

PART 1

UNDERSTANDING CLOSE READING

"there are two wolves inside me"

OBJECTIVE:

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



ACTIVITIES

1- INTRODUCTION TO UNIT

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

2- LOOKING CLOSELY FOR 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 MULTI-MEDIA

Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.

5- INDEPENDENT READING/RESEARCHING ACTIVITY

Students use guiding questions to independently explore a multi-media website.

ESTIMATED TIME: 3-4 days

MATERIALS:

Texts #1-4
Guiding Questions Handout
Reading Closely Checklist



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.6.1 RI.6.2

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SUPPORTING STANDARD(S): RI.6.4

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.



ACTIVITY 1: INTRODUCTION TO 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 questions to examine the text's topic, information, and structure
- 3) Questioning further to investigate the text
- 4) Analyzing key details and language to deepen understanding
- 5) Explaining what one has come to understand as a reader

INTRODUCTORY ANALOGY

To introduce the unit and establish a link between questioning, close examination, and deepening understanding, you might 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 other experts, 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 experts in various fields are able to analyze and understand artistic works, phenomena, places, events or situations because their training focuses them on details that the uninitiated do not typically notice. This training often involves a set of *guiding questions* that experts ask themselves 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 more general questions lead the experts 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.

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 Guiding Questions (GQ) Handout, orienting students to both the structure of the document and the questions in each row, and explaining that these are a general set of guiding questions that can direct their attention to key evidence in texts as they read.

PREVIEW THE TEXTS AND CHECKLISTS

- Show students the Text Set Table 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 lead a group discussion about one of the final three texts.
- Introduce the Reading Closely Checklist and the Text-Centered Discussions (TCD) Checklist and

ACTIVITY 2: LOOKING CLOSELY FOR DETAILS

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

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Introduce students to the set of photographs they will study, but provide minimal contextual information.

If you want digital images, the photos can be found online using the links in the text set.
(Note: this activity can be done using a printed copy of the visual image(s), a projection in the room, or on computers, allowing students literally to zoom closer and note specific details.)

EXAMINE IMAGES IN SMALL GROUPS

- Students examine the image(s) in small groups and answer the question “What stands out to me as I examine this image?”
- In their groups, students find several details that stand out to them, with one group member serving as a recorder of all their details.
- Groups may consult the GQ 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.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What is this image mainly about?
- 2- What stands out to me as I examine this image?

Text-specific Question(s):

- 1-In the second image, how is the wolf depicted compared to the other figures?
- 2-In the third image, what do the position and stance of the wolves indicate? What does the condition of the surrounding snow suggest?
- 3-What are the men doing to the wolf in the fourth image?

NOTE: Throughout the unit Model text-specific questions associated with Guiding Questions have been provided in the material. These questions are included to illustrate the process and possibilities; teachers are encouraged to develop their own text-specific questions based on their own analysis.

CLASS DISCUSSION & SUMMARIZING ACTIVITY

- Lead a discussion on what the groups noticed about the images and the questions they had
- Discuss how these questions are “text-specific” – questions that:
 - ⇒ Emerge from looking closely at the image
 - ⇒ Prompt them to look for more details
 - ⇒ Lead to a greater understanding of the image.
- Students list three details they think are “key” for them in understanding something that is going on in one of the images.
- Students write a caption that summarizes what they think the image is about and share and compare their captions/titles, noting the details that have led to what they have written.

At this stage, definitive answers do not need to be established for questions students pose. The purpose of the exercise is for students to get a sense of how close examination of texts leads to questions which in turn lead to further examination of textual detail, and an ability to communicate meaning to others.

ACTIVITY 3: READING CLOSELY FOR DETAILS

Students use guiding questions to look closely for details in a text.

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Text #2, the first print text students encounter, is borrowed from a Kids Planet World Wide Wolves curriculum website, which also includes many other useful texts, question sets, and cross-curricular activities about wolves. The text measures on the high end of the 6th grade text band [at 1230L] but is straightforward and accessible in its informational format. It provides an overview of the history of wolves in the US, from their importance to Native American cultures to their current controversial status as an endangered species. Searching for details in this text should provide useful background for students.

READ TEXT #2 ALOUD

- Direct students to the questions listed under "Topic, Information, and Ideas" in the Questioning Texts row of the GQ Handout.
- As you read the passage aloud, students think about the question:
⇒ "What information or ideas does this text present?"
- Ask students to record/share their responses to the question, making sure that students refer to the text to support their responses.

INDEPENDENT READING

- Before students re-read the passage independently, direct students to the questions listed under "Language" in the Questioning Texts row of the GQ Handout.
- Students think about the question:
⇒ "What words or phrases stand out to me as I read?"
- While reading independently, students mark details they notice (electronically or with a pencil/highlighter).

CLASS REVIEW & PARAPHRASING

- As a class, students:
⇒ Compare the details they have noticed and marked.
⇒ Discuss what the details suggest to them.
⇒ Identify any new questions they have after examining and discussing the details.
- Introduce the concept of a "paraphrase," and model paraphrasing a sentence from the passage.
- Individually, students draft a paraphrase of one of the details that stood out to them.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What information or ideas does the text present?
- 2- What do I learn about the topic as I read?

Text-specific Question(s):

- 1- What details and examples are presented in paragraphs 3 & 4 to explain the ways in which Native American cultures "revered the wolf"?
- 2- What details and examples are presented in paragraphs 5 & 6 to explain the contrasting views of European settlers who had "fear of wolves"?

ACTIVITY 4: ATTENDING TO DETAILS IN MULTI-MEDIA

Students use guiding questions to look closely for details in a multi-media text and write a few sentences explaining something they have learned.

INSTRUCTIONAL NOTES

TEXTUAL NOTES

Text #3 is a short YouTube video by David Owens that uses images, sounds, music, narration and text to dramatize a Cherokee story about the “two wolves” that lie within us – and sets up the idea of looking at wolves from different perspectives that runs throughout the unit. The video presents a shorter version of the legend, in which a grandfather talks to his grandson about the good and bad wolves that fight for dominance within humans. It provides opportunities for students to attend to textual details while viewing, notably the qualities associated with each of the wolves.

Extended Exercises:

There are many text versions of the Cherokee legend available that highlight different aspects of the legend. Teachers can search online or in their libraries and select one (or more) that they judge appropriate for their students. An interesting exercise is to have students first watch the video closely, then read a text version, look for new details, and contrast how they present the story differently.

Finally, if you want to continue the discussion of how differently Native and European cultures have viewed the wolf, see the supplementary text from the How Stuff Works website on werewolves, which [at 1100L] presents an accessible and interesting explanation of such topics as Werewolf Origins, Transformations, etc., and which makes the following interesting observation: “Teenagers and young adults can identify with the idea of sudden, seemingly inexplicable changes in their skin, hair and body. And just about everyone has experienced the struggle to keep control of emotions like anger and frustration.”

VIEW THE VIDEO

- Students view the video with no additional context provided, other than what they bring from studying the previous texts.
- Students think about a guiding question (i.e. “What information or ideas does this text present?”) as they watch the video.

CLASS DISCUSSION AND RE-VIEW OF VIDEO

- Before re-viewing the video, briefly discuss students’ initial observations.
- Use some of students’ observations to craft a specific question about the video to guide the re-view. Alternatively, additional guiding questions can be used.
- Students record key details in a two-column notes format.
 - ⇒ Note details sequentially in the first column of their notes, then highlight details they see as important, and explain (in the second column) why they see those selected details as important.

≡ ACTIVITY 4: ATTENDING TO DETAILS ≡ IN MULTI-MEDIA (CONT'D)

INSTRUCTIONAL NOTES

SMALL GROUPS WRITE ABOUT THE VIDEO

- Student small groups discuss the details they have selected, and their thinking about the importance of those details in helping 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
- Reflect on the “close reading” experience of watching a video, using the Reading Closely Checklist to guide the reflective discussion. This reflective discussion is an opportunity for students to self-assess their ability to read closely and identify areas where they can improve as a reader over the course of this unit.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What is this text mainly about?
- 2- What ideas stand out to me as I read/view?

Text-specific Question(s):

- 1- What human qualities does the grandfather link to the “evil and ugly” wolf (1:50 into the video)? Why?
- 2- What human qualities does the grandfather link to the “beautiful and good” wolf (2:20 into the video)? Why?
- 3- What is the meaning of the grandfather’s answer to the question: “Which wolf will win?”
- 4- How do the details of the boy’s experience in the print version of the legend change our understanding of the story and its last line?

ACTIVITY 5: INDEPENDENT READING/ RESEARCH

Students use guiding questions to independently explore a multi-media website.

INSTRUCTIONAL NOTES

This activity is an optional extension of Part 1 where 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.

TEXTUAL NOTES

There are many excellent websites that present information about wolves and allow students to navigate and read to learn more about the unit's topic. The Living With Wolves website is from an organization that supports wolf survival, and provides many links that allow students to discover more about wolves, including photos, videos, etc. The Lobos of the Southwest website discusses restoration efforts for the Mexican Gray Wolf. Students might explore one aspect of this (or another) site and then report back to their peers.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

1- What do I learn about the topic as I read (explore the website)?

Text-specific Question(s):

1- What interesting details, examples, or ideas can I find that relate to the other texts we are studying?

ASSESSMENT OPPORTUNITIES

Students' captions and paraphrases for Texts #1 & 2 can be reviewed to see if they are able to generalize from details, and might provide a pre-assessment of skills before students read and analyze more challenging passages in Parts 2-5. These short, informal writing samples should also be reviewed for evidence that students are able to clearly explain their thinking about the texts they are reading. The reflective conversation using the Reading Closely Checklist is an opportunity for students to self-assess. Student conversations in small groups, particularly in relation to Text #3 (the video), also can provide rich initial evidence of their emerging thinking, and of the skills related to Text-Centered Discussions that they bring into the unit, since they will be demonstrating those discussion skills in Part 5.