



# Close reading plan

The Unsinkable Wreck of the R.M.S. Titanic, by Robert D. Ballard and Rick Archbold

Kristin LaLima, 2014 Connecticut Dream Team teacher

What makes this text complex?			
<b>Text and Author</b>	“The Unsinkable Wreck of the R.M.S. Titanic” ~ Robert D. Ballard and Rick Archbold		<b>Where to Access Text</b> Pearson’s Reading Street Series, Grade 5 Unit 5, Week 2
Text Description			
This narrative non-fiction text, used in Pearson’s Reading Street Series for 5 <sup>th</sup> grade, recounts the events of the sinking of the Titanic. Throughout the text, students will refer to the text features, visual graphics, captions, and photographs that help them discover the ways technology has helped explorers reveal secrets about the unknown.			
Quantitative			
<b>Lexile and Grade Level</b>	1030	<b>Text Length</b>	10 pages with graphics
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central idea of this text shows the reader how the technology helped adventurers reach new places. The delivery of this central idea is conveyed throughout the selection as the author recounts his visit to the Titanic using the submarine, Alvin. Throughout, the author’s exploration of the shipwreck, he conveys his message of what it means to him to see this shipwreck in a way he never thought was possible.		The text includes multiple graphic sources throughout the text (pictures, illustrations, captions). In addition to the graphic sources listed above, the author also includes a timeline in the text (student edition 206-207).	
Prior Knowledge Demands		Language Features	
Text does assume some familiarity with the topic. This text relies on moderate levels of discipline-specific knowledge. It includes a mix of recognizable ideas.		This text does include jargon and use of conventional language. <i>Conventionality:</i> Fairly complex; contains some abstract and figurative language. <i>Vocabulary:</i> Fairly complex that is sometimes unfamiliar. <i>Sentence Structure:</i> Simple and compound sentences used throughout text.	

**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)*

- Trunk
- Treasure
- Analyze
- Foreign
- Cramped

**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)*

- Vessel
- Debris
- Sediment
- Apparatus
- Submersible
- Pinnacle

**Potential Reader/Task Challenges**

Determining the identity of the narrator may be a struggle for some students due to the fact the author’s identity is not stated as the text begins, and throughout the text the story develops through different lenses.

Text-dependent questions		
Question	Standard alignment	Page of this document
Notice the images of events that led to the sinking of the Titanic on pages 206 and 207. The author continues to use images throughout the text to help the reader visualize the tragedy. Use the timeline and other sources, to summarize the events that led to the sinking of the Titanic.	RI 5.2	#5
Using the information provided in the story, how do you think Dr. Ballard feels about the Titanic tragedy after his discovery of the ship?	RI 5.3	#8
How do the photographs from the Alvin support the author's claim that the Titanic was the "greatest shipwreck of all time?"	RI 5.8	#10
How does the author use text and graphics to convey his point of view that the use of technology enhances explorations?	RI 5.6	#14
Target Standards		
<ul style="list-style-type: none"> <li>• RI 5.2 - Determine two or main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• RI 5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>• RI 5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• RI 5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> </ul>		

**Question 1**

<b>Question #1</b>	Notice the images of events that led to the sinking of the Titanic on pages 206 and 207. The author continues to use images throughout the text to help the reader visualize the tragedy. Use the timeline and other sources, to summarize the events that led to the sinking of the Titanic.
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<b>Standard(s) covered:</b>	RI 5.2 - Determine two or more main ideas of a text and explain how they are supported by key details and features provided; summarize the text.
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Example response that meets standard	Look-fors
<p>When looking at the graphic sources that are used throughout the text, they show an enormous ship that many people felt was an exciting opportunity to sail on and thought was unsinkable. When the ship first set sail, the author shows how immense the ship was because tugboats had to help pull the Titanic away from the pier. The reader can imagine that, due to the size of the ship and the number of people who sailed on the ship, many lives must have been lost when it sank. After the Titanic strikes the iceberg, the text mentions that it took only 2 hours for the bow of the Titanic to be underwater. On pages 208 and 209 it provides an illustration of the lifeboats. However, it also discusses how there were too few lifeboats for the people to use to reach safety. In paragraph 3 on page 210, the passage states that the crew tried to keep order and that one lifeboat was barely half full. When they first built the Titanic, they believed it to be unsinkable. The ship was not, in fact, unsinkable because the final event that led to the Titanic ultimately sinking was the ship breaking into two parts. The watertight compartments, that they believed could fill completely with water in at least 4 parts and still float, was incorrectly thought out. Those compartments quickly filled with water and the Titanic broke into two parts and both the bow and stern of the Titanic sank.</p>	<ul style="list-style-type: none"> <li>• Accurately summarizes all features provided</li> <li>• Accurately sequences the series of events in time order</li> <li>• Writes a summary that includes the main ideas and details from the images in the text</li> </ul>

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

<b>Objective</b>	In this lesson, you will learn how to summarize events by gathering and sequencing evidence.
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<b>Prior knowledge to review</b>	Students should be familiar with writing a summary and identifying the main events in a text. Students should be able to read and interpret the timeline, captions, pictures, and charts.
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<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1.) Ask yourself, "What evidence should I look for in the selection?"	<ul style="list-style-type: none"> <li>• Okay, when I look through the story I see that the author provides many graphic sources to help me understand what happened the night the Titanic sunk.</li> <li>• The question tells me to summarize the events that led to the Titanic sinking</li> <li>• So, I want to concentrate on the graphic images in the story that best help me visualize that night the tragedy occurred.</li> <li>• I want to make sure I check all sources provided in the selection</li> </ul>
2.) Use captions and graphic sources to locate information needed.	<ul style="list-style-type: none"> <li>• In this selection, the author provides a timeline of events on pages 206 and 207.</li> <li>• Here, I see 5 captions that provide the readers with a better understanding of the events that led to the Titanic sinking.</li> <li>• I also notice that the author provides the reader with dates and times under each illustration to help us understand when and where each event took place.</li> <li>• As I continue to look further into the text, I see the author provides photographs taken from the Alvin exploration.</li> </ul>
3.) Ask yourself, "How can you organize those into the correct format?"	<ul style="list-style-type: none"> <li>• Before we go any further, we have taken a look through the text to determine which graphic sources would be best to help us to summarize the text.</li> <li>• Let's make sure we use put the graphic sources in the correct order since it is important to sequence them correctly.</li> <li>• In the first caption on see on page 206, it depicts the tugboats pulling the Titanic out to sea from the port. This caption tells me that this event would be the most important to start with. Continue to look through captions and photographs throughout the selection, specifically focus on the timeline of events on pages 206 and 207.</li> <li>• The captions on the above pages will especially help students who struggle to read the text to have a better visual aide to refer to when summarizing the text using the graphic sources.</li> </ul>
4.) Explain your answer using graphic sources to support your response.	<ul style="list-style-type: none"> <li>• Excellent! We have all the graphic sources in time order!</li> <li>• Let's discuss some time order words to use to effectively summarize events</li> <li>• Some ideas could include → first, next, last, finally, after, then, etc...</li> <li>• Now we can use the words we discussed and the graphic sources we have already organized into time order to write a summary!</li> </ul>

### Extension and practice

- If students are having a difficult time summarizing the timeline of events into a coherent paragraph using time order words, provide students with the 5 finger summary rule and graphic organizer if needed. (Refer to box below with example showing 5-finger summary rule).
- In small groups, work with students who may be struggling to create a paragraph summarizing the events in the story in the correct order using the graphic organizer provided

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts to teach summarizing accurately (RI 5.2)

See more examples of how to teach summarizing the events using the graphic sources provided (RI 5.2)

#### **Objective:**

In this lesson, you will learn how to summarize events by gathering and sequencing evidence.

1. Ask yourself, "What evidence should I look for in the selection?"
2. Use captions and graphic sources to locate information needed.
3. Ask yourself, "How can you organize those into the correct format?"
4. Explain your answer using graphic sources to support your response.

[Identify main ideas and summarize the text](#)

[5 Finger Summary Rule](#)

[Transition words](#)

**Question 2**

<b>Question #2</b>	Using the information provided in the story, how do you think Dr. Ballard feels about the Titanic tragedy after his discovery of the ship?
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<b>Standard(s) covered:</b>	RI 5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
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<b>Example response that meets standard</b>	<b>Look-fors</b>
Dr. Ballard has a mixture of emotions about the Titanic sinking. Dr. Ballard was excited to find the wreckage of the ship while he and his team of explorers were using the submarine, Alvin, to explore. He mentions on page 207 that “he was so excited he was almost shouting,” when they found the bow of the Titanic underwater. He also mentions “after years of questing, I had arrived at the ship’s last resting place.” This tells me that he also feels relieved that they found this part of the ship through their exploration. It seems like they have been waiting a long time to learn more about this particular part of the ship. Dr. Ballard also seems sad when he discussed the Titanic tragedy. One section of the text talks about discovering boots and shoes at the bottom of the ocean floor near the wreckage. Dr. Ballard then expresses “only those shoes remain – mute reminders of the human cost of the Titanic tragedy.”	<ul style="list-style-type: none"> <li>• Accurately summarizes the mixture of feelings the author portrays with explanations</li> <li>• Accurately quotes from the text to support evaluation of author’s feelings</li> </ul>

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

<b>Objective</b>	In this lesson, you will learn how to explain the author’s feelings by gathering evidence and direct quotes from the text.
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<b>Prior knowledge to review</b>	Students should be able to explain events, or ideas in a text, by referring to specific information in the text.
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<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
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1) Ask yourself, “How do you think the author feels about the Titanic tragedy?”	<ul style="list-style-type: none"> <li>• When I look at this question, I know is it asking me, “How do you think Dr. Ballard feels?” But, what else is it asking?</li> <li>• The question is asking me to <b>find evidence</b> in the story about Dr. Ballard’s feelings.</li> <li>• So, let’s look through the text to find some evidence of Dr. Ballard’s feelings and use this information to help us understand how Dr. Ballard feels about the Titanic sinking.</li> <li>• As you read through the text, highlight feeling phrases.</li> </ul>
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<p>2) Ask, “What do these phrases show about how the author feels?”</p>	<ul style="list-style-type: none"> <li>• I’m going to use this graphic organizer to help organize the emotions Dr. Ballard portrays within the context of the story.</li> <li>• Here’s an example on page 213. Dr. Ballard states, “As we continued back, I wondered what we would find.”</li> <li>• I’m going to write down that quote on one side of the T-Chart.</li> <li>• What do you think Dr. Ballard means by this quote we just found?</li> <li>• He is curious and anticipating what he will discover and eager to learn more about the Titanic.</li> <li>• I would like you to continue to use that one side of the T-Chart where we just wrote down that quote, and locate 3 more quotes from the text that give an example of how Dr. Ballard feels about the Titanic disaster.</li> </ul>
<p>3) Summarize the author’s feelings about the topic.</p>	<ul style="list-style-type: none"> <li>• Next, I’m going to read those quotes and think to ourselves “how does the author feel?”</li> <li>• Let’s go back to the quote that I wrote down. It states, “As we continued back, I wondered what we would find.” What is a feeling you get when reading that quote?</li> <li>• Dr. Ballard feels “curious” about what they may discover next.</li> <li>• Let’s write that down on the other side of our T-Chart next to the quote.</li> <li>• Continue to write the emotions you feel from the author while rereading the quotes you chose and complete your T-Chart</li> </ul>

### Extension and practice

- Use this graphic organizer to help write coherent response to the question (this should all be done in small groups)

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (RI 5.3)

See more examples of how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (RI 5.3)

#### **Objective:**

In this lesson, you will learn how to explain the author's feelings by gathering evidence and direct quotes from the text.

1. Ask yourself, "How do you think the author feels about the Titanic tragedy?"
2. Ask, "What do these phrases show about how the author feels?"
3. Summarize the author's feelings about the topic.

[Explain the point of view of the author](#)

### Question 3

<b>Question #3</b>	How do the photographs from the Alvin support the author’s claim that the Titanic was the “greatest shipwreck of all time?”	
<b>Standard(s) covered:</b>	RI 5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
<b>Example response that meets standard</b>		<b>Look-fors</b>
<p>There are many photographs that the author includes in this story to show that the Titanic was the “greatest shipwreck of all time.” On page 211, the author includes a photograph taken from the Alvin exploration and it shows the bow of the Titanic at the bottom of the ocean floor. This photograph illustrates that all that was left from the bow of the ship was the steering mechanism. The author continues to depict the Titanic disaster by providing the reader with another photograph of the debris left on page 214. This picture displays a scene from over 74 years ago. The author describes the scene with “a thin film of sediment covered plates and bottles that had lain on the bottom for seventy-four years.” Perhaps one of the most haunting photographs provided from the Alvin was the picture of a porcelain doll on page 215. They hypothesize this doll came from a specific child sailing aboard the Titanic that night. These photographs allow the reader to visualize the people and events that were taking place the night the Titanic sunk. It provides the reader with the feeling of empathy for the hundreds of passengers on the Titanic who lost their lives that night. As I look back at each of the graphic sources the author provides to further illustrate the Titanic shipwreck, I am convinced that Dr. Ballard thinks the Titanic was in fact, “the greatest shipwreck of all time.”</p>		<ul style="list-style-type: none"> <li>• Accurately identifies photographs found within the text to support author’s claim</li> <li>• Accurately identifies how the photographs contribute to the Titanic being the “greatest shipwreck of all time”</li> <li>• Accurately quotes from the text to support author’s claim</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn how to explain how the graphics support the author’s claim by analyzing the connections between the graphic and the claim.	
<b>Prior knowledge to review</b>	Students should be able to read and interpret the graphics. Students should also be able to identify pieces of evidence the author provides to support a claim made within the text.	

Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is the author's claim?"	<ul style="list-style-type: none"> <li>• Okay, I need to ask myself, what is the author's claim. The author claims, "the Titanic was the greatest shipwreck of all time."</li> <li>• I think he means that when he found the evidence of the shipwreck on the bottom of the ocean floor while exploring with the Alvin, he could visualize how awful of a disaster this shipwreck was. On page 207, Dr. Ballard states, "like a ghost from the ancient past, the bow of the Royal Mail Steamer <i>Titanic</i>, the greatest shipwreck of all time, materialized out my viewport. After years of questing, I had arrived at the ship's last resting place." When I refer to the graphic the author provides, it helps me visualize the night the Titanic sunk and what a terrible situation it was for the people on board.</li> </ul>
2) Locate specific photographs to support author's claim.	<ul style="list-style-type: none"> <li>• This text provides a variety of photographs. As I look further into the question, it is asking me to "find photographs to support how we know the author believes the Titanic was the greatest shipwreck of all time?"</li> <li>• As I continue to skim through the text to find an example of a photograph from the Alvin exploration, I think I have found one on pages 210 and 211.</li> <li>• Why would the photograph on page 210, support the author's claim that "the Titanic was the greatest shipwreck of all time?"</li> <li>• This photograph helps me to understand what the Titanic now looks like on the bottom of the ocean floor. I only see the bow section of the Titanic. This also helps me visualize that the Titanic broke in half when it sank.</li> <li>• I'm going to use a sticky note to bookmark these pages. REPEAT WITH OTHER PHOTOGRAPHS.</li> </ul>
3) Ask yourself, "How do the photographs support the author's claim?"	<ul style="list-style-type: none"> <li>• Now that I have used the sticky notes to locate photographs, I need to take this a step further.</li> <li>• The question asks me to use the photographs to support the author's claim that the "Titanic was the greatest shipwreck of all time."</li> <li>• So let's take a look at one of the photographs that I have up on the Smart Board. This photograph is from page 215.</li> <li>• I ask myself "how does this photograph support the author's claim?" I see a picture of porcelain doll on the bottom of the ocean floor. The author goes into further detail to explain that they believe this doll belonged to a specific passenger on board, who was a child, from first class who did not survive. This picture helps me to better understand the lives that were lost on this ship the night the Titanic hit the iceberg. This photograph also helps me to understand why the author believes the Titanic was the "greatest shipwreck of all time."</li> </ul>

### Extension and practice

- In a small group, provide students with a piece of paper and have them fold it into 3 sections. Within each section, write down a page number at the top of each section for a photograph they have found (total of 3). Under each page number, write down a description of the photograph they found. Under each photograph's description, have the children answer the question for each graphic chosen: "How do this graphic source that you have support the author's claim?"

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts to help explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI 5.8)

See more examples of how to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI 5.8)

Objective: In this lesson you will learn how to use the evidence the author provides, to support the author's claim.

1. Ask yourself, "What is the author's claim?"
2. Locate specific photographs to support author's claim.
3. Ask yourself, "How do the photographs support the author's claim?"

[Answer a question by finding evidence within the text](#)

[Author's claim](#)

### Question 4

<b>Question #4</b>	How does the author use text and graphics to convey his point of view that the use of technology enhances explorations?	
<b>Standard(s) covered:</b>	RI 5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
<b>Example response that meets standard</b>		<b>Look-fors</b>
<p>In this selection, Dr. Ballard describes the new information he and his team of explorers uncovered while using the Alvin submarine to answer questions about the Titanic tragedy. For example, on page 215, the author describes that the Alvin can dive very deep. The text specifically mentions that it can dive two and a half miles down. This allows the exploration team to uncover things on the ocean floor where the Titanic sunk that no one had ever seen prior to this exploration. Dr. Ballard and his team only spent two hours, two and a half miles below the ocean's surface, but within that time unlocked many new discoveries. Each photograph from this exploration depicts the new things uncovered and the discoveries that the exploration team can take from each. When people explore new places with technology as advanced as the Alvin, the possibilities are endless. New discoveries are made, and with each new discovery a secret can be unlocked and a different story told.</p>		<ul style="list-style-type: none"> <li>• Accurately refers to specific graphic sources provided to show how the Alvin helped explore the Titanic and discover things about the Titanic they never knew before</li> <li>• Accurately identifies specific graphics found within the text that shows how technology explore the Titanic wreckage</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson, you will learn how to determine the author's point of view by analyzing text and graphics.	
<b>Prior knowledge to review</b>	Students should be able to refer to the text features provided in the story as well as different pieces of evidence that the author describes to help support the author's point of view.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	

<p>1.) Reread and locate text and graphics that connect to the question.</p>	<ul style="list-style-type: none"> <li>• This question requires me to go back and reread to locate pieces of evidence that author uses in the story to support the author’s point of view</li> <li>• I need to be looking for the technology the author uses in the exploration of the Titanic since that is what the question is asking.</li> <li>• What specific technology was used in this story? The Alvin.</li> <li>• As I read, I will use sticky notes to keep track of any text features that connect to the question. On page 215, I notice that the text and the graphic describe how deep the Alvin can dive. I’m going to put a sticky note here.</li> <li>• Now I need to find other instances where the text and the photographs discuss technology. REPEAT.</li> </ul>
<p>2) Ask, “Why did the author include this text and graphic?”</p>	<ul style="list-style-type: none"> <li>• Next, I need to ask myself, “Why did the author include these photographs?”</li> <li>• The author uses these photographs to help the readers understand what the Alvin was capable of giving the team of explorers. As they traveled to the bottom of the ocean floor, they further investigated the Titanic to unlock questions to the past and to better understand how the Titanic sank.</li> <li>• Take the photograph on page 215. Here we see a porcelain doll’s head at the bottom of the ocean floor. This is something they would have never been able to understand if it wasn’t for the technology of the Alvin.</li> </ul>
<p>3.) Ask, “Why is this significant?” to determine the author’s point of view</p>	<ul style="list-style-type: none"> <li>• In order to determine the author’s point of view, I need to ask myself, why is this significant? Well, this could give explorers an idea of where specific passengers were on staying on the ship. In fact, they even traced this doll to a specific passenger, Lorraine Allison, from Montreal.</li> <li>• It’s pretty incredible how one photograph from the Alvin exploration can give explorers this vital piece of information.</li> <li>• All of these examples are included to show the reader that without technology all of these discoveries would not have happened. Therefore, the author’s point of view in this text is that technology greatly enhances exploration.</li> </ul>

### Extension and practice

- If students struggle to make the connection between all of the graphics, have students team up with a partner and put a sticky note on all of the photographs taken by the Alvin. On the sticky note right, what was discovered and ask, “Would this discovery have been made without the Alvin?”

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts or audio/visual(s) to help determine how to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6)

See more examples of how to help determine how to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  
(RI 5.6)

Objective: In this lesson, you will learn how to determine the author's point of view by analyzing text and graphics.

1. Reread and locate text and graphics that connect to the question.
2. Ask, “Why did the author include this text and graphic?”
3. Ask, “Why is this significant?” to determine the author's point of view
- 4.

[Analyze multiple accounts to determine author's point of view](#)