

UNIT 1

READING CLOSELY FOR TEXTUAL DETAILS

DEVELOPING CORE LITERACY
PROFICIENCIES

GRADE 7

**“We reckoned now that we were
at the Pole”**

UNIT OVERVIEW

Becoming literate involves developing proficiencies and habits associated with many reading purposes, from summer pleasure reading to preparing for high-stakes business meetings. This unit develops students' abilities to read closely for textual details—a proficiency essential for a variety of purposes and contexts. Attending to and analyzing details are essential for building knowledge, enabling texts to inform our understanding and enrich our lives.

Rather than simply *ask* students to read closely, this unit instructs them in a process for doing so. The activities lay out strategies for approaching, questioning, and analyzing texts that help readers focus on key textual characteristics and ideas. Just as experts in any field access deep understanding by knowing what to look for in their particular fields, proficient readers know the questions to ask of texts in order to guide them to deep meaning. The framework of questioning presented in this unit takes the invisible process proficient readers have internalized and makes it explicit—to support teachers and students as they develop proficiency in reading text closely.

Proficient readers can also explain and share the discoveries they have made through their reading. Developing evidence-based explanations is essential for clarifying and deepening one's own understanding as well as the foundation for participation in academic and civic life. This unit integrates the development of explanatory communication skills into the close-reading process. Students learn to explain their thinking and link it with textual evidence in discussion and writing. The unit culminates in a structured text-centered discussion in which students examine discoveries they have made about an important topic by explaining and comparing their textual analyses with their peers.



TOPIC AND TEXTS

The grade 7 *Reading Closely for Textual Details* unit, “At the Pole,” presents students with a series of texts related to polar exploration, more specifically the 1911 race to the South Pole between British explorer Robert Falcon Scott and Norwegian explorer Roald Amundsen. Students read a series of journal entries from the two explorers and a historical narrative from Robert Peary, the first man to reach the North Pole. Students also read a section of Jack London's fictional account, “To Build a Fire,” offering them a chance to compare informational and fictional accounts of survival in Arctic conditions. All texts are available in the unit texts section.



LEARNING PROGRESSION

Part 1 introduces students to the idea of reading closely for details through an examination of a range of text types—including a series of visual images, a video, and web-based text. Part 2 introduces students to a strategic process for close reading that involves questioning the text—at first generally and then in text-specific ways—to help them focus on important textual ideas

and characteristics. Part 3 develops student proficiency in analyzing textual details and making comparisons across texts. Parts 4 and 5 develop students' abilities to express their analyses, first through writing multiparagraph, text-based explanations in Part 4 and then, in Part 5, through facilitating and participating in text-centered discussions. This organization is designed to strengthen the precision of instruction and assessment as well as to give teachers flexibility in their use of the curriculum.

The final activities in Parts 1 through 4 are designed as independent student tasks that can be done either in class or as homework. Part 5 includes an Optional Extended Assessment Activity involving the compilation of a student portfolio of work and the writing of a reflective essay on students' learning experiences throughout the unit.

SEQUENCING LEARNING OVER TIME AND ACROSS GRADE LEVELS

The learning sequence for this unit and the instructional notes within it have been developed on the assumption that students may be learning the process of *Reading Closely for Textual Details* for the first time. Thus, terms are introduced and explained, graphic tools are overviewed and modeled, and lessons move relatively carefully from teacher modeling to guided practice to independent application. The Literacy Skills that are targeted and the Academic Habits that are developed are assumed to be in early stages of development for many students, and thus extensive scaffolding is provided.

However, students may come to this first unit in the Core Proficiencies series having developed their Literacy Skills, Academic Habits, and Core Proficiencies in other contexts. They may have become very familiar with tools, handouts, terminology, skills, and habits addressed in this unit, if they have experienced the *Reading Closely* instructional sequence in a previous grade or school or with other text sets.

For this reason, teachers should use their professional judgment to plan their instruction for this unit considering not only *what* they are teaching (close reading and the curriculum designed to develop students' skills) but also *whom* they are teaching (their students' backgrounds, previous experiences, and readiness levels). Before teaching the unit, teachers are encouraged to determine what students have previously experienced, learned, or produced.

If students have more advanced skills or extensive previous experience in reading closely, instruction can move more rapidly through many sections of this unit, concentrate more on extended reading to deepen students' understanding, and emphasize more complex topics, texts, or writing and discussion activities.



OUTLINE

PART 1: UNDERSTANDING CLOSE READING

- Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts.

PART 2: QUESTIONING TEXTS

- Students use questioning paths to guide their approach to, reading, and deeper analysis of texts. Students read and analyze informational texts.

PART 3: ANALYZING DETAILS

- Students learn to analyze textual details as a key to discovering an author’s perspective. Students read, analyze, and compare texts.

PART 4: EXPLAINING UNDERSTANDING

- Students learn how to summarize and explain what they have learned from their reading, questioning, and analysis of texts. Students read and analyze three related texts.

PART 5: DISCUSSING IDEAS

- Students learn the characteristics of an effective text-based discussion and demonstrate skills in leading and participating in one.

INTRODUCTION TO THE READING CLOSELY LITERACY TOOLBOX

In the *Reading Closely* (RC) unit, students learn a foundational approach to reading and analyzing complex texts. The approach centers on a Guiding Question framework, in which students learn how to question strategically and to use text-based questions in an iterative process of reading closely and analyzing texts. Students consider and frame provocative questions to drive multiple readings and discover deeper meaning. As they return to sections of text with more honed and precise questions, they discover layers and meaning they may not have initially recognized.

To support this inquiry-based approach to reading, the *Reading Closely* unit uses handouts and tools from the **Reading Closely Literacy Toolbox** to introduce students to the Odell Education strategic-questioning process. In this process, students use the framework presented in the **Guiding Questions Handout** to guide their own reading of text. As they progress through the handout’s questioning framework, students first consider more general, text-dependent Guiding Questions, and then more precise, text-specific questions. Ultimately, they craft their own text-specific questions to drive further analysis, inquiry, and understanding. This process is captured in the **Reading Closely Graphic and Questioning Path Tool**, which teachers can use to assign specific questions, and students can use to guide close reading and annotating of a text. Additionally, the **Approaching Texts** and **Analyzing Details Tools** support students in the reading closely process as they begin their reading and analysis of textual details.

The **Reading Closely Literacy Toolbox** also houses detailed tables of Targeted Literacy Skills and Academic Habits Developed in the unit as well as the **Reading Closely Literacy Skills** and **Discussion Habits Rubric** and **Student Reading Closely Literacy Skills** and **Discussion Habits Checklist**.

If students have previously completed the *Reading Closely for Textual Details* unit, they should already be familiar with these **Tools and Handouts**. As they gain independence in practicing the proficiency of attending to and analyzing textual details and internalize the concepts and processes detailed in the unit, students might rely less and less on the **Tools and Handouts**. Depending on students' ability and familiarity with the **RC Literacy Toolbox**, teachers might encourage students to turn these materials when they encounter difficulties in understanding sections of texts, require assistance in communicating observations, or need to organize their ideas for their text-based explanation and discussion. Otherwise, students can proceed through the readings, annotating, taking notes, and analyzing details in their own, growing style. If students are ready to move through the unit without these scaffolds, it is still important that teachers continually verify if they are attending to and analyzing salient details and using evidence to communicate their importance and significance.

NOTE

All **Tools and Handouts**, including model **Questioning Path Tools**, and **Student RC Literacy Skills** and **Discussion Habits Checklist** can also be found in the Student Edition.

LITERACY SKILLS AND ACADEMIC HABITS

TARGETED LITERACY SKILLS

In this unit, students learn about, practice, develop, and demonstrate foundational skills necessary to *read closely*, to participate actively in text-centered questioning and discussion, and to write text-based explanations. The following Literacy Skills are targeted with explicit instruction and assessment throughout the unit:

TARGETED LITERACY SKILLS	DESCRIPTORS
QUESTIONING	Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts
ATTENDING TO DETAILS	Identifies relevant and important textual details, words, and ideas
IDENTIFYING RELATIONSHIPS	Identifies important connections among key details and ideas within and across texts
SUMMARIZING	Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas
INTERPRETING LANGUAGE	Identifies how words and phrases convey meaning and represent an author's or narrator's perspective
RECOGNIZING PERSPECTIVE	Uses textual details to recognize an author's or narrator's relationship to and perspective on a text's topic

NOTE

Student language versions of these descriptors can be found in the ***Student RC Literacy Skills*** and ***Discussion Habits Checklist*** in the **Reading Closely Literacy Toolbox** and Student Edition.

APPLIED LITERACY SKILLS

In addition to these targeted skills, the unit provides several opportunities for students to apply and develop the following Literacy Skills:

- Deciphering Words
- Using Language
- Using Evidence
- Using Conventions
- Comprehending Syntax

ACADEMIC HABITS

In this unit, students will be introduced to specific Academic Habits associated with preparing for and participating in productive text-centered discussions. Though instruction will not explicitly focus on the Academic Habits until Parts 4 and 5 of the unit, students can begin to think about them in Parts 1 through 3. The descriptors for these habits do not need to be introduced to students at this time—but if students are ready to think about them, student versions of the descriptors are presented in the ***Student RC Literacy Skills*** and ***Discussion Habits Checklist*** found in the **RC Literacy Toolbox** and Student Edition. The following Academic Habits are developed throughout the unit:

HABITS DEVELOPED	DESCRIPTORS
PREPARING	Reads the texts, researches the topics, and thinks about the questions being studied to prepare for tasks
COLLABORATING	Pays attention to, respects, and works productively in various roles with all other participants
COMMUNICATING CLEARLY	Uses appropriate language and relevant textual details to clearly present ideas and claims

NOTE

Student language versions of these descriptors can be found in the ***Student RC Literacy Skills*** and ***Discussion Habits Checklist*** in the **RC Literacy Toolbox** and Student Edition.

COMMON CORE STATE STANDARDS ALIGNMENT

The instructional focus of this unit is on learning to read text closely: attending to details, language, and perspective; posing and responding to text-dependent questions; and analyzing connections and relationships to deepen understanding. The unit also emphasizes informational text while incorporating literary nonfiction and other literary texts. Accordingly, the unit is aligned to the following targeted CCSS: **CCSS.ELA-LITERACY.RI.1**, **CCSS.ELA-LITERACY.RI.2**, and **CCSS.ELA-LITERACY.RI.6** (respectively, *read closely to determine literal and inferential meaning, determine central ideas and supporting details, and assess author’s point of view—while attending to and citing specific textual evidence*). Students address these standards and develop related Literacy Skills within the unit through direct instruction and guided practice, and their learning is assessed continually through activities, tools, and written products.

As students develop these primary targeted reading skills, they are also practicing, and eventually demonstrating, their abilities to engage in text-centered discussions. Thus, **CCSS.ELA-LITERACY.SL.1** (*engage effectively in a range of collaborative discussions, building on others’ ideas, and expressing their own clearly and persuasively*) is also an emerging targeted CCSS as the unit progresses, and it is directly assessed in the final, discussion-based activity of Part 5.

Students also practice and use related reading and writing skills from supporting CCSS. Thus, in Part 2, they begin to focus on **CCSS.ELA-LITERACY.RI.4** (*interpret words and phrases as they are used in a text*) and in Part 3 on **CCSS.ELA-LITERACY.RI.9** (*analyze how two or more texts address similar themes or topics*), with **CCSS.ELA-LITERACY.RI.9** formatively assessed in Part 5.

Students focus on crafting effective evidence-based writing, working from titles and paraphrases to summary sentences and explanatory paragraphs. Thus, **CCSS.ELA-LITERACY.W.2** (*write explanatory texts to convey ideas and information clearly and accurately*) and **CCSS.ELA-LITERACY.W.9** (*draw evidence from texts to support analysis*) are also introduced and practiced in the unit, as is **CCSS.ELA-LITERACY.W.4** (*produce clear and coherent writing*).

Finally, because students are expected to read and analyze a grade-level text somewhat independently in Parts 4 and 5, the unit provides initial evidence of how well students can meet the expectations of **CCSS.ELA-LITERACY.RI.10** (*read and comprehend complex texts independently and proficiently*).

PART 1

UNDERSTANDING CLOSE READING

“The eternal silence of the great white desert”

OBJECTIVE:	Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts.
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ESTIMATED TIME: Three to four days
MATERIALS: Texts 1 through 4 <ul style="list-style-type: none">• <i>Guiding Questions Handout</i>• <i>Reading Closely Graphic</i>• <i>Questioning Path Tools</i>



LITERACY SKILLS

TARGETED SKILLS	DESCRIPTORS
QUESTIONING	Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts
ATTENDING TO DETAILS	Identifies relevant and important textual details, words, and ideas



ACADEMIC HABITS

HABITS DEVELOPED	DESCRIPTORS
PREPARING	Reads the texts, researches the topics, and thinks about the questions being studied to prepare for tasks
COLLABORATING	Pays attention to, respects, and works productively in various roles with all other participants in a text-centered discussion



ALIGNMENT TO CCSS

TARGETED STANDARDS:

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

SUPPORTING STANDARD:

CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.



ACTIVITIES

1. INTRODUCTION TO THE UNIT

The teacher presents an overview of the unit, discussing the purposes and elements of close reading.

2. ATTENDING TO DETAILS

Students are oriented to the idea of attending to details through examining images.

3. READING CLOSELY FOR DETAILS

Students use Guiding Questions to look closely for details in a text.

4. ATTENDING TO DETAILS IN MULTIMEDIA

Students use Guiding Questions to look closely for details in a multimedia text and write a few sentences explaining something they have learned.

5. INDEPENDENT READING AND RESEARCHING ACTIVITY

Students use Guiding Questions to independently explore a multimedia website.



ACTIVITY 1: INTRODUCTION TO THE UNIT

The teacher presents an overview of the unit, discussing the purposes and elements of close reading.

INSTRUCTIONAL NOTES

Introduce the central purpose of the unit—to develop the skills and habits of a close reader:

1. Initially approaching and surveying a text
2. Using a path of questions to examine the text’s language, ideas, perspective, and structure
3. Questioning further to investigate and analyze the text
4. Analyzing key details and language to note connections and develop understanding
5. Considering others’ questions to deepen understanding
6. Explaining what one has come to understand as a reader
7. Extending one’s reading through further questioning or reading and research

INTRODUCTORY ANALOGY

To introduce the unit and establish a link among questioning, close examination, and deepening understanding, use an analogy from another field that requires careful study and analysis. For example:

- Compare the process of *close reading* to the analytical processes used by experts in other fields, such as musicians, scientists, or detectives.
- Present a *CSI* video that demonstrates how a detective asks herself questions when first approaching a crime scene.

Use any of these analogies to illustrate how practitioners in various fields are able to analyze and understand situations, events, places, phenomena, or artistic works because their training focuses them on details that others outside of the field do not typically notice. This training often involves using questions to direct their attention to key elements of their fields of study.

A musician might ask herself, “How do the sounds of the various instruments work together?” A crime scene investigator might ask, “What evidence suggests how the perpetrator came and went from the scene?” These general questions lead the practitioners to then ask specific questions directly related to the object of investigation. For example, the general question concerning the perpetrator’s coming and going might lead the investigator to notice a set of muddy footprints. She then might ask, “What are the size and type of the shoes that left these muddy footprints?” Experts ask these questions so that they clearly understand what they are studying and can clearly communicate their understanding to others.

NOTE

If students have previously completed the *Reading Closely for Textual Details* unit, it may be sufficient to carry out an abbreviated version of Activity 1 without using an analogy. Review how students will accomplish the following:

INSTRUCTIONAL NOTES

1. Use a Questioning Path framework to analyze a series of texts around a topic.
2. Use **Tools and Handouts** from the **Reading Closely Toolbox** to guide their reading, annotating, and analyzing of complex texts.
3. Write a multiparagraph explanation of a text.
4. Conduct a text-based discussion based off their own comparative questions about texts in the unit.

LINK THE ANALOGY TO QUESTIONING SKILLS

- Using the introductory analogy as a reference point, explain that effective readers also use Guiding Questions to help them look for evidence in texts.
- Introduce the **Reading Closely Graphic** and **Guiding Questions Handout** (in the **Reading Closely Literacy Toolbox**), orienting students to the reading process represented in the graphic and the questions listed in each row of the handout in relationship to that same process. Explain that the graphic shows them what they will be working on throughout the unit and that the handout includes an organized set of general Guiding Questions that can direct their attention to key evidence as they read.

READING CLOSELY GRAPHIC and GUIDING QUESTIONS HANDOUT

Note first that the graphic and the handout—and the question-based reading process they organize—are divided into five phases. Have students read and discuss the guiding statements for each of the five phases:

1. APPROACHING

I determine my reading purposes and take note of important information about the text.

2. QUESTIONING

I use questions to help me investigate important aspects of the text.

3. ANALYZING

I question further to analyze the details I notice and determine their meaning or importance.

4. DEEPENING

I consider others' questions and develop initial observations or claims.

I explain why and cite my evidence.

5. EXTENDING

I pose new questions to extend my investigation of the text and topic.

I communicate my thinking to others.

Let students know that they will be using this question-driven process throughout the unit and that they will self-assess, and be assessed, on their use of the process as well as on their close-reading skills and textual understandings developed through the process.

INSTRUCTIONAL NOTES

Having noted and discussed this vertical progression of the graphic—and the reading process it suggests—examine the horizontal organization of the **Guiding Questions Handout** and discuss the four domains in which we often examine texts: *Language, Ideas, Perspective, and Structure*. This organization for questions (which can be referred to as *LIPS*) can be used to help students focus on specific aspects of any text they are reading and also to see the relationships among the domains, as when, for example, language is a key to understanding perspective.

- Emphasize the purpose of these Guiding Questions: to focus a reader on specific aspects of a text and guide the reading process—rather than to lead to a single answer. Contrast this use of questions with what students have typically experienced, where “getting the right answer” (quickly) is typically how they have thought about responding to questions.
- Help students see how a broad, discovery question (what?) from phase 2 (Questioning) can lead to a more specific analysis question (how?) in phase 3 (Analyzing).

For example, from the language domain:

1. Questioning: What words or phrases stand out to me as I read?
 2. Analyzing: How do specific words or phrases affect the meaning or tone of the text?
- Discuss how a sequence of questions such as this can lead to a Questioning Path, in which a reader moves from broad Guiding Questions into more specific, text-based questioning, using the questions to drive closer reading and lead to deeper understanding.
 - As a final introduction to the handout, consider modeling its use with a text the class has read recently, doing a think-aloud about how you approached the text and what you as a reader discovered in response to a selected set of questions and the questioning path they set up.

PREVIEW THE TEXTS AND CULMINATING TASKS

- Show students the text set table in the section “Reading Closely for Textual Details Unit Texts,” indicating that there are connections among the texts, but do not stipulate what those connections are.
- Let them know they will be reading and studying those texts with increasing independence and will be expected to write a text-based explanation and lead a group discussion about one of the final texts at the end of the unit.

Referring back to the **Guiding Questions Handout**, let students know that they will begin examining the texts by looking at the ideas (and information) they present. First, students will examine visual and video examples and then transition to increasingly detailed texts, deepening their understanding of the unit’s topics: the exploration of the North and South Poles and the struggles of people against nature in the extreme climates of Arctic regions.

With Texts 2 and 6, they will encounter an example of literary nonfiction and a literary excerpt and will shift to questions drawn from the Language section to examine the poetic musings of Robert Falcon Scott and the fiction of Jack London, analyzing how these two very different authors use words to describe their subjects, suggest themes, and evoke responses from readers.

Finally, they will examine and compare the perspectives presented in various texts, more specifically noting the similarities and differences between the views of various polar explorers and the shifting perspective of one explorer as he moves from near triumph to impending tragedy.



ACTIVITY 2: ATTENDING TO DETAILS

Students are oriented to the strategy of questioning texts and attending to details by first examining a set of visual images.

INSTRUCTIONAL NOTES

Text 1 (found in the *Reading Closely* Unit Texts) presents students with a set of visual images selected to build curiosity about the unit's topic, create context for reading the texts, and provide initial practice in looking closely or visual scanning. Introduce students to the set of images they will study but provide minimal contextual information. Have students scan all four image sets (composed of nine images), then assign specific sets or images to groups or individuals for closer analysis.

NOTE

This activity can be done using a printed copy of the visual image(s), a projection in the room, or on computers, enabling students to zoom in closer and note specific details.

QUESTIONING PATH TOOL

The **Questioning Path Tool** is an editable version of the **Reading Closely Graphic**, with which teachers can provide model questioning paths (provided throughout this unit) to students and where students can record their own questioning paths as they grow familiar with the process. Teachers might use the included model Questioning Paths or create their own depending on student and classroom needs. Students can use the tool to create their own Questioning Paths when ready to do so. They will formally have the opportunity to create their own questioning paths in the *Making Evidence-Based Claims* unit.

NOTE

If students have previously completed a *Reading Closely for Textual Details* unit, they may now be ready to complete their own **Questioning Paths Tools** throughout the unit. This may vary depending on student experience with the unit's proficiency and materials or student ability to use the **Guiding Questions Handout** and **Questioning Path Tool**. Teachers may decide initially to provide model **Questioning Path Tools** to the entire class as a review but then provide them only for some students, encouraging others to develop their own.

NOTE

Included in the model **Questioning Path Tools** are model text-specific questions associated with Guiding Questions. These questions are included to illustrate the process and possibilities; teachers are encouraged to develop their own text-specific questions based on their own analyses.



QUESTIONING PATH TOOL

Text 1—Photo Collages—Polar Exploration

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will initially focus on *ideas* and supporting details.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

1. What details stand out to me as I examine this collection of images? [I]
2. What do I think these images are mainly about? [I]

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

3. How do specific details help me understand what is being depicted in the images? [I]

DEEPENING: *I consider the questions of others.*

4. What do I notice about each of the explorers' faces? What sort of men do they appear to be?
5. What do the details of the photos suggest about the places that the men explored? Why are there flags in the photos?
6. What connections or comparisons do I notice between the two collages and the explorations they depict?

EXTENDING: *I pose my own questions.*

Example: Who were Robert Falcon Scott and Roald Amundsen? What do I think might have happened to the explorers and their expeditions?

INSTRUCTIONAL NOTES

APPROACHING: FOCUS ON IDEAS AND DETAILS

Explain to students that they will be focusing on details in the set of images and using those details to understand what the images represent (their information or *ideas*).

QUESTIONING: EXAMINE IMAGES IN SMALL GROUPS

- Students examine the image(s) in small groups and first consider broad Guiding Questions related to ideas from the Questioning section of the **Guiding Questions Handout**, such as, “What details stand out to me as I examine this image?” and “What do I think this image is mainly about?”
- In their groups, students find several details that stand out to them, with one group member serving as a recorder of their details.
- Groups may consult the **Guiding Questions Handout** for further questions to help them focus on details.
- Groups discuss what the details suggest to them and identify any new questions they have after examining and discussing the details.

ANALYZING: CONNECT THE DETAILS

- Help students move from simple observations about details they notice to thinking about the connections among details and an understanding of what the images represent.
- Use a Guiding Question related to ideas from the Analyzing section of the **Guiding Questions Handout**, such as, “How do specific details help me understand what is being depicted in the image?” As students consider this sort of question, discuss how they have moved from observation to analysis—from what details they notice to what they think about the details.

DEEPENING: INTRODUCE THE CONCEPT OF TEXT-SPECIFIC QUESTIONS

- Lead a discussion on what the groups noticed about the images and the questions they had.
- Introduce them to text-specific questions for each image set (using either the model questions or ones developed in class).
- Discuss how these questions are *text specific* and do the following:
 - ⇒ Emerge from looking closely at the image
 - ⇒ Prompt a reader to look for more details
 - ⇒ Lead to a greater understanding of the image
- Assign one of the three image-specific questions to each student group and have the groups develop an observation related to the question and supported by details from the image(s) they have studied closely.

SUMMARIZING: WRITE A CAPTION

- After discussing the image-specific questions, students list three details they think are key for them in understanding something that is going on in one of the two collages, returning to the broad Guiding Question: “What do I think this image is mainly about?”
 - ⇒ For example, in both of the photo collages, the men are standing around a tent with a flag atop it. Students may have noted that the tents are very similar, as are the flags—and that

INSTRUCTIONAL NOTES

they both appear to be the flag associated with Amundsen (the Norwegian flag). However, the men are different in the two photos, and their faces show different emotions. How students interpret these details will greatly influence what they think the tent photos represent—and may present them with a clue about what happened during the competing explorations.

- Students write a new caption that summarizes what they think their image is about and share and compare their captions, noting the details that have led to what they have written.

EXTENDING: POSE NEW QUESTIONS

If they are ready to practice developing their own text-specific questions, students might write and share a question they have about one or more of the images—possibly a speculative question as seen in the model **Questioning Path Tool**. If time allows, this might be an opportunity to let students explore their extending questions through Internet research—finding out more about Scott and Amundsen and their race to the South Pole before they read further from the two explorer’s narratives, as well as the narratives of others.

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

Have students self-assess, peer assess, and receive informal teacher feedback on their emerging Literacy Skills in the three areas focused on in the previous activities: **Questioning, Attending to Details, and Summarizing**. At this stage, definitive answers do not need to be established for questions students use or pose as they examine the images. The purpose of the exercises is for students to get a sense of how close, question-based examination of texts leads to new questions, which in turn lead to further examination of textual detail. This developing understanding, the use of the process, as well as students’ developing abilities to summarize what they have discovered and communicate meaning to others can all be informally assessed.

Academic Habits

Students will also have begun to work informally in small groups on the associated with text-centered discussion. Students might self-assess their behaviors of collaborating, specifically how well they have “paid attention to and worked productively with other participants” in discussing what they have observed.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

≡ ACTIVITY 3: READING CLOSELY ≡ FOR DETAILS

Students use Guiding Questions to look closely for details in a text.

TEXT NOTES



Text 2 is the first print text students encounter in the unit, and it provides an opportunity to move from close viewing of details in visual images to close reading of visual details presented in a very simple but sensory text. Text 2 is an excerpt from early in Robert Falcon Scott's "Last Expedition," his journal documenting the 1911 exploration of the South Pole. It introduces the narrative journal form used in many of the unit's texts and sets up a comparison with later Scott entries. In this excerpt, Scott's "impressions" read almost like images in a prose poem, and they enable close attention to details, words, and phrases—and an introduction of close reading that focuses on language and how an author uses it to convey his perspective. If students have had previous experience studying poetry and the elements of poetry, using terminology such as *imagery*, *sensory effects*, *contrast and juxtaposition*, *synesthesia*, or *onomatopoeia*, they will be able to more formally study this text as a powerful example of literary nonfiction—and of how an explorer might also be seen as a poet.



QUESTIONING PATH TOOL

Text 2—*The Last Expedition*, Ch. V, Robert Falcon Scott

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will initially note that this is a journal entry written during a 1911 exploration of Antarctica. I will first focus on its *structure* and purpose as a journal entry, then on the author's use of *language* to record his impressions of the experience.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the Guiding Questions Handout).*

1. What do I notice about how the text is organized or sequenced? [S]
2. What do the author's words and phrases cause me to see, feel, or think? [L]

ANALYZING: *I question further to connect and analyze the details I find (from the Guiding Questions Handout).*

3. What details or words suggest the author's perspective? [L/P]

DEEPENING: *I consider the questions of others.*

4. What does the organization of the text—as a series of short phrases and sentences—suggest about how the author wrote this journal entry?
5. What do the entry's first three lines tell me about what Scott is doing as he writes this journal entry? How do these details help me understand the title he gives to the entry that follows: "Impressions"?
6. Which one of Scott's short phrases stands out to me as particularly vivid—causing me to see or feel what Scott is experiencing? What other phrase offers a very different or contrasting impression?
7. Toward the end of his entry, Scott capitalizes "Nature" and then uses what words to characterize the "blizzard" and the "crevasse" as "Nature's . . ."? What do these words—and the description that follows them—suggest about how Scott views Nature?
8. How do the images and words of the final sentence of the entry contrast with the depiction of Nature that Scott presents before this final line?

EXTENDING: *I pose my own questions.*

Example: Which of Scott's contrasting "impressions" of the polar exploration—the "mellow" and peaceful or the "booming" and violent—did he experience the most as he continued his quest for the South Pole?

INSTRUCTIONAL NOTES

APPROACHING: PREREADING FOR TEXT 2

- Help students note the few things they know about this text from the details of its title block: that it was written in 1911, that it is an excerpt from a book about an “expedition” (and a “last expedition”), and that it is a journal entry written on “February 2” at “Camp 4” during a journey from a place called “Depot Laying” to another place called “One Ton Can.” Have students think about what they already understand or might speculate about the text, its author, and the topic based only on this introductory information.
- Direct students to the questions related to structure and language found in the Questioning section of the model **Questioning Path Tool** for Text 2 (or others from the **Guiding Questions Handout**). Explain that they will now be reading this text with a focus on how the author organizes and sequences the text in this journal entry and how he uses words and images to convey his impressions to the reader.

QUESTIONING: INITIAL READING, FOCUSED ON A GUIDING QUESTION

- Based on students’ independent reading skills and previous experiences, determine if they should first follow along as they listen to the text read aloud or if they can do a first, silent reading on their own.
- As they read or listen to the passage, students think about a Guiding Question, such as, “What do I notice about how the text is organized or sequenced?” or “What do the author’s words and phrases cause me to see, feel, or think?”
- Ask students to record and share their responses to the question for *one* of the paragraphs in the text, reminding students to refer to details from the text to support their responses—as they have previously done with the visual details they noted in the images of Text 1.

ANALYZING: ANNOTATING DETAILS AND CONNECTING THEM TO IDEAS

- In groups, students consider a Guiding Question related to ideas from the Analyzing section of the **Guiding Questions Handout**, such as, “What details or words suggest the author’s perspective?”
- Introduce students to the skill of *annotating* text, in which students note, mark, and interpret key details. (Alternately, review text annotation if students have previously learned or used these skills.)
 - ⇒ Make sure students have print versions of Text 2 on which they can annotate.
 - ⇒ Model and have students practice *active reading*, or annotation for one key section of the text by using a pencil, pen, or highlighter to mark short but important sections of text while reading.
 - ⇒ Introduce a simple symbol system that can be used for key details students mark. For example, students might use a star (*) to indicate something that seems important to them, a question mark (?) to indicate something that raises a question or is unclear for them, an exclamation point (!) to indicate something that surprises them, and graphic arrows to note possible connections among words, details, or ideas.
 - ⇒ Model and have students practice *note-making*, or jotting short comments or questions in the margins of the text that relate to details they have marked or symbols they have inserted in the text.

INSTRUCTIONAL NOTES

- ⇒ Talk through how the modeled text annotations can lead to an observation about “what the text is mostly about,” specifically a central idea it is presenting.
- In pairs, students annotate a new section from the text, study their annotations, and decide on a *central idea* they think is presented in that section.
 - Students compare and discuss details across the sections of text they have examined and annotated and the central ideas they have found in those sections. In small groups or as a class, students think about overall central ideas that the text may be presenting, referencing key supporting details they have noted.

ANNOTATING

Teaching students to annotate texts is important because it keeps them focused on the text rather than their own interpretation—at least at first. There are many ways to annotate, including note making, where students mark a text with comments or symbols to point out a main idea, key word, or important detail. Annotations can be done on a printed copy or electronically.

By staying in the text, students continue to focus on details that emerge from the words and sentences. Later, they will be able to synthesize their annotations.

DEEPENING: INDEPENDENT READING

- Before students reread the passage independently, direct students to text-specific questions such as the six examples found in the model **Questioning Path Tool**.
- Students think about one of the questions and focus on specific sections of the overall text.
- While reading independently, students mark and annotate details they notice.

EXTENDING: CLASS REVIEW

As a class, students do the following:

- Compare the details they have noticed and marked and the annotations (comments) they have made.
- Discuss what the details suggest to them.
- Potentially (if they are ready), identify a new text-specific question they have after examining and discussing the details.

PARAPHRASING

As students begin to take notes and describe what is going on in the text, this is a good place to introduce paraphrasing.

- Introduce the concept of a *paraphrase* and model paraphrasing a sentence from the passage that presents one or more key details.
- Individually, students draft a paraphrase of one sentence with key details that stood out to them.

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

Have students self-assess, peer assess, and receive informal teacher feedback on their emerging Literacy Skills in the three areas focused on in the previous activities: **Questioning, Attending to**

Details, and Summarizing. As students work through the Questioning Path, check to see which students have issues with understanding the text and may need more help determining the meaning of specific words and phrases. Have them reflect on what they have learned about annotating a text as a means of attending to details, compare their annotations, and think about how they might improve their processes and skills. As they examine their paraphrased sentences, have them reflect on the key details they have noted and how clearly they have summarized them.

Academic Habits

Students will have continued to use and develop the Academic Habits associated with text-centered discussion—this time with a print text. Because they have worked as a class, in small groups, and in pairs, they might reflect on how well they have demonstrated the skills of preparing for discussions by reading and annotating the text and considering the questions that have framed discussion.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

ACTIVITY 4: ATTENDING TO DETAILS IN MULTIMEDIA

Students use Guiding Questions to look closely for details in a multimedia text and write a few sentences explaining something they have learned.

TEXT NOTES



The multimedia text (3), “Celebrating 100 Years: Roald Amundsen’s South Pole Expedition 1911,” is a ten-minute YouTube video produced by Viking Cruises that presents a historical narrative about Roald Amundsen’s 1911 exploration of Antarctica and also provides background information about the races among various explorers to reach the North and South Poles first. In format, the video uses a combination of photographs, maps, visual images, text, sound effects, and narration to tell its story and thus challenges students to simultaneously view, read, and listen for important details.



QUESTIONING PATH TOOL

Text 3—“Celebrating 100 Years”—Roald Amundsen Video

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will initially focus on *ideas* and supporting details. I will think about this video as a text and how it compares to print texts.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

1. What new ideas or information do I find in the text (video)? [I]
2. What do I notice about how the text (video) is organized or sequenced? [S]

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

3. How do specific details help me understand the central ideas or themes of the text (video)? [I]

DEEPENING: *I consider the questions of others.*

4. What specific details do I learn about Roald Amundsen as an explorer, and his race to the South Pole with Robert Falcon Scott?
5. What details from the video suggest how difficult it was to survive the journey to the Pole?
6. Why might Amundsen say, "it was like being a boy again" to reach the Pole first? How do these words convey his perspective on the expedition?
7. At the end of the video, what does Amundsen seem to mean when he says, "Victory awaits him, who has everything in order. Luck we call it."?
8. What does he then suggest when he says, "Defeat is definitely due for him, who has neglected to take the necessary precautions. Bad luck we call it."?

EXTENDING: *I pose my own questions.*

Example: As I read further in the narratives of Amundsen, Scott, and others, what do I want to learn about the explorers and their fates?

INSTRUCTIONAL NOTES

APPROACHING: FOCUS ON DETAILS AND IDEAS IN A VIDEO FORMAT

- Inform students that they will now be “viewing closely” a short video, with the same purpose of attending to details and thinking about ideas that they have used previously with the visual images and first print text.
- Discuss students’ perceptions of the similarities and differences between reading and viewing.

QUESTIONING: VIEW THE VIDEO

- Students view the video with no additional context provided other than what they bring from studying the previous texts.
- As students watch the video, they think about a Guiding Question related to ideas from the Questioning section of the Guiding Question Handout, such as, “What new ideas or information do I find in the text (video)?”

ANALYZING: CLASS DISCUSSION AND RE-VIEW OF VIDEO

- Before re-viewing the video, briefly discuss students’ initial observations about what the video is mainly about.
- Use some students’ observations to generate a list of ideas presented in the video to guide the re-view. Then, introduce students to a question related to ideas from the Analyzing section of the **Guiding Questions Handout**, such as, “How do specific details help me understand the central ideas or themes of the text (video)?”
- As students re-view the video, have them use a system for annotating their viewing through a separate set of notes.
- For example, students might record details, symbols, and comments or questions in a two-column notes format.
- To do so, they might note details they observe sequentially in the first column of their notes, then go back and highlight details they see as important, and make notes (in the second column) about those selected details and why they see them as important.

DEEPENING: EXAMINE SPECIFIC DETAILS

- Present students with one or more text-specific questions about the video, such as the examples found in the model **Questioning Path Tool**.
- In groups, have students use their two-column notes to think about one or more of the questions. If necessary, they can view the video for a third time.
- Students share and compare their answers in an informal class discussion.

EXTENDING: SMALL GROUPS WRITE ABOUT THE VIDEO

- In small groups, students discuss the key details they have found to be important and their thinking about how those details help them understand the video.
- Students share their notes and collaboratively write a few sentences explaining something they have learned from the video, referring to key details that have led to their understanding.
- Volunteers from each group read their sentences to the class.

INSTRUCTIONAL NOTES

- As a class, compare what the groups saw, including how clearly and accurately they are able to communicate their understanding.

EXTENDING: FURTHER READING AND DISCUSSION

Following their viewing and discussion of the video, students might continue their informal Internet research into Scott, Amundsen, and their explorations. They might also begin to learn about Robert Peary, whose account they will be reading in Text 5.

FORMATIVE ASSESSMENT AND FEEDBACK

Reflect on the close-reading experience of watching a video, using the *Reading Closely Graphic* to guide the reflective discussion. This reflective discussion is an opportunity for students to self-assess their developing skills in the three targeted Literacy Skills areas—**Questioning, Attending to Details,** and **Summarizing**—and to identify areas where they can improve as a reader over the course of this unit.

Academic Habits

Students can also continue to self-assess their use of Academic Habits associated with text-centered discussion—specifically how well they have collaborated with peers as they have viewed and discussed the video.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal *RC Literacy Skills* and *Discussion Habits Rubric* and less formal *Student RC Literacy Skills* and *Discussion Habits Checklist* are provided in the **RC Literacy Toolbox**.

≡ ACTIVITY 5: INDEPENDENT READING ≡ AND RESEARCH

Students use Guiding Questions to independently explore a multimedia website.

INSTRUCTIONAL NOTES

This activity is an optional extension of Part 1, in which students can enrich their skills of looking for details with web-based text. It is recommended for students who have access to a computer either as an individual or in groups. Accessing an informational site can not only help students apply close-reading skills in the context of Internet research but also enrich their understanding of the topic and other texts they will encounter in the unit. Students might be expected to develop deeper understanding of a part of the website through close reading and viewing and to bring details and information they have found back to a small-group discussion.

INSTRUCTIONAL NOTES

TEXT NOTES



The recommended website (Text 4) is the UNESCO World Wonders Project's "Scott's Hut and the Explorers' Heritage of Antarctica," which includes historical and contemporary information. Students can do a virtual 360-degree exploration of the areas around and inside the hut (noting key details). They can also search for related information, photographs, videos (including the Amundsen video they have already viewed), and 3D models using links found on the website. There are also many other good websites devoted to the Arctic environment and exploration. Students might explore one specific part of the web page or a related link and then report back to their peers.

QUESTIONING PATH TOOL

Independent Web Search

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will focus on new *ideas* and information I can bring back to the class. I will note key information about the website I visit and its author or source.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

1. What do I notice about how the website is organized? [S]
2. What new ideas or information do I find on the website? [I]

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

3. How might I summarize the main ideas of the website and the key supporting details? [I]

DEEPENING: *I consider the questions of others.*

4. What interesting details, examples, or ideas can I find that relate to the other texts we are studying?
5. What details do I notice in the landscape surrounding Scott's hut? How might the area be different in the midst of the endless Arctic night or an intense blizzard?
6. What was Scott's name for the hut—and what does that suggest? Where was it located?
7. What equipment and supplies were left in the hut by the explorers, and how might they have been used?

EXTENDING: *I pose my own questions.*

Students might be asked to pose a question and bring back information related to their question.

≡ PART 1 FORMATIVE ASSESSMENT ≡ OPPORTUNITIES

LITERACY SKILLS

Focus self-, peer, and teacher assessment at the end of Part 1 on the targeted skills of **Questioning** and **Attending to Details**. Examine students' annotations for Text 2 and their notes for Text 3 (video) to see how well they are using questions to drive their reading and noting details that relate to the questions they are considering.

Students' captions and paraphrases for Texts 1 and 2 can be reviewed to see if they are able to note key details and generalize from them, and they might provide a preassessment of skills before students read and analyze more challenging passages in Parts 2 through 5. These short, informal writing samples should also be reviewed for initial evidence that students are able to clearly explain their thinking about the texts they are reading.

ACADEMIC HABITS

Student conversations in small groups, particularly in relation to Text 3 (the video), can also provide rich initial evidence of their emerging thinking and of the Academic Habits related to text-centered discussions that they bring into the unit. Students will further develop those habits within the unit's activities while initially demonstrating them in Part 5. At this point, have them think about their discussions in terms of the two Academic Habits developed in Part 1.

NOTE

Students will be introduced to a rubric organized by the habits used in text-centered discussion at the start of Part 5 in this unit.

Academic Habits: Student Reflection Questions

- How have I prepared for the discussion through reading and watching?
- How have I collaborated with other participants?
- What can I improve on as the unit progresses?

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

PART 2

QUESTIONING TEXTS

**“The bitter wind searching every opening
in the clothing”**

OBJECTIVE:

Students use questioning paths to guide their approach to, reading, and deeper analysis of texts. Students read and analyze informational texts.

ESTIMATED TIME: Two to three days

MATERIALS:**Texts 1 through 5**

- *Approaching Texts Tool*
- *Analyzing Details Tool*
- *Questioning Path Tools*
- *Reading Closely Graphic*
- *Guiding Questions Handout*
- *Attending to Details Handout*

LITERACY SKILLS

TARGETED SKILLS	DESCRIPTORS
QUESTIONING	Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts
ATTENDING TO DETAILS	Identifies relevant and important textual details, words, and ideas
IDENTIFYING RELATIONSHIPS	Identifies important connections among key details and ideas within and across texts
SUMMARIZING	Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas

ACADEMIC HABITS

HABITS DEVELOPED	DESCRIPTORS
COLLABORATING	Pays attention to, respects, and works productively in various roles with all other participants
COMMUNICATING CLEARLY	Uses appropriate language and relevant textual details to clearly present ideas and claims



ALIGNMENT TO CCSS

TARGETED STANDARDS:

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

SUPPORTING STANDARD:

CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.



ACTIVITIES

1. HOW SKILLFUL READERS APPROACH TEXTS

The teacher models how to use the *Approaching Texts Tool* to guide initial reading and then pairs practice with a text they have read.

2. APPROACHING A NEW TEXT

Students read a new text and use the *Approaching Texts Tool* to guide their reading.

3. ANALYZING TEXT WITH TEXT-SPECIFIC QUESTIONS

The teacher guides the class through an analysis of the text using the *Analyzing Details Tool*.

4. POSING TEXT-SPECIFIC QUESTIONS

Students develop their own Text-Specific Questions with which to analyze the text.

5. INDEPENDENT WRITING ACTIVITY

Students write a short paragraph explaining their analysis of the text and list supporting textual details.

ACTIVITY 1: HOW SKILLFUL READERS APPROACH TEXTS

The teacher models how to use the **Approaching Texts Tool** to guide initial reading, and then pairs practice on a text they have read.

APPROACHING TEXTS TOOL

The **Approaching Texts Tool** (in the **RC Literacy Toolbox**) is a graphic organizer framed by the first two stages of the questioning process students have encountered using the **Reading Closely Graphic** and **Guiding Questions Handout** in Part 1. It supports students in initiating the question-based process for close reading by guiding them through the Approaching stage—determining their reading purpose and approach, and doing a prereading analysis of key information known about the text. The tool also frames the initial Questioning stage by providing a place for recording Guiding Questions to help students read closely for details. Students learn to use the tool while studying and annotating a text.

INSTRUCTIONAL NOTES

APPROACHING: INTRODUCE THE TOOL

Walk students through the organization of the **Approaching Texts Tool**, discussing how it relates to the first two stages of the **Reading Closely Graphic** and **Guiding Questions Handout** and how it sets up the question-based reading process they have used in Part 1 activities. Tell the students that they will use the tool to examine what they know about the text and its author before reading and to focus their initial reading by using one or more questions.

APPROACHING A TEXT

There are many ways to find more information about a text, its author, and publisher. One way is by doing a quick search on the Internet. If students want to know more about an author, they might try to find the author's website or look on *Wikipedia* for quick information. It will then be important for them to reflect on how this background knowledge affects their own understanding of the text(s). For contemporary authors, even Twitter and Facebook accounts and pages can help students find out more about a text and its author.

QUESTIONING: MODEL THE TOOL

Begin by modeling the **Approaching Texts Tool** using Text 2, referring to what students have already done in Part 1. Have students practice recording the information using the tool.

- Think aloud and talk through what to record in the Reading Purposes box of the Approaching the Text section. Discuss the initial approach to the text and its focus on ideas and related details.
- Talk through why thinking about the author, text type, and source and publisher can often influence one's reading and analysis of a text. In the case of Text 2, knowing that the text is a journal entry recorded in the moment during an early phase of Scott's expedition to the South Pole will help students focus on the immediacy and vividness of the description, but it may

INSTRUCTIONAL NOTES

also surprise them and cause them to wonder why an explorer might write such a “poetic” representation of his experiences. Refer back to the discussion you have previously had in Part 1, Activity 3.

- Model for students how this examination of key information about the text before reading helps them consider and record an insight about the text in response to the question, “What do I already think or understand about the text based on this information?” Have students each record an understanding they had as they approached reading Text 2 for the first time.
- Select one or two questions to consider from the model **Questioning Path Tool** for Text 2 or new questions from the **Guiding Questions Handout** and write them into the Questioning the Text section of the tool. For example, return to the analyzing Guiding Question, “What details or words suggest the author’s perspective?”
- Talk through how this question was or could be used to guide a reading of the text and what it suggests a reader might pay attention to. Connect this discussion to students’ practice with text annotation in Part 1, and talk through where the question might lead a reader to look in the text and what details to search for, highlight, and annotate. For example, with the Guiding Question “What details or words suggest the author’s perspective?” a reader might pay attention to words and phrases that suggests the author’s feelings or attitude about the impressions he is recording, then notice how those words suggest mixed or contrasting reactions.
- Reread through a key section of the text, searching for details related to the Guiding Question. Model marking and annotating the text—or revisit the annotations recorded in Part 1, Activity 3.
- Review and demonstrate the text annotation skills that were introduced and practiced in Part 1.

ATTENDING TO DETAILS HANDOUT

The **Attending to Details Handout** (in the **Reading Closely Literacy Toolbox**) lists examples of details one might typically pay attention to depending on which of the *LIPS* question domains is the focus for reading and questioning. You may want to introduce this handout now in conjunction with the **Approaching Texts Tool** or wait until students are working independently with the tool.

INSTRUCTIONAL NOTES

ANALYZING: STUDENTS PRACTICE USING THE TOOL IN PAIRS

- Student pairs continue examining Text 2 with the **Approaching Texts Tool**.
- Have student pairs use a *new* text-specific question as a lens for examining the text. For example, students might now approach the text by fully focusing on the perspective domain of questions. (See the following text notes and model **Questioning Path Tool** for Text 2.)
- Student pairs then work together to annotate the text (or make new notes in relationship to previous annotations) in relationship to their question and their question-based thinking about what details to search for.

NOTE

Students may need a second, clean copy of the text if they have already recorded many annotations on Text 2.

TEXT NOTES



Text 2 has previously been used to introduce students to the type of texts they will be reading in the unit—primarily narratives written by polar explorers—and more specifically to the journal as a form of in-the-moment narrative used to record key information or thoughts during an expedition. Students have also examined Text 2 closely as a powerful example of an author’s use of language and imagery to convey his impressions and to evoke feelings in readers. As they practice using the **Approaching Texts Tool** to guide a reading or rereading of the text, they can hone in more specifically on how Scott’s unusual and poetic journal entry suggests mixed feelings about the expedition, its wonders, and its hazards, which Scott seems to have early in the course of his party’s march to the Pole. Revisiting this short text enables students to focus on very specific words and images, to study how they present contrasting or juxtaposed points of view, and to consider what this suggests to them about Scott’s perspective when he wrote the journal entry for February 2, 1910.

For this exercise, students might work with the Deepening question from the following second model Questioning Path for Text 2 to guide their final, deep rereading of the text, then they might discuss their responses and the conclusions they have drawn, referring to specific details and words they have annotated.



QUESTIONING PATH TOOL

Text 2—*The Last Expedition*, Ch. V, Robert Falcon Scott

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will focus on the author's use of *language* to record his impressions of the experience and convey his *perspective*.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

1. How do specific words or phrases influence the meaning or tone of the text? [L]

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

2. How does the author's choice of words reveal his or her purposes and perspective? [P]

DEEPENING: *I consider the questions of others.*

3. What might Scott's presentation of contrasting images and words suggest about his impressions of and his perspective on the experiences of being an Arctic explorer?

EXTENDING: *I pose my own questions.*

Example: Which of Scott's contrasting impressions of the polar exploration—the "mellow" and peaceful or the "booming" and violent—did he experience the most as he continued his quest for the South Pole?

INSTRUCTIONAL NOTES

PAIRS CHECK: COMPARING APPROACHING TEXTS TOOLS AND ANNOTATIONS

- Transition two student pairs into a group of four for a *pairs-check* activity. In this informal discussion, each pair introduces their **Approaching Texts Tool** and explains their reading notes, based on the Guiding Question or text-specific question they considered. Then, each pair explains the annotations they completed on the text in relationship to their question, comparing them with the annotations completed by the other student pair.
- Pairs-check teams can then share their observations about how their annotations (and readings) were similar and different, based on the question they were considering and the approach to reading they crafted on the **Approaching Texts Tool**.

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

Review (and have students review) the **Approaching Texts Tool** and textual annotations they have completed for Text 2, looking at how they are using the process represented in the **Reading Closely Graphic** and for evidence of their developing Literacy Skills in the targeted areas of **Questioning** and **Attending to Details**. Specifically, see how well they are moving from whatever questions they are considering, to a strategic plan for examining the text, to which details they are highlighting in their annotations. They will work more closely on **Identifying Relationships** in the next few activities, so their textual annotations can also be examined as a preassessment of whether they are yet making connections among details.

Academic Habits

The pairs-check activity they have just completed presents an opportunity to reflect on their use of Academic Habits, specifically how clearly they have *communicated their ideas* and supported them with references to the text.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.



ACTIVITY 2: APPROACHING A NEW TEXT


Students read a new text and use the *Approaching Texts Tool* to guide their reading.

INSTRUCTIONAL NOTES

INTRODUCE AND READ TEXT 5

Text 5 is a related text. Provide minimal context about the passage before students encounter it. Depending on their skills and previous experiences, they can either read the text silently and independently or listen to a reading of the text, concentrating on the author's ideas, use of details, and language.

TEXT NOTES



Text 5 is a nonfiction excerpt from Arctic explorer Robert Peary's "The North Pole," in which he explains what it is like to cross an Arctic "lead," the constant fear of falling into the frigid water, and the "difficulties and hardships of a journey to the North Pole." His observational and instructive tone, in a piece written after his successful finding of the Pole, may be contrasted with the narrative journal entries of Scott, recorded while in the midst of his journey and ordeal. With this Peary text, students will be introduced to the person and perspective of a third polar explorer (having already encountered Scott and Amundsen) and will also be presented with information—ideas and supporting details—about the hazards of traveling in an Arctic climate. In Part 3, when they read Text 6 (Jack London's "To Build a Fire"), students may make connections between what happens to "the man" in the short story and what Peary suggests might happen if a lead had "opened right through our camp, or through one of the snow igloos, when we were sleeping on the surface of the polar sea" in paragraphs 5 through 7. Paragraphs 8 through 9 also provide opportunities for careful and close reading focused on descriptive details.

Text 5 is also the most complex in the unit's text set, measuring at 1450L, so some students may require additional support in reading and making sense of its narrative description. To help them visualize the world and hazards Peary describes, specifically "pressure ridges" and "leads," see the Media Supports section at the end of the unit.



QUESTIONING PATH TOOL

Text 5, *The North Pole*, Ch. XXI, Robert E. Peary

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will initially focus on the text's *ideas* and supporting details, but I will also pay attention to its *perspective* and *language*. I will think about how knowing that the text comes from a narrative of the author's successful trip to the North Pole might influence my reading.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

1. What do I think the text is mainly about—what is discussed in detail? [I]
2. What new ideas or information do I find in the text? [I]

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

3. What do I learn about the author and the purpose for writing the text? [P]
4. What details or words suggest the author's perspective? [P, L]

DEEPENING: *I consider the questions of others.*

5. In the first paragraph, what key words and phrases does Peary use to describe the dangers of the "leads" that Arctic travelers are likely to encounter?
6. In paragraph 5, what does Peary say "might have" happened to his party, but "didn't"? What words and details does he then present in the next paragraph to describe what could happen to "a man dropping into the water in this way"?
7. In paragraph 8, what does Peary claim are some of the "worst" of the "difficulties and hardships of a journey to the North Pole"? For one of those "hardships," what do his specific descriptive words suggest about his view or perspective on polar exploration?
8. In the final paragraph, what details does Peary present to suggest the differences between his readers' experiences with blizzards and the challenges of surviving an intense storm in an Arctic environment?

EXTENDING: *I pose my own questions.*

Example: How might other explorers or authors deal with or describe the hazards that Peary describes in his narrative? What might be the result if a man fell victim to one of these hazards?

INSTRUCTIONAL NOTES

QUESTIONING: STUDENTS USE THE APPROACHING TEXTS TOOL

- Students independently complete an **Approaching Texts Tool**, considering what they already think or understand about the text based on what they record in the Approaching the Text section of the tool and recording a question they will use for their first reading in the first Questioning the Text section of the tool.
- Students will be gaining new information about polar exploration, so have them begin questioning with a Guiding Question from the Ideas section of the handout such as, “What new ideas or information do I find in the text?”
- Before reading, students think about the details they will look for and annotate based on the question(s) they are considering.

ANALYZING, DEEPENING, AND EXTENDING: READ AND DISCUSS TEXT 5 IN PAIRS

- For a section of the text (e.g., paragraphs 1–3, 5–7), students use what they have written on the **Approaching Texts Tool** to guide their initial reading and search for details related to their Guiding Question.
- Students then consider a more focused question from the Perspective section to use in guiding deeper analysis, such as, “What details or words suggest the author’s perspective?” Students record the question in the second Questioning section of the tool and think about where they will look for details related to language and perspective and what they will look for.
- Students work in pairs to discuss new information or ideas they have found in the text, based on the Guiding Questions they have thought about and used to guide their reading.
- Students then consider a new text-specific question related to Peary’s description of hazards encountered in polar exploration, such as those found in the Deepening section of the model **Questioning Path Tool**. These questions cause students to (1) search for a specific section of text or quotation, (2) find and think about details related to a hazard of Arctic exploration, and (3) think about how the details and words the authors use suggest their perspective.

NOTE

The four model text-specific questions in the model **Questioning Path Tool** for Text 5 focus on separate subsections of the text and move from more basic, literal analysis questions to more sophisticated, inferential questions. In a differentiated classroom, pairs might be assigned questions based on their levels of skill development.

- Students explain their thinking about their assigned text-specific questions to the class, discussing where they will focus their rereading and what details they will search for and annotate. Discuss how the nature of the question readers are considering influences how they will read (or reread) a text.
- Students (in pairs or individually) do another reading and annotation of a specific section of the text in relationship to their assigned text-specific question.

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

Review (and have students review) the **Approaching Texts Tool** and textual annotations they have completed independently for Text 5, looking at how they are using the process represented in the **Reading Closely Graphic** and for evidence of their developing Literacy Skills in the targeted areas of **Questioning, Attending to Details, and Identifying Relationships** (a second preassessment in this last skill area).

Academic Habits

Students' discussions, in pairs and as a class, provide opportunities to reflect on their continuing development of the Academic Habits used in text-centered discussions, specifically **Communicating Clearly** and **Collaborating**.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

≡ ACTIVITY 3: ANALYZING TEXT WITH ≡ TEXT-SPECIFIC QUESTIONS

The teacher guides the class through an analysis of the text using the **Analyzing Details Tool**.

ANALYZING DETAILS TOOL

The **Analyzing Details Tool** (in the **RC Literacy Toolbox**) also supports students in the **Reading Closely Graphic's** process for close reading and in developing skills in the areas of **Questioning, Attending to Details, and Identifying Relationships**. The tool begins with a place to record a teacher-provided (or self-generated) text-specific question that relates to a Guiding Question. The tool prompts students to reread the text, attending to, marking, and annotating details related to their question. Students then review their details and select those most relevant to their question. Having done so, students analyze and make connections among those details to identify relationships, respond to their question, and deepen their understanding.

INSTRUCTIONAL NOTES

ANALYZING: MODEL THE TOOL

- Guide the class through the **Analyzing Details Tool**, identifying the specific reading purpose, and using an Analyzing question from the model **Questioning Path Tool**.
- Read and annotate a selected section of Text 5: marking, highlighting, or flagging details that are related to the reading purpose and question (or revisit previous annotations in relationship to the question).

INSTRUCTIONAL NOTES

- Review the details marked and annotated, looking for key details, words, and phrases that relate to the reading purpose and question and that convey or support a central idea.
- Select three of the key details or phrases from the text that are most important or interesting and that have a noteworthy relationship, recording them in the Selecting Details section of the tool. Select at least one detail that is a direct quotation and model how a reader can indicate the source or location of each detail in the Reference section.
- Analyze each detail and record thinking in the “What I Think about . . .” sections of the tool.
- Connect the details by writing a sentence based on the analysis of the three related details.
- Have all students complete their own tool with the information developed as a class. This enables students to get a feel for using the tool and provides them with a model of how to use it to analyze a question they will consider on their own.

DEEPENING: PROVIDE GUIDED PRACTICE IN USING THE TOOL

- Students work in pairs and use the **Approaching Texts** and **Analyzing Details Tools** to examine Guiding Questions and text-specific questions and details related to perspective or language.
- If students need additional guided practice, they can first complete an **Analyzing Details Tool** for a Guiding Question, such as, “What details or words suggest the author’s perspective?,” to guide their reading, annotation, selection of key details, and analysis.
- If ready, students can move directly to the more focused, text-specific question they considered at the end of Activity 2 and complete an **Analyzing Details Tool** based on their annotation and analysis of the text in relationship to that question.
- Student pairs work together to accomplish the following:
 - ⇒ Select key details.
 - ⇒ Record them on the **Analyzing Details Tool**.
 - ⇒ Make accurate references for all details.
 - ⇒ Note their meaning and connections.
 - ⇒ Write a *connecting the details* statement for each of their questions.

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

Review (and have students review) the **Analyzing Details Tool(s)** and textual annotations they have completed for Text 5, looking at how they are using the process represented in the **Reading Closely Graphic** and for evidence of their developing Literacy Skills in the targeted areas of **Questioning, Attending to Details, Identifying Relationships, and Summarizing**. Specifically, note the following:

- Which details they are attending to and identifying as key
- How they are referencing, analyzing, and understanding those details
- How the type of connections they are making evidences their developing skills in identifying relationships

Their explanatory statements at the bottom of the tool can also be examined for initial abilities in **Interpreting Language** and **Summarizing** what they have observed.

Academic Habits

Students have worked primarily in pairs, and thus can informally peer and self-assess how well they are developing the Academic Habits of **Collaborating** and **Communicating Clearly**.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

ACTIVITY 4: POSING TEXT-SPECIFIC QUESTIONS

Students develop their own text-specific questions with which to analyze the text.

INSTRUCTIONAL NOTES

This activity can be done in small groups or individually, depending on how well students have done with previous Questioning, Analyzing, and Deepening Activities.

EXTENDING: STUDENTS USE THE ANALYZING TEXTS TOOL TO EXAMINE THEIR OWN QUESTIONS

- Return to the **Reading Closely Graphic**, and specifically to the fifth phase of the process, “Extending: Where Does This Lead Me?” Note that readers can extend their reading of a text in many ways:
 - ⇒ Posing new text-specific questions
 - ⇒ Making a text-based observation or claim
 - ⇒ Engaging in further reading or research about something that has captured their interest in the text
- For this activity, students will focus on framing an original text-specific question.
- Students pose a text-specific question that has emerged from their Deepening analysis of Text 5. Because this is the first time that students have posed their own questions, it is an opportunity to consider and discuss what makes a good question. Scaffold or coach students to frame a question that causes them to reexamine textual details and discover something new about the text or to extend their reading to other texts. Consider these possible coaching responses to various kinds of questions students may initially generate:
 - ⇒ If students frame a literal question leading to a simple yes-no response (e.g., “Is traveling in an Arctic climate dangerous?”), help them reframe the question to focus on key details,

INSTRUCTIONAL NOTES

relationships, and quotes from the text (e.g., “What are some of the most dangerous hazards that Peary tells us an Arctic explorer might face?”).

- ⇒ If students frame an opinion question that is minimally text-based (e.g., “Are polar explorers crazy to put themselves in such danger”), help them reframe the question in direct relationship to something presented in the text (e.g., “What does paragraph 9 suggest that sets polar explorers apart from the average person?”).
- ⇒ If students frame a question that moves away from the text (e.g., “Was climate change happening during the time Peary reached the North Pole?”), help students first reframe the question to focus on textual details (e.g., “What details in the text describe climate conditions in the Arctic environment Peary encountered in 1910?”), then develop an extending question that can lead to further research (e.g., “How might those conditions be similar or different today, with our current climate situation?”).

NOTE

There should be information available through an Internet search that can help students investigate this extension question.

- ⇒ Think about other ways that students may initially frame questions that are not text-based, and plan coaching strategies accordingly. It is important to stress that the various types of questions students might initially come up with are not wrong or bad. The focus of instruction here is to help students become aware of and reflective about different types of questions and their various uses. Students are learning that they can develop questions that help them deeply engage in texts to access information and meaning. They can distinguish these questions from valid questions that cannot be not answered within the text but can be used to frame further research.

- Students transfer their question to an **Analyzing Details Tool**.
- Students annotate their texts by highlighting or marking all the details they feel are relevant to their question.
- Students select three details to analyze, copying them and referencing them in their tool.
- Students analyze the details, recording their thinking.
- Students connect the details, writing a sentence or two explaining their thinking.
- Students share their findings in a group discussion, using their tool to guide their conversations, and reflect as a group on their process of reading closely, using the **Reading Closely Graphic** as a framework for reflection.

NOTE

Alternately (if they are not yet ready to pose their own text-specific questions), students can consider a final Deepening model question(s) developed by the teacher that causes them to think about the overall ideas and perspective presented in the text.



ACTIVITY 5: INDEPENDENT WRITING

Students write a short paragraph explaining their analysis of the text and reference (or list) supporting textual details.

INSTRUCTIONAL NOTES

In Part 4 of the unit, students will be developing and practicing the skills of writing a detail-based explanation of a text they have read. In this activity, introduce the idea of what a text-based explanation entails, possibly modeling one for Text 2.

- Students work from any of their **Analyzing Details Tools** completed in Activities 3 and 4 (whichever one seems strongest to them in terms of the details and connections they have noted).
- Students write a short paragraph of several clear, coherent, and complete sentences that states and then explains something from their analysis of Text 5, specifically the *connection* they have noted on their **Analyzing Details Tool**. Students should be reminded to use and reference key details they have identified. If students are inexperienced in writing text-based explanations, they can simply list details that support their short explanations. If they are more experienced, they should try to integrate those details into their explanatory sentences.
- In small groups or as a class, have students share and compare their text-based explanations. Note how different the readings and explanations are based on what question students considered as they read, what details they noted, and what connections they made as they analyzed the text. Use this opportunity to discuss the idea that there are many potential readings and interpretations of any text, *all valid as long as they are supported by evidence (details) drawn directly from the text*.

PART 2 FORMATIVE ASSESSMENT OPPORTUNITIES

LITERACY SKILLS

At the end of Part 2, students will have accomplished the following:

- Completed an **Approaching Texts Tool** for Text 2
- Completed an **Approaching Texts Tool** for Text 5
- Annotated their texts to highlight details related to their text questioning
- Completed multiple **Analyzing Details Tools** for Text 5, as a class and independently
- Written an explanation of their analysis of the text, including supporting details
- Engaged in group and class discussions

The primary focus of evaluation at this stage should be on students' use of questioning to focus their reading, annotations, and selection of details. Their work on the tools can provide concrete evidence

of how they are using the reading closely process (as represented on the **Reading Closely Graphic**) and what is happening in their heads as they read.

Examine students' **Approaching Texts Tools** and annotations in relationship to the Literacy Skills criteria for **Questioning** and **Attending to Details**. Examine their annotated texts and **Analyzing Details Tools** to evaluate the relevance of their selected details, their recorded thinking and connections, and their developing skills in **Identifying Relationships**.

Finally, examine the short written explanations for evidence of **Summarizing** skills, and as first, baseline examples of their developing writing skills, paying attention to the clarity of the explanation, use of evidence, and to word choice, punctuation, and grammar.

ACADEMIC HABITS

At the end of Part 2, students can more formally self-assess their development of the Academic Habits associated with text-centered discussion. Specifically, they can consider and reflect on these kinds of questions:

- In what ways am I preparing for discussion through close reading and careful consideration of Guiding Questions? How might I improve?
- In what ways am I collaborating with others by paying attention to and respecting their ideas? How might I improve?
- In what ways am I communicating my ideas clearly and with good support from the texts we have read? How might I improve?

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

PART 3

ANALYZING DETAILS

“It was as though he had just heard his own sentence of death”

OBJECTIVE:

Students learn to analyze textual details as a key to discovering an author’s perspective. Students read, analyze, and compare texts.

ESTIMATED TIME: Three to four days

MATERIALS:

Texts 1 through 6

- *Approaching Texts Tool*
- *Analyzing Details Tool*
- *Questioning Path Tools*
- *Guiding Questions Handout*
- *Reading Closely Graphic*

LITERACY SKILLS

TARGETED SKILLS	DESCRIPTORS
ATTENDING TO DETAILS	Identifies relevant and important textual details, words, and ideas
IDENTIFYING RELATIONSHIPS	Identifies important connections among key details and ideas within and across texts
INTERPRETING LANGUAGE	Identifies how words and phrases convey meaning and represent an author’s or narrator’s perspective
RECOGNIZING PERSPECTIVE	Uses textual details to recognize an author’s or narrator’s relationship to and perspective on a text’s topic

ACADEMIC HABITS

HABITS DEVELOPED	DESCRIPTORS
COLLABORATING	Pays attention to, respects, and works productively in various roles with all other participants
COMMUNICATING CLEARLY	Uses appropriate language and relevant textual details to clearly present ideas and claims



ALIGNMENT TO CCSS

TARGETED STANDARDS:

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

SUPPORTING STANDARD:

CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.



ACTIVITIES

1. ANALYZING TEXTUAL DETAILS

Students closely read and analyze a new text.

2. ANALYZING AND DISCUSSING DETAILS ACROSS TEXTS

The teacher guides and supports students in a comparative discussion of two texts.

3. EXPLAINING AND COMPARING TEXTS

Student groups consider a comparative question and individually write an explanatory paragraph using their question.

4. INDEPENDENT READING ACTIVITY

Students independently read texts using Guiding Questions to frame their first reading.



ACTIVITY 1: ANALYZING TEXTUAL DETAIL

Students closely read and analyze a new text.

INSTRUCTIONAL NOTES

INTRODUCE AND READ TEXT 6 ALOUD

Students now engage a new text that presents a different perspective on the topic written in a different genre—as a work of fiction rather than an informational text. As before, students can first read the text silently and independently or listen to the text read aloud; because of the richness of language and imagery in Text 6, the latter approach is recommended for this text’s first reading. Students should be provided with minimal context but should be told that the text is a story—a work of fiction—and therefore may be different from the previous informational texts they have read.

TEXT NOTES

Text 6—an excerpt from Jack London’s “To Build a Fire”—varies from other texts in the unit in that it is a fictional account. However, its detailed depiction of a man’s and a dog’s attempts to survive in a bitterly cold environment relate closely to the accounts students read from actual polar explorers. Although any passage of the excerpt provides a rich context for close reading, the first paragraph, which contrasts the dog’s and man’s points of view, and the final two paragraphs, which detail the fateful moments when the fire is extinguished, are recommended as text worthy of very close analysis and discussion. Although the text is a challenging one because of its rich description, at 920L it should be accessible to most seventh-grade students.

As an extension of the activities for this text, students might also study it more formally as a short story, considering the literary elements referenced in the final three deepening questions in the Model Questioning Path for this text, which are discussed later.



In the instructional sequence that follows, the text has been divided or “chunked” into three sections:

1. Paragraph 1, which students will read first as they practice questioning, focusing on London’s use of language and character description
2. Paragraphs 2–7, which students will read and analyze next as they move to analyzing and deepening (and eventually compare to Text 5 in Activity 2)
3. Paragraphs 8–9 (and the text overall), which students will reread and analyze as an extending activity

After students consider the first text-specific question and discuss paragraph 1, they then can read the account looking for more evidence that “this man did not know cold.” This sets up their close reading of the last two paragraphs.



QUESTIONING PATH TOOL

Text 6—"To Build a Fire," Jack London

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will focus on the author's use of descriptive *language* and how it reveals his *perspective*. I will think about how the author, as a writer of fiction, may be using language to dramatize the characters and events he describes.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the Guiding Questions Handout).*

1. What do the author's words and phrases cause me to see, feel, or think? [L]
2. How are important events or characters described? [L]

ANALYZING: *I question further to connect and analyze the details I find (from the Guiding Questions Handout).*

3. How does the author's choice of words reveal his purpose or perspective? [L-P]

DEEPENING: *I consider the questions of others.*

4. In the first paragraph, what does the dog know that the man doesn't? How does London use this difference and related details to compare the character of the dog to the character of the man?
5. What details in paragraphs 2–7 suggest that the dog may be right when he thinks, "this man did not know cold"?
6. What events detailed in paragraph 8 cause the man first to be "shocked" and then grow "very calm" (paragraph 9)?
7. How does the author use details and description to *foreshadow* what happens to the man?
8. Based on the details in this excerpt and the *climactic* events depicted in paragraphs 8 and 9, what is a likely ending (*denouement*) for this story?
9. How is what happens to the man an example of *irony*, especially given what the dog thinks in the first paragraph and what the man thinks in paragraph 6?

EXTENDING: *I pose my own questions.*

Example: How does what happens to the man in this fictional story make me think more or differently about the polar explorers and their real accounts of their expeditions?

INSTRUCTIONAL NOTES

QUESTIONING

- Students complete the first two parts of the **Approaching Texts Tool**, noting key information in the Approaching the Text section. Students can think about how the text is a work of fiction, which might make it different from the other texts they have read previously in the unit, while also considering who Jack London was. They record a Guiding Question, such as, “What do the author’s words cause me to see?” or “How are important events or characters described?,” in the Questioning the Text section.

NOTE

Some groups might work from one Guiding Question and others work from a different Guiding Question and then compare the details they find or annotate based on their question.

- Students think about what details they will look for as they complete a first reading of the text.
- Students read and annotate the first six paragraphs of the text using their Guiding Question to focus them on relevant details they can study and analyze further.
- Discuss as a class what the author’s words have caused students to visualize or “see” as they read his descriptions.

DEEPENING

- In reading paragraph 1, students may naturally focus on details that present and distinguish the characters of the man and the dog. If not, help them hone in by considering a deepening text-specific question set such as this:

In the first paragraph, what does the dog know that the man doesn’t? How does London use this difference and related details to compare the character of the dog to the character of the man?
- Have students record the question in the bottom section of the **Approaching Texts Tool**. Assign student teams to look for details about either the dog (and why he understands cold) or the man (and why he doesn’t). Ask them to examine the text and to prepare a detail-based character sketch to share with the class, using an opening line such as “I am the dog. I know cold because . . .” or “I am the man . . .” and then listing key details presented by the author.
- Share and compare character sketches. Then as a class, examine the second half of the first paragraph, looking for details that describe and explain the “keen intimacy between the dog and the man.”

ANALYZING

- Have students move from thinking about what they notice to what they think about it (analyzing) by recording and considering a Guiding Question, such as, “How does the author’s choice of words reveal his purpose or perspective?”
- Ask students to focus their rereading of the text on paragraphs 2 through 7, in which London describes the man as he “broke through” and then tried to save himself by building a fire. Have them look for words, sentences, and descriptive details that tell them something about how the author or narrator views the man’s desperate actions—and how they reinforce the dog’s (and London’s?) view that the man “didn’t know cold.”

INSTRUCTIONAL NOTES

- Discuss the details students find and how they interpret them. Encourage many ways of reading the text, as long as they are supported by details.
- Have students individually complete an **Analyzing Details Tool** using the Analyzing question or the fifth Deepening question.
- In small groups, or as a class, read and compare the connecting details statements students have generated on their **Analyzing Details Tools**. Emphasize again that there are many ways to read and view the text, all being valid if supported by details and evidence from its paragraphs.

DEEPENING

- To take them further into the text, present students with a text-specific question such as Deepening questions 6–9 in the model **Questioning Path Tool** (each of the questions might be assigned to a part of the class).
- Students individually complete an **Analyzing Details Tool** for their text-specific question.
- Ask students to describe or summarize (either orally to a partner or in a short, informal piece of writing) what happens in the story and how the author views the man’s actions, based on the question they have considered, the paragraphs they have reread closely, and the details and connections they have identified.
- In a text-centered discussion, students share descriptions by returning to the analyzing question and considering what the description and language tell us about how the author or narrator views the man’s desperate struggle.

EXTENDING

The “To Build a Fire” excerpt is a rich piece of literature, and the full story includes other passages that are worth reading closely with students, especially if they are engaged by the text and are doing well with analysis. Students can extend their reading to the full text of the story, which is available through various open source providers (Guttenberg, Archive.com, etc.). The story provides an opportunity for an extension lesson connected to literary terminology as represented in short fiction, particularly the concepts of *climax* and *denouement*, *foreshadowing*, and *irony* introduced by the final three deepening questions—as well as a deeper study of *characterization*—already begun in earlier discussions.

- Students can begin their extended (and possibly independent) reading of the rest of the story using any of the final three Deepening questions, all of which should guide them in seeking more details about what happens to the man in the story’s *denouement* that follows the climax of paragraphs 8 and 9, how it has been *foreshadowed* by London, and how it represents a strong example of *irony* in fiction.

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

Students will have just read their first literary text and applied the Reading Closely process to a reading of fiction. In self-, peer, and teacher assessments, focus on how they have transferred the process to a different type of text and new questions about language and perspective. Examine their **Approaching Texts** and **Analyzing Details Tools** (as well as their textual annotations) for evidence of

continuing development in the Literacy Skills of **Questioning**, **Attending to Details**, and **Identifying Relationships**. Look to see if the connections and relationships students are noting are moving from literal interpretation of explicit meaning into the newly targeted skill areas of **Interpreting Language** and **Identifying Perspective**. If students have done a written explanation of what happens during the hunt, read their informal summaries as additional evidence of how well they are summarizing and writing with clarity but also to see if their summaries show evidence of inferential as well as literal comprehension.

Academic Habits

Students can reflect on their continuing development of the academic habit of **Communicating Clearly** and explaining their ideas with textual support, as evidenced in the comparative discussions of their **Analyzing Details Tools**.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

ACTIVITY 2: ANALYZING AND DISCUSSING DETAILS ACROSS TEXTS

The teacher guides and supports students in a comparative discussion of two texts.

INSTRUCTIONAL NOTES

ANALYZING: CLASS DISCUSSION

- Students use their notes and tools from Texts 5 and 6 to discuss how each author’s use of language reflects his or her perspective on the subject.
- Ask students to present evidence from the texts to support their assertions and to connect their comments to the ideas that others have shared.
- In a text-centered discussion, have students take notes and annotate their text, capturing what peers say, how their ideas are changing, or what connections and differences they note between texts.

TEXT NOTES

The “To Build a Fire” and “The North Pole” excerpts offer a variety of opportunities for comparison: between fictional and nonfictional writing; concerning the common thread of trying to survive a plunge into Arctic water; and between the two authors’ perspectives on their subjects and use of language to convey those perspectives. In particular, the texts illustrate how two very different writers use details to evoke an experience—one intent on dramatizing its irony in chilling detail, the other committed to a more observational, scientific account.

QUESTIONING PATH TOOL

Comparison of Text 5 and Text 6

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will compare the two texts' use of *language* and details to describe the hazards of survival in Arctic conditions, and also how they reflect the author's *perspective(s)* as writers of nonfiction and fiction. Based on what I know about the two texts, I will think about the differences between historical narratives and fictional accounts.

QUESTIONING: I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).

1. What details or words suggest the author's perspective? [P-L]

ANALYZING: I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).

2. How does the author's perspective influence the text's presentation of ideas, themes, or claims? [P]
3. How does the author's perspective and presentation of the text compare to others? [P]

DEEPENING: I consider the questions of others.

4. In paragraph 6, Peary says that a man "dropping into the water" at 50 degrees below zero would face an experience that "would not be a pleasant contingency." In this sentence, what does the word *contingency* mean or suggest?

What details does Jack London present (in paragraphs 4 and 5) to depict what the dangers of such an unforeseen event might be?

5. In what ways does each writer cause a reader to imagine the experience of trying to survive in an Arctic environment?
6. Peary suggests that his readers "probably. . . also remember how welcome was the warm fireside of home at the end of their journey." The man in London's story briefly has a similar experience, depicted in paragraph 7: "There was the fire . . ." How does London describe that fire?
7. In describing what happens to the man in paragraph 8, what details does London provide that contrast sharply (and ironically) with the comforting image of the fire?
8. Robert Peary was an explorer and a scientist, and Jack London was a writer of adventure stories. How are their purposes and perspectives as writers different, and how do specific details and descriptions from their two accounts illustrate those differences?

EXTENDING: I pose my own questions.

Example: What are the differences in my experiences as a reader as I read these two texts? What aspects of the texts affect my different reading experiences?

≡ ACTIVITY 3: EXPLAINING AND ≡ COMPARING TEXTS

Student groups consider a comparative question and individually write an explanatory paragraph using their question.

INSTRUCTIONAL NOTES

ANALYZING: SIMILARITIES AND DIFFERENCES BETWEEN TEXTS

- Students work in groups using their analyses of Texts 5 and 6 to come up with a comparative question.

NOTE

Alternately, if students are not yet ready to pose their own comparative questions, have them work from a question starter such as the final question in the Deepening section of the comparative model **Questioning Path Tool**: “Robert Peary was an explorer and a scientist, while Jack London was a writer of adventure stories. How are their purposes and perspectives as writers different, and how do specific details and descriptions from their two accounts illustrate those differences?” Starting from this question, students might read to find examples of writing by each of the authors that illustrates their distinct qualities and differences.

- Support student groups as they develop and consider their questions.
- Students record their comparative question on an **Analyzing Details Tool**, then annotate and select three to six key related details from the two texts, using the details to discover connections, specifically similarities and differences.

DEEPENING AND EXTENDING: WRITING COMPARATIVE ANALYSES

- Students draw from their notes, tools, annotated texts, and sentences from earlier activities to construct a paragraph that addresses their comparative question. Paragraphs should include these elements:
 - ⇒ The comparative question
 - ⇒ One to three sentences explaining their analysis of Text 5 and key supporting details
 - ⇒ One to three sentences explaining their analysis of Text 6 and key supporting details
 - ⇒ One to three sentences explaining a connection they have made between the two texts that addresses their comparative question
- Students construct the paragraph by doing the following:
 - ⇒ Introducing the topic, in this case the comparison made between the texts
 - ⇒ Organizing their information to clearly and logically express their ideas
 - ⇒ Developing the topic with appropriate supporting details
 - ⇒ Linking sentences with appropriate transitional words and phrases to clarify relationships and establish coherence
 - ⇒ Using precise language and an academic (more formal) style of writing
- In small groups, students read and peer review their comparative paragraphs.

INSTRUCTIONAL NOTES

- ⇒ Prior to submission, an optional revision may be asked of the students based on peer feedback. Students can use any of the following questions to guide their reviews and revisions:
1. How clear and text-specific is the comparative question posed by the writer? How well does it lead to close reading and interesting observations about the two texts? How might the question be improved?
 2. In what ways does the writer attend to key details, identify relationships, and compare perspectives in the two texts? How might the thinking about and use of details be improved?
 3. In what ways does the writer use specific evidence from the text (details, quotes) to support the explanation? How might the use of evidence be improved?
 4. In what ways does the writer use clear organization and precise language to explain text-based responses to the comparative question? How might the clarity of the explanation be improved?
- Students submit paragraphs and their supporting materials.

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

In this part of the unit, students will have completed their first more formal writing assignment, which can now be used to assess the reading skills they are continuing to develop and the writing skills they will work on in Part 4. Review (in peer groups and as a basis for teacher feedback) students' **Analyzing Details Tools** and comparative paragraphs for ongoing evidence of their Literacy Skills in the targeted areas of **Questioning**, **Attending to Details**, **Identifying Relationships**, and **Summarizing**. The paragraphs should also provide initial evidence of how well students are **Interpreting Language** and **Recognizing** (and comparing) **Perspective**. Use the writing samples also to diagnose, provide initial feedback, and plan instruction about the additional literacy skill they will be working on in Parts 4 and 5: **Using Evidence**.

Academic Habits

Student peer-review sessions for the writing assignment provide an opportunity to observe and reflect on their ongoing development of Academic Habits related to **Collaborating**, specifically in the area of providing constructive peer feedback.

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.



ACTIVITY 4: INDEPENDENT READING

Students independently read texts using Guiding Questions to frame their first reading.

INSTRUCTIONAL NOTES

This reading, which sets up Parts 4 and 5 of the unit, can be done as homework or in class, with more or less scaffolding depending on how students have been doing in previous reading experiences. On their own, students read Texts 7, 8, and 9—topic-related texts that are connected to previous texts they have read—using one or more of the Guiding Questions in the model **Questioning Path Tool** (following) to set up an **Approaching Texts Tool**. Note that the Guiding Questions now span all four domains of questioning, enabling various approaches to initial close reading. Students might be assigned one of these questions, then compare what they look for and find based on the question they consider.

At this point, students do not need to closely analyze any of the three texts but simply become familiar with them and some of their details so they can prepare themselves for analyzing one of the texts through close reading in Part 4 and for leading a comparative discussion in Part 5.

QUESTIONING PATH TOOL

Texts 7, 8, and 9

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will do a first reading of the text, thinking about the sequence of the text and events it presents, the author's use of *language* to describe key events, and the author's *perspective* on those events.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

1. What do I notice about how the text is organized or sequenced? [S]
2. How are key events, places, or characters described? [L]
3. How do the text's main ideas, events, or people change as the text progresses? [I]
4. What details or words suggest the author's perspective? [P]

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

DEEPENING: *I consider the questions of others.*

EXTENDING: *I pose my own questions.*

≡ PART 3 FORMATIVE ASSESSMENT ≡ OPPORTUNITIES

LITERACY SKILLS

In Part 3, students will have accomplished the following:

- Completed an **Approaching Texts Tool** for Text 6 individually and in groups
- Completed three **Analyzing Details Tools**, two for Text 6 and one comparing Texts 5 and 6
- Taken part in a group discussion about connections between Texts 5 and 6
- Written a paragraph explaining their analyses of Texts 5 and 6 and making connections between them

Use these work samples to assess how the class is doing overall in the targeted skills of **Questioning, Attending to Details, Identifying Relationships, Summarizing, Interpreting Language,** and **Recognizing** (and comparing) **Perspective**. Diagnostically, use the evidence of individual students' skills to help determine which of the three texts they might be assigned to read and analyze for Parts 4 and 5 of the unit.

Evaluate their paragraphs as evidence of their developing reading and analysis skills and as more formal written exercises (paying increased attention to organization of ideas and how they are using evidence). Thus, their paragraphs potentially serve as formative and diagnostic assessments for Part 4.

ACADEMIC HABITS

As before, student discussions provide opportunities to listen in and informally assess their Academic Habits associated with text-centered discussion, in anticipation of Part 5. As students reflect on the discussions they have had in Part 3 of the unit, introduce the idea that the discussion behaviors they have been working on should eventually become habits for them, considering questions such as these:

- In what ways am I demonstrating the habit of collaborating with others by paying attention to and respecting their ideas? How might I improve?
- In what ways am I demonstrating the habit of communicating my ideas clearly and with good support from the texts we have read? How might I improve?

NOTE

To support self-, peer, and teacher assessment of skills and habits developed during the unit, a formal **RC Literacy Skills** and **Discussion Habits Rubric** and less formal **Student RC Literacy Skills** and **Discussion Habits Checklist** are provided in the **RC Literacy Toolbox**.

PART 4

EXPLAINING UNDERSTANDING

“The worst has happened, or nearly the worst.”

OBJECTIVE:

Students learn how to summarize and explain what they have learned from their reading, questioning, and analysis of texts. Students read and analyze three related texts.

ESTIMATED TIME: Three to four days

MATERIALS:

Texts 1 through 9

- *Approaching Texts Tool*
- *Analyzing Details Tool*

- *Questioning Path Tools*
- *Guiding Questions Handout*



LITERACY SKILLS

TARGETED SKILLS	DESCRIPTORS
QUESTIONING	Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts
ATTENDING TO DETAILS	Identifies relevant and important textual details, words, and ideas
IDENTIFYING RELATIONSHIPS	Identifies important connections among key details and ideas within and across texts
INTERPRETING LANGUAGE	Identifies how words and phrases convey meaning and represent an author's or narrator's perspective
RECOGNIZING PERSPECTIVE	Uses textual details to recognize an author's or narrator's relationship to and perspective on a text's topic



ACADEMIC HABITS

HABITS DEVELOPED	DESCRIPTORS
PREPARING	Reads the texts, researches the topics, and thinks about the questions being studied to prepare for tasks
COLLABORATING	Pays attention to, respects, and works productively in various roles with all other participants
COMMUNICATING CLEARLY	Uses appropriate language and relevant textual details to clearly present ideas and claims



ALIGNMENT TO CCSS

TARGETED STANDARDS:

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

SUPPORTING STANDARDS

CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



ACTIVITIES

1. INTRODUCTION TO CULMINATING ACTIVITIES

The teacher introduces the culminating text-centered writing assignment and comparative discussion.

2. READING AND DISCUSSING RELATED TEXTS

Students read three related texts and discuss them as a class.

3. QUESTIONING AND ANALYZING TEXTS INDEPENDENTLY

Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.

4. WRITING A TEXT-BASED EXPLANATION

Students use their analysis to independently write a text-based explanation of one of the texts.

≡ ACTIVITY 1: INTRODUCTION TO ≡ CULMINATING ACTIVITIES

The teacher introduces the culminating text-centered writing assignment and comparative discussion.

INSTRUCTIONAL NOTES

The final two parts (4 and 5) of the unit are a two-stage culminating activity in which students accomplish the following:

- ⇒ Analyze one of three related texts and draft a multiparagraph explanation about their text.
- ⇒ Lead and participate in a comparative discussion about the three texts.

In the first stage (Part 4), students are introduced to the texts and choose one to read closely with a small, “expert” group. Building on their collaborative close reading, students independently analyze and write about their selected text.

In the second stage of the culminating activity (Part 5), students return to their small groups to discuss their writing and draft a question that compares their text to the other texts in the unit. Students then *jigsaw* to a new group and use their analysis, writing, and comparative question to facilitate and participate in a structured text-centered discussion with students who have analyzed the other two texts.

- Discuss the agenda for Parts 4 and 5 with the students, emphasizing that they will now be expected to use the questioning, reading, and analyzing skills they have been developing more independently. Explain that they will need to become an expert for a selected text, which they will choose in Activity 2.
- Introduce (or review) the ***Student Literacy Skills and Discussion Habits Checklist*** (available in the **Reading Closely Literacy Toolbox** and Student Edition) as a way of discussing the skills and habits students should try to demonstrate as they write their text-based explanations and prepare for the final text-centered discussion.

≡ ACTIVITY 2: READING AND DISCUSSING ≡ RELATED TEXTS


Students read three related texts and discuss them as a class.

INSTRUCTIONAL NOTES

- Students review their initial reading of Texts 7, 8, and 9. Alternatively, have students follow along while strong readers read them aloud.
- Lead a discussion of the students’ first impressions of the texts, using the Guiding Questions they considered in Part 3, Activity 4 to help facilitate discussion.

INSTRUCTIONAL NOTES

TEXT NOTES



The three final texts are all accounts from explorers who raced to the South Pole in 1911: Roald Amundsen’s after-the-fact recounting of his arrival at the Pole in December (Text 7) and two entries from Robert Scott’s in-the-moment journal: one recounting his own, disappointing arrival in January 1912 (Text 8) and the other his last entries before expiring in March 1912 (Text 9). All three texts should be accessible to students, with Amundsen’s seeming the most complex and Scott’s last entries the most austere—in sharp contrast to his more complex Impressions recounted in Text 2. Taken together, the three texts tell the story of how the race ended for each explorer and also suggest the extreme challenges and emotional moments they encountered.

Each text provides opportunities to read closely (and independently) for textual details, to pay close attention to structure and the sequence of events in the narratives, to study how language illustrates each author’s perspective, and to think about how the author’s situation when writing influences how he presents his account.

≡ ACTIVITY 3: QUESTIONING AND ≡ ANALYZING TEXTS INDEPENDENTLY

Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.

INSTRUCTIONAL NOTES

Students may be assigned a text based on their reading comprehension levels, interests, or developing skills (as demonstrated previously in the unit), or they may be allowed to choose a text following their initial reading and small-group discussion of the three. Either way, each student will be responsible for doing a close reading, questioning, analysis, and summary of one of the three related texts.

QUESTIONING PATH TOOL
Texts 7, 8, and 9

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will do a first reading of the text, thinking about the sequence of the text and events it presents, the author's use of *language* to describe key events, and the author's *perspective* on those events.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

1. What do I notice about how the text is organized or sequenced? [S]
2. How are key events, places, or characters described? [L]
3. How do the text's main ideas, events, or people change as the text progresses? [I]
4. What details or words suggest the author's perspective? [P]

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

DEEPENING: *I consider the questions of others.*

EXTENDING: *I pose my own questions.*



QUESTIONING PATH TOOL

Text 7—*The South Pole*, Ch. XII, R. Amundsen, Dec. 1911

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will do a close reading of my text, looking for key details related to its structure, language, ideas, or perspective, in preparation for writing a text-based explanation and leading a comparative discussion. I will think about how the text depicts climactic events in the race for the South Pole.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the Guiding Questions Handout).*

1. What do I notice about how the text is organized or sequenced? [S]
2. How are key events, places, or characters described? [L]

ANALYZING: *I question further to connect and analyze the details I find (from the Guiding Questions Handout).*

3. How do the text's main ideas, events, or people change as the text progresses? [I]
4. What details or words suggest the author's perspective? [P]

DEEPENING: *I consider the questions of others.*

5. What is the sequence and time line of the events in Amundsen's narrative? When does the climactic event occur, and why might this be important?
6. In paragraph 1, what details does Amundsen provide to describe how challenging the final approach to the South Pole was? How do the details and the mood of paragraph 2 contrast with this opening description?
7. What do the details presented in paragraph 5 suggest about the moment of raising the first flag above the South Pole and Amundsen's view of this historic event?
8. In paragraph 3, Amundsen says, "Can anything more topsy-turvy be imagined?" What unstated ironies about his winning the race to the South Pole is he suggesting?

EXTENDING: *I pose my own questions.*

Students will develop an original question for their text in Part 4 and a comparative question in Part 5.



QUESTIONING PATH TOOL

Text 8—*Scott's Last Expedition*, R. F. Scott, January 1912

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will do a close reading of my text, looking for key details related to its structure, language, ideas, or perspective, in preparation for writing a text-based explanation and leading a comparative discussion. I will think about how the text depicts climactic events in the race for the South Pole.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the Guiding Questions Handout).*

1. What do I notice about how the text is organized or sequenced? [S]
2. How are key events, places, or characters described? [L]

ANALYZING: *I question further to connect and analyze the details I find (from the Guiding Questions Handout).*

3. How do the text's main ideas, events, or people change as the text progresses? [I]
4. What details or words suggest the author's perspective? [P]

DEEPENING: *I consider the questions of others.*

5. What is the sequence and time line of the events in Scott's journal? When does the climactic event occur, and why might this be important?
6. Scott begins his January 16 entry by saying, "The worst has happened, or nearly the worst." What details does he present in this and the next entry that let us know what his party has discovered?
7. What perspective about the expedition and emotions about its ending does Scott reveal in his January 17 entry when he says, "Great God! this is an awful place and terrible enough for us to have laboured to it without the reward of priority."?
8. When Scott presents the names of the five Norwegians that have been recorded in the tent, what does he leave unsaid about his own party and their place in history?

EXTENDING: *I pose my own questions.*

Students will develop an original question for their text in Part 4 and a comparative question in Part 5.



QUESTIONING PATH TOOL

Text 9—*Scott's Last Expedition*, R. F. Scott, March 1912

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

I will do a close reading of my text, looking for key details related to its structure, language, ideas, or perspective, in preparation for writing a text-based explanation and leading a comparative discussion. I will think about how the text depicts climactic events in the race for the South Pole.

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the Guiding Questions Handout).*

1. What do I notice about how the text is organized or sequenced? [S]
2. How are key events, places, or characters described? [L]

ANALYZING: *I question further to connect and analyze the details I find (from the Guiding Questions Handout).*

3. How do the text's main ideas, events, or people change as the text progresses? [I]
4. What details or words suggest the author's perspective? [P]

DEEPENING: *I consider the questions of others.*

5. What is the sequence and time line of the events in Scott's journal? When does the climactic event occur, and why might this be important?
6. What details recorded in Scott's journal suggest how desperate his party's situation was during the last weeks?
7. In his final entries, Scott's writing becomes very different from the writing in his earlier entries (compare these to Text 2). How are the writing and its presentation of details different? What does this change in his writing style suggest about how his perspective on his experiences has changed in his final days?
8. The details of Scott's final entries suggest that his party got within eleven miles of the supply depot before they perished. What does Scott not say about how this information might have made them feel? Why does this make his near-final words "the end cannot be far" seem very ironic?

EXTENDING: *I pose my own questions.*

Students will develop an original question for their text in Part 4 and a comparative question in Part 5.

INSTRUCTIONAL NOTES

QUESTIONING: SMALL-GROUP READING USING THE APPROACHING TEXTS TOOL

- Small expert groups read one of the texts collaboratively using the **Approaching Texts Tool**.
- Students record one or more of the questions from the model **Questioning Path Tool** for their text in the Questioning the Text section of the tool.

NOTE

Depending on skill levels, all students might consider the same Questioning Path (using the same selected questions) or different paths (using questions matched to their interests or skill levels).

- Each group member completes his or her own **Approaching Texts Tool** for the selected text and questions, planning what details he or she will search for, then rereads and annotates a copy of the text based on the question(s) found on the tool.
- Each student selects one question to consider more deeply using the **Analyzing Details Tool**.

ANALYZING: INDEPENDENT ANALYSIS USING THE ANALYZING DETAILS TOOL

- Students independently complete an **Analyzing Details Tool** using a text-specific question from the model **Questioning Path Tool**.
- Students then return to their expert groups to discuss and compare their various analyses of their common text.

EXTENDING: POSING A NEW TEXT-SPECIFIC QUESTION

- Based on their planning on the **Approaching Texts Tool**, their reading and annotations, and the connections they have made using the **Analyzing Details Tool**, students now brainstorm new text-specific questions to consider in their expert groups.
- Students identify one new text-specific question to consider (either their own or one from their group) and complete an additional **Analyzing Details Tool** for that question.

≡ ACTIVITY 4: WRITING A TEXT-BASED ≡ EXPLANATION

Students use their analysis to independently write a text-based explanation of one of the texts.

INSTRUCTIONAL NOTES

This final activity of Part 4 serves as a more formal assessment of the skills focused on in the unit and as a foundation for students' planning in Part 5, where they will lead a text-centered discussion comparing their text to others read in the unit. Students will submit this writing exercise as part of their summative assessment in Part 5.

- Students return to one of their **Analyzing Details Tools** for their chosen text and think further about the connections they have made, how to explain those connections, and how to support their explanation.

INSTRUCTIONAL NOTES

- Review with students the elements of a good text-based explanation, which they have practiced writing in Part 2, Activity 5, and Part 3, Activity 3. Reemphasize the importance of using textual evidence (details they have identified and analyzed) to develop and support their explanations.
- Communicate to students that their task will be to explain a central idea they have discovered in the text through one or more of their Questioning Paths. They will also need to think about the author’s purpose and how that has influenced the text’s perspective, ideas, language, and structure.
- Have students read through the “Writing a Text-Based Explanation” instructions, outlined in section 2 of the **Final Writing and Discussion Tasks Handout** (found in the Unit 1 Student Edition). The handout presents students with a short explanation of the assignment and its criteria, as well as a listing (on page 2) of the key Literacy Skills they should try to demonstrate.
- Explain to students that their final written explanations will be evaluated for their demonstration of Literacy Skills and for three key expectations and criteria for the assignment:
 - ⇒ Identify a central idea of the text and explain how it is developed through the ideas and details the text presents.
 - ⇒ Explain how the central idea is related to the text’s purpose and the author’s perspective on the topic.
 - ⇒ Present and explain a new understanding about the unit’s topic that reading the text has led to.

NOTE

The criteria for key skills and discussion habits to be evaluated in Parts 4 and 5 of the unit, are included in the **RC Literacy Skills and Discussion Habits Rubric** in the **RC Literacy Toolbox**.

Teacher Modeling

This final writing assignment will be the first time that students are introduced (informally) to the OE Collaborative Writing Workshop (see the Teacher User Guide for more explanation). In this approach, students will do the following:

1. Consider the Literacy Skills they should demonstrate in their text-based explanations.
2. Receive informal feedback from peers about their first drafts.
3. Do a single revision cycle to improve their explanations in one or more of the skills areas.

Before they draft their explanations and go through the Writer’s Workshop cycle, use a short teacher or student paragraph to model the criterion-based writing and review process.

- First model the process of using an **Analyzing Details Tool** to think about and develop an initial written expression of a central idea. Point out how the Connecting Details area on the tool might serve as a central idea that represents an understanding of the text. The Selected and Analyzing Details areas can then be used as supporting evidence in the written

INSTRUCTIONAL NOTES

explanation. Encourage students also to use details and ideas gathered from their text annotations and notes from previous text-centered discussions.

- Present students with a short written explanation, either one derived in the previous modeling exercise or one written previously in the unit. Tell them that they will be doing a close reading of this text-based explanation looking for evidence of the Literacy Skills used in writing it.
- Next, model how to analyze the written explanation using one or two of the Literacy Skills descriptors (criteria) from the informal ***Student RC Literacy Skills and Discussion Habits Checklist*** (in the **RC Literacy Toolbox** and Student Edition). Read, or have students read, the criteria that will be used to review the written explanation, pointing out that they are the same criteria that will be used to review students' final written explanations. For each of the skills criteria, talk through where evidence of the skill is (or is not) found in the example explanation. Then discuss whether the evidence in the writing "needs work," is "okay" for a first draft, or is "very strong." Ask students to contribute to the review as they become familiar with the process.

Guided Writing

- Using the ***Analyzing Details Tool*** they developed in Activity 3, students draft a multiparagraph explanation using textual evidence that explains the following:
 - ⇒ A central idea of the text and how it is developed through the ideas and details the text presents
 - ⇒ How the central idea is related to the text's purpose and the author's perspective on the topic
 - ⇒ What they have come to understand about the topic from the text

Students freewrite during class time to generate initial ideas and drafts.

Text-Centered Discussion: Reviewing Text-Based Explanations

- In small groups (which may or may not be the same as the text-specific expert groups), students use the process and criteria previously modeled to review, critique, and revise the drafts of their text-based explanations.
- Students focus on one or more of the criteria, look for evidence in the draft of where the literacy skill is (or is not) demonstrated, and then use the review checklist that follows to indicate if this skill "needs work," is "okay" as demonstrated, or is "very strong." Using the criteria and the evidence they have noted, reviewers provide informal feedback to writers about strengths of the draft or improvements that could be made.
- Either in class or as homework, students use suggestions from peer reviews to revise their drafts into a final product.

Students can use the following informal, ***Skills-Based Checklist*** to self- and peer assess their explanations or the more complete ***Student RC Literacy Skills and Discussion Habits Checklist*** (available in the **RC Literacy Toolbox** and Student Edition). Their reviews might focus on any of the criteria or all of them if they are ready to think about multiple issues:

INSTRUCTIONAL NOTES

LITERACY SKILLS	DESCRIPTORS: <i>Find evidence of using the literacy skill in the draft.</i> <i>Does the writer's explanation . . .</i>	NEEDS WORK	OKAY	VERY STRONG
ATTENDING TO DETAILS	Identify words, details, or quotations that are important to understanding the text?			
SUMMARIZING	Correctly explain what the text says about the topic?			
IDENTIFYING RELATIONSHIPS	Notice important connections among details, ideas, or texts?			
RECOGNIZING PERSPECTIVE	Identify and explain the author's view of the text's topic?			
USING EVIDENCE	Support the explanation with evidence from the text; use accurate quotations, paraphrases, and references?			

≡ PART 4: SUMMATIVE ASSESSMENT OPPORTUNITIES

The multiparagraph explanations students draft in Part 4 and their supporting work on Approaching and Analyzing Tools should be reviewed closely as evidence of how well they are using the process represented in the *Reading Closely Graphic* and of their developing Literacy Skills of **Questioning, Attending to Details, Identifying Relationships, Summarizing, Interpreting Language, and Recognizing Perspective**. At this point, students should be able to do the following:

- ⇒ Describe accurately the central ideas of a text.
- ⇒ Explain observations about the author's purpose and perspective.
- ⇒ Identify something they have learned from their reading that is clearly text-related.
- ⇒ Reference details related to each of these writing purposes.

Students who can do so are ready to lead discussions in Part 5. Students who have not yet been able to read and explain their understanding of their text successfully may need additional support before moving on to Part 5.

These multiparagraph explanations should reflect each student's best explanatory writing abilities—especially those related to the *clarity* of their explanations. Students' text-based explanations can be used as a formative assessment of their writing skills in the areas of **Using Evidence, Using Language, and Using Conventions**. These skills will be more formally assessed in later Core Proficiencies units.

A Student *RC Literacy Skills* and *Discussion Habits Checklist* is provided in the **RC Literacy Toolbox** to support students in self- and peer assessment of these targeted skills, as demonstrated in their

written explanations and their text-centered discussions. A more formal ***RC Literacy Skills and Discussion Habits Rubric*** is also provided for evaluation of students' work on the final writing and discussion tasks.

Additionally, students' writing can be reviewed in relationship to the specific grade-level expectations for Writing Standard 2 (Explanatory Writing), especially if students have been working on writing explanations in previous units and are ready for more formal feedback:

CCSS.ELA-LITERACY.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

PART 5

DISCUSSING IDEAS

“It seems a pity, but I do not think I can write more”

OBJECTIVE:

Students learn the characteristics of an effective text-based discussion and demonstrate skills in leading and participating in one.

ESTIMATED TIME: Two to three days

MATERIALS:

Texts 1 through 9

- *Approaching Texts Tool*
- *Analyzing Details Tool*

- *Student Reading Closely Literacy Skills and Discussion Habits Checklist*



LITERACY SKILLS

TARGETED SKILLS	DESCRIPTORS
QUESTIONING	Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts
IDENTIFYING RELATIONSHIPS	Identifies important connections among key details and ideas within and across texts
SUMMARIZING	Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas
INTERPRETING LANGUAGE	Identifies how words and phrases convey meaning and represent an author's or narrator's perspective
RECOGNIZING PERSPECTIVE	Uses textual details to recognize an author's or narrator's relationship to and perspective on a text's topic



ACADEMIC HABITS

HABITS DEVELOPED	DESCRIPTORS
PREPARING	Reads the texts, researches the topics, and thinks about the questions being studied to prepare for tasks
COLLABORATING	Pays attention to, respects, and works productively in various roles with all other participants.
COMMUNICATING CLEARLY	Uses appropriate language and relevant textual details to clearly present ideas and claims



ALIGNMENT TO CCSS

TARGETED STANDARD:

CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SUPPORTING STANDARDS:

CCSS.ELA-LITERACY.RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



ACTIVITIES

1. UNDERSTANDING TEXT-CENTERED DISCUSSIONS

The teacher leads students in a reflective conversation about productive, text-centered discussions.

2. PREPARING FOR A TEXT-CENTERED DISCUSSION

Students discuss their analysis in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-specific question.

3. LEADING A TEXT-CENTERED DISCUSSION

Students lead and participate in text-centered discussions with other students who have analyzed different texts.

ACTIVITY 1: UNDERSTANDING TEXT-CENTERED DISCUSSIONS

The teacher leads students in a reflective conversation about productive text-centered discussions.

INSTRUCTIONAL NOTES

Students now move from writing about their texts to leading a comparative text-centered discussion.

- Review and discuss the characteristics of a productive text-centered discussion, that it:
 - ⇒ Remains focused on one or more texts and specific evidence from those texts
 - ⇒ Uses provocative questions to frame discussion but is not merely focused on answering those questions
 - ⇒ Considers various readings, analyses, and views of the text—all potentially valid if well supported
 - ⇒ Expects participants (students) to prepare for the discussion, engage actively with the process and each other, collaborate respectfully, and present and explain their ideas clearly and with relevant textual support

Throughout the unit, students have informally practiced and reflected on some of the Academic Habits used in text-centered discussions without formal instruction related to Speaking and Listening **CCSS.ELA-LITERACY.SL.1**. Now, discuss three of the Academic Habits related to participating in text-centered discussions—**Preparing, Collaborating, and Communicating Clearly**—what each habit represents, why it is important, and how a participant in a discussion uses and demonstrates the habit.

- Ask students to reflect on how they have—or have not—used and demonstrated the habits in the many small-group discussions throughout the unit.
- Have students refer to specific moments (or evidence) from previous small-group discussions as examples of when they demonstrated—or did not demonstrate—the criteria.
- Students identify skills and behaviors they want to improve on in this last part of the unit as they prepare for and participate in their culminating text-centered discussions.

DISCUSSION HABITS	DESCRIPTORS: <i>When—and how well—have I demonstrated these habits?</i>	EXAMPLES FROM TEXT-CENTERED DISCUSSIONS
PREPARING	Reads the text(s) closely and thinks about the questions to prepare for a text-centered discussion	
COLLABORATING	Pays attention to other participants while participating in and leading a text-centered discussion	
COMMUNICATING CLEARLY	Presents ideas and supporting evidence so others can understand them	

INSTRUCTIONAL NOTES

NOTE

These same habits and descriptors are also found in the *Student RC Literacy Skills and Discussion Habits Checklist* found in the **RC Literacy Toolbox** and Student Edition.

ACTIVITY 2: PREPARING FOR A TEXT-CENTERED DISCUSSION

Students discuss their text explanations in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-specific question.

INSTRUCTIONAL NOTES

Students prepare for their culminating activity in the unit—in which they will explain a central idea of their text, identify something they have learned from reading their text (in the context of the other texts of the unit), and pose a comparative text-specific question to facilitate a text-based discussion. The key to this activity is that each student is encouraged to come up with an individual insight or observation that has sprung from reading and studying related texts throughout the unit. For some students, this could be a more literal discovery or comparison, for others an inference supported by the texts, and for others still, an evidence-based claim. Student discoveries need to be text-based, but they do not need to be too carefully structured in relationship to a particular theme, idea, or detail.

ANALYZING: REVIEW EXPLANATIONS IN EXPERT GROUPS

- Students review each other’s final written, text-based explanations in expert groups for accuracy and use of details. They compare the observations and discoveries they have made about their common text.
- Students discuss their text in relationship to Texts 5 and 6 and to the other texts of the unit.
- Use the discussion habits, as described in the *Discussion Checklist* (previously and at the end of the unit) to help guide their discussion.
- Have students do a self-assessment of their use of these discussion habits following their discussion.

EXTENDING: DEVELOP A COMPARATIVE QUESTION INDEPENDENTLY

- Students review their *Analyzing Details Tools* and the text-based explanations they have developed and think about how to extend their discoveries in relationship to the other texts in the unit.
- Using a new *Analyzing Details Tool*, students independently develop a text-specific question that is based on their selected text (Text 7, 8, or 9) but connects to other texts from the unit.

INSTRUCTIONAL NOTES

- This question will be used to set up discussion when they join a new group in Activity 3.
- Depending on student ability, teachers might choose to (1) let students pose a question on their own, (2) model a comparative question, (3) suggest that students work from one of the comparative text-specific questions found in the Deepening sections of the model Questioning Paths for each of the three texts, or (4) work individually with some students to help them develop or improve their own questions.

≡ ACTIVITY 3: LEADING A TEXT-CENTERED ≡ DISCUSSION

Students lead and participate in a text-centered discussion with other students who have analyzed different texts.

INSTRUCTIONAL NOTES

In this activity, students *jigsaw* to groups of three (or alternately six, depending on class size) so that each of the final three texts is represented in the group by at least one text expert. In the discussion, students (or student pairs) do the following:

- Have a copy of all three texts to refer to and annotate.
- Take a turn at leading the text-centered discussion for the text they have analyzed and written about.
- Review and summarize what the text is generally about and what they know about its author, source, and purpose.
- Share their explanations of a key central idea of the text (either by summarizing or reading their text-based explanation):
 - ⇒ Pointing out key details to the other students in their group
 - ⇒ Explaining their analysis of the author’s perspective
 - ⇒ Pointing out key words that indicate the author’s perspective
- Once all students have shared their analyses, they each take turns posing their comparative questions and facilitating the discussion. As they facilitate, they should do the following:
 - ⇒ Ask the other participants to reference the texts in their comments
 - ⇒ Share the understanding that has emerged for them, connecting it to and deepening it with comments from the others
 - ⇒ Direct the group to reread key portions of the texts to support discussion
- Finally, each *jigsaw* group summarizes its discussion for the class, sharing questions, observations, and key textual details that they have identified and discussed.
- Depending on time and their experience participating in text-centered discussions, students might conduct one or more discussions in other *jigsaw* groups. This will enable students to gain more experience leading discussions, refine their communication of their ideas, and respond to other insights and comments from different groups.

INSTRUCTIONAL NOTES

- The class then reflects on what has been learned in the unit—about its topic, various text types and perspectives, close reading, questioning, and text-centered discussion.
- Students individually use the ***Student RC Literacy Skills and Discussion Habits Checklist*** (available in the **RC Literacy Toolbox** and Student Edition) to reflect on and self-assess their learning in the unit—and potentially to identify areas to work on in future units.

≡ PART 5: SUMMATIVE ASSESSMENT ≡ OPPORTUNITIES

PREASSESSMENT FOR SUBSEQUENT LEARNING

In Parts 4 and 5, students will have written a multiparagraph explanation that presents and supports their individual text-based explanation of one of the culminating texts, then will have led a text-centered discussion about that text. The explanation and the discussion present opportunities to assess students' developing Literacy Skills and their Academic Habits—using the checklist included for student self- and peer assessment and the teacher evaluation rubric. Either or both can be used as a basis for evaluation of learning and grading within the unit.

The culminating activity of the unit involves participating in and leading a text-centered discussion, through which students can demonstrate their developing Literacy Skills of **Close Reading, Analysis, and Questioning** as well as their emerging Academic Habits for text-centered discussion. As such, the activity provides summative assessment of skills targeted within the unit and formative assessment of emerging discussion habits that can inform instruction in future units. To capture evidence, listen in on group conversations and have students self- and peer assess using the ***Student RC Literacy Skills and Discussion Habits Checklist*** found in the **RC Literacy Toolbox**. If more formal evidence is needed, students can compile an optional collection of evidence that includes a reflective narrative (see the following explanation), or a video of student conversations can be recorded and reviewed later.

A more formal ***RC Literacy Skills and Discussion Habits Rubric*** (found in the **RC Literacy Toolbox**) should be used by the teacher for evaluating performance and growth as demonstrated in the multi-paragraph explanation and final text-based discussion. This rubric includes a four-point developmental scale for indicating where students are on a continuum from “emerging” to “excelling” and also enables the teacher to indicate specific skill areas in which the student has demonstrated noticeable growth. The rubric includes a place for an overall summary evaluation—potentially a grade—or can be used in a point-based grading system by tallying the ratings for each of the thirteen criteria in the rubric.

Notes to the teacher about using this rubric: Find evidence in the student's text-based explanation, planning notes, and participation in a final text-centered discussion to support ratings for each of the component Literacy Skills and overall essay content criteria listed in the rubric. Based on that evidence, use the developmental scale to rate the grade-level performance demonstrated by the student as:

- 1—**Emerging:** needs improvement
- 2—**Developing:** shows progress
- 3—**Becoming Proficient:** demonstrates skills
- 4—**Excelling:** exceeds expectations

If there is insufficient evidence to make a confident rating, mark **NE** (no evidence).

Indicate if the student has demonstrated growth in each skill area during the unit by adding a “+” to the rating. Determine a summary evaluation based on the overall pattern of ratings and strength of evidence. This summary evaluation can be computed based on points, or determined by examining the prevalent pattern in the criteria-based ratings.

OPTIONAL—COLLECTION OF EVIDENCE

To extend assessment within this final activity, students could compile a collection of evidence that reflects what they have learned in the unit. The collection could include these student work samples:

- ⇒ The written explanation of their final focus text, supplemented by the tools that have informed and supported that analysis (with a self- or peer assessment using the rubric from Part 4)
- ⇒ The comparative text-specific question for their discussion group and some reflection about what happened when the group discussed their question
- ⇒ A self-assessment of skills they have demonstrated as close readers and as group members, using the ***Student RC Literacy Skills and Discussion Habits Checklist*** to identify and explain their strengths as well as areas they intend to focus on in further work
- ⇒ A personal narrative in which they tell the story of what they have experienced, discovered, and learned within the unit, including a reflective summary of their reading experience for one or more of the texts
- ⇒ A reflective self-assessment of their personal literacy development, written using literacy terminology and concepts from the unit.

The student collection of evidence can be used for evaluation of learning in the unit, but it will probably be most valuable as a formative assessment to help the teacher, and student, know what to work on in future units.

READING CLOSELY FOR TEXTUAL DETAILS UNIT TEXTS

The unit uses texts that are accessible for free on the Internet without any login information, membership requirements, or purchase. Because of the ever-changing nature of website addresses, specific links are not provided. Teachers and students can locate these texts through web searches using the information provided.

AUTHOR	DATE	PUBLISHER	L	NOTES
Text 1: Robert Falcon Scott and Roald Amundsen (Photo Collages)				
Various	NA	Scott Polar Research Institute, University of Cambridge, National Library of Norway, and Norwegian Polar Institute	NA	Two collages combine pictures of the British and the Norwegian expeditions, which support examining and comparing visual details
Text 2: The Last Expedition, Ch. V (Explorers' Journal)				
Robert Falcon Scott	1913	Smith Elder	1120L	Journal entry from February 2, 1911, presents Scott's almost poetic impressions early in his trip to the South Pole
Text 3: Roald Amundsen South Pole (Video)				
Viking River Cruises	NA	Viking River Cruises	NA	Combines images, maps, text, and narration, to present a historical narrative about Amundsen and the Great Race to the South Pole
Text 4: Scott's Hut and the Explorer's Heritage of Antarctica (Website)				
UNESCO World Wonders Project	NA	Google Cultural Institute	NA	Website enables students to do a virtual tour of Scott's Antarctic hut and its surrounding landscape and links to other resources
Text 5: The North Pole, Ch. XXI (Historical Narrative)				
Robert Peary	1910	Frederick A. Stokes	1450L	Narrative from the first man to reach the North Pole describes the dangers and challenges of Arctic exploration
Text 6: "To Build a Fire" (Short Story)				
Jack London	1908	<i>The Century Magazine</i>	920L	Excerpt from the famous short story describes a man's desperate attempts to build a saving fire after plunging into frigid water

Text 7: <i>The South Pole</i>, Ch. XII (Historical Narrative)				
Roald Amundsen	1912	John Murray	1050L	Narrative recounts the days leading up to Amundsen's triumphant arrival at the Pole on December 14, 1911—and winning the Great Race
Text 8: <i>Scott's Last Expedition</i>, Ch. XVIII (Explorer's Journal)				
Robert Falcon Scott	1913	Smith Elder	900L	Journal entries from January 1912 communicate disappointment about arriving at the Pole—behind Amundsen
Text 9: <i>Scott's Last Expedition</i>, Ch. XX (Explorer's Journal)				
Robert Falcon Scott	1913	Smith Elder	860L	Final journal entries from March 1912 are written in short sentences, showing Scott's weakness and desperation
Extended Reading: <i>Letters</i>, Ch. XX (Letters)				
Robert Falcon Scott	1913	Smith Elder		Letters Scott composed in his final days provide additional evidence of his state of mind
Extended Reading: <i>Voyages of Captain Scott</i>, Ch. IX (Secondary Historical Narrative)				
Charles Thurley	2004	Kessinger Publishing		Turley's account illustrates contrast between primary and secondary narratives. This excerpt matches the events from Text 8
Extended Reading: <i>A Timeline of the Exploration of Antarctica</i> (Website)				
NA	NA	Cool Antarctica	NA	Cool Antarctica present many educational resources about Antarctica past and present, including this time line of exploration
Extended Reading: <i>British Antarctic Expedition 1910–13 Gallery</i> (Website)				
Scott Polar Research Institute	NA	University of Cambridge	NA	Archives of more than two thousand photos from the Antarctic expeditions of Scott and Ernest Shackleton

TEXT 1

Image Set 1

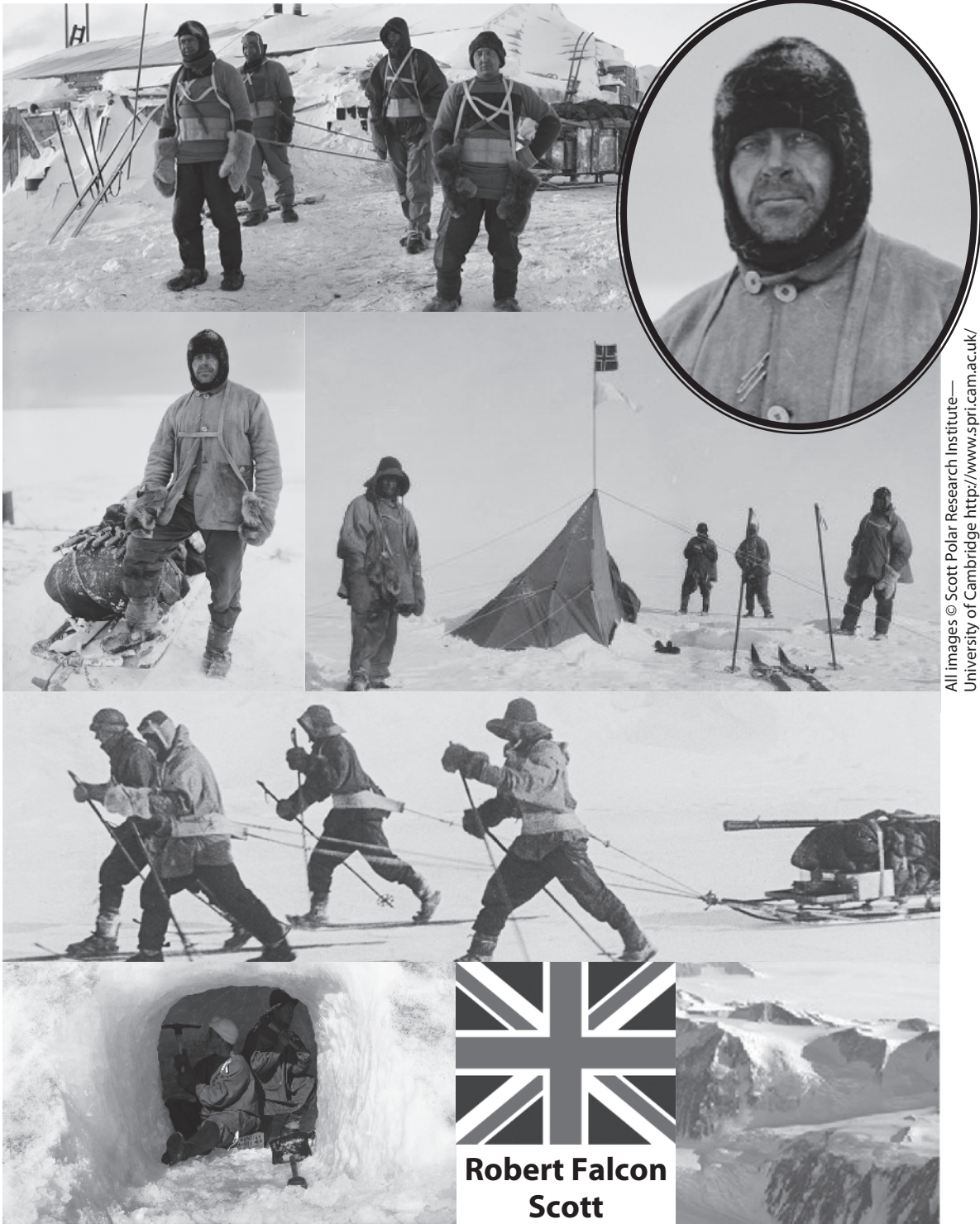


Image Set 2

© Norwegian Polar Institute—np001855. <http://sivert.npolar.no/fotoweb/Grid.fwx>



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Roald Amundsen

TEXT 2

The Last Expedition Robert Falcon Scott , 1911 Published by Smith Elder in 1913

Excerpt: Ch. V: Depot Laying to One Tin Can

Thursday, February 2, Camp 4

So we are resting in our tents, waiting to start to-night . . .

P1

Last night the temperature fell to -6° after the wind dropped—today it is warm and calm.

P2

Impressions

5 The **seductive** folds of the sleeping-bag.

P3

The hiss of the **primus** and the fragrant steam of the cooker issuing from the tent ventilator.
The small green tent and the great white road.

P4

The whine of a dog and the neigh of our **steeds**. The driving cloud of powdered snow.

P5

The crunch of footsteps which break the surface crust. The wind blown **furrows**.

P6

10 The blue arch beneath the smoky cloud.

P7

seductive	primus	steeds
tempting behavior	a portable cooking stove that uses paraffin as fuel	high-spirited horses
furrows		
narrow indents made in the ground		

The crisp ring of the ponies' hoofs and the swish of the following **sledge**. **P8**

The droning conversation of the march as driver encourages or **chides** his horse. The patter of dog pads. **P9**

The gentle flutter of our canvas shelter. **P10**

15 Its deep booming sound under the full force of a blizzard. **P11**

The drift snow like finest flour penetrating every hole and corner—flickering up beneath one's head covering, pricking sharply as a sand blast. **P12**

The sun with blurred image peeping shyly through the wreathing drift giving pale shadowless light. **P13**

The eternal silence of the great white desert. Cloudy columns of snow drift advancing from the south, **20** pale yellow **wraiths**, heralding the coming storm, blotting out one by one the sharp-cut lines of the land. **P14**

The blizzard, Nature's protest—the **crevasse**, Nature's pitfall—that grim trap for the **unwary**—no **25** hunter could conceal his snare so perfectly—the light rippled snow bridge gives no hint or sign of the hidden danger, its position unguessable till man or beast is floundering, clawing and struggling for foothold on the brink. **P15**

The vast silence broken only by the mellow sounds of the marching column. **P16**

sledge	chides	wraiths
a sled that can be pulled by animals to carry food and possessions above snow	scolds	something thin and pale, such as a stream of smoke
crevasse	unwary	
a deep crack or hole especially in the ice of a glacier	not careful to look out for potential danger or harm	

TEXT 3

Roald Amundsen South Pole

Viking River Cruises

Youtube

TEXT 4

Scott's Hut and the Explorers'

Heritage of Antarctica

UNESCO World Wonders Project

Google Cultural Institute

World Wonders

TEXT 5

The North Pole

Robert E. Peary

Published by Frederick A. Stokes in 1910

Excerpt: Ch. XXI: Arctic Ice Sledging as It Really Is

But the pressure ridges above described are not the worst feature of the arctic ice. Far more **P1**
troublesome and dangerous are the “leads” (the whalers’ term for lanes of open water), which are
caused by the movement of the ice under the pressure of the wind and tides. These are the ever-
present nightmare of the traveler over the frozen surface of the polar ocean—on the upward journey
5 for fear that they may prevent further advance; on the return journey for fear they may cut him off
from the land and life, leaving him to wander about and starve to death on the northern side. Their
occurrence or non-occurrence is a thing impossible to **prophesy** or calculate. They open without
warning immediately ahead of the traveler, following no apparent rule or law of action. They are the
unknown quantity of the polar equation.

10 Sometimes these leads are mere cracks running through old **floes** in nearly a straight line. Sometimes **P2**
they are zigzag lanes of water just wide enough to be impossible to cross. Sometimes they are rivers
of open water from half a mile to two miles in width, stretching east and west farther than the
eye can see.

There are various ways of crossing the leads. One can go to the right or the left, with the idea of **P3**
15 finding some place where the opposite edges of the ice are near enough together so that our long
sledges can be bridged across. Or, if there are **indications** that the lead is closing, the traveler can wait

prophesy	floes	indications
to predict	sheets of floating ice, mainly on the surface of the sea	hints

until the ice comes quite together. If it is very cold, one may wait until the ice has formed thick enough to bear the loaded sledges going at full speed. Or, one may search for a cake of ice, or hack out a cake with pickaxes, which can be used as a ferry-boat on which to transport the sledges and teams across.

20 But all these means go for **naught** when the “big lead,” which marks the edge of the continental shelf where it dips down into the Arctic Ocean, is in one of its tantrums, opening just wide enough to keep a continual zone of open water or impracticable young ice in the center, as occurred on our upward journey of 1906 and the never-to-be-forgotten return journey of that expedition, when this lead nearly cut us off forever from life itself. **P4**

25 A lead might have opened right through our camp, or through one of the snow igloos, when we were sleeping on the surface of the polar sea. Only—it didn’t. **P5**

Should the ice open across the bed platform of an igloo, and **precipitate** its inhabitants into the icy water below, they would not readily drown, because of the **buoyancy** of the air inside their fur clothing. A man dropping into the water in this way might be able to scramble onto the ice and save himself; but with the thermometer at 50° below zero it would not be a pleasant **contingency**. **P6**

This is the reason why I have never used a sleeping-bag when out on the polar ice. I prefer to have my legs and arms free, and to be ready for any emergency at a moment’s notice. I never go to sleep when out on the sea ice without my mittens on, and if I pull my arms inside my sleeves I pull my mittens in too, so as to be ready for instant action. What chance would a man in a sleeping-bag have, **35** should he suddenly wake to find himself in the water? **P7**

naught	precipitate	buoyancy
nothing, zero	to plunge especially violently or abruptly	airiness
contingency		
predicament		

The difficulties and hardships of a journey to the North Pole are too complex to be summed up in a paragraph. But, briefly stated, the worst of them are: the ragged and mountainous ice over which the traveler must journey with his heavily loaded sledges; the often terrific wind, having the impact of a wall of water, which he must march against at times; the open leads already described, which he must

40 cross and recross, somehow; the intense cold, sometimes as low as 60° below zero, through which he must—by fur clothing and constant activity—keep his flesh from freezing; the difficulty of dragging out and back over the ragged and “lead” interrupted trail enough **pemmican**, biscuit, tea, condensed milk, and liquid fuel to keep sufficient strength in his body for traveling. It was so cold much of the time on this last journey that the brandy was frozen solid, the petroleum was white and **viscid**, and

45 the dogs could hardly be seen for the steam of their breath. The minor discomfort of building every night our narrow and uncomfortable snow houses, and the cold bed platform of that igloo on which we must snatch such hours of rest as the **exigencies** of our desperate **enterprise** permitted us, seem hardly worth mentioning in comparison with the difficulties of the main proposition itself.

At times one may be obliged to march all day long facing a blinding snowstorm with the bitter wind

50 searching every opening in the clothing. Those among my readers who have ever been obliged to walk for even an hour against a blizzard, with the temperature ten or twenty degrees *above* zero, probably have keen memories of the experience. Probably they also remember how welcome was the warm fireside of home at the end of their journey. But let them imagine tramping through such a storm all day long, over jagged and uneven ice, with the temperature between fifteen and thirty

55 degrees *below* zero, and no shelter to look forward to at the end of the day’s march excepting a narrow and cold snow house which they would themselves be **obliged** to build in that very storm before they could eat or rest.

pemmican	viscid	exigencies
dried meat loaf pounded into a powder, mixed with hot fat and dried fruits or berries	covered by a sticky substance	the need or requirement involved in a circumstance
enterprise	obliged	
a difficult or important project that is supposed to be undertaken	to make an action or request necessary	

TEXT 6

“To Build a Fire”

Jack London

Published by *The Century Magazine* in 1908

(Excerpt)

When the man had finished, he filled his pipe and took his comfortable time over a smoke. Then he **P1** pulled on his mittens, settled the ear-flaps of his cap firmly about his ears, and took the creek trail up the left fork. The dog was disappointed and yearned back toward the fire. This man did not know cold. Possibly all the generations of his ancestry had been ignorant of cold, of real cold, of cold one **5** hundred and seven degrees below freezing-point. But the dog knew; all its ancestry knew, and it had inherited the knowledge. And it knew that it was not good to walk abroad in such fearful cold. It was the time to lie snug in a hole in the snow and wait for a curtain of cloud to be drawn across the face of outer space **whence** this cold came. On the other hand, there was keen **intimacy** between the dog and the man. The one was the **toil-slave** of the other, and the only caresses it had ever received **10** were the **caresses** of the whip-lash and of harsh and **menacing** throat-sounds that threatened the whip-lash. So the dog made no effort to communicate its **apprehension** to the man. It was not concerned in the welfare of the man; it was for its own sake that it **yearned** back toward the fire. But the man whistled, and spoke to it with the sound of whip-lashes, and the dog swung in at the man’s heels and followed after.

whence	intimacy	toil-slave
from what place	a close relationship, usually affectionate and loving	hard and continuous work done by a person or animal controlled by a master
menacing	apprehension	yearned
something that threatens to cause evil	suspicion or caution of potential trouble	desire for something that is or appears unattainable

15 The man took a chew of tobacco and proceeded to start a new **amber** beard. Also, his moist breath **P2**
 quickly powdered with white his moustache, eyebrows, and lashes. There did not seem to be so
 many springs on the left fork of the Henderson, and for half an hour the man saw no signs of any. And
 then it happened. At a place where there were no signs, where the soft, unbroken snow seemed to
 advertise solidity beneath, the man broke through. It was not deep. He wetted himself half-way to the
 20 knees before he **floundered** out to the firm crust.

He was angry, and cursed his luck aloud. He had hoped to get into camp with the boys at six o'clock, **P3**
 and this would delay him an hour, for he would have to build a fire and dry out his foot-gear. This was
imperative at that low temperature—he knew that much; and he turned aside to the bank, which
 he climbed. On top, tangled in the underbrush about the trunks of several small spruce trees, was a
 25 high-water deposit of dry firewood—sticks and twigs principally, but also larger portions of seasoned
 branches and fine, dry, last-year's grasses. He threw down several large pieces on top of the snow. This
 served for a foundation and prevented the young flame from drowning itself in the snow it otherwise
 would melt. The flame he got by touching a match to a small shred of birch-bark that he took from
 his pocket. This burned even more readily than paper. Placing it on the foundation, he fed the young
 30 flame with wisps of dry grass and with the tiniest dry twigs.

He worked slowly and carefully, keenly aware of his danger. Gradually, as the flame grew stronger, **P4**
 he increased the size of the twigs with which he fed it. He squatted in the snow, pulling the twigs out
 from their entanglement in the brush and feeding directly to the flame. He knew there must be no
 failure. When it is seventy-five below zero, a man must not fail in his first attempt to build a fire—that
 35 is, if his feet are wet. If his feet are dry, and he fails, he can run along the trail for half a mile and restore
 his circulation. But the circulation of wet and freezing feet cannot be restored by running when it is
 seventy-five below. No matter how fast he runs, the wet feet will freeze the harder.

All this the man knew. The old-timer on Sulphur Creek had told him about it the previous fall, and **P5**
 now he was appreciating the advice. Already all sensation had gone out of his feet. To build the fire he

amber	floundered	imperative
yellowish-brown color	struggled in a clumsy manner	absolutely necessary or required

40 had been forced to remove his mittens, and the fingers had quickly gone numb. His pace of four miles an hour had kept his heart pumping blood to the surface of his body and to all the extremities. But the instant he stopped, the action of the pump eased down. The cold of space smote the unprotected tip of the planet, and he, being on that unprotected tip, received the full force of the blow. The blood of his body **recoiled** before it. The blood was alive, like the dog, and like the dog it wanted to hide away

45 and cover itself up from the fearful cold. So long as he walked four miles an hour, he pumped that blood, willy-nilly, to the surface; but now it **ebbed** away and sank down into the **recesses** of his body. The **extremities** were the first to feel its absence. His wet feet froze the faster, and his exposed fingers numbed the faster, though they had not yet begun to freeze. Nose and cheeks were already freezing, while the skin of all his body chilled as it lost its blood.

50 But he was safe. Toes and nose and cheeks would be only touched by the frost, for the fire was P6 beginning to burn with strength. He was feeding it with twigs the size of his finger. In another minute he would be able to feed it with branches the size of his wrist, and then he could remove his wet foot-gear, and, while it dried, he could keep his naked feet warm by the fire, rubbing them at first, of course, with snow. The fire was a success. He was safe. He remembered the advice of the old-timer

55 on Sulphur Creek, and smiled. The old-timer had been very serious in laying down the law that no man must travel alone in the Klondike after fifty below. Well, here he was; he had had the accident; he was alone; and he had saved himself. Those old-timers were rather womanish, some of them, he thought. All a man had to do was to keep his head, and he was all right. Any man who was a man could travel alone. But it was surprising, the **rapidity** with which his cheeks and nose were freezing.

60 And he had not thought his fingers could go lifeless in so short a time. Lifeless they were, for he could scarcely make them move together to grip a twig, and they seemed remote from his body and from him. When he touched a twig, he had to look and see whether or not he had hold of it. The wires were pretty well down between him and his finger-ends.

recoiled	ebbed	recesses
to draw back as from alarm or disgust	flowing backward or away	secluded or inner areas or parts
extremities	rapidity	
the end part of a limb, as a hand or foot	swiftness; speed	

All of which counted for little. There was the fire, snapping and crackling and promising life with P7
65 every dancing flame. He started to untie his moccasins. They were coated with ice; the thick German socks were like sheaths of iron half-way to the knees; and the moccasin strings were like rods of steel all twisted and knotted as by some **conflagration**. For a moment he tugged with his numbed fingers, then, realizing the folly of it, he drew his **sheath**-knife.

But before he could cut the strings, it happened. It was his own fault or, rather, his mistake. He P8
70 should not have built the fire under the spruce tree. He should have built it in the open. But it had been easier to pull the twigs from the brush and drop them directly on the fire. Now the tree under which he had done this carried a weight of snow on its boughs. No wind had blown for weeks, and each bough was fully **freighted**. Each time he had pulled a twig he had communicated a slight agitation to the tree—an **imperceptible** agitation, so far as he was concerned, but an agitation **75** sufficient to bring about the disaster. High up in the tree one bough capsized its load of snow. This fell on the boughs beneath, **capsizing** them. This process continued, spreading out and involving the whole tree. It grew like an avalanche, and it descended without warning upon the man and the fire, and the fire was blotted out! Where it had burned was a mantle of fresh and disordered snow.

The man was shocked. It was as though he had just heard his own sentence of death. For a moment P9
80 he sat and stared at the spot where the fire had been. Then he grew very calm.

conflagration	sheath	freighted
a large destructive fire	close-fitting covering or case	loaded; burdened
imperceptible	capsizing	
hidden; undetectable	to overturn or tip over accidentally	

TEXT 7

The South Pole **Roald Amundsen, 1910–1912** **Published by John Murray, London, in 1912**

Excerpt: Chapter XII: At the Pole

The weather did not continue fine for long. Next day (December 5) there was a gale from the north, and once more the whole plain was a mass of drifting snow. In addition to this there was thick falling snow, which blinded us and made things worse, but a feeling of security had come over us and helped us to advance rapidly and without hesitation, although we could see nothing.

P1

- 5 That day we encountered new surface conditions—big, hard snow-waves (sastrugi). These were anything but pleasant to work among, especially when one could not see them. It was of no use for us “**forerunners**” to think of going in advance under these circumstances, as it was impossible to keep on one’s feet. Three or four paces was often the most we managed to do before falling down. The sastrugi were very high, and often abrupt; if one came on them unexpectedly, one required to
- 10 be more than an acrobat to keep on one’s feet. The plan we found to work best in these conditions was to let Hanssen’s dogs go first; this was an unpleasant job for Hanssen, and for his dogs too, but it succeeded, and succeeded well. An upset here and there was, of course, unavoidable, but with a little patience the sledge was always righted again. The drivers had as much as they could do to support their sledges among these sastrugi, but while supporting the sledges, they had at the same time a
- 15 support for themselves. It was worse for us who had no sledges, but by keeping in the **wake** of them we could see where the irregularities lay, and thus get over them. Hanssen deserves a special word of praise for his driving on this surface in such weather. It is a difficult matter to drive Eskimo dogs forward when they cannot see; but Hanssen managed it well, both getting the dogs on and steering his course by compass . . .

forerunners	wake	
people who goes ahead or are sent in advance	the path or course left by something that has passed or gone before	

20 On the morning of December 14 the weather was of the finest, just as if it had been made for arriving **P2**
 at the Pole. I am not quite sure, but I believe we **dispatched** our breakfast rather more quickly than
 usual and were out of the tent sooner, though I must admit that we always accomplished this with
 all reasonable **haste**. We went in the usual order—the forerunner, Hanssen, Wisting, Bjaaland, and
 the **reserve** forerunner. By noon we had reached 89° 53' by dead **reckoning**, and made ready to take
 25 the rest in one stage. At 10 a.m. a light breeze had sprung up from the south-east, and it had clouded
 over, so that we got no noon altitude; but the clouds were not thick, and from time to time we had a
 glimpse of the sun through them. The going on that day was rather different from what it had been;
 sometimes the ski went over it well, but at others it was pretty bad. We advanced that day in the
 same mechanical way as before; not much was said, but eyes were used all the more. Hanssen's neck
 30 grew twice as long as before in his **endeavour** to see a few inches farther. I had asked him before we
 started to spy out ahead for all he was worth, and he did so with a **vengeance**. But, however keenly
 he stared, he could not **descry** anything but the endless flat plain ahead of us. The dogs had dropped
 their scenting, and appeared to have lost their interest in the regions about the earth's axis.

At three in the afternoon a **simultaneous** "Halt!" rang out from the drivers. They had carefully **P3**
 35 examined their sledge-meters, and they all showed the full distance—our Pole by reckoning. The
 goal was reached, the journey ended. I cannot say—though I know it would sound much more
 effective—that the object of my life was attained. That would be romancing rather too bare-facedly. I
 had better be honest and admit straight out that I have never known any man to be placed in such a
diametrically opposite position to the goal of his desires as I was at that moment. The regions around
 40 the North Pole—well, yes, the North Pole itself—had attracted me from childhood, and here I was at
 the South Pole. Can anything more topsy-turvy be imagined?

dispatched	haste	reserve
a method of a speedy delivery	quick action	to keep back or save for future use
reckoning	endeavour	vengeance
computation; calculation	a strenuous effort or attempt to do something difficult	great force
descry	simultaneous	diametrically
to see something that is unclear by looking closely	occurring at the same time	completely opposed; opposite

We reckoned now that we were at the Pole. Of course, every one of us knew that we were not standing on the absolute spot; it would be an impossibility with the time and the instruments at our disposal to **ascertain** that exact spot. But we were so near it that the few miles which possibly
45 separated us from it could not be of the slightest importance. It was our intention to make a circle round this camp, with a radius of twelve and a half miles (20 kilometres), and to be satisfied with that. After we had halted we collected and congratulated each other. We had good grounds for mutual respect in what had been achieved, and I think that was just the feeling that was expressed in the firm and powerful grasps of the fist that were exchanged.

50 After this we proceeded to the greatest and most solemn act of the whole journey—the planting of our flag. Pride and affection shone in the five pairs of eyes that gazed upon the flag, as it unfurled itself with a sharp crack, and waved over the Pole. I had determined that the act of planting it—the historic event—should be equally divided among us all. It was not for one man to do this; it was for all who had staked their lives in the struggle, and held together through thick and thin. This was the
55 only way in which I could show my gratitude to my comrades in this desolate spot. I could see that they understood and accepted it in the spirit in which it was offered. Five weather-beaten, frost-bitten fists they were that grasped the pole, raised the waving flag in the air, and planted it as the first at the geographical South Pole. “Thus we plant thee, beloved flag, at the South Pole, and give to the plain on which it lies the name of King Haakon VII.’s Plateau.” That moment will certainly be remembered by all
60 of us who stood there.

ascertain		
to make certain		

TEXT 8

Scott's Last Expedition Robert Falcon Scott, January 1912 Published by Smith Elder in 1913

Excerpt Ch. XVIII: The Summit Journey to the Pole

It is wonderful to think that two long marches would land us at the Pole. We left our depot today with nine days' **provisions**, so that it ought to be a certain thing now, and the only **appalling** possibility the sight of the Norwegian flag **forestalling** ours. Little Bowers continues his **indefatigable** efforts to get good sights, and it is wonderful how he works them up in his sleeping-bag in our **congested** tent. (Minimum for night -27.5° .) Only 27 miles from the Pole. We ought to do it now. P1

Tuesday, January 16. Camp 68. Height 9760. T. -23.5° . The worst has happened, or nearly the worst. P2
We marched well in the morning and covered 7 1/2 miles. Noon sight showed us in Lat. $89^{\circ} 42' S.$, and we started off in high spirits in the afternoon, feeling that to-morrow would see us at our destination. About the second hour of the march Bowers' sharp eyes detected what he thought was a **cairn**; he **was** uneasy about it, but argued that it must be a **sastrugus**. Half an hour later he detected a black speck ahead. Soon we knew that this could not be a natural snow feature. We marched on, found that it was a black flag tied to a sledge bearer; near by the remains of a camp; sledge tracks and ski tracks going and coming and the clear trace of dogs' paws—many dogs. This told us the whole story. The

provisions	appalling	forestalling
supplies, especially food and other necessities	causing dismay or horror	to act beforehand with or get ahead of
indefatigable	congested	cairn
inability to become tired out	overcrowded or overburdened	a heap of stones on top of each other, used as a landmark
sastrugus		
A long wavelike ridge of snow, formed by the wind and found on the polar plains		

Norwegians have forestalled us and are first at the Pole. It is a terrible disappointment, and I am very
15 sorry for my loyal companions. Many thoughts come and much discussion have we had. Tomorrow
 we must march on to the Pole and then hasten home with all the speed we can compass. All the
 daydreams must go; it will be a **wearisome** return. We are **descending** in altitude—certainly also the
 Norwegians found an easy way up.

Wednesday, January 17. Camp 69. T. -22° at start. Night -21° . The Pole. Yes, but under very different **P3**
20 circumstances from those expected. We have had a horrible day—add to our disappointment a head
 wind 4 to 5, with a temperature -22° , and companions labouring on with cold feet and hands.

We started at 7.30, none of us having slept much after the shock of our discovery. We followed the **P4**
 Norwegian sledge tracks for some way; as far as we make out there are only two men. In about three
 miles we passed two small cairns. Then the weather overcast, and the tracks being increasingly drifted
25 up and obviously going too far to the west, we decided to make straight for the Pole according to
 our calculations. At 12.30 Evans had such cold hands we camped for lunch—an excellent ‘week-end
 one.’ We had marched 7.4 miles. Lat. sight gave $89^{\circ} 53' 37''$. We started out and did 6 1/2 miles due
 south. To-night little Bowers is laying himself out to get sights in terrible difficult circumstances; the
 wind is blowing hard, T. -21° , and there is that curious damp, cold feeling in the air which chills one
30 to the bone in no time. We have been **descending** again, I think, but there looks to be a rise ahead;
 otherwise there is very little that is different from the awful **monotony** of past days. Great God! This is
 an awful place and terrible enough for us to have laboured to it without the reward of priority. Well,
 it is something to have got here, and the wind may be our friend to-morrow. We have had a fat Polar
hoosh in spite of our **chagrin**, and feel comfortable inside—added a small stick of chocolate and

wearisome	descending	monotony
tiresome	to move from above to below	wearisome routine; dull and unchanging
hoosh	chagrin	
a thick stew made from pemmican (a mix of dried meat, fat, cereal) or other meat, biscuits, and water	a feeling of disappointment or humiliation	

35 the queer taste of a cigarette brought by Wilson. Now for the run home and a desperate struggle. I wonder if we can do it.

Thursday morning, January 18. Decided after summing up all observations that we were 3.5 miles away from the Pole—one mile beyond it and 3 to the right. More or less in this direction Bowers saw a cairn or tent. **P5**

40 We have just arrived at this tent, 2 miles from our camp, therefore about 1 1/2 miles from the Pole. **P6**
In the tent we find a record of five Norwegians having been here, as follows:

Roald Amundsen

Olav Olavson Bjaaland

Hilmer Hanssen

Sverre H. Hassel

Oscar Wisting.

16 December 1911

TEXT 9

Scott's Last Expedition **Robert Falcon Scott, March 1912** **Published by Smith Elder in 1913**

Excerpt Ch. XX: The Last March

Friday, March 16 or Saturday 17.—Lost track of dates, but think the last correct. Tragedy all along the line. At lunch, the day before yesterday, poor Titus Oates said he couldn't go on; he proposed we should leave him in his sleeping-bag. That we could not do, and **induced** him to come on, on the afternoon march. In spite of its awful nature for him he struggled on and we made a few miles. At 5 night he was worse and we knew the end had come. **P1**

Should this be found I want these facts recorded. Oates' last thoughts were of his Mother, but immediately before he took pride in thinking that his **regiment** would be pleased with the bold way in which he met his death. We can testify to his bravery. He has **borne intense** suffering for weeks without complaint, and to the very last was able and willing to discuss outside subjects. He did not—
10 would not—give up hope to the very end. He was a brave soul. This was the end. He slept through the night before last, hoping not to wake; but he woke in the morning—yesterday. It was blowing a blizzard. He said, 'I am just going outside and may be some time.' He went out into the blizzard and we have not seen him since. **P2**

I take this opportunity of saying that we have stuck to our sick companions to the last. **P3**

induced	regiment	borne
to lead or move by persuasion or influence, as to some action or state of mind	military unit of ground forces, consisting of battalions or battle groups, headquarters, and so on	to remain constant under a heavy load
intense		
very great; a lot of		

15 In case of Edgar Evans, when absolutely out of food and he lay **insensible**, the safety of the remainder seemed to demand his **abandonment**, but Providence mercifully removed him at this critical moment. He died a natural death, and we did not leave him till two hours after his death. We knew that poor Oates was walking to his death, but though we tried to **dissuade** him, we knew it was the act of a brave man and an English gentleman. We all hope to meet the end with a similar spirit,
 20 and assuredly the end is not far.

I can only write at lunch and then only occasionally. The cold is intense, -40° at midday. My companions are unendingly cheerful, but we are all on the verge of serious frostbites, and though we constantly talk of **fetching** through I don't think anyone of us believes it in his heart. P4

We are cold on the march now, and at all times except meals. Yesterday we had to lay up for a
 25 blizzard and to-day we move dreadfully slowly. We are at No. 14 pony camp, only two pony marches from One Ton Depot. We leave here our **theodolite**, a camera, and Oates' sleeping-bags. Diaries, &c., and geological specimens carried at Wilson's special request, will be found with us or on our sledge. P5

Sunday, March 18.—Today, lunch, we are 21 miles from the depot. Ill fortune presses, but better
 30 may come. We have had more wind and drift from ahead yesterday; had to stop marching; wind N.W., force 4, temp. -35° . No human being could face it, and we are worn out *nearly*. P6

My right foot has gone, nearly all the toes—two days ago I was proud possessor of best feet. These are the steps of my downfall. Like an ass I mixed a small spoonful of curry powder with my melted pemmican—it gave me violent indigestion. I lay awake and in pain all night; woke and felt done on the march; foot went and I didn't know it. A very small measure of neglect
 35 and have a foot which is not pleasant to **contemplate**. Bowers takes first place in condition, P7

insensible	abandonment	dissuade
unaware; unconscious	to leave something or someone	persuade not to do something
fetching	theodolite	contemplate
to go by an indirect route	precision instrument having a telescopic sight for establishing horizontal and vertical angles	think fully or deeply about

but there is not much to choose after all. The others are still confident of getting through—or pretend to be—I don't know! We have the last *half* fill of oil in our **primus** and a very small quantity of spirit—this alone between us and thirst. The wind is fair for the moment, and that is perhaps a fact to help. The mileage would have seemed ridiculously small on our outward
40 journey.

Monday, March 19.—Lunch. We camped with difficulty last night, and were dreadfully cold till after
 our supper of cold pemmican and biscuit and a half a **pannikin** of cocoa cooked over the spirit. Then,
contrary to expectation, we got warm and all slept well. To-day we started in the usual dragging
 manner. Sledge dreadfully heavy. We are 15 1/2 miles from the depot and ought to get there in three
45 days. What progress! We have two days' food but barely a day's fuel. All our feet are getting bad—
 Wilson's best, my right foot worst, left all right. There is no chance to nurse one's feet till we can get hot
 food into us. Amputation is the least I can hope for now, but will the trouble spread? That is the serious
 question. The weather doesn't give us a chance—the wind from N. to N.W. and -40° temp, today.

Wednesday, March 21.—Got within 11 miles of depot Monday night; had to lay up all yesterday in
50 severe blizzard. To-day **forlorn** hope, Wilson and Bowers going to depot for fuel.

Thursday, March 22 and 23.—Blizzard bad as ever—Wilson and Bowers unable to start—to-morrow
 last chance—no fuel and only one or two of food left—must be near the end. Have decided it shall be
 natural—we shall march for the depot with or without our effects and die in our tracks.

Thursday, March 29.—Since the 21st we have had a continuous **gale** from W.S.W. and S.W. We had
55 fuel to make two cups of tea apiece and bare food for two days on the 20th. Every day we have been
 ready to start for our depot *11 miles* away, but outside the door of the tent it remains a scene of

primus	pannikin	contrary
a portable or fixed device that gives off heat for cooking, and so on, using coal, gas, wood	a small pan or metal cup	opposite in direction or position
forlorn	gale	
unhappy or miserable	very strong wind	

whirling drift. I do not think we can hope for any better things now. We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far.

It seems a pity, but I do not think I can write more.

60 R. SCOTT.

For God's sake look after our people.

Wilson and Bowers were found in the attitude of sleep, their sleeping-bags closed over their heads as they would naturally close them. **P12**

65 Scott died later. He had thrown back the flaps of his sleeping-bag and opened his coat. The little wallet containing the three notebooks was under his shoulders and his arm flung across Wilson. So they were found eight months later.

Inside the front cover of the third notebook were the following words: 'Diary can be read by finder **70** to ensure recording of Records, &c., but Diary should be sent to my widow.' And on the first page: **P13**

'Send this diary to my **widow**.

'R. SCOTT.'

The word *wife* had been struck out and *widow* written in.

widow		
a woman whose husband has died		

EXTENDED READING

Letters

Robert Falcon Scott, 1912

Published by Smith Elder in 1913

Excerpt: Ch. XX: To Mrs. Bowers

My Dear Mrs. Bowers,

I am afraid this will reach you after one of the heaviest blows of your life.

P1

I write when we are very near the end of our journey, and I am finishing it in company with two gallant, noble gentlemen. One of these is your son. He had come to be one of my closest and
5 soundest friends, and I appreciate his wonderful upright nature, his ability and energy. As the troubles have thickened his dauntless spirit ever shone brighter and he has remained cheerful, hopeful, and indomitable to the end.

P2

The ways of Providence are inscrutable, but there must be some reason why such a young, vigorous
10 and promising life is taken. My whole heart goes out in pity for you.

P3

10 Yours, R. SCOTT.

To the end he has talked of you and his sisters. One sees what a happy home he must have had and
perhaps it is well to look back on nothing but happiness.

P4

He remains unselfish, self-reliant and splendidly hopeful to the end, believing in God's mercy to you.

P5

Message to the Public

15 The causes of the disaster are not due to faulty organisation, but to misfortune in all risks which
had to be undertaken.

P6

1. The loss of pony transport in March 1911 obliged me to start later than I had intended, and obliged **P7** the limits of stuff transported to be narrowed.
2. The weather throughout the outward journey, and especially the long gale in 83° S., stopped us.
- 20** 3. The soft snow in lower reaches of glacier again reduced pace.

We fought these untoward events with a will and conquered, but it cut into our provision reserve. **P8**

Every detail of our food supplies, clothing and depôts made on the interior ice-sheet and over that **P9** long stretch of 700 miles to the Pole and back, worked out to perfection. The advance party would have returned to the glacier in fine form and with surplus of food, but for the astonishing failure of the **25** man whom we had least expected to fail. Edgar Evans was thought the strongest man of the party.

The Beardmore Glacier is not difficult in fine weather, but on our return we did not get a single **P10** completely fine day; this with a sick companion enormously increased our anxieties.

As I have said else where we got into frightfully rough ice and Edgar Evans received a concussion of **P11** the brain—he died a natural death, but left us a shaken party with the season unduly advanced.

30 But all the facts above enumerated were as nothing to the surprise which awaited us on the Barrier. **P12**

I maintain that our arrangements for returning were quite adequate, and that no one in the world would have expected the temperatures and surfaces which we encountered at this time of the year. On the summit in lat. 85° 86° we had –20°, –30°. On the Barrier in lat. 82°, 10,000 feet lower, we had –30° in the day, –47° at night pretty regularly, with continuous head wind during our day marches.

35 It is clear that these circumstances come on very suddenly, and our wreck is certainly due to this sudden advent of severe weather, which does not seem to have any satisfactory cause. I do not think human beings ever came through such a month as we have come through, and we should have got through in spite of the weather but for the sickening of a second companion, Captain Oates, and a shortage of fuel in our depôts for which I cannot account, and finally, but for the storm which **40** has fallen on us within 11 miles of the depôt at which we hoped to secure our final supplies. Surely misfortune could scarcely have exceeded this last blow. We arrived within 11 miles of our old One Ton Camp with fuel for one last meal and food for two days. For four days we have been unable to

leave the tent—the gale howling about us. We are weak, writing is difficult, but for my own sake I do not regret this journey, which has shown that Englishmen can endure hardships, help one another, **45** and meet death with as great a fortitude as ever in the past. We took risks, we knew we took them; things have come out against us, and therefore we have no cause for complaint, but bow to the will of Providence, determined still to do our best to the last. But if we have been willing to give our lives to this enterprise, which is for the honour of our country, I appeal to our countrymen to see that those who depend on us are properly cared for.

50 Had we lived, I should have had a tale to tell of the hardihood, endurance, and courage of my companions which would have stirred the heart of every Englishman. These rough notes and our dead bodies must tell the tale, but surely, surely, a great rich country like ours will see that those who are dependent on us are properly provided for. **P13**

R. SCOTT.

EXTENDED READING

The Voyages of Captain Scott Charles Thurley

Published by Kessinger Publishing in 2004

Excerpt: Ch. IX: The South Pole

From the very beginning of the march on January 11 the pulling was heavy, but when the sun came out the surface became as bad as bad could be. All the time the sledge rasped and creaked, and the work of moving it onward was agonizing. At lunch-time they had managed to cover six miles but at fearful cost to themselves, and although when they camped for the night they were only about 74
5 miles from the Pole, Scott asked himself whether they could possibly keep up such a strain for seven more days. 'It takes it out of us like anything. None of us ever had such hard work before. . . . Our chance still holds good if we can put the work in, but it's a terribly trying time.'

For a few minutes during the next afternoon they experienced the almost forgotten delight of having the sledge following easily. The experience was very short but it was also very sweet, for Scott had
10 begun to fear that their powers of pulling were rapidly weakening, and those few minutes showed him that they only wanted a good surface to get on as merrily as of old. At night they were within 63 miles of the Pole, and just longing for a better surface to help them on their way.

But whatever the condition of the surface, Bowers continued to do his work with characteristic thoroughness and imperturbability; and after this appalling march he insisted, in spite of Scott's
15 protest, on taking sights after they had camped—an all the more remarkable display of energy as he, being the only one of the party who pulled on foot, had spent an even more strenuous day than the others, who had been 'comparatively restful on ski.'

Again, on the next march, they had to pull with all their might to cover some 11 miles. 'It is wearisome
20 work this tugging and straining to advance a light sledge. Still, we get along. I did manage to get my thoughts off the work for a time to-day, which is very restful. We should be in a poor way without our ski, though Bowers manages to struggle through the soft snow without tiring his short legs.' Sunday

night, January 14, found them at Camp 66 and less than 40 miles from the Pole. Steering was the great difficulty on this march, because a light southerly wind with very low drift often prevented Scott from seeing anything, and Bowers, in Scott's shadow, gave directions. By this time the feet of the whole party were beginning, mainly owing to the bad condition of their finnesko, to suffer from the cold.

'Oates seems to be feeling the cold and fatigue more than the rest of us, but we are all very fit. It is a critical time, but we ought to pull through. . . . Oh! for a few fine days! So close it seems and only the weather to balk us.'

Another terrible surface awaited them on the morrow, and they were all 'pretty well done' when they camped for lunch. There they decided to leave their last depot, but although their reduced load was now very light, Scott feared that the friction would not be greatly reduced. A pleasant surprise, however, was in store for him, as after lunch the sledge ran very lightly, and a capital march was made. 'It is wonderful,' he wrote on that night (January 15), 'to think that two long marches would land us at the Pole. We left our depot to-day with nine days' provisions, so that it ought to be a certain thing now, and the only appalling possibility the sight of the Norwegian flag forestalling ours. Little Bowers continues his indefatigable efforts to get good sights, and it is wonderful how he works them up in his sleeping-bag in our congested tent. Only 27 miles from the Pole. We ought to do it now.'

The next morning's march took them 7-1/2 miles nearer and their noon sight showed them in Lat. 89° 42' S.; and feeling that the following day would see them at the Pole they started off after lunch in the best of spirits. Then, after advancing for an hour or so, Bowers' sharp eyes detected what he thought was a cairn, but although he was uneasy about it he argued that it must be a sastrugus.

'Half an hour later he detected a black speck ahead. Soon we knew that this could not be a natural snow feature. We marched on, found that it was a black flag tied to a sledge bearer; near by the remains of a camp; sledge tracks and ski tracks going and coming and the clear trace of dogs' paws—many dogs. This told us the whole story. The Norwegians have forestalled us and are first at the Pole.

It is a terrible disappointment, and I am very sorry for my loyal companions. Many thoughts come and much discussion have we had. To-morrow we must march on to the Pole and then hasten home with

all the speed we can compass. All the day-dreams must go; it will be a wearisome return. Certainly also the Norwegians found an easy way up.'

- 50** Very little sleep came to any of the party after the shock of this discovery, and when they started at 7.30 on the next morning (January 17) head winds with a temperature of -22° added to their depression of spirit. For some way they followed the Norwegian tracks, and in about three miles they passed two cairns. Then, as the tracks became increasingly drifted up and were obviously leading them too far to the west, they decided to make straight for the Pole according to their calculations. **P10**
- 55** During the march they covered about 14 miles, and at night Scott wrote in his journal, 'The Pole. Yes, but under very different circumstances from those expected.'

- That announcement tells its own story, and it would be impertinent to guess at the feelings of those intrepid travelers when they found themselves forestalled. Nevertheless they had achieved the purpose they had set themselves, and the fact that they could not claim the reward of priority makes **P11**
- 60** not one jot of difference in estimating the honours that belong to them.

Well,' Scott continued, 'it is something to have got here, and the wind may be our friend tomorrow. . . . **P12**
Now for the run home and a desperate struggle. I wonder if we can do it.'

- On the following morning after summing up all their observations, they came to the conclusion that **P13**
they were one mile beyond the Pole and three miles to the right of it, in which direction, more or less,
- 65** Bowers could see a tent or cairn. A march of two miles from their camp took them to the tent, in which they found a record of five Norwegians having been there:

Roald Amundsen

Olav Olavson Bjaaland

Hilmer Hanssen

- 70** Sverre H. Hassel

Oscar Wisting

EXTENDED READING

A Timeline of the Exploration of Antarctica **Cool Antarctica**

British Antarctic Expedition 1910–13 Gallery
Scott Polar Research Institute
University of Cambridge

READING CLOSELY FOR TEXTUAL DETAILS

**DEVELOPING CORE LITERACY
PROFICIENCIES**

GRADE 7

Literacy Toolbox

**ODELL
EDUCATION**

All materials from the Literacy Toolbox are available as editable and printable PDFs at www.wiley.com/go/coreliteracy. Use the following password: odell2016.

READING CLOSELY GRAPHIC

<p>1. APPROACHING <i>Where do I START?</i></p> <ul style="list-style-type: none"> - I determine my reading purposes and take note of important information about the text. - Why am I reading this text, and how might that influence how I approach and read it? - What do I know (or might find out) about the text's title, author, type, publisher, publication date, and history? - What sequence of questions might I use to focus my reading and increase my understanding of the text? 				
<p>2. QUESTIONING <i>What details do I NOTICE?</i></p> <ul style="list-style-type: none"> - I use questions to help me investigate important aspects of the text. 				
<p>3. ANALYZING <i>What do I THINK about the details?</i></p> <ul style="list-style-type: none"> - I question further to analyze the details I notice and determine their meaning or importance. 				
<p>4. DEEPENING <i>How do I deepen my UNDERSTANDING?</i></p> <ul style="list-style-type: none"> - I consider others' questions and develop initial observations or claims. - I explain why and cite my evidence. 				
				<p>5. EXTENDING <i>Where does this LEAD me?</i></p> <ul style="list-style-type: none"> - I pose new questions to extend my investigation of the text and topic. - I communicate my thinking to others.

READING CLOSELY: GUIDING QUESTIONS

1. APPROACHING Where do I START?

- I determine my reading purposes and take note of important information about the text.

- Why am I reading this text, and how might that influence how I approach and read it?
- What do I know (or might find out) about the text's title, author, type, publisher, publication date, and history?
- What sequence of questions might I use to focus my reading and increase my understanding of the text?

2. QUESTIONING What details do I NOTICE? - I use questions to help me investigate important aspects of the text.

- LANGUAGE (CCSS R.4, L.3, L.4, L.5)**
- What words or phrases stand out to me as powerful and important?
 - What do the author's words and phrases cause me to see, feel, or think?
 - How are key ideas, events, places, or characters described?
 - What unfamiliar words do I need to study or define to better understand the text?

- IDEAS (CCSS R.2, W.3, R.8, R.9)**
- What do I think the text is mainly about—what is discussed in detail?
 - What new ideas or information do I find in the text?
 - Who are the main people, voices, or characters presented in the text?
 - What claims do I find in the text?
 - What ideas stand out to me as significant or interesting?

- PERSPECTIVE (CCSS R.6)**
- What do I learn about the author and the purpose for writing the text?
 - What details or words suggest the author's perspective?
 - What seems to be the author's (narrator's) attitude or point of view?

- STRUCTURE (CCSS R.5)**
- What do I notice about how the text is organized or sequenced?
 - What do I notice about the structure of specific elements (paragraphs, sentences, stanzas, lines, or scenes)?
 - In what ways does the text begin, end, and develop?

3. ANALYZING What do I THINK about the details? - I question further to analyze the details I notice and determine their meaning or importance.

- How do specific words or phrases influence the meaning or tone of the text?
- How does the author's choice of words reveal his or her purposes and perspective?
- How does context define or change the meaning of key words in the text?
- How does the text's language influence my understanding of important ideas or themes?

- How might I summarize the main ideas of the text and the key supporting details?
- How do the text's main ideas relate to what I already know, think, or have read?
- How do the main ideas, events, or people change as the text progresses?
- What evidence supports the claims in the text, and what is left uncertain or unsupported?

- How does the author's perspective influence his or her presentation of ideas, themes, or arguments?
- How does the author's perspective and presentation of the text compare to others?
- How does the author's perspective influence my reading of the text?

- In what ways are ideas, events, and claims linked together in the text?
- How do specific sections or elements of the text develop its central ideas or themes?
- How does the organization of the text influence my understanding of its information, themes, or arguments?

- What relationships do I discover among the ideas and details presented, the author's perspective, and the language or structure of the text?

4. DEEPENING How do I deepen my UNDERSTANDING?

- I consider others' questions and develop initial observations or claims.
- I explain why and cite my evidence.

5. EXTENDING Where does this LEAD me?

- I pose new questions to extend my investigation of the text and topic.
- I communicate my thinking to others.

ATTENDING TO DETAILS

SEARCHING FOR DETAILS	I read the text closely and mark words and phrases that help me answer my question.						
<p data-bbox="427 1535 456 1780">SELECTING DETAILS</p> <p data-bbox="496 1488 618 1850">I select words or phrases from my search that I think are important for answering my questions.</p>	<p data-bbox="427 235 488 1446">As I read, I notice authors use a lot of details and strategies to develop their ideas, arguments, and narratives. Following are examples of types of details authors often use in important ways.</p> <table border="0" data-bbox="496 235 699 1446"><tr><td data-bbox="496 1150 526 1446">Author's Facts and Ideas</td><td data-bbox="496 663 526 1446">Author's Language and Structure</td><td data-bbox="496 312 526 1446">Opinions and Perspective</td></tr><tr><td data-bbox="532 1163 695 1446"><ul style="list-style-type: none">• Statistics• Examples• Vivid description• Characters and actors• Events</td><td data-bbox="532 375 695 1446"><ul style="list-style-type: none">• Repeated words• Strong language• Figurative language• Tone• Organizational structure and phrases</td><td data-bbox="532 235 695 1446"><ul style="list-style-type: none">• Interpretations• Explanation of ideas or events• Narration• Personal reflection• Beliefs</td></tr></table>	Author's Facts and Ideas	Author's Language and Structure	Opinions and Perspective	<ul style="list-style-type: none">• Statistics• Examples• Vivid description• Characters and actors• Events	<ul style="list-style-type: none">• Repeated words• Strong language• Figurative language• Tone• Organizational structure and phrases	<ul style="list-style-type: none">• Interpretations• Explanation of ideas or events• Narration• Personal reflection• Beliefs
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<p data-bbox="781 1530 810 1787">ANALYZING DETAILS</p> <p data-bbox="850 1472 976 1850">I reread parts of the text and think about the meaning of the details and what they tell me about my questions.</p>	<p data-bbox="781 468 842 1446">By reading closely and thinking about the details, I can make connections among them. Following are some ways details can be connected.</p> <table border="0" data-bbox="850 235 1395 1446"><tr><td data-bbox="850 1257 880 1446">Facts and Ideas</td><td data-bbox="850 770 880 1446">Language and Structure</td><td data-bbox="850 312 880 1446">Opinions and Perspective</td></tr><tr><td data-bbox="886 1110 1395 1446"><ul style="list-style-type: none">• Authors use hard facts to illustrate or define an idea.• Authors use examples to express a belief or point of view.• Authors use vivid description to compare or oppose different ideas.• Authors describe different actors or characters to illustrate a comparison or contrast.• Authors use a sequence of events to arrive at a conclusion.</td><td data-bbox="886 663 1395 1446"><ul style="list-style-type: none">• Authors repeat specific words or structures to emphasize meaning or tone.• Authors use language or tone to establish a mood.• Authors use figurative language to infer emotion or embellish meaning.• Authors use a specific organization to enhance a point or add meaning.</td><td data-bbox="886 235 1395 1446"><ul style="list-style-type: none">• Authors compare or contrast evidence to help define their point of view.• Authors offer their explanation of ideas or events to support their beliefs.• Authors tell their own story to develop their point of view.• Authors use language to reveal an opinion or feeling about a topic.</td></tr></table>	Facts and Ideas	Language and Structure	Opinions and Perspective	<ul style="list-style-type: none">• Authors use hard facts to illustrate or define an idea.• Authors use examples to express a belief or point of view.• Authors use vivid description to compare or oppose different ideas.• Authors describe different actors or characters to illustrate a comparison or contrast.• Authors use a sequence of events to arrive at a conclusion.	<ul style="list-style-type: none">• Authors repeat specific words or structures to emphasize meaning or tone.• Authors use language or tone to establish a mood.• Authors use figurative language to infer emotion or embellish meaning.• Authors use a specific organization to enhance a point or add meaning.	<ul style="list-style-type: none">• Authors compare or contrast evidence to help define their point of view.• Authors offer their explanation of ideas or events to support their beliefs.• Authors tell their own story to develop their point of view.• Authors use language to reveal an opinion or feeling about a topic.
Facts and Ideas	Language and Structure	Opinions and Perspective					
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READING CLOSELY FINAL WRITING AND DISCUSSION TASK HANDOUT

In this unit, you have been developing your skills as an investigator of texts:

- Asking and thinking about good questions to help you examine what you read closely
- Uncovering key clues in the details, words, and information found in the texts
- Making connections among details and texts
- Discussing what you have discovered with your classmates and teacher
- Citing specific evidence from the texts to explain and support your thinking
- Recording and communicating your thinking on graphic tools and in sentences and paragraphs

Your final assignments will provide you with opportunities to use all of these related skills and to demonstrate your proficiency and growth in Reading Closely.

FINAL ASSIGNMENTS

- 1. Becoming a Text Expert:** You will first become an expert about one of the three final texts in the unit. To accomplish this, you will do the following:
 - a. Read and annotate the text on your own and use Guiding Questions and an **Analyzing Details Tool** to make some initial connections about the text.
 - b. Compare the notes and connections you make with those made by other students who are also becoming experts about the same text.
 - c. In your expert group, come up with a new text-specific question to think about when rereading the text more closely. Complete a second **Analyzing Details Tool** for this question.
 - d. Study your text notes and **Analyzing Details Tools** to come up with your own central idea about the text and topic—something new you have come to understand.
 - e. Think about how your text and the central idea you have discovered relates and compares to other texts in the unit.
- 2. Writing a Text-Based Explanation:** On your own, you will plan and draft a multiparagraph explanation of something you have come to understand by reading and examining your text. To accomplish this, you will do the following:
 - a. Present and explain the central idea you have found in the text—what you think the text is about.
 - b. Use quotations and paraphrased references from the text to explain and support the central idea you are discussing.
 - c. Explain how the central idea is related to what you have found out about the author’s purpose in writing the text and the author’s perspective on (view of) the topic.
 - d. Present and explain a new understanding about the unit’s topic that your text has led you to.
 - e. Work with other students to review and improve your draft—and to be sure it is the best possible representation of your ideas and your skills as a reader and writer.
 - f. Reflect on how well you have used Literacy Skills in developing this final explanation.

READING CLOSELY FINAL TASK HANDOUT (Continued)

FINAL ASSIGNMENTS (Continued)

- 3. Leading and Participating in a Text-Centered Discussion:** After you have become an expert about your text and written an explanation of what you understand, you will prepare for and participate in a final discussion. In this discussion, you and other students will compare your close readings of the final three texts in the unit. To accomplish this, you will do the following:
- Prepare a summary of what you have come to understand and written in your explanation to share with the other students in your discussion group.
 - Reread the other two final texts so that you are prepared to discuss and compare them.
 - Meet with your expert group to talk about your text and how to lead a discussion of it.
 - Come up with a new question about your text that will get others to think about the connections between it and the other texts in the unit.
 - Join a new discussion group, and share your summary about your text and the evidence you have found:
 - Point out key details to the other students in your group.
 - Explain your observations about your author's purpose and perspective.
 - Point out key words, phrases, or sentences that indicate your author's perspective.
 - Explain what you have come to understand about the topic from your text.
 - Listen to other students' summaries and think about the connections to your text.
 - Pose your question to the group, and lead a discussion about the three texts, asking students to present evidence from the texts that supports their thinking.
 - Reflect on how well you have used Discussion Habits in this final discussion.

SKILLS AND HABITS TO BE DEMONSTRATED

As you become a text expert, write your text-based explanation, and participate in a text-centered discussion, think about demonstrating the Literacy Skills and Discussion Habits listed in the following to the best of your ability. Your teacher will evaluate your work and determine your grade based on how well you:

- **Attend to Details:** Identify words, details, or quotations that you think are important to understanding the text.
- **Interpret Language:** Understand how words are used to express ideas and perspectives.
- **Summarize:** Correctly explain what the text says about the topic.
- **Identify Relationships:** Notice important connections among details, ideas, or texts.
- **Recognize Perspective:** Identify and explain the author's view of the text's topic.
- **Use Evidence:** Use well-chosen details from the text to support your explanation. Accurately paraphrase or quote what the author says in the text.
- **Prepare:** Read the text(s) closely and think about the questions to prepare for a text-centered discussion.

READING CLOSELY FINAL TASK HANDOUT (Continued)

SKILLS AND HABITS TO BE DEMONSTRATED (Continued)

- **Question:** Ask and respond to questions that help the discussion group understand and compare the texts.
- **Collaborate:** Pay attention to other participants while you participate in and lead a text-centered discussion.
- **Communicate Clearly:** Present your ideas and supporting evidence so others can understand them.

Note: These skills and habits are also listed on the ***Student Literacy Skills and Discussion Habits Checklist***, which you can use to assess your work and the work of other students.

QUESTIONING PATH TOOL

Name: _____ Text: _____

APPROACHING:

I determine my reading purposes and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.

Purpose:

Key information:

LIPS domain(s):

QUESTIONING: *I use Guiding Questions to help me investigate the text (from the **Guiding Questions Handout**).*

- 1.
- 2.

ANALYZING: *I question further to connect and analyze the details I find (from the **Guiding Questions Handout**).*

- 1.
- 2.

DEEPENING: *I consider the questions of others.*

- 1.
- 2.
- 3.

EXTENDING: *I pose my own questions.*

- 1.
- 2.

APPROACHING TEXTS TOOL

Name _____ Text _____

APPROACHING THE TEXT	What are my reading purposes?
Before reading, I consider what my specific purposes for reading are.	
I also take note of key information about the text.	Title:
	Author:
	Text type:
	Source/Publisher:
	Publication date:
	What do I already think or understand about the text based on this information?



QUESTIONING THE TEXT	Guiding Questions for my first reading of the text:
As I read the text for the first time, I use Guiding Questions that relate to my reading purpose and focus. (<i>Can be taken from the Guiding Questions Handout.</i>)	
	As I read I mark details on the text that relate to my Guiding Questions.
As I reread, I use questions I have about specific details that have emerged in my reading to focus my analysis and deepen my understanding.	Text-specific questions to help focus my rereading of the text:

ANALYZING DETAILS TOOL

Name _____ Text _____

Reading purpose:
A question I have about the text:

SEARCHING FOR DETAILS I read the text closely and mark words and phrases that help me think about my question.			
SELECTING DETAILS I select words or phrases from my search that I think are the most important in thinking about my question.	Detail 1 (Ref.:)	Detail 2 (Ref.:)	Detail 3 (Ref.:)

ANALYZING DETAILS I reread parts of the text and think about the meaning of the details and what they tell me about my question.		
What I think about detail 1:	What I think about detail 2:	What I think about detail 3:

CONNECTING DETAILS I compare the details and explain the connections I see among them.	How I connect the details:

PART 4: TEXT-BASED EXPLANATION LITERACY SKILLS CHECKLIST

LITERACY SKILLS	DESCRIPTORS: <i>Find evidence of using the Literacy Skill in the draft.</i> <i>Does the writer’s explanation . . .</i>	NEEDS WORK	OKAY	VERY STRONG
ATTENDING TO DETAILS	Identify words, details, or quotations that are important to understanding the text?			
SUMMARIZING	Correctly explain what the text says about the topic?			
IDENTIFYING RELATIONSHIPS	Notice important connections among details, ideas, or texts?			
RECOGNIZING PERSPECTIVE	Identify and explain the author’s view of the text’s topic?			
USING EVIDENCE	Support the explanation with evidence from the text; use accurate quotations, paraphrases, and references?			

PART 5: TEXT-CENTERED DISCUSSION ACADEMIC HABITS CHECKLIST

DISCUSSION HABITS	DESCRIPTORS: <i>When—and how well—have I demonstrated these habits?</i>	EXAMPLES FROM <i>TEXT-CENTERED DISCUSSIONS</i>
PREPARING	Reads the text(s) closely and thinks about the questions to prepare for a text-centered discussion	
COLLABORATING	Pays attention to other participants while participating in and leading a text-centered discussion	
COMMUNICATING CLEARLY	Presents ideas and supporting evidence so others can understand them	

READING CLOSELY TARGETED LITERACY SKILLS

TARGETED SKILLS	DESCRIPTORS
QUESTIONING	Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts
ATTENDING TO DETAILS	Identifies relevant and important textual details, words, and ideas
IDENTIFYING RELATIONSHIPS	Identifies important connections among key details and ideas within and across texts
SUMMARIZING	Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas
INTERPRETING LANGUAGE	Identifies how words and phrases convey meaning and represent an author's or narrator's perspective
RECOGNIZING PERSPECTIVE	Uses textual details to recognize an author's or narrator's relationship to and perspective on a text's topic

READING CLOSELY ACADEMIC HABITS DEVELOPED

HABITS DEVELOPED	DESCRIPTORS
PREPARING	Reads the texts, researches the topics, and thinks about the questions being studied to prepare for tasks
COLLABORATING	Pays attention to, respects, and works productively in various roles with all other participants
COMMUNICATING CLEARLY	Uses appropriate language and relevant textual details to clearly present ideas and claims

READING CLOSELY LITERACY SKILLS AND DISCUSSION HABITS RUBRIC

Name _____ Text _____

- NE: Not enough evidence to make a rating
- 1—**Emerging:** needs improvement
- 2—**Developing:** shows progress
- 3—**Becoming Proficient:** demonstrates skills
- 4—**Excelling:** exceeds expectations
- +—**Growth:** evidence of growth within the unit or task

I. READING SKILLS CRITERIA	NE	1	2	3	4	+
1. Attends to Details: Identifies relevant and important textual details, words, and ideas						
2. Summarizes: Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas						
3. Interprets Language: Identifies how words and phrases convey meaning and represent the author’s perspective						
4. Identifies Relationships: Identifies important connections among key details and ideas within and across texts						
5. Recognizes Perspective: Uses textual details to recognize the author’s relationship to and perspective on a text’s topic						
II. THINKING SKILLS CRITERIA	NE	1	2	3	4	+
1. Uses Evidence: Supports all aspects of the explanation with sufficient textual evidence, using accurate quotations, paraphrases, and references						
III. TEXT-CENTERED DISCUSSION CRITERIA	NE	1	2	3	4	+
1. Prepares: Reads the texts and thinks about text-specific questions to prepare for a final text-centered discussion task						
2. Questions: Formulates and responds to questions that lead to relevant and important ideas and comparisons among texts						
3. Collaborates: Pays attention to, respects, and works productively in various roles with all other participants in a text-centered discussion						
4. Communicates Clearly: Uses appropriate language and relevant textual details to clearly present ideas and explanations						

READING CLOSELY RUBRIC (Continued)

IV. FINAL ASSIGNMENT CRITERIA	NE	1	2	3	4	+
1. Identifies a central idea in the text and explains how it is developed through supporting ideas and details						
2. Explains how the central idea is related to the text’s purpose and the author’s perspective on the topic.						
3. Communicates a supported understanding of the text clearly through writing and speaking						
SUMMARY EVALUATION		1	2	3	4	

Comments:

1. **Explanation** of ratings—**evidence** found (or not found) in the work:

2. **Strengths** and **areas of growth** observed in the work:

3. **Areas for improvement** in future work:

STUDENT READING CLOSELY LITERACY SKILLS AND DISCUSSION HABITS CHECKLIST

	READING CLOSELY LITERACY SKILLS AND DISCUSSION HABITS	✓	EVIDENCE demonstrating the SKILLS AND HABITS
READING AND THINKING	1. Attending to Details: Identifies words, details, or quotations that are important to understanding the text		
	2. Interpreting Language: Understands how words are used to express ideas and perspectives		
	3. Summarizing: Correctly explains what the text says about the topic		
	4. Identifying Relationships: Notices important connections among details, ideas, or texts		
	5. Recognizing Perspective: Identifies and explains the author's view of the text's topic		
	6. Using Evidence: Uses well-chosen details from the text to support explanations; accurately paraphrases or quotes		
DISCUSSION	7. Preparing: Reads the text(s) closely and thinks about the questions to prepare for a text-centered discussion		
	8. Questioning: Asks and responds to questions that help the discussion group understand and compare the texts		
	9. Collaborating: Pays attention to other participants while participating in and leading a text-centered discussion		
	10. Communicating Clearly: Presents ideas and supporting evidence so others can understand them		
	General comments:		

READING CLOSELY MEDIA SUPPORTS

Because of the ever-changing nature of website addresses, specific links are not provided. Teachers and students can locate these sources through web searches using the information provided.

TITLE	DESCRIPTION	PUBLISHER	FORMAT
<i>The Great White Silence</i> (1924)	Restored archival footage recording Captain Scott's expedition	BFI National Archive	DVD/YouTube for trailer
<i>GoPro! How to Sail through Arctic Sea Ice</i> by Mike Horn	Footage of a ship cutting through sea ice in the Arctic Sea	Mike Horn: The PANGAEA Project	YouTube Video
<i>Welcome to the Scott Expedition</i>	YouTube page dedicated to Antarctica British adventurers Ben Saunders and Tarka L'Herpinier, who traced Captain Scott's 1,795-mile trek to the South Pole and back; the site has many videos documenting preparations for the expedition and the trek itself, as well as historical footage of Captain Scott's 1910 Antarctic exploration	The Scott Expedition	YouTube Videos
Sea Ice	<u>Photographs</u> illustrating pressure ridges, hummocky ice and an aerial view of the Chukchi Sea between Chukotka and Alaska, displaying a pattern of <u>leads</u>	Wikipedia courtesy of Ben Holt and Susan Digby	Images
Hell of Captain Scott's youngest Antarctic explorer revealed in letters	Letters by the youngest member of the Scott expedition, Apsley Cherry-Garrard, describing the treacherous conditions and finding the bodies of his companions	<i>The Guardian</i>	Newspaper article
<i>The South Polar Times: Captain Scott's newspaper revisited</i>	Captain Scott's two Antarctic expeditions had their own newspaper, the <i>South Polar Times</i> , now reprinted for collectors	<i>The Guardian/South Polar Times</i>	Newspaper article
<i>Captain Scott Reaches the South Pole, 1912</i>	Reenactment of the moment when Scott and his crew reach the South Pole to discover they had been beaten by the Norwegians	RJun67	YouTube Video
<i>Amundsen's South Pole Expedition</i>	Restored archival footage of Roald Amundsen's successful South Pole expedition	<i>National Geographic</i>	Video