

Day 3 ELA I Sessions

Developing a Sequence of Text Dependent Questions

Grades 9-12

Winter Institute 2018

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Objective: Self- Assessment

Day 3 Objectives Self- Assessment	Pre Day 3 Session	Pre Day 3 Session
	1= Not Capable 2= Unsure 3 I Believe So, With Some Practice 4= Absolutely, Yes	1= Not Capable 2= Unsure 3 I Believe So, With Some Practice 4= Absolutely, Yes
I can Make observations about approaches to close reading and text dependent questions.		
I can Design a series of TDQs that build comprehension and scaffold analysis of grade-level complex text(s) and topics.		
I can Identify areas in a text that support TDQ's		
Develop knowledge of scaffolds that promote equity and enrich learning.		
Create and refine standards aligned TDQ's with complex text.		

Reflection on Practice

Who does most of the reading in my classroom?

How do I balance the time between these readings? (percentages)

How do I align the standards and the text to the types of reading to achieve a particular goal?

When have I been most successful in building questions to develop comprehension and a deeper dive into the standards?

A Close Look at Close Reading: Debrief

What is the purpose of Close reading?

How does close reading differ from traditional approaches to reading?

What are the implications for engaging students in close reading?

What are the roles students take on as close readers?

How does the process of close reading delineate teachers as the gatekeepers of language?

Group Discussion

<p>Why does Margaret begin to cry? What specific details provide clues?</p>	
<p>How do these details develop the characterization of Francis and Margaret Macomber?</p>	
<p>Why does Wilson think it's "bad form" for Macomber to ask if anyone will hear about "the lion business?" What specific details provide clues?</p>	
<p>How do these details develop the characterization of Francis and Margaret Macomber?</p>	
<p>How does the use of point of view in in this section affect the characterization of Wilson and Macomber?</p>	

PART 2: MAKING EVIDENCE BASED CLAIMS: ACTIVITY 1 & 2 “STILL DRINKING THEIR WHISKEY”

<p>What are the benefits to reading this text multiple times?</p>	
<p>How can TDQs support the development of evidence-based claims?</p>	
<p>How do the activities in Parts 1 & 2 spiral student analysis of the text?</p>	

“Can’t We Send in Beaters?” TDQs

Activity Directions: Read the passage beginning with “*Can’t we send in beaters?*” Wilson looked at him appraisingly. “*Of course we can,*” he said...

What is this passage about?	
What core understandings should students gain from rereading this passage?	
Choose one standard that aligns to the explicit intention of the author in the passage.	
Create one text dependent question that addresses the entire standard.	
Then, create two scaffolding questions that will guide students toward the core understanding of the text and answer to the critical text dependent question.	

Debriefing the Process

Standards and Core understandings

- RL.9-10.3: Analyze how Wilson and Macomber develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Critical Passage

- “Robert Wilson, whose entire occupation had been with the lion and the problem he presented, and who had not been thinking about Macomber except to note that he was rather windy, suddenly felt as though he had opened the wrong door in a hotel and seen something shameful.”

Key Vocabulary and text structure

- **whose** entire **occupation** had been with the lion
- **who** had not been thinking about Macomber except to note that he was rather **windy**
- **suddenly** felt as though he had opened the wrong door in a hotel and seen something shameful

Guiding and Text dependent question

- What type of phrases does Hemingway use to describe Wilson in this passage?
- What does the simile mean?
- What do the lines tell us about Macomber, Wilson, and Wilson's image of Macomber?
- What impact does reporting these thoughts and feelings of Wilson, and only these during this section have?
- How does Hemingway show Wilson's perspective in this section? Are there any moments when his thoughts are reported? How does Hemingway develop Wilson's character in this section?

Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

Think about what you think is the most important learning to be drawn from the text.

Create a series of questions structured to bring the reader to an understanding of the key ideas of the text.

Integrate questions and discussions that explore the role of the most powerful academic words.

Develop questions that address additional standards as necessary.

Build discussion planning or additional questions for any other academic words that students would profit from focusing on.

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections.

Part 4 & 5 Making Evidence Based Claims Unit 2

Directions: Read Parts 4 and 5 of the Making Evidence Based Claims unit and answer the following questions.

How does each unit align to the highlighted standards?

How does the OE approach to instruction differ from traditional approaches to teaching texts?

How do the embedded scaffolds offer students support to complete the culminating task?

Are there additional supports you would recommend?

How does the work from Parts 1-3 set students up for success in Part 4 & 5?

Forming Evidence Based Claims...

Directions: Read the student generated claims then, determine which claim best supports the evidence listed below.

Claim #1: At the end of the story, Ernest Hemingway uses lots of details and figurative language to describe the dangers of hunting by using dialogue of important characters involved in the hunt.

Claim #2: During the major hunt between Francis and the buffalo, the author demonstrate how the buffalo killed Macomber Wilson is, Hemingway shows this through dialogue and sequenced events that advance the plot.

Claim #3: The author repeats the phrase "Good work," "good bull" and "damned good thing" as a way to show a points of view and show how grossed out Wilson felt about everything.

"He's dead in there," Wilson said. "Good work," and he turned to grip Macomber's hand and as they shook hands, grinning at each other, the gun-bearer shouted wildly and they saw him corning out of the bush sideways, fast as a crab, and the bull coming, nose out, mouth tight dosed, blood dripping, massive head straight out, coming in a charge, his little pig eyes bloodshot as he looked at them. Wilson, who was ahead, was kneeling shooting, and Macomber, as he fired, unhearing his shot in the roaring pf Wilson's gun, saw fragments like slate burst from the huge boss of the horns, and the head jerked, he shot again at the wide nostrils and saw the horns jolt again and fragments fly, and he did not see Wilson now and, aiming carefully, shot again with the buffalo's huge bulk almost on him and his rifle almost level with the on-coming head, nose out, and he could see the little wicked eyes and the head started to lower and he felt a sudden white-hot, blinding flash explode inside his head and that was all he ever felt. (pg. 12/27)

Wilson stood up and saw the buffalo on his side, his legs out, his thinly haired belly crawling with ticks. "Hell of a good bull," his brain registered automatically. "A good fifty inches, or better. Better." He called to the driver and told him to spread a blanket over the body and stay by it. Then he walked over to the motor car where the woman sat crying in the corner. "That was a pretty thing to do," he said in a toneless voice. "He would have left you too." (pg. 13/28)

Their figures stay boyish when they're fifty. The great American boy-men. Damned strange people. But he liked this Macomber now. Damned strange fellow, Probably meant the end of cuckoldry too. Well, that would be a damned good thing. Damned good thing. Beggar had probably been afraid all his life. Don't know what started it. But over now. Hadn't had time to be afraid with the buff. That and being angry too. Motor car too. Motor cars ma.de it familiar. Be a damn fire eater now. He'd seen it in the war work the same way. More of a change than any loss of virginity. Fear gone like an operation. Something else grew.in its place. Main thing a man had. Made him into a man. Women knew it too. No bloody fear(Pg.12/26)

Developing a Sequence of TDQ's

Direction: With your table, craft three or four text-based questions that scaffold students for success in answering your groups assigned question—without giving the answer away. Post these questions on chart paper beneath the central question (in orange). Select a member from the table to share out.

Question number	Extension discussion questions from Making Evidence Based Claims Unit Part 4 and 5
1	What are the different ways Hemingway refers to the characters at different times in the text (i.e. Wilson, the white hunter, Mrs. Macomber, his wife)? What impact do those various ways have at the given moments?
2	How does Margaret Macomber view the hunting? How does her view change over the course of the text? What details demonstrate her view and the changes?
3	What parallels and comparisons do you see between Macomber and the various animals he hunts, both in the way he lives and dies? What details create those parallels and comparisons?

Developing Standards Based TDQs: Feedback and Review

To what extent do the questions:	Notes and Evidence
address the text by attending to its particular structure, concepts, ideas, events, and details?	
Provide evidence. require students to use evidence from the text to demonstrate understanding of the text?	
require students to use evidence from the text to support their ideas about the text?	
attend to the words (academic vocabulary), phrases, and sentences within the text?	
High Level Trends and Feedback	

Revisiting thinking about my Practice

Directions: Review your Reflection and Student Profile from this morning. In the three remaining spaces, answer the following questions:

<p>Two adjustments I can make immediately in the classroom based on today's learning.</p>	
<p>Two adjustments I can make to address the Principles of Equity and/or the Equity, Language, and Learner Principles in my classroom, instruction, or planning.</p>	
<p>How would these adjustments help the student I described in my profile?</p>	

