

Close Reading Planning Guide

RL.1, RL.2, RL.4, RL.5, RL.7, RL.10
W.1, SL.1

Pre Planning

Grade: 9-10

Subject: English

What text type is the focus of your instruction?

This can be addressed as an essay, quickwrite, constructed response, letter, etc.. or through discussion, Socratic seminar, collaborative conversations, etc..

Opinion/Argumentative	Informative/Explanatory	Narrative
<ul style="list-style-type: none">• Make claims• Support conclusions• Extract and employ evidence• Determine point of view• Use of rhetoric• Research• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.• Read and comprehend literary and informational texts.	<ul style="list-style-type: none">• Determine central ideas• Gather evidence• Determine point of view• Evaluate content• Research• Analyze two or more texts that address themes or similar topics to build knowledge.• Read and comprehend literary and informational texts.	<ul style="list-style-type: none">• Setting• Characters• Plot• Determine themes• Evaluate point of view• Analyze how two or more texts address similar themes• Read and comprehend literary and informational texts

For information on text types found throughout the Common Core Reading, Writing, and Speaking & Listening Standards, click [here](#).

Chosen Text

*Text should be short, complex and worthy of a close read.
Remember to include a wide range of genre over time.*

Text: I Will Fight No More Forever

Author: Chief Joseph

Page(s): See text at end of guide

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What makes this text complex (not just difficult)?

Choose the aspects that could be the focus of instruction for this complex text. Remember you want to focus the instruction and learning so choose only the ones you feel would be a FOCUS.

Levels of Meaning and Purpose

Aspects	When a text is complex...
<ul style="list-style-type: none"> Density and complexity 	Many ideas come at the reader, or there are multiple level of meaning, some of which are not clearly stated.
<ul style="list-style-type: none"> Figurative Language 	There are many literary devices (e.g., metaphors, personification) or devices that the reader is not familiar with (e.g., symbolism, irony) as well as idioms or cliches.
<ul style="list-style-type: none"> Purpose 	Either the purpose is not stated or is purposefully withheld. The reader has to determine the theme or message.

Structure

Aspects	When a text is complex...
<ul style="list-style-type: none"> Genre 	The genre is unfamiliar or the author bends the rules of the genre.
<ul style="list-style-type: none"> Organization 	It does not follow traditional structures such as problem/solution, cause/effect, compare/contrast, sequence or chronology, and rich descriptors
<ul style="list-style-type: none"> Narration 	The narrator is unreliable, changes during the course of the text, or has a limited perspective for the reader.
<ul style="list-style-type: none"> Text features 	Fewer signposts such as headings, bold words, margin notes, font changes, or footnotes are used.
<ul style="list-style-type: none"> Graphics 	Visual information is not repeated in the text itself but the graphics or illustrations are essential to understanding the main ideas.

Language Conventinality and Clarity

Aspects	When a text is complex...
<ul style="list-style-type: none"> Standard English and variations 	Variations of standard English, such as regional dialects or vernaculars that the reader is not familiar with, are included.
<ul style="list-style-type: none"> Register 	It is archaic, formal, scholarly, or fixed in time.

Knowledge Demands

Aspects	When a text is complex...
<ul style="list-style-type: none"> Background knowledge 	The demands on the reader extend well beyond his or her personal life experience.
<ul style="list-style-type: none"> Prior knowledge 	The demands on the reader extend well beyond what he or she has been formally taught in school.
<ul style="list-style-type: none"> Cultural knowledge 	The demands on the reader extend well beyond his or her cultural experiences and may include references to archaic or historical cultures.
<ul style="list-style-type: none"> Vocabulary 	The words used are representations of complex ideas that are unfamiliar to the reader or they are domain specific and not easily understood using context clues or morphological knowledge.

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What is the purpose for reading this text?

“A clearly articulated purpose focuses instruction, provides students with an answer to the question ‘why do we have to learn this?’ and allows for assessment of outcomes.”

What does a good purpose statement look like? According to Fisher and Frey (2013), "it's more than simply stating the standard. A quality purpose statement provides information for students about what they will learn and how they might demonstrate that understanding. A quality purpose statement also helps the teacher plan the lesson, as the tasks students are asked to complete should align with the expected understanding. The purpose drives instruction, differentiation, and assessment." (p. 39)

Purpose:

Analyze a poem to determine what it reveals about the role of courage in surrender.

Essential Question:

What is the role of courage in surrender?

Begin with the End in Mind:

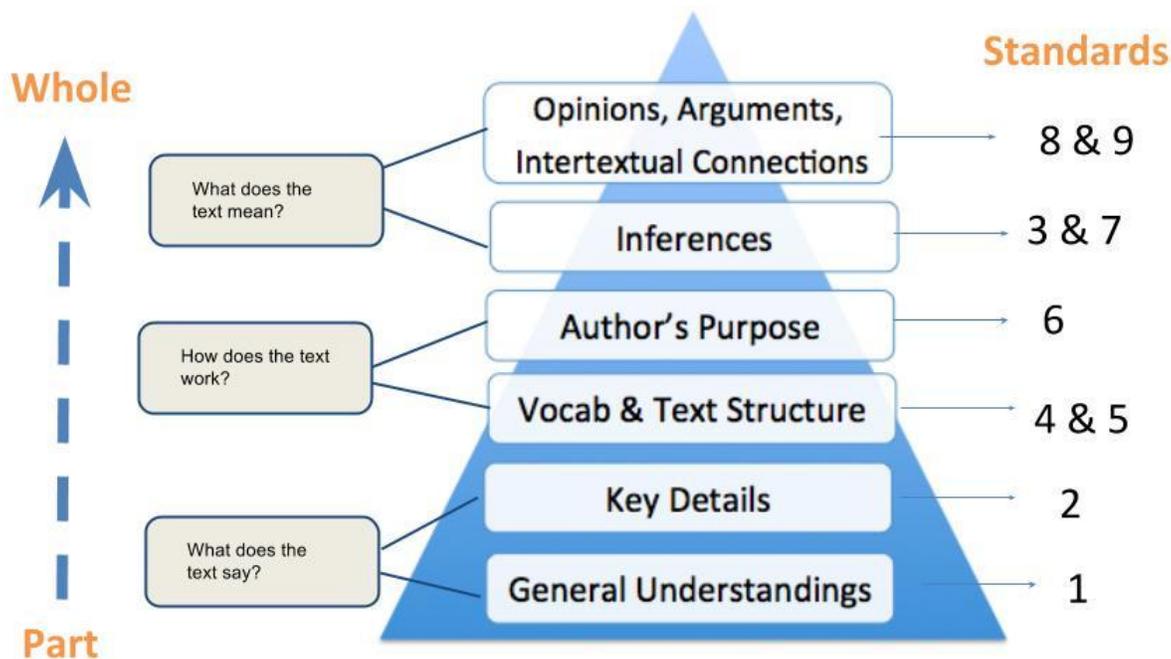
Final Task:

This could be something done in writing or through a structured discussion. The idea is for students to practice the skills needed to produce the text type quality desired.

What is the role of courage in surrender? After reading and discussing Chief Joseph's speech "I Will Fight No More Forever," write an essay that defines courage and explains the courageousness of Chief Joseph's decision. Support your discussion with evidence from the text. What conclusions can you draw?

Literacy Design Collaborative has templates for creating final tasks. For Grades 6-12 templates and examples, click [here](#). For grades 3-5, click [here](#). [Grade K-2](#) tasks are only available at this time in the Informative/Explanatory text type. This helpful [guide](#) has more examples of tasks.

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Generate Text-Dependent Questions:

Use the above progression of text-dependent questions as a guide to scaffold students thinking about the text. Include a sentence frame as needed for your students. Use [CCSS ELA TCOE Bookmarks](#) as a guide.

- **Who is delivering the speech?**
- **What happened?**
- **Without yet knowing who Looking Glass and Toohulhulsote are, what can we say about their roles in this decision?**
- **What concerns does Chief Joseph have about the health and welfare of his people? How do you know?**
- **What does Chief Joseph mean when he says, "From where the sun now stands?"**
- **What is the tone of this speech? What words and phrases support your claim?**
- **How does the text structure convey Chief Joseph's mood?**
- **What is it about the use of the word *forever* in the last line, "I will fight no more forever" that makes this statement so memorable?**
- **Who is Chief Joseph referring to when he says, "I want to have time to look for *my children*"? What other parts of the speech support your claim?**
- **How does this second passage help you to understand the speech?**
- **What inner conflict would Chief Joseph have experienced?**
- **Where do you see evidence of this conflict in the speech?**

PHASE 1: What does the text say?

The purpose of this initial phase is to **allow the reader to** determine what the text says. Establish the purpose for reading this complex text. Limit front loading so students use the text to understand, infer, and draw conclusions.

Encourage students to “mark the text” and annotate. Encourage students to make notes to themselves about major points. Encourage students to circle or underline words, phrases, or sentences that are unclear to them.

Annotation guides for gr. [3-5](#), [6-8](#), [9-12](#)

Formative Assessment:

How will you know what the students understand? How will you “feed forward” for instruction?

- **Who is delivering the speech?**
- **What happened?**
- **Without yet knowing who Looking Glass and Toohulhulsote are, what can we say about their roles in this decision?**
- **What concerns does Chief Joseph have about the health and welfare of his people? How do you know?**

Students can use note taking guide to record answers. Teacher observes groups and assesses note taking guides for understanding.

PHASE 2: How does the text work?

The purpose of the next phase is to **allow the reader to** determine how a text works.

Formative Assessment:

How will you know what the students understand? How will you “feed forward” for instruction?

Select someone in your group to read the speech aloud.

Add pauses, inflections, intonations, and emphasis (prosody) to the text.

- **What does Chief Joseph mean when he says, “From where the sun now stands?”**
- **What is the tone of this speech? What words and phrases support your claim?**
- **How does the text structure convey Chief Joseph’s mood?**
- **What is it about the use of the word *forever* in the last line, “I will fight no more forever” that makes this statement so memorable?**

PHASE 3: What does the text mean?

The purpose of this phase is to **allow the reader to** evaluate the quality and value of the text (and to connect the text to other texts).

During this final phase, students should be preparing for the final task. Are they ready? What questions do you need to ask to help them better investigate the text?

Formative Assessment:

How will you know what the students understand? How will you “feed forward” for instruction?

- **Who is Chief Joseph referring to when he says, “I want to have time to look for *my children*”? What other parts of the speech support your claim?**
- **Chief Joseph succeeded his father as leader of the Wallowa band in 1871. Before his death, the father said to his son: *Read passage of dying father’s instructions.***
- **How does this second passage help you to understand the speech?**
- **What inner conflict would Chief Joseph have experienced?**
- **Where do you see evidence of this conflict in the speech?**

Students prepare using note taking guide for final task. Before final writing task, students can participate in Socratic Seminar with this question: What is the role of courage in surrender? Using evidence from “I Will Fight No More” to support their answers.

Teacher Reflection:

Review the evidence of learning collected.

- How did students respond?
- What was their level of understanding?
- What could be revised to improve the close reading?
- What are your next steps in this process?
- Do you need to provide additional support for small groups of students?

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I WILL FIGHT NO MORE FOREVER
Chief Joseph of the Nez Perce, 1877

I am tired of fighting.
Our chiefs are killed.
Looking Glass is dead.
Toohulhulsote is dead.
The old men are all dead.
It is the young men who say no and yes.
He who led the young men is dead.
It is cold and we have no blankets.
The little children are freezing to death.
My people, some of them, have run away to the hills and have no blankets,
no food.
No one knows where they are.
Perhaps they are freezing to death.
I want to have time to look for my children and see how many of them I can
find.
Maybe I shall find them among the dead.
Hear me, my chiefs, I am tired.
My heart is sad and sick.
From where the sun now stands,
I will fight no more forever.

Chief Joseph succeeded his father as leader of the Wallowa band in 1871. Before his death, the father said to his son:

“My son, my body is returning to my mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think

of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and your mother."

Joseph commented "I clasped my father's hand and promised to do as he asked. A man who would not defend his father's grave is worse than a wild beast."