Close reading plan

"Super Smog in China: Officials close schools and ground flights a
dense smog shrinks visibility in Harbin, a city in China" by Kelli
Plasket

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What makes this text complex?			
Text and Author	Article: "Super Smog in China: Officials close schools and ground flights as dense smog shrinks visibility in Harbin, a city in China" Author: Kelli Plasket	**Where to Access Text**	*Time for Kids* http://www.timeforkids.com/news/super-smog-china/116231

Text Description
This text is a non-fiction newspaper article that engages students by asking how smog affects the daily lives of Chinese people in the city of Harbin, China. Students will use knowledge to be able to identify that the growing population and factories in China have affected all aspects of life. The population, coal usage, and the huge number of vehicles on the road caused the government to close schools and flights due to the smog pollution. The big take away from the lesson is that human contact creates an effect on the environment. Teachers may use this article on a unit on China or they may use this text for a unit on causes of human impact on the environment or a thematic unit on how causes lead to effects.

Quantitative			
Lexile and Grade Level	3rd grade	**Text Length**	500 words

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
Meaning and central idea of the text: vehicle and coal usage has affects the environment. The Chinese government knew about the pollution but did not do anything about it until the air pollution level was too high.	Text features used: Photograph/caption contributes to understanding that the people that reside in this community are experiencing difficulties with living in smog. Headings explain how and when smog creates pollution problems.
Prior Knowledge Demands	**Language Features**
Students will read articles based on China's population and the effect that it has on the country. (Read Works Article- *China Today: China's Population* file:///C:/Users/EugenieGeorge/Desktop/Dream%20Team/670_china_today_china's_population_0.pdf). If teachers do not choose to use this article, they must find an article that displays how human interaction makes an environmental impact.	The lexile level of the text is grade appropriate. The skills that the students need to observe are context clues. If a student does not understand the tier two and three words, it can create a misconception, because the end goal for students to grasp is that there is a cause and effect relationship and if the vocabulary is a difficulty, teachers might want to dive deeper into vocabulary comprehension or pay attention to context clues. The specific skills that students must understand is that two high level word. The structure of the text is strictly cause and effect.

Vocabulary		
Tier Two Words (General academic vocabulary) *"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)*		**Tier Three Words (Domain-specific words)** *"[Tier Three words]…are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)*
• Smog • Halt • Pollution • Visibility	• Environment • Monitor • Crippled • Reduce • Coal	• Small-particle pollution
Potential Reader/Task Challenges		
Students must infer the meaning that several factors in China (population, human impact, etc.) create the effect of air pollution. These factors create a cause and effect relationship. The text is grade specific; some misconceptions around tier two and three words could potentially make students not grasp the cause and effect relationship. The text may be challenging since central ideas must be inferred in each section, but having a strong sense of prior knowledge and vocabulary will help students draw conclusions.		

Text-dependent questions		
Question	Standard alignment	Page of this document
#1 How does Kelli Plasket use photographs and captions to contribute to your understanding of the text? Provide evidence from the text to support your answer.	R.I. 3.5, 3.7	5
#2 What are the causes of smog pollution? What are the effects of smog pollution on the community of Harbin? Use details from the text to support your answer.	R.I. 3.3	8
#3 What is the main idea of paragraph six? Use specific details from the text to support your answer.	R.I 3.2	11
#4 What can you infer about the population of China and factory emissions? What evidence from the article support this inference?	R.I 3.2	14
Target Standards		
- RI 3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur) - RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently - RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. - RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		

Question 1

Question #1	How does Kelli Plasket use photographs and captions to contribute to your understanding of the text? Provide evidence from the text to support your answer.
Standard(s) covered:	RI 3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

Example response that meets standard	Look-fors
Kelli Plasket used photographs and captions to show the severity of smog pollution. In picture one the caption says "A woman wearing a face mask to block out the smog uses her mobile phone in Harbin, a city in northern China." This shows that the smog is so extreme that the people of Harbin cannot breathe without inhaling smog pollution. Similar to picture one, picture two shows a police officer with a mask monitoring traffic. It appears that the smog is so thick that people would have to drive incredibly slowly to get to their destination. In conclusion, Kelli Plasket used photos to show how dangerous it is in Harbin.	- Accurately locates photographs and captions from both pictures. - Accurately uses photographs to support one explanations

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will able to learn to how to further your understanding of the text by analyzing text features.
Prior knowledge to review	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Steps to achieve objective	**Think aloud for direct instruction**
1) Look at the text features. Use the text features to locate relevant information.	- Hmmm… I'm looking at this article and it seems like the author is giving me information in many ways not just the main text. - The question specifically says I should look for information from the photographs and captions - I am just going to concentrate on the photographs and captions in this article - The question also ask me to find out how captions and photographs help me understand what is happening in the text and - In this article there are two photographs. Here I see underneath the photographs there are captions that create an explanation for both photographs. I am going to underline the sentence that is underneath the caption. - Photographs and captions are often shown in article to give you a visual description of what is happening in the text.

2) Ask yourself, "How do text features help us understand the article?"	• Step two tells us we should be asking ourselves, how does journalist Kelly Plasket use photographs and captions to contribute to your understanding of the text? • Hmmm. I need to look at the photograph and analyze just exactly what is happening. Okay I am looking at the photograph and I am asking myself what is going on here. I notice in photograph one has a mask over her face. I also notice in the picture that it is so smoggy that we can't even see the other people in the picture. I look at the caption underneath the photograph and it says she has to cover her face. In my mind I am thinking that Kelly wanted us to see how polluted Harbin, China is because you cannot even breath without covering your face • Let me analyze the second photograph and caption. It says a police officer works on a street blanketed in heavy smog. What does he mean by "blanket"? Well, let me look at the picture. In the picture it appears that the smog is so heavy that you can't even see the cars in front of you, so blanketed must mean that you can't see what's because of the smog. • This makes me think that Kelly wanted the ready to understand how severe the smog was by adding pictures in the article to a paint a picture of how bad it is in Harbin
4) Explain your evidence, using the text features to support your answer	• Now we are ready to follow our final step, which tells us to explain how captions and photographs contribute to your understanding of the text and to provide evidence from the text. • Now we can put all of our evidence together in our own words like this: Journalist Kelly Plasket wanted us to understand how severe smog was by including captions and photographs in the text. • I need to include one caption and I need to describe the picture like this: "The author included that a woman was wearing a face mask to block out the smog. This shows me that the city of Harbin is so dangerous that citizens could not breathe in their city. I know this because the journalist also included a photograph of the caption showing us the heavy smog.

Extension and practice

PRACTICE: If students are having difficulties identify the captions in different text. Teacher will use an informational text on their reading level and identify the captions and picture in another article. This technique is best suited for small group intervention. Starting smaller by having students identify what is a caption and what is picture and help students build stamina for locating certain text structures.

PRACTICE: They cut out and glued the various text features onto the text feature scavenger hunt pages they had previously glued inside a folded piece of construction folder. When students couldn't find a particular text structure, they illustrated it themselves! These **text feature scavenger hunt papers** became our informational reading folders.

EXTENSION: If students have already mastered captions and pictures, teacher will have students read a text that is suitable for their reading level and have the students locate captions and pictures and write about how the pictures and captions help the reader understand what is going on in the story.

EXTENSION: Once students gained a understanding of text features, students can look at old copies of *Scholastic News* or *Time for Kids*.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)	See more examples of how to teach (name skill and standard)
1) Look at the text feature and then look at the caption 2) Use photographs and caption to locate relevant information 3) Ask yourself, "How does the picture in this section help us answer the question?" 4) Explain your evidence, using the photographs and captions to support your answer	Once students gained a rudimentary understanding of text features. Using old copies of *Scholastic News*, students scoured the pages, looking for as many text features as they could find. They cut out and glued the various text features onto the text feature scavenger hunt pages they had previously glued inside a folded piece of construction folder. This practice can also be saved and the students can reuse the hunt as a teaching tool for future text feature projects

Question 2	
Question #2	What are the causes of smog pollution? What are the effects of smog pollution on the community of Harbin? Use details from the text to support your answer.
Standard(s) covered:	3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures, in a text, using language that pertains to time, sequence, and cause/effect

Example response that meets standard	Look-fors
Smog is a hazy blend of smoke caused by pollution in industrial areas. Smog happens because of factories. Northern China experienced smog pollution from the factory and many cars driving on the road. Another cause of smog is coal is burned to heat homes. These causes created smog that according to author Kelly Plasket made schools and flights close down.	• Accurately locate causes of a conflict • Understand that causes creates an effect therefore creating the relationship within an informational text

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will learn how to describe the relationship between cause and effect by analyzing the problems caused by a specific event.
Prior knowledge to review	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Steps to achieve objective	**Think aloud for direct instruction**
1) Identify the problem presented in the text	• As I am reading this article, I am thinking to myself. Hmmm. What is the problem in this article? • Immediately notice the title of my article and it says that Super Smog is affects the city of Harbin, China. • The problem is smog • Now, that I've identified the problem, I need to ask myself what is smog? Let me read a little bit further. • The article says that smog is created by factories, and this pollutes the area.

2) Locate the cause of a problem by underlining evidence in the text	• Anytime there is a problem in an article in ta text, you have to ask yourself what are the causes that created this problem. • I noticed that the problem is smog pollution, because it is in the title of my article. Now I am going to read my article think about what are the possible causes that created smog. • I noticed that there is a section that talks about smog season. • Hmmm. I am reading smog season. I need to ask myself, what are possible causes of this smog in the air? • As I am reading I noticed that the author said that factories create air solution. I will take my pencil and underline that sentence. • Let's look a little further. I also noticed that in the text it says that when coal is burned to heat homes created pollution. I will take my pencil and underline that piece in the text specifically says that coal is burned
3) Ask yourself, "How does this cause create a problem in the article?"	• I am going to look at my two pieces of text evidence and ask myself, "How does each of these causes create a problem or effect in the article?" • Well, the first one says that coal burned heat; hmmm I am going to ask myself how does coal burning heat make smog pollution a problem? • Oh if people burn heat that means that smog pollution is getting in the air by coal burning. I know this because the next line in the article said this creates problems • Let's look at evidence number two: It says that factories create air solution. I will ask myself? Hmmm how does this cause create a problem? Hmmm. I know that the school is closed down because there is so much smog, create air solutions
4) Ask yourself, "How are the causes related to the effects?"	• When I want to find the effect of a problem I have to ask myself? What is the effect in the article? An effect is a problem or an end result. • As I am reading my article I know that China burned coal, well how do I know that because I underlined the fact, I also know that factories use a lot of electricity. Now I need to ask myself, how do all of these facts create the effect of smog pollution? • If I read further in the text, I noticed that it says "China's environmental protection agency monitors the level of harmful particles in the air. The agency saw readings as high as 1,000 micrograms per cubic meter at several monitoring stations in Harbin on Monday." Because of the two effects that I underlined, I identified that smog created a problem, but I also noticed that China's protection agency made smog, because I found it in the text

Extension and practice

PRACTICE: If students are having difficulty finding the causes in articles. Use short non-fiction paragraphs in small group. Small paragraphs help students quickly find the causes to the effect. The passages must explicitly show the effect for students to work backs and find evidence in the text to support the stated causes. This should help them become more proficient at noticing evidence that conveys relationship within a problem.

PRACTICE: Cause and effect graphic organizers will help students to collect their ideas on paper. This activity is a building step for students to move on to the next lesson, because they have written down their thoughts.

EXTENSION: Students can use cause and effect cards and identify cause and problems within each card. This activity is quick and it can allow the students to quickly engage in the task without having to having to heavy lift a complicated article. For lower students the cards should be a lower lexile to help them just identify what the causes and problems are

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard	See more examples of how to teach (name skill and standard)
1) Locate the cause of a problem by underlining evidence in the text 2) Ask yourself how does cause create a problem in the article? 3) How are the causes related to the effect and I will circle the effects	See Appendix A

Question 3

Question #3	What is the main idea of paragraph six? Use specific details from the text to support your answer.
Standard(s) covered:	RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea

Example response that meets standard	Look-fors
The main idea in paragraph six is talking about China's government and its cities. China's cities have the worst smog in the world. In the text it says that there are record levels of air pollution in Beijing. The author also states that in September China's government noticed pollution problems in China. This is important because the smog was ignored by the government, and it created year round pollution.	- Identify elements of text, such as topics, words, point of view - Prioritize what ideas are the most important and putting them into terms that kids can understand.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how determine the main idea of a paragraph by using 4w's.
Prior knowledge to review	2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Steps to achieve objective	Think aloud for direct instruction
1) Read the paragraph and ask yourself, "Who is the paragraph about?"	- Let's read paragraph six. In the first sentence it says that "China's major cities have some of the world's worst smog." I will think to myself. Hmmmm. What or who is the author talking about? - Oh it says here that China's cites. So I will underline China cities on my article. Let's read a little further, because I don't think that is the entire author is writing about…. - It says that the Chinese government. What is that who or what? Yes, I know that is a what because the article is about China's smog problem so I will underline that Chinese government, because it helps me the reader understand who the article is talking about

2) Read the paragraph and ask yourself, "What is the paragraph talking about?"	• There are a lot of words in this paragraph, but as reader I am not going to underline every single thing I am going to look for details that help me understand what exactly we are talking about. • Let's re-read the paragraph again. We already know that the paragraph is talking about the Chinese government and cities in China, but what about the Chinese government? • It says that Chinese cities have the world's worst smog. I will underline the worst smog. Let's read a little further • The next sentence says that "Record levels of air pollution crippled Beijing, the capital, for weeks last winter." Let's see I am going to think to myself what is the same. I am going to think to myself. Hmm…. Isn't this sentence still talking about how bad the smog is? Yes, it is so I am not going to underline this sentence, because it's saying the same thing as the first sentence.
3) Ask yourself, "Where and when does the problem happen?"	• Now that I have found out who and what the author is talking about. I am going to ask myself, is the where is the problem and when is the problem happening? • As I am reading I notice that the author mentions that last September is when the China paid attention to how bad air pollution is. I am going to underline the date September, because I will help determine that this problem occurred recently
4) Use the 4w's to determine the main idea	• Now that we know where the problem has happened I need to determine what the main idea of the paragraph is. Let's take a look at my notes. • I underlined that Chinese cities have the most smog and that last September the Chinese government started to the problem. • Now I will use the ideas into my own words. I will write on a sticky note that the main idea is *The main idea of paragraph six is that there are pollution problems in China. The Chinese government ignored the smog problem in China. This is important because if the smog was ignored by the government, smog made year round pollution.*

Extension and practice

PRACTICE: Students can choose text within independent reading level range. They can place sticky notes strategically throughout the text in places where it is appropriate to stop and identify supporting details and main ideas. Provide enough copies to record main ideas in a text. Teacher will provided student with a copy of the text, taking turns (group work) and one student will read a paragraph and the other will brain storm and write the main idea and details out
PRACTICE: Students that struggle can use post-it notes or a graph organizer and write out the 5W's and write down each page or paragraph that the students can
EXTENSION: How did I distinguish main details from secondary details? Students should respond that you used the topic sentence to find the main idea. Then you reread the other sentences and thought about whether they were important to the main idea.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard	See more examples of how to teach (name skill and standard)
1) Read the paragraph and ask yourself, "Who is the paragraph about?" 2) Read the paragraph and ask yourself, "What is the paragraph talking about?" 3) Ask yourself, "Where and when does the problem happen?" 4) Use the 4w's to determine the main idea	See Appendix B

Question 4	
Question #4	What can you infer about the population of China and factory emissions? What evidence from the article support this inference?
Standard(s) covered:	2.2 Determine the main idea of the text; recount the key details and explain how they support the main idea

Example response that meets standard	Look-fors
After reading everything about smog pollution in China, I have come to the conclusion that smog pollution is very unhealthy for the people of China. I know this because there are text features that show a man and a woman with facemask on. This shows that the smog was so bad for the people of China that they couldn't breathe all of the smog. Another piece of text evidence is that the author states in paragraph one that, "the regular bus wasn't running because it was too dangerous for people to drive one." The author says in paragraph two that, "authorities in the city closed primary and middle schools and some highways on Monday. Harbin's Taiping International Airport canceled or delayed at least 40 flights." I can infer that the smog was so bad for people that schools and airports were closed down, so people could not participate in their daily activities.	• Make a reasonable and evidence based inference that is significant • Support inference with at least one piece of evidence from the text • Explain how the piece of evidence supports the inference

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will infer a central message about the text by using evidence and your prior knowledge.
Prior knowledge to review	2.2 Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.
Steps to achieve objective	**Think aloud for direct instruction**

1) Ask yourself, "What evidence can I gather from the text that might answer the question?"	• When we read non-fiction we look at the whole article. • First, let's look at all the evidence about the people of China. Of course there is tons of evidence that talks about China, but we want to look at how smog affects the people of China. Let's re-read • Oh yes, there is a piece of text evidence in the text features, let's look and re-read the captions that Kelly Plasket used. • The captions say that the smog is so bad that a woman and cop are wearing facemask to block out the smog. • Let me think to myself…. Hmmm…. The author Kelly Plasket wanted me to see how bad smog was by using a picture to let me visibly see how bad things are • One thing that we can infer from the text evidence is that people cannot breathe without using mask over their face. • Let's look for another piece of text evidence that discusses how bad smog is affecting the people. • On paragraph one it says that a resident "His regular bus wasn't running because of the low visibility. "It's scary, too dangerous," Kai told the Associated Press. "How could people drive or walk on such a day?"" I will mark that as a piece of text evidence by underlining it • One thing that we can infer is that it so dangerous that people cannot walk or drive in the smog. • Let's look a little further on paragraph two. Hmmm. It says in paragraph two authorities in the city closed primary and middle schools and some highways on Monday. Harbin's Taiping International Airport canceled or delayed at least 40 flights. " I will used these pieces of text evidence • I can infer that they closed schools down because of how bad the smog was.
2) Ask yourself, "What conclusions can I draw from these facts using what I know about pollution?"	• Next, I am going to ask, "What conclusions can I draw from these facts and prior knowledge?" When I put all of the clues together I should be able to infer that smog pollution is so bad that people cannot see without using mask. • Another thing that we can infer by using text evidence is that buses couldn't drive on the highway and people could not go to school because the smog was so bad. • One thing that we can infer about smog pollution is that it is extremely dangerous and unhealthy for the population of China. I also know that pollution is when something bad is in the environment. I remember when there was pollution one time (describe a time from your experience). When we put all of these clues or pieces together we can infer that the smog is polluting the air and making it dangerous to the people of China.
3) Form a response using what the text shows and what I already know.	• Now, I am ready to write my response. I will make sure that I include the evidence from the text, and what I know about pollution to tell how the smog affected the people of China. • So we have all of our pieces of evidence that we want to use from out text, and we have developed a strong inference using the pieces of evidence from the text. Now we're ready to construct our answer, putting the evidence and how it ties in with how pollution affects the people of China. • Model writing the response.

Extension and practice
• Have students extend their practice by making inferences about other problems in the text that they read that is on their lexile level. This will help students draw conclusions from their own reading.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard	See more examples of how to teach (name skill and standard)
1) Ask yourself, "What evidence can I gather from that text that might answer the question?" 2) Ask yourself, "What conclusions can I draw using these facts and what I know about pollution?" 3) Form a response using what the text shows and what I already know.	

Appendix A

	What is the problem?_____ _____ _____

Cause 1:_____ _____ _____		Effects (evidence from the text) _____ _____ _____ _____ _____

Cause2:_____ _____ _____ _____		Effects (evidence from the text) _____ _____ _____ _____ _____

Appendix B   5 W's

Who is in the article?
_____
_____
_____

What is the article talking about?
_____
_____
_____

When and when did it happen?
_____
_____
_____

Why did it happen?
_____
_____
_____

Main idea (What is the author talking about?)	Supporting Detail (From text)
_____ _____	1:_____ _____ 2._____ _____ 3._____ _____

Main idea (What is the author talking about?)	Supporting Detail (From text)
_____ _____	1:_____ _____ 2._____ _____ 3._____ _____