

## Knowledge Building with a Model Lesson

### *Why build knowledge with model lessons?*

Lessons that exemplify high-quality literacy instruction are anchored in complex grade-level text. A high-leverage, evidence-based strategy to support students in accessing complex text is to anchor that text in a conceptually coherent set of resources that build needed knowledge and vocabulary. This work is particularly critical for students not yet reading at grade level.

### *What is included in a knowledge-building model lesson?*

Each knowledge-building model lesson includes a close-reading model lesson paired with a short set of knowledge-building resources and tasks. Educators can engage in knowledge building with any close-reading lesson, so long as this lesson is centered on a complex grade-level text and series of text-specific oral and/or written tasks.

The knowledge-building resources follow similar guidance for more extensive text sets, but on a much smaller scale. The selection of resources follow a quad text set model developed by Comprehensive Reading Solutions and based on the article by Sarah Lupo and colleagues, "Building Background Knowledge Through Reading: Rethinking Text Sets." In a quad text set model, three to five texts are selected that help students develop knowledge critical to the complex text at the center of the close-reading lesson. Each of these supplemental texts is paired with a lightweight text-dependent task to support students' comprehension and knowledge-building work.

### *How might a teacher use a knowledge-building model lesson?*

Educators can use the knowledge-building resources in the order indicated in the "Quad Text Set with Text-Dependent Tasks" table to help build knowledge and vocabulary when engaging with a close-reading model lesson. Implementing these knowledge-building texts and tasks can be done in a variety of ways; they are lightweight enough to be done either during short portions of class or as homework. For example:

- If completed as homework, the partner portion of each task can be completed in class.
- If the whole class (or majority of students) has little to no knowledge of the topic under study, the text set could be used in whole-class instruction.
- If there are just a few students who have little to no knowledge of the topic of study, the text set could be used in small groups with teacher guidance.

This list is not meant to be exhaustive. Educators should use their judgement about student needs to determine how best to use the resources.

## Building Knowledge with a Close-Reading Lesson *The Great Fire*

This set of resources is designed to build knowledge in support of the close-reading lesson on *The Great Fire* by Jim Murphy©, available on [achievethecore.org](http://achievethecore.org).

### I. Anchor Text

Excerpt from *The Great Fire* by Jim Murphy

Lexile: 1000L

Grade: 6

### II. Knowledge and Language Demands

- The language demands of this text are moderately complex due to unfamiliar setting-specific terms (e.g., prairie, loft, outhouse, steeples, distilleries, shingled, mills) and some archaic language (e.g., jerrybuilt, stately, merrymaking, ornately, interspersed, flared).
- The knowledge demands of this text are somewhat complex as some knowledge of 19th century urban construction is expected, though the text does provide most information about Chicago and the urban setting.

### III. Quad Text Set with Text-Dependent Tasks

The table below details the knowledge-building resources to use in support of the close-reading lesson: what text to use, in what order to use it, details about the text, and a text-dependent task to support knowledge building. The resources are listed below in their suggested order for use. Task directions have been written in student-facing language and teacher notes added in italics when necessary. Links to full task descriptions have been provided when possible.

Title	Resource Type	Lexile Level	Summary	Task
Maps and Images from the Great Chicago Fire	Paintings, Map	n/a	The resources linked below show what Chicago looked like before, after, and during the Great Fire of 1871. They are provided to give students images of the content reflected in <i>The Great Fire</i> excerpt anchor text.	<i>Teacher preparation:</i> <ul style="list-style-type: none"> <li>• <i>Post each resource on an individual poster or chart paper in different areas of the room or provide them electronically to students.</i></li> <li>• <i>Assign students to small groups.</i></li> <li>• <i>Assign each group to a poster/chart paper. Allow students a structured amount of time to discuss and respond to the provided</i></li> </ul>

			<ul style="list-style-type: none"> <li>• Map of Chicago <a href="#">1857</a></li> <li>• Map of Chicago <a href="#">1871</a></li> <li>• Map of <a href="#">The Burnt District</a></li> <li>• Steam fire engine from <a href="#">1871</a></li> <li>• <a href="#">Infographic</a> and <a href="#">Painting</a> pictured in article below</li> <li>• <a href="#">Print of the Chicago fire</a> from Library of Congress</li> </ul>	<p><i>questions or prompts on sticky notes or directly on the chart paper.</i></p> <ul style="list-style-type: none"> <li>• <i>After the designated time, have groups walk to the next stimulus and allow the same amount of time to respond. Continue until each group has reviewed all resources.</i></li> <li>• <i>Conclude the gallery walk by discussing student learning from the task as a whole class.</i></li> </ul> <p><u>Gallery Walk</u> Work in small groups to:</p> <ol style="list-style-type: none"> <li>1. Review one of the resources in the “gallery.” Spend 4 minutes reviewing the resource silently.</li> <li>2. Spend 5 minutes discussing with your group: “What do you see? What might this mean about Chicago before, during, or after the Great Fire?” Add notes about your discussion to the resource.</li> <li>3. When time is called, move on the next resource in the gallery. Repeat steps 1–3 until your group has read, discussed, and annotated each resource.</li> </ol>
<a href="#">"Chicago Fire of 1871"</a>	Nonfiction Article	610L–800L	This article provides historical context for the setting and causes of the fire. It is organized and follows a before, during, and after (the fire) format. The Lexile appeals to students who require support to access the text.	<p><i>Teacher preparation: Only have students read the sections titled “Introduction” and “Before the Fire”</i></p> <p><u>3 - 2 -1</u> Read the article independently.</p> <p>After reading the article, write:</p> <ul style="list-style-type: none"> <li>• 3 new things you learned</li> <li>• 2 questions you have from the reading</li> <li>• 1 key term from the passage.</li> </ul>

				<p>Compare your 3 - 2 - 1 with a partner.</p> <p>Together, write a new 3 - 2 - 1 that reflects both of your best thinking.</p>
<i><u>The Great Fire</u></i>	Anchor Text	1010L-1200L	This narrative nonfiction excerpt introduces the Chicago fire of 1871. The author uses personal accounts of survivors intertwined with researched historical content.	See the text and sequence of tasks provided in the close-reading model lesson <a href="#">here</a> .