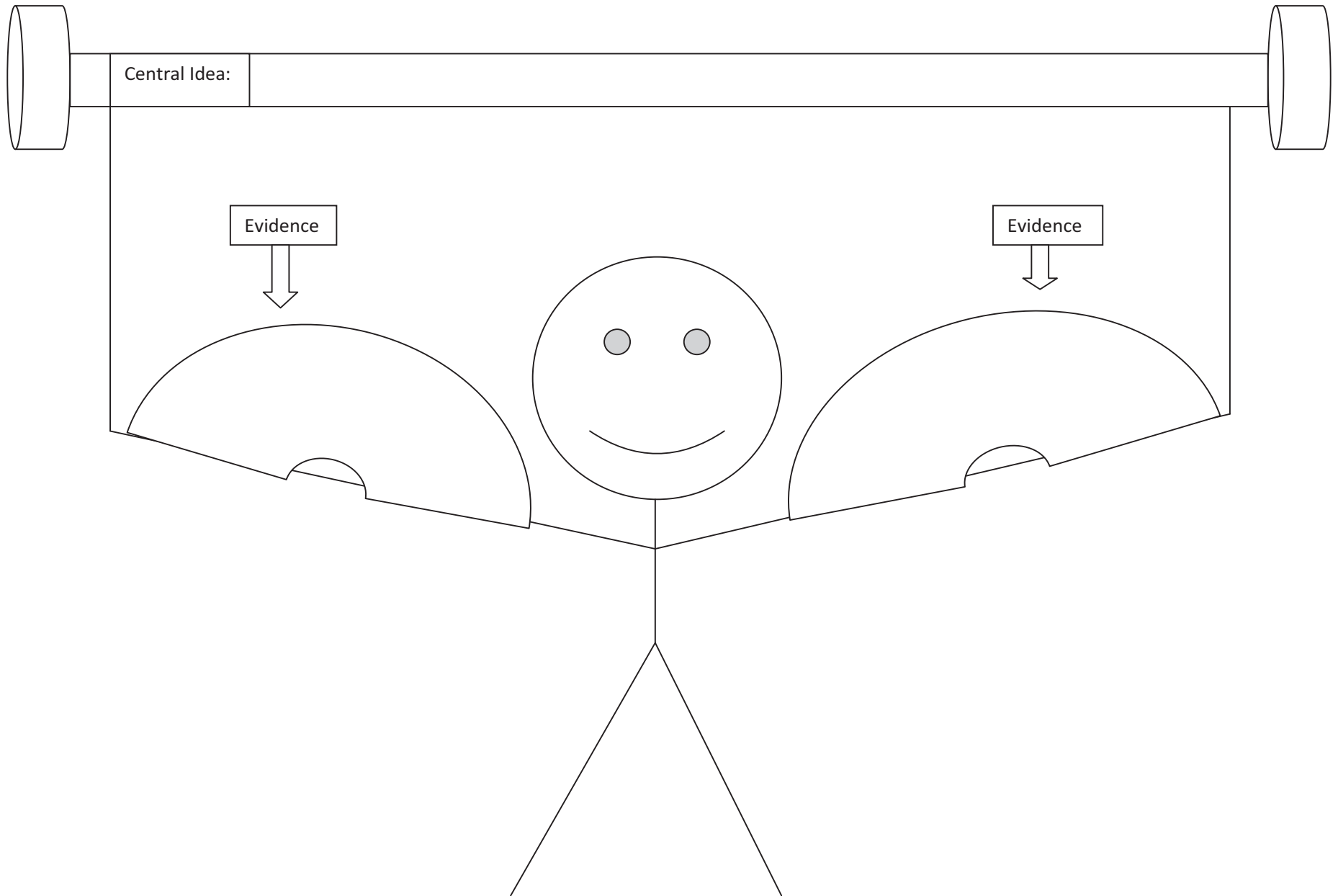


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| RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | |
| Strategy/Lesson Suggestions | Assessment FOR Learning Suggestions | |
| <p>IBET. The IBET reading strategy helps students understand the inference-making process by using a graphic organizer to break the act of inferring into steps (Developed by Linda Keating, Albert D. Lawton School).</p> <ol style="list-style-type: none"> 1. Student states the Inference. 2. Student notes the Background information used to arrive at the inference. 3. Student notes the Evidence in the Text he or she used to generate the inference. <p>The order of these steps can be flexible, as needed. For example, the students may start with the inference, note the text, and then identify the background knowledge used to construct the inference.</p> <p>Strong Evidence Graphic. This strategy provides students a way to organize their thinking as they identify the central idea and the evidence to support the central idea. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. Students can mark the text as they read to guide their thinking. Students may use text features such as headings, bold words, and graphs. Students may also note repeated ideas/words or images. Students must use only the strongest pieces of evidence to uphold the central idea. Teachers need to model this process through think-alouds and guided practice. Model for the students how to fill out the graphic organizer. Place the evidence on the "muscles" which should support or "hold up" the central idea (barbell). When students begin this process, the teacher can provide a central idea and or pieces of evidence. As students become more proficient they can complete the entire organizer independently.</p> | <p>IBET. Students use inferences, background, and evidence in the text as a framework for an argumentative essay. The essay cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. An argumentative essay rubric, directly aligned to language within the Common Core Standards, is used to establish clear success criteria, assess reading comprehension, assess writing skill, and assess competency within the language standards. Objective peer-to-peer, teacher-student, and self-feedback are continually provided to keep learning moving forward.</p> <p>Progression Note. A key progression in the writing standards is the need for students to show competency in introducing claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Strong Evidence Graphic. After completing the graphic, students display competency via in class oral presentation. A rubric aligned to the Common Core State Standards is constructed and utilized to assess speaking, listening, and language skill.</p> <p>Progression Note. A key progression in the speaking and listening standards is the need for students to show competency in delineating a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> | |
| <p>References: Keating, Linda; Retrieved from: http://education.vermont.gov/new/pdfdoc/pgm_curriculum/literacy/reading/reading_to_learn/reading_to_learn_04_04.pdf, p.23.</p> | | |

Strong Evidence Graphic



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| RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | |
| Strategy/Lesson Suggestions | Assessment FOR Learning Suggestions | |
| <p>Cooperative Reading Activity. This strategy is based on the idea that students can effectively divide a reading, share ideas in a bulleted list, and report to the group. Individual reading is required, but discussion and the decision about the development of the main idea within the text rely on consensus among group members. Note taking is emphasized (Adapted from Opitz).</p> <ol style="list-style-type: none"> 1. Choose and distribute a text that can be divided into sections. Subheadings and strong introductions are helpful. A teacher may want to read the introduction aloud to the entire class. 2. Divide the class into groups and provide each group chart paper. 3. Instruct each group to record the central idea of the text and note how the author adds information, explains details, etc... over the course of the text. 4. Instruct each group to present findings to the class as a whole on chart paper. Note taking during these presentations is recommended if each group was assigned a different section to report on. 5. The groups or individuals can be assigned to write an objective summary of the text. <p>Keep Questioning. Students should read to identify the central idea by asking themselves, “What is this about?” Students should ask themselves this question until the answer becomes clear. They should note how the author revealed the central idea to the reader. Students ask the question: “Was the central idea revealed through examples that repeated the idea through images, or the authors’ conclusions?” When students write a summary, they share the ways the central idea developed. An analysis might include examining a writer’s choice of structure, features, and support/details.</p> | <p>Cooperative Reading Activity. Objective feedback is continually provided ensuring the text remains the focal point of the lesson. Special emphasis is placed upon how the product evolves as a result of group collaboration and the shared discovery of new evidence from within the text. At the conclusion of the activity, each student produces a narrative summary that outlines the efficiency and productivity of the group in completing the task. A narrative writing rubric aligned to the CCSS is utilized to assess proficiency in writing and language as well as a means for establishing targeted learning opportunities.</p> <p>Note. A “distinguished” classroom environment is one in which, “Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations” (Danielson, 2007).</p> <p>Keep Questioning. Students write an objective summary of the text that identifies the central ideas and analyzes its development over the course of the text. Special emphasis is placed on a writer’s specific choice of structure, features, and support/details.</p> | |
| <p>References: Danielson, C. (2007). <i>Enhancing professional practice: A framework for teaching</i>, 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development, 69. Opitz, M. (1992). The cooperative reading activity: An alternative to ability grouping. <i>The Reading Teacher</i>, 45(9): 736-738.</p> | | |

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| RI.8.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | |
| Strategy/Lesson Suggestions | Assessment FOR Learning Suggestions | |
| <p>Text Structures. Discuss how writers use text structures to organize information. Introduce students to the different types of text structures in the following order: description, sequence, problem and solution, cause and effect, and compare and contrast. As students encounter different texts, note the signal words that accompany the different structure. Teach and model the use of graphic organizers that go with each text structure. To practice identifying different text structures, have a Treasure Hunt with a newspaper, magazine, nonfiction book or textbook chapter. (Dymock, 2005).</p> <p>Guided Highlighted Reading (G.H.R.). This strategy allows teachers to pose questions that allow students to understand how different text structures present and link information. Prior to the activity, the teacher must study the text to be read and devise questions requiring students make comparisons, analogies, or connections. As the teacher asks questions, students use highlighters to identify information for to answer the question. Students highlight only key words or phrases. This activity helps students learn how to skim and scan, and retrieve the needed information only (Weber, Nelson & Schofield, 2012). Click here for a sample of a GHR.</p> | <p>Text Structures. In conjunction with the standards for speaking and listening, students “present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen</u> details; use appropriate eye contact, adequate volume, and clear pronunciation” (SL.8.4). To accomplish this task, students use their graphic organizers to establish a framework for a presentation that analyzes how a text makes connections among and distinctions between individual, ideas, or events. Assessment is continual and targeted learning opportunities are utilized to keep learning moving forward.</p> <p>Guided Highlighted Reading (G.H.R.). In an effort to assist teachers with the creation of text dependent questions that assess competency, the authors of the Common Core State Standards, through Student Achievement Partners, have created a guide for developing text dependent questions. It can be accessed online or by clicking the link below.</p> <p>Guide for Developing Text Dependent Questions.</p> <p>Progression Note. A key progression in the writing standards is the need for students to show competency in developing the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples (W.8.2).</p> | |
| <p>References: Dymock, S. (2005). Teaching expository text structure awareness. <i>The Reading Teacher</i>, 59(2), 177-181. Weber, Elaine M., Nelson, Barbara A., & Schofield, Cynthia L. (2012). <i>Guided Highlighted Reading</i>. Gainesville, FL : Maupin House Publishing Inc.</p> | | |

A Guide to Creating Text Dependent Questions for Close Analytic Reading

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would not be text dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

5

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

SOURCE:

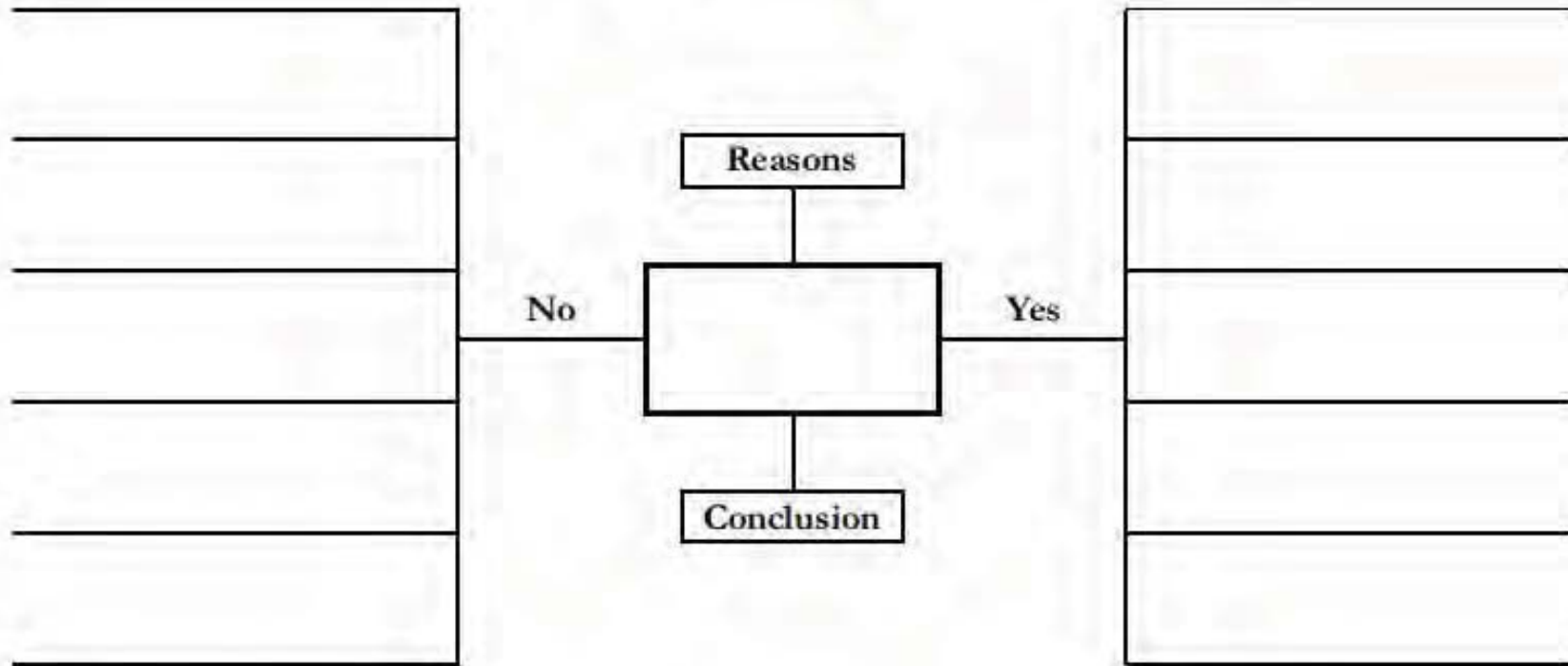
Student Achievement Partners, <http://www.achievethecore.org/steal-these-tools/text-dependent-questions>

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| RI.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. | |
| Strategy/Lesson Suggestions | | Assessment FOR Learning Suggestions |
| <p>Impact Colors. Students will identify and color code words and phrases that create a variety of tones within literary nonfiction texts. For example, figurative language may be coded green; connotative language would be coded red; and technical meanings would be coded blue. Students will then note the link between word choice and tone. This process prepares students to:</p> <ol style="list-style-type: none"> 1. Analyze multiple texts in which textual references, via analogies or allusions, are present. 2. Debate the reason for the inclusion of textual references in the whole class discussion. Essential questions for this discussion may be: “Why does the writer relate the text to another through analogy or allusion? What purpose does making this text-to-text connection serve?” 3. Finally, students should demonstrate mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning. <p>Analyzing “everyday text”. In order to take figurative language to the analytical level, students must be given the opportunity to determine the reason for an author’s choice of figurative language and its affect on the audience. Have students find a pre-determined number of examples of figurative language in a text (e.g. magazines, advertisements). Ask these questions:</p> <ul style="list-style-type: none"> • What type of figurative language did you find? • Who is the intended audience? • What affect would this figurative language have on the audience? • What is the author’s overall purpose of this ad? <p>The students should share their analysis with others in the class.</p> | | <p>Impact Colors. Students write an analysis of pre-identified key words or phrases from a text to explain the meaning of the word and the impact of the word on the overall meaning of the selected text. When the analysis is complete, students orally explain the meaning of and the impact of the key words or phrases from the text.</p> <p>Annotating Text. Students read and annotate a PDF version of the text by highlighting main ideas and supporting details according to color. To do this within Adobe Reader, students select the “highlighting tool” and then press CTRL+E. This will display “highlighter tool properties” allowing students to quickly change highlighter colors. Begin the assessment by having students highlight the main ideas according to a particular color code. Once that is complete, student return to each main idea and use a similar shade of the main idea color to highlight the details in support of that main idea. They repeat the process until the entire text has been annotated and all main ideas have been supported by details that outline their development over the course of a text. At predetermined intervals, students provide peer-to-peer feedback by posting objective comments on one another’s annotated text. The teacher listens intently and uses data from informal assessment to provide targeted learning opportunities.</p> <p>Analyzing “everyday text”. Students complete a written summary which cohesively answers the questions outlined in the activity. A CCSS aligned assessment rubric is used to establish clear success criteria and pinpoint opportunities for targeted learning.</p> |
| References: | | |

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| RI.8.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept | |
| Strategy/Lesson Suggestions | | Assessment FOR Learning Suggestions |
| <p>Paragraph Separation. Students identify how topic sentences, support, and elaboration work together to develop a concept for the reader.</p> <ol style="list-style-type: none"> 1. Students, in a small group, can separate sentences of a well-constructed paragraph and reorder them in the order that best builds meaning for them as a reader. (Sentence strips work well for this activity). 2. Other groups of students may also have select paragraphs from the same section to reorder. 3. Each group may share, using their own language and impressions, on the role each sentence served in the paragraph. Did all of the sentences help refine the key concept? If you were the author of this paragraph, how might you have structured your paragraph? <p>Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures.</p> <p>Pattern Guide. The Pattern Guide strategy demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize patterns of organization. These guides, also called graphic organizers, should be chosen or created by the teacher to match the text. Students learn to recognize the relationship between central ideas and details. They also take notes while reading (Herber, 1978).</p> <p>See samples of organizers by clicking here.</p> | | <p>Paragraph Separation. To enhance the activity and increase understanding, produce additional clause and phrase options for students to substitute into the sentences. As students substitute various clauses and phrases emphasis is placed on how that changes meaning and tone.</p> <p>Assessment Tip. “Improvements in learning will depend on how well assessment, curriculum, and instruction are aligned and reinforce a common set of learning goals, and on whether instruction shifts in response to the information gained from assessments” (Pelligrino, Chudowsky, & Glaser, 2001).</p> <p>Pattern Guide. Small groups of students engage in Socratic discussions to complete their guides. Special emphasis is placed upon a deep understanding of the text as well as the group’s ability to “acknowledge new information expressed by others, and, when warranted, <u>qualify or justify</u> their own views in light of the evidence presented” (SL.8.1d).</p> |
| <p>References: Herber, H., <i>Teaching Reading in the Content Areas</i>, 2nd ed., Englewood Cliffs, NJ: Prentice-Hall, 1978. Pelligrino, J., Chudowsky, N., and Glaser, R. (2001). <i>Knowing what students know: The science and design of educational assessment</i>. Washington, D.C.: National Academy Press.</p> | | |

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| RI.8.6 | Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | |
| Strategy/Lesson Suggestions | | Assessment FOR Learning Suggestions |
| <p>Author’s Analysis Diagram. The teachers chooses from a variety of texts ,such as editorials or persuasive speeches to complete the following steps:</p> <ol style="list-style-type: none"> 1. Model, with various texts, how to determine an author’s point of view or purpose by focusing on examining the author’s tone, word choice, and use of persuasive language. 2. Place students in small groups to determine an author’s point of view/purpose. The group should be prepared to state evidence that supports the point of view/purposes. Students focus on examining the author’s tone, word choice, and use of persuasive language. Have small groups share. When enough modeling and practice have occurred, allow students to try to independently complete the task. <p>Discussion Web. A discussion web is a graphic organizer that enables students to examine both sides of an issue before agreeing on a conclusion. This particular strategy is an adapted approach developed by McTighe and Lyman (Alvermann, 1991). The technique calls for students to think of individual ideas based on their knowledge of the text, then work as a pair to record, discuss, and resolve their perspectives before meeting with another pair of partners to share these ideas. The foursome then nominates a speaker to present this information to the entire class.</p> | | <p>Author’s Analysis Diagram. Students write an informative/explanatory text that identifies an author’s point of view or purpose. The written product includes an analysis of how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Formative Assessment Tip. “Considerable research indicates that feedback is one of the most powerful factors influencing learning and achievement” (Mok, 2009).</p> <p>Formative Assessment Tip. “...under certain circumstances, peer tutoring can actually be more effective than one-on-one tutorial instruction from a teacher” (Wiliam, 2011).</p> <p>Discussion Web. The teacher listens intently so as to support and enhance a discussion environment in which “new connections” are continually made. At the conclusion of the discussion web, students show comprehension competency by writing a summary in response to the focus question in which they cite specific portions of the text to support their conclusion. The classroom environment fosters quality self and peer-to-peer feedback continually inspiring students to “produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience” (W.8.4).</p> |
| <p>References: Alvermann, D.E. (1991). The Discussion Web: A graphic aid for learning across the curriculum. <i>The Reading Teacher</i>, 45 (2), 92–99. Mok, M. M. C. (2009). <i>Self-directed learning oriented assessment theory: Strategy and impact</i>. Hong Kong: The Hong Kong Institute of Education. Wiliam, D. (2011). <i>Embedded formative assessment</i>. Bloomington, IN: Solution Tree Press, 65.</p> | | |

DISCUSSION WEB




1. After reading a selection, form groups of three to five students each.
2. Discuss the focus question with your group and come up with evidence to support both a yes position and a no position.
3. Analyze the question and record information and the group's responses. Jot down only key words and phrases and try to use an equal number of reasons for pros and cons.
4. Work together to come to a consensus by stating your conclusion and reason(s) for your conclusion.
5. Finally, choose a spokesperson to share your group's point of view with the entire class.

Adapted from Alvermann, D.E. (1991). The Discussion Web: A graphic aid for learning across the curriculum, *The Reading Teacher*, 45, 92-99.

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| RI.8.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | |
| Strategy/Lesson Suggestions | Assessment FOR Learning Suggestions | |
| <p>Compare and Contrast Map. Students will understand how the use of varying mediums may reinforce or distract readers from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to the intended audience. Students may start by examining multiple mediums focused around the same key concept. Then, through partner, small group, or written reflection, they will reflect on how effective that medium expresses the message and reaches the intended audience. A graphic organizer can be used as a sample recording device for individuals, small groups or partners in order to analyze different mediums.</p> <p>SIGHT. This strategy provides teachers and students a step by step process of looking at two or more mediums to present a particular topic or idea (Marzano, Pickering, & Pollock, 2001).</p> <p>S Select two mediums on a particular idea or topic I Identify criteria for students to use during examining each item. G Guide students through describing each item and then comparing using an organizer H Have students determine if the items are more similar or different and draw conclusions/make generalizations T Tie the lesson together by giving students a synthesis task that asks them to apply their learning</p> | <p>Compare and Contrast Map. In order to display competency, students can create a t-table that evaluates and outlines the advantages and disadvantages of using different mediums (e.g. print, digital text, video, multimedia) to present a particular topic or idea. In addition, after exposing students to a topic using different mediums, ask students to write a short informational/explanatory text comparing and contrasting the different mediums used. Specific emphasis is placed upon pointing out the differences and similarities in how the <i>same information</i> was presented.</p> <p>SIGHT synthesis task. Students conduct a close read of a full text and then read a popular summary, review, or a video analysis of the same text. Words, phrases and sentences which significantly shape the meaning and tone of each piece are highlighted as they read or noted as they listen. Without the aid of classroom discussion, students independently proceed to author a written comparison and synthesis of ideas (CSI) between two of the pieces. Within the written CSI, students articulate a clear analysis of how the texts are similar and how they differ in terms of meaning and tone. To enhance this activity, students can develop an original informative/explanatory essay supported by citations from each text.</p> | |
| <p>References: Marzano, R.J., Pickering, D.J., and Pollock, J.E. (2001). <i>Classroom instruction that works</i>. Alexandria, VA: ASCD.</p> | | |

Compare and Contrast Map

| Medium 1 | | Medium 2 | |
|---|---------------------------------------|---|---------------------------------------|
| Article: Intended Audience: <i>Effects of Exxon Oil Spill</i> | | Photo: Intended Audience: <i>Photo of Oil Spill Effects</i> | |
| Central Idea of Article: | | Central Idea of Photo: | |
| Reinforce Central Idea: Yes or No | Distract from Central Idea: Yes or No | Reinforce Central Idea: Yes or No | Distract from Central Idea: Yes or No |
| How? | How? | How? | How? |

Which Medium Does the Best Job of Effectively Delivering Their Message To Their Audience?

And the winner is.....

I believe that _____ does the best job of delivering the central idea of _____

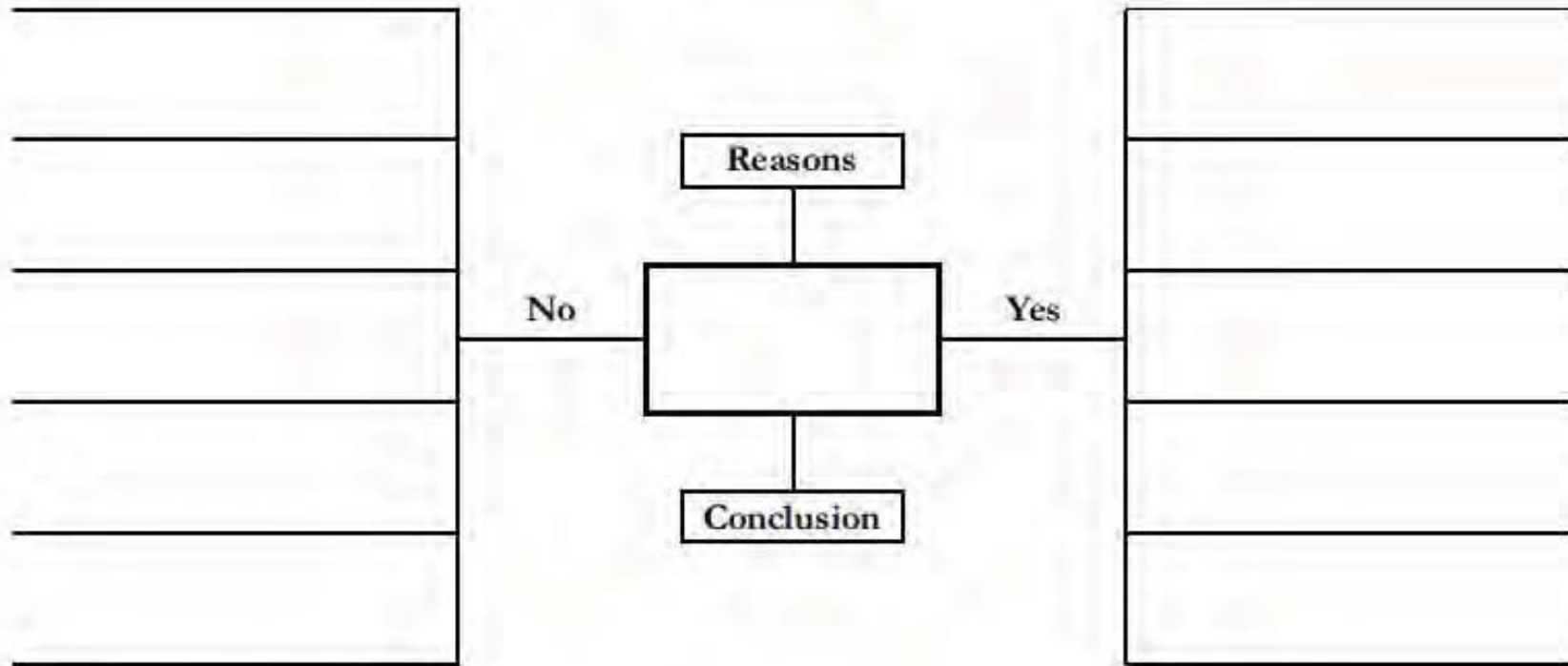
_____ because _____

_____.

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| RI.8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced | |
| Strategy/Lesson Suggestions | | Assessment FOR Learning Suggestions |
| <p>Marking the Text. Marking the text requires students to cite/identify information in the text relevant to the reading purpose. The strategy has three steps: numbering paragraphs, underlining and circling (Adapted from Marzano, Pickering, & Pollock, 2001).</p> <ol style="list-style-type: none"> Number the paragraphs in the section you are reading. Like page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text. Circle key terms, names of people, names of places and dates. In order to identify a “key term”, consider if the word is repeated, defined by the author, used to explain or represent an idea. Underline an author’s argument/claim. Consider the following statements: <ul style="list-style-type: none"> A claim may appear anywhere in the text A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text Often, an author will make several claims throughout his/her argument An author may signal his/her claim, letting you know that this is his/her position <p>It’s Up For Debate. This strategy will help students dissect the argument presented in a text and analyze the support presented through a debate. As students listen to or read a debate, they can note the claims, facts and evidence presented. After notes are taken, students can determine how direct the speaker’s topic was to the piece of evidence. For example, students may recognize that a number of texts cite data without having explained the original study or the speaker may have used irrelevant evidence.</p> | | <p>Marking the Text. Students annotate a digital version of an online text according to the same procedure. Students then utilize digital sticky notes to provide objective feedback for a peer. The teacher observes intently and uses trends in peer-to-peer feedback to develop hinge-point questions for the following day.</p> <p>EXPLANATION - Tier Two words (what the Standards refer to as <i>general academic words</i>)...appear in all sorts of text: informational texts (words such as <i>relative, vary, formulate, specificity, and accumulate</i>)...Tier Two words often represent subtle ways to say relatively simple things – <i>saunter</i> instead of <i>walk</i> for example” (CCSS ELA & Literacy Appendix A, 33).</p> <p>It’s Up for Debate. Students author a formal argumentative text to show competency with regards to reading comprehension, proper use of Tier II and III vocabulary, writing, and language use. A CCSS aligned rubric is used to assess writing and language skill, as well as to pinpoint targeted learning opportunities.</p> |
| <p>References: Marzano, R.J., Pickering, D.J., and Pollock, J.E. (2001). <i>Classroom instruction that works</i>. Alexandria, VA: ASCD.</p> | | |

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| RI.8.9 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | |
| Strategy/Lesson Suggestions | | Assessment FOR Learning Suggestions |
| <p>Discussion Web. This strategy helps students visualize the key elements of an issue and quickly identify opposing points of view on the matter. Teachers distribute a selected reading that elicits clearly defined opposing viewpoints. A discussion web graphic organizer can be used by the student/small group to identify the main question of the text. The student/small group will note the pros/cons of the reading on the graphic organizer as well as their final conclusion. The group will also place their conclusion on an index card. Collect the cards and tally the responses. Share the results with the class and list the most common reasons pro and con for these decisions (Alvermann, 1991).</p> <p>Point/Counterpoint. This strategy allows students to build interpretive strategies as they focus on integrating prior knowledge, teacher interpretations, information from other reading (inter-textual), and knowledge of text structure. Students read and jot down responses as they are reading. These can take the form of comments, questions, reflections, and confusions. Students weave their responses into a short piece of writing. Students share their responses with the teacher leading the discussion and pointing out similarities and differences. The teacher should have circulated during the writing to preview the kinds of things students are noting in their writing for the purpose of initiating the discussion. Students revise their initial writing based upon the discussion. They may incorporate ideas from others and the discussion (Rogers, 1988).</p> | | <p>Discussion Web with a “Dialog Line”. The teacher uses a statement starter corresponding to a text read to begin the exercise (e.g., “Money is the root of all evil!”). Students leave their seats and the class stands to position themselves in a straight line in relation to how strongly they agree or disagree with the statement. Strongly disagree to the far right, strongly disagree to the far left. The line is then folded in half so that each student is facing a partner. Each partner has several seconds to state the evidence supporting their position while the other actively listens. After each partner speaks, the other is given several seconds to record a quote from their partner which helped to advance their perspective. The dialogue line rotates clockwise and the activity repeats. The teacher actively listens and supports behaviors that enrich an atmosphere of open dialog.</p> <p>Point/Counterpoint. Students utilize “point/counterpoint” to conduct a comparison and synthesis of two or more texts with an appropriate level of text complexity. Results of the analysis are used as a framework for the production of a formal argumentative text. Within their writing, students “use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence” (W.8.1c). Objective feedback is provided to continually move learning forward.</p> |
| <p>References: Alvermann, D.E. (1991). The discussion web: A graphic aid for learning across the curriculum. <i>The Reading Teacher</i>, 45(2), 92-99. Rogers, T. (1990b). A point, counterpoint response strategy for teaching complex short stories. <i>Journal of Reading</i>, 34(4), 278-282.</p> | | |

DISCUSSION WEB




1. After reading a selection, form groups of three to five students each.
2. Discuss the focus question with your group and come up with evidence to support both a yes position and a no position.
3. Analyze the question and record information and the group's responses. Jot down only key words and phrases and try to use an equal number of reasons for pros and cons.
4. Work together to come to a consensus by stating your conclusion and reason(s) for your conclusion.
5. Finally, choose a spokesperson to share your group's point of view with the entire class.

Adapted from Alvermann, D.E. (1991). The Discussion Web: A graphic aid for learning across the curriculum, *The Reading Teacher*, 45, 92-99.

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| RI.8.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| Strategy/Lesson Suggestions | Assessment FOR Learning Suggestions | |
| <p>Instruction Manual. Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write instruction manuals including headings and subheadings. Organization and structure should also be considered.</p> <p>Stump the Teacher. Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.</p> <p>Directed Reading Teaching Activities. Use Directed Reading Teaching Activities (DRTA) with students to activate their prior knowledge, prompt them to make predictions and test their hypotheses through the reading.</p> <ol style="list-style-type: none"> 1. Students read selection title (and perhaps a chunk of the selection) and make predictions about content. 2. Students read to first predetermined stop. They confirm, refine or reject their initial hypotheses and justify their ideas with reference to the text. Students then make new hypotheses. Determine the method for students to note these changes/hypotheses. 3. Students read the next section and follow procedures in step two. This cycle continues until text is read. <p>Note: The size of the chunks can be determined based on student’s ability. Smaller chunks should be given to less capable readers. Click here for more information (Lenski, Wham, & Johns, 1999).</p> | <p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> 1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. 2. Students answer and receive feedback on text dependent questions. 3. Students engage in a variety of discussions &/or Socratic questioning to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth in this area. 4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. 5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area. | |
| <p>References: Lenski, S. D., Wham, M. A., & Johns, J. (1999). <i>Reading and learning strategies for middle and high school students</i>. Dubuque, IA: Kendall/Hunt.</p> | | |