

PART 3

ANALYZING DETAILS

"the tragedy of the natural world that was tragedy only to those that died"

OBJECTIVE:

Students learn to analyze textual detail as a key to discovering meaning.
Students read, analyze, and compare texts.



ACTIVITIES

1- ANALYZING TEXTUAL DETAIL

Students listen to and then closely read and analyze a new text.

2- ANALYZING DETAILS ACROSS TEXTS

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

3- EXPLAINING AND COMPARING TEXTS

Student groups develop a comparative question and individually write a paragraph using their question.

4- INDEPENDENT READING ACTIVITY

Students independently read texts using a guiding question.

ESTIMATED TIME: 3 days

MATERIALS:

Texts #1-6
Questioning Texts Tool
Analyzing Details Tool
Reading Closely Checklist
Guiding Questions Handout



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.6.1 RI.6.2 RI.6.6 RI.6.9 RL.6.1 RL.6.2 RL.6.6 RL.6.9

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.

RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.9: Compare and contrast one author's presentation of events with that of another.

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

RL.6.2: Determine a theme or 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.

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

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: ANALYZING TEXTUAL DETAIL

Students listen to and then 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 point of view on the topic. As before, students listen to the text with no initial context provided other than what they have already learned from their study of previous, related texts.

INDEPENDENT READING

- Students complete the first parts of the Questioning Texts Tool, selecting Guiding Questions that relate to the *author's perspective*.
- Students read the text using their Guiding Questions to focus them on relevant details they can question further.

CLASS DISCUSSION

- Lead a discussion of the text focusing on difficult sections and key academic vocabulary.
- Students should draw on details they found related to their Guiding Questions in discussion.
- Have students develop text-specific questions about key details that emerge in discussion.

RE-READING TO ANALYZE DETAILS

- Students work in groups to hone text-specific questions.
- Students use their question to analyze the text with the Analyzing Details Tool.

CLASS DISCUSSION

- Discuss the connections students have made in a final class discussion of Text #6.

TEXTUAL NOTES

Text #6 is an excerpt from the open source edition of Jack London's famous novel *White Fang*. "The Battle of the Fangs" describes in vivid detail a violent encounter among four wolves traveling in a pack (two of whom will become the parents of the novel's main character); it connects directly with Text #8, a later chapter from the novel. The passage offers a challenging reading experience for students due to its descriptive language, but measures at a level [1020L] in the middle of the 6th grade text band. It also presents an interesting contrast to Text #5, allowing students to analyze differences in the ways wolf pack behavior are presented, and ultimately differences between informational and literary text. Because of the density of the description, student groups might be given shorter excerpts to read closely and analyze for details, reporting what they have discovered back to the class.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What words or phrases are powerful or unique?
- 2- What do the author's words cause me to see or feel?

Text-specific Question(s):

- 1- In the first six paragraphs, what details are presented to describe each of the wolves in the pack: the she-wolf, the large grey wolf, the one-eyed wolf, and the three-year old? What do these details tell us about the pack and its behavior?
- 2- What details does London present to illustrate his statement that, "The battle began fairly, but it did not end fairly"? What does his description of the battle cause us to see and feel?
- 3- What does the phrase "the tragedy of the natural world that was tragedy only to those that died" mean in this story? What seems to be Jack London's view of the wolves' behavior he describes?

ACTIVITY 2: ANALYZING DETAILS ACROSS TEXTS

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

INSTRUCTIONAL NOTES

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 text to support their assertions, and to connect their comments to the ideas that others have shared.
- Have students take notes and annotate their text during the conversation, capturing what peers say, how their ideas are changing, or connections/ differences between texts.

TEXTUAL NOTES

The Isle Royale and White Fang excerpts offer a variety of opportunities for comparison: between fictional and nonfictional writing, around the common thread of pack behavior in wolves, and/or between the two authors' perspectives on their subjects and use of language to convey those perspectives. In particular, the texts illustrate how two very different kinds of texts – one scientific and one fictional – use details to describe animal behavior, with one presenting an observation-based scientific explanation of the behavior, and the other intent on dramatizing that behavior in vivid detail.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1- What is the author's personal relationship to the topic or themes?
- 2- In what ways do the authors' different purposes and perspectives influence their presentation of details and ideas?

Text-specific Question(s):

- 1- In presenting a wolf's point of view, "All About Wolves" states that, "Communication and intelligence are needed to know who my friends and enemies are, where they are, and what may be their intentions." How does this observation relate to the details of the actions (and the wolf characters' thoughts) that are dramatized in Jack London's story?
- 2- Find another statement from "All About Wolves." Connect this statement to something that is described in the Jack London description of the wolf pack. How are the two passages similar and different?

ACTIVITY 3: EXPLAINING AND COMPARING TEXTS

Student groups develop a comparative question and individually write a paragraph using their question.

INSTRUCTIONAL NOTES

SMALL GROUP DISCUSSIONS

- Students work in groups using their analyses of Texts #5 and #6 to come up with a comparative question.
- Support student groups as they develop their questions.

ACTIVITY 3: EXPLAINING AND COMPARING TEXTS (CONT'D)

INSTRUCTIONAL NOTES

WRITING COMPARATIVE ANALYSES

- Students draw from their notes, tools, annotated texts, and sentences from earlier activities to construct a paragraph answering their comparative question. Paragraphs should include:
 - ⇒ The comparative question
 - ⇒ 1-2 sentences explaining their analysis of Text #5 and key supporting details
 - ⇒ 1-2 sentences explaining their analysis of Text #6 and key supporting details
 - ⇒ 1-2 sentences explaining a connection they have made between the two texts that answers their comparative question
- Students construct the paragraph by:
 - ⇒ 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 (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 the students based on peer feedback.
- Students submit paragraphs and their supporting materials.

ACTIVITY 4: INDEPENDENT READING

Students independently read texts using a guiding question.

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, & 9 - topic-related texts all written in a similar genre/mode, using Guiding Questions to set up a Questioning Texts Tool. At this point, students do not need to study any of the three texts, rather simply be familiar with them, 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.

ASSESSMENT OPPORTUNITIES

In Part 3, students will have:

- Completed a Questioning Texts Tool for text #6 individually and in groups
- Completed an Analyzing Texts Tool based on their own text-specific questions
- Taken part in a group discussion about connections between texts #5 and #6
- Written a paragraph explaining their analysis of Texts #5 and #6 and making connections between them.

Use these work samples to both assess how the class is doing overall in the skills of close reading, questioning, analyzing details, comparing, and explaining, and to help determine which of the three texts students might be assigned to read and analyze for Parts 4 and 5 of the unit. Thus, their paragraphs potentially serve both as formative and diagnostic assessment. As before, student discussions provide opportunities to “listen in” and informally assess their speaking and listening skills, in anticipation of Part 5.