



Close reading plan

Owl Moon by Jane Yolen

Created by Andrew D. Deacon, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	Owl Moon by Jane Yolen	Where to Access Text	http://fms01.sd54.k12.il.us/treasures/pdf/second_grade/2TB_Owl_Moon.pdf
Text Description			
<p>Late one evening, a young girl and her father leave their home to go owling, an excursion she has been looking forward to. It is a beautiful, moonlit winter night. Amidst the cold, the two venture into the woods and remained quiet as they trudged along. After a long time of waiting, an owl appears in the clearing and the young girl is in awe. By the end of the story, she learns that hope is the most important thing to possess when owling. Through this personal narrative, Yolen paints a vivid image of the scenery with the use of poetic language. John Schoenherr's illustrations complement the text and enhance the reader's comprehension of the text.</p>			
Quantitative			
Lexile and Grade Level	Lexile: 630L Grade Level: 3.2; Interest Level: K - 2	Text Length	32 pages with illustrations.
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central idea of the text is how quietness, bravery, and hope are needed to persevere through an arduous sequence of events, which ultimately leads to a gratifying experience.</p>		<p>The text is organized in a sequential manner, which follows the father and daughter's owling experience from beginning to end. The text's illustrations support the text.</p>	
Prior Knowledge Demands		Language Features	
<p>Students need to know owling and what they may encounter in the woods during a winter night.</p>		<p>The author writes the story in a poetic manner. Also, the author uses figurative language for readers to visualize the scenery and the characters' actions.</p>	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<p>"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)</p>		<p>"[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)</p>	
<ul style="list-style-type: none"> • Shrugged • Furry • Meadow • Pumped 		<ul style="list-style-type: none"> • Faded • Clearing • Sighed • Stained 	
<ul style="list-style-type: none"> • Great Horned Owl • Hooted • Echo 			
Potential Reader/Task Challenges			
<p>The use of figurative language (similes and metaphors) and the poetic style of the book may present a challenge to students.</p>			

Text-dependent questions		
Question	Standard alignment	Page of this document
<i>What are the things that Jane Yolen says throughout the book that the young girl needs when she goes owling?</i>	RL.2.1	#4
<i>What evidence from the text tells you that the young girl is cold when she goes owling?</i>	RL.2.3	#6
<i>How does Jane Yolen describe the story's setting at the beginning of the book?</i>	RL.2.4, RL.2.5	#8
<i>How do the words and illustrations on pp. 15 - 16 allow you to understand the change in setting since the beginning of the book?</i>	RL.2.7	#11
<i>What evidence from the story tells you that going owling is an important and special experience for the young girl?</i>	RL.2.2	#14
Target Standards		
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.2.1</u>: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. • <u>CCSS.ELA-LITERACY.RL.2.2</u>: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • <u>CCSS.ELA-LITERACY.RL.2.3</u>: Describe how characters in a story respond to major events and challenges. • <u>CCSS.ELA-LITERACY.RL.2.4</u>: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • <u>CCSS.ELA-LITERACY.RL.2.5</u>: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • <u>CCSS.ELA-LITERACY.RL.2.7</u>: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 		

Question 1

Question 1	
Question #1	<i>What are the things that Jane Yolen says throughout the book that the young girl needs when she goes owling?</i>
Standard(s) covered:	<u>CCSS.ELA-LITERACY.RL.2.1</u> : Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
Example response that meets standard	
Look-fors	
Jane Yolen says that the young girl needs to be quiet, needs to make her own heat, needs to be brave, and needs to have hope.	<ul style="list-style-type: none"> Student identifies four things (quiet, heat, bravery, and hope) that Yolen says the young girl needs to go owling.
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 determine by important information by locating key details in a text.
Prior knowledge to review	<u>CCSS.ELA-LITERACY.RL.1.1</u> : Ask and answer questions about key details in a text.
Steps to achieve objective	Think aloud for direct instruction
1) Reread and locate the key details that answer the question.	<ul style="list-style-type: none"> I'm going to find the first page where the author tells the reader what the character needs. On page 6, Jane Yolen writes that you need to be quiet. I'm going to record quiet on a Post-It note. On page 11, Jane Yolen writes that you need to be quiet again, and she also mentions that you have to make your own heat. I'm going to write those two things onto Post-It notes. On page 13, Jane Yolen writes that you need to be brave. I'm going to write that onto a Post-It note. On the last page, Yolen writes, "...you don't need words or warm or anything but hope." So, I'm going to write <i>hope</i> onto a Post-It note.

2) Ask yourself, "How do these key details help me answer the question?"	<ul style="list-style-type: none"> • I remember that the question asks me to identify the things that the young girl needs when she goes owling. • As I look back at the key details that I located when I reread the text in Step 1, I notice that Yolen says that the young girl needs quiet, warmth, bravery, and hope. • These are the four things I am going to include in my answer as I move onto Step 3.
3) Write down your answer to the question.	<ul style="list-style-type: none"> • Now that I have decided the things that answer this question, I'm going to write my response to the original question. • On a piece of lined paper, I'm going to use the sentence frame, "Jane Yolen says that the young girl needs..." to formulate my response. • I might write, <i>Jane Yolen says that the young girl needs to be quiet, needs to make her own heat, needs to be brave, and needs to have hope.</i>

Extension and practice

- Draw a picture of the young girl with the things she needs to go owling.
- Research how to go owling and write a list of things a person needs for owling.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to fiction text and Standard RL.2.1.

See more examples of how to teach Standard RL.2.1.

Objective: In this lesson you will answer a "what" question by locating key details in a text.

1. Reread and locate the key details that answer the question.
2. Ask yourself, "How do these key details help me answer the question?"
3. Write down your answer to the question.

<https://ctdreamteam.learnzillion.com/lessons/1934-identify-the-setting-of-a-story-by-finding-key-details#quickcode-modal>

Question 2

Question #2	<i>What evidence from the text tells you that the young girl is cold when she goes owling?</i>	
Standard(s) covered:	CCSS.ELA-LITERACY.RL.2.3 : Describe how characters in a story respond to major events and challenges.	
	Example response that meets standard	Look-fors
	<p>Throughout the book, Yolen describes how the young girl feels about the cold winter night. For example, the author writes, “I could feel the cold, as if someone’s icy hand was palm-down on my back. And my nose and the tops of my cheeks felt cold and hot at the same time.” Also, the author writes, “...and my eyes got cloudy with the cold.” Despite being cold, the young girl continues on with her father, hoping to spot an owl.</p>	<ul style="list-style-type: none"> • Student understands that the young girl is very cold. • Student understands that the young girl continues along on the owling trip despite being so cold.
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 to describe a character by examining details about his or her feelings.	
Prior knowledge to review	CCSS.ELA-LITERACY.RL.1.3 : Describe characters, settings, and major events in a story, using key details.	
Steps to achieve objective	Think aloud for direct instruction	
1) Reread the text and locate parts that describe the character.	<ul style="list-style-type: none"> • As I reread the book, I’m going to read it with a specific lens of finding the parts that describe the young girl as cold. When I notice something, I will jot it down on a Post-It note. • On page 11, the author writes, “I could feel the cold, as if someone’s icy hand was palm-down on my back. And my nose and the tops of my cheeks felt hot and cold at the same time.” On a Post-It note, I’m going to jot down a few notes about this part. I might write something like, “The young girl feels ice cold, and her nose and cheeks feel hot and cold.” • On page 18, the author writes, “I listened and looked so hard my ears hurt and my eyes got cloudy with the cold.” On a Post-It note, I might write, “The young girl is so cold that her ears and eyes hurt.” 	

<p>2) Ask yourself, "How do these parts tell me about how the character feels?"</p>	<ul style="list-style-type: none"> • I'm going to review my Post-Its and determine how the character is feeling about the cold throughout the book. • On my first Post-It, I wrote that the girl feels ice cold, and her nose and cheeks are cold as well. On my second Post-It, I wrote that her ears and eyes hurt because of the cold. • As I think about these Post-it notes together, I'm thinking that she must really cold. • However, I'm thinking to myself, "Why is she continuing on the owling excursion if she is so cold?" I know that I don't like to keep doing something outside if I am cold. • So, I'm thinking that she must be really excited to go owling because I know when I am cold I like to stay inside unless I'm doing something that I really like or want to do outside.
<p>3) Jot down your response.</p>	<ul style="list-style-type: none"> • On a piece of paper, I'm going to write down how the character responds to the challenge. • I might write something like: <i>Throughout the book, Yolen describes how the young girl feels about the cold winter night. For example, the author writes, "I could feel the cold, as if someone's icy hand was palm-down on my back. And my nose and the tops of my cheeks felt cold and hot at the same time." Also, the author writes, "...and my eyes got cloudy with the cold." Despite being cold, the young girl continues on with her father, hoping to spot an owl.</i>

Extension and practice

- Have students write a realistic fiction story in which the main character exhibits feelings that show how s/he is responding to a challenge.
- Read a series book, like Horrible Harry, and point out how the main character (i.e. Harry) responds to challenges. Continue reading books from the same series and compare and contrast how the character responds to challenges. Try to grow a pattern about the character's behavior.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to fiction text and Standard RL.2.1.

See more examples of how to teach Standard RL.2.1.

Objective: In this lesson you will learn to describe how a character responds to a challenge by examining details about the character's feelings.

1. Reread the text and locate parts that describe the character.
2. Ask yourself, "How do these parts tell me about how the character feels?"
3. Jot down your response.

<https://ctdreamteam.learnzillion.com/lessons/1980-identify-character-traits-by-finding-words-that-show-how-a-character-is-feeling>

Question 3

Question #3	<i>How does Jane Yolen describe the story's setting at the beginning of the book?</i>	
Standard(s) covered:	<p><u>CCSS.ELA-LITERACY.RL.2.4</u>: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>CCSS.ELA-LITERACY.RL.2.5</u>: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	
	Example response that meets standard	Look-fors
	<p>Jane Yolen uses the senses to help her readers visualize the setting at the beginning of the book. The senses help Yolen to describe what the father and daughter hear, see, and feel as they leave their house to venture into the woods. For example, Yolen writes, "There was no wind. ... And the moon was so bright the sky seemed to shine. Somewhere behind us a train whistle blew, long and low, like a sad, sad song."</p>	<ul style="list-style-type: none"> • Student demonstrates understanding that the author included phrases that describe what the characters heard, saw, and felt. • Student understands that these phrases help the reader visualize the setting.
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 interpret words and phrases by creating an image in your mind.	
Prior knowledge to review	CCSS.ELA-LITERACY.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Steps to achieve objective	Think aloud for direct instruction	
1) Reread and highlight parts that answer the question.	<ul style="list-style-type: none"> • I'm going to get a copy of the first two pages of text and a highlighter. • As I reread these first two pages, I notice that the author includes a few of the senses to establish the story's setting. • For example, on the first page of text (page 2), the author writes, "...a train whistle blew, long and low, like a sad, sad song." I'm going to highlight that phrase because the author evoked the sense of hearing. • On that same page, she writes, "...the moon was so bright the sky seemed to shine." I'm going to highlight that because the author evoked the sense of sight. • On the second page (page 3), Yolen writes, "A farm dog answered the train and then a second dog joined in. They sang out, trains and dogs, for a real long time. And when their voices faded away..." I'm going to highlight these lines. 	

2) Ask yourself, "How do the words and phrases help me visualize?"	<ul style="list-style-type: none"> • I'm going to go back to what I highlighted and reread those parts. • In my mind, I'm going to create a picture or movie in my mind using the words and phrases in the beginning of the text. For example, when Yolen writes, "...a train whistle blew, long and low, like a sad, sad song," I'm going to close my eyes and in my head I'm going to listen for a train whistle blowing. When she writes, "...the moon was so bright..." I'm going to picture a bright full moon in the sky shining down on the characters. • I'm going to repeat this same process for the remaining words and phrases that describe the story's setting.
3) Jot down your response to the question.	<ul style="list-style-type: none"> • On a piece of paper, I will jot down how each sense was used in the introduction to introduce the story's setting. • I will mention that the highlight phrases allow the reader to visualize what the story's setting looked like and sounded like for the characters. • I might write something like, <i>Jane Yolen uses the senses to help her readers visualize the setting at the beginning of the book. The senses help Yolen to describe what the father and daughter hear, see, and feel as they leave their house to venture into the woods. For example, Yolen writes, "There was no wind. ... And the moon was so bright the sky seemed to shine. Somewhere behind us a train whistle blew, long and low, like a sad, sad song."</i>

Extension and practice

- Draw or paint a picture of the setting in the beginning of Owl Moon. Label the parts that you included (such as the house).
- Reread the introduction to a grade-level picture book, like The Polar Express by Chris Van Allsburg, and discuss how the sounds help establish the setting for the reader.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to fiction texts and Standards RL.2.4 and RL.2.5.

See more examples of how to teach Standard RL.2.4.

Objective: In this lesson you will learn how an author introduces the story's setting by visualizing the words and phrases in the beginning.

1. Reread the introduction and highlight parts that answer the question.
2. Ask yourself, "How do the words and phrases help me visualize?"
3. Jot down your response to the question.

<https://ctdreamteam.learnzillion.com/lessons/2029-notice-the-describing-words-in-a-poem>

Question 4

Question #4	<i>How do the words and illustrations on pp. 15 - 16 allow you to understand the change in setting since the beginning of the book?</i>	
Standard(s) covered:	CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
	Example response that meets standard	Look-fors
	<p>As I read the words and illustrations on pp. 15 – 16, I see that the characters are in a different location than they were at the beginning of the story. The words say, “Then we came to a clearing in the dark woods.” The illustrations help me see that the characters are now alone in the dark and quiet woods. The characters look small, and the woods look big. They are walking in the snow with the hope of seeing an owl.</p>	<ul style="list-style-type: none"> • Student understands that father and daughter are alone. • Student understands that they are in a dark and quiet place, free from other people and other activities. • Student understands that the illustrator drew the characters smaller than the woods in the illustration.
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 describe a change in a story by using information from the text’s illustrations and words.	
Prior knowledge to review	<p>CCSS.ELA-LITERACY.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Students need to understand that illustrations complement, clarify, or enhance a text to aid a reader in his/her comprehension of the story.</p>	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Reread the text and highlight parts that answer the question.</p>	<ul style="list-style-type: none"> • Hmm...First I'm going to think about the question again. It asks me to think about the change in the setting from the beginning of the book to the middle of the book. So, I'm going to begin by analyzing the setting at the beginning of the book. I'm going to use the illustrations and words to help me with my analysis. • On pages 1 – 4, I see the characters walking away from their home. I also see a red barn. The open land is covered with snow. The words say, "It was late one winter night... when Pa and I went owling." • As the book continues, I notice that Jane Yolen writes, "We walked on towards the woods, Pa and I." So, I'm thinking that they are leaving their home and headed into the woods. • I'm going to continue flipping through the book, noticing how the setting changes as the characters emerge into the woods. • On pages 15 – 16 I'm noticing that the father and daughter are the only characters, walking by themselves. The words say that they came to a clearing in the woods.
<p>2) Ask yourself, "What has changed from the beginning of the book to the middle of it?"</p>	<ul style="list-style-type: none"> • As I review what I've noticed during both parts of the book, I'm seeing that the setting has changed. • Compared to the woods, the characters look so small and the trees are so very big in most of the pictures. • Because it is nighttime and the winter, the illustrations create a mood of quiet and calm. • The illustrator wanted to show the father and daughter alone in the woods on a quiet and calm winter night. • I want to think of why the author and illustrator may have decided to change the setting from the beginning to the middle of the book. • I'm thinking that the setting changed from the beginning of the book to the middle of the book to show that the father and daughter are on a special time together. There are no other characters pictured or mentioned. Also, there are no sounds, like the train and dog at the beginning of the book.
<p>3) Jot down your response to the question.</p>	<ul style="list-style-type: none"> • On a piece of paper I'm going to respond to the question. • I might write something like: <i>As I read the words and illustrations on pp. 15 – 16, I see that the characters are in a different location than they were at the beginning of the story. The words say, "Then we came to a clearing in the dark woods." The illustrations help me see that the characters are now alone in the dark and quiet woods. The characters look small, and the woods look big. They are walking in the snow with the hope of seeing an owl.</i>

Extension and practice

- Have students try this thinking process with the book, All the Places to Love, by Patricia MacLachlan. Have students annotate the illustrations with Post-It Notes.
- Have students compare and contrast the illustrations in Owl Moon to All the Places to Love using a Venn Diagram and paying close attention to the relationship between characters and setting.
- Have students draw a picture of themselves in one of their favorite places. Then, have them discuss how it is similar or different to the experience of the girl in Owl Moon.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to fiction text and Standard RL.2.7.

See more examples of how to teach Standard RL.2.7.

Objective: In this lesson you will describe a change in a story's setting in the middle of a text by analyzing the text's illustrations and words.

1. Reread the text and highlight parts that answer the question.
2. Ask yourself, "What has changed from the beginning of the book to the middle of it?"
3. Jot down your response to the question.

<https://ctdreamteam.learnzillion.com/lessons/2092-use-information-from-illustrations-to-understand-characters>

Question 5

Question #5	<i>What evidence from the story tells you that going owling is an important and special experience for the young girl?</i>	
Standard(s) covered:	CCSS.ELA-LITERACY.RL.2.2 : Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
	Example response that meets standard	Look-fors
	<p>There are many parts in the story, <i>Owl Moon</i>, that tell me that going owling is an important and special experience for the young girl. The first reason is that she got to stay up long past her bedtime to go out in the middle of the night. On another page, the young girl says that she has been waiting a long time to go owling with her father. She also says that her brothers have gone owling before her, so I infer that she is excited it is her turn to go. In addition, she acted brave when she was scared of the dark woods and kept going despite being very cold. When she and her father saw the owl, they stared at each other in amazement for a long time. Finally, she learned from her father at the end of the story that all she needed was hope.</p>	<ul style="list-style-type: none"> • Student understands that young girl is going out late at night with her father on a special excursion. • Student understands that young girl has been waiting a long time to go owling with her father. • Student understands that young girl was brave. • Student understands that young girl was very excited to see an owl. • Student understands that young girl learned that she only needed hope.
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 to determine a story's message by analyzing the most important parts.	
Prior knowledge to review	CCSS.ELA-LITERACY.RL.1.2 : Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Steps to achieve objective	Think aloud for direct instruction	
1) Reread the text and identify important parts of the story that answer the question.	<ul style="list-style-type: none"> • I'm going to begin at the beginning of the story and reread it, looking for important parts. When I come across an important part that tells how going owling is an important and special time for the girl, I will Post-It. • On page 2, the young girl says that she was going owling with her father long past her bedtime so I'm going to tag this as an important part with a Post-It. • On page 6, the young girl says, "I had been waiting to go owling with Pa for a long, long time." • On page 9, the young girl says that her brothers have gone owling before her. • There are also parts in the book that tell she is acting brave and continuing on despite being cold. • When they finally sight an owl, the girl says, "For one minute, three minutes, maybe even a hundred minutes, we stared at one another." • On the last page, she says that she learns from her father that she doesn't need anything but hope when going owling. 	

<p>2) Ask yourself, "How do these important parts help me understand the message?"</p>	<ul style="list-style-type: none"> • When I review my Post-It from page 2, I'm thinking that kids don't usually get to stay up late unless they are doing something important or special, like a movie night. • As I review my page 6 Post-It, I'm thinking that the emphasis on the word "long" tells me that she is really excited about this experience. • As I review my page 9 Post-It, I'm thinking that she must be excited to finally get the opportunity to go owling since her brothers have already gone before her. • When they finally see the owl, this part makes me think that she can't believe that they spotted an owl. I'm thinking that she must be really excited. • When her father tells her that she only needs hope, I'm thinking that must be a big lesson for her. • I'm thinking that all of these parts work together to tell me how the girl responds to going owling with her father. • Throughout the story, the reader learns that this is an important and special time for her. Finally, at the end, we learn that the most important thing she learns is that she only needed hope when she went owling.
<p>3) Jot down your response to the question.</p>	<ul style="list-style-type: none"> • On a piece of paper I'm going to jot down my answer to the question. • I might write something like, <i>There are many parts in the story, Owl Moon, that tell me that going owling is an important and special experience for the young girl. The first reason is that she got to stay up long past her bedtime to go out in the middle of the night. On another page, the young girl says that she has been waiting a long time to go owling with her father. She also says that her brothers have gone owling before her, so I infer that she is excited it is her turn to go. In addition, she acted brave when she was scared of the dark woods and kept going despite being very cold. When she and her father saw the owl, they stared at each other in amazement for a long time. Finally, she learned from her father at the end of the story that all she needed was hope.</i>

Extension and practice

- Read a book like Ezra Jack Keats' *The Snowy Day* and answer the question, "*What evidence from the story tells you that the snowy day is an important and special experience for the young boy?*"

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to a fiction text and Standard RL.2.3.

See more examples of how to teach Standard RL.2.3.

Objective: In this lesson you will learn to determine a story's lesson by recounting and analyzing how the important parts of a story work together to create the lesson or message.

1. Reread the text and identify important parts of the story that answer the question.
2. Ask yourself, "How do these important parts help me answer the question?"
3. Jot down your response to the question.

<https://ctdreamteam.learnzillion.com/lessons/2108-determine-a-narrators-feelings-by-noticing-word-choice>