

# READERS TRACK IDEAS



## SKILL PURPOSE

Beyond simply comprehending *what* is happening, knowing *when*, *where*, and to *whom* it is happening helps the reader understand *why* something happened.

**Individuals, ideas, and events** do not live in a vacuum. They respond to one another. To discover those **actions, reactions, and interactions**, the reader must **track** the development of individuals, settings, and events and then analyze the **relationship** and **impact** one has on the other.

## GRADE 7

### CCSS RI 3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### INDIANA RC 6

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

## GRADE 8

### CCSS RI 3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### INDIANA RC 4

Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

## GRADES 9-10

### CCSS RI 3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### INDIANA RC 5

Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.

## GRADES 11-12

### CCSS RI 3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### INDIANA RC 6

Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.

# ROUND 1 • 6 days

## WEEK-LONG FOCUS

Track the development and impact an individual, event, idea, or concept throughout an informational text.

**Readers collect every detail about a specific idea, event, or person.**

Review the purpose of nonfiction summaries—to provide the reader with the main points and big picture of a text.

However, readers also read closely to intentionally **track** how one individual, event, idea is introduced and developed throughout the text.

- Define tracking as **collecting all details** about only **one facet**.
- Compare to tracking an animal. Each step/detail on the journey is getting the hunter/reader closer.

Reveal the *Event Tracker* to collect details about:

- DAY 1— **WHAT**: In the top portion of each box, note details about the event, how it worked, and/or how it happened. List these small details in a sequence, including what **changed, evolved, or developed**.
- DAY 2— **WHO**: Note details about a single person or group in the bottom portion of each box.

Remember, summaries provide a broad overview—but **tracking** collects and analyzes every little detail.

**Readers Track & Analyze Details**

**TRACK 1 IDEA**

Analyze the **Development**

What's his personality? Infer a character trait

How does it work? Explain it.

How did it happen?

Do, Think & Feel, Say

First Cause, Effect... Then, After, Finally, What happened & Why

**TRACK 2 IDEAS**

Analyze the **Relationship**

Hurts, Challenges Negative Nudge

Helps, Supports Positive Push

Causes, Controls Leads to

Character IMPACTS Plot, Setting IMPACTS Plot

Individual IMPACTS Event, Setting IMPACTS Event, Event IMPACTS Event



**INTERACTION TRACKER | EVENT & INDIVIDUAL**

NONFICTION


**Individuals Impact Events**

WHO	EVENT	IMPACT

**The Impact of Individuals & Their Traits (IF... THEN)**

Individuals	Character Traits	Impact

**Readers see the cause-effect relationship between individuals and events.**

Analyze the individual's **impact** on the overall idea, event, or concept. Meaning: *What is the relationship between **this individual** and **this event**?* Characters are not separate from events and concepts.

*Were his traits helping or hindering the situation?* Their traits can have a positive (e.g., persevering, flexible) or negative (e.g., impatient, naive) impact.

This **influence** is based on determining if his traits helped or hindered the situation. Consider what would be different if he behaved differently. Apply *If/Then* thinking. To determine the impact of *this* character on *this* idea or event, consider if his character traits were opposite of what they actual were.

**Readers see the cause-effect relationship between settings and events.**

Setting can impact an event, too. Individual **actions or reactions within a setting** or situation causes or **impacts an event, invention, or idea** (e.g., human pollution led to global warming, colonization changed the landscape, lack of water led to migration, etc.).

1. **Track** the event/concept.
2. **Track** the specific setting details stated in the text.
3. **Infer** the shifts in setting and why they happened.
4. **Analyze** the impact of the setting. *If the setting were different, how would the event/concept be impacted? Could the same event have happened anywhere at that time? Could the same event happen today?*

**INTERACTION TRACKER | EVENT & SETTING**

NONFICTION




**Describe the impact an individual (or setting) had on the event.** Project/Post the thinking from *I-do* and *We-do* examples created earlier in the week. Model a written response, applying all previously-taught W.A.R. skills. Teach the next W.A.R. skill in the scaffold.

## TEXT CONSIDERATIONS

This week will utilize various previously-read nonfiction texts. Consider excerpts from science and social studies texts.

**DAYS 1-2** Return to a short nonfiction text or excerpt that demonstrates how a key person was involved in an event or concept.

- DAY 1 | Model how to collect the *who, what, where, & when* details of the event/concept within the upper left-hand corners of the *Interaction Tracker*.
- DAY 2 | Model how to collect the *do, say, think & feel* details of the individual/group related to the event within the bottom right-hand corners of the *Interaction Tracker*.

**DAY 3** Analyze the individual's/group's actions and decisions during key moments of the event. Infer the impact his/their personality traits had on the event.

**DAY 4** Return to a short nonfiction text or excerpt that demonstrates how the setting impacted an event or concept.

**BEFORE THIS LESSON**, record the event details from a previously-read text within the upper left-hand corners of the *Interaction Tracker*.

During the lesson, review how to track the corresponding setting details.

**DAY 5** Analyze the setting details. Infer the impact/outcome of the event had the setting been different.

DAYS 1-2

DAY 3

DAYS 4-5

DAY 6