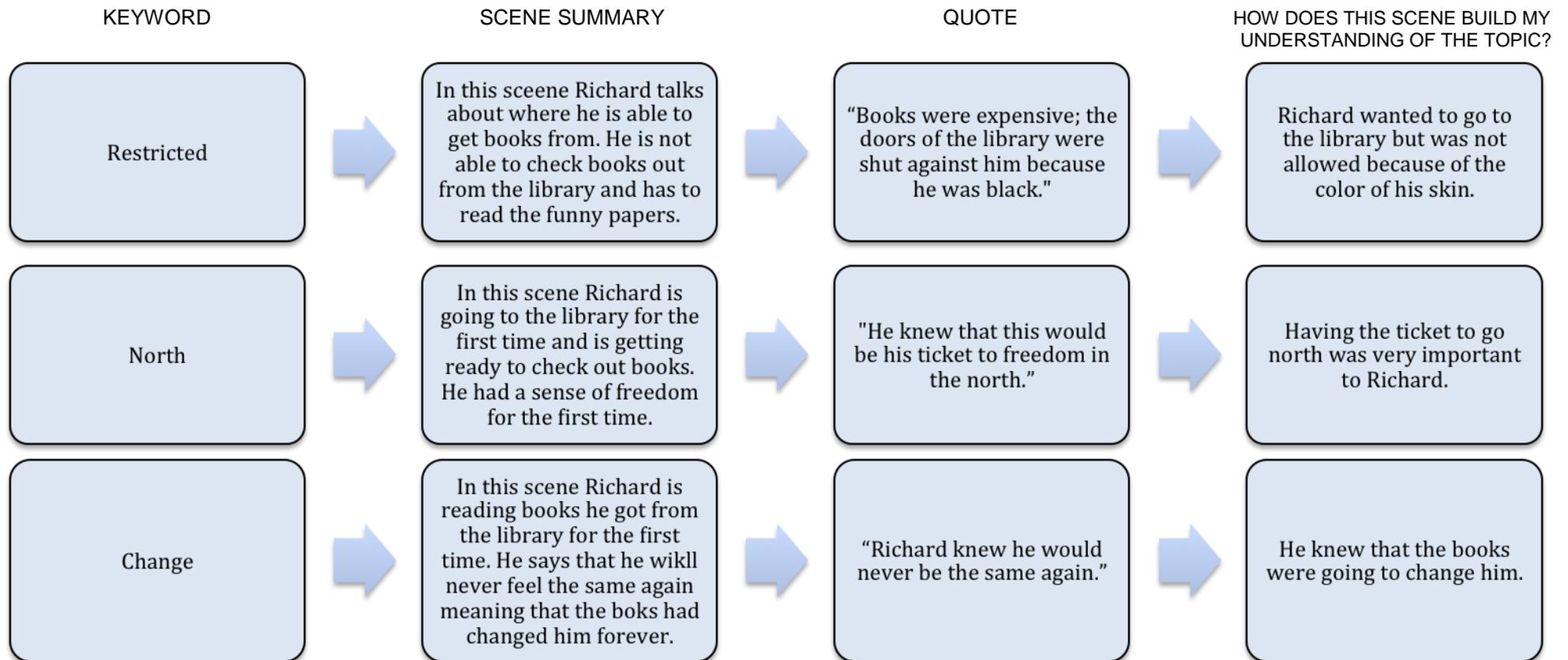
See more examples of how to teach (name skill and standard)

Objective: (Lesson objective goes here)

- 1) Reread the text looking for scenes that connect to the topic in the question, highlighting keywords that connect to describe the topic.
- 2) Looking across your keywords, ask, "What scenes does the author use to develop this topic?" Jot down a title for each scene on a graphic organizer.
- 3) Jot down evidence that reveals the new information the author gives about the topic in each scene.
- 4) Looking across the series of scenes ask, "How does each scene build on my understanding of this topic?"

<http://learnzillion.com/lessons/396-use-text-features-and-clue-words-to-find-evidence-in-a-text>

<https://ctdreamteam.learnzillion.com/lessons/508-brainstorm-ideas-for-a-story-topic-by-making-a-list>



KEYWORD

SCENE SUMMARY

QUOTE

HOW DOES THIS SCENE BUILD MY UNDERSTANDING OF THE TOPIC?



Question 3

Question #3	In the story <i>Richard Wright and the Library Card</i> , Mr. Falk has two names. He is referred to as both Jim and Mr. Falk. Why does the narrator refer to Mr. Falk using two names?
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Standard(s) covered:	<p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
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Example response that meets standard	Look-fors
<p><i>In the story, the narrator uses the name Jim and Mr. Falk to describe the same character in different settings. At first, when Richard interacts with Jim, the narrator uses the name Jim. During events where there are other people besides Jim, the narrator will use the name Mr. Falk. For example the librarian said, "Why can't Mr. Falk get his own books?" In the last interaction between Richard and Jim, the narrator uses the name Mr. Falk at first but then changes to Jim. During this time, Jim "shook Richard's hand in front of everybody." As a reader, we knew that Jim was different from others because he gave Richard the library card. It also says in the text that "Jim was different from others." However, we don't truly see that difference until Jim shakes Richard's hand in the office showing respect for Richard. The name Jim shows that the characters were on a first name basis and had developed respect and a friendship for one another. The reason the author uses two names is to show a change in Richard and Jim's relationship and that their relationship was different from other relationships that Richard had in Memphis.</i></p>	<ul style="list-style-type: none"> • Evidence which shows the use of the name Jim and Mr. Falk • Context behind each of the interactions. This can be done by citing evidence or summarizing scenes from the text. • Inference for why the narrator would choose to use the two names at certain points in the text. • Recognize the narrator's voice in the text.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to describe the influence of a narrator's point of view by analyzing words the narrator uses to describe the characters.
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<p>Prior knowledge to review</p>	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL 4.6)</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL 4.1)</p>
<p>Steps to achieve objective</p>	<p>Think aloud for direct instruction</p>
<p>1) Reread the specific area of text underlining words the narrator uses to describe the characters.</p>	<ul style="list-style-type: none"> • I need to find examples in the text when the narrator uses the name Mr. Falk and Jim. I am going to start at the part of the text when Richard worked in the optometrist’s office. This is when he met Mr. Falk for the first time. It is going to be a good idea to skim through the text and look for any example of when the two are interacting. First, I see that the narrator is using the name Mr. Falk when Richard is in the office getting the library card. Then, I see that the narrator is using the name Jim. In my head I am asking myself why this might be important. I was able to find four different sections of the text where the author uses the name Jim and Mr. Falk.
<p>2) Ask, “What events are occurring in this section of the text?”</p>	<ul style="list-style-type: none"> • I have looked through the text and notice that Mr. Falk is in six interactions with Richard Wright.. I am going to jot these encounters down on post it notes a long with a quick bullet summary to help me remember what is happening. • The first interaction is when Richard is able to get the library card while no one else is in the office. • The second is when Richard takes the library card to the library for the first time. • Third, Mr. Falk begins to walk over to his desk to talk to Richard about what books he is reading. • Fourth, Mr. Falk smiles when he finds out what books Richard has been reading. • The fifth interaction happens when Richard is getting ready to leave the office. • Finally, Mr. Falk shakes Richards hand in front of the whole office.

3) Ask, "What do these words show about the narrator's point of view of the characters?"

- I am going to think about what the context was behind each one of the four sections in order to understand what the narrator's purpose was for using both names. What do I need to know in order to understand the narrator's point of view?
- The first interaction is when Richard first gets the library card. In order to think about the context, I am going to use a key word summary on my sticky notes. This will help me later when I conclude my response.
- On the first sticky note, I am going to write the word **alone** as the key word from the text because Mr. Falk was alone when Richard approached him for the library card. I also have on that note that the author is using the name Jim. As I think about the purpose for the narrator using the name Jim in this encounter it is probably important that they were alone and that the narrator wants the reader to know that they were not that different from one another.
- The next sticky note was when Richard was in the library for the first time. I am going to write the key word **librarian** because this will help me remember that this was an interaction between Richard and the Librarian. On that sticky note, I also have the word Mr. Falk. I am thinking about why the narrator may have used the name Mr. Falk in this encounter. It seems like the narrator wants to reader to understand that in the eyes of others, Richard and Mr. Falk were very different.
- On the next page, I have two sticky notes. The first note was when Mr. Falk walks over to Richard's desk and asks what books he is reading. I have Mr. Falk on that note and will use the key word **pretending**. I am wondering why the narrator included this. I think that the narrator wants to show that Mr. Falk needs to be formal around other people.
- The next note on that page has the name Jim on it. I am going to use the key word **smiled**. This is a good word to think about because Jim smiled at Richard when he found out what books he had gotten from the library. Similar to the last encounter, I am thinking that the narrator wants the reader to understand that Richard and Mr. Falk relationship was much different when others were not around.
- On the next page, I have two more sticky notes. This was when Richard was getting ready to leave the office. A very pivotal time in turning point in the text. I noticed that the first sticky note the name is Mr. Falk and Mr. Falk is walking over to his desk. I am going to use the word **desk** as a key word. I think that this was important because they were in the office during this interaction. As I look at the next encounter on this page, I think that I will be able to understand why the narrator uses both names.
- The next interaction on that page was when Richard shook Mr. Falk's hand. On that post it, I have the name Jim. On that note I am going to use the keyword **everybody**. I choose this because it was in front of everybody that he shook his hand. I am thinking that the narrator wants the reader to understand a big switch on this page because the name Jim is used in front of the entire office. This shows a big switch. I am thinking the narrator wants the reader to notice this and think about how Mr. Falk and Richard's relationship had changed.
- I noticed that there was a change in the way the narrator described Mr. Falk. Specifically, on the last page that I took notes on, I noticed a change between paragraphs. Because this name change was so close together and in such an important point of the text, I am believe that the author really wants the reader to pay close attention to that detail.

<p>4) Ask yourself “How does this point of view shape the reader’s impression of these events?”</p>	<ul style="list-style-type: none"> • I am thinking about how I can connect all of my notes in order to understand why the narrator included these two names for one character. I have already determined that the last page I analyzed is going to be a really important part to look at in order to determine the significance of the switch. I am wondering why he made this switch. • I am going to sort my sticky notes to help me think about when the name Jim was used and when Mr. Falk was used. I will be looking for patterns in my key words to help me see the big picture of the change in names by narrator. By doing this, I have the key words desk, pretending, and librarian together under Mr. Falk. I also have smiled, everybody, and alone together under Jim. • Now that I have these notes together. I am seeing a pattern for when the narrator uses the name Mr. Falk. I am thinking that the name Mr. Falk was used in the office and around other people. It was used as a way to show the reader that Mr. Falk and Richard formal in the office and in the library. It was also used to show the reader that when Mr. Falk and Richard were different because of the color of their skin. This was especially true in the eyes of others including co-workers and the librarian. • I can also connect the key words under Jim. Mr. Falk and Richard were alone when the name Jim was used by the narrator. This might be important because it was a sign that the narrator wanted to emphasize respect for Richard during a time period when Richard and Mr. Falk should not be interacting. Possibly a way to show the reader that they were in fact not that different. • The word everybody stands out to me because it was a change from when the name Jim was only being used around other people. Going back to the text, I see that this is when Richard and Jim shake hands in front of everybody. The narrator might have included this because Jim no longer cared if others knew about their relationship. • Analyzing these events is significant because it shows a change in their relationship told by the narrator.
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Extension and practice

- Students can practice a key word strategy from using a different text as highlighted in above think aloud. Some students may benefit from looking at one interaction in the text and practicing the key word strategy.
- Another strategy that may help in support in the organization of thoughts is by using “Boxes and Bullets” to answer this question. Completing this extension, students will practice by writing their first statement followed by supporting details. For example, a student may say under the box that the narrator uses the name Mr. Falk during times when there are other characters in the scene. The bullets would include details when this occurred in the text.
- Some students may need extra support in understanding how key words connect. In order to activate prior knowledge teachers can work with students using the key words as a prior reading activity. In this strategy students would be asked to try and make a summary statement before the text read using the key words. At the end of reading the text, students will be asked if their thinking has changed.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)</p>	<p>See more examples of how to teach (name skill and standard)</p>
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<p>Objective: (Lesson objective goes here)</p> <ol style="list-style-type: none"> 1. Reread the specific area of the text looking for evidence when the narrator is referring to the specific events from the question. 2. Ask yourself, “how is the narrator’s voice changing in the text when they refer to a specific character”. 3. Ask yourself, “why is this change significant to understanding how the event was described?” 4. Ask yourself “How does this point of view shape the reader’s impression of these events?” 	<p>https://ctdreamteam.learnzillion.com/lessons/4575-determine-how-the-author-influences-what-you-know-in-a-story</p> <p>https://ctdreamteam.learnzillion.com/lessons/4241-draw-inferences-from-the-text</p> <p>https://ctdreamteam.learnzillion.com/lessons/4243-use-quotes-from-a-text-to-answer-questions</p>
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Question 4

Question #4	What theme does the author, William Miller, convey using the metaphor “every page was a ticket to freedom?”
Standard(s) covered:	<p>CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how</p>

Example response that meets standard	Look-fors
<p><i>In the story Richard Wright And the Library Card, the author uses the metaphor, “every page was a ticket to freedom,” to reveal that reading ultimately gave Richard the opportunity to travel north to Chicago, to gain freedom. At the start of the story, Richard moves to Memphis hoping to “work, earn enough money to move to Chicago.” It was always his goal to move North. As Richard begins to work in Memphis, he is able to get a library card and check books out at the local library. During this time reading he feels “as if he were on a train to Chicago.” This is probably because Richard knows that he needs to be educated to become free. As Richard reads the books the text says, “he wondered if he would act differently, if others would see how the books had changed him.” When Richard leaves his position at the optometrist, the text says, “books had changed some of Richard’s feeling about white people. Richard still feared them, but he understood them better.” Because Richard is empowered by books, he is able to see the perspective of others who were cruel to him. Without the books, Richard may have never had the opportunity to purchase a train ticket to Chicago. As Richard rides the train to Chicago, he “remembered the books he had read.” This shows how important the books were to Richard, in his journey towards gaining freedom. The author uses the metaphor that “every page was a ticket to freedom” because it was reading that led Richard to freedom.</i></p>	<ul style="list-style-type: none"> • Includes evidence around the metaphor that helps in the interpretation of it. • Find evidence that helps to explain how the theme and metaphor are connected from previous lessons notes. • Uses quotes from the text which help to support the meaning of the metaphor. • Determines the meaning of the metaphor.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to determine the theme of a story by breaking down the meaning of a metaphor and connecting it to the character's experiences in the text.
Prior knowledge to review	<p>Students will need to be able to determine the meaning of words.(RL 4.4)</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL 4.1)</p> <p>Students can identify the differences between different types of point of view (RL 4.6)</p>
Steps to achieve objective	Think aloud for direct instruction
1) Locate the metaphor in the text and ask yourself, "Do any of the surrounding sentences give me information that will help me understand this metaphor?"	<ul style="list-style-type: none"> • I need to start thinking about where the metaphor is in the text. As I locate the metaphor, I am thinking is there anything else in this section that is going to assist me in answering the question? • I noticed that the author writes, "The words came back to him, the stories more real than the train itself." I think this is going to be important because it is talking about reading and the train. The metaphor has the word ticket in it which is used to ride the train. • I know that in order to ride a train, you need to have a ticket. However, I need to go back into the text in order to understand what the author means by "stories more real"
2) Review your thinking from previous lessons. Ask yourself, "How does the character's experiences in this text connect to this metaphor?"	<ul style="list-style-type: none"> • As I am thinking about the information around the metaphor, I noticed that the idea of freedom comes up. This is important to me because this has come up in my previous lessons. I am going to go back and review my notes from previous lessons to see if I can find any evidence about Richard wanting to be free. • I am drawn to my notes about the significance of the library card. Specifically, how Richard feels when he got the library card. According to my notes he felt....This was a very important turning point in the story when Richard was finally able to check books out of the library because he was able to gain knowledge. The metaphor describes pages as a "ticket" to freedom. I think this prior thinking connects because the books were like his "ticket" to more knowledge. • This quote from my notes also connects to this idea of pages being a "ticket to freedom." "He felt as if he were on a train to Chicago, as if he were traveling north." I wrote that "Richard felt a sense of freedom from holding the library card for the first time. He knew that this would be his ticket to freedom in the north." It is interesting how the author is talking about a train on this page similar to the page that the metaphor is on. It seems that Richard knew early on that reading would give him special knowledge and opportunities.

<p>3) Ask yourself, "What lesson is the author trying to teach using this metaphor?"</p>	<ul style="list-style-type: none"> • I am thinking about what the author wants the reader to understand from using this metaphor. It helps to think about the metaphor literally. Literally, I am envisioning someone using pages from books as a ticket for a train. I am imagining this train leading to "freedom." • This doesn't make sense because you can't board a train without an actual ticket. Also, freedom is more of an idea than a place. What is the author mean figuratively here? Hmm.. Ultimately, it was Richard's knowledge gained through reading that eventually leads him north, where he will be free. I think Miller is saying that the books give him knowledge, which leads to a greater understanding of the world. Through reading books, Richard starts to think differently and feels empowered. As a result, he develops the courage and knowledge about how to move north, where he will gain freedom.
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Extension and practice

- Students can be given the opportunity to practice summarizing the main message of the text. Some students may need support in writing a summary with supporting evidence. It is suggested to use Boxes and Bullets. In this strategy students would be asked to write the meaning of the metaphor in the box and supporting evidence at each bullet.
- Some students may need support in defining the metaphor. It may be beneficial to give the meaning of the metaphor and have students locate the metaphor in the text. After the students locate the metaphor, they can work to draw an image and decide and find details which will help in supporting why they drew that image.
- In order to expand on scaffold for higher level students. They can work to find multiple meanings of the metaphor and write about what they think is the most accurate use of the metaphor.

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)</p>	<p>See more examples of how to teach (name skill and standard)</p>
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<p>Objective: (Lesson objective goes here)</p> <ol style="list-style-type: none"> 1. Locate the metaphor in the text and ask yourself, "Do any of the surrounding sentences give me information that will help me understand this metaphor?" 2. Review your thinking from previous lessons. Ask yourself, "How does the character's experiences in this text connect to this metaphor?" 3. Ask yourself, "What lesson is the author trying to teach using this metaphor?" 	<p>https://ctdreamteam.learnzillion.com/lessons/4575-determine-how-the-author-influences-what-you-know-in-a-story</p> <p>https://ctdreamteam.learnzillion.com/lessons/4241-draw-inferences-from-the-text</p> <p>https://ctdreamteam.learnzillion.com/lessons/4243-use-quotes-from-a-text-to-answer-questions</p>
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