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 underline 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 Omnivore's Dilemma

This set of resources is designed to build knowledge in support of the close reading lesson on <u>*The Omnivore's Dilemma: The Secrets Behind What You Eat*</u> by Michael Pollan available on <u>achievethecore.org</u>.

I. Anchor Text:
Excerpt from *The Omnivore's Dilemma: The Secrets Behind What You Eat*
Lexile: 930L
Grade: 7

II. Knowledge and Language Demands
- The language of the text is moderately complex. There are some scientific terms (e.g., ammonium nitrate) and proper nouns specific to the domain of agriculture (e.g., yields, hybrids, and ecological). The text contains mostly compound and complex sentences and uses standard punctuation.
- The knowledge demands are moderately complex; the text regularly refers to agricultural science topics, specifically needs of plants and the purpose of farms, though much of this information is contained within the text passage.

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
"Michael Pollan: Why Eat Local?"	Video (1:59)	n/a	In this video, food journalist Michael Pollan talks about how the food we eat impacts the environment using fossil fuel energy and how	<u>Dialectical Journals</u> Fold your sheet of paper in half. Label the left column "Quote from the Text" and label the right column "Reflection/Inference." Watch the video.

			local eating is good for the environment.	Then, watch the video again and take notes in the "Quote from the Text" column to capture factual information and poignant quotations. When the video is done, write your reactions to or inferences about the quotes you captured. Share your notes with a partner.
"Fossil Fuel Costs on the Farm"	Infographic	n/a	The infographic from the US Department of Agriculture illustrates how many fossil fuels (electricity, fuel, fertilizer, pesticides)are used in various types of farming.	3 - 2 -1 After viewing the infographic, write: • 3 new things you learned • 2 questions you have from the reading • 1 key term from the text Compare your 3 - 2 - 1 with a partner. Together, write a new 3 - 2 - 1 that reflects both of your best thinking.
"What Is Agribusiness?"	Article	1500L–1600L	This article provides context and background knowledge for agribusiness.	Modified Quick Write Listen as an expert reader reads the text aloud. For two minutes, write down key ideas and important information from the reading. With your partner, share your quick writes. Together, write a summary statement in 15 words or fewer that summarizes: "What is Agribusiness?"
The Omnivore's Dilemma	Anchor Text	930L	In this excerpt from *The Omnivore's Dilemma*, we learn about the role of agribusiness, fertilizer, nitrogen and fossil fuels in farming.	See the text and sequence of tasks provided in the close-reading model lesson here.

Building Knowledge After the Anchor Text				
"America's Food Crisis: The Omnivore's Dilemma"	Video (5:46)	n/a	Michael Pollan and other foodies weigh in on *The Omnivore's Dilemma* and the current state of the American food industry.	Watch the video. With a partner, write a 2-3 sentence summary of the video. Then, with your partner, answer: 1. What is the purpose of the video? 2. What connections can you make between the video and the anchor text? 3. What questions does this raise for you? What are you still curious about? Be prepared to share your responses with the whole class.