

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 Gettysburg Address”

This set of resources is designed to build knowledge in support of the close-reading lesson on ["The Gettysburg Address"](#) by Abraham Lincoln, available on achievethecore.org.

I. Anchor Text

“The Gettysburg Address” by Abraham Lincoln

Lexile: 1340L

Grade: 9

II. Knowledge and Language Demands of the Anchor Text

- The knowledge demands include historical content knowledge on early colonial American history and the American Civil War (specifically Lincoln’s dedication at Gettysburg).
- The language is complex due to the archaic style of writing. The speech includes simple sentences as well as some complex, longer sentences, with phrases to modify and bring deeper meaning to clauses.

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
"A Brief Overview of the American Civil War: A Defining Time in Our Nation's History"	Informational Article	1400L–1500L	The informational article offers an overview of the American Civil War, including the contributing factors and outcomes.	<p><u>Annotating Text</u></p> <p>As you read the article, annotate the text as follows:</p> <ul style="list-style-type: none"> • Jot a list of key ideas. • Identify and list key words or terms . • Write questions for ideas or concepts that seem unclear.

<p>"America The Story of Us: Declaration of Independence"</p>	<p>Video (3:59)</p>	<p>n/a</p>	<p>The video provides a summary of the Declaration of Independence and its importance in American history.</p>	<p>Modified <u>Quick Write</u> After viewing the video, write down everything you think is a key idea or important to know.</p> <p>With your partner, share your quick write.</p> <p>With your partner, write a summary statement in 15 words or fewer that summarizes "America The Story of Us: Declaration of Independence."</p>
<p>"The Battle of Gettysburg" / HISTORY</p>	<p>Informational Article</p>	<p>1000L-1200L</p>	<p>This article provides a timeline of the Battle of Gettysburg.</p>	<p><i>Teacher preparation: Divide the class into small groups. Chunk the text to equal the number of small groups. Assign each small group a section of text. During the whole-class discussion, have groups share in chronological order.</i></p> <p>In your small group, read your assigned section of the text. As a group, write 2-3 sentences summarizing the section of text. Be prepared to share your group's summary with the whole class.</p> <p>As other small groups share their summaries, write their summaries in the margin of the text, next to the portion of text they are summarizing.</p> <p>After all small groups have presented, review each summary. Work with your group to write a 15-word summary that represents the entire text.</p>
<p>"The Gettysburg Address"</p>	<p>Anchor Text</p>	<p>1340L</p>	<p>This lesson focuses on the Gettysburg Address and includes text dependent questions, student discussion activities, vocabulary and syntax</p>	<p>See the text and sequence of tasks provided in the close reading model lesson here.</p>

			tasks, and annotations for teachers.	
Knowledge Building After the Anchor Text				
"Lincoln's Gettysburg Address Still Relevant Today"	Video (1:22)	n/a	This local news report at Gettysburg, during a dedication day ceremony for new US citizens, tells of how Lincoln's address still resonates over 155 years later, highlighting Lincoln's call for freedom and equality with themes of overcoming bias and racial discrimination.	<p>Building a Silent Conversation on Little Paper (See <i>"Little Paper" variation at the bottom of the linked page.</i>) Watch the video.</p> <p>When you are done, consider the following question: Why is Lincoln's Gettysburg Address speech still relevant today, 155 years after it was delivered?</p> <p>Work in small groups to engage in a silent conversation. Without speaking aloud, write in the margins your thoughts in response to the question. After three minutes, pass your paper to a group member and take a paper from a group member.</p> <p>Continue the silent conversation by reading your group member's comments and replying to them in the margins.</p> <p>Continue to pass the papers every three minutes until you receive your original paperback.</p> <p>Read through your group member's comments.</p> <p>Have a short discussion in your group about what you all noticed and commented, and the ideas that stand out from the activity.</p>