


## Viewing Guide to Unpack a Close Reading Lesson

### PURPOSE:

- This Viewing Guide is designed to be used with the videos from Days 25, 26, 27, and 28 in the *30 Days to Improving Instruction—Close Reading Series*.
- The reflection questions in this guide are designed to help educators unpack the close-reading techniques modeled in the demo lesson, building on the content covered in Days 1-24 in the *30 Days to Improving Instruction—Close Reading Series*.
- Consider viewing the videos and discussing the questions in a professional learning community to promote an inquiry-based approach and reflection around the close-reading techniques presented in this series.

### BACKGROUND INFORMATION:

- This demo lesson was filmed in an Upper Division English class at Health and Sciences High and Middle College in San Diego, CA. Dr. Doug Fisher is the Dean of Faculty Affairs at this school.
- The teacher, Ms. Marisol Thayre, used an Achieve3000 Stretch Article, *No More Monkey Business*, for the close reading lesson. She used this article in tandem with a novel study after the class read the book *The Hot Zone: A Terrifying True Story* by Richard Preston.
- Consider reading the Stretch Article *No More Monkey Business* to set the context prior to viewing all videos in the lesson. Log in to your Achieve3000 Teacher's Edition at [portal.achieve3000.com/](http://portal.achieve3000.com/) and search for the lesson. Use the Lexile Selector and change the Lexile to 1280, the version used in the demo lesson.


PRINT

Access and read the entire Stretch Article prior to viewing the demo lesson.

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No More Monkey Business

**Stretch Article**

**GUAYAMA, Puerto Rico.** In December 2009, a judge halted the construction of a primate-breeding facility in southern Puerto Rico. Despite promising economic opportunities for some local residents, the facility raised serious environmental concerns among community members and animal activists.

Months earlier, the Puerto Rican government had tentatively approved a plan that allowed Bioculture Ltd. to begin building a facility to breed thousands of primates in Guayama, a small, economically depressed mountain district in southeastern Puerto Rico. Bioculture, an African-based company, planned to sell the monkeys to U.S. researchers for use in experimentation and product testing. The company had secured construction permits and hoped to begin operating the facility by summer 2010.

Bioculture intended to turn Puerto Rico, a self-governing U.S. territory in the Caribbean Sea, into a major supplier of primates, promising to employ at least 50 people, an important consideration on an island where unemployment is rife, at nearly 16 percent. Bioculture also promised to patronize local farmers for fruit to feed the monkeys.

"[The new facility] will help many people in the community," said Olga Colon, a local school principal. "This is going to bring progress to the community—and jobs." Colon added that Bioculture had pledged to buy supplies for her school.

Despite its potential economic benefits, many local residents opposed the Bioculture project, including Guayama Mayor Giorimari Jaime. Many feared that the monkeys might escape from the facility and pose serious risks to public health and the environment.

These fears are not unfounded, as Puerto Rico is already dealing with a plague of patas monkeys, descendants of primates that escaped in recent decades from prior research projects and now thrive in Puerto Rico's lush tropical environment. The monkeys, many of which carry disease, run through backyards, stop traffic, and destroy crops. Some of the animals have become inured to humans and can't be scared away from homes.

Other critics of the project, including the animal rights group People for the Ethical Treatment of Animals (PETA) and renowned primatologist Jane Goodall, opposed the construction of the facility on humanitarian grounds. These critics claim that the practice of breeding monkeys for research is unethical.

"We know now that monkeys have minds, personalities, and, above all, they have feelings," Goodall said. "What we do for monkeys in medical research—if you were a monkey, it would be torture."

A group of local residents, with the support of PETA, filed a lawsuit to secure an injunction to stop the construction, accusing Bioculture of failing to submit a full environmental impact statement or to hold public hearings. In addition, the plaintiffs alleged that Bioculture paid fees for a \$2 million project, while the project actually cost \$12 million.

Bioculture denied the allegations and attempted to assuage any fears of a potential primate outbreak. Company officials assured the people of Guayama that the monkeys would not be able to escape the multiple levels of security that were planned for the breeding facility. Bioculture Vice President Moses Mark Bushnitz also stressed the economic possibilities the new facility could contribute to the area.




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AP Photo / Brennan Linsley, File

*A judge halted a company from constructing a facility in Puerto Rico that would breed monkeys for sale to the U.S.*

Day 25: Analysis of Identifying the Purpose and Literal Questions in a Close Reading Lesson	
Video Sections	Reflection Questions
<b>Identify the Purpose</b>	How did Ms. Thayre help students identify the purpose for reading?
	What techniques did Ms. Thayre use to help establish expectations for annotations prior to reading?
<b>First Read and Small-Group Collaborative Conversations</b>	Ms. Thayre used rhetorical annotations with her students for the first read. Listen in to the small-group collaborative conversations. How did the rhetorical annotations in the first read help guide students' understanding of the text focusing on the speaker, audience, message, and context? How did students support each other in their collaborative conversation and build on other ideas?
<b>Model Annotating Text</b>	Why did Ms. Thayre pull the class back together and model annotating text? What techniques did she use to help guide students' thinking about their annotations?
<b>Literal Questions</b>	Why did Ms. Thayre skip past a few of the literal questions?
	Notice how Ms. Thayre guided her students in a whole-class discussion and then shifted to a table talk with the last literal question. What are the benefits of using whole-class and small-group discussion during the close reading process?
	What evidence did you hear from student responses that indicated they were referring to their annotations, making connections while reading, and uncovering key details during this first read?
<b>Your Reflection</b>	What ideas did this demo lesson generate to help you lead close readings using literal questions with your students?
	What questions do you still have?

<b>Day 26: Analysis of Student Engagement Using Structural Questions in a Close Reading Lesson</b>	
<b>Video Sections</b>	<b>Reflection Questions</b>
<b>Second Read— Structural Questions</b>	How did Ms. Thayre engage students and help identify the purpose for the second reading of the text?
<b>Small-Group Collaborative Conversations</b>	How did Ms. Thayre interact with her students as they engaged in small-group collaborative conversations?
<b>Class Discussion— Structural Questions</b>	What did Ms. Thayre do to keep the discussion moving, continue to engage her students, and encourage them to delve deeper into how the text works?
	What evidence did you see in the students' thinking and responses regarding how they changed their behavior as they moved from literal interpretation to structural interpretation of the text?
<b>Your Reflection</b>	What ideas did this demo lesson generate to help you lead close readings using structural questions with your students?
	What questions do you still have?

<b>Day 27: Analysis of Student Engagement Using Inferential Questions in a Close Reading Lesson</b>	
<b>Video Sections</b>	<b>Reflection Questions</b>
<b>Third Read— Inferential Questions</b>	How did Ms. Thayre set expectations for the third read and help draw on students' understanding of both the literal and structural levels of the text from the previous readings?
<b>Small-Group Collaborative Conversations</b>	Notice how students engaged with their peers as they tried to figure out what the text meant, thinking through the inferences they drew from the text. How did the level of engagement change, extend, and deepen?
	What tactics did Ms. Thayre use during the small-group collaborative conversation to help deepen students' understanding of the potential bias in the text?
<b>Class Discussion— Inferential Questions</b>	How did Ms. Thayre pull the discussion points from the small-group collaborative conversation into the larger class discussion about the two quotes in the article? Notice how students built on each other's responses as they delved deeper into the meaning of the two quotes.
<b>Your Reflection</b>	What ideas did this demo lesson generate to help you lead close readings using inferential questions with your students?
	What questions do you still have?

Day 28: Analysis of a Close Reading Lesson with a Focus on Inspirational Tasks	
Video Sections	Reflection Questions
<b>Task— Respond to a Writing Prompt</b>	How did Ms. Thayre set expectations with her students for the inspirational task—Respond to a Writing Prompt?
	How did this task pull everything together, from all phases of the close reading lesson, to help students demonstrate their understanding of this complex text?
<b>Your Reflection</b>	Ms. Thayre focused on one inspirational task—Respond to a Writing Prompt. Think about the kinds of inspirational tasks that would inspire your students to demonstrate their understanding. List your ideas below and share/discuss with a colleague.
	What questions do you still have?