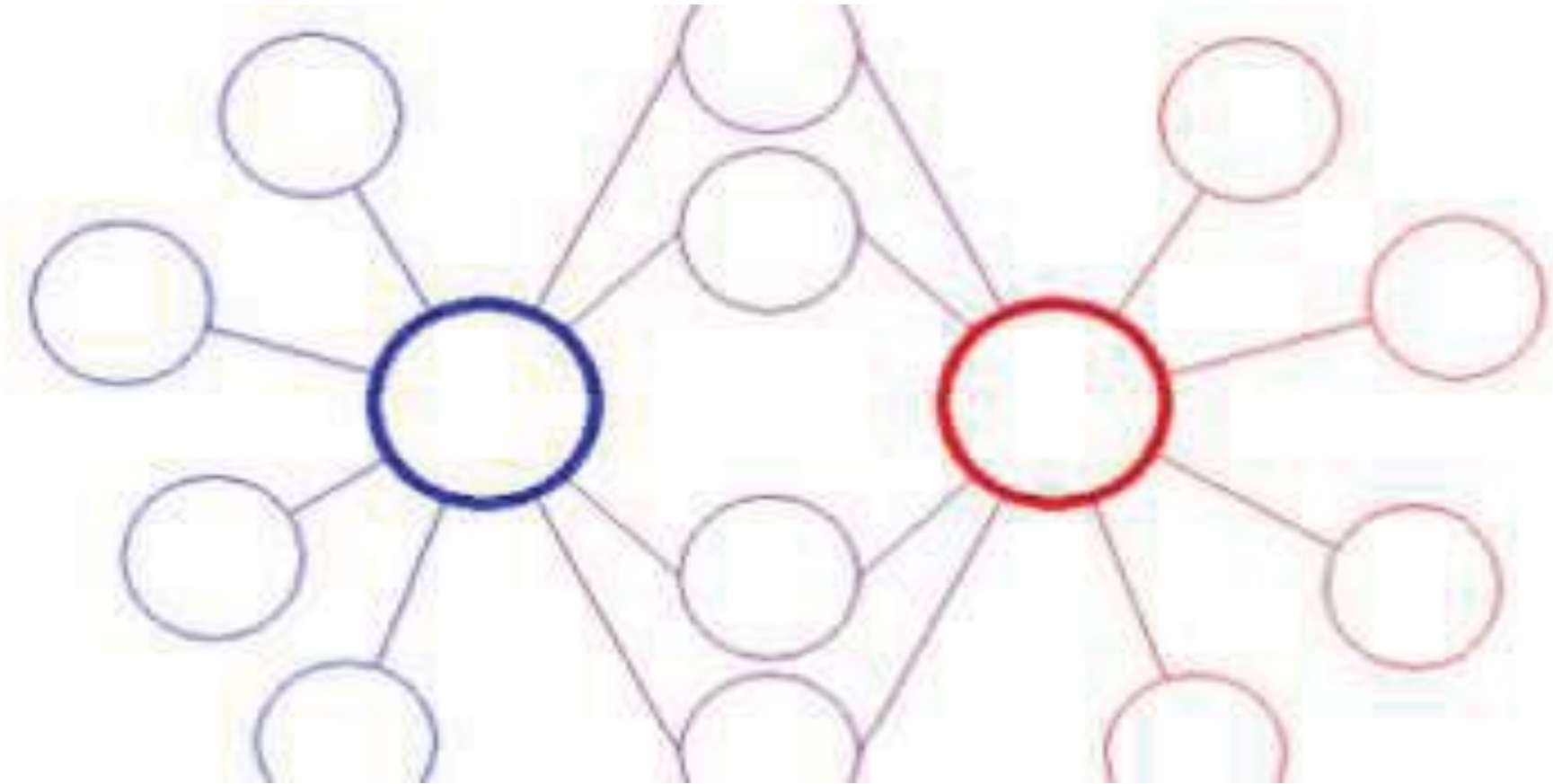


<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>QAR.</b> In QAR, (Question Answer Relationships) two categories of questions are identified—In the Book and In My Head. These two categories are then broken down into four types of questions: <i>Right There, Think and Search, Author and You</i> and <i>On My Own</i>. QAR is the basis for Location information and determining when an inference would be required or invited. Right there questions help students locate text that is explicitly stated in a text. Author and you questions help students identify inferences (Raphael, 1986).</p> <p><b>Inference Chart.</b> Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. Column headings should read: What happened? What does it mean? Why do you think that? In the last column, the student should be able to provide specific details, examples and quotations from the text to support their claims.</p> <p><b>Five Minute Inference Builder.</b> Each day, read a short passage out loud using the Think-Aloud (See <i>On Target: Reading Strategies to Guide Learning, page 12</i>) to share your inferences. Have students decide what kinds of inferences you are making as you model this process. The selections can be short passages from a literature book, a magazine, or a novel you are reading. Author Kylene Beers (2003) recommends <i>Two Minute Mysteries</i> by Donald Sobol and <i>Five Minute Mysteries</i> and <i>Even More Five Minute Mysteries</i> by Ken Weber. Make sure the text chosen offers opportunities for students to draw inferences.</p>		<p>Students read a nonfiction text based on a historical event. Next, they create and present a summary reader’s theater. Included in the script is a summary of the historical event, using inferences as necessary and direct quotes from the text as well. A rubric should be used to ensure students understand their focus and to evaluate their understanding. <i>Small group</i></p> <p><b>What if...</b> Students read about a scientific discovery. Next, they think, pair, and share a “what if” it had not been discovered. How would things have been different? <i>For example, if the colonists had not decided to break away from England, how might things be different now? Would it have occurred at a later day?</i></p> <p>Students need to defend their opinion with information from the text, both direct quotes and inferences. As students discuss, the teacher will walk around the room checking student understanding. After sharing, the teacher may ask students to create an “if, then” or “cause and effect “chart on the topic. <i>Small group, individual</i></p> <p><b>Exit Slip.</b> After reading a passage, students complete an exit slip recording the important information in the selection. They will need to provide direct quotations as well as infer additional information.</p>
<p><b>References:</b>                  Beers, K. (2003). <i>When Kids Can’t Read: What Teachers Can Do: A Guide for Teachers 6-12</i>. Portsmouth, NH: Heinemann.                  Raphael, T. E. (1986). Teaching Question Answer Relationships, Revisited. <i>The Reading Teacher</i> 39 (1986): 516-522.</p>		

<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Underlining for Comprehension.</b> Students can use the following strategy to identifying main ideas and key details. Pauk (1974) suggests the students underline with double lines the main ideas. Details are to be underlined with one line. Key words and terms should be circled. Students can also use colored pencils to link details with the main idea that it describes. Students can jot a brief summary in the side margin.</p> <p><b>Read-Pair-Share.</b> The Read-Pair-Share strategy is based on research that suggests students summarize more effectively with added peer support. Teachers should assign students a text that is closely aligned to their skill set and ability. Divide the text into portions and mark the places where students will pause to discuss. Distribute the text to the students. Assign students into partners. Assign one student to be the summarizer and the other student to be the clarifier. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier asks any important questions that may have been omitted. Have student pairs continue to read, pause, and summarize while reading, in order to clarify important key ideas and details. After several portions have been read and discussed, the students can switch roles. Students should continue until the text has been completed. Students can also draw, chart, diagram or summarize the text with their partner or independently (Dansereau &amp; Larson, 1986).</p>	<p>Students read a social studies passage. They use a graphic organizer to determine the main ideas of the passage and under each main idea list key details. Finally students write a one or two sentence summary of the passage. They can either turn this in, or compare it with a partner to see if they found similar information. <i>Pair, individual</i></p> <p>Students in a group are given different passages on the same general subject to read and write a brief summary. After they complete the task, all students read all of the passages and decide which summary matches which passage. Students will then discuss what they thought was the correct summary, what was strong and what could be improved. The teacher will review the summaries prior to the discussion and then listen to the discussion.</p> <p>Students read a nonfiction text. Without using words they create a picture, illustrating the main ideas and key details for support. They may have the option of using clipart images for their illustrations. Students then meet in small groups to discuss their pictures with classmates.</p>	
<p><b>References:</b>                  Larson, C. and Dansereau, D. (1986). Cooperative Learning in Dyads. <i>Journal of Reading</i> 29: 516-520.                  Pauk, W. (1974). <i>How to study in college</i> (3<sup>rd</sup> ed.). Boston: Houghton Mifflin.</p>		

<b>RI.5.3</b>	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	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Tell Me Why.</b> Prerequisite: In order to truly <b>explain relationships</b> at an independent level, students must be able to pull out main ideas, details and make a summarization. In order to help students see the relationship between two or more individuals, events, ideas or concepts, careful questions must be posed. The answers to these questions can be generated while working in small groups, in pairs or as an individual. With any new standard/task, students must have the strategy modeled for them by the teacher. As students feel more comfortable with the task, they can move from completing the work in small groups to completing the work individually. The following examples of Tell Me Why questions that would correspond to RI.5.3:</p> <ol style="list-style-type: none"> <li>1. “Can you tell me the reasons why your group thinks....?”</li> <li>2. “Can you find at least two of the main ideas of this text and key details that support them?” Can you summarize the main points?”</li> <li>3. “Can you tell me how these ideas, people, and events are the same?” “Can you tell me how they are different?” “Show me in the text.”</li> <li>4. “Think about these events.” “Tell me how they are connected.”</li> </ol> <p><b>Coding the Text.</b> This strategy is used to help students keep track of thinking while they read. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on sticky notes. Codes can be developed for the students or the students can create their own.</p> <p><b>Double Bubble.</b> A double bubble map documents the similarities and differences that develop among basic story elements. The two large circles label the two individuals, events, ideas or concepts being compared. The four circles down the middle are for common traits/opinions. The circles on the right or left represent the differences between the two individuals, events, ideas or concepts. After the <b>map is completed</b>, students will be able to explain the relationships between them.</p>	<p>Students read about a historical event, ideally using multiple sources. They create a dialog between two or three of the main characters in the event, based on the information as well as inferring the relationship. The students should indicate in their dialog where they found the source material for the presentation. (This would not be in the performance, just on paper for evaluation.) Finally, they would present the dialog as a reader’s theater, and perhaps perform it for other grades of classes. (This could be used for President’s Day.) The teacher assesses both the written dialog with cited sources and the performance. <i>Small group</i></p> <p>Students will read from multiple sources about two to four scientists. They will write a brief outline about each of the scientists. Finally, they will pretend to be a television reporter. Students will pretend to have a round table discussion with the scientists about their discoveries and how it affected the world and each other. This would be presented in a written script form with information from the text highlighted or otherwise indicated. It could be presented to the class, with each student in the group taking a part. The teacher assesses the information used from the text, using a rubric. <i>Small group, pair, individual</i></p> <p>Students will read an account of historical event, and then they will create a sequence chart with diagrams or pictures to show the sequence of events. Between the events they will explain the connection between them and answer the question: “What happened to cause the next event?” <i>Small group, pair, individual</i></p>	
<p><b>References:</b>  McLaughlin, Allen, <i>Guided Comprehension: A Teaching Model for Grades 3-8. Classroom Instruction that Works</i>, by Robert Marzano, Debra Pickering, and Jane Pollock. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.</p>		

# Double Bubble

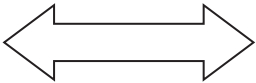
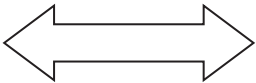
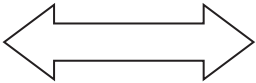




# Examine Relationships

Concept, Individual, Idea or Event

Concept, Individual, Idea or Event



<b>RI.5.4</b>	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Tier One, Tier Two and Tier Three Words.</b> Target and categorize words on word walls into Tier one, Tier Two, and Tier Three words. (Beck, McKeown, and Kucan, 2002). Students must have opportunities to have student friendly explanations, instructional talks, and practice activities with multiple exposures vocabulary words. Dictionary practice may offer vague language, or may not represent the most common meanings for a vocabulary word. This may confuse students unnecessarily. Don't pre-teach words that are adequately defined in a selection that students can identify using their knowledge of prefixes, suffixes and base or root words.</p> <p><b>Word Knowledge Rating Checklist.</b> On a Chart, list 6-8 vocabulary words on the left, then label the columns with "I can define", "I have seen/heard", and "I don't know" across the top. Allow students to make checkmarks in the columns. This provides the teacher with information that will indicate which words may need more exposure (Reading First, 2004).</p> <p><b>Vocabulary Anchors.</b> Using a graphic of a boat and an anchor, introduce the idea of how we must anchor new information with known information in our brains. Select a synonym or word closely related in meaning to the original. Think about the similarities between the words and several characteristics that both have in common. Record any unique characteristics of the target word that differentiate it from the anchor word and discuss circumstances that the words would not be interchangeable. Discuss any background knowledge students may have with either word (Reading First, 2004).</p>	<p>Given a list of eight to twelve academic and domain specific vocabulary words, students in small groups select six of the eight or ten of the twelve words and create a dialog using those words to demonstrate that they know and understand the words. An assessment rubric would include the fact that the word is explained or defined by its usage. <i>Small group , pair</i></p> <p><b>Board games.</b> Students create a board game that uses their knowledge of the vocabulary words in the game. It could in the game board or in the questions asked to move along the path. An assessment rubric would include this requirement. A sample board game template can be found <a href="#">here</a>. <i>Pair, individual</i></p> <p><b>Evaluation ladder.</b> Students take a list of eight vocabulary words and will rank them from most to least relevant to the subject or text. They then defend their rank in writing or may do so in a group orally as the teacher listens in. There is no correct rank, but student should be able to demonstrate their knowledge of the words by their explanation of the ranking. <i>Pair, individual</i></p> <p><b>Word Sort.</b> Students take a list of 8 or so vocabulary words from a text, write them on slips of paper. Next they arrange the words in group, identifying a title for each group. Finally students explain their product and in doing so, will demonstrate their understanding of the terms and the relationships between them. <i>Pair, individual</i></p>	
<p><b>References:</b>          Beck, I.L., McKeown, M.G., &amp; Kucan, L. (2002). <i>Bringing words to life: Robust vocabulary instruction</i>. New York: Guilford Press.          Illinois State Board of Education, Reading First. (2004). <i>Reading first academy: Third grade module</i>.</p>		

<b>RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Informational Retells.</b> Assist students in identifying <b>structure</b> of a particular text. In order to retell, the student may need to match the structure of a text. As students plan/execute the retell, discuss in small groups what evidence of text structure apparent (Adapted from Hoyt, 1999).</p> <p><b>Signal Words.</b> The signal words that describe each type of structure are as follows:</p> <ul style="list-style-type: none"> <li>• <i>Cause and Effect:</i> since, hence, because, made, for this reason, consequently, on that account.</li> <li>• <i>Chronology:</i> first, second, third, before, after, when, later, until, at, last, next.</li> <li>• <i>Compare and contrast:</i> similar, different, on the other hand, but, however, bigger than, smaller than, in the same way.</li> <li>• <i>Problem and solution:</i> problem, solution, dilemma, if and then, puzzling.</li> <li>• Teaching students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension.</li> </ul> <p><b>Compare/Contrast.</b> Provide several different text types (i.e. magazine, online, or newspaper article) in which students can find examples of each of the structures listed above. Students should find examples of structures that are similar and note differences within two that are of the same structure.</p>		<p>Students working in a group will select three to five key events or ideas in two or more selected texts. They will write the events on separate sheets of paper. Then students decide what overall organizational structure was used for the delivery of the information, and if it was the best way to present the information. They will then create a graphic organizer from the information. Next they will consider other organizational structures and suggest an alternate structure or defend the given one as the best one. <i>Pair, small group</i></p> <p>Students will read two or more informational texts and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating their understanding of the structure chosen and why it is not one of the other structures. <i>Pair, individual</i></p> <p>A small group of students will read from social studies/ science texts, and then, as a group, decide the overall of structure of the information (e.g., chronological, cause/effect, problem/solution) and create a group chart/collage that shows the structure and includes information from the text. Consider using web information or magazine formats as well as textbooks for the information. <i>Pair, small group</i></p>
<p><b>References:</b>  Hoyt, L. (1999). <i>Revisit, Reflect, Retell: Strategies for improving reading comprehension</i>. Portsmouth, NH: Heinemann.</p>		



<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p>Expository (nonfiction) text can be made up of at least six different structures. These structures are: cause and effect; <b>compare and contrast</b>, time sequence, problem/solution, definition/description, and <b>enumeration</b> or steps to accomplish something. The learning of each of the structures can be enhanced through the use of graphic organizers.</p> <p>After reading several texts about the same topic, (such as the text <i>We Are the Ship: The Story of the Negro League Baseball</i> by Kadir Nelson and other <b>informational books</b> on the same topic) compare and contrast the different points of view that are represented in each text, such as the Negro League owner, the Negro League player, and the Major League owner and the Major League player. Other texts are available on <a href="http://www.loc.gov">www.loc.gov</a> at the Library of Congress. One such site is listed above.</p> <p>Using a graphic organizer such as a compare and contrast map from <a href="http://www.readwritethink.org">www.readwritethink.org</a>, allow whole group, small group and finally individuals to note the similarities and differences in the points of view that are represented from a particular time period or concept.</p> <p><b>Point, Counterpoint strategy</b> This <b>strategy</b> allows students to hold a forum to discuss differing portrayals of a common story, as it is told from multiple points of view in a text. (Rogers, 1988)</p>	<p>Students read a variety of accounts about a historical event from different viewpoints. They then create separate small boards with eyeglasses at the top featuring a different person’s points of view. Each board has the person’s name at the top and then several statements taken from the text (or inferences). After creating the multiple boards, the students create a compare and contrast chart with two or more of the characters. Ask the question: “Which are most similar, most divergent, and why do you think as you do?” Students defend the answers that they make in comparisons orally or in writing. <i>Small group, pair, individual</i></p> <p>Students read about a scientific event written near the time of the discovery and from a more recent source. They will explain in graphic or written form how the two or more accounts are similar and different. How did time effect the information? <i>Pair, individual</i></p> <p>Students read about a historical event from two or more sources. Students then put themselves in the time of the event and write diary entries about the event as if they are present. They will reference the text in their entries and agree or disagree with those opinions. This could be presented as a reader’s theater in small groups. <i>Pair, individual</i></p>	
<p><b>References:</b> Rogers, T. (1990). A point, counterpoint response strategy for complex short stories. <i>Journal of Reading</i>, 34(4), 278–282.</p>		

<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Descriptive Research.</b> This research method requires students to examine and synthesize information taken from multiple sources, and then use their work to create a research-based report that corresponds to a given topic. Students read articles on the same subject and then utilize a <a href="#">hierarchy graphic organizer</a> to show connections between the sources and answer the main question or problem.</p> <p><b>Investigations.</b> Instruct students how to find information on a website by looking at the text structure of the site. Allow students to investigate or make a short probe into similar topic based websites or texts by completing a <a href="#">form</a>. Complete one form for each text and then conduct a whole group discussion regarding what features or ideas help locate answers quickly.</p> <p><b>Reflective Questioning:</b> The purpose of reflective questions is to encourage students to think carefully about material and to process information in new ways. Examples of reflective questions, adapted from King (1992) are provided below.</p> <ul style="list-style-type: none"> <li>• What is the main idea of _____ ?</li> <li>• What is the meaning of _____ ?</li> <li>• What is a new example of _____ ?</li> <li>• Explain why or how _____ ?</li> <li>• What conclusions can be drawn from _____ ?</li> <li>• What is the difference between _____ and _____ ?</li> <li>• How are _____ and _____ similar?</li> <li>• What are the strengths and weaknesses of _____ ?</li> <li>• What is the best _____ and why?</li> <li>• This idea is important because _____.</li> </ul>	<p>Provide students with a list of questions at a variety of learning levels. Provide access to print as well as internet sources. Given a set amount of time, see how many answers they are able to find. Students must cite their sources. Include some fun questions as well as educational ones. For example, include a riddle or math challenge. <i>Pair, individual</i></p> <p>Assign each student to a research team. Observe them as they research assigned questions and topics. Students will record citations and should be prepared to defend the facts if challenged. Next, create a team Jeopardy type game where the teacher or moderator asks questions and students must provide an answer. Another team or the teacher can challenge them to mention the source of the information stated in the answer. (Limit the number of time this can be done to be mindful of pacing.) <i>Small group, pair</i></p> <p>Provide groups of students with an open ended math challenge requiring some research information, such as the temperature of the sun, or inches in a mile. Allow each student group equal access to the same resources, such as science text books, the Internet, and science magazines. Let them work to gather the information and solve the challenge. <i>Small group, pair</i></p> <p>Students or small groups draw a topic from a bag at random. They have a set amount of time to research the topic and to create questions and answers about that topic. They will be evaluated on the accuracy of the questions and answers as well as the depth of knowledge represented. <i>Small group, pair, individual</i></p>	
<p><b>References:</b> King, A. (1992). Comparison of self-questioning, summarizing, and note taking-review as strategies for learning from lectures. <i>American Educational Research Journal</i>, 29, 303-323.</p>		

Name of website or text: \_\_\_\_\_

Topic investigation: \_\_\_\_\_

**Guiding questions about text or site:**

What is the main purpose? \_\_\_\_\_

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What features does the text or site offer? (Photos, graphs, maps, diagrams, links to other sites, folder options)

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What are some facts learned about the topic? \_\_\_\_\_

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What is the importance of the information that is presented? \_\_\_\_\_

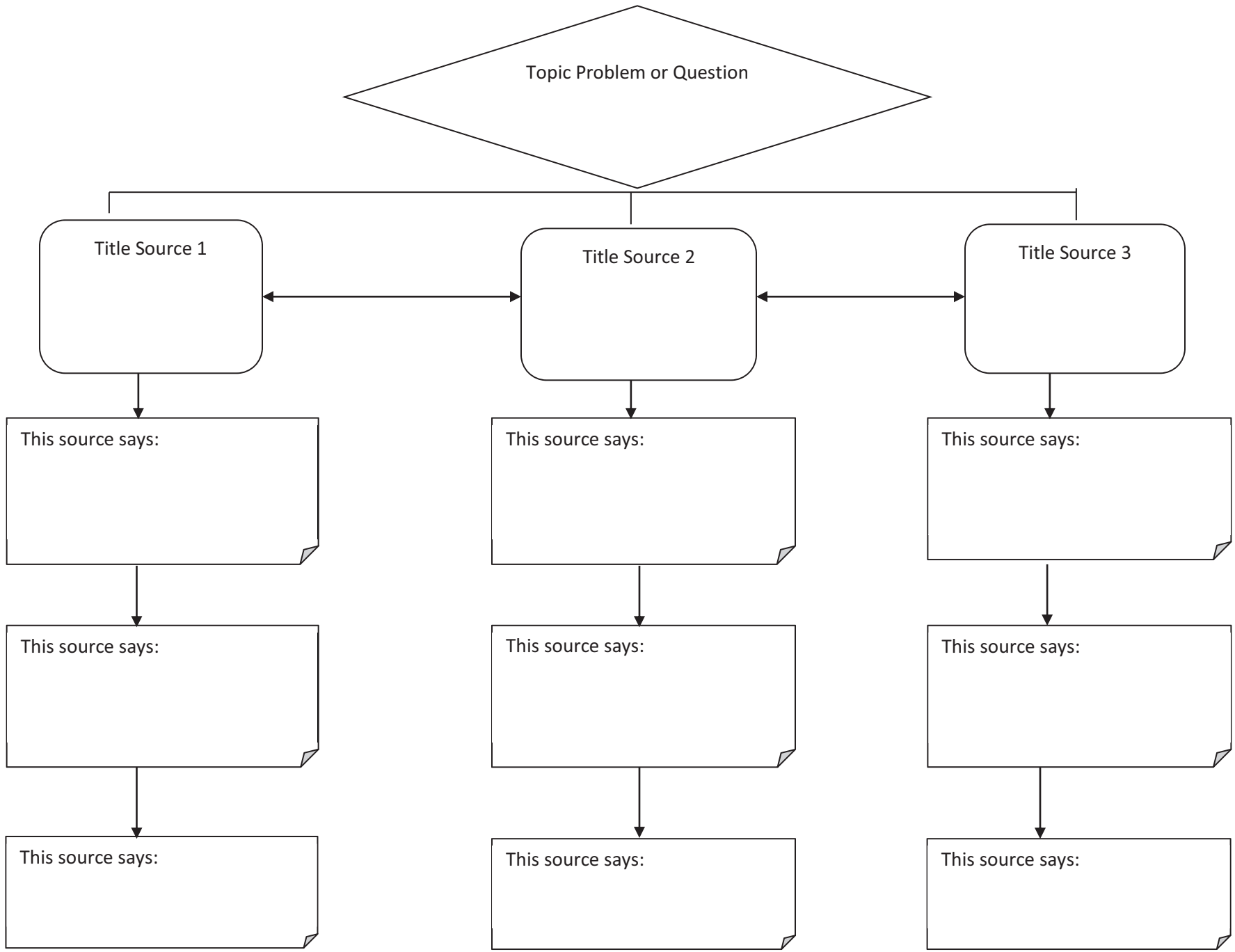
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What other site could help locate information? \_\_\_\_\_

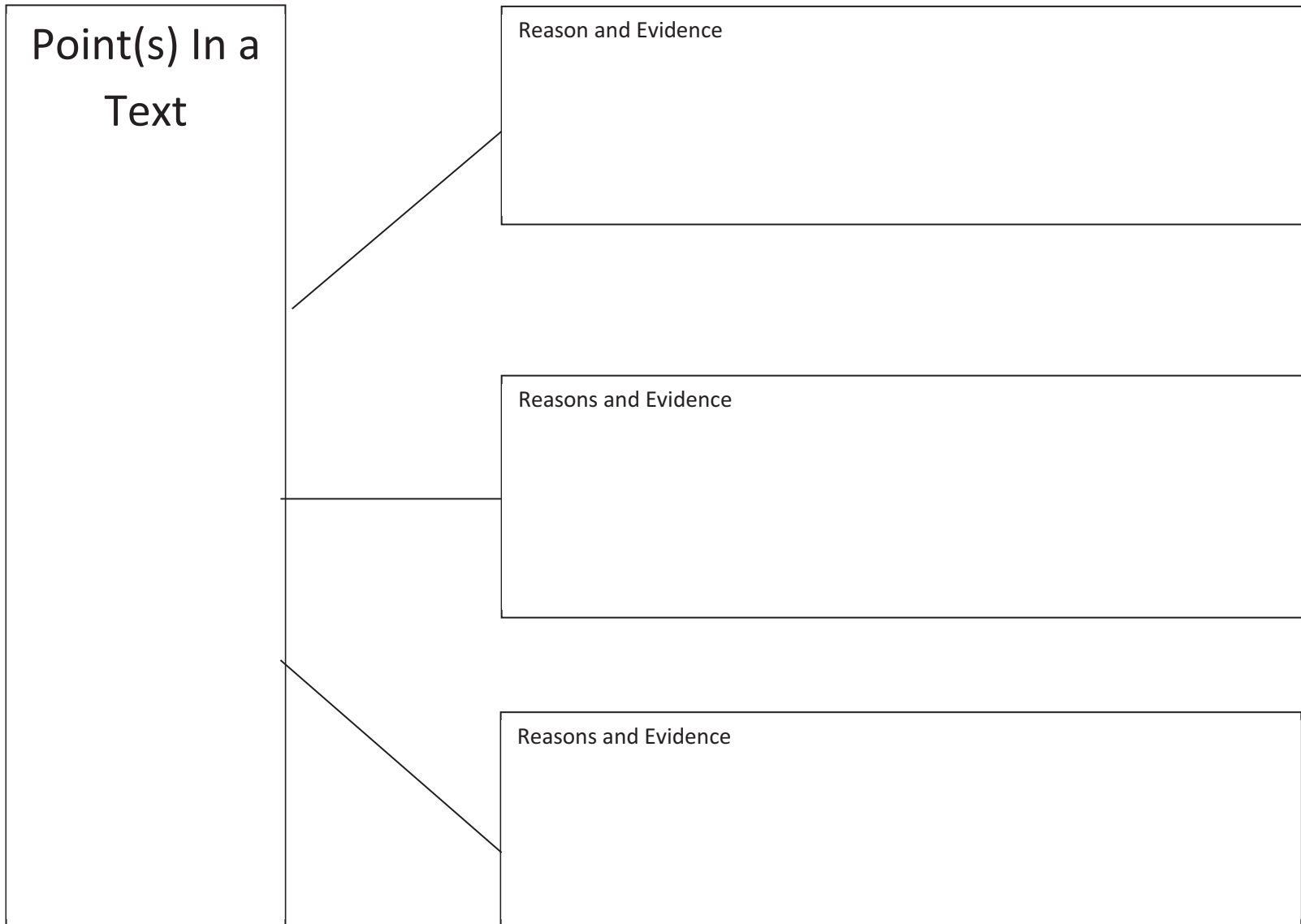
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<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Question the Author.</b> Primarily used with nonfiction text, QtA lets students critique the author's writing and in doing so engage with the text to create a deeper meaning. To introduce the strategy, display a short passage that has an author make a claim. Model how <i>you think through</i> the passage for your students, looking for evidence and reasons to support the claim. Ask the following questions after looking for evidence:</p> <ol style="list-style-type: none"> <li>1. What is the claim(s) the author makes?</li> <li>2. How many pieces of evidence can you find in the text to support the claim(s)?</li> <li>3. Is that enough evidence to substantiate the claim(s)?</li> </ol> <p>Invite individual students or small groups to read and work through a different passage and follow the same procedure. Remember that your role as the teacher during this strategy is to facilitate the discussion, not lead it. When a student or group asks questions that remain unanswered, try to restate them and encourage students to work to determine the answer ( McKeown, Beck, &amp; Worthy, 1993).</p> <p><b>Key Points Back-Up.</b> Identify the key point(s) that the author is trying to make in the text. Write them on the <a href="#">graphic organizer</a>. For each point the student sees the author make, students must find evidence in the text to support the point. Those pieces of evidence must make the key point.</p>		<p>Give students differing points of view on a single subject. Students will debate a point from an author's point of view using specific reasons and evidence from the text they were given. Evaluate students on their use of reference points from the text. <i>Small group</i></p> <p>Give students a controversial text with which they do not agree. Have them identify the author's reasons and evidence for their viewpoint. Students may then defend their viewpoint as a counterpoint argument. <i>Pair, individual</i></p> <p>Students read a nonfiction text, identifying the key points and write them on pieces of paper. Next they select reasons and evidence for each key point and write those on paper. Then each student will create a graphic organizer with the key ideas and evidence for each. Finally each student will evaluate the evidence to see if it has sufficiently defended the key point through writing a brief summary. <i>Pair, individual</i></p>
<p><b>References:</b>                  McKeown, M.G., Beck, I.L., and Worthy, M.J. (1993). Grappling with Text Ideas: Questioning the Author, <i>The Reading Teacher</i> 46: 560-566.</p>		

# Key Points Back-Up



### Word Knowledge Rating Checklist

Vocabulary Words	I Can Define	I Have Seen/Heard	I Don't Know

<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Inquiry Chart.</b> The <a href="#">Inquiry Chart</a> (I-chart) is a strategy that enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students generate a summary in the final row. Different answers from various perspectives can be explored as a class (Hoffman, 1992).</p> <p><b>Jigsaw.</b> Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize on one aspect of a topic (Slavin, 1995). For example, one group studies habitats of rainforest animals from one text, another group studies habitats of rainforest animals from a different text.</p> <ol style="list-style-type: none"> <li>1. After reading the material, students meet with members from other groups who are assigned the same text and return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's "puzzle" and when they work together as a whole, they create the complete jigsaw puzzle.</li> <li>2. At this point, students can jigsaw with a group that specialized in a different text. Students can retrieve information from the other text.</li> <li>3. Students will take information from both text and write or speak about it.</li> </ol>	<p>Students select a historical or scientific topic (or are assigned one). They create key questions they would like answered. They use a variety of sources (minimum of three) to find the answers to these questions as well as additional information. Students need to document these sources. They then create a three to five minute presentation on their topic and present it to the class. <i>Pair, individual</i></p> <p>Each student selects a famous person and reads about him in books, video clips from the Internet, magazines, and other sources. Each student then creates a list of ten important facts about the person. Each student makes a poster with this information as well as a picture of the person. (This can be drawn or printed from another source.) The posters are lined up in chronological order in the hall so other students can take a history walk, learning about various famous people. Assessment can occur through using the chart as well as during the presentations. <i>Pair, individual</i></p> <p>Groups of students are given a person or event, such as the most important person of the Revolutionary War. Each group researches a person, recording information and discussing findings. They then defend, in debate format, why this person was the key or most important person of the event, in the case of the example, the Revolutionary War. Other groups, or the teacher, can ask questions or request the source of an argument during the debate. Students will be evaluated on their skill of finding important information and on defending their point of view. <i>Small group</i></p>	
<p><b>References:</b>  Hoffman, J. (1992). Critical reading/thinking across the curriculum: Using I-charts to support learning. <i>Language Arts</i>, 69(2), p. 121-27.  Slavin, R. E. (1995). <i>Cooperative learning: Theory, research, and practice</i> (2nd ed.). Boston: Allyn &amp; Bacon.  Tierney, R. (1995). <i>Reading Strategies and Practices</i>. Boston: Allyn &amp; Bacon</p>		



<b>RI.5.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Collaborative Strategic Reading.</b> Collaborative Strategic Reading (CSR) is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension. CSR learning logs are used to help students keep track of learning during the collaboration process. Students think about what they are reading and write down questions/reflections about their learning. The completed logs then provide a guide for follow-up activities and evaluation methods. The instructor should introduce students to the selected text and discuss the specific CSR assignment. Prior to reading, students should be:</p> <ol style="list-style-type: none"> <li>1. grouped according to varying reading levels</li> <li>2. provided a set of guidelines for writing their logs (planned activities for logs might include impromptu writing; note taking; or diagram drawing)</li> </ol> <p>The instructor should introduce students to the selected text and discuss the specific CSR assignment. Recordings may be written in a notebook, handout, or class-made journal. Students then enter their reaction after reading a text. Teachers should monitor entries, respond to questions, and clarify confusions.</p> <p><b>Drawing Connections.</b> Read a section of informational text and think aloud about a connection that can be made. Model the process of creating a visual representation. Then conduct a think aloud, writing a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining their connections in detail. Have students share their drawings and explain their work in small groups. (Adapted from <i>Into the Book</i> Wisconsin Educational Communications Board.)</p>	<p>Students are assigned a topic and are given an amount of time to read about the topic in a variety of sources. They then take notes and identify sources. Students will then present a written or oral presentation on the assigned topic, such as a historical figure, event, or scientific discovery. <i>Pair, individual</i></p> <p>Give students differing points of view on a single subject. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text. <i>Small group</i></p> <p>Hold a Learning Fair where each student researches an aspect of a topic. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information on what they have learned and where they got the information. Students are evaluated on the information in their written document as well as their oral information during the fair, where other classes visit and learn about the information. Those students could also evaluate the presentations. <i>Pairs, small group, individual</i></p>	
<p><b>References:</b>  Klingner, J., &amp; Vaughn, S. (1998). <i>Using Collaborative Strategic Reading</i>. Retrieved 2008, February 21, from <a href="http://www.teachingld.org/pdf/teaching_how-tos">http://www.teachingld.org/pdf/teaching_how-tos</a>  <a href="http://www.ims.issaquah.wednet.edu/CSR/CSR_Learning_Log.pdf">http://www.ims.issaquah.wednet.edu/CSR/CSR_Learning_Log.pdf</a></p>		