

After reading the text, students **Build Insight** by capturing their **First Thoughts**, then confirm their comprehension by composing a **Summary** of the text. Next, they deepen their initial comprehension through **Analysis**, making inferences, interpreting and evaluating the text, and drawing conclusions while citing textual evidence. Students **Explore the Essential Question**, building knowledge of the unit theme by connecting the text to the big ideas of the unit.

Routine | First Thoughts & Summary

First Thoughts

Choose one of the following questions, and write a response.

- What are your initial thoughts about this story? What's worth thinking or talking about?
- If Jerry were a schoolmate who confided his plans to you, how would you react? Is he being reckless, or is he attempting something worthwhile? Explain.

Summary

Write a summary of the story to confirm your comprehension. Remember to include only the story's main events.

Purpose

First Thoughts is the opportunity for students to just say what they think, affirming their perspective on the text, and to consider what in the text is worth additional study. This can be an opportunity to review their annotations and any questions they generated during their first read of the text. The **Summary** confirms student's comprehension of the text, inviting them to capture main ideas, key details, claims, and characters, or plot points according to text type.

Routine | Analysis

Analysis

1. **(a) Analyze** Cite details in the opening paragraph that describe the bay and the beach. **(b) Interpret** Why does the bay draw Jerry's attention? What does it represent to him? Explain.
2. **(a) Make Inferences** Reread paragraphs 14–19. What quality does Jerry see in himself, and what does he determine to do as a result? **(b) Interpret** In swimming through the tunnel, do you think Jerry was trying to prove something to the other boys, or to himself? Explain.
3. **Interpret** In a coming-of-age story, a young person moves from a state of immaturity to one of knowledge. Do you think this is a coming-of-age story? If not, why not? If so, what does Jerry learn?
4. **Draw Conclusions** At the end of the story, why do you think Jerry tells his mother how long he can hold his breath but avoids telling her about his swim through the tunnel?
5. **Make a Judgment** Do you think Jerry is proud of his achievement, or is his victory somehow empty? Explain.

Purpose

Analysis deepens students' understanding of the text, moving from literal comprehension to inferential and evaluative comprehension, through carefully sequenced prompts. Students also practice citing textual evidence to support their analysis and interpretation.

Routine | Explore the EQ

EXPLORE THE ESSENTIAL QUESTION

What qualities help us survive?

6. **(a)** What have you learned about survival by reading "Through the Tunnel"? **(b)** Would you say that Jerry is a survivor? Is his mother?
7. Is it fair to describe yourself as a survivor if the ordeal is of your own making? Why, or why not? Record your ideas in your Evidence Log.

Purpose

When students **Explore the Essential Question**, they are making explicit the connection between the knowledge they have gained from the text and the Essential Question at the heart of the unit and the Performance-Based Assessment. They also consider how the perspective presented in the text informs their own thinking about the unit theme. Recording these thoughts and insights in the Evidence Log provides students a valuable resource for reflecting on how their thinking has changed over the course of the unit, as well as for developing their writing for the Performance-Based Assessment.