

PART 3

ANALYZING DETAILS

"Never be the obstacle between the child and his experience."

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.9-10.1 RI.9-10.2 RI.9-10.6

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.

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.

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 STANDARD(S): RI.9-10.4

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).



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

The text is from Maria Montessori, educational philosopher, whose beliefs about educating children have been the foundation for some day-care centers, preschools and elementary schools worldwide. The passage focuses on her beliefs about child development. This text measures at 1250L and contains rich description and narration that should be accessible to most students. 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 should analyze chunks of the text.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

1-What is the author saying about the topic or theme?

Text-specific Question(s):

1-In paragraph 1, what is the "delicate intervention" that Montessori describes? Why does she describe it as "delicate"?

2-In paragraph 2, Montessori describes the need to "keep alive that enthusiasm" within a child. What details does Montessori provide in paragraph 3 that describe how this should be done?

3-In paragraph 5, how does Montessori compare what children desire to what adults desire?

4-In paragraph 6, how does Montessori describe the instances where "we do not respect our children"?

5-In paragraph 7 and 8, Montessori closes out her thoughts by summarizing the role adults should have regarding child development. She calls this "the whole of our mission." What phrases does she use to help the reader understand this mission?

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 Powell and Montessori excerpts provide an interesting contrast in their perspective and point of view. While the Montessori piece was published in 1914, her views on education and respecting a child's own personality during the formative years are wildly popular and have been instilled 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, these two pieces set up an interesting comparative analysis.

MODEL TEXT QUESTIONING SEQUENCE

Guiding Question(s):

- 1-What are the authors' personal relationships to the topic?"
- 2-What details are most important to the overall meaning of the text?

Text-specific Question(s):

- 1-How do the examples Montessori and Powell use and the way they describe them illustrate differences in their perspective on child development?

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.