

RI.6.1	Cite 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>Two-Column Notes. T-notes provide students with the opportunity to use to cite evidence/take notes while listening or reading. Generally, students divide a sheet of notebook paper in half. While listening or reading, students record evidence (e.g., record the evidence from the text that tells you the author is biased) in the right column. In the left column, students can make inferences, ask questions, or draw pictures to clarify their evidence. See freeology and reading lady graphic organizers (Sanda, Havens, & Maycumber, 1988).</p> <p>Inferencing Questions. Marzano suggests teachers pose four questions to students to facilitate a discussion about making inferences (Marzano, 2010).</p> <p>What is my inference? This question helps students become aware that they have just made an inference by filling in information that was not directly stated in the text.</p> <p>What information did I use to make this inference? It is important for students to understand the various types of information they use to make inferences. This may include information presented in the text, or it may be background knowledge that a student brings to the learning setting.</p> <p>How good was my thinking? Once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking.</p> <p>Do I need to change my thinking? The final step in the process is for students to consider possible changes in their thinking. The point here is not to invalidate students' original inferences, but rather to help them develop the habit of continually updating their thinking as they gather new information.</p>	<p>Provide students with a passage and three different colored highlighters or colored pencils. Students are to underline or highlight the main idea, explicit evidence, and any implicit evidence. Students could also write their inferences in the margin based on the implicit evidence. Grouping: individual</p> <p>Provide students with a passage. Have students take a piece of paper and make two columns on their paper. They are to write inferences at the top of the left column and evidence from passage at the top of the right column. While reading the passage, have students stop at various points to make an inference and provide the evidence from the passage to support it and record on their graphic organizer. (This can be completed on chart paper if the students are working in small groups.) Grouping: small, partner, or individual</p> <p>Formative Assessment Tip. Feedback is provided and recorded on 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>	
<p>References: Marzano, R. (2010). Teaching inference. <i>Educational Leadership</i>, 67(7), 80-01. Santa, C. M., Havens, L. T., & Maycumber, E. M. (1988). <i>Project CRISS—Creating independence through student-owned strategies</i>. Kalispell, MT: Kendall/Hunt.</p>		

RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.							
Strategy/Lesson Suggestions		Assessment FOR Learning Suggestions						
<p>Word Splash</p> <ol style="list-style-type: none"> 1. Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification. 2. Type or write, then copy for individual students or small groups. 3. Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. They may ask others for clarification, or to elaborate some items. Allow them to make predictions about the central idea of the text in their groups. 4. Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small groups Click here for a sample. (Hammond, 2005) <p>Delete, Substitute, Keep. Basic Summarization in 3 Steps (Marzano, Pickering and Pollock, 2001).</p> <ol style="list-style-type: none"> 1. Deleting information - Draw a line through anything that seems trivial or frivolous, such as adjectives, similar examples, and transition words. Draw a line through anything that is redundant or repetitive. 2. Substituting information - Replace specific terms with general terms. For example, if the original text lists “flies, honeybees, mosquitoes, and moths”, the student might substitute “flying insects.” 3. Keeping information - Determine a good topic sentence for the material. Just about every topic sentence contains a subject and the author’s claim about it. <p>Knowing what to delete, substitute, and keep is an integral part to writing an effective summary. Teachers should model the process for students and provide numerous practice items. Click here for more details.</p>		<p>Word Splash. Create an observation checklist rubric based on the text selected to determine if each student has used details from the text to accurately convey the central theme.</p> <p>Delete, Substitute, Keep. Collect the Delete, Substitute, Keep assignment. Create a rubric based on the text selected for the lesson. Use the rubric to determine is students have mastery of the stated objective.</p> <p>Fact or opinion. After reading a selected text, have students create a table listing facts from the text on one side and opinions mentioned or inferred in the text on the other side. Use classroom observations to determine mastery.</p> <table border="1" data-bbox="1066 755 1986 933"> <thead> <tr> <th colspan="2" data-bbox="1066 755 1986 812">Fact or Opinion</th> </tr> <tr> <th data-bbox="1066 812 1528 868">Facts</th> <th data-bbox="1528 812 1986 868">Opinions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 868 1528 933"></td> <td data-bbox="1528 868 1986 933"></td> </tr> </tbody> </table> <p>Formative Assessment Tip. “Often a single assessment is used for multiple purposes; in general, however, the more purposes a single assessment aims to serve, the more each purpose will be compromised” (Pelligrino, Chudowsky, Glaser, 2001).</p>	Fact or Opinion		Facts	Opinions		
Fact or Opinion								
Facts	Opinions							
<p>References:</p> <p>Hammond, D. (2005). <i>Forty years of literacy instruction: Progress and pedagogy</i>. Submission to Michigan Reading Journal. Retrieved from www.faculty.salisbury.edu/~wdhammond/~WRL1097.tmp.doc on April, 2012.</p> <p>Marzano, R. and Pickering, D. (2001). <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Pelligrino, J., Chudowsky, N., Glaser, R. (2001). <i>Knowing what students know: The science and design of educational assessment</i>. National Research Council.</p>								

RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions	
<p>Stop-N-Think. Teach students the purpose of Stop-N-Think. Studies suggest that the brain can only pay attention for so long before it needs to “stop and think,” in order to better process learning (Jensen and Nickelsen, 2003).</p> <ol style="list-style-type: none"> 1. The Stop-N-Think provides students a graphic organizer to help them process their learning while they are reading informational texts. Students may write words, phrases, or sentences. They may also draw pictures to help them process and keep track of information. Size of “chunks” will vary based on the student. The text should be “chunked” based on students ability to stay focused. 2. The stops can be used to analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text. Students will need to be directed at each stop as to what they are to analyze. <p>Trailing the Text. Trailing the Text is similar to Stop-N-Think but instead of a note-taking device, the student is looking for specific details of what an author has written to explain a key individual, event or idea. The teacher picks five or six good stopping points in the text. This can be marked by page numbers on a graphic organizer. Students are to analyze in detail at each stop (using notes, key words, pictures, etc..) how a key individual, event or idea is introduced, illustrated and elaborated in a text.</p> <p>Teachers should assign the chunks based on places in the text in which the author introduces, illustrates or elaborates the topic. For the first chunk, have students preview informational text by looking at graphics and reading the title, as well as scanning the introductory paragraph. This will provide them information for how the topic is introduced.</p>	<p>Stop-N-Think. Students convert their completed graphic organizer into a written summary or essay citing 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. Students give and receive timely objective feedback resulting in targeted learning opportunities based on assessment results.</p> <p>Trailing the Text. 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.</p> <p>Small Group Discussions. After students read the text, in small groups they create a list of the key ideas and supporting evidence from the text. As small group discussions ensue, the teacher listens intently to ensure explanations are supported by clear evidence. Informal assessment is continual and result in targeted learning opportunities for students. After the key ideas and supporting evidence are determined, students create a new introduction to the text in alignment with the authors meaning and tone.</p>	
<p>References: Jensen, E., and Nickelsen, L. (2008). <i>Deeper Learning</i>. Thousand Oaks, CA: Corwin Press. Stauffer, R. (1969). <i>Directing reading maturity as a cognitive process</i>. New York, NY: Harper & Row.</p>		

STOP-N-THINK

Name: _____

Date: _____

Circle One: Book, Listening, Video, Other _____

Direction: Use words, pictures or a combination of both to put down key ideas.

Stop #1

Stop #2

Stop #3

Stop #4

Summary of the Stops:

Trailing the Text

Page 7	Topic	The American Revolution: Fighting for a New Nation
Page 7	How the topic is introduced	<i>The American revolution is introduced by the author telling how and why the war as started as well as how hard the war was on the colonists. No illustrations were used.</i>
Page 8 Sect. 1	Illustrations/Elaborations	<i>The author used a political cartoon to emphasize the unfairness of England’s taxes. The cartoon really made England look bad.</i>
Page 8 Sect 2	Illustrations/Elaborations	<i>The author wrote a bit about each cause of the war. A timeline was also on page 8. It showed the order all things happened. This help me see how all of those causes led to the war.</i>
Page 9	Illustrations/Elaborations	<i>The author explained how the Boston Tea Party made England punish the people of Boston. The author explained that this led to a meeting of the colonies. Not long after that war started.</i>
Page 10	Illustrations/Elaborations	<i>Page 10 didn’t give too many facts about the end of the war, but that it ended in 1781. The author said that a British band played “The World Turned Upside Down” when they surrendered.</i>

Summarization of the Trail:

RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Strategy/Lesson Suggestions

Building Academic Vocabulary. Dr. Robert Marzano describes a six-step process in the instruction of vocabulary. The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner with opportunities to practice skills and reinforce their learning. (Marzano, 2005).

1. The teacher gives a description, explanation, or example of the new term.
2. The teacher asks the learner to give a description, explanation, or example of the new term in his/her own words.
3. The teacher asks the learner to draw a picture or symbol, or to locate a graphic to represent the new term.
4. The learner will participate in activities that encourage a deeper understanding of the words in their vocabulary notebooks (graphic organizer).
5. The learner will discuss the term with other learners.
6. The learner will participate in games that provide more reinforcement of the new term. [Click here for additional details.](#)

Mapping the Meaning. The teacher takes a significant word from an essay/article and places the word in the middle of a graphic organizer. Students provide the teacher with images, emotions or feelings (connotations) as well as definitions (denotations) of the word. The class discusses why the author has chosen that specific word and how it changes the meaning and tone of the article/essay. This shows students how word choice is deliberate and impacts the meaning of the text (Adapted from Stahl, 2005). [See this link for a web graphic organizer.](#)

Assessment FOR Learning Suggestions

Building Academic Vocabulary. Students give a description, explanation, or example of the new term in his/her own words. Using an observation checklist, feedback is provided with regards to accuracy in description, explanation, or example given. Students then draw a picture, create a symbol, or locate a graphic to represent the new term. In small groups, students share their picture, symbol, or graphic during a game a charades with their group. Each group will designate a recorder to document the results of the game in the following fashion:

Vocabulary Charades			
Student name	Term used	Description of drawing, symbol, or graphic	Additional information needed (yes or no)

Mapping the Meaning. Upon completion of the activity, students provide written answers to text dependent questions to display their level of comprehension. 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.

[Guide for Developing Text Dependent Questions.](#)

References:

Marzano, R. and Pickering, D. (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

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.”

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>

RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions	
<p>Text Structure. Text structure refers to how the information within a written text is organized. This strategy helps students to recognize the structure of a text and to monitor their comprehension as they read.</p> <ol style="list-style-type: none"> 1. Choose the assigned reading and introduce the text to the students. 2. Introduce the idea that texts have organizational patterns called text structures. Introduce the following common text structures: <ul style="list-style-type: none"> • Description, • Sequence, • Problem and solution, • Cause and effect, and • Compare and contrast. 3. Introduce and model different text structures using a specific graphic organizer to chart the text structure. <p>To use the text structure strategy teachers should:</p> <ol style="list-style-type: none"> 1. Show examples of paragraphs that correspond to each text structure. 2. Examine topic sentences that clue the reader to a specific structure. 3. Model the writing of a paragraph that uses a specific text structure. <p>Click here for additional information about text structures.</p> <p>Text Coding. This strategy helps students keep track of their thinking while they read. Students use a simple coding system to mark the text and record their thinking either in the margins of the text or on separate study notes. Remember to model these strategies in advance and be consistent in your procedures (same color each time, etc). For additional coding ideas, visit the Text Mapping Site. Once students can identify the text structure (cause & effect, problem/solution), students can record the parts of the text on a graphic organizer to analyze how the text is developed.</p>	<p>Formative Assessment Tip. Feedback is provided and recorded on the following 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 explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the ideas. 3. 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>Progression Note. A key progression in the speaking and listening standards is the need for students to show competency in <u>presenting claims and findings</u>, sequencing ideas logically and using <u>pertinent descriptions</u>, facts, and details <u>to accentuate</u> main ideas or themes; <u>use appropriate eye contact, adequate volume, and clear pronunciation</u> (SL.6.4).</p>	
<p>References: Dymock, S. (2005). Teaching expository text structure awareness. <i>The Reading Teacher</i>, 59(2), 177-181.</p>		

RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Compare/Contrast. Have students read articles drawn from different sources that deal with a common topic. Have students compare/contrast the points of view of different authors. (e.g. how they structure each argument and how their word choice is significant) This will help students to realize that the bias of the authors is important, as it can color their views of the issue involved. The word choice used by the media also is important. (This exercise can work well with primary sources from history, for example the diary entries of two individuals who fought on opposite sides of the Civil War)</p> <p>Change in Purpose. Teachers may want to provide students with discussion prompts or writing tasks that encourage them to reflect upon the author's point of view. A task may be to ask students how the tone and style of the text would change if the author's purpose was changed from <i>informing</i> his/her audience to <i>persuading</i> them.</p> <p>Questioning the Author. QtA lets students critique the author's writing and in doing so engage with the text to create a deeper meaning (Beck, 1997).</p> <ol style="list-style-type: none"> 1. Select a passage that is both interesting and can encourage good conversation. 2. Determine the appropriate stopping points in the text—where you think your students need to gain a greater understanding of the material 3. Create questions to encourage critical thinking for each stopping point. Ex: What is the author trying to say? Ex: Why do you think the author used the following phrase? Ex: What is the author's purpose in writing this text? 	<p>Compare/Contrast. Using specific language found in the text, students work in pairs to prepare a Venn diagram displaying the different points of view outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward. Targeted learning opportunities occur as a result of continual informal assessment.</p> <p>Formative Assessment Tip. “Formative assessment is not a test but a process—a <i>planned</i> process involving a number of different activities” (Popham, 2008).</p> <p>Questioning the Author. Using the selected passage, students write a summary or essay citing textual evidence to supports their analysis of author intent.</p> <p>Upgrade. Upon completing the summary or essay, each student conducts an online search to find additional reliable reviews that support or conflict with their original claim.</p>
<p>References: Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). <i>Questioning the author: An approach for enhancing student engagement with text</i>. Newark, DE: International Reading Association. Popham, W. J. (2008). <i>Transformative Assessment</i>. Alexandria, VA: Association for Supervision and Curriculum Development</p>	

RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
Strategy/Lesson Suggestions		Assessment FOR Learning Suggestions
<p>THIEVES. THIEVES is an acronym for <u>title</u>, <u>headings</u>, <u>introduction</u>, <u>every first sentence in a paragraph</u>, <u>visuals</u> and <u>vocabulary</u>, <u>end-of-chapter questions</u>, and <u>summary</u>. Students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text by looking at different formats. (text verses graphs/tables/charts) (Manz, 2002). See sample here.</p> <p>The Big 6. Developed by information literacy educators Mike Eisenberg and Bob Berkowitz, <i>The Big 6</i> is the most widely-known and widely-used information literacy approach to teaching information and technology skills in the world. The Big6 is an information and technology literacy model and curriculum, implemented in thousands of schools – K through higher education. Some people call <i>The Big 6</i> an information problem-solving strategy because with the Big6, students are able to handle any problem, assignment, decision or task (www.big6.com).</p> <p>The 6 Steps</p> <ol style="list-style-type: none"> 1. Task Definition 2. Information Seeking Strategies 3. Location and Access 4. Use of Information 5. Synthesis 6. Evaluation 		<p>THIEVES. Each partnership develops a multimedia presentation that clearly outlines the information from their respective text. Special emphasis is placed on specific language used within the text to outline a topic or explain a concept. Objective feedback is continual in order to keep learning moving forward.</p> <p>THIEVES. 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.</p> <p>Upgrade. Each partnership is required to contribute a certain number of Tier two and three vocabulary words to a collaborative class glossary. A form is created within Google Docs to collect the information and the resulting spreadsheet is embedded onto the website for the course for students.</p> <p>Feedback Tip. "...students prefer to see feedback as forward-looking, helping to address 'Where to next?', and related to the success criteria of the lesson. Regardless of their perceptions of achievement level, students see the value and nature of feedback similarly" (Hattie, 2012).</p>
<p>References: Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. New York, NY: Routledge. Manz, S.L. (2002). A strategy for previewing textbooks: Teaching readers to become THIEVES. <i>The Reading Teacher</i>, 55, 434–435.</p>		

RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Strategy/Lesson Suggestions

Reading An Argument. Students can use questioning to analyze an argument. The following are some examples of the types of questions a teacher may ask while modeling the process of reading through an argument.

(Students can record the following on sticky notes or on a graphic organizer).

1. Before You Read
 - What does the title suggest?
 - Who is the author and what are his or her qualifications?
 - What is the date of the publication?
 - What do I already know about the issue?
2. While You Read
 - Read once for an initial impression.
 - Read the argument several times.
 - Annotate as you read. (See below)
 - Highlight key terms.
 - Is there enough of the right kind of evidence to support the claim?

Annotating a Text. Annotation is one of several cognitive literacy strategies that are used to help students recognize structure, analyze ideas, derive meaning, and communicate understandings. When students annotate texts they are recognizing the ways authors make arguments and provide supporting evidence or details for those arguments. Annotation is a structured way to “mark up” text so that it is more manageable. Students use annotation to highlight important information like main ideas (argument or claim), supporting ideas (evidence), key content vocabulary words, definitions, and transitions within the text. (Conley, 2008; Pressley, 2006)

Article on annotation can be read [here](#).

Assessment FOR Learning Suggestions

Fact with Evidence or Not. After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side. Use classroom observations to determine mastery.

Claims Supported by Evidence or Not	
Supported	Not supported

After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.

Progression Note. A key progression in the writing standards is the need for students to show competency in supporting claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text (W.6.1b).

References:

Conley, M. (2008). Cognitive strategy instruction for adolescents: What we know about the promise, what we don't know about the potential. *Harvard Educational Review*, 78(1) 84–108.

Pressley, M. (2006). *Reading instruction that works: The case for balanced instruction*. New York: Guilford.

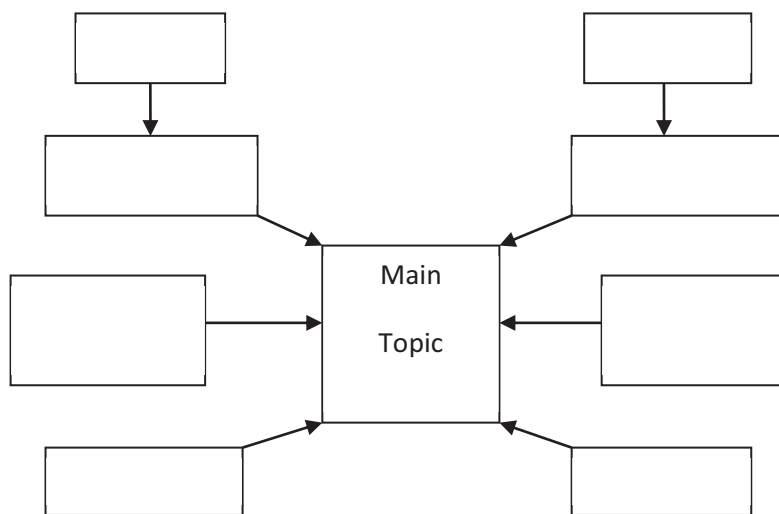
RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Strategy/Lesson Suggestions

Venn Diagram & Summary. The instructor should model creating a Venn Diagram to the students. Students can practice this process in a small group setting before they attempt to complete a diagram independently. This strategy helps students to recognize the similarities and differences between two or more texts. Click [here](#) for a sample Venn Diagram.

Compare and Contrast Graphic Organizer. A way to compare 2 or more concepts by looking at similarities and differences. Choose two different texts about a similar topic with two different authors (Adapted from Marzano, 2001).

**Assessment FOR Learning Suggestions**

Recognizing Concepts and Themes. Students dissect portions of extracted text in an effort to analyze similarities and differences in concepts and themes. For example, students analyze specific language used within two different CCSS text exemplars appropriate to this grade band and produce a written summary outlining key similarities and differences in meaning and tone. Students may additionally compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone. Feedback is continually shared in an effort to move learning forward.

Research Project. Students use strategies within this template to progressively complete a sustained research project. 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.

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 refocusing the inquiry when appropriate (W.6.7).

References:

Marzano, R.J., Pickering, D., and Pollock, J. *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

RI.6.10	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>SCAN & RUN. This instructional framework consists of cues for strategies that help students plan and monitor their comprehension before, during, and after reading. Instruction in the use of SCAN & RUN involves several steps that facilitate independent use of the strategy by students.</p> <p>Before Reading – SCAN S=Survey headings and turn them into questions(answer while reading) C=Capture the captions and visuals (try to understand their meanings) A=Attach boldface words (find the meanings) N=Note and read the chapter questions before reading</p> <p>While Reading – RUN R=Read and adjust speed (slow through difficult sections) U=Use word identification skills such as sounding it out, looking for other words clues in the sentence, or breaking words into parts for unknown words. N=Notice and check parts you don't understand and reread or read on (place a "?" next to the part you don't understand, and decide to reread that section or skip it and go back to it after you're finished reading).</p> <p>After Reading. Students extend their understanding of the text by answering questions at the end of the selection and discussing the text (Salembier 1999).</p> <p>Read, Rate, Reread. This strategy will help students improve their reading comprehension by emphasizing the importance of careful, repeated readings of material. The students will read a short selection three times and evaluate their understanding of the passage on each successive reading. They will further develop their skill at monitoring their own reading comprehension (Adapted from All America Reads).</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 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. 	
<p>References: Salembier, G. (1999). Scan and Run: A reading comprehension strategy that works. <i>Journal of Adolescent and Adult Literacy</i>. Newark, DE: International Reading Association.</p>		