



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 9

Close Reading as a Researcher: Reading with a Question in Mind



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can ask questions to deepen my understanding of informational text. (RI.3.1)
- I can answer questions using specific details from informational text. (RI.3.1)
- I can determine the meaning of unknown words in informational text. (RI.3.4)
- I can prepare myself to participate in discussions. (SL.3.1)

Supporting Learning Targets

- I can ask and answer questions about Japan and its culture using the information text *Exploring Countries: Japan*.
- I can answer text-dependent questions using specific details from *Exploring Countries: Japan*.
- I can use the glossary to help me understand important words about culture.
- I can talk effectively with my partner about what important culture words mean.

Ongoing Assessment

- Independent Reading recording form: Chapter 7 (from homework)
- Exploring Culture recording form
- Reading with a Question in Mind recording form
- Word Tracker recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Homework Routine (5 minutes) B. Unpacking Learning Targets and Revisiting Guiding Questions (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Asking and Answering Questions about Informational Text (20 minutes) B. Reading with a Question in Mind: Answering Text-Dependent Questions (15 minutes) C. Using Word Trackers: Learning New Words (5 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reading with a Question in Mind Anchor Chart and Debrief Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read <i>Dragon of the Red Dawn</i> Chapter 8 and complete the Independent Reading recording form. 	<ul style="list-style-type: none"> • This lesson reinforces the independent reading routine with literary text and has students digging into an informational text. Based on the needs of your class, this “launch” lesson may run longer than 60 minutes. Consider continuing at another time of the day, or breaking this lesson into two sessions. • Before beginning this lesson, prepare a Mystery Letter anchor chart to use when reviewing homework each day. Add the starred letters from the homework to the chart each day (see sample chart in supporting materials). • Students begin this lesson by reviewing their Lesson 8 homework. Be sure to reinforce this new independent reading routine, which they will use to read the remainder of <i>Dragon of the Red Dawn</i>. • Students will read Chapter 8 for homework. As noted in Lesson 7, feel free to move this homework assignment work to an independent reading time if one is available. • In this lesson, students are shown how to read with a question in mind. This sets a specific purpose for reading. After looking through their <i>Exploring Countries: Japan</i> books and recording facts on the Exploring Countries recording form, students generate questions that could support them in learning more about those facts. Students are practicing this skill to meet standard RI.3.1 (asking questions that will deepen their understanding of the text). • Since students only read select sections of each text, these lessons also provide another opportunity for students to practice using a table of contents or index to navigate through an informational text quickly. • Question 4 on the Reading with a Question in Mind recording form gives you a good opportunity to formatively assess students’ thought processes as they decide which text features help them effectively find answers to text-dependent questions. • Students revisit the word tracker vocabulary routines introduced in Lesson 3. Prepare a new Word Tracker anchor chart that mirrors the student Word Tracker recording form. This will be used for modeling the routines. • In the Closing of this lesson, a new Reading with a Question in Mind anchor chart is co-constructed with students. If you prefer, use the sample anchor chart provided in the supporting materials and share it with students point by point. • Post: Learning targets.



Lesson Vocabulary	Materials
text feature, glossary, index, heading, definition, tradition, chopsticks	<ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Mystery Letter anchor chart (new; co-created with students throughout remainder of unit; see Teaching Notes)• Document camera• <i>Exploring Countries: Japan</i> (book; one per student)• Guiding Questions anchor chart (from Lesson 1)• Exploring Culture recording form (one per student)• Reading with a Question in Mind recording form (one per student)• Word Tracker recording form (one per student)• Word Tracker anchor chart (new; teacher-created; see Teaching Notes)• Reading with a Question in Mind anchor chart (new; co-created with students during Closing A)• Independent Reading recording form: Chapter 8 (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Routine (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather whole group to discuss the Lesson 8 homework. Ask students to take out their Independent Reading recording form for Chapter 7. Have students turn and talk to a partner for 2 minutes about something they learned about ancient Japan from last night's reading.• Then cold call a few students to briefly share their responses in the Where, Who, and What columns on the chart.• Ask a volunteer to share the answer to this chapter's word puzzle (Edo). Point out that the letter "E" has a star under it. Show the class the Mystery Letter anchor chart you have posted. Explain that the letters with a star under them are clues that will help the class to answer the question at the top of the chart: What do Jack and Annie learn from their adventures in ancient Japan? You will record these letters on the class chart each day. At the end of the story, the class will unscramble the letters to discover a mystery word that will help them answer this important question. Add the starred letter, "E" to the Mystery Letter anchor chart.• Continue to reinforce this new routine in which students read chapters independently for homework. Give specific positive feedback for ways in which you see students' reading stamina growing.	<ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in L1.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets and Revisiting Guiding Questions (10 minutes)</p> <ul style="list-style-type: none">• Remind students that today they will be focusing on the informational text <i>Exploring Countries: Japan</i>. Orient students to the first two learning targets:<ul style="list-style-type: none">* “I can ask and answer questions about Japan and its culture using the informational text <i>Exploring Countries: Japan</i>.”* “I can answer text-dependent questions using specific details from <i>Exploring Countries: Japan</i>.”• Ask students if they have any questions about the targets. At this point in the year, students should be quite familiar with targets related to asking and answering questions based on evidence from the text.• Using a document camera, display the title page of <i>Exploring Countries: Japan</i> for students to see. Have them take note of the author’s name shown on the title page.• Post the Guiding Questions anchor chart. Focus students of these two questions:<ul style="list-style-type: none">– “How do authors conduct research and build knowledge to inform their writing?”– “How can authors share knowledge on a topic gained through research?”• Ask students if they think that Colleen Sexton had to conduct research in order to write the book <i>Exploring Countries: Japan</i>. Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “What do Mary Pope Osborne and Colleen Sexton have in common as authors?”• Draw students out to name some of the commonalities:<ul style="list-style-type: none">– Both authors had an interest in Japan.– Both authors had to decide what information about Japan was important to include in their books.– Both authors had to conduct research.– Both authors had to make decisions on how organize and share the information with readers.	



Work Time	Meeting Students' Needs
<p>A. Asking and Answering Questions about Informational Text (20 minutes)</p> <ul style="list-style-type: none"> • With students seated at their desks, have them take out their <i>Exploring Countries: Japan</i> books. Distribute the Exploring Culture recording form and project a copy. • Explain to students that they will have 5 minutes to look through the book for the purpose of finding facts about Japan and its culture. You may want to suggest that they use the I Notice/I Wonder approach from earlier in this module. Decide if it's necessary to model with an example. • Invite students to examine the Exploring Culture recording form together as a class. After finding information that piques their interest, students will record facts in the left-hand column. • Emphasize that for now, students should leave the second column blank. • Set a time limit of 5 minutes and tell students that it's okay if they don't get all of their facts written down. Have students begin. Circulate and assist as necessary, making sure students are not doing an in-depth reading at this point, but rather, are taking a quick look and recording facts they find on the Exploring Culture recording form. (Note: Students may have more facts than they can record in the time allowed. What's most important is that students engage with the text and begin to read like a researcher. In the next part of the lesson, students will practice reading with a question in mind.) • After 5 minutes, refocus students whole group. Ask them to take 3 minutes to meet with their reading partners to share their facts with each other. • With students back at their desks, explain that they will now generate questions that could support them in learning more about their interesting fact from their <i>Exploring Countries: Japan</i> book. • Reorient students to the Exploring Culture recording form. This time, ask them to take note of the column at the right. Tell students that when they read with a question in mind, it helps to be focused on something specific and this way they can be much more efficient. • Model for students how to generate a question that would allow them to learn more about the fact. Use the examples in the supporting materials as a resource. 	<ul style="list-style-type: none"> • For ELL students, consider providing a partially filled-in Exploring Culture recording form that includes the question sentence stems: "What is ...," "Why is ...," and "How is" This provides students with a model for starting a sentence. • Partner ELLs with a student who speaks the same language to help them discuss complex content. • During this Work Time, you may want to pull a small group of students to support their work with asking and answering questions. Some students will need more guided practice before they are ready for independent work • Providing models of expected work supports all students but especially supports challenged learners. • When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students to pick one of their facts to start with. They will go into the text and try to find where the fact is located in the book. Encourage students to use the table of contents and the index, as well as headings and photographs. After locating the fact, students will generate questions about the fact that might be answered within the text.• Set a time limit of 5 minutes and tell students that it's okay if they don't get to all of their questions. Have students begin. Circulate and assist as necessary, encouraging students to reread where they found the fact in the text and think about what they could ask to learn more. If they have time, they can work on more than one question. (Note: Hold to 5 minute for this activity. Students likely will not answer all of their questions in the time allowed. What's most important is for them to engage with the text and read with a question in mind).• After 5 minutes, refocus students whole group. Ask them to take 2–3 minutes with their reading partner to share questions and answers. Allow 3 minutes for sharing.• Ask for a few volunteers to share a question paired with the answer they found in the text.	
<p>B. Reading with a Question in Mind: Answering Text-Dependent Questions (15 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Congratulate them on their hard work asking and answering questions about the text. Tell them it was exciting to see them read like researchers with specific questions in mind.• Explain that now they will be answering some text-dependent questions. Distribute the Reading with a Question in Mind recording form.• Review the format of the recording form by projecting it and going over the directions with students, clarifying as necessary. Give students 15 minutes to write the answers to the questions from the text independently.• Circulate and support students in finding evidence as needed. If necessary, remind students how to write and answer using a full sentence. (The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text.)• After 15 minutes, stop students in their work. Tell them that they should finish for homework (or at another point in the school day if you choose).	



Work Time (continued)	Meeting Students' Needs
<p>C. Using Word Trackers: Learning New Words (5 minutes)</p> <ul style="list-style-type: none">Remind students that they were introduced to the Word Tracker vocabulary routine back in Lesson 3. Say: “We have talked about how important it is for readers to build their word power. One way to do this is by carefully recording important words and definitions.”Distribute the Word Tracker recording form and display the Word Tracker anchor chart (an enlarged version of students’ Word Tracker recording form).Direct students to find the bold word <i>tradition</i> on page 15. Explain to students that it is very common in informational books for certain words to appear in a bold font. Words appearing in bold are usually defined in the glossary at the back of the book. Ask students to see if that is true for the word “tradition.”On the anchor chart, model how to complete each column of the word tracker using the word “traditions”:<ol style="list-style-type: none">In Column 1 (Vocabulary Word), write “traditions” on the anchor chart, and have students do the same on their recording forms.Have students find the definition in the glossary. In Column 2, write the definition as it appears in the glossary and give students 1 minute to write the glossary definition on their recording forms.Tell students that they should think about the meaning in their own words. Invite students to turn and tell their partners what the word “traditions” means to them. Ask a couple of volunteers to share their definitions. In Column 3, students should write a simplified version of the definition shown in Column 2 using their own words. Students may give a definition such as: “This word means something people do regularly because it is important to them.”Ask students to follow the same process with the word <i>chopsticks</i> (page 23). Circulate to assist as needed.Ask students to keep their Word Tracker recording form to use again later in the unit.	<ul style="list-style-type: none">All students developing academic language will benefit from direct instruction in academic vocabulary.To support struggling students with vocabulary acquisition, consider providing index cards that have the word or phrase on one side and the definition on the other. Work with these words from time to time at other ELA parts of the school day.Use thoughtful pairings: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Closing and Assessment	Meeting Students' Needs
<p>A. Reading with a Question in Mind Anchor Chart and Debrief Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Return to the overall focus of this lesson: reading informational text with a question in mind. Work with students to name the steps that readers take when they read with a question in mind.• Chart students' thinking on a new Reading with a Question in Mind anchor chart (or project the sample provided in the supporting materials). Listen for students to name these steps, clarifying as needed:<ul style="list-style-type: none">– Examining the text– Naming a question– Writing the question– Rereading the text looking for clues– Looking for clues in the text features– Reading again– Finding the answer• Tell students that they will continue to practice this together in class.• Preview the homework and distribute the Independent Reading recording form: Chapter 8.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide structure.• Monitor students' responses and take note of any target(s) that seem to be a sticking point for students. Clarify the meaning of each target as needed to make sure that the wording of the target was clear. For students who indicate lack of success with the targets, make sure to check in with them at another point in the school day.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read <i>Dragon of the Red Dawn</i> Chapter 8 and complete the Independent Reading recording form.	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



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Supporting Materials



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Mystery Letter Anchor Chart

Teacher Directions: Create and post a chart like this one before beginning this lesson. Leave the chart posted and add to it when you review student homework.

Add the starred letters to the chart as you find them.

What do Jack and Annie learn from their adventures in ancient Japan?



Exploring Culture Recording Form

Name: _____

Date: _____

Asking and Answering Questions about Japan's Culture to deepen my understanding of the text

Directions:

1. Look through your informational text.
2. Identify facts that capture your attention. These could be in a heading, caption, or text feature.
3. Write down a question that would help you to learn more.

Facts What facts about culture did you find in the text?	Page in Text	Questions What question would help you understand more?



Exploring Culture Recording Form
(Answers, for Teacher Reference)

Asking and Answering Questions about Japan's Culture to deepen my understanding of the text

Directions:

1. Look through your informational text.
2. Identify facts that capture your attention. These could be in a heading, caption, or text feature.
3. Write down a question that would help you to learn more.

Facts What facts about culture did you find in the text?	Page in text	Questions What question would help you understand more?
There is a monkey called the Japanese macaque.	11	Where does this monkey live in Japan?
Japanese people bow when they greet each other.	13	Does everyone bow all the time? Are there different types of bows?



Reading with a Question in Mind Recording Form

Name: _____

Date: _____

Answering Text-Dependent Questions about Japan's Culture:

Follow these steps for each question:

1. Read each question.
2. Use the table of contents and the index to make a decision about where in the text you can find the information needed to answer the question.
3. Go to that part of the text. Read with the question in mind. You may want to read the page(s) multiple times.
4. Write the answer using a full sentence and making sure to use evidence from the text.
5. Record the part of the text where you found the information.

1. What type of theater have Japanese people enjoyed for hundreds of years? Use evidence from the text to support your thinking.

What was the title of the heading for the section that had the information you needed?	Page(s)



Reading with a Question in Mind Recording Form

2. On page 12, the text says, “Then, for many years, Japan’s leaders closed the country off from the rest of the world.” What do you think “closed” means? Use evidence from the text to support your thinking.

3. What text features did you use to locate your answers?

Reading with a Question in Mind Recording Form
(Answers, for Teacher Reference)

Answering Text-Dependent Questions about Japan's Culture:

1. Read each question.
2. Use the table of contents and the index to make a decision about where in the text you can find the information needed to answer the question.
3. Go to that part of the text. Read with the question in mind. You may want to read the page(s) multiple times.
4. Write the answer using a full sentence and making sure to use evidence from the text.
5. Record the part of the text where you found the information.

1. What type of theater have Japanese people enjoyed for hundreds of years? Use evidence from the text to support your thinking.

Kabuki is a type of traditional theater in Japan that has been around for hundreds of years. The actors wear makeup and costumes. The way Kabuki is performed today is the same as it has been for hundreds of years.

What was the title of the heading for the section that had the information you needed?	Page(s)
The Arts of Japan	26 and 27

2. On page 12, the text says, "Then, for many years, Japan's leaders closed the country off from the rest of the world." What do you think "closed" means? Use evidence from the text to support your thinking.

In the sentence "Then, for many year, Japan's leaders closed the country off from the rest of the world," I think the word "closed" means that the leaders wouldn't let anyone come in the country.

3. What text features did you use to locate your answers?

Answers will vary by student.



Word Tracker Recording Form

Name:

Date:

Vocabulary word or phrase	Definition	Definition in my own words



Word Tracker Recording Form
(Answers, for Teacher Reference)

Vocabulary word or phrase	Definition	Definition in my own words
tradition	a story, belief, or way of life that families or groups hand down from one generation to the next	something that people do regularly that is important to them
chopsticks	a pair of short, thin sticks that Japanese people use to eat food	the type of eating tools that Japanese people use to eat



Reading with a Question in Mind Anchor Chart

- We name what we want to find.
- We ask ourselves questions to help us focus our research and learn more.
- We write the question down so we don't forget it.
- We read the text to find clues for the answer.
- We look for clues in the text features.
- We reread.
- We sometimes find the answer in the text.
- We sometimes have to keep researching.

Independent Reading Recording Form: Chapter 8

Name: _____

Date: _____

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters of in the blank spaces below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The legendary guardian animal that commands the rain clouds (page 84)

ANSWER:

* *



Independent Reading Recording Form: Chapter 8

(Answers, for Teacher Reference)

- Independently read the next chapter in *Dragon of the Red Dawn*.
- Complete the chart below to capture key details.
- Solve the word puzzle using a word or phrase from the chapter.
- Be prepared to share your work with your classmates.

Capturing Key Details: Record important details from the chapter in the chart below.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?
on a mountain high up in the clouds flying high over the fires in Edo back in the river	Jack Annie Cloud Dragon	Jack and Annie used the wand to get help put out the fires. They were magically transported to the top of a mountain, high in the clouds. The Cloud Dragon appeared. Jack and Annie rode the Cloud Dragon as it swooped across the fires and put them out. Jack and Annie dropped back into the river.

Word Puzzle: Finding Specific Details in the Chapter

Find a word or phrase in the chapter that matches the clue. Write the letters in the blanks below. The letter with a star under it will help you figure out the answer to an important question once you have finished the book.

CLUE: The legendary guardian animal that commands the rain clouds (page 84)

ANSWER:

C L O U D D R A G O N

* *