UNIT 1

READING CLOSELY FOR TEXTUAL DETAILS

DEVELOPING CORE LITERACY PROFICIENCIES

GRADE 9

“Education is the new currency”
UNIT OVERVIEW

Becoming literate involves developing habits and proficiencies 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 skills that 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 a process for approaching, questioning, and analyzing texts that helps 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 those of their peers.

TOPIC AND TEXTS

The grade 9 Reading Closely for Textual Details (RC) unit, “Education is the new currency,” presents students with a series of texts related to the changing dynamic of education in the United States. Students read a series of texts that explore and argue for various approaches to education as well as the role education plays in the United States. Students encounter texts ranging from the autobiography of Helen Keller, to multimedia sources, to contemporary arguments by former Secretary of State and four-star general Colin Powell and former Secretary of Education Arne Duncan. All texts are available in the unit texts section.

LEARNING PROGRESSION

The unit activities are organized into five parts, each associated with short texts. The parts build on each other and can each span a range of instructional time depending on scheduling and student ability.

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 particular 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 their 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 Developing Core Literacy Proficiencies series having developed their Literacy Skills, Academic Habits, and Core Literacy 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 of 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 *RC 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* 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 use 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 using their own, developing strategies. If students are ready to move through the unit without these scaffolds, it is still important that teachers continually verify that 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:

<table>
<thead>
<tr>
<th><strong>TARGETED LITERACY SKILLS</strong></th>
<th><strong>DESCRIPTORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTIONING</td>
<td>Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts</td>
</tr>
<tr>
<td>ATTENDING TO DETAILS</td>
<td>Identifies relevant and important textual details, words, and ideas</td>
</tr>
<tr>
<td>IDENTIFYING RELATIONSHIPS</td>
<td>Identifies important connections among key details and ideas within and across texts</td>
</tr>
<tr>
<td>SUMMARIZING</td>
<td>Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas</td>
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</tbody>
</table>
TARGETED LITERACY SKILLS

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPRETING LANGUAGE</td>
<td>Identifies how words and phrases convey meaning and represent an author’s or narrator’s perspective</td>
</tr>
<tr>
<td>RECOGNIZING PERSPECTIVE</td>
<td>Uses textual details to recognize an author’s or narrator’s relationship to and perspective on a text’s topic</td>
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</tbody>
</table>

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.

APPLIED LITERACY SKILLS
In addition to these targeted skills, the unit provides 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:

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

“At the beginning I was only a little mass of possibilities.”

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

ESTIMATED TIME: 3 to 4 days

MATERIALS:
Texts 1 through 4
• Guiding Questions Handout
• Reading Closely Graphic
• Questioning Path Tools

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.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUPPORTING STANDARD:
CCSS.ELA-LITERACY.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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 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

## NOTE

1. Use a Questioning Path Framework to analyze a series of texts around a topic.
2. Use tools and handouts from the **RC Literacy 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 **RC 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.
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 with the acronym 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 various forms and purposes of education and pedagogical approaches in the United States.

With Texts 5 and 6, they will encounter varying perspectives and ideas about how to teach children and will shift to questions drawn from the Language section to gain a sense of the perspectives of Colin Powell and Maria Montessori.

Finally, they will examine and compare the perspectives presented in various texts, more specifically noting the similarities and differences among the views of various leaders and their views on the purpose of public education in the United States.
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 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 the images, then assign specific 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.

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—Classroom Photos

<table>
<thead>
<tr>
<th><strong>APPROACHING:</strong></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will initially focus on <em>ideas</em> and supporting details.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>QUESTIONING:</strong></th>
<th>I use Guiding Questions to help me investigate the text (from the Guiding Questions Handout).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What details stand out to me as I examine this image? [I]</td>
<td></td>
</tr>
<tr>
<td>2. What do I think this image is mainly about? [I]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ANALYZING:</strong></th>
<th>I question further to connect and analyze the details I find (from the Guiding Questions Handout).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How do specific details help me understand what is being depicted in the image? [I]</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>DEEPENING:</strong></th>
<th>I consider the questions of others.</th>
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</thead>
<tbody>
<tr>
<td>4. What do I notice about the arrangement of each classroom? How are the chairs and desks set up?</td>
<td></td>
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<tr>
<td>5. What do the details of the photos suggest about what the students are doing?</td>
<td></td>
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<tr>
<td>6. What connections or comparisons do I notice between the photos? What might these connections and comparisons suggest about the nature of education in the classrooms and historical eras they depict?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>EXTENDING:</strong></th>
<th>I pose my own questions.</th>
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</thead>
<tbody>
<tr>
<td><em>Examples:</em></td>
<td></td>
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<tr>
<td>7. Why is there such a big difference between the classrooms?</td>
<td></td>
</tr>
<tr>
<td>8. What do I think might influence the way they are set up?</td>
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</tr>
</tbody>
</table>
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 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 photos, returning to the broad Guiding Question, “What do I think this image is mainly about?”
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 to communicate meaning to others can all be informally assessed.

**Academic Habits**

Students will also have begun to work informally in small groups on the Academic Habits 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.

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**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 an excerpt from Helen Keller’s autobiography, *The Story of My Life*. In this text, Keller, who was blind and deaf, describes in detail the impact her teacher, Anne Sullivan, had on her development as a child. This is a good first text for close reading because it is vivid and challenging, but it is also relatively short and accessible for most students. Keller’s use of descriptive language and characterization 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 her perspective. If students have had previous experience studying figurative language and characterization, this text can be more formally studied as a powerful example of literary nonfiction and how an autobiographer uses similar literary techniques to those used by writers of fiction.
### QUESTIONING PATH TOOL

**Text 2—The Story of My Life, Helen Keller (Model 1)**

#### 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 an autobiography written in 1905. I will focus on the author’s use of *language* to describe the teacher and student.

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

1. What words or phrases stand out to me as powerful and important? [L]
2. How are key ideas or characters described? [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]
4. What words does Keller use to describe her teacher? What do these words suggest about how she feels about Anne Sullivan?
5. What does the figurative language phrase “a little mass of possibilities” in the first paragraph suggest about how Keller at first saw herself as a student? How does her use of the word *only* with this phrase further develop her view of herself? Based on details in this first paragraph, what does she think the role of a teacher is?
6. In paragraph 3, Keller claims that a student “will not work joyously unless he feels that liberty is his.” What does this statement suggest about Keller’s view of students, teachers, and education? What must the student experience in order to “dance bravely through a dull routine of textbooks”?
7. In paragraph 4, Keller writes, “How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell.” How does the word *innate* help me understand what Keller means? What does this statement suggest Keller thinks the relationship between a teacher and a student should be?

#### DEEPENING: I consider the questions of others.

Example:

8. According to Keller, who has more responsibility when it comes to a student’s education—the teacher or the student?
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 1905, that it is an excerpt from an autobiography by Helen Keller, and that this excerpt is about her teacher, Anne Sullivan. 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 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 uses descriptive language to detail what she thinks of her teacher.

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 words or phrases stand out to me as powerful and important?” or “How are key ideas or characters described?”

- Ask students to record and share their responses to the question for one of the sentences 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 language or perspective 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 and text annotation for one key paragraph of the text by using a pencil, pen, or highlighter to mark short but important sections of text while reading. For this exercise, students might again read and now annotate the first sentence of the second paragraph, which presents a set of descriptive phrases and details for them to note.

  ⇒ 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.
Talk through how the modeled text annotations can lead to an observation about “what details or words suggest the author’s perspective”—what each of the descriptive phrases conveys and what the words and details suggest about the author’s perspective.

- In pairs, students annotate a second descriptive sentence from the text, study their annotations, and decide on an observation, description, or characterization they think is presented in that sentence. [Note: The most challenging sentence in the text, the lengthy, figurative third sentence of paragraph 2, will be examined more deeply in Part 2, Activity 1.]
- Students compare and discuss details across the sections of text they have examined and annotated and the observations, descriptions, or characterizations they have found to be conveyed in those sentences. In small groups or as a class, students think about the author’s view or perspective that the text may be presenting, referencing key supporting details they have noted.

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.

Before students reread the passage independently, direct students to text-specific questions such as the examples found in the model Questioning Path Tool.

- Students think about one of the questions and focus on specific sections of the overall text. Because the Deepening questions for this text become increasingly complex, students may be assigned questions and the paragraphs they address based on the reading skills they bring to this unit. [Note: Paragraph 2 will be examined more closely in Part 2, Activity 1.]
- While reading independently, students mark and annotate details they notice.

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.
- Discuss what their question- and paragraph-based observations add up to. What do they as a class notice about how the author has used language to communicate her perspective about her teacher and about education itself?
- Potentially (if they are ready), identify a new text-specific question they have after examining and discussing the details.
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 (Text 3), “Changing Education Paradigms” by Sir Ken Robinson, is a TED Talk from RSA Animate describing the changing educational landscape across the United States and world. Robinson sets out by identifying two reasons why countries are currently reforming education and follows up by pointing out the barriers that traditional education programs pose. The animation that accompanies Robinson’s speech supports students’ understanding of his specific words, phrases, and ideas with the use of graphs, tables, and drawings. This provides a rich text for students to examine as they listen to and observe Robinson’s ideas on models of education.

NOTE

Details to find an online transcript of the TED Talk are available in Media Supports.
## QUESTIONING PATH TOOL

**Text 3—“Changing Education Paradigms,” Ken Robinson, 2010**

### 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 the animation helps me to understand the author’s words and ideas.

### 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 might I summarize the main ideas of the text and the key supporting details? [I]

### DEEPENING: I consider the questions of others.

4. Ken Robinson’s TED talk is brought to life through illustration and animation. What is one set of visual images from the video that stands out to me? What do these images suggest about Robinson’s view of education?

5. What reasons does Robinson present for why “every country on earth is reforming public education”?
   - What does he say is the “problem” with current approaches to improving education?

6. What does Robinson say is the old view of the value of education that “our kids don’t believe”?
   - Why don’t students see the value in education that people once did?
   - How has the world changed since the development of public education in the age of enlightenment and the industrial revolution?

7. Robinson says that the current model of education is “essentially about conformity.”
   - What details does he give to support this claim?
   - How does he explain the modern “epidemic” of ADHD?
   - Why might students see schoolwork as being about “boring stuff”?

8. Robinson contrasts the two words “aesthetic” and “anaesthetic.” How does he define these two words?
   - How does he use these words to talk about the differences between education that “puts students to sleep” and education that “wakes them up to what is inside of themselves”?

9. What does Robinson suggest about how and why schools are like factories? Why does he think this is not a good “model of learning”?

10. How does Robinson define the idea of “divergent thinking”?
    - Robinson describes a longitudinal study on divergent thinking in young children. How does he use this information to support his claims about what is wrong or missing in current education?

11. The speech is titled, “Changing Education Paradigms.” According to Robinson, why do education paradigms (or models) need to change? What evidence does he give to support his claim that a change must occur?

### EXTENDING: I pose my own questions.

Students might explore a question they generate through Internet research.
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 might I summarize a main idea of the text (video) and its key supporting details?”
- 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.

If this set of eight Deepening questions is used, all students can individually consider question 4 (about the video’s visual images) and think about something that stands out to them. Questions 5 through 10 are arranged sequentially and keyed to phrases Robinson uses and the animators illustrate. Assign student groups one of the six questions and have them locate and watch closely the segment of the video related to their question. The final question (11) provides an opportunity for a concluding all-class discussion of the video’s perspective on education, and how it compares to the views in other texts and their own personal perspectives.

- In groups, have students view a segment of the video for a third time and use their two-column notes to think about one or more of the questions.
- Students share and compare their question-based notes and observations in an informal class discussion. Groups can present what they have observed and learned as they have responded to their question.
FORMATIVE ASSESSMENT AND FEEDBACK

**Literacy Skills**

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*.

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**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.
- 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 engage in informal Internet research about historical or current models of education. They might also explore concepts such as divergent thinking, creativity, or conformity.
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.

TEXT NOTES
The recommended website (Text 4) is PBS’s Only a Teacher. This site provides students with several avenues for learning about the history and role of the teacher in the US education system. The site includes varied formats of information including pictures, a time line, accompanying videos, and biographies of several education pioneers such as John Dewey and Horace Mann. Students might explore one specific part of the web page or a related link and then report back to their peers.
QUESTIONING PATH TOOL
Only a Teacher, PBS

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. From the Teaching Timeline, what details do I learn about Normal Schools? What was their primary purpose? How were they related to Common Schools?
6. For one of the Schoolhouse Pioneers or Teachers Today, what do I learn about his or her view of education?

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 of 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 and initially demonstrate them in Part 5. At this point, have them think about their discussions in terms of the two Academic Habits developed in Part 1.

<table>
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<tr>
<th>NOTE</th>
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<tr>
<td>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.</td>
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**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?

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<th>NOTE</th>
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PART 2

QUESTIONING TEXTS

“The education process begins before the child is born.”

OBJECTIVE:

Students use Questioning Paths to guide their approach to reading and deeper analysis of texts. Students read and analyze informational texts.

ESTIMATED TIME: 2–3 days

MATERIALS:

Texts 2 and 5
- Approaching Texts Tool
- Analyzing Details Tool
- Questioning Path Tools

- Reading Closely Graphic
- Guiding Questions Handout
- Attending to Details Handout

LITERACY SKILLS

<table>
<thead>
<tr>
<th>TARGETED SKILLS</th>
<th>DESCRIPTORS</th>
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<tbody>
<tr>
<td>QUESTIONING</td>
<td>Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts</td>
</tr>
<tr>
<td>ATTENDING TO DETAILS</td>
<td>Identifies relevant and important textual details, words, and ideas</td>
</tr>
<tr>
<td>IDENTIFYING RELATIONSHIPS</td>
<td>Identifies important connections among key details and ideas within and across texts</td>
</tr>
<tr>
<td>SUMMARIZING</td>
<td>Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas</td>
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ACADEMIC HABITS

<table>
<thead>
<tr>
<th>HABITS DEVELOPED</th>
<th>DESCRIPTORS</th>
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<tbody>
<tr>
<td>COLLABORATING</td>
<td>Pays attention to, respects, and works productively in various roles with all other participants</td>
</tr>
<tr>
<td>COMMUNICATING CLEARLY</td>
<td>Uses appropriate language and relevant textual details to clearly present ideas and claims</td>
</tr>
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</table>
ALIGNMENT TO CCSS

TARGETED STANDARDS:

**CCSS.ELA-LITERACY.RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUPPORTING STANDARD:

**CCSS.ELA-LITERACY.RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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—especially for authors who are also historical figures (such as those in this unit). 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 this 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/publisher can often influence one’s reading and analysis of a text. In the case of Text 2, knowing that the text is an autobiography will help students focus on Keller’s own perspective. Given that this is a work about her entire life, students may find it important that she chooses to dedicate this part of her life’s story to a teacher.
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, use the Guiding Question from the Questioning section, “How are key details or characters described?”

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 role of the teacher.

Reread through a key section of the text (other than paragraph 2, which will be examined more closely by students alter in this activity), 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.

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 language and perspective domains of questions, and consider question 3 from the second Questioning Path for Text 2, which follows.

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.

Students may need a second, clean copy of the text if they have already recorded many annotations on Text 2.
Text 2 has previously been used to introduce students to a type of text they will be reading in the unit—personal narratives about experiences with education. Students have also examined Text 2 closely as a powerful example of an author’s use of language and characterization to convey her feelings toward a specific teacher in her life. As they practice using the **Approaching Texts Tool** to guide a reading or rereading of the text, they can hone in more specifically on Keller’s use of descriptive language and imagery. Revisiting this short text enables students to focus on very specific words and images Keller employs to study how they present her perceptions of the student and teacher in an educational setting.

For this exercise, students might work with the Deepening question from a second model Questioning Path for Text 2 (question 3, following) to guide their final, deep rereading of a single, challenging sentence from the text, then discuss their responses and the conclusions they have drawn, referring to specific details and words they have annotated. Focusing on a single, complex and figurative sentence provides an opportunity for students to attend closely to every word and detail, and to unravel a challenging but critical metaphor Keller uses to express the impact of her teacher on her life.
QUESTIONING PATH TOOL

Text 2—The Story of My Life, Helen Keller (Model 2)

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 describe her affection of her teacher and convey her 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 her purposes and perspective? [P]

3. In the third sentence of paragraph 2, Keller sets up a comparison between a “shallow brook” and a “deep river.”

What language does she use to describe the brook and the river and how do the words help me think about the differences between the two?

How does this comparison further develop Keller’s perspective on what a teacher’s role is?

DEEPENING:
I consider the questions of others.

Examples:
4. What does Keller think the role of a student is?

5. What about a teacher—what does she think the teacher’s responsibility is?

EXTENDING:
I pose my own questions.

Examples:
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 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 are Communicating Ideas and supporting 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 perspective.
Text 5 is from a speech given by Colin Powell, former Secretary of State and four-star general. In the text, he states his case for children needing structure in their lives. He goes on to discuss the lack of structure leading to many of the problems we see in schools and society. Although this text measures only 900L, the strong description and narration from Powell—his ideas and supporting details—provide an opportunity for students to explore his perspective, which developed during his days in the military.

The Media Supports for this unit include information on how to view the TED Talk video recording of Powell’s speech. Students might also view the video listed in Media Supports titled “Your first 5 minutes at Marine Corps Recruit Depot—San Diego” to see what kind of structure Powell refers to in his speech.
QUESTIONING PATH TOOL
Text 5—“Kids Need Structure,” Colin Powell

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 will also pay attention to its perspective and language. I will think about how knowing the text comes from a US General of the Army might influence my reading.

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? [I]
2. What claims 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. Starting in paragraph 4, what does Powell describe?
   How does this description tell me something about his perspective on education?
   What experiences from Powell’s life influence what he says in his speech?

6. What does Powell mean when he talks about structure? What examples does he give?

7. What does Powell mean when he makes a claim in paragraph 10 that “the real answer begins with bringing a child to the school with structure in that child’s heart and soul to begin with”?
   How does the explanation he gives in the following paragraph help me understand what he means by structure in a child’s soul?

8. What details in the final paragraph again point to Powell’s perspective?
   How does he use the details he presents to support his view about why American education is not working?

EXTENDING: I pose my own questions.

Students will pose a new question in Activity 4.
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 an approach to education, 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

- Students use what they have written on the Approaching Texts Tool to guide their initial reading of all or part of the text, searching 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 and the paragraphs they have analyzed.
- Students then consider a new text-specific question related to one of the key sections of the text, 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 specific details and words and what they mean, (3) think about how the details and words the author uses suggest his perspective.

NOTE

The model text-specific questions in the model Questioning Path Tool for Text 5 focus on different areas 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 section of the 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 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, such as “What do I learn about the author and the purpose for writing the text?”
- Read and annotate the opening paragraphs 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 a section 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 for how they are using the process represented in the Reading Closely Graphic and 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.

### 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., “Does the military use structure to train soldiers?”), help them reframe the question to focus on key

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details, relationships, and quotes from the text (e.g., “How does Powell use the military as an example of the importance of structure?”).

⇒ If students frame an opinion question that is minimally text-based (e.g., “Does the drill sergeant need to yell at the soldiers to teach them?”), help them reframe the question in direct relationship to something presented in the text (e.g., “What do the fourth and following paragraphs suggest about the process of learning structure?”).

⇒ If students frame a question that moves away from the text (e.g., “Does going to a Jesuit school help you to get into college?”), help students first reframe the question to focus on textual details (e.g., “What details from Powell’s talk suggest why the Jesuit school’s students all go to college?”) then develop an extending question that can lead to further research (e.g., “How does a school whose students come from difficult backgrounds succeed in getting all of its graduates to college?”).

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 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 manifest and 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

“Never be the obstacle between the child and his experience.”

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

ESTIMATED TIME: 3–4 days

MATERIALS:
Texts 5 through 7
- Approaching Texts Tool
- Analyzing Details Tool
- Questioning Path Tools
- Guiding Questions Handout
- Reading Closely Graphic

LITERACY SKILLS

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

<table>
<thead>
<tr>
<th>HABITS DEVELOPED</th>
<th>DESCRIPTORS</th>
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<tr>
<td>COLLABORATING</td>
<td>Pays attention to, respects, and works productively in various roles with all other participants</td>
</tr>
<tr>
<td>COMMUNICATING CLEARLY</td>
<td>Uses appropriate language and relevant textual details to clearly present ideas and claims</td>
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ALIGNMENT TO CCSS

TARGETED STANDARDS:

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.9: Analyze seminal US documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

SUPPORTING STANDARD:

CCSS.ELA-LITERACY.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ACTIVITIES

1. ANALYZING TEXTUAL DETAIL
   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. As before, students can first read the text silently and independently or listen to the text read aloud. Students should be provided with minimal context about the text.

TEXT NOTES

Text 6 is from Maria Montessori, an educational philosopher whose beliefs about educating children have been the foundation for day-care centers, preschools, and elementary schools worldwide. The passage focuses on her beliefs about child development. This text measures at 1270L and contains complex ideas, vividly presented that should be challenging but accessible for most students with the scaffolding and support of the close reading process. In this activity, students will read and analyze descriptive details in the text, examining how Montessori believes children should be developed. Using the questioning process, students will analyze short segments of the text.

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

1. Paragraphs 1 and 2, which students will read first as they practice questioning, focusing on Montessori’s use of language to develop her ideas about teaching
2. Paragraphs 3 and 4, which students will read and analyze next as they move to Analyzing and Deepening activities and questions
3. Paragraphs 5–8 (and the text overall), which students will reread and analyze for their communication of Montessori’s perspective on education (and eventually compare to Text 5 in Activity 2)

NOTE

Students might also view the video “Montessori—Watch This First,” listed in the Media Supports, which presents an overview of Montessori’s education pedagogy and school programs.
**QUESTIONING PATH TOOL**

**Text 6—Dr. Montessori’s Own Handbook, Maria Montessori, 1914**

**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 ideas and how it reveals her perspective. I will think about how the title of this section of text—“Freedom”—is reflected in what I read.

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

1. What words or phrases stand out to me as powerful and important? [L]
2. What ideas stand out to me as significant or interesting? [I]

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

3. What seems to be the author’s attitude or point of view? [P]
4. In the first paragraph, what does the word *delicate* suggest about how Montessori thinks a teacher should guide a student?
   
   What other words in the first two paragraphs convey similar ideas about how adults should provide “real guidance” to children?
   
   How is the subtitle of this section of Montessori’s *Handbook*—“Freedom”—reflected in the ideas, details, and words of paragraphs 1 and 2?

5. In paragraphs 3–4, what words are used to describe the child and his or her actions?
   
   What words are used to explain what Montessori means with her “motto for the educator”: “Wait while observing”?
   
   How might I sum up Montessori’s perspective about how a teacher should teach?

6. At the end of paragraph 4, Montessori presents a “great educational principle” and an “example of good education.” What is that principle?
   
   In the following paragraph, what phrases does Montessori use to explain this principle and communicate her view of children?
   
   Likewise in paragraph 6, what do the details and words communicate about Montessori’s view of how adults treat children?

7. How does Montessori explain what “kindness” is (and is not) in paragraph 6?
   
   What does she say about what “kindness consists in” and why it is important to treat children with kindness?

8. Montessori italicizes two key words in paragraphs 7 and 8: *indirect* and *free*.
   
   How do these two words communicate Montessori’s perspective on child development and teaching children?

9. How does her final paraphrasing of the Biblical quotation about “little children” represent her view of education?

**DEEPENING:** I consider the questions of others.

**EXTENDING:** I pose my own questions.

Example:

10. How does Montessori’s description of how a teacher should teach a child make me think differently about education?
**INSTRUCTIONAL NOTES**

**QUESTIONING**
- Students complete the first two parts of the *Approaching Texts Tool*, noting key information in the Approaching the Text section. They may consider who Montessori was. They record Guiding Questions, such as “What words or phrases stand out to me as powerful and important?” or “What ideas stand out to me as significant or interesting?” in the Questioning the Text section.

**NOTE**
Some groups might work from one Guiding Question and others work from a different Guiding Question, 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 two paragraphs of the text using their Guiding Question(s) to focus them on relevant details they can study and analyze further.
- Discuss as a class what the author’s words (such as her repeated use of the word *guide*) have caused students to think about as they read her introductory paragraph.

**DEEPENING**
- In reading paragraphs 1 and 2, students may naturally focus on the words and phrases that describe how a teacher should guide students. If not, help them hone in by considering a deepening text-specific question set such as question 4:
  - In the first paragraph, what does the word *delicate* suggest about how Montessori thinks a teacher should guide a student?
  - What other words in the first two paragraphs convey similar ideas about how adults should provide “real guidance” to children?
- Have students record the question(s) in the bottom section of the *Approaching Texts Tool*. Assign student teams to look for details about how Montessori thinks a teacher should guide a student. Have them identify specific words or phrases that bring her perspective to light.
- Share and compare ideas. Then as a class, examine the final phrases in the first two paragraphs to gain a sense of Montessori’s driving view on how to educate children.

**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 “What seems to be the author’s attitude or point of view?”
- Ask students to focus their rereading of the text on paragraphs 3 and 4, where Montessori now describes a child. Have them look for words, sentences, and descriptive details that tell them something about how the author views the child with respect to his or her own development and education.
- 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.
Developing Core Literacy Proficiencies

FORMATIVE ASSESSMENT AND FEEDBACK

Literacy Skills

Students will have just read a very different type of text—a Handbook—and applied the Reading Closely process to text intended to instruct others. 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 areas 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.

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.

INSTRUCTIONAL NOTES

- Have students individually complete an Analyzing Details Tool using the Analyzing Guiding Question (#3) or Deepening question 5.
- 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 through 8 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 explain or summarize (either orally to a partner or in a short, informal piece of writing) the main ideas of the text 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 explanations by returning to the question “What seems to be the author’s attitude or point of view?” and considering what the description and language tell us about how the author views education and what a teacher’s role should be in teaching children.

EXTENDING

Montessori’s writing under the subsection “Freedom” provides students with a rich description of the student-teacher relationship. It also provides a stark contrast to Colin Powell’s own vision of how a teacher should approach a student. Students can extend their understanding of Montessori’s perspective by looking into who she was, what she did during her lifetime, and think about how this influenced her views on education.
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.

The Powell and Montessori excerpts provide an interesting contrast in their perspective and point of view. Although the Montessori piece was published in 1914, her views on education expressed in the “Freedom” excerpt, beliefs about respecting a child’s own personality during the formative years, are wildly popular and have been applied in thousands of child development centers and elementary schools worldwide. Contrasting this with Powell’s thoughts on the importance of “structure” for children from a very early age sets up an interesting comparative analysis. This analysis can be developed further by comparing the differences in perspective between a general and an educational philosopher, a man and a woman, and an op-ed speech and a handbook.

As a lead-in to the comparative discussion of these two contrasting texts, they might return to the ideas presented by Sir Ted Robinson and illustrated in the Text 3 video.
## 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 text’s use of language and details to describe what student’s need in education and also how they reflect the author’s perspective(s). I will think about the differences between the two authors concerning their backgrounds and views about how children should be educated.

<table>
<thead>
<tr>
<th>QUESTIONING:</th>
<th>I use Guiding Questions to help me investigate the text (from the Guiding Questions Handout).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What details or words suggest the author’s perspective? [P-L]</td>
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</table>

<table>
<thead>
<tr>
<th>ANALYZING:</th>
<th>I question further to connect and analyze the details I find (from the Guiding Questions Handout).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>How does the author’s perspective influence the text’s presentation of ideas, themes, or claims? [P]</td>
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<tr>
<td>3.</td>
<td>How does the author’s perspective and presentation of the text compare to others? [P]</td>
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<thead>
<tr>
<th>DEEPENING:</th>
<th>I consider the questions of others.</th>
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<tr>
<td>4.</td>
<td>In his fourth and following paragraphs, Powell describes the relationships between the drill sergeant and young soldiers. What words are used to describe this relationship?</td>
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<td></td>
<td>In paragraph 6, Montessori describes how we ought to and ought not to treat children. What language does she use to describe the relationship between adult and child?</td>
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<td></td>
<td>Considering each author’s choice of language, how do their perspectives about the relationship between teacher and student compare?</td>
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<tr>
<td>5.</td>
<td>In his final paragraph, what warning does Powell give the audience about what happens when children have no structure in their lives?</td>
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<td></td>
<td>What is the measurable consequence according to him?</td>
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<td></td>
<td>Montessori also gives a warning, though it is not as obvious. In paragraph 6, what does she mean when she says, “we expect them to be submissive and well-behaved” and “they will imitate us in any case”?</td>
</tr>
<tr>
<td></td>
<td>What is she warning the reader about?</td>
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<tr>
<td></td>
<td>Each author gives a warning about what happens to children when something specific does not occur. According to each author, what needs to happen so that children are properly taught?</td>
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<tr>
<td>6.</td>
<td>Colin Powell is a retired four-star general of the US Army. How might his position influence the ideas and language he uses in his talk?</td>
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<tr>
<td></td>
<td>Given his perspective, how might he react to the educational philosophy of Montessori?</td>
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<tr>
<th>EXTENDING:</th>
<th>I pose my own questions.</th>
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<tbody>
<tr>
<td>As an alternative to questions 4–6, students may develop their own comparative questions.</td>
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</table>
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 and considering a comparative question from the Deepening section of the Questioning Path. Alternately, if students are ready to do so, they can pose and consider their own text-specific questions.
- Support student groups as they consider or develop 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.
  ⇒ Prior to submission, an optional revision may be asked of 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?
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 which question they considered.

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 words or phrases stand out to me as powerful and important? [L]
2. What do I think the text is mainly about—what is discussed in detail? [I]
3. What seems to be the author’s attitude or point of view? [P]
4. In what ways are ideas and claims linked together in the text? [S]

#### 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.
EXPLAINING UNDERSTANDING

“The true purpose of education is to produce citizens.”

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: 3–4 days

MATERIALS:
Texts 1 through 9
- Approaching Texts Tool
- Analyzing Details Tool
- Questioning Path Tools
- Guiding Questions Handout

LITERACY SKILLS

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

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

ALIGNMENT TO CCSS

TARGETED STANDARDS:

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SUPPORTING STANDARDS:

CCSS.ELA-LITERACY.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.10: By the end of grade 9, read and comprehend literacy nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
ACTIVITIES

1. INTRODUCTION TO CULMINATING ACTIVITY
   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 RC 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.
The final three texts all focus on the purposes and value of education in society. The first text, Text 7, is by Eleanor Roosevelt, wife of President Franklin D. Roosevelt, and is more readily accessible for middle school readers than is Text 8. This piece presents her belief that the purpose of a strong education is to prepare educated citizens who can participate in the country’s democratic practices. In the first two paragraphs she uses Theodore Roosevelt as an example of a citizen who believed in “service” to one’s country, not only militarily but also in politics. She then moves on and discusses the education system in the United States and espouses a very progressive viewpoint about how some teachers and schools are preparing students to be educated, participating citizens and how citizenship is cultivated in their students. This abridged version ends with some candor on teacher pay in the United States and how we value other professions more highly, a discussion which still has relevance for teachers and students seventy-five years later.

Text 8 is a report by Thomas Jefferson in which he describes his carefully crafted plan for creating a compulsory system of schools in Virginia that provides a basic “reading, writing and arithmetic” level of education to all citizens but then pulls the “geniuses” from this level and continues to educate them in higher grades and eventually at the university (William and Mary). He continues by stating the purpose behind educating all citizens is that “every government degenerates when trusted to the rulers of the people alone.” His belief is that an educated electorate is needed to hold the elected officials accountable. He uses examples from Great Britain, where corrupt government officials have minimal checks on their authority because “one man in ten has a right to vote for members of parliament.”

In Text 9, former Secretary of Education Arne Duncan highlights the importance of raising educational standards in the United States and abroad in order to remain economically competitive. Duncan argues that one purpose for education should be to ensure that students are prepared for the jobs of the current information age and, in turn, are contributing to the economy of our country. Duncan begins this speech by discussing the positive global effects of raising education standards here and abroad and then transitions in the middle by explaining the challenges faced when trying to raise achievement.

The three texts provide interesting perspectives on the role of public education in the United States. The texts are all rich with details and descriptive language, providing a fitting culmination to the unit’s focus and topic. However, they present varying degrees of reading challenges for students because of the more archaic language and craft in the Jefferson text (1410L). The Roosevelt text has been abridged to provide a piece that still has complex ideas while being accessible to lower level readers (1250L). The Duncan text (1200L) is much easier to understand because of its modern writing style and vocabulary.
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.

INSTRUCTONAL NOTES

Each text provides opportunities to read closely (and independently) for textual details, to pay close attention to structure, and to study how language illustrates each author’s perspective.

NOTE

A number of media sources can be found in the Media Supports section to support understanding and interest.
QUESTIONING PATH TOOL

Text 7—“Good Citizenship: The Purpose of Education,” Eleanor Roosevelt, 1930

**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 discusses the role and purpose of education.

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

1. What words or phrases stand out to me as powerful and important? [L]
2. What do I think the text is mainly about—what is discussed in detail? [I]

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

3. What seems to be the author’s attitude or point of view? [P]
4. In what ways are ideas and claims linked together in the text? [S]

**DEEPENING:** I consider the questions of others.

5. According to paragraph 1, what are the prevailing purposes for education?
   
   How does Roosevelt structure this paragraph so the reader knows what she believes the purpose of education really should be?

6. Based on paragraphs 3 and 4, how does Roosevelt believe education needs to change in order to meet “these objectives”?

7. What details in paragraphs 5 and 6 point to Roosevelt’s perspective on the primary purpose of education?
   
   What will a child who is educated through the experiences Roosevelt describes be able to “envisage”? What does she suggest will be the result for the child and for society?

8. What shift in focus occurs between paragraphs 7 and 8, and why might Roosevelt have made this shift?
   
   What claims, and what evidence, does she present about how teachers are treated in the United States?

9. In the final paragraph, Roosevelt presents a comment made to her recently by a “hard-worked businessman.”
   
   What is the implied societal attitude suggested by that comment?

   How does Roosevelt respond, and what does this indicate about her perspective on what needs to happen in United States education?

**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—Notes on the State of Virginia, Thomas Jefferson, 1784

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 discusses the role and purpose of education.

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

1. What words or phrases stand out to me as powerful and important? [L]
2. What do I think the text is mainly about—what is discussed in detail? [I]

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

3. What seems to be the author’s attitude or point of view? [P]
4. In what ways are ideas and claims linked together in the text? [S]

DEEPENING: I consider the questions of others.

5. What is the first thing Jefferson discusses in his “note”?
   What details does he present about the process by which “the best geniuses will be raked from the rubbish”?
   Why is this process important in his view of the purpose of education?

6. Jefferson’s “note” is presented as a single paragraph, but is actually divided into several sections with different areas of focus.
   How does the focus of his discussion shift with the transitional phrase “But of all the views of this law none is more important…”?
   What do details and words in this section of the text communicate about Jefferson’s perspective on the purpose of education?

7. According to Jefferson, why should education focus on the study of history?

8. What does Jefferson mean when he talks about the “degeneracy” of government and says “the people themselves . . . are the only safe depositories”?
   How is this claim related to his call for “an amendment of our constitution” to “come in aid of the public education” and to the Virginia bill and plan he outlines at the start of the text?
   Ultimately, according to Jefferson, what is the purpose of education?

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— “The Vision of Education Reform in the United States,” Secretary Arne Duncan, 2010

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 discusses the role and purpose of education.

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

1. What words or phrases stand out to me as powerful and important? [L]
2. What do I think the text is mainly about—what is discussed in detail? [I]

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

3. What seems to be the author’s attitude or point of view? [P]
4. In what ways are ideas and claims linked together in the text? [S]

DEEPENING: I consider the questions of others.

5. According to what Duncan details in the opening paragraphs of his speech, what purposes does education serve?
6. What details from paragraph 6 explain what the “achievement gap” and “opportunity gap” are?
   In this and the following paragraphs, what details does Duncan provide to support his assertion that “closing the achievement gap and closing the opportunity gap is the civil rights issue of our generation”?
7. Duncan describes “a paradox at the heart of America’s efforts to bolster international competitiveness.”
   What words and information does he use to explain this paradox?
   What are the implications for education in the United States, and what do “new partnerships” in the world “require” of American students?
8. At the end of the passage, Duncan quotes Nelson Mandela. What does this quotation say about the value of education?
   How are Mandela’s words related to the perspective and claims about education that Duncan has presented throughout his speech?

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.
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.
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 Reading Closely Final Writing and Discussion Task handout found in the Developing Core Literacy Proficiencies Student Edition, which presents them with a short explanation of the assignment and its criteria, as well as a listing 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:

1. Identify a central idea of the text and explain how it is developed through the ideas and details the text presents.
2. Explain how the central idea is related to the text’s purpose and the author’s perspective on the topic.
3. Present and explain a new understanding about the unit’s topic that reading the text has led to.

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

- 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:

<table>
<thead>
<tr>
<th>LITERACY SKILLS</th>
<th>DESCRIPTORS:</th>
<th>NEEDS WORK</th>
<th>OKAY</th>
<th>VERY STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Find evidence of using the literacy skill in the draft. Does the writer’s explanation...</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending to Details</td>
<td>Identify words, details, or quotations that are important to understanding the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>Correctly explain what the text says about the topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying Relationships</td>
<td>Notice important connections among details, ideas, or texts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizing Perspective</td>
<td>Identify and explain the author’s view of the text’s topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Evidence</td>
<td>Support the explanation with evidence from the text; use accurate quotations, paraphrases, and references?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 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 their text and explain their understanding of it 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 Developing Core Literacy 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.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
PART 5

DISCUSSING IDEAS

“A great equalizer of the conditions of men”

<table>
<thead>
<tr>
<th>OBJECTIVE:</th>
<th>Students learn the characteristics of an effective text-based discussion and demonstrate skills in leading and participating in one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTIMATED TIME:</td>
<td>2–3 days</td>
</tr>
</tbody>
</table>
| MATERIALS: | Texts 1 through 9  
• Approaching Texts Tool  
• Analyzing Details Tool  
• Student Reading Closely Literacy Skills and Discussion Habits Checklist |

## LITERACY SKILLS

<table>
<thead>
<tr>
<th>TARGETED SKILLS</th>
<th>DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTIONING</td>
<td>Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts</td>
</tr>
<tr>
<td>IDENTIFYING RELATIONSHIPS</td>
<td>Identifies important connections among key details and ideas within and across texts</td>
</tr>
<tr>
<td>SUMMARIZING</td>
<td>Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas</td>
</tr>
<tr>
<td>INTERPRETING LANGUAGE</td>
<td>Identifies how words and phrases convey meaning and represent an author’s or narrator’s perspective</td>
</tr>
<tr>
<td>RECOGNIZING PERSPECTIVE</td>
<td>Uses textual details to recognize an author’s or narrator’s relationship to and perspective on a text’s topic</td>
</tr>
</tbody>
</table>
# 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.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

**SUPPORTING STANDARDS:**

**CCSS.ELA-LITERACY.RI.9-10.10:** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-LITERACY.W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.9-10.9:** 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 text explanations 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.

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

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. As a lead-in to this discussion, they might return to the ideas presented by Sir Ted Robinson and illustrated in the Text 3 video.
- 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.
- 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 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 in leading discussions, refine their communication of their ideas, and respond to other insights and comments from different groups.
- 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 multiparagraph 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 (not enough 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 any or all of these student work samples:

- The written explanation of their final focus text with 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.

<table>
<thead>
<tr>
<th>Author</th>
<th>Date</th>
<th>Publisher</th>
<th>Lexile</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text 1: Classroom Pictures (Photos)</strong></td>
<td>NA</td>
<td>1950s &amp; 2012</td>
<td>NA</td>
<td>Photos from a 1950s classroom and classrooms in 2012</td>
</tr>
<tr>
<td><strong>Text 2: The Story of My Life (Personal narrative)</strong></td>
<td>Helen Keller</td>
<td>1905</td>
<td>1250L</td>
<td>An excerpt of Keller talking about her teacher, Anne Sullivan</td>
</tr>
<tr>
<td><strong>Text 3: “Changing Education Paradigms” (Video)</strong></td>
<td>Ken Robinson</td>
<td>2010</td>
<td>NA</td>
<td>TED Talk from RSA Animate describing the changing educational landscape across the United States and world</td>
</tr>
<tr>
<td><strong>Text 4: Only a Teacher (Website)</strong></td>
<td>NA</td>
<td>NA</td>
<td>PBS</td>
<td>Website for students to read and search about the history of the role of the teacher in US education</td>
</tr>
<tr>
<td><strong>Text 5: “Kids Need Structure” (Speech)</strong></td>
<td>Colin Powell</td>
<td>2012</td>
<td>900L</td>
<td>Excerpted text of Powell’s TED Talk in which he states the importance of structure in kids’ lives</td>
</tr>
<tr>
<td><strong>Text 6: Dr. Montessori’s Own Handbook (Informational Text)</strong></td>
<td>Maria Montessori</td>
<td>1914</td>
<td>1270L</td>
<td>Descriptive text describing how children should be allowed to develop through independence and little influence from adults</td>
</tr>
<tr>
<td><strong>Text 7: “Good Citizenship: The Purpose of Education” (Personal narrative)</strong></td>
<td>Eleanor Roosevelt</td>
<td>1930</td>
<td>1250L</td>
<td>Abridged essay describing Roosevelt’s beliefs on the purpose of education</td>
</tr>
<tr>
<td>Text 8: <em>Notes on the State of Virginia</em> (Government document)</td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>Thomas Jefferson</td>
<td>1784</td>
<td>University of Chicago Press</td>
<td>1410L</td>
<td>Jefferson's note on the importance of compulsory education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text 9: “The Vision of Education Reform in the United States” (Speech)</th>
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<tbody>
<tr>
<td>Arne Duncan</td>
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<table>
<thead>
<tr>
<th>Extended Reading: “Lectures and Biographical Sketches” (Personal narrative)</th>
</tr>
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<tbody>
<tr>
<td>Ralph Waldo Emerson</td>
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</table>

<table>
<thead>
<tr>
<th>Extended Reading: “Education and National Welfare” (Speech)</th>
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</thead>
<tbody>
<tr>
<td>Horace Mann</td>
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</tbody>
</table>
Classroom Pictures
1950s and 2012
Thus I learned from life itself. At the beginning I was only a little mass of possibilities. It was my teacher who unfolded and developed them. When she came, everything about me breathed of love and joy and was full of meaning. She has never since let pass an opportunity to point out the beauty that is in everything, nor has she ceased trying in thought and action and example to make my life sweet and useful.

It was my teacher's genius, her quick sympathy, her loving tact which made the first years of my education so beautiful. It was because she seized the right moment to impart knowledge that made it so pleasant and acceptable to me. She realized that a child's mind is like a shallow brook which ripples and dances merrily over the stony course of its education and reflects here a flower, there a bush, yonder a fleecy cloud; and she attempted to guide my mind on its way, knowing that like a brook it should be fed by mountain streams and hidden springs, until it broadened out into a deep river, capable of reflecting in its placid surface, billowy hills, the luminous shadows of trees and the blue heavens, as well as the sweet face of a little flower.

Any teacher can take a child to the classroom, but not every teacher can make him learn. He will not work joyously unless he feels that liberty is his, whether he is busy or at rest; he must feel the flush of

<table>
<thead>
<tr>
<th>yonder</th>
<th>fleecy</th>
<th>placid</th>
</tr>
</thead>
<tbody>
<tr>
<td>a distant place that is usually within sight</td>
<td>covered or made of fleece, the wool usually from a sheep</td>
<td>peaceful; calm</td>
</tr>
<tr>
<td>billowy</td>
<td>luminous</td>
<td></td>
</tr>
<tr>
<td>to swell out; puff up</td>
<td>radiating or reflecting light; shining; bright</td>
<td></td>
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</tbody>
</table>
victory and the heart-sinking of disappointment before he takes with a will the tasks distasteful to him and resolves to dance his way bravely through a dull routine of textbooks.

My teacher is so near to me that I scarcely think of myself apart from her. How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell. I feel that her being is inseparable from my own, and that the footsteps of my life are in hers. All the best of me belongs to her—there is not a talent, or an aspiration or a joy in me that has not been awakened by her loving touch.
TEXT 3

Changing Paradigms
Ken Robinson
TED Talk, 2010

TEXT 4

Only a Teacher
PBS
I want to talk about young people and structure. This was last Wednesday afternoon at a school in Brooklyn, New York, at Cristo Rey High School, run by the Jesuits. And I was talking to this group of students, and take a look at them (shows a picture) . . . And there are about 300 kids in this school, and the school’s been going now for four years, and they’re about to graduate their first class. Twenty-two people are graduating, and all 22 are going to college. They all come from homes where there is, for the most part, just one person in the home, usually the mother or the grandmother, and that's it, and they come here for their education and for their structure . . .

Now I had this picture taken, and it was put up on my Facebook page last week, and somebody wrote in, “Huh, why does he have him standing at attention like that?” And then they said, “But he looks good.” (Laughter)

He does look good, because kids need structure, and the trick I play in all of my school appearances is that when I get through with my little homily to the kids, I then invite them to ask questions, and when they raise their hands, I say, “Come up,” and I make them come up and stand in front of me. I make them stand at attention like a soldier. Put your arms straight down at your side, look up, open your eyes, stare straight ahead, and speak out your question loudly so everybody can hear. No slouching, no pants hanging down, none of that stuff. (Laughter) And this young man, his name is—his last name Cruz—he loved it. That's all over his Facebook page and it’s gone viral. (Laughter) So people think I’m being unkind to this kid. No, we’re having a little fun . . .

<table>
<thead>
<tr>
<th>Jesuits</th>
<th>homily</th>
</tr>
</thead>
<tbody>
<tr>
<td>a member of a Roman Catholic religious order founded by Ignatius of Loyola in 1534</td>
<td>a sermon, usually religious and of a nondoctrine nature</td>
</tr>
</tbody>
</table>
But anyway, it’s a game I play, and it comes obviously from my military experience. Because for the majority of my adult life, I worked with young kids, teenagers with guns, I call them. And we would bring them into the army, and the first thing we would do is to put them in an environment of structure, put them in ranks, make them all wear the same clothes, cut all their hair off so they look alike, make sure that they are standing in ranks. We teach them how to go right face, left face, so they can obey instructions and know the consequences of not obeying instructions. It gives them structure. And then we introduce them to somebody who they come to hate immediately, the drill sergeant. And they hate him. And the drill sergeant starts screaming at them, and telling them to do all kinds of awful things. But then the most amazing thing happens over time. Once that structure is developed, once they understand the reason for something, once they understand, “Mama ain’t here, son. I’m your worst nightmare. I’m your daddy and your mommy. And that’s just the way it is. You got that, son?”

Yeah, and then when I ask you a question, there are only three possible answers: yes, sir; no, sir; and no excuse, sir. Don’t start telling me why you didn’t do something. It’s yes, sir; no, sir; no excuse, sir.”

“You didn’t shave.” “But sir—”

“No, don’t tell me how often you scraped your face this morning. I’m telling you you didn’t shave.”

“No excuse, sir.” “Attaboy, you’re learning fast.”

But you’d be amazed at what you can do with them once you put them in that structure. In 18 weeks, they have a skill. They are mature. And you know what, they come to admire the drill sergeant and they never forget the drill sergeant. They come to respect him. And so we need more of this kind of structure and respect in the lives of our children.

I spend a lot of time with youth groups, and I say to people, “When does the education process begin?” We’re always talking about, “Let’s fix the schools. Let’s do more for our teachers. Let’s put more computers in our schools. Let’s get it all online.”

That isn’t the whole answer. It’s part of the answer. But the real answer begins with bringing a child to the school with structure in that child’s heart and soul to begin with.
When does the learning process begin? Does it begin in first grade? No, no, it begins the first time a child in a mother’s arms looks up at the mother and says, “Oh, this must be my mother. She’s the one who feeds me. Oh yeah, when I don’t feel so good down there, she takes care of me. It’s her language I will learn.” And at that moment they shut out all the other languages that they could be learning at that age, but by three months, that’s her. And if the person doing it, whether it’s the mother or grandmother, whoever’s doing it, that is when the education process begins. That’s when language begins. That’s when love begins. That’s when structure begins. That’s when you start to imprint on the child that “you are special, you are different from every other child in the world. And we’re going to read to you.” A child who has not been read to is in danger when that child gets to school. A child who doesn’t know his or her colors or doesn’t know how to tell time, doesn’t know how to tie shoes, doesn’t know how to do those things, and doesn’t know how to do something that goes by a word that was drilled into me as a kid: mind. Mind your manners! Mind your adults! Mind what you’re saying! This is the way children are raised properly. And I watched my own young grandchildren now come along and they’re, much to the distress of my children, they are acting just like we did. You know? You imprint them.

And that’s what you have to do to prepare children for education and for school. And I’m working at all the energy I have to sort of communicate this message that we need preschool, we need Head Start, we need prenatal care. The education process begins even before the child is born, and if you don’t do that, you’re going to have difficulty. And we are having difficulties in so many of our communities and so many of our schools where kids are coming to first grade and their eyes are blazing, they’ve got their little knapsack on and they’re ready to go, and then they realize they’re not like the other first graders who know books, have been read to, can do their alphabet. And by the third grade, the kids who didn’t have that structure and minding in the beginning start to realize they’re behind, and what do they do? They act it out. They act it out, and they’re on their way to jail or they’re on their way to being dropouts. It’s predictable. If you’re not at the right reading level at third grade, you are a candidate for jail at age 18, and we have the highest incarceration rate because we’re not getting our kids the proper start in life.

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<tr>
<th>knapsack</th>
<th>incarceration</th>
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<td>a bag made of nylon or leather and carried on the back of hikers or soldiers, etc.</td>
<td>imprisonment or confining to an enclosure</td>
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Dr. Montessori’s Own Handbook
Maria Montessori
Frederick A. Stokes Co., 1914

Freedom

The success of these results is closely connected with the delicate intervention of the one who guides the children in their development. It is necessary for the teacher to guide the child without letting him feel her presence too much, so that she may be always ready to supply the desired help, but may never be the obstacle between the child and his experience.

5 A lesson in the ordinary use of the word cools the child’s enthusiasm for the knowledge of things, just as it would cool the enthusiasm of adults. To keep alive that enthusiasm is the secret of real guidance, and it will not prove a difficult task, provided that the attitude towards the child’s acts be that of respect, calm and waiting, and provided that he be left free in his movements and in his experiences.

Then we shall notice that the child has a personality which he is seeking to expand; he has initiative, he chooses his own work, persists in it, changes it according to his inner needs; he does not shirk effort, he rather goes in search of it, and with great joy overcomes obstacles within his capacity. He is sociable to the extent of wanting to share with every one his successes, his discoveries, and his little triumphs. There is therefore no need of intervention. “Wait while observing.” That is the motto for the educator.

15 Let us wait, and be always ready to share in both the joys and the difficulties which the child experiences. He himself invites our sympathy, and we should respond fully and gladly. Let us have endless patience with his slow progress, and show enthusiasm and gladness at his successes. If we could say: “We are respectful and courteous in our dealings with children, we treat them as we should like to be treated ourselves,” we should certainly have mastered a great educational principle and undoubtedly be setting an example of good education.
What we all desire for ourselves, namely, not to be disturbed in our work, not to find hindrances to our efforts, to have good friends ready to help us in times of need, to see them rejoice with us, to be on terms of equality with them, to be able to confide and trust in them—this is what we need for happy companionship. In the same way children are human beings to whom respect is due, superior to us by reason of their “innocence” and of the greater possibilities of their future. What we desire they desire also.

As a rule, however, we do not respect our children. We try to force them to follow us without regard to their special needs. We are overbearing with them, and above all, rude; and then we expect them to be submissive and well-behaved, knowing all the time how strong is their instinct of imitation and how touching their faith in and admiration of us. They will imitate us in any case. Let us treat them, therefore, with all the kindness which we would wish to help to develop in them. And by kindness is not meant caresses. Should we not call anyone who embraced us at the first time of meeting rude, vulgar and ill-bred? Kindness consists in interpreting the wishes of others, in conforming one’s self to them, and sacrificing, if need be, one’s own desire. This is the kindness which we must show towards children.

To find the interpretation of children’s desires we must study them scientifically, for their desires are often unconscious. They are the inner cry of life, which wishes to unfold according to mysterious laws. We know very little of the way in which it unfolds. Certainly the child is growing into a man by force of a divine action similar to that by which from nothing he became a child. Our intervention in this marvelous process is indirect; we are here to offer to this life, which came into the world by itself, the means necessary for its development, and having done that we must await this development with respect.

Let us leave the life free to develop within the limits of the good, and let us observe this inner life developing. This is the whole of our mission. Perhaps as we watch we shall be reminded of the words of Him who was absolutely good, “Suffer the little children to come unto Me.” That is to say, “Do not hinder them from coming, since, if they are left free and unhampered, they will come.”

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<th>submissive</th>
<th>caresses</th>
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<td>passive, obedient</td>
<td>a light touch or embrace</td>
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Good Citizenship: The Purpose of Education
Eleanor Roosevelt
Pictorial Review, 1930

What is the purpose of education? This question agitates scholars, teachers, statesmen, every group of thoughtful men and women. The conventional answer is the acquisition of knowledge, the reading of books, and the learning of facts. Perhaps because there are so many books and the branches of knowledge in which we can learn facts are so multitudinous today, we begin to hear more frequently that the function of education is to give children a desire to learn. Also to teach them how to use their minds and where to go to acquire facts when their curiosity is aroused. Even more all-embracing than this is the statement made not long ago, before a group of English headmasters, by the Archbishop of York, that “the true purpose of education is to produce citizens.” . . .

Theodore Roosevelt was teaching by precept and example. He believed that men owed something at all times, whether in peace or in war, for the privilege of citizenship. He was saying that, no matter what conditions existed, the blame lay no more heavily on the politician than on the shoulders of the average citizen. For it was he who concerned himself so little with his government that he allowed men to stay in power in spite of his dissatisfaction because he was too indifferent to exert himself to get better men in office . . .

Gradually a change has come about. More young men and more young women (since the latter have had the vote) are doing political work. And even if they do not hold political office they have felt the need to understand their own government. In our schools are now given courses in civics, government, economics, and current events. Very few children are as ignorant as I was. But there still remains a vast amount to be done before we accomplish our first objective—informed and intelligent citizens. Secondly, to bring about the realization that we are all responsible for the trend of thought and the action of our times.
How shall we arrive at these objectives? We think of course of history as a first means of information. Not the history which is a mere recital of facts, dates, wars, and kings, but a study of the life and growth of other nations. These nations are ones in which we follow the general moral, intellectual, and economic development through the ages. We note what brought about the rise and fall of nations and what were the lasting contributions of peoples now passed away to the development of the human family and the world as a whole.

Gradually from this study certain facts emerge. A nation must have leaders, men who have the power to see a little farther, to imagine a little better life than the present. But if this vision is to be fulfilled, it must also have a vast army of men and women capable of understanding and following these leaders intelligently. These citizens must understand their government from the smallest election district to the highest administrative office. It must be no closed book to them, and each one must carry his own particular responsibility or the whole army will lag.

I would have our children visit national shrines, know why we love and respect certain men of the past. I would have them see how government departments are run and what are their duties. I would have them see how courts function, what juries are, what a legislative body is and what it does. I would have them learn how we conduct our relationships with the rest of the world and what are our contacts with other nations. The child seeing and understanding these things will begin to envisage the varied pattern of the life of a great nation such as ours. He will see how his own life and environment fit into the pattern and where his own usefulness may lie . . .

Learning to be a good citizen is learning to live to the maximum of one's abilities and opportunities, and every subject should be taught every child with this in view. The teacher's personality and character are of the greatest importance. I have known many erudite and scholarly men and women who were dismal failures as teachers. I have known some less learned teachers who had the gift of inspiring youth and sending them on to heights where perhaps they themselves were unable to follow . . .

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<th><strong>recital</strong></th>
<th>a formal or public delivery of a memorized nature</th>
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Developing Core Literacy Proficiencies
You will be thinking that few teachers of this type exist and you will be right. The blame lies with the attitude toward teachers and the teaching of our present generation. We have set up a money value, a material gauge by which we measure success. We have frequently given more time and more material compensation to our cooks and chauffeurs and day-laborers, bricklayers, carpenters, and painters than we have to our nurses, governesses, and tutors and teachers in schools and colleges.

We entrust the building of our children’s characters and the development of their minds to people whom we, as a rule, compensate less *liberally* than we do the men and women who build our houses and make our day-by-day existence more comfortable and luxurious. These men and women teachers, paid from $1,200 to $5,000, and in extraordinary cases $10,000 a year, mold the future citizens of our country. We do not treat them with the respect or consideration which their high calling deserves. Nor do we reward them with the only reward which spells success according to our present standards.

One of our hard-worked businessmen said to me not long ago, “Why, these teacher fellows have a snap. Look at their long summer holidays, and you can’t tell me it’s as hard to tell a lot of youngsters about logarithms or Scott’s novels as it is to handle my board of directors at one end and my shop committee at the other.” My thought was that if he and his fellow members on the board of directors and the men on the shop committee had had the right kind of teaching his job would be easier because at both ends he would have men better able to understand the whole problem of *industry* and realize the necessity of cooperation . . .

I believe that each one of us, if we delve in our memories, can find some similar experience which will uphold my contention that a great teacher is more important than the most gorgeous building. Where no such contacts have been experienced, the most ideal surroundings will not make our school-days anything but a succession of dull and meaningless tasks.

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<th><strong>liberally</strong></th>
<th><strong>industry</strong></th>
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<td>allowing freedom of action, particularly with regards to personal belief</td>
<td>the management or ownership of businesses, etc.</td>
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There are many inadequate teachers today. Perhaps our standards should be higher, but they cannot be until we learn to value and understand the function of the teacher in our midst. While we have put much money in buildings and laboratories and gymnasiums, we have forgotten that they are but the shell, and will never live and create a vital spark in the minds and hearts of our youth unless some teacher furnishes the inspiration. A child responds naturally to high ideals, and we are all of us creatures of habit.

Begin young to teach the standards that should prevail in public servants, in governmental administration, in national and international business and politics, and show by relating to daily life and known experience the advantages derived from a well-run government. It will then be a logical conclusion that the ends cannot be achieved without the cooperation of every citizen. This will be readily grasped by the child because his daily experience in school illustrates the point.
Another object of the revisal is, to **diffuse** knowledge more generally through the mass of the people. This bill proposes to lay off every county into small districts of five or six miles square, called hundreds, and in each of them to establish a school for teaching reading, writing, and arithmetic. The tutor to be supported by the hundred, and every person in it entitled to send their children three years gratis, and as much longer as they please, paying for it. These schools to be under a **visitor**, who is annually to chuse the boy, of best genius in the school, of those whose parents are too poor to give them further education, and to send him forward to one of the grammar schools, of which twenty are proposed to be erected in different parts of the country, for teaching Greek, Latin, geography, and the higher branches of numerical arithmetic. Of the boys thus sent in any one year, trial is to be made at the grammar schools one or two years, and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniusses will be raked from the **rubbish** annually, and be instructed, at the public expense, so far as the grammar schools go. At the end of six years instruction, one half are to be discontinued (from among whom the grammar schools will probably be supplied with future masters); and the other half, who are to be chosen for the superiority of their parts and disposition, are to be sent and continued three years in the study of such sciences as they shall chuse, at William and Mary college, the plan of which is proposed to be enlarged, as will be hereafter explained, and extended to all the useful sciences. The ultimate result of the whole scheme of education would be the teaching all children of the state reading, writing, and common arithmetic: turning out ten annually of superior genius, well taught in Greek, Latin,
Developing Core Literacy Proficiencies

20 geography, and the higher branches of arithmetic: turning out ten others annually, of still superior parts, who, to those branches of learning, shall have added such of the sciences as their genius shall have led them to: the furnishing to the wealthier part of the people convenient schools, at which their children may be educated, at their own expense. —. But of all the views of this law none is more important, none more legitimate, than that of rendering the people the safe, as they are the ultimate, guardians of their own liberty. For this purpose the reading in the first stage, where they will receive their whole education, is proposed, as has been said, to be chiefly historical.

History by apprising them of the past will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views. In every government on earth is some trace of human weakness, some germ of corruption and degeneracy, which cunning will discover, and wickedness insensibly open, cultivate, and improve. Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories. And to render even them safe their minds must be improved to a certain degree. This indeed is not all that is necessary, though it be essentially necessary. An amendment of our constitution must here come in aid of the public education. The influence over government must be shared among all the people. If every individual which composes their mass participates of the ultimate authority, the government will be safe; because the corrupting the whole mass will exceed any private resources of wealth: and public ones cannot be provided but by levies on the people. In this case every man would have to pay his own price. The government of Great-Britain has been corrupted, because but one man in ten has a right to vote for members of parliament. The sellers of the government therefore get nine-tenths of their price clear. It has been thought that corruption is restrained by confining the right of suffrage to a few of the wealthier of the people: but it would be more effectually restrained by an extension of that right to such numbers as would bid defiance to the means of corruption.

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<th>apprising</th>
<th>degeneracy</th>
<th>degenerates</th>
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<tr>
<td>to give notice to; inform; advise</td>
<td>to fall below a normal or desirable level in physical, mental, or moral qualities</td>
<td>to decline in standard</td>
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<th>depositories</th>
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<td>a place where something valuable is kept</td>
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“The Vision of Education Reform in the United States”
Secretary Arne Duncan
United States Department of Education

Remarks to UNESCO in Paris, France, November 4, 2010

The promise of universal education was then a lonely beacon—a light to guide the way to peace and the rebuilding of nations across the globe. Today, the world is no longer recovering from a tragic global war. Yet the international community faces a crisis of a different sort, the global economic crisis. And education is still the beacon lighting the path forward—perhaps more so today than ever before.

Education is still the key to eliminating gender inequities, to reducing poverty, to creating a sustainable planet, and to fostering peace. And in a knowledge economy, education is the new currency by which nations maintain economic competitiveness and global prosperity.

I want to make the case to you today that enhancing educational attainment and economic viability, both at home and abroad, is really more of a win-win game; it is an opportunity to grow the economic pie, instead of carve it up. As President Obama said in his speech to the Muslim world in Cairo last year, “Any world order that elevates one nation or group of people over another will inevitably fail.”

There is so much that the United States has to learn from nations with high-performing education systems. And there is so much that America can share from its experience to the mutual benefit of nations confronting similar educational challenges.
I am convinced that the U.S. education system now has an unprecedented opportunity to get dramatically better. Nothing—nothing—is more important in the long-run to American prosperity than boosting the skills and attainment of the nation’s students.

In the United States, we feel an economic and moral imperative to challenge the status quo. Closing the achievement gap and closing the opportunity gap is the civil rights issue of our generation. One quarter of U.S. high school students drop out or fail to graduate on time. Almost one million students leave our schools for the streets each year. That is economically unsustainable and morally unacceptable.

One of the more unusual and sobering press conferences I participated in last year was the release of a report by a group of top retired generals and admirals. Here was the stunning conclusion of their report: 75 percent of young Americans, between the ages of 17 to 24, are unable to enlist in the military today because they have failed to graduate from high school, have a criminal record, or are physically unfit.

Now, everyone here today knows that education is taking on more and more importance around the globe. In the last decade, international competition in higher education and the job market has grown dramatically. As the New York Times columnist Thomas Friedman famously pointed out, the world economy has indeed “flattened.” Companies now digitize, automate, and outsource work to the most competitive individuals, companies, and countries.

In the knowledge economy, opportunities to land a good job are vanishing fast for young workers who drop out of school or fail to get college experience. That is why President Obama often says that the nation that “out-educates us today is going to out-compete us tomorrow.”

Yet there is also a paradox at the heart of America’s efforts to bolster international competitiveness. To succeed in the global economy, the United States, just like other nations, will have to become both more economically competitive and more collaborative.
In the information age, more international competition has spawned more international collaboration. Today, education is a global public good unconstrained by national boundaries.

In the United States, for example, concerns are sometimes raised about the large number of foreign-born students earning masters and doctorates in science and engineering fields. Immigrants now constitute nearly half of America’s PhD scientists and engineers, even though they constitute only 12 percent of the workforce overall.

These foreign-born students more often return to the country of origin than in the past. But their scientific skills and entrepreneurship strengthen not only their native economy but also stimulate innovation and new markets that can help boost the U.S. economy.

The same borderless nature of innovation and ideas is evident when foreign-born students remain in America. Immigrants to the U.S. started a quarter of all engineering and technology companies from 1995 and 2005, including half of the start-ups in Silicon Valley, our high-tech capital. Sergey Brin, Google’s co-founder, was born in Moscow but educated in the United States. Google is now used throughout the globe to gather information and advance knowledge. The brain drain, in short, has become the brain gain.

It is no surprise that economic interdependence brings new global challenges and educational demands.

The United States cannot, acting by itself, dramatically reduce poverty and disease or develop sustainable sources of energy. America alone cannot combat terrorism or curb climate change. To succeed, we must collaborate with other countries.

Those new partnerships require American students to develop better critical thinking abilities, cross-cultural understanding, and facility in multiple languages. They also will require U.S. students to

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Unit 1
strengthen their skills in science, technology, engineering, and math—the STEM fields that anchor much of our innovation in the global economy.

These new partnerships must also inspire students to take a bigger and deeper view of their civic obligations—not only to their countries of origin but to the betterment of the global community. A just and socially responsible society must also be anchored in civic engagement for the public good.

In our view, the United States will be better off, in comparative terms, if we lead the world in educational attainment, rather than lagging behind. A generation ago, America did in fact lead the world in college attainment. But today among young adults, the U.S. is tied for ninth. That is why President Obama has set a goal that America will once again have the highest proportion of college graduates in the world by 2020, a decade from now.

Yet even as the United States works to strengthen its educational system, it is important to remember that advancing educational attainment and achievement everywhere brings benefits not just to the U.S. but around the globe. In the knowledge economy, education is the new game-changer driving economic growth. Education, as Nelson Mandela says, “is the most powerful weapon which you can use to change the world.”
I believe that our own experience instructs us that the secret of Education lies in respecting the pupil. 

It is not for you to choose what he shall know, what he shall do. It is chosen and foreordained, and he only holds the key to his own secret. By your tampering and thwarting and too much governing he may be hindered from his end and kept out of his own. Respect the child. Wait and see the new product of Nature. Nature loves analogies, but not repetitions. Respect the child. Be not too much his parent. Trespass not on his solitude.

But I hear the outcry which replies to this suggestion:—Would you verily throw up the reins of public and private discipline; would you leave the young child to the mad career of his own passions and whimsies, and call this anarchy a respect for the child’s nature? I answer,—Respect the child, respect him to the end, but also respect yourself. Be the companion of his thought, the friend of his friendship, the lover of his virtue,—but no kinsman of his sin. Let him find you so true to yourself that you are the irreconcilable hater of his vice and imperturbable slighter of his trifling.

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<tr>
<th>foreordained</th>
<th>tampering</th>
<th>thwarting</th>
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<tr>
<td>to predestine; predetermine</td>
<td>to make changes to something, especially in order to falsify or damage</td>
<td>to prevent from accomplishing a goal or purpose</td>
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<td>hindered</td>
<td>solitude</td>
<td>whimsies</td>
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<tr>
<td>to have caused delay or interruption</td>
<td>the state of being or living alone</td>
<td>excessively playful; fanciful</td>
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<td>irreconcilable</td>
<td>vice</td>
<td>imperturbable</td>
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<tr>
<td>a person who will not agree or compromise</td>
<td>a habit or practice that is immoral; a weakness</td>
<td>incapable of being upset or agitated; not easily excited</td>
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I confess myself utterly at a loss in suggesting particular reforms in our ways of teaching. No discretion that can be lodged with a school-committee, with the overseers or visitors of an academy, of a college, can at all avail to reach these difficulties and perplexities, but they solve themselves when we leave institutions and address individuals. The will, the male power, organizes, imposes its own thought and wish on others, and makes that military eye which controls boys as it controls men; admirable in its results, a fortune to him who has it, and only dangerous when it leads the workman to overvalue and overuse it and precludes him from finer means. Sympathy, the female force—which they must use who have not the first—deficient in instant control and the breaking down of resistance, is more subtle and lasting and creative. I advise teachers to cherish mother-wit. I assume that you will keep the grammar, reading, writing and arithmetic in order; 't is easy and of course you will. But smuggle in a little contraband wit, fancy, imagination, thought. If you have a taste which you have suppressed because it is not shared by those about you, tell them that. Set this law up, whatever becomes of the rules of the school: they must not whisper, much less talk; but if one of the young people says a wise thing, greet it, and let all the children clap their hands. They shall have no book but school-books in the room; but if one has brought in a Plutarch or Shakespeare or Don Quixote or Goldsmith or any other good book, and understands what he reads, put him at once at the head of the class. Nobody shall he disorderly, or leave his desk without permission, but if a boy runs from his bench, or a girl, because the fire falls, or to check some injury that a little dastard is inflicting behind his desk on some helpless sufferer, take away the medal from the head of the class and give it on the instant to the brave rescuer. If a child happens to show that he knows any fact about astronomy, or plants, or birds, or rocks, or history, that interests him and you, hush all the classes and encourage him to tell it so that all may hear. Then you have made your school-room like the world. Of course you will insist on modesty in the children, and respect to their teachers, but if the boy stops you in your speech, cries out that you are wrong and sets you right, hug him!

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<th>discretion</th>
<th>dastard</th>
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<td>the power or right to decide or act according to one's own judgment; freedom of judgment or choice</td>
<td>a wrong-doing coward</td>
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Now two or three things will doubtless be admitted to be true, beyond all controversy, in regard to Massachusetts. By its industrial condition, and its business operations, it is exposed, far beyond any other State in the Union, to the fatal extremes of overgrown wealth and desperate poverty. Its population is far more dense than that of any other State. It is four or five times more dense than the average of all the other States taken together; and density of population has always been one of the proximate causes of social inequality. According to population and territorial extent there is far more capital in Massachusetts—capital which is movable, and instantaneously available—than in any other State in the Union; and probably both these qualifications respecting population and territory could be omitted without endangering the truth of the assertion. . . .

Now surely nothing but universal education can counterwork this tendency to the domination of capital and the servility of labor. If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relation between them may be called: the latter, in fact and in truth, will be the servile dependents and subjects of the former. But, if education be equally diffused, it will draw property after it by the strongest of all attractions; for such a thing never did happen, and never can happen, as that an intelligent and practical body of

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<th>proximate</th>
<th>assertion</th>
<th>servility</th>
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<td>approximate; fairly accurate</td>
<td>a positive statement or declaration, often without support or reason</td>
<td>oppressed as being in slavery</td>
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<td>residue</td>
<td>a remnant that remains after a part is discarded or removed</td>
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</table>
men should be permanently poor. Property and labor in different classes are essentially *antagonistic*; but property and labor in the same class are essentially *fraternal*. The people of Massachusetts have, in some degree, appreciated the truth that the unexampled prosperity of the State—its comfort, its competence, its general intelligence and *virtue*—is attributable to the education, more or less perfect, which all its people have received; but are they sensible of a fact equally important—namely, that it is to this same education that two-thirds of the people are indebted for not being to-day the *vassals* of as severe a *tyranny*, in the form of capital, as the lower classes of Europe are bound to in any form of brute *force*?

Education then, beyond all other devices of human origin, is a great equalizer of the conditions of men,—the balance wheel of the social machinery. I do not here mean that it so elevates the moral nature as to make men disdain and abhor the oppression of their fellow men. This idea pertains to another of its attributes. But I mean that it gives each man the independence and the means by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility toward the rich: it prevents being poor. *Agrarianism* is the revenge of poverty against wealth. The wanton destruction of the property of others—the burning of hay-ricks, and corn-ricks, the demolition of machinery because it supersedes hand-labor, the sprinkling of vitriol on rich dresses—is only agrarianism run mad. Education prevents both the revenge and the madness. On the other hand, a fellow-feeling for one’s class or caste is the common instinct of hearts not wholly sunk in selfish regard for a person or for a family. The spread of education, by enlarging the cultivated class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate factitious distinctions in society. . . .

For the creation of wealth, then,—for the existence of a wealthy people and a wealthy nation,—intelligence is the grand condition. The number of improvers will increase as the intellectual

<table>
<thead>
<tr>
<th><strong>antagonistic</strong></th>
<th><strong>fraternal</strong></th>
<th><strong>virtue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>hostile; opposing</td>
<td>a society of men associated with brotherly union</td>
<td>moral excellence; goodness; righteousness</td>
</tr>
<tr>
<td><strong>vassals</strong></td>
<td><strong>tyranny</strong></td>
<td><strong>Agrarianism</strong></td>
</tr>
<tr>
<td>servants or slaves</td>
<td>oppressive or severe government</td>
<td>a social movement of the equal division of rural land</td>
</tr>
</tbody>
</table>
constituency, if I may so call it, increases. In former times, and in most parts of the world even at the present day, not one man in a million has ever had such a development of mind as made it possible for him to become a contributor to art or science. . . . Let this development proceed, and contributions . . . of inestimable value, will be sure to follow. That political economy, therefore, which busies itself about capital and labor, supply and demand, interests and rents, favorable and unfavorable balances of trade, but leaves out of account the elements of a wide-spread mental development, is naught but stupendous folly. The greatest of all the arts in political economy is to change a consumer into a producer; and the next greatest is to increase the producing power,—and this to be directly obtained by increasing his intelligence. For mere delving, an ignorant man is but little better than a swine, whom he so much resembles in his appetites, and surpasses in his power of mischief. . . .

<table>
<thead>
<tr>
<th>stupendous</th>
<th>folly</th>
</tr>
</thead>
<tbody>
<tr>
<td>very large or great</td>
<td>an action or idea that is foolish</td>
</tr>
</tbody>
</table>
READING CLOSELY FOR TEXTUAL DETAILS

DEVELOPING CORE LITERACY PROFICIENCIES

GRADE 9

Literacy Toolbox

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

1. **APPROACHING**
   Where do I **START**?
   - I determine my reading purposes and take note of important information about the text.

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

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

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.

- 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?
# READING CLOSELY: GUIDING QUESTIONS HANDOUT

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.
   - 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?
   - 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?

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/her purposes and perspective?
   - 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?
   - 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?

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

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 HANDOUT

#### SEARCHING FOR DETAILS

I read the text closely and mark words and phrases that help me answer my question.

#### SELECTING DETAILS

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.

<table>
<thead>
<tr>
<th>Author’s Facts and Ideas</th>
<th>Author’s Language and Structure</th>
<th>Opinions and Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>Repeated words</td>
<td>Interpretations</td>
</tr>
<tr>
<td>Examples</td>
<td>Strong language</td>
<td>Explanation of ideas or events</td>
</tr>
<tr>
<td>Vivid description</td>
<td>Figurative language</td>
<td>Narration</td>
</tr>
<tr>
<td>Characters and actors</td>
<td>Tone</td>
<td>Personal reflection</td>
</tr>
<tr>
<td>Events</td>
<td>Organizational structure and phrases</td>
<td>Beliefs</td>
</tr>
</tbody>
</table>

#### ANALYZING DETAILS

By reading closely and thinking about the details, I can make connections among them. Following are some ways details can be connected.

<table>
<thead>
<tr>
<th>Facts and Ideas</th>
<th>Language and Structure</th>
<th>Opinions and Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors use hard facts to illustrate or define an idea.</td>
<td>Authors repeat specific words or structures to emphasize meaning or tone.</td>
<td>Authors compare or contrast evidence to help define their point of view.</td>
</tr>
<tr>
<td>Authors use examples to express a belief or point of view.</td>
<td>Authors use language or tone to establish a mood.</td>
<td>Authors offer their explanation of ideas or events to support their beliefs.</td>
</tr>
<tr>
<td>Authors use vivid description to compare or oppose different ideas.</td>
<td>Authors use figurative language to infer emotion or embellish meaning.</td>
<td>Authors tell their own story to develop their point of view.</td>
</tr>
<tr>
<td>Authors describe different actors or characters to illustrate a comparison or contrast.</td>
<td>Authors use a specific organization to enhance a point or add meaning.</td>
<td>Authors use language to reveal an opinion or feeling about a topic.</td>
</tr>
<tr>
<td>Authors use a sequence of events to arrive at a conclusion.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**ODELL EDUCATION**
In this unit, you have been developing your skills as an investigator of texts. You have learned to do the following things:

- Ask and think about good questions to help you examine what you read closely
- Uncover key clues in the details, words, and information found in the texts
- Make connections among details and texts
- Discuss what you have discovered with your classmates and teacher
- Cite specific evidence from the texts to explain and support your thinking
- Record and communicate 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.
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:
   a. 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.
   b. Reread the other two final texts so that you are prepared to discuss and compare them.
   c. Meet with your expert group to talk about your text and how to lead a discussion of it.
   d. 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.
   e. 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.
   f. Listen to other students’ summaries and think about the connections to your text.
   g. 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.
   h. 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 you have been working on to the best of your ability. Your teacher will evaluate your work and determine your grade based on how well you do the following things:

- **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.
## 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

### Before reading, I consider what my specific purposes for reading are.

<table>
<thead>
<tr>
<th>What are my reading purposes?</th>
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<tbody>
<tr>
<td>------------------------------</td>
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<td>------------------------------</td>
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<td>------------------------------</td>
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<tr>
<td>------------------------------</td>
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</tbody>
</table>

### I also take note of key information about the text.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
<th>Source/Publisher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Text type:</th>
<th>Publication date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

What do I already think or understand about the text based on this information?

### Guiding Questions for my first reading of the text:

<table>
<thead>
<tr>
<th>Guiding Questions for my first reading of the text:</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

As I read I mark details on the text that relate to my Guiding Questions.

### Text-specific questions to help focus my rereading of the text:

<table>
<thead>
<tr>
<th>Text-specific questions to help focus my rereading of the text:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
# ANALYZING DETAILS TOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Reading purpose:

A question I have about the text:

<table>
<thead>
<tr>
<th>Detail 1 (Ref.:)</th>
<th>Detail 2 (Ref.:)</th>
<th>Detail 3 (Ref.:)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Detail 1 (Ref.:)</th>
<th>Detail 2 (Ref.:)</th>
<th>Detail 3 (Ref.:)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

## ANALYZING DETAILS

I reread parts of the text and think about the meaning of the details and what they tell me about my question.

<table>
<thead>
<tr>
<th>What I think about detail 1:</th>
<th>What I think about detail 2:</th>
<th>What I think about detail 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CONNECTING DETAILS

I compare the details and explain the connections I see among them.

<table>
<thead>
<tr>
<th>How I connect the details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**PART 4: TEXT-BASED EXPLANATION**

**LITERACY SKILLS CHECKLIST**

<table>
<thead>
<tr>
<th>LITERACY SKILLS</th>
<th>DESCRIPTORS:</th>
<th>NEEDS WORK</th>
<th>OKAY</th>
<th>VERY STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Find evidence of using the Literacy Skill in the draft.</em> <em>Does the writer’s explanation…</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENDING TO DETAILS</td>
<td>Identify words, details, or quotations that are important to understanding the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMARIZING</td>
<td>Correctly explain what the text says about the topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDENTIFYING RELATIONSHIPS</td>
<td>Notice important connections among details, ideas, or texts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECOGNIZING PERSPECTIVE</td>
<td>Identify and explain the author’s view of the text’s topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USING EVIDENCE</td>
<td>Support the explanation with evidence from the text; use accurate quotations, paraphrases, and references?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PART 5: TEXT-CENTERED DISCUSSION

### ACADEMIC HABITS CHECKLIST

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

<table>
<thead>
<tr>
<th>TARGETED SKILLS</th>
<th>DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTIONING</td>
<td>Formulates and responds to questions and lines of inquiry that lead to relevant and important ideas and themes within and across texts</td>
</tr>
<tr>
<td>ATTENDING TO DETAILS</td>
<td>Identifies relevant and important textual details, words, and ideas</td>
</tr>
<tr>
<td>IDENTIFYING RELATIONSHIPS</td>
<td>Identifies important connections among key details and ideas within and across texts</td>
</tr>
<tr>
<td>SUMMARIZING</td>
<td>Recounts the explicit meaning of texts, referring to key details, events, characters, language, and ideas</td>
</tr>
<tr>
<td>INTERPRETING LANGUAGE</td>
<td>Identifies how words and phrases convey meaning and represent an author’s or narrator’s perspective</td>
</tr>
<tr>
<td>RECOGNIZING PERSPECTIVE</td>
<td>Uses textual details to recognize an author’s or narrator’s relationship to and perspective on a text’s topic</td>
</tr>
</tbody>
</table>
## READING CLOSELY ACADEMIC HABITS DEVELOPED

<table>
<thead>
<tr>
<th>HABITS DEVELOPED</th>
<th>DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARING</td>
<td>Reads the texts, researches the topics, and thinks about the questions being studied to prepare for tasks</td>
</tr>
<tr>
<td>COLLABORATING</td>
<td>Pays attention to, respects, and works productively in various roles with all other participants</td>
</tr>
<tr>
<td>COMMUNICATING CLEARLY</td>
<td>Uses appropriate language and relevant textual details to clearly present ideas and claims</td>
</tr>
</tbody>
</table>
## READING CLOSELY LITERACY SKILLS AND DISCUSSION HABITS RUBRIC

### I. READING SKILLS CRITERIA

<table>
<thead>
<tr>
<th>NE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>+</th>
</tr>
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<tbody>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>NE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>+</th>
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</tbody>
</table>

1. **Uses Evidence**: Supports all aspects of the explanation with sufficient textual evidence, using accurate quotations, paraphrases, and references

### III. TEXT-CENTERED DISCUSSION CRITERIA

<table>
<thead>
<tr>
<th>NE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>+</th>
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</tr>
</tbody>
</table>

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
## IV. FINAL ASSIGNMENT CRITERIA

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

## SUMMARY EVALUATION

<table>
<thead>
<tr>
<th>SUMMARY EVALUATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th></th>
</tr>
</thead>
</table>

**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

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

<table>
<thead>
<tr>
<th>TITLE</th>
<th>DESCRIPTION</th>
<th>PUBLISHER</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Kids Need Structure”</td>
<td>Video of Colin Powell’s TED Talk (excerpted in texts)</td>
<td>TED Talk</td>
<td>TED Talk video</td>
</tr>
<tr>
<td>Changing Education Paradigms</td>
<td>Transcript of Sir Ken Robinson’s “Changing Paradigms” TED Talk</td>
<td>Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA)</td>
<td>Text</td>
</tr>
<tr>
<td>“Your first 5 minutes at Marine Corps Recruit Depot—San Diego”</td>
<td>Video showing the marine recruits during their first experience as US Marines</td>
<td>Live Leak</td>
<td>YouTube video</td>
</tr>
<tr>
<td>“MONTESSORI—Watch This First—emontessori.info”</td>
<td>An introduction to Maria Montessori’s pedagogy and resulting school programs</td>
<td>Adrian Harrison</td>
<td>YouTube video</td>
</tr>
<tr>
<td>“Quiet in school, 1950”</td>
<td>An original instructional video addressing how to behave in class in a 1950s school</td>
<td>mmlearningllc</td>
<td>YouTube video</td>
</tr>
<tr>
<td>“Khan Academy: The future of education?”</td>
<td>A video on Kahn Academy, an online learning environment that schools are beginning to use in classrooms</td>
<td>CBS News, 60 Minutes</td>
<td>Video</td>
</tr>
<tr>
<td>“Transparency: Education in America”</td>
<td>A video that uses statistics and facts to compare the US education system to other countries around the world</td>
<td>GOOD.IS</td>
<td>YouTube video</td>
</tr>
<tr>
<td>Tenth Amendment</td>
<td>Text of the Tenth Amendment in the United States Constitution</td>
<td>Legal Information Institute</td>
<td>Text</td>
</tr>
<tr>
<td>Brown v. Board of Education in PBS’s The Supreme Court</td>
<td>Short documentary focusing on segregation in 1950s schools, leading to the 1954 Supreme Court case ruling ending racial segregation in K–12</td>
<td>WorldPlot</td>
<td>YouTube video</td>
</tr>
<tr>
<td>Only a Teacher—Teaching Timeline</td>
<td>Multimedia time line of the history of US education</td>
<td>PBS</td>
<td>Multimedia time line</td>
</tr>
<tr>
<td>“Education in Early America: Birth of Public Schools and Universities”</td>
<td>Animated video chronicling the historical events throughout US education</td>
<td>Study.com</td>
<td>Animated video</td>
</tr>
</tbody>
</table>