

RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions	
<p>Think Alouds With this strategy, teachers verbalize their thinking while reading a selection orally. Their verbalizations include describing things they are doing as they read to monitor their comprehension. The purpose of the think aloud strategy is to model for students how skilled readers cite evidence (Davey, 1983).</p> <p>It Says, I Say, And So Graphic Organizer “It Says – I Say – And so...” is a good example of a graphic organizer that allows students to visualize the steps in making an inference. Initially, students respond to a question that can only be answered by inference, even though the question is about a particular reading or text (Beers, 2003).</p> <ol style="list-style-type: none"> 1. First the students have to find out what the reading says. 2. Next they find information from the text that will help answer the question. 3. Then they add, in their own words, their thoughts about what the reading says. 4. Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference. Click here for an example. 	<p>Think Alouds. In small groups, students take turns verbally explaining why events in the text occurred. Attention is continually drawn back to specific language used within the text. After a pre-determined amount of time, students write a summary outlining a specific event or section of text. The summary will include evidence to support the claim of why the text was included or the event occurred.</p> <p>Inference Graphic Organizer. Students engage in formal and informal presentations of a variety of their completed graphic organizer. Aligned assessment and feedback of speaking and listening skills during presentations promote growth of speaking and listening skills in coordination with analysis of reading comprehension.</p> <p>Formative Assessment Tip. “Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding...Errors invite opportunities...They should not be seen as embarrassment, signs of failure, or something to be avoided...They are exciting, because they indicate a tension between what we <i>now</i> know and what we <i>could</i> know; they are signs of opportunities to learn and they are to be embraced” (Hattie, 2012).</p>	
<p>References: Beers, Kylene. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann. Davey, B. (1983). Think-aloud: Modeling the cognitive processes of reading comprehension. <i>Journal of Reading</i>, 27(1), 44-47. Marzano, R. (2010). Teaching inference. <i>Educational Leadership</i>, 67(7), 80-01. Available online at http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx. Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. New York, NY: Routledge, p. 124.</p>		

It says, I say, and so....

Question	It Says...	I Say...	And So...

RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions	
<p>Summarizing and Note-taking Summarizing and note taking requires the ability to synthesize information. Details help tell you about the main idea (Marzano, Pickering, Pollock, 2001). Remind students to not confuse a text detail with the main idea.</p> <ol style="list-style-type: none"> 1. During the oral reading, think-aloud multiple times including statements such as: “This detail tells me...” “The text is mostly about...” “This is a very important detail...” “This passage talks about...” 2. Post at least 4 sentences for all students to see. Think-aloud with the students and explain why the central ideas are central and why the others are details. Students need to hear your thinking. 3. Explain that finding the central idea is an important skill that we must learn to be good readers. Demonstrate how to record the main idea/details in a graphic organizer. 4. Model and practice with partners numerous times before students try it independently. 5. Any number of graphic organizers can work for this skill depending on the length of the text. <p>Sum It Up Read an entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the “Sum It Up” sheet. Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only \$2.00 and that each word you use is worth ten cents. You’ll “sum it up” in 20 words! Click here for a sample.</p>	<p>Summarizing and Note-Taking. Upon completion of a note-taking activity and/or graphic organizer, students create a visual display summarizing and analyzing the central ideas of the text. Careful attention is placed upon keeping the text central to the activity and remaining true to specific language the author used.</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>Progression Note. A key progression in the writing standards is the need for students to show competency in applying <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”) (W.7.9b).</p>	
<p>References: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>		

RI.7.3

Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Strategy/Lesson Suggestions

Structured Note-Taking. Structured note-taking helps students organize and recall information they have read (Smith and Tompkins, 1988). Provide a graphic organizer and model for the student how to complete the organizer themselves with the components found listed in the standard. Student may create their own note-taking structure using boxes similar to the following:

Individual	Idea or Event	How Idea or Event was Influenced by Individual

Free-Form Mapping. [Free-form mapping](#) is a way for students to document their thoughts and understandings about an individual, event or an idea. Students may place information, pictures, or words anywhere on the chart. While reading they can record the interactions between individuals, events or ideas or how individuals influence ideas or events as they read the text (Santa, Havens, Maycumber, 1996). Students may create their maps independently, as a whole group or in small groups. An organizer is attached.

Two Layer Time Line. Using a text that has a sequence of events, students create a timeline of the events on the top layer. Underneath the timeline, create a sequence of reactions or influences that occurred due to the individual or event.

Assessment FOR Learning Suggestions

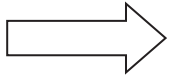
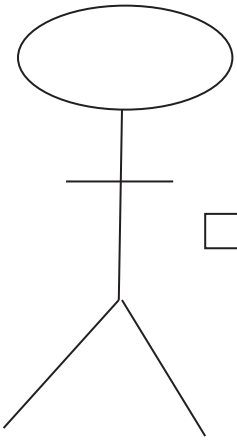
Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.

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 and/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.

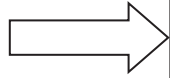
References:

Smith, P., & Tompkins, G. (1988). Structured notetaking: A new strategy for content area teachers. *Journal of Reading*, 32(1), 46-53.
 Santa, C.M., Havens, L.T., and Maycumber, E.M. (1996). *Project CRISS: Creating Independence through Student-owned Strategies*. Dubuque, IA: Kendall/Hunt.

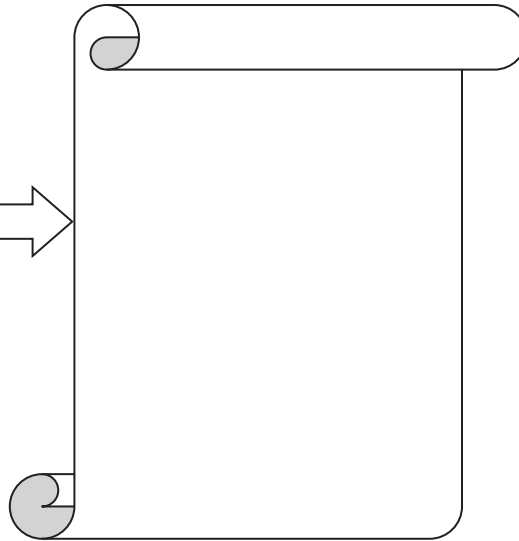
Person



Idea or Event



Influences on ideas or others



RI.7.4

Determine the meanings 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.

Strategy/Lesson Suggestions

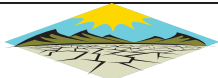
Semantic Feature Analysis The Semantic Feature Analysis strategy engages students in reading assignments by asking them to relate selected vocabulary to key features of the text. This technique uses a matrix to help students discover how one set of things is related to one another. Select a topic or concept from a reading selection for student analysis. Introduce a [Semantic Feature Analysis graphic organizer](#) as a tool for recording reading observations (Lenski, Wham and Johns, 1999).

1. Students list key vocabulary words down the left hand column of a chart.
2. Next, students list properties of the topic across the top row of a chart.
3. While reading, students place check marks in the appropriate cell when a vocabulary word reinforces one of the properties of the topic.
4. After reading and completing the graphic organizer, students share observations. Discussion about differing results is encouraged. Students identify which vocabulary words best communicate the essential properties of the topic.

K.I.M. Vocabulary Strategy (Beck, McKeown & Kucan, 2002). Instruct students on the following acronym:

- **K** represents the *key word*; students record the word to be learned.
- **I** represents *important information*; students record what they have learned about the key word in "their own words."
- **M** represents *memory clue or mnemonic* (Drawing, picture or symbol)

By making a sketch (or other memory clue) students synthesize and interpret the new information and make it their own.

K (Keyword)	I (Important Information)	M (Memory Cue)
Drought	Without water	

Assessment FOR Learning Suggestions

Semantic Feature Analysis. Students utilize [Gan's Feedback Model](#) to provide objective peer-to-peer and self-feedback in an effort to keep learning moving forward.

Text Dependent Vocabulary Quiz. At a pre-determined interval, students work collaboratively to create an online text dependent vocabulary quiz. This activity will focus on Tier two and three vocabulary located within the text and combine quality text dependent questioning with vocabulary assessment. Students construct the quiz and enter their responses within a Google Docs form.

Exit Slip. After students make the quiz, they return to the text for further learning analysis or engage in targeted learning activities. After a few days have passed, students complete the "text dependent vocabulary quiz" as an exit slip. Results from the quiz are used to formulate a hinge question to begin the lesson the following day.

Hinge-point questions. A hinge-point question is a quick check on understanding (William, 2011).

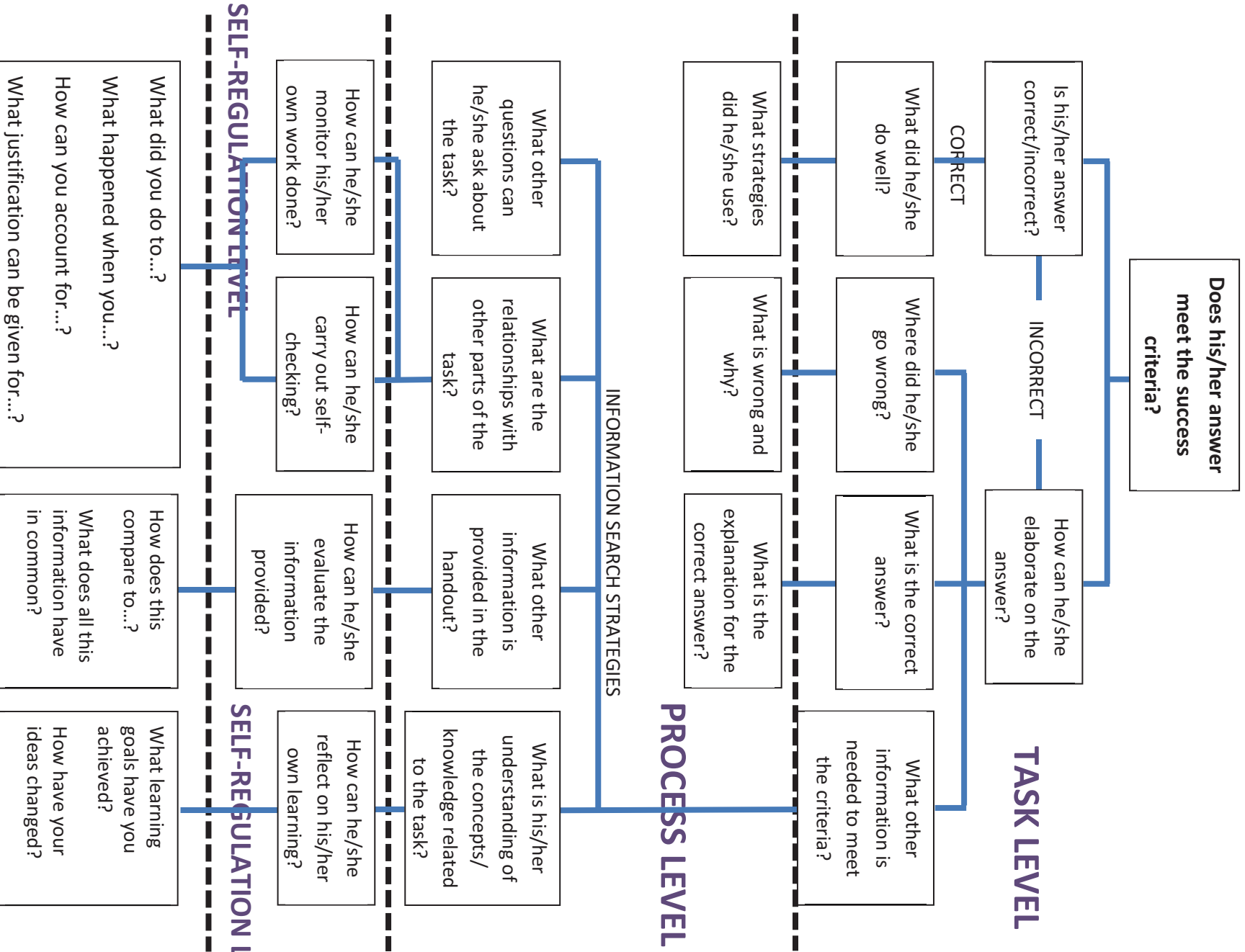
1. Ideally it takes less than a minute for all students to respond
2. Ideally it takes less than 30 seconds for the teacher to view and interpret the responses

References:

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.

Lenski, S. D., Wham, M. A. & Johns, J. L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.



RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
Strategy/Lesson Suggestions		Assessment FOR Learning Suggestions
<p>Pattern Guide The pattern guide strategy demonstrates the predominant pattern the author used to construct a text. These guides (graphic organizers) should be chosen by the teacher to match the text (Herber, 1978).</p> <ol style="list-style-type: none"> 1. Choose a text that shows a strong organizational pattern. 2. Choose a graphic organizer to match the text and distribute. 3. When modeling, read aloud a portion and fill in several parts for the students. Ask students to complete the remaining portion with a partner. 4. Repeat with various patterns offering less scaffolding each time. <p>After practicing the above strategy numerous times, students will be able to recognize the structure the text has been written in and then draw their own organizer to take notes and comprehend the text.</p> <p>Selective Underlining This strategy enables students to understand what the author is trying to say as well as to organize information in texts.</p> <ol style="list-style-type: none"> 1. Explain to students that underlining words/phrases are helpful for comprehension. 2. During modeling, read through the text first then reread and underline words and phrases (not sentences) that get at the main idea. 3. Using colored markers, highlight main ideas in one color and details in another. <p>When completed, a student can note whether an author is balancing the main ideas and details. They can state “In this paragraph the author gave 2 main ideas with no details”, or “I saw 3 main ideas in the passage, 2 main ideas had 3 details and the other had none” (Santa, Havens & Maycumber, 1996).</p>		<p>Pattern Guide. Students write an essay that analyzes the structure an author uses to organize a text that includes how the major sections contribute to the whole and to the development of the ideas.</p> <p>As students read and write the teacher navigates the room and uses diagnostic questioning to determine competency with regards to Tier Two vocabulary appearing within the text. Feedback is provided that “models, cues, or hints to support improvements in learning...operating as an instructional scaffold” (Heritage, 2010, p.84).</p> <p>Selective Underlining. Students verbally explain the structure the author used to organize a text that includes how the major sections contribute to the whole and to the development of the ideas. This can be conducted in pairs, small groups, whole group, and/or after informal practice in a one-on-one setting between teacher and student in class.</p> <p>Progression Note. A key progression in the speaking and listening standards is the need for students to show competency in presenting claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation (SL.7.4).</p>
<p>References: Herber, H. (1978). <i>Teaching Reading in the Content Area</i>, 2nd ed. Englewood Cliffs, NJ: Prentice-Hall. Heritage, M. (2010). <i>Formative assessment: Making it happen in the classroom</i>. Thousand Oaks, CA: Corwin Press. Santa, C.M., Havens, L.T., and Maycumber, E.M. (1996). <i>Project CRISS: Creating Independence through Student-owned Strategies</i>. Dubuque, IA: Kendall/Hunt.</p>		

RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguished his or her position from that of others (e.g., how the delivery of a speech affects the impact of the words).	
Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions	
<p>About/Point. About-Point is a silent reading strategy where students pause at logical points and complete this phrase: This section/paragraph is <i>about</i> _____; and the <i>point</i> is _____. Students can use it when reading difficult material to help recall information (Bouchard, 2005).</p> <ol style="list-style-type: none"> 1. Choose and distribute a short informational text piece. 2. When modeling, read a section or paragraph to students or assign them to read it with partners. 3. Distribute and display the About/Point chart and model its use. Demonstrate, how to find and record the “About”. 4. Demonstrate, how to find and record the details next to “Point” <ul style="list-style-type: none"> • Periodically assign students to write about-point statements and use them to start class discussions by asking students to read them. • As students read text by different authors, a discussion of how the author distinguishes his or her position from that of others. <p>Grab Bag Purpose This strategy helps students identify an author's purpose: to entertain, inform, persuade or describe. The teacher collects various writing samples from a number of sources (newspaper articles, captions with photo, comics, advertisements, etc.) and laminates them. There should be many examples of each type of author's purpose. The laminated writing samples are placed in a grab bag. Students take turns pulling writing samples out of the bag and identifying the author's purpose. Students give reasons for their answer in a reading response journal.</p>	<p>About/Point. When finished reading, students use their collection of “About/Point phrases” to construct a short essay outlining the authors point of view or purpose in a text. The completed essay will also include an analysis of how the author distinguishes his or her point of view from other or conflicting points of view. Special emphasis is placed on textual evidence and specific language the author used.</p> <p>About/Point. Students write a short essay that defines the author’s point of view. They are then given an alternate point of view from a different text on the same topic and conduct a comparison and synthesis of ideas.</p> <p><i>Prior to working on written products, students and teachers work together to develop rubrics which clearly outline expectations and success criteria.</i></p> <p>Comparison and synthesis of Ideas. Students are given two or more texts which address a similar topic or issue from varying points of view. After closely reading each text, students “synthesize” the meaning of each and construct an original informative/explanatory essay “to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content” (W.9-10.2). Self, peer-to-peer and teacher-to-student feedback continually maintains an objective focus on the words the author used within each text; how they are similar and how they contrast in meaning and tone.</p> <p>Grab Bag Purpose. Feedback is continually provided throughout the exercise and formal/informal assessment is prevalent. Assessment results from the activity are used to place students into small groups for targeted learning opportunities the following day.</p>	
<p>References: Bouchard, M. (2005). <i>Comprehension strategies for English language learners: 30 research-based reading strategies that help students read, understand, and really learn content from their textbooks and other nonfiction materials.</i> New York, NY: Scholastic Teaching Resources.</p>		

RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

Strategy/Lesson Suggestions

Compare and Contrast Grid This strategy helps readers bring order to concepts. When good readers compare and contrast, they are able to analyze the material to discern patterns and gain a stronger understanding of what they are reading (Allen, 2004). This graphic organizer is one of many which could be used for students to record what they have read.

Environmental Responsibilities

Recycling Text	Alike	Recycling Video

Comparing/contrasting Different Media. Have students compare and contrast text to media. Talk with students about how a nonverbal message accompanies every oral communication. Facial expressions, body movements, gestures, tone of voice, rate of speech, and voice inflection all add meaning to the words actually spoken. These nonverbal components help the receiver interpret the emotional significance of the message. Using a [triangle graphic organizer](#) (or any other graphic organizer that compares/contrasts), students should note what is the same and what is different.

Assessment FOR Learning Suggestions

Comparing/contrasting. Students create a Venn diagram that compares and contrasts a text to an audio, video, or multimedia version of the text. Students include a formal analysis of each medium's portrayal of the subject.

Research Project. Students use strategies within this template to progressively complete a sustained research project. Throughout the process the teacher listens intently and continually provides objective feedback in an effort to move learning forward.

Vocabulary Guide. Students work individually or in pairs, using a variety of resources to define selected words from an appropriately complex text in an effort to produce a student constructed classroom "Vocabulary Guide" for academic and domain specific words (e.g., students utilize a form within Google Docs to enter Tier II & Tier III words from course text reads, the accompanying spreadsheet is embedded into the course website and is utilized as a student generated "Vocabulary Guide" for the course.

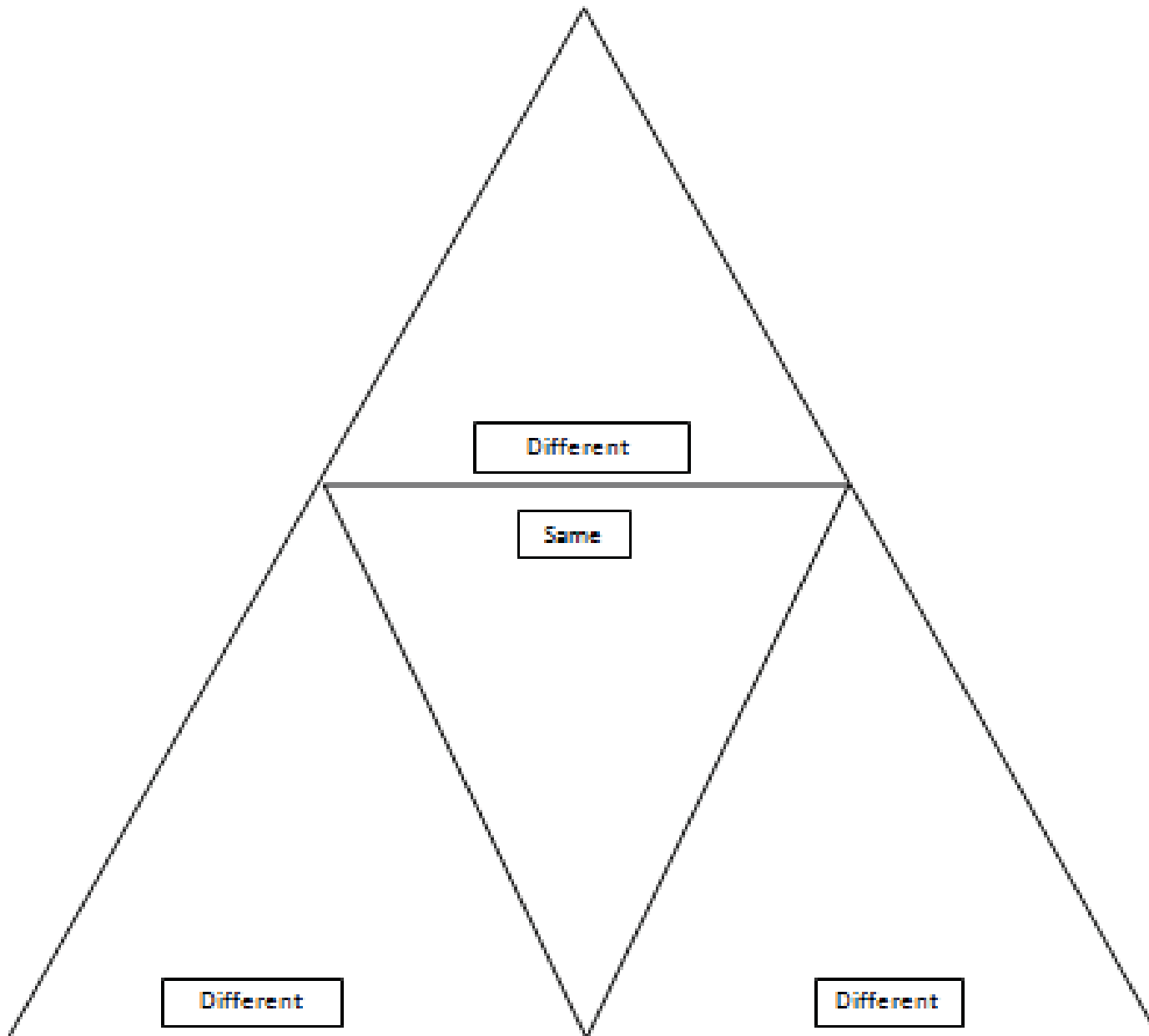
Formative Assessment Tip. While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback around the idea of 'Where to next?' (Hattie, 2012).

Progression Note. A key progression in the writing standards is the need for students to show competency in conducting short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation (W.7.7).

References:

Allen, J. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge, 131.



RI.7.8

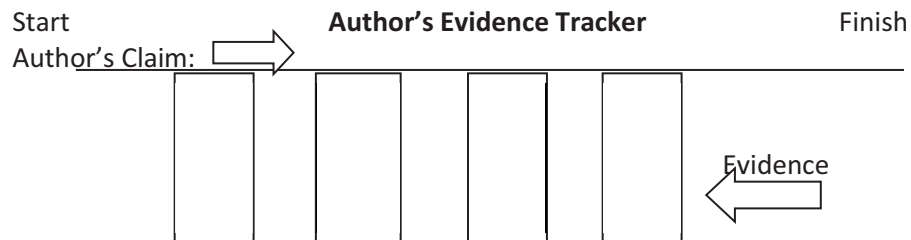
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Strategy/Lesson Suggestions

Follow the Argument Road The teacher models how to determine whether the author's evidence sufficiently supports the claims in a text.

1. The teacher reads aloud an argument as students follow along with the text.
2. The teacher "thinks aloud" as the students place evidence "on the road."
3. At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim.
4. Place students in pairs, have them read an unfamiliar text and complete an "Argument Road" graphic organizer.
5. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class.
6. Students independently complete the graphic organizer.

Evidence Tracker. Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the "tracker." This strategy provides students with a way to organize their thinking while reading.

**Assessment FOR Learning Suggestions**

Argumentative Essay. Students author a formal argumentative essay tracing and evaluating arguments and specific claims from within a text. Essays are assessed primarily for whether the reasoning is sound and the evidence is relevant and sufficient enough to support claims. However, essays are also assessed for competency within additional writing and language standards. A rubric is used to measure proficiency and targeted learning opportunities reoccur throughout the revision process.

Progression Note. A key progression in the writing standards is the need for students to show competency in (with some guidance and support from peers and adults) developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5).

Evidence Tracker. Upon completion of the task, students evaluate the arguments and specific claims in a text. For each major claim, students write a statement assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Informal assessment and feedback are provided to continually move learning forward.

References:

RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Strategy/Lesson Suggestions

Author Comparison Matrix This strategy is designed to take students through the steps of analyzing how two or more authors interpret facts. (Hattie, 2012).

	Author #1	Author #2	Author #3
Website	Evidence:	Evidence:	Evidence:
Article	Evidence:	Evidence:	Evidence:
Section of Chapter	Evidence:	Evidence:	Evidence:

Differences in authors: *Opinion of how the author presented information* (e.g., Author #1 did not give much evidence but author #3 gave several pieces of evidence. Author #2 never stated solid evidence.)

After recording evidence and noting differences, this is my interpretation of the topic and how the author's presented their information.

Author #1 stated _____

Author #2 stated _____

Author #3 stated _____

Question The Authors. After reading each author's text, write the answers to the following questions:

- What is the author trying to tell you?
- Why is the author telling you that?
- Does the author say it clearly?
- How could the author have said things more clearly?

After answering the questions, compare your answers and write a summary (Beck, McKeown & Kugan, 1997).

Assessment FOR Learning Suggestions

Author Comparison Outline. Students create an outline that gives an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Formative Assessment Tip. "Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding...Errors invite opportunities...They should not be seen as embarrassment, signs of failure, or something to be avoided...They are exciting, because they indicate a tension between what we *now* know and what we *could* know; they are signs of opportunities to learn and they are to be embraced" (Hattie, 2012, p.124).

Informational Explanatory Essay. Students write an essay that gives an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Upgrade. Students participate in an online discussion forum to engage in a text comparison discussion. For example, a blog is created for an assigned text. Student "blog facilitators" post specific sentences, paragraphs, or larger portions of text within the blog and the remaining students add comments to each thread as a way to engage in an online text analysis. Prior to using an online discussion forum, students and staff work collaboratively within the 9-12 grade band to develop a rubric that clearly outlines expectations and success criteria.

References:

Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

RI.7.10

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**Read, Rate, Reread**

1. Assign text to be read in class. Ask students to rate their understanding of their reading on a scale from 1 to 10 and to list any questions they have about their reading.
2. Direct students to reread the text and rate their understanding again. Have them indicate which earlier questions they can now answer.
3. Ask students to work in groups of two or three to discuss any unanswered questions they still have. Students who answer the questions should indicate the portion of the text that led them to their answer.
4. Ask students to read the text for a third time and rate their understanding of the passage one last time.
5. Discuss any remaining questions with the entire class.

	Understanding Rating (1-10)	Questions	Answers
1 st Reading			
2 nd Reading			
3 rd Reading			

(Adapted from Beers, 2003)

INSERT

INSERT is an active reading strategy for readers to monitor their own thinking as they read so that they can remember to clarify issues at a later time. Students will use symbols to code the text as they read. The codes may be developed by the teacher or student. The following are examples of codes: + = something new, ? = this confuses me, * = I knew that. This is a particularly useful strategy when students have their own books and can mark in them. However, students can use sticky notes, separate sheets of paper, or strips of paper in the margins to write the codes on when using a book. Click [here](#) for a sample INSERT poster (Vaughn & Estes 1986).

References:

Beers, K. (2003). *When Kids Can't Read What Teachers Can Do*. Portsmouth: Heinemann.
 Vaughn, J. L., & Estes, T. H. (1986). *Reading and reasoning beyond the primary grades*. Boston, MA: Allyn & Bacon.
 Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

Assessment FOR Learning Suggestions

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.

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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.

Formative Assessment Tip. *Responding to the “I don’t know.”*

If a student responds to a classroom discussion question with a simple “I don’t know”, the teacher can respond with “I will get back to you”. Then a few other students are asked to respond to the same question. After several responses are shared, the teacher returns to the original student and asks him/her which response they agree with the most and why (Wiliam, 2011).