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 <u>similar guidance</u> 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, "<u>Building Background Knowledge Through Reading: Rethinking Text Sets</u>." 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 Long Night of the Little Boats"

This set of resources is designed to build knowledge in support of the close-reading lesson on "The Long Night of the Little Boats" by Basil Heatter© available on achievethecore.org.

I. Anchor Text
"The Long Night of the Little Boats" by Basil Heatter
ATOS: 8.2
Grade: 8

II. Knowledge and Language Demands
- The language demands of the text are complex. It contains many complex sentences (see, for example, paragraphs 2 and 11), as well as figurative language (e.g., poured forth, like being on a black highway, the rain of bombs). There are also some domain-specific words, mostly relating to ships and the military (e.g., armored divisions, ferries), though the author does provide context to determine the meaning of the figurative language and the domain-specific vocabulary.
- The knowledge demands are moderately complex and include knowledge of military operations, ship terminology, and general knowledge about World War II.

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, what order to use it in, 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
"Home Comes to Them"	Video (2:47)	n/a	This clip shows the arrival of the rescue boats at Dunkirk.	Text-Dependent Question in a Small-Group Discussion. Watch the video. As you watch, consider the following questions: What is taking place in this video? Why is this significant? Use evidence from the clip to support your response.

| | | | | When you are done, form groups of three.

Discuss your answers to the question, sharing evidence and building consensus about the significant event(s) in the video. |
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| "Interactive Dunkirk Evacuation Map" | Map | n/a | The interactive map highlights locations that played a key role in the Dunkirk evacuation. | *Teacher preparation: Pair students. Provide each pair with a Venn diagram.*

Venn Diagram
On your section of the Venn diagram, summarize what you've read in five bullet points. Once complete, compare bulleted lists with a partner and work together to compile a main idea statement together in the center of the Venn diagram. |
| "Historic Images from the World War II Dunkirk Rescue Mission"

and

Dunkirk Evacuation Infographic | Photographs and Infographic | n/a | The collection of photographs from World War II Dunkirk rescue mission. Most photographs are primary sources. | *Teacher preparation: Post each photograph and the infographic in different areas of the room. Assign students to small groups.*

Gallery Walk
With your small group, view the gallery of photographs.

As you view the photographs, respond to the prompt:
How does this image contribute to your understanding of the Dunkirk rescue mission?

Write your group response on a post-it note and apply it to the photograph.

Continue until your group has reviewed all posted photographs. |

				Participate in a whole-class discussion to share your group's thoughts.
"The Long Night of the Little Boats"	Anchor Text	1000L–1100L	In this text, students will read a rich literary nonfiction text about the rescue of British soldiers at Dunkirk in 1940.	See the text and sequence of tasks provided in the close-reading model lesson <u>here</u>.
Knowledge Building After the Anchor Text				
"Living Legacy: The Little Ships of Dunkirk"	Article	1200L–1300L	Article about Michael Dennett, the son of a Dunkirk survivor who is working not only to find and preserve the Dunkirk vessels but also to make sure their owners can enjoy them as part of the lifestyle that the Allies fought so hard to protect.	<u>Final Word</u> As you read your text, select two sentences or phrases you find most interesting. Note why you find these sentences or phrases interesting. Form a group of three students. 1. Each student shares their selected text, and the other two students discuss what they find interesting about the shared sentence or phrase. 2. The student who shared the selected text then explains why they initially selected the text to share. 3. Repeat the process until all the students have shared.