



Illinois Learning Standards Teaching and Learning Strategies

English Language Arts Reading Informational Text 8th Grade



Illinois State Board of Education

www.isbe.net

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**Illinois Learning Standards
Teaching and Learning Strategies
English Language Arts
Reading Informational Text
Grade 8**

Developed by:

**Illinois State Board of Education
Assessment and English Language Arts Content
Specialists**

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ISBE ELA Content Specialists: Reading Strategies 2

Introduction

Illinois Learning Standards ask students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

When implementing Illinois Learning Standards in English Language Arts, educators must be mindful of literacy research and continue to use evidence-based practices within the framework of the standards. For example, a primary grade teacher would continue to focus on areas of phonics, phonemic awareness, comprehension, fluency, vocabulary, writing and engagement within the context of the standards.

The following strategies have been compiled to connect the ELA Standards to current research based practices. All efforts have been made to align with research outlined in Appendix A of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. They have been constructed with a vision of classroom practitioners supporting student mastery of literacy skills to become college and career ready. This document has placed special emphasis on student interaction with increasingly complex text. Emphasis has also been placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. In addition, the templates that follow have been designed to help students grapple with more complex vocabulary.

Formative assessment suggestions have also been embedded within each template in an effort to continually move learning forward toward skill mastery. Formative assessment is a planned process in which assessment elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. Tips to support the implementation of using the process of

Formative Assessments (FA) are:

- Keep formative assessment quick and simple
- Evaluate only one or 2 skills
- Any assessment is formative if it drives future instruction to better meet the needs of the students. If groups of students receive different instruction after the data has been evaluated, it can be considered formative. Students should know what standards or tasks they are being evaluated on
- Plan for next steps when creating an assessment. What will happen next for those who show mastery?
- What options will be offered for those who did not demonstrate mastery?
- Formative Assessment targeted skills are based on standards and data
- Students are given multiple opportunities to demonstrate mastery.
- Revised recorded grade replaces the previous one, they are NOT averaged
- Teachers do not average grades for report cards, but rather look for trends to establish a report card grade
- The formative assessment process is part of the classroom activity, not a separate event.
- The FA process is simple and may teach as well as assess
- Allow students to participate in rubric creation whenever they are ready

The strategies contained within this document are suggestions and not intended to be used as a model curriculum. Rather, the strategy suggestions were designed to be used to inspire collaborative discussion when implementing the Illinois Learning Standards.

It should be noted that specific texts mentioned within this document are targeted based upon their inclusion as text exemplars within the Standards. Their presence is designed to generate similar ideas and discussions of appropriately complex texts.

These strategies can be accessed at www.ilwritingmatters.org. On the left side, click on Reading. Select a specific grade level to access the strategies.

ELA College and Career Readiness Anchor Standards

Anchor Standards

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details:

- CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

- CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity:
- CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

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RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

| Strategy/Lesson Suggestions | Assessment FOR Learning |
|---|---|
| <p>IBET: The IBET reading strategy helps students understand the inference making process by using a graphic organizer to break the act of inferring into steps Student states the Inference.</p> <ol style="list-style-type: none"> 1. Student notes the Background information used to arrive at the inference. 2. Student notes the Evidence in the Text he or she used to generate the inference. <p>The order of these steps can be flexible, as needed. For example, the students may start with the inference, note the text, and then identify the background knowledge used to construct the inference. (Developed by Linda Keating, Albert D. Lawton School).</p> <p>Strong Evidence Graphic: This strategy provides students a way to organize their thinking as they identify the central idea and the evidence to support the central idea. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. Students can mark the text as they read to guide their thinking. Students may use text features such as headings, bold words, and graphs. Students may also note repeated ideas/words or images. Students must use only the strongest pieces of evidence to uphold the central idea. Teachers need to model this process through think alouds and guided practice. Model for the students how to fill out the graphic organizer. Place the evidence on the "muscles" which should support or "hold up" the central idea (barbell).</p> | <p>Fist of Five: Ask your students a question about inferences and have them respond by showing you their level of understanding. Students hold up one finger if they are still unsure of the inference and need to be provided with more information. If they are on their way to fully understanding, they might hold up three or four fingers. Students who have mastered the skill and are able to demonstrate their knowledge and understanding would hold up five fingers. A glance around the classroom provides you with information about student learning and allows you to adapt your instruction accordingly.</p> <p>Individual Whiteboards: Individual whiteboards can provide teachers with a quick assessment of student learning. Ask students questions about evidence or inferences. Students record their answers on individual whiteboards. Circulate throughout the class and observe students responding. Students can also be asked to hold up their whiteboards. A glance at the whiteboards will provide you with information regarding student knowledge and understanding.</p> <p>Turn and Talk: The turn and talk strategy allows all students to talk about a question or topic that you have introduced in class. Students turn to a neighbor and discuss their thoughts and what they have learned about the question or topic. Both students are given the opportunity to speak. Circulate throughout the classroom during the turn and talk activity in order to get an idea of what they students know and have learned about the question or topic being studied.</p> |
| <p>References: Keating, Linda; Retrieved from: http://education.vermont.gov/new/pdfdoc/pgm_curriculum/literacy/reading/reading_to_learn/reading_to_learn_04_04.pdf, p.23.</p> | |

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Strategy/Lesson Suggestions**Stopping Points:**

Have students read a text to a series of designated stopping points with questions they will attempt to answer. At each stopping point, paired discussion should take place attempting to answer the questions centered on the key ideas and details. Possible questions are as follows:

1. What is the topic?
2. How does the author organize the ideas? How can we use this organization to help us summarize the important parts?
3. What central ideas are emerging?
4. Let's not the details used to develop or support the central idea. How can we condense this information?

Save the Last Word for Me:

This strategy is a lesson frame for students to identify key ideas they read in a text and then discuss them with peers.

1. Provide each student with three or four note cards. As students read, they write words, phrases, or sentences that are important to the central idea, recording a page number on each card. On the other side of the card, students write something they want to say or discuss about each item.
2. Divide the students into groups of three, labeling one student A, one B, and the other C. Invite "A"s to read one of their writings. Then students B and C discuss. What do they think it means? Why do they think these words might be important? To whom? After several minutes, ask the A students to read the back of their cards (or to explain why they picked the word, phrase or sentence), thus having "the last word." This process continues with the B student sharing and then student C. (Short, Harste & Burke, 1996)

Assessment FOR Learning**Stop and Go Cards for Stopping Points:**

Student pairs create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the questions, the green side of their card is upright and visible to the teacher. When they do not understand something and need clarification, they flip the card to show the teacher the red side.

Twitter Board:

Students summarize what was learned in a text using 140 characters. Pin small strips of paper to a poster or corkboard to resemble a Twitter feed.

Four Corners:

A quick and easy snapshot of student understanding, Four Corners provides an opportunity for student movement while permitting the teacher to monitor and assess understanding. The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include "I strongly agree," "I strongly disagree," "I agree somewhat," and "I'm not sure."

References:

Short, K.G., Harste, J. & Burke, C. (1996). Creating classrooms for authors and inquirers (2nd edition). Portsmouth, NH : Heinemann.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Strategy/Lesson Suggestions**Analysis Model**

Text analysis can be a challenge for students. Choose a text to model the following process stopping frequently as students need additional support.

1. Select a piece of informational text with significant depth.
2. Identify a focus for analysis.
3. Let students know that one way to explore a text is to analyze it with a particular focus. Let them know they will be trying the same process with their own text after the demonstration.
4. Read the text aloud, pausing at key points to verbally thing through what the author is saying, in your own words.
5. Take notes about the developments and interactions in the text on a separate chart, board, etc...
6. Articulate our analysis either orally or writing.
7. Assign students to work with a partner to mimic the demonstration with a different piece of text.

Analysis Questions:

The following questions may be useful when analyzing a text:

1. How does the author make connections among and distinctions between individuals (as through comparing and contrasting, making analogies, or categorizing)?
2. How does the author make connections among and distinctions between ideas (as through comparing and contrasting, making analogies, or categorizing)?
3. How does the author make connections among and distinctions between events (as through comparing and contrasting, making analogies, or categorizing)?

Assessment FOR Learning**Analysis Graphic Organizer:**

The following graphic organizer can provide students with a data collecting tool as analyze a text. Teachers can monitor the students as they fill in the graphic organizer to determine what components pose a problem as students work to analyze the text.

Three Things:

The three things strategy involves giving each student a piece of paper and having them visually represent, through words or drawings, three things they have learned in the text so far. Tell students to provide as many details as possible to determine the depth of their understanding. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things” and then have them hand them in so you can take a closer look at what they created. Circulate through the classroom as students are working and listen to what they are saying to their partners. Use this information to help plan future instruction.

References:

N/A

Analysis Notes

Text _____

Name _____

Directions: This graphic organizer can be used with a text where the author makes connections and/or distinctions among individuals, ideas and/or events. Students should record evidence in order to analyze the author's method and intent.

| | |
|--|-----------------|
| The central idea of the text is | |
| In the text, does the author makes connections and/or distinctions between any of the following? If so, note record it below. | |
| Individuals | _____ and _____ |
| Ideas | _____ and _____ |
| Events | _____ and _____ |
| Use the space below to explain how the author made the connections. Did the author | |
| <input type="checkbox"/> Make a comparison | |
| <input type="checkbox"/> Make an analogy (compares two things that are mostly different from each other but have some traits in common), or allusion (a figure of speech that makes a reference to a place, person, or something that happened). | |
| <input type="checkbox"/> Other _____ | |
| | |

RI.8.4

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

| Strategy/Lesson Suggestions | Assessment FOR Learning |
|--|---|
| <p>Impact Colors: Students will identify and color code words and phrases that create a variety of tones within literary nonfiction texts. For example, figurative language may be coded green; connotative language would be coded red; and technical meanings would be coded blue. Students will then note the link between word choice and tone. This process prepares students to:</p> <ol style="list-style-type: none"> 1. Analyze multiple texts in which textual references, via analogies or allusions, are present. 2. Debate the reason for the inclusion of textual references in the whole class discussion. Essential questions for this discussion may be: “Why does the writer relate the text to another through analogy or allusion? What purpose does making this text-to-text connection serve?” 3. Finally, students should demonstrate mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning. <p>Analyzing “everyday text”: In order to take figurative language to the analytical level, students must be given the opportunity to determine the reason for an author’s choice of figurative language and its effect on the audience. Have students find a pre-determined number of examples of figurative language in a text (e.g. magazines, advertisements). Ask these questions:</p> <ul style="list-style-type: none"> • What type of figurative language did you find? • Who is the intended audience? • What affect would this figurative language have on the audience? | <p>Impact Colors: Students write an analysis of pre-identified key words or phrases from a text to explain the meaning of the word and the impact of the word on the overall meaning of the selected text. When the analysis is complete, students orally explain the meaning of and the impact of the key words or phrases from the text.</p> <p>Annotating Text: Students read and annotate a PDF version of the text by highlighting words and phrases 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. 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 to provide targeted learning opportunities.</p> |
| <p>References: N/A</p> | |

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Strategy/Lesson Suggestions**Paragraph Separation:**

Students identify how topic sentences, support, and elaboration work together to develop a concept for the reader.

1. Students, in a small group, can separate sentences of a well-constructed paragraph. Students could reorder them in the order that best builds meaning for them as a reader or identify the role each sentence plays in the paragraph. (Sentence strips work well for this activity).
2. Other groups of students may also have select paragraphs from the same section to reorder.
3. Each group may share, using their own language and impressions, on the role each sentence served in the paragraph. Did all of the sentences help refine the key concept? If you were the author of this paragraph, how might you have structured your paragraph?

Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures.

Pattern Guide:

The Pattern Guide strategy demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize patterns of organization. These guides, also called graphic organizers, should be chosen or created by the teacher to match the text. Students learn to recognize the relationship between central ideas and details. They also take notes while reading (Herber, 1978).

References:

Herber, H., Teaching Reading in the Content Areas, 2nd ed., Englewood Cliffs, NJ: Prentice-Hall, 1978.

Assessment FOR Learning**Possible Pattern Guides/Text Structure:**

The following questions may be ones that the teacher could ask to help students think about the structure of a paragraph or text. If students struggle with any of the question, they may have difficulty analyzing a structure independently.

1. Is the structure sequential, descriptive, comparison, problem-solution or cause and effect.
2. What is the function of the sentences?
 - a. Are any sentences used primarily to capture reader attention?
 - b. Is there a main sentence that provides information about the topic?
 - c. Are there sentence featuring details and examples related to the topic?
 - d. Do any of the sentences provide closure or a summary?
 - e. What transition words and phrases signal shifts, in time and setting, comparisons, or relationships among ideas?

RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Strategy/Lesson Suggestions**Author's Analysis Diagram:**

The teachers chooses from a variety of texts, such as editorials or persuasive speeches to complete the following steps:

1. Model, with various texts, how to determine an author's point of view or purpose by focusing on examining the author's tone, word choice, and use of persuasive language.
2. Place students in small groups and direct them, as a group to determine an author's point of view/purpose. The group should be prepared to state evidence that supports the point of view/purposes. Make sure students focus on examining the author's tone, word choice, and use of persuasive language. Have small groups share.
3. When enough modeling and practice have occurred, allow students to try to independently complete the task.

Discussion Web:

A discussion web is a graphic organizer that enables students to examine both sides of an issue before agreeing on a conclusion. This particular strategy is an adapted approach developed by McTighe and Lyman (Alvermann, 1991). The technique calls for students to think of individual ideas based on their knowledge of the text, then work as a pair to record, discuss, and resolve their perspectives before meeting with another pair of partners to share these ideas. The foursome then nominates a speaker to present this information to the entire class attending to analyzing how the author acknowledges and responds to conflicting evidence or viewpoints. Click [here](#) for a sample of a graphic organizer.

References:

Alvermann, D.E. (1991). The Discussion Web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45 (2), 92–99.

Assessment FOR Learning**Author's Analysis Diagram:**

Students write an informative/explanatory text that identifies an author's point of view or purpose. The written product includes an analysis of how the author acknowledges and responds to conflicting evidence or viewpoints.

Point of View/Analysis Questioning:

Providing students questions to answer as they read a text will allow them to stop and consider the important points in determining an author's purpose or point of view. The following questions will help students work toward meeting standard #6:

- What main idea or issue is the author asking us to consider? What is the author's point of view or purpose? How can we tell?
- How does the author convey the point of view or work to achieve the purpose? For example, what images/facts/examples/ data are chosen?
- What language is chosen to describe or convince?
- What conflicting evidence or viewpoints are presented? How does the other acknowledge and respond to these?

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

| Strategy/Lesson Suggestions | Assessment FOR Learning |
|--|---|
| <p>Compare and Contrast Map: Students will understand how the use of varying mediums may reinforce or distract readers from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to the intended audience. Students may start by examining multiple mediums focused around the same key concept. Then, through partner, small group, or written reflection, they will reflect on how effective that medium expresses the message and reaches the intended audience. A graphic organizer (found below) can be used as a sample recording device for individuals, small groups or partners in order to analyze different mediums.</p> <p>SIGHT: This strategy provides teachers and students a step by step process of looking at two or more mediums to present a particular topic or idea (Marzano, Pickering, & Pollock, 2001). S - Select two mediums on a particular idea or topic I - Identify criteria for students to use during examining each item. G - Guide students through describing each item and then comparing using an organizer H - Have students determine if the items are more similar or different and draw conclusions/make generalizations T - Tie the lesson together by giving students a synthesis task that asks them to apply their learning</p> | <p>Compare and Contrast Map: In order to display competency, students can create a t-table that evaluates and outlines the advantages and disadvantages of using different mediums (e.g. print, digital text, video, multimedia) to present a particular topic or idea. In addition, after exposing students to a topic using different mediums, ask students to write a short informational/explanatory text comparing and contrasting the different mediums used. Specific emphasis is placed upon pointing out the differences and similarities in how the same information was presented.</p> <p>Some Questions to Ask:</p> <ol style="list-style-type: none"> 1. What is the topic? 2. What insights did you gain from the different ways the information was presented? What was it about the techniques that made this possible? 3. What are the advantages of each medium? What are the disadvantages? |
| <p>References: Marzano, R.J., Pickering, D.J., and Pollock, J.E. (2001). Classroom instruction that works. Alexandria, VA: ASCD.</p> | |

Comparing Text to Audio/Video/Live Version

Name: _____

Compare and contrast the experience of reading the text to listening to or viewing an audio, video, or live version of the text. Note what you “see” and “hear” when reading the text to what you see/hear perceive when you listen or watch.

Directions: Gather and organize information in order to compare written text with visual text.

Text: _____ Other Medium: _____

| Key Points Most important points and ideas. | Reading the Text Note what you visualize and “hear” while reading the text. | | Other Mediums | |
|---|---|-------------|----------------------|-------------|
| | What I See | What I Hear | What I See | What I Hear |
| | | | | |
| | | | | |
| | | | | |

RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Strategy/Lesson Suggestions

Marking the Text:

Marking the text requires students to cite/identify information in the text relevant to the reading purpose. The strategy has three steps: numbering paragraphs, underlining and circling (Adapted from Marzano, Pickering, & Pollock, 2001).

1. Number the paragraphs in the section you are reading. Like page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.
2. Circle key terms, names of people, names of places and dates. In order to identify a “key term”, consider if the word is repeated, defined by the author, used to explain or represent an idea.
3. Underline an author’s argument/claim. Consider the following statements:
 - A claim may appear anywhere in the text
 - A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text
 - Note if an author makes several claims throughout the argument
 - Look for signal of a claim identifying the author’s position

It’s Up For Debate:

This strategy will help students dissect the argument presented in a text and analyze the support presented through a debate. As students listen to or read a debate, they can note the claims, facts and evidence presented. After notes are taken, students can determine how direct the speaker’s topic was to the piece of evidence. For example, students may recognize that a number of texts cite data without having explained the original study or the speaker may have used irrelevant evidence.

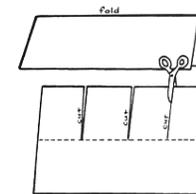
Assessment FOR Learning

Questions to Ask to Determine Where Students Struggle as Well as Identify Next Steps:

1. What main argument is the author asking the reader to consider? Is there more than one argument presented?
2. What are the specific claims in relation to the argument(s)?
3. Describe the reasons and evidence used to support each claim.
4. What makes the reasoning sound or not sound?
5. What makes the evidence relevant and sufficient – or is something lacking?
6. Is any irrelevant evidence introduced?
7. Are alternate claims or evidence presented?

Organizer Flap Book:

After reading a text containing an argument or set of claims, students fold two or three pieces of paper in half (long way) and staple along the fold. They cut up to the staples two or three times, ending up with a book containing flapping sections. On the top of each flap, they record a key claim from a text, and on each flap underneath, they describe the reasoning/evidence provided. The flap book is used to explore how an author builds a set of key claims with evidence and may be used as a focal point for discussing the validity of the evidence.



References: Marzano, R.J., Pickering, D.J., and Pollock, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

| Strategy/Lesson Suggestions | Assessment FOR Learning |
|--|--|
| <p>Lift the Flap: This strategy provides an opportunity for students to investigate primary source and secondary documents and interpretations of them.</p> <ol style="list-style-type: none"> Students can work with a partner and choose a primary and secondary source of the same topic. The following links can provide sources: www.archives.gov/education/lessons/ http://docsteach.org/tools www.loc.gov/library/libarch-digital.html www.wdl.org/en/ www.procon.org Students use place 4-6 sticky notes on paper that become flaps. Students record actual text from the primary sources on top of the flap and comments about the text UNDER the flap from the other source. Have students create a title for the page and an introduction that lets the reader know what the page contains. Provide time for students to meet with other students to share and discuss the content. <p>Hula Hoop Comparisons: Identify a topic with two or more texts (articles, visuals, advertisements, etc...) describing different facts or interpretations of a topic.</p> <ol style="list-style-type: none"> Pass out various texts to the class and provide time for the students to read or view the texts. Have students take notes about an established purpose so that they may come to a group with notes for discussion and comparison. Place students in groups where they form a Venn diagram on the floor with hula hoops. Have each group share their diagram to the rest of the class and then return to their seats and independently construct their Venn diagram. | <p>Yes, No, or Undecided: Read a statement aloud. Rather than have a continuum for agreement, require students to make a decision that they either “agree” with a statement, “do not agree” or “are unsure”. If students agree with the statement then instruct them to move to one side of the room. If students disagree with the statement then instruct them to move to the other side of the room. Also, distinguish a place for students to stand in the middle if they are undecided or unsure. Have students explain why they are standing where they are standing. If after hearing a student’s position, a student would like to move across the room, allow for this movement.</p> <p>Variation: The line can then be folded in half so that each student is facing a partner. Each partner has several seconds to state the evidence supporting their position while the other actively listens. After each partner speaks, the other is given several seconds to record a quote from their partner which helped to advance their perspective. The dialogue line rotates clockwise and the activity repeats. The teacher actively listens and supports behaviors that enrich an atmosphere of open dialogue.</p> <p>Sticky Notes Barometer: Draw a continuum on the board. Ask students to place a post-it note on the spot along the continuum that represents their opinion about a topic they have read. Then have students discuss what they notice. This variation is less about individuals explaining their point of view than about illustrating the range of agreement or disagreement in the class and assessing students understanding of a topic.</p> |
| <p>References: Alvermann, D.E. (1991). The discussion web: A graphic aid for learning across the curriculum. <i>The Reading Teacher</i>, 45(2), 92-99</p> | |

Lift the Flap:

This strategy provides an opportunity for students to investigate primary source and secondary documents and interpretations of them.

- Students can work with a partner and choose a primary and secondary source of the same topic. The following links can provide sources:
www.archives.gov/education/lessons/
<http://docsteach.org/tools>
www.loc.gov/library/libarch-digital.html
www.wdl.org/en/
www.procon.org
- Students use place 4-6 sticky notes on paper that become flaps.
- Students record actual text from the primary sources on top of the flap and comments about the text UNDER the flap from the other source.
- Have students create a title for the page and an introduction that lets the reader know what the page contains.
- Provide time for students to meet with other students to share and discuss the content.

Hula Hoop Comparisons:

Identify a topic with two or more texts (articles, visuals, advertisements, etc...) describing different facts or interpretations of a topic.

- Pass out various texts to the class and provide time for the students to read or view the texts.
- Have students take notes about an established purpose so that they may come to a group with notes for discussion and comparison.
- Place students in groups where they form a Venn diagram on the floor with hula hoops. Have each group share their diagram to the rest of the class and then return to their seats and independently construct their Venn diagram.

Yes, No, or Undecided:

Read a statement aloud. Rather than have a continuum for agreement, require students to make a decision that they either “agree” with a statement, “do not agree” or “are unsure”. If students agree with the statement then instruct them to move to one side of the room. If students disagree with the statement then instruct them to move to the other side of the room. Also, distinguish a place for students to stand in the middle if they are undecided or unsure. Have students explain why they are standing where they are standing. If after hearing a student’s position, a student would like to move across the room, allow for this movement.

Variation:

The line can then be folded in half so that each student is facing a partner. Each partner has several seconds to state the evidence supporting their position while the other actively listens. After each partner speaks, the other is given several seconds to record a quote from their partner which helped to advance their perspective. The dialogue line rotates clockwise and the activity repeats. The teacher actively listens and supports behaviors that enrich an atmosphere of open dialogue.

Sticky Notes Barometer:

Draw a continuum on the board. Ask students to place a post-it note on the spot along the continuum that represents their opinion about a topic they have read. Then have students discuss what they notice. This variation is less about individuals explaining their point of view than about illustrating the range of agreement or disagreement in the class and assessing students understanding of a topic.

References:

Alvermann, D.E. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45(2), 92-99

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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 |
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| <p>Engaging Students in Reading: When students are interested and invested in what they are reading, they process the texts more deeply and are more willing to put forth high effort to comprehend, and show deeper levels of learning. They are also likely to read more, yet another predictor of achievement. (Allington 2012; Guthrie and Davis, 2003; Taboada, Tonks, Wigfield, & Guthrie, 2009). Some recommendations are as follows:</p> <ol style="list-style-type: none"> 1. Evaluate resources and plan for collecting and organizing sufficient quantities of books, magazines, articles, and online materials that students will find engaging. 2. Keep in mind the importance of choice. Within each content area, choice can be offered by allowing students to select reading that supplements a class text, or allows them to select which parts of a class text to read. Another option for choice is for students to choose how to learn from or respond to a text or allowing them choose in how to share their learning with peers. (Guthrie, Mason-Singh, and Coddington, 2012). 3. Allow for time to read. Students in high-achievement classrooms read more (Allington, 2012). The most effective reading practices allow all students to interact with text on their own terms, using and developing their own problem-solving strategies, monitoring their own understandings, rereading and puzzling over the areas that confuse them, and lingering with the ideas that interest and intrigue them. 4. Reading should be in all content areas. There is no recommended amount of time that students should spend reading at school. | <p>Formative Assessment Tips for Reading Engagement: A variety of surveys can be used to assess where students attitudes and engagement with reading lie. Reading Survey – Click here Assessing Students Interests and Strengths – Click here Learning Clubs: Motivating Middle School Readers and Writers: Click here</p> <p>Additional Tips for Scaffolding Students Reading and Comprehension of Tip:</p> <ul style="list-style-type: none"> • Provide guidance in text selection to ensure that the material students choose is interesting and accessible. • Monitor students’ ability to access the text as well as their stamina to stay engaged during the allocated time. This can be enacted through conferences that involve listening to students read short sections, encouraging brief retellings of the sections and engaging in brief discussions of the content. • Work with students to set goals for completing the reading of a text. • Hold students accountable to share or respond to some aspect of the reading. This can occur through brief discussions in which peers discuss what they have read, perhaps orally reading a particularly interesting part, or through more extended projects self-selected by the student. |
| <p>References: Allington, 2012. What really matters for Struggling Readers: Designing Research-Based Programs, 3d ed. New York: Longman.; Guthrie, J., and M.Davis. “Motivating Struggling Readers in Middle School Through an Engagement Model of Classroom Practice.” <i>Reading & Writing Quarterly</i> 19 (1): 59-85. ; Taboada, A., S. Tonks, A. Wigfield, and J. Guthrie, 2009. “Effects of Motivational and Cognitive Variables on Reading Comprehension.” <i>Reading and Writing: An Interdisciplinary Journal</i> 22:85-106.</p> | |