ESL Grade 8 Curriculum Planning Guide – Quarter 3

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ESL teachers must collectively work with general education teachers to provide our students with a sound foundation in the English language as well as high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Language and literacy development is recognized as a shared responsibility of all of a student's teachers. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the ESL curriculum planning guides.

Designed with the teacher in mind, the ESL curriculum planning guides focus on literacy teaching and learning, which include the development of foundational skills and instruction in reading, writing, speaking and listening, and language. This planning guide presents a framework for organizing instruction around WIDA Standards, grade-level content, and the TN State Standards (CCR) so that every ELL student acquires English and develops literacy skills that will enable him or her to meet or exceed requirements for college and career readiness. The standards define what to teach within specific grade bands, and this planning guide provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

- A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the ESL Curriculum guides. ESL teachers will use this guide and the standards as a road map for English Language Development.
- The Newcomer/Readiness curriculum provides additional guidance and resources for new immigrant students and those with interruptions in formal education. Newcomer/Readiness materials are designed for use in the first 6 to 9 weeks of enrollment.

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How to Use the ESL Curriculum Planning Guides

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right. To enhance ELL access to instructional tasks requiring complex thinking match the linguistic complexity and instructional support to the students' level of proficiency. (Gottlieb, Katz, and Ernst-Slavit 2009)

This curriculum guide is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

(2) Reading, writing, and speaking grounded in evidence from text, both literary and informational.

(3) Building knowledge through content-rich nonfiction.

Additional time, appropriate instructional support, and aligned assessments will be needed as ELL acquire both English language proficiency and content area knowledge. The TN Standards for Foundational Skills should be used in conjunction with this guide.

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The Five WIDA English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

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Throughout this curriculum guide, teachers will see high-quality texts that students should be reading, as well as some resources and tasks to support teachers in ensuring that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

The TNCore Literacy Standards	
The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards): http://www.eduToolbox.org	Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Shift 1: Regular Practice with Complex Text and its Academic Language	
Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
Student Achievement Partners Academic Work Finder: http://achievethecore.org/page/1027/academic-word-finder	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.
Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text	
Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.
Shift 3: Building Knowledge through Content-Rich Non-fiction	
Student Achievement Partners Text Set Projects Sequenced:http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 1
RI.8.1/RL 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. 40 Ways to Read Like a Detective	I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (i.e., "Based on what I have read, it is most likely true that . . . ") I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at.	How can I use what the text says to support my ideas and statements? How can I monitor my reading to ensure that I understand the text? Element of thought: Interpretation Inference Conclusions Solutions	Beginning: Milestones Intro: Unit 3, Chapter 1 Reading Explorer Foundations: Unit 5, Lesson A (1 Week) High Beginning: Reading Explorer Level 1: Unit 5, Lesson A (1 Week) Milestones Level A: Unit 4, Chapter 1 News ELA Intermediate: Milestones Level B: Unit 4, Chapter 1 Reading Explorer Level 2: Unit 5, Lesson A (1 Week) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 4, Chapter 1 Reading Explorer Level 3: Unit 5, Lesson A (1 Week) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #1 (See Page 17 for corresponding writing tasks)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Level 1	Level 2	Level 3	Level 4	Level 5
Point to the most important words or phrases from a text that cite evidence and draw inferences using an illustrated word bank.	Identify appropriate words/phrases to cite evidence and inferences drawn from illustrated text and/or simple sentences using sentence frames and a word bank.	Highlight and select evidence from a text to support analysis of what the text says explicitly as inferences drawn from the text using two-column notes.	Analyze the information from text inferences as well as explicit references using the evidence drawn from the text in cooperative groups, given a graphic support.	Analyze the information from inferences as well as explicit references using the evidence drawn from the text in pairs or with a partner, given class notes.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 2
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. RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 40 Ways to Read Like a Detective	I can determine the central idea of a text and describe how it evolves over the course of the text. I can summarize what the text says without including my own opinion about the subject matter. I can compose a summary stating the key points of the text.	How can I use the context clues, pictures, images, etc. to determine the main idea of a story? Element of thought: Information Data Facts Evidence Observations Experiences Reasons	Beginning: Milestones Intro: Unit 3, Chapter 2 Reading Explorer Foundations: Unit 5, Lesson B (2 Weeks) High Beginning: Reading Explorer Level 1: Unit 5, Lesson B (2 Weeks) Milestones Level A: Unit 4, Chapter 1 News ELA Intermediate: Milestones Level B: Unit 4, Chapter 1 Reading Explorer Level 2: Unit 5, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 4, Chapter 1 Reading Explorer Level 3: Unit 5, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #2 (See Page 17 for corresponding writing tasks)
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.

Level 1	Level 2	Level 3	Level 4	Level 5
Find single word responses to WH-questions regarding the central idea of an illustrated text and/or point to appropriate places in the illustrated text working with a partner.	Locate main ideas regarding a central idea of a text in a series of simple sentences working with a partner.	Identify explicit information about a central idea of a text in selected, highlighted paragraphs working with a partner.	Arrange selected paragraphs from a text in sequential order, and identify passages in the text which suggest a central idea and one passage which summarizes the text with a partner.	Arrange selected paragraphs from a text in sequential order, and identify passages in the text which suggest a central idea and one passage which summarizes the text.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 3
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 40 Ways to Read Like a Detective	I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events. I can analyze how a particular character is shaped by the setting of a story or drama. I can recognize the role a setting plays in shaping the plot of a story or drama.	How can I apply the basic elements of the plot in retelling the story? How can I identify and then analyze the interactions between individuals, ideas, and events within a text? Element of thought: Point of View Frame of Reference Perspective Orientation World View	Beginning: Milestones Intro: Unit 3, Chapter 2 Reading Explorer Foundations: Unit 5, Lesson B (2 Weeks) High Beginning: Reading Explorer Level 1: Unit 5, Lesson B (2 Weeks) Milestones Level A: Unit 4, Chapter 1 News ELA Intermediate: Milestones Level B: Unit 4, Chapter 1 Reading Explorer Level 2: Unit 5, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 4, Chapter 1 Reading Explorer Level 3: Unit 5, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #3 (See Page 18 for corresponding writing tasks)
Fill in a Venn diagram with information from an annotated text to show how the text makes connections and distinctions between individuals, ideas or events.

Level 1	Level 2	Level 3	Level 4	Level 5
Annotate the text to show how the text makes connections and distinctions between individuals, ideas or events using a completed Venn diagram as a guiding model and a highlighted text with an idea bank with a partner and native language support.	Annotate the text to show how the text makes connections and distinctions between individuals, ideas or events using a completed Venn diagram as a guiding model and a highlighted text with a partial idea bank to with a partner and native language support.	Annotate key identified parts of a highlighted text to show how the text makes connections and distinctions between individuals, ideas or events using a Venn diagram as a guiding model, highlight.	Show how the text makes connections and distinctions between individuals, ideas or events by filling in partially completed Venn diagram using information from a highlighted text.	Fill in a Venn diagram with information from an annotated text to show how the text makes connections and distinctions between individuals, ideas or events.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 4
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 specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 40 Ways to Read Like a Detective	I can define figurative meaning and connotative meaning. I can distinguish between the figurative and connotative meanings of words as they are used in a text. I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.	How can I interpret words and phrases that are used in the text? Element of thought: Interpretation Inference Data Facts Evidence Observations Experiences Reasons	Beginning: Milestones Intro: Unit 3, Apply and Expand Reading Explorer Foundations: Unit 6, Lesson A (2 Weeks) High Beginning: Reading Explorer Level 1: Unit 6, Lesson A (2 Weeks) Milestones Level A: Unit 4, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 4, Chapter 2 Reading Explorer Level 2: Unit 6, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 4, Chapter 2 Reading Explorer Level 3: Unit 6, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #4 (See Page 18 for corresponding writing tasks) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Match pictures and meanings for highlighted words and phrases on a graphic organizer that are used in the text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts with a partner and an illustrated glossary.	Find meanings for highlighted words and phrases that are used in the text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts with a partner and an illustrated glossary.	Define highlighted words and phrases that are used in the text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts with a partner and a selected text.	Highlight and define vocabulary words and phrases in a text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts with a partner.	Highlight and define vocabulary words and phrases in a text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 5
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. RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 40 Ways to Read Like a Detective	I can explain how authors organize text and how the individual parts of a text (i.e., sections, chapters & appendixes) contribute to the overall development of ideas. I can explain the characteristics of poetic structures such as the sonnet, ode, and haiku. I can explain the characteristics of various dramatic forms such as the soliloquy, aside, and monologue.	How can I determine what the theme of a text is? Element of thought: Purpose Goal Objective Function	Beginning: Milestones Intro: Unit 4, Chapter 1 Reading Explorer Foundations: Unit 6, Lesson A (2 Weeks) High Beg.: Reading Exp. Level 1: Unit 6, Lesson A (2 Weeks) Milestones Level A: Unit 4, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 4, Chapter 2 Reading Explorer Level 2: Unit 6, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 4, Chapter 2 Reading Explorer Level 3: Unit 6, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #5 (See Page 19 for corresponding writing tasks)
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.

Level 1	Level 2	Level 3	Level 4	Level 5
Analyze in detail the organizational structure of a paragraph matching given sentence strips for a topic sentence, detail sentences, rhetorical transitions and sentences using specific punctuation such as commas or dashes to develop and refine a key concept and put them onto a graphic organizer for the specific rhetorical pattern being examined given a highlighted, annotated model with help from a partner/L1support.	Analyze in detail the organizational structure of a selected text by highlighting text features such as a topic sentence, supporting sentences, rhetorical transitions, and sentences using specific punctuation such as commas or dashes to develop and refine a key concept and put them onto a graphic organizer for the specific rhetorical pattern being examined with a partner and given highlighted annotated model.	Analyze in detail the organizational structure of a paragraph by highlighting and annotating a selected text for a topic sentence, supporting detail sentences, transitions and punctuation used in developing and refining a key concept given a highlighted model.	Analyze in detail the organizational structure of a paragraph including topic sentence, supporting detail sentences, rhetorical transitions and punctuation used in developing and refining a key concept by comparing selected texts in a small group.	Analyze in detail the organizational structure of a paragraph by examining highlighted models and then annotating a selected text for a topic sentence, supporting detail sentences, rhetorical transitions and punctuation used in developing and refining a key concept.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 6
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. RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 40 Ways to Read Like a Detective	I can determine an author's point of view or purpose in a text. I can analyze how an author distinguishes his or her position from that of others. I can analyze how an author develops the points of view of multiple narrators or characters in a text.	How can I explain how an author develops point of view or purpose in a text? Element of thought: Point of View Frame of reference Perspective Orientation World view	Beginning: Milestones Intro: Unit 4, Chapter 1 Reading Explorer Foundations: Unit 6, Lesson B (2 Weeks) High Beg: Reading Explorer Level 1: Unit 6, Lesson B (2 Weeks) Milestones Level A: Unit 4, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 4, Chapter 2 Reading Explorer Level 2: Unit 6, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 4, Chapter 2 Reading Explorer Level 3: Unit 6, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #6 (See Page 19 for corresponding writing tasks)
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.

Level 1	Level 2	Level 3	Level 4	Level 5
Analyze highlighted sections of a text that show author's point of view, author's purpose and ways the author deals with conflicting evidence or viewpoints by identifying key words using a list of examples with a partner.	Analyze highlighted sections of a text by sorting sentence strips that show author's point of view, author's purpose and ways the author deals with conflicting evidence or viewpoints with a partner.	Analyze the point of view or purpose of the author by annotating the following items displayed in or inferred from the original text (point of view, purpose, and author's responses to opposing viewpoints or conflicting evidence) with a partner.	Analyze the point of view or purpose of the author by annotating the following items displayed in or inferred from the original text (point of view, purpose, and author's responses to opposing viewpoints or conflicting evidence) in a small group.	Analyze the point of view or purpose of the author and the impact of that purpose, by annotating or highlighting sections that show point of view, author's purpose, examples of bias and underlying assumptions of a text and acknowledgements of the author towards opposing viewpoints or conflicting evidence.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 7
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. RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 40 Ways to Read Like a Detective	I can compare and contrast a written text to an audio, video, or multimedia version and analyze how the subject is portrayed in each. I can analyze how the film, audio, staged, or multimedia version of a story compares to the original story. I can analyze how techniques such as lighting, sound, color, and camera angle affect how a story is conveyed.	How can I compare and contrast the experience of reading to listening to an audio, video, or live version of the text? Element of thought: Information Data Facts Evidence Observations Experiences Reasons	Beginning: Milestones Intro: Unit 4, Chapter 2 Reading Explorer Foundations: Unit 6, Lesson B (2 Weeks) High Beg: Reading Explorer Level 1: Unit 6, Lesson B (2 Weeks) Milestones Level A: Unit 5, Chapter 1 News ELA Intermediate: Milestones Level B: Unit 5, Chapter 1 Reading Explorer Level 2: Unit 6, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 5, Chapter 1 Reading Explorer Level 3: Unit 6, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #7 (See Page 20 for corresponding writing tasks)
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Level 1	Level 2	Level 3	Level 4	Level 5
Evaluate the advantages and disadvantages of presenting information about the same topic in different formats such as a video segment, a power point presentation, an info -graphic, and or an article while using a graphic organizer with an idea bank, working with a partner and using native- language support.	Evaluate the advantages and disadvantages of presenting information about the same topic in different formats such as a video segment, a power point presentation, an infographic, and/or an article while using a graphic organizer with an idea bank and working with a partner.	Evaluate the advantages and disadvantages of presenting information about the same topic in different formats such as a video segment, a power point presentation, an infographic, and/or an article while using a graphic organizer and working with a partner.	Evaluate the advantages and disadvantages of presenting information about the same topic in different formats such as a video segment, a power point presentation, an infographic, and/or an article while using a graphic organizer.	Evaluate the advantages and disadvantages of presenting information about the same topic in different formats such as a video segment, a power point presentation, an infographic, and/or an article.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 8
RI.7.8. 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.

40 Ways to Read Like a Detective | I can outline the argument and specific claims presented in a text, and evaluate whether the reasoning is logical and the evidence is relevant and sufficient.

I can recognize when a text presents irrelevant evidence, and can explain how I know. | How can I evaluate the claims of an argument or text and determine their importance?

Element of thought: Information Data Facts Evidence Observations Experiences Reasons | Beginning: Milestones Intro: Unit 4, Chapter 2 Reading Explorer Foundations Unit 7, Lesson A (2 Weeks) High Beginning: Reading Explorer Level 1 Unit 7, Lesson A (2 Weeks) Milestones Level A: Unit 5, Chapter 1 News ELA

Intermediate: Milestones Level B: Unit 5, Chapter 1 Reading Explorer Level 2 Unit 7, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks)

Advanced: Milestones Level C: Unit 5, Chapter 1 Reading Explorer Level 3 Unit 7, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS |

Reading for Information #8 (See Page 20 for corresponding writing tasks)
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.

Level 1	Level 2	Level 3	Level 4	Level 5
Deconstruct a highlighted argumentative text by filling out a graphic organizer with pictures and/or provided sentences which will be put into the graphic organizer to specify claims and evaluate the reasoning and relevance of the claims with a partner and L1 support.	Deconstruct a highlighted argumentative text by filling out a graphic organizer with provided sentences which will be put into the graphic organizer to specify claims and evaluate the reasoning and relevance of the claims with a partner.	Deconstruct an argumentative by filling out a graphic organizer which has space to insert highlighted claims from the text and space to evaluate the highlighted reasoning from the text and relevance of the claims with a partner.	Deconstruct an argumentative text by filling out a graphic organizer which has space to insert highlighted claims from the text and space to evaluate the highlighted reasoning from the text and relevance of the claims in a small group.	Deconstruct an argumentative text by filling out a graphic organizer which has space to specify claims from the text and space to evaluate the reasoning and relevance of the claims.

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Common Core Literacy Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework % WEEK 9
RI.7.9 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. RL.7.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. 40 Ways to Read Like a Detective	I can describe how two or more authors writing about the same topic shape their presentations of key information. I can analyze how multiple authors writing about the same topic emphasize different evidence or advance different interpretations of facts to convey their position. I can distinguish between a work of historical fiction and a historical account.	How can I compare and contrast the portrayal of time, setting, or character in a work of historical fiction to a historical account? How can I understand how authors of fiction use or alter history? Element of thought: Point of View Frame of Reference Perspective Orientation World View	Beginning: Milestones Intro: Unit 4, Apply and Expand Reading Explorer Foundations Unit 7, Lesson A (2 Weeks) High Beginning: Reading Explorer Level 1 Unit 7, Lesson A (2 Weeks) Milestones Level A: Unit 5, Chapter 1 News ELA Intermediate: Milestones Level B: Unit 5, Chapter 1 Reading Explorer Level 2 Unit 7, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 5, Chapter 1 Reading Explorer Level 3 Unit 7, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

Reading for Information #9 (See Page 21 for corresponding writing tasks)

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.

Level 1	Level 2	Level 3	Level 4	Level 5
Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic by reading descriptive sentences and pointing to the text which supports the idea in each descriptive sentence with a partner and with native language support.	Analyze the differences between two texts' presentation of facts or interpretation of the same topic by reading highlighted sentences and matching them with a list of facts and details which differ in each text with a partner.	Analyze the differences between two texts' presentation of facts or interpretation of the same topic and matching them with a list of facts and details which differ in each text by reading highlighted sentences in selected paragraphs.	Analyze the differences between two texts' presentation of facts or interpretation of the same topic by reading selected paragraphs and following an annotation model to annotate the facts and details which differ in each text.	Analyze the differences between two texts' presentation of facts or interpretation of the same topic by reading the two texts and following an annotation model to annotate the facts and details which differ in each text.

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Text Complexity

ONGOING Reading for Information #10 (See Page 21 for corresponding writing tasks)
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.
Strategies for teaching ELLS
40 Ways to Read Like a Detective

Level 1	Level 2	Level 3	Level 4	Level 5
Read selected "juicy sentences" from complex texts that are at the high end of the 6-8 text complexity band with a partner.	Break down and analyze selected "juicy sentences" from complex texts that are at the high end of the 6-8 text complexity band with a partner.	Break down and analyze selected "meaty paragraphs" from complex texts that are at the high end of the 6-8 text complexity band with a partner.	Analyze selected complex texts that are at the high end of the 6-8 text complexity band with a partner.	Analyze selected complex texts that are at the high end of the 6-8 text complexity band.

CEFR Levels (Common European Frame of Reference) Reading Explorer uses these guidelines:

MILESTONES	READABILITY	LEXILE	LEXILE MEASURES
Introductory	0-4	490	0L-850L = K-4
A	4-6	640	445L-1050L = 4-6
B	5-7	740	565L-1075L = 5-7
C	6-8	850	665L-1000L = 6-8

A1 - **Beginners level** - basic knowledge of the language, familiar everyday expressions and simple phrases

A2 - **Pre-Intermediate level** - familiar with frequently used expressions and conversation on routine matters

B1 - **Intermediate level** - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B2 - **Independent User (upper intermediate)** - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1 - **Advanced level** - Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

C2 - **Proficient User** - Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situation

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Additional resources for text complexity can be found at:

https://www.teachingchannel.org/videos/simplifying-text-complexity

One way to start thinking about matching text and reader is to begin with what you already have. So, take a text that you teach frequently. Now consider how you would make that text more complex by changing the tasks. This is one way that we dial up Text Complexity. We change the task not the text.

Gwendolyn Brooks, An African American Poet (7th-8th grade reading level)
Honest Abe infer and support the main idea of a passage (7th-8th grade reading level)
Inaugural Address by John F. Kennedy evaluate information, summarize, and identify and support a main idea (7th-8th grade reading level)
Labor Day Address--Barack Obama Speech infer and support the main idea of a passage (6th-8th grade)
Learn about Kenya infer and support the main idea of a passage(7th grade reading level)
Learning about the Solar System infer and support the main idea of a passage(7th grade reading level)
Pilsen--A Community Changes identify causes and effects (7th grade reading level)
Prairie Keepers infer and support the main idea of a passage(7th grade reading level)
Prairie Keepers with Multiple Choice Questions and Activities
Settlement infer and support the main idea of a passage (7th grade reading level)
Settlement with Multiple Choice Questions and Activities
Today's Telephone infer and support the main idea of a passage(7th grade reading level)
Bold Plans, Big Dreams, City Progress *identify and support the theme of a text* (8th grade reading level)
Changing the Ecosystem infer and support the main idea of a passage(8th grade reading level)
Changing the Ecosystem with Multiple Choice Questions and Activities
George Washington Carver (8th grade reading level)
Honest Abe infer and support the main idea of a passage (7th-8th grade reading level)

Inaugural Address by John F. Kennedy evaluate information, summarize, and identify and support a main idea (7th-8th grade reading level)

Middle School Resources:
https://middleschoolresources.shutterfly.com/pictures

Typical Reader Measures, by Grade

Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

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Common Core Literacy Standards - Writing			Content Topics/ Suggested Readings based on PARCC Framework % Third Quarter at a Glance
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. W.8.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).	W. 8.5 With some guidance and support from peers and adults, develop and strengthen 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 8). W.8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Beginning: Composition Practice 1 Units 5-7 (9 weeks) Reading Explorer Foundations and Level 1 Units 5-7 (9 weeks) Milestones Level Intro: Units 4A-5C (9 weeks) Milestones Level A: Unit 4, Ch.1 – Unit 5, Ch.1 (9 weeks) News ELA– Select relevant current event/topic Intermediate: Composition Practice 2 Units 5-7 (9 weeks) Milestones Level B: Unit 4, Ch.1 – Unit 5, Ch.1 (9 weeks) Reading Explorer Levels 1 and 2 Units 5-7 (9 weeks) News ELA- Select relevant current event/topic Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Advanced: Composition Practice 3 Units 5-7 (9 weeks) Milestones Level C: Unit 4, Ch.1 – Unit 5, Ch.1 (9 weeks) Reading Explorer Level 3 Units 5-7 (9 weeks) News ELA- Select relevant current event/topic Option: TNCore Unit – Sherlock Holmes Unit (4-6 Weeks) Strategies for teaching ELLS

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Writing Tasks 1 – Use in conjunction with Page 5 **Reading for Information #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.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Draw pictures with labels that reference specific details and supporting ideas in a text to answer text analysis questions using a text citation idea bank.	Produce complete sentences which answer text analysis questions and include specific references to the text using sentence stems and a text citation idea bank.	Produce short paragraphs which answer text analysis questions and include specific text citations and personal inferences drawn from the text following a model.	Produce 2-3 paragraphs with transitions which answer text analysis questions and refer to or include the most important, specific text citations and/or personal inferences drawn from the text using a template.	Produce a multiple- paragraph essay with transitions which answer text analysis questions and refer to or include the most important, specific text citations and/or personal inferences drawn from the text using a rubric.

Writing Tasks 2 – Use in conjunction with Page 6 **Reading for Information #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.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Make a timeline or mind map and draw and label pictures of key events in the text that show the significant details of the text and how they relate to the central idea using a key events/key points data bank.	Make a timeline or mind map and write out complete simple sentences that describe the significant details of the text and how they relate to the central idea using a key events/key points data bank.	Write a paragraph summarizing the text and sequentially organizing key events from the text using a key events/key points data bank that give significant details related to the central idea using a timeline or mind map.	Write a multi-paragraph summary of the text including key events or points about the central idea of the text and its supporting details with a timeline or mind map and with a partner.	Write a multi-paragraph summary which documents the development and possible shifts in the central idea as they occur over the course of the text using a timeline or mind map.

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Writing Tasks 3– Use in conjunction with Page 7 **Reading for Information #3**
Analyze how a text makes connections among and distinctions between individuals, ideas, or events
(e.g., through comparisons, analogies, or categories.)
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Match words to label individual ideas or events which are compared or categorized in the text to show how the text makes connections or distinctions, with a partner using a graphic organizer such as a Venn Diagram and an idea data bank.	Write simple sentences about individuals, ideas or events which are compared or categorized in the text to show how the text makes connections or distinctions, with a partner using a graphic organizer such as a Venn Diagram and an idea data bank.	Write complete, complex sentences which describe how the text makes connections among or distinctions between individuals, ideas or events which are compared or categorized in the text using a graphic organizer such as a Venn Diagram and an idea data bank.	Write a well-developed paragraph which details how the text compares, categorizes, and/or makes connections among and/or distinctions between individuals, ideas or events using a graphic organizer such as a Venn Diagram.	Write a multi- paragraph essay which analyzes how the text compares, categorizes, and/or makes connections among and or distinctions between individuals, ideas or events using a Venn Diagram.

Writing Tasks 4– Use in conjunction with Page 8 **Reading for Information #4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;
analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Create detailed vocabulary cards for highlighted words and phrases that are used in the text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts with a partner and a highlighted, annotated text.	Create a two column vocabulary/definition which gives examples of and calls for words and phrases in the text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts given a highlighted, annotated text.	Use the defined words and phrases to fill in a graphic organizer which gives examples of and explanations of analogies, figurative and connotative language, words which affect the tone, and/or give allusions to other texts given a highlighted, annotated text.	Highlight and annotate a text for vocabulary words and phrases which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts. Then fill in a graphic organizer which gives examples of and calls for examples and explanations of the items highlighted and annotated in the text by the student.	Highlight and annotate a text for vocabulary words and phrases in a text which are analogies, have figurative and connotative meanings, affect the tone, and/or give allusions to other texts. In the annotations, explain the highlighted words and phrases and, analyze the impact of and critique the author's specific word choices.

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Writing Tasks 5– Use in conjunction with Page 9 **Reading for Information #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.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Annotate a model paragraph in English and/or native language, to analyze in details the organizational structure of a paragraph. Then complete a graphic organizer which outlines the topic sentence, supporting detail sentences, and transitions used in developing and refining a key concept with a partner and L1 support.	Analyze in detail the organizational structure of a paragraph by completing a graphic organizer which outlines the topic sentence, supporting detail sentences and transitions used in developing and refining a key concept with a partner and L1 support.	Analyze in detail the organizational structure of a paragraph by composing a paragraph that includes a topic sentence, supporting detail sentences and transitions used in developing and refining a key concept using a graphic organizer.	Analyze in detail the organizational structure of a paragraph by composing multi-paragraph essay including topic sentences, supporting detail sentences and transitions used in developing and refining a key concept with a graphic organizer.	Analyze in detail the organizational structure of a paragraph by writing supporting detail sentences in developing and refining a key concept.

Writing Tasks 6– Use in conjunction with Page 10 **Reading for Information #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.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Show through pictures and labeling the point of view, purpose of the author, and ways the author deals with conflicting evidence or viewpoints that are displayed in or inferred from the original text with a partner using a word bank.	Show through pictures and complete sentences, the point of view, purpose of the author and ways the author deals with conflicting evidence or viewpoints that are displayed in or inferred from the original text using sentence frames.	Analyze the point of view or purpose of the author by filling out a graphic organizer with complete sentences that describe the following items displayed in or inferred from the original text (point of view, purpose, and author's responses to opposing viewpoints or conflicting evidence) following a teacher model.	Analyze the point of view or purpose of the author by filling out a graphic organizer with several complete sentences that describe the following items displayed in or inferred from the original text (point of view, purpose, and author's responses to opposing viewpoints or conflicting evidence) with a partner.	Analyze the point of view or purpose of the author and the impact of that purpose, by writing brief paragraphs that describe the author's point of view, author's purpose, examples of bias and underlying assumptions of a text and acknowledgements of the author towards opposing viewpoints or conflicting evidence.

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Writing Tasks 7– Use in conjunction with Page 11 **Reading for Information #7**
Analyze the point of view or purpose of the author and the impact of that purpose, by writing brief paragraphs that describe the author's point of view, author's purpose, examples of bias and underlying assumptions of a text and acknowledgements of the author towards opposing viewpoints or conflicting evidence.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Draw pictures and write to label the advantages and disadvantages of using different mediums to present a particular topic or idea given sentence stems and with L1 support.	Write a paragraph with simple sentences that evaluates the advantages and disadvantages of using different mediums to present a particular topic or idea using sentence stems and a model graphic organizer.	Write a paragraph with varied sentence structures that evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea using a model graphic organizer.	Write two paragraphs with appropriate transitions and varied sentence structures that evaluate the advantages and disadvantages or using different mediums to present a particular topic or idea using a model graphic organizer.	Write a comparison/contrast essay with appropriate transitions and varied sentence structures that evaluates the advantage and disadvantages of using different mediums to present a particular topic or idea using a graphic model organizer.

Writing Tasks 8– Use in conjunction with Page 12 **Reading for Information #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.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Respond to claims, reasoning, and evidence highlighted in an argumentative text by evaluating whether the claims, reasoning, and evidence are sufficient and relevant by completing sentence stems and working with a partner and using native-language support.	Respond to claims highlighted in an argumentative text by outlining claims, reasoning, and then evaluating the pros and cons with a partner and writing a list of reasons that explain the strengths deficiencies of the argumentative text in a graphic organizer.	Respond to claims in an argumentative text by outlining claims, reasoning, and evidence and then evaluating the pros and cons for each in complete sentences that explain the strengths, relevance and/or deficiencies of the argumentative text using a graphic organizer.	Respond to claims in an argumentative text by outlining claims, reasoning, and evidence and then evaluating the pros and cons for each in paragraphs that explain strengths, relevance, and/or deficiencies of the argumentative text using a graphic organizer.	Respond to claims in an argumentative text by writing a multi-paragraph essay outlining the claims, reasoning, and evidence of the text and then evaluating the pros and cons for each by explaining the strengths, relevance, and/or deficiencies of the argumentative text.

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Writing Tasks 9– Use in conjunction with Page13 **Reading for Information #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.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic by filling out a T- Chart while using an idea item bank with a partner and native language support.	Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic by filling out a T-Chart while using an idea item bank and by filling in blanks in sentence stems.	Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic by filling out a T-Chart and writing complete sentences while using an idea item bank.	Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic by filling out a T-Chart with an idea item bank and then writing a paragraph to summarize the differences.	Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic by filling out a T-Chart and then writing a multi-paragraph essay comparing and/or contrasting the differences.

Writing Tasks 10– Use in conjunction with Page 14 **Reading for Information #10**
Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic
by filling out a T-Chart and then writing a multi-paragraph essay comparing and/or contrasting the differences.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Create a digital portfolio of reports which showcase informational texts which have been read at the high end of grades 6-8 text complexity band independently and proficiently. Reports will include photos with labels, captions, and lists of descriptive adjectives. (Completed graphic supports with item banks, text analysis charts with item banks and other creative products may also be included).	Create a digital portfolio of reports which showcase informational texts which have been read at the high end of grades 6-8 text complexity band independently and proficiently. Reports will include photos with captions and descriptive sentences written in complete sentences. (Completed graphic supports and text analysis charts and other creative products may also be included).	Create a digital portfolio of reports which showcase informational texts which have been read at the high end of grades 6-8 text complexity band independently and proficiently. Reports will include photos with captions and short paragraphs. (Text analysis charts and other creative products may also be included).	Create a digital portfolio of reports which showcase informational texts which have been read at the high end of grades 6-8 text complexity band independently and proficiently. Reports will include well-developed paragraphs summarizing texts and infographics. (Other creative products may also be included).	Create a digital portfolio of reports which showcase informational texts which have been read at the high end of grades 6-8 text complexity band independently and proficiently. Reports will include multi-paragraphs and text analysis summaries. (Other creative products such as student-made infographics may also be included).

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Additional Instructional Resources

ELA UNITS Grades K-12 These units teach students to read complex informational or fictional texts critically and to respond through writing.

ADDITIONAL RESOURCES

- Appendix A to the Common Core State Standards for English Language Arts/Literacy
- Appendix B: Text Exemplars and Sample Performance Tasks
- Checklist for Evaluating Question Quality
- Common Core text complexity grade bands table
- Guide to Close Reading
- Guide to Creating Text-Dependent Questions
- Implementing the Common Core State Standards: A Primer on Close Reading of text
- Informational Text Qualitative Measures Rubric
- Literary Text Qualitative Measures Rubric
- Reader and Task Considerations Guide
- Supplement to Appendix A
- Text Placement Template
- ELA 6-8 Amelia Earhart
- ELA 6-8 Dust Bowl
- ELA 6-8 Eleven
- ELA 6-8 Roll of Thunder Ch. 12
- ELA 6-8 Roll of Thunder Ch. 9

Text Complexity Grades 6-8

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Literacy Strategies for Teaching in a Second Language, L2
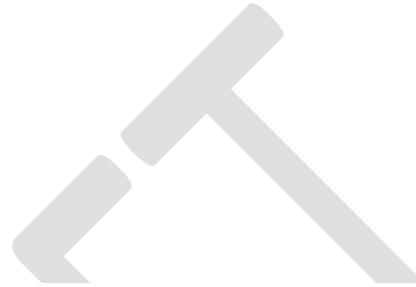
Pre Reading Strategies

- Assess students' background knowledge of the text
- Activate students' background knowledge of the text so students can connect that knowledge with what they will read in the text
- Provide students with the background knowledge needed to comprehend the upcoming text
- Discuss the author, story, or text type
- Consider visual illustrations, drawings, diagrams, or maps
- Predict text content
- Increase students' interest and to motivate students to read the text
- Clarify cultural information to help students to understand the text
- Make students aware of the purpose for reading
- Help students to navigate the type of text they will be reading
- Provide an opportunity for group or collaborative work
- Promote class discussion about the upcoming reading
- Teach skimming and scanning techniques
- Provide any language preparation needed to successfully read the text
- Highlight new vocabulary found in the text

During Reading Strategies

- Draw attention to word formation clues
- Read for specific pieces of information
- Distinguish between cognates and false cognates
- React to texts with summaries
- Make predictions
- Summarize text content
- Clarify and comprehend text content
- Identify and use visual reading aids
- Understand the story line / sequence of ideas
- Restate main ideas
- Interact with the text through directions and questions
- Understand the writer's purpose and intention
- Recognize the text structure and text organization
- Discover cross-cultural differences in reading
- Find the answers to pre-reading questions

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Post Reading Strategies

• Dramatize interviews based on the text
• Reenact the text
• Transfer the reading content to other types of written or spoken work
• Make connections
• Extend the reading experience
• Cement the learning from the pre-reading and during reading activities
• Lead students into a deeper analysis of the text or meaning of the reading
• Use information in classroom games
• Review target vocabulary words and structures
• Review critical questions and comprehension of the text

40 Ways to Read Like a Detective

40 Ways to Read Like a Detective: # 1

Strategy: Close Reading

Description: Close reading brings the text and the reader close together.
1. Read with a pencil in hand, and annotate the text. Mark the big ideas and skills.
2. Look for patterns in the things you've noticed about the text – repetitions, contradictions, similarities.
3. Ask questions about the patterns you've noticed – especially how and why.

Instructional Activity: One strategy for guiding students through a close reading is to have them look for instances where authors repeat a word or phrase, an image, or event. Choose a rich and worthy text. Follow the steps above to closely read portions of the text. (Teacher may also read aloud.) When you notice something that happens over and over again, stop and ask yourself: Why do you think the author repeats this word(s)? The answer will most likely tell you something about the character, the plot, or the theme.

Research/Resources:
How to Do a Close Reading, Patricia Kain, for the Writing Center at Harvard University
Notice & Note: Strategies for Close Reading, Beers & Probst
Reading for Understanding, RAND Education

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 2

Strategy: Collaborative Annotations (Say Something)

Description: Annotating is a writing-to-learn strategy experienced readers use to make sense of complex texts. It is an interactive process between the reader, text, and peers. This strategy provides students with time to grapple with the text and articulate their thoughts in writing prior to engaging in small and whole group discussion. The use of this strategy increases level of student engagement and classroom participation.

Instructional Activity: In groups of 3, students individually read and annotate a text using metacognitive sentence starters provided by the teacher to prompt thinking. (I think the author _____ because_____.) Students pass their annotated text to the person on the right. Each student responds to original reader's annotations. The next time the papers pass, each individual adds his/her notes to both of the previous readers' responses. This process engages students in one rich text multiple times and serves as a springboard for group dialogue.

Research/Resources: *Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension,* Carol Porter-O'Donnell

When Kids Can't Read, What Teachers Can Do, Kylene Beers

CCSS: Teacher sets the purpose for annotating

40 Ways to Read Like a Detective: #3

Strategy: Zoom In (See-Think-Wonder)

Description: This strategy focuses on looking closely at an image/text and making interpretations. Only portions of the image are revealed at a time, so each time, the student reassesses his or her interpretation in light of the new information. This strategy engages students with material in a way that seeing the whole image at once sometimes does not. It focuses on the importance of being open-minded and flexible enough to change your mind as new and conflicting information is revealed, thus making the original hypothesis no longer true.

Instructional Activity: Choose a text or an image. (Examples might be a section of a complex painting, a photograph, a historic document, graph, chart or poem.) Look closely at the small bit of image that is revealed. What do you see? Based on what you are seeing, what do you think it means? Reveal more of the image. What new things do you see? Does this change your hypothesis or interpretation? If so, how? Has the new information changed your previous ideas? Now, what are you wondering about that is not observable in the text or image? Continue the process of revealing and questioning until the entire image has been revealed. What other questions are you wondering about?

Research: *See, Think, Wonder,* www.artsintegration.com, Central Connecticut Writing Project
Making Thinking Visible, Ritchhart, Church, & Morrison

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 4

Strategy: Sustained Silent Reading

Description: Sustained Silent Reading develops fluent readers by providing time during the school day for students to select a book and read quietly. Hiebert & Reutzel, 2010, offer 4 conditions that improve the practice of silent reading in the classroom. 1) Student self-selection of reading materials. 2) Student engagement and time on task during silent reading time. 3) Accountability of students 4) Interactions among teachers and students around text.

Instructional Activity: With teacher guidance, students select a text that matches their ability level, is interesting and draws from a variety of genres and topics. 1) Students silently read the passage. 2) With a partner, discuss each passage. 3) Record 3 main ideas in the text or in your notes.

Note for teacher: Be a model for your students by reading during this time.

Research/Resources: *The Book Whisperer*, Donalyn Miller
Building Student Literacy Through Sustained Silent Reading, Steve Gardiner
Revisiting Silent Reading: New Directions for Teachers and Researchers, Hiebert & Reutzel
Website: *Literacy TA*

CCSS: R.CCR.1, 2; SL.CCR.1, 6

40 Ways to Read Like a Detective: # 5

Strategy: Think-Aloud

Description: A metacognitive practice that builds independence in reading. When you think aloud, you stop the reading from time to time and share how you're negotiating the text and constructing meaning. Think-alouds provide the opportunity for students to see how an expert reader returns to the text to understand more fully what is happening in the text. Think-alouds focused on texts use the processes of read alouds and shared readings.

Instructional Activity: 1) Choose a short section of text. 2) Select a few strategies (activating prior knowledge, predicting, visualizing, monitor comprehension, use fix-up strategies to address confusion and repair comprehension). 3) State your purpose for reading and tell the students to focus their attention on the strategies you are using. 4) Read the text aloud to students and model the chosen strategy as you read. 5) Have students annotate the text by underlining the words and phrases that helped you use a strategy. 6) Brainstorm what cues and strategies that were used. 7) Ask students to reflect on the strategies they are using and think about how they could be used in other reading or real life situations. 8) Follow-up lessons may be needed to reinforce the think-aloud strategy.

Research/Resources: *Improving Comprehension with Think-Aloud Strategies*, J. Wilhelm, Ph.D. *Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp www.readwritethink.org

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 6

Strategy: Read-Aloud

Description: A strategy that models reading for deep understanding of text. Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning within the text, about the text, and beyond the text (Fountas & Pinnell). Use read aloud to build vocabulary, build knowledge, understand story structure, teach the reading process in a meaningful context, model fluency, and motivate students to read. An additional part of the process of read aloud is for the teacher to provide opportunities for students to respond to the text.

Instructional Activity: Read Aloud can be used to begin a class.
The teacher chooses a poem that is above the instructional level of the average students in the class and is appropriate to their interests, developmental, social and emotional levels. Teacher previews and practices the selection. The teacher reads the selection fluently. This sets the tone for the class and provides a model of good writing for students. After reading, a brief discussion about vocabulary, phrases, and/or author's word choice that stood out to students can be discussed.

Research/Resources: *The Art of Slow Reading*, Thomas Newkirk
Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, Fountas & Pinnell
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

CCSS: SL.CCR.6

40 Ways to Read Like a Detective: # 7

Strategy: Making Inferences (Second Draft Reading)

Description: Reading complex texts require students to reread to move beyond surface-level comprehension to making inferences that are not literally found on the page. Reading closely, skilled readers can make inferences in a multitude of ways. Examples include: recognizing the antecedents for pronouns, using context clues, identifying intonation of words, recognizing author's biases, and so much more.

Instructional Activity: Teacher Models: 1) Following a first draft reading of a complex text, the teacher makes inferences in the margins. 2) The teacher explains how he/she used the text to make inferences and describes the different types of inferences skilled readers make using the text (Think-Aloud). Guided Practice: 3) During a second draft reading, students read a text and make inferences in the margins. 4) Students must be able to articulate how the inferences are drawn based on evidence in the text. 5) During a whole group discussion, students generate a list of what experienced readers do to make inferences. Independent Practice: 6) Students create bookmarks with prompts for making inferences.

Research/Resources:

When Kids Can't Read, What Teacher Can Do, Kylene Beers
Deeper Reading, Kelly Gallagher

CCSS: R.CCR.1, R.CCR.10

40 Ways to Read Like a Detective: #8

Strategy: Speak the Text

Description: Use a speech to analyze the impact of certain words, meaning, and tone.

Instructional Activity: Using a speech, have students insert line breaks anywhere they would naturally pause when speaking the text and underline or highlight words that should carry emphasis. Then, have students reconfigure the highlighted words and line breaks, thus placing emphasis in different places to see how it changes the tone of the text. Discuss the subtle differences when you change which words are emphasized. How do you think the speaker intended to deliver the speech?

Research/Resources:
http://mannerofspeaking.org/ (Click on Speech Analyses)
http://speakanddeliver.blogspot.com/

CCSS: R.CCR.4, L.CCR.3, SL.CCR.6

40 Ways to Read Like a Detective: # 9

Strategy: Skim, Scan, Peruse, or Browse

Description: Guide students in giving a text the once over before committing to it. Though concerns arise when students attempt to scan a text as a deep-reading *methodology*, the *task* of scanning a text to obtain the gist can certainly have value.

Instructional Activity: Select a text for students which has an obvious layout/organization which is approximately 1-2 pages long. Give students 2-3 minutes to skim through the text. Following this, have students break into small groups and discuss briefly their thoughts about the text. It is recommended that teachers avoid "reading check questions" (questions which ask students to look for discrete pieces of information) for this activity.

Research/Resources:
CCSS: Appendix A, pp. 7-8
Reading for Understanding, RAND Education

CCSS: R.CCR.10

40 Ways to Read Like a Detective: # 10

Strategy: Beyond "Right There" Questions

Description: The standards focus on students' ability to read closely to determine what a text says explicitly and to make logical inferences from it. Rather than asking students questions about their prior knowledge or experience, the standards expect students to wrestle with text-dependent questions. These questions can only be answered by referring explicitly back to the text.

Instructional Activity: Teacher creates text-dependent questions that ask students to:
- Analyze paragraphs, sentences, and words
- Investigate how meaning can be altered by changing key words
- Analyze arguments, ideas in informational texts, and key details in literary texts
- Question why the author choose to begin and end when they do
- Consider what the text leaves uncertain or unstated

Research/Resources:

http://www.achievethecore.org/ela-literacy-common-core/text-dependent-questions/

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 11

Strategy: Student-Generated Comprehension Questions

Description: Text-dependent questions keep reading and writing grounded in evidence from the text. These questions are typically generated by the teacher. Using this strategy, students take ownership of their learning by developing questions as they read the text closely.

Instructional Activity: 1) Choose an excerpt from a text that is complex and worthy of rereading. 2) The teacher reads the text aloud as students follow along. 3) Students reread the text silently and mark places where they are confused, have doubt, or wonder about something. 4) Ask students to reread the selection, stopping at the marked spots, and create a question. 5) Teacher collects and displays the questions. 6) In pairs, students look at the questions they find most important. 7) Students share out. 8) Teacher facilitates whole group discussion around the questions collected.

Research/Resources: *Questioning the Author,* Isabel L. Beck

Notice & Note: Strategies for Close Reading, Beers & Probst

Make Just One Change, Rothstein & Santana

CCSS: Teacher sets the purpose for annotating (evidence, structure, etc.)

40 Ways to Read Like a Detective: # 12

Strategy: Ask About It

Description: A number of researchers have argued and demonstrated that including discussion as part of a lesson leads to higher literacy performance. Giving students a chance to make inquiries of the text, the teacher, and each other can foster engagement and bolster literacy skills.

Instructional Activity: Have students read, view, or listen to a text. Ask them to write down, for later discussion, three focused questions relating to: 1) something they found confusing, 2) something that connects to another discipline or current event, and 3) something on which they want to hear someone else's view. Have students pose their questions to the class, making sure to ground them in the text itself, for a whole group discussion.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
What's the Big Idea, Jim Burke

CCSS: R.CCR.1, SL.CCR.1

40 Ways to Read Like a Detective: # 13

Strategy: Discuss It

Description: Ask students to answer thought-provoking, text-centered discussion questions. "High-quality discussion and exploration of ideas—not just the presentation of high-quality content by the teacher or text—are central to the developing understandings of readers and writers," (Applebee, Langer, Nystrand, & Gamoran, p. 688). One important factor to keep in mind when creating discussion questions is that questions must be *both* answerable and discussable; questions that have a "right answer" lose discussion power very quickly. Consider this question: What is going on in the first paragraph? Once a student correctly identifies the goings-on of the first paragraph, "discussion" stops. Now consider this question: Why do you think [character] decides to [action]? Discussion may go on and on because of various interpretations, rationales, and inferences.

Instructional Activity: Have students read silently for about 10 minutes. If the text is a narrative piece, begin the discussion with this question: Why do you think [character] decides to [action]; what evidence is there to support your response? If the text is informational, begin the discussion by asking this: To what degree does [topic/issue] impact the average [citizen/teen]; would the author agree with you?

Research/Resources: Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, Applebee, Langer, Nystrand, & Gamoran

CCSS: W.CCR.9, R.CCR.1, SL.CCR.1

40 Ways to Read Like a Detective: *# 14*

Strategy: Tentative Talk (Grand Conversations)

Description: Students engage in open-ended exchanges that allow them to build from one another's thoughts as they talk about text-related ideas. This helps teachers create scaffolded text-based discussions.

Instructional Activity: It is important to allow students to have informal discussions about text and their ideas. Teachers can scaffold discussions and return students back to the text by using questions such as: I am wondering if _____.; Can you share more about _____?; If what you said is true, then why would _____?

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Reading to Learn: Lessons from Exemplary Fourth-Grade Classrooms, Allington & Johnston

Grand Conversations: An Exploration of Meaning Construction in Literature Study Groups, *Research in the Teaching of English,* Eeds & Wells

CCSS: R.CCR.1, W.CCR.9, SL.CCR.1

40 Ways to Read Like a Detective: # 15

Strategy: Section It!

Description: This approach provides students with a structure for a text-based discussion. It provides questions readers can use to grapple with difficult text in a meaningful way. This strategy can be used with literary and informational texts.

Instructional Activity: Choose texts that incorporate complex ideas and concepts that will promote discussion and debate. Texts can include excerpts from opinion papers, newspaper articles, scientific reports, scholarly articles, personal essays, etc. Have students divide their paper into three or four sections and provide the headings for each that will frame the discussion. Invite students to read the selected text. After reading, students return to the text using the graphic organizer to guide their reading and later discussion. Some examples for sections might be: Ideas: What ideas do you think are the most important in the text? Importance: Why is this important in history? Opinion: In my opinion….. Student takes a position that is backed by examples and evidence. Identify: What passages in the text can you identify with and why? Teacher begins a discussion with the critical questions. Students engage in the discussion using their text-based evidence.

Research/Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison

Academic Conversations, Zwiers & Crawford

CCSS: R.CCR.1; SL.CCR.1,2,3,4

40 Ways to Read Like a Detective: # 16

Strategy: Summarize It!

Description: Summarizing is a strategy in which readers identify main ideas and supporting details, then organize and combine the ideas to allow the understanding of the text to unfold.

Instructional Activity: Students write a summary of material read using these steps:

1. Identify or select the main information
2. Delete trivial information
3. Delete redundant information; and
4. Write a short synopsis of the main and supporting information for each paragraph

Additional ways to write summaries include: using only one sentence, using an outline; locating and using the main idea in each paragraph; using graphic organizers such as GIST (Generating Interactions between Schemata and Text).

Research/Resources:
Writing to Read: Evidence for How Writing Can Improve Reading, Graham & Hebert
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

CCSS: R.CCR.2

40 Ways to Read Like a Detective: # 17

Strategy: Dictogloss

Description: Dictogloss is a strategy that improves students' knowledge of text structure and grammar within an authentic context (Van Patten, Inclezan, Salazar, & Farley). The collaborative nature of Dictogloss allows all learners, but especially second-language learners and striving readers, to examine an exemplary narrative passage and discover how the author created it.

Instructional Activity: Choose a rich, short, cohesive text. Read the text to the students once through at normal speed, students listen but don't write anything. Read the text again at normal speed, pausing after each sentence to give time for students to make brief notes. Then ask the students to expand their notes. Next, in pairs or groups, the students collaborate to produce their own version of what they heard. (The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible.) Pairs or groups then compare their texts with the original text in order to justify the differences between them.

Research/Resources:

Dictogloss: A Multi-Skill Task for Accuracy in Writing Through Cooperative Learning, K. Smith

Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners, Antonacci & O'Callaghan

Processing Instruction and Dictogloss. Foreign Language Annals, Van Patten, Inclezan, Salazar, & Farley

CCSS: R.CCR.2, 10

40 Ways to Read Like a Detective: # 18

Strategy: Notice

Description: Notice "the how" and contemplate "the why" in texts in order to dig deeply into author's craft.

Instructional Activity: More than cause-effect, have students notice how events, individuals, and ideas develop and then contemplate the why... why did the author choose to do it this way? Have your students complete this sentence three times after reading a text: "Notice how the author _____. I think the author did it this way because _____."

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
Notice & Note: Strategies for Close Reading, Beers & Probst

CCSS: R.CCR.3

40 Ways to Read Like a Detective: # 19

Strategy: Side by Side

Description: Compare two texts on the same topic.

Instructional Activity: Have students analyze how two texts address a similar theme or topic in order to build knowledge or to compare the approaches the authors take. Use the Top Hat graphic organizer.

Research/Resource:
Top Hat Graphic Organizer (available online)

CCSS: R.CCR.9, W.CCR.8

40 Ways to Read Like a Detective: # 20

Strategy: Writer's View (Map the Text)

Description: Using collaborative discussion to evaluate a writer's (or speaker's) viewpoint offers students an opportunity to practice speaking and listening skills while closely examining a text and offering text-dependent support of their arguments.

Instructional Activity: Select a short informational text for students to read (or listen to) silently. Ask students to note the ways in which the author conveys his/her point of view and annotate using the following steps: 1) Circle statements that reveal the author's viewpoint/opinion. 2) Draw arrows to statements that convey or support each circled viewpoint. 3) Next to each arrow, explain whether or not the opinion/stance is appropriately presented or supported (through the use of diction, figurative language, organization, etc.). After students have had time to read and annotate, have them break into small groups to discuss their annotations.

Research/Resources: *Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp
Applying Toulmin: Teaching logical reasoning and argumentative writing. *English Journal*, Rex, Thomas, & Engel

CCSS: R.CCR.6, R.CCR.8

40 Ways to Read Like a Detective: # 21

Strategy: Frame the Argument

Description: Frame the Argument serves as a scaffolding tool for students learning to read and write arguments using open ended sentence stems (language frames). Teachers provide students with language frames to guide and frame their thinking after reading an argument text or when preparing to write an argument.

Instructional Activity: Ask students to complete one of the following language frames:

- In discussions about _____, one issue has been_____. People who believe_____ claim that _____. On the other hand, those who believe_____ contend that_____. My own view is_____.

- When it comes to the topic of _____, most of us would agree that _____. Where this agreement ends, however, is on the question of _____. Whereas some are convinced that _____. Others maintain that _____. My own view is that_____.

Research/Resources: *Teaching Students to Read Like* Detectives, Fisher, Frey, & Lapp

The Art of Argumentation. *Science and Children,* Ross, Fisher, & Frey

CCSS: R.CCR.8, W.CCR.1

40 Ways to Read Like a Detective: # 22

Strategy: Is this Legit?

Description: For this strategy, students explore the evidence in a speech. One way in which teachers can help students understand how to support their own arguments is to have them explore the validity of the evidence that others use. Have students: 1) identify the evidence, 2) determine the type of evidence (logical, emotional, persuasive, etc.), and 3) discern the credibility of the evidence.

Instructional Activity: Find two audio recordings of speeches (of no more than 7 minutes each) wherein the speakers take opposing sides (e.g., presidential or gubernatorial debate). Ask students to just listen the first time through. As the speeches play a second time, ask students to take note of what evidence the speakers use to support their points. Following this, have students break into small groups to discuss the types of evidence used and to discern the credibility of the evidence.

Research/Resources:

CCSS: Appendix A

5 Things Every Teacher Should be Doing to Meet the Common Core State Standards, Eye on Education

CCSS: SL.CCR.3

40 Ways to Read Like a Detective: **# 23**

Strategy: Title It

Description: Remove the title and headings from a text, so students rely on the text only — without making any assumptions or superficial summaries of a text. Provide students with multiple opportunities to engage with the text prior to creating a title based on evidence in the text.

Instructional Activity: 1) Teacher chooses a rich text worthy of rereading and provides multiple opportunities for students to engage in the text. (Read Aloud, Read Silently, Rehearsal or Partner Reading, Chunking, and Annotating the Text) 2) Provide students with a double entry journal with pertinent phrases from the text that could unveil its title. 3) Students use the journal to take notes as they read. 4) Ask students to create a title for the text and write an explanation or rationale using evidence found in the text.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
Assessing Reading, J. Charles Alderson

CCSS: R.CCR.2

40 Ways to Read Like a Detective: # 24

Strategy: Headlines

Description: This strategy asks students to reflect and synthesize as they identify the big ideas and important themes in what they have been learning about in texts they are reading.

Instructional Activity: After students have read a text (literary or informational), ask them to consider the core ideas. 2) Write a headline for the topic or issue that captures an important aspect or core idea. 3) Students share the headline with a partner or small group, including the story and reasoning behind their choices. 4) Teacher creates a class collection of the headlines that documents the group's thinking.

Variation activity: Exploring Literary Themes with "Headlines"
1) Choose a rich literary text for students to read. 2) After reading, ask students to name songs from their mp3 players that would best capture a central theme from the novel they are reading, explaining and justifying their choices. 3) Class listens to the mix of song selections and reflects on how they portray the central theme.

Research / Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison

Action Strategies for Deepening Comprehension, J. Wilhelm, Ph.D.

CCSS: R.CCR.2

40 Ways to Read Like a Detective: # 25

Strategy: Paragraph Shuffle

Description: More than just putting the paragraphs in order, students reflect on the structure of a text by moving paragraphs around to notice the impact on the text as a whole.

Instructional Activity: Take a section of text, cut it apart, and have students reconstruct it in the same way the author wrote it. Then, shift paragraphs around. What happens to the overall effect (suspense, point of view, development of ideas)?

Research/Resources:

http://www.una.edu/writingcenter/programs-and-resources/writing-resources.html

CCSS: R.CCR.5

40 Ways to Read Like a Detective: # 26

Strategy: Sentence-Phrase-Word (Text Rendering)

Description: Sentence-Phrase-Word is a method of deconstructing text by strategically choosing a sentence, phrase, and word after careful analysis of the overall structure of the text. This practice serves as a formative assessment tool to determine how the students comprehend the text. The teacher can adjust discussion to ensure that misconceptions are quickly addressed, allowing more time for discussing the central ideas.

Instructional Activity: The teacher reads aloud as the students read/follow silently. Students reread the text silently and underline or highlight the following: 1) A sentence that they feel captures a central idea of the text and/or is meaningful to understanding the text. 2) A phrase that demonstrates powerful language - author's craft. 3) A single word the author chose that they found particularly effective. In small groups, students share, discuss, and record their choices. Students explain why they chose their sentences, phrases, and words. In a whole group discussion, reflect by identifying commonalities, differences, and what was not captured in their choices.

Research/Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison
Text Rendering Experience, National School Reform Faculty

CCSS: R.CCR.5

40 Ways to Read Like a Detective: # 27

Strategy: Table It

Description: Reading a text is one thing. Being able to understand, explain, and even utilize the information contained therein is another. Converting the data presented in prose allows students to read deeply for relevant information while exploring various methods of presenting an argument or message.

Instructional Activity: Ask students to find a text in which the author presents quantitative information primarily through prose. Pair students and have them share their resources with each other, ultimately choosing one text with which to work. Working together, they should decide how best to present the quantitative information tabularly (i.e., what sort of table, diagram, or other graphic to use). After completing this, have students briefly present their conversion to the rest of the class, justifying their choice of graphic (how it adds to the understanding of the information being presented).

Research/Resources:
The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures, Dona Wong

CCSS: R.CCR.7, SL.CCR.5

40 Ways to Read Like a Detective: # 28

Strategy: Present It

Description: One of the best and easiest ways in which teachers can integrate Common Core Speaking and Listening Standards and encourage students to read deeply is to set aside time for students to give presentations on various topics throughout the school year.

Instructional Activity: Ask students to select topics of their choosing which are relevant to current local, national, or global events. Students will choose, explore, and synthesize a minimum of five credible sources (preferably from varying media) pertaining to their chosen topics. Have students prepare presentations (of at least five minutes) on the topics in which they 1) explain the topic, 2) synthesize resources, 3) offer their own points of view, 4) utilize technology to enhance their presentations, and 5) knowledgably answer questions from the audience.

Research/Resources: *Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp
Well Spoken: Teaching Speaking to All Students, Erik Palmer

CCSS: W.CCR.2, W.CCR.6, SL.CCR.4

40 Ways to Read Like a Detective: # 29

Strategy: Mode Translation (Text Reformulation)

Description: Various researchers have asserted that the skill of translating one form of text into another (e.g., translating poetry into painting) is the most valuable skill that students can learn because they must delve deeply into the text and fully understand all aspects of it before they are able to properly reformulate (or "translate") it.

Instructional Activity: First, choose a pair of texts of which one is a reformulation/translation of the other. For example, *The Lady of Shallot* (poem by Tennyson and two paintings by Waterhouse). Have students examine and discuss the texts. After students have had an adequate amount of time to explore the example, have them try it out. Give the students a short prose piece and ask them to translate/ reformulate the text. They should be allowed to choose the reformulation mode (e.g., pictures, song, music, dance, etc.). In elementary grades, students could discuss the connection between the story and its illustrations. Also, elementary students could create their own illustrations to add to the meaning of a story.

Research/Resources:
Media Education: Literacy, Learning and Contemporary Culture, David Buckingham
When Kids Can't Read, What Teachers Can Do, Kylene Beers
Pictures & Words Together, Paul Johnson

CCSS: R.CCR.7, W.CCR.9

40 Ways to Read Like a Detective: # 30

Strategy: Recast Your Text (Story Recycling)

Description: Recasting your text is a strategy in which students transform a text into a different genre. Students can turn informational texts into narratives, speeches into editorials, or short stories into picture books.

Instructional Activity: After students have a strong grasp on the overall meaning of the text, ask students to convert it into another genre. The new text should reflect the author's point of view and intent of the original text. Recasting requires students to read for a purpose; to identify important details (main idea, relationships, or sequencing) that will inform how to write the new text in a different genre.

Research/Resources:

When Kids Can't Read, What Teachers Can Do, Kylene Beers

40 Things to Do with a Text, Braham & Gaughan

Recasting the Text, Claggett, Reid, & Vinz

CCSS: R.CCR.6

40 Ways to Read Like a Detective: # 31

Strategy: Media vs. Media

Description: Evaluating and integrating the message presented in various media allows students to explore and analyze the ways in which authors present their messages, as well as investigate the advantages and limitations of various media formats.

Instructional Activity: Identify a topic for consideration which is fairly arguable. Select three informational texts which explore the issue: 1) newspaper/magazine article, 2) short video clip, and 3) political cartoon. Have students read/view each piece, asking them to annotate and question the text. Once they have finished going through the three texts, have students transfer their annotations/thoughts to a three-column graphic organizer. Finally, ask students to either write a comparative analysis, write a speech integrating the information, or hold a critical discussion on the ways in which messages are conveyed through different media.

Research/Resources:
Reading the Media: Media Literacy in High School English, Renee Hobbs
Media Education: Literacy, Learning and Contemporary Culture, David Buckingham
Literacy in the New Media Age, Gunther Kress

CCSS: R.CCR.9, W.CCR.8

40 Ways to Read Like a Detective: # 32

Strategy: Interview Me

Description: Having students generate interview questions for a person mentioned in a text assists them in exploring what is left unsaid in the piece and requires them to read deeply in order to determine the role, knowledge base, and bias of the person being "interviewed".

Instructional Activity: Select a short informational text wherein a topic of some debate is being explored/discussed (e.g., a newspaper article about a community issue or a magazine article about genetic testing). Ask students to read the piece silently, annotating the text as they read. Remind students to keep their purpose in mind as they read; annotations should indicate or lead to future questions. Once they have finished, ask them to pair with another student, share their annotations with each other, and create 5-7 interview questions. Following this, have students form small groups to share and justify their choices.

Research/Resources:

Beyond Question: Learning the Art of the Interview, Nankani & Ojalvo

What's the Big Idea, Jim Burke

CCSS: W.CCR.4

40 Ways to Read Like a Detective: # 33

Strategy: Letter to the Editor

Description: One way to make a text relevant for students is to have them respond to it. Providing an audience other than the teacher or the rest of the class allows students to adapt to various audiences and affords them a bit of novelty in their writing tasks.

Instructional Activity: Have students read through various articles from a local newspaper. After reading and annotating them, students should choose one to which they will respond. Have students compose a letter to the editor (of the same newspaper from which the article came) according to the editor's guidelines in which they either 1) address and explain flaws and fallacies or 2) summarize and emphasize strengths and well-supported points in the original article. Elementary students should include their own opinions on the topic, supporting a point of view with reasons and information.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
Fifty Alternatives to the Book Report. *The English Journal*, Diana Mitchell

CCSS: W.CCR.1

40 Ways to Read Like a Detective: # 34

Strategy: Problem Finding

Description: Students look for anomalies and gaps in the text. Problem finding has students question the text in a personal way which assists when writing a thesis statement and learning to defend it. It is an essential part of slow reading.

Instructional Activity: Students read closely to create *problem questions*—questions that might not have answers but create deeper thinking and richer insights. They pose possible answers to the questions they have created or exchange with peers.
Why do you think the author chose not to _____?

Research/Resources: *The Art of Slow Reading*, Thomas Newkirk
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
The Creative Vision, Getzels & Csikszentmihalyi

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 35

Strategy: Step Inside (Circle of Viewpoints)

Description: This strategy helps students consider other people's viewpoints and perspectives around a topic in a text. It requires students to solely rely on information found in the text without making text-to-self connections. Stepping inside a person, character, or object, students analyze how point of view shapes understanding of events in a text.

Instructional Activity: Choose a person, character, or object (personifying it) in a text you are reading. Place yourself within the event or situation to view things from that perspective. Some questions to consider include: What do you now observe? What now do you know to be true? What do you now question?

Ask students to provide evidence from the text to substantiate their responses.

Research/Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison
Action Strategies for Deepening Comprehension, J. Wilhelm, Ph.D.
Circle of Viewpoints. *Visible Thinking*, Harvard Project Zero

CCSS: R.CCR.3, R.CCR.6

40 Ways to Read Like a Detective: # 36

Strategy: Self Discovery

Description: Themes and topics uncovered in literary texts often connect to real life events and experiences. When a topic surfaces that is of interest to the students, let them conduct research in and outside of class. The intent is to provide students with time to investigate details, articulate initial ideas with new understandings, and to determine a focus for further inquiry about the topic.

Instructional Activity: As students read have them keep a journal of possible research topics. These topics are generated by students based on interest and inspired by texts they have read. On designated days, teachers allow students to review their journals and choose a topic that they would like to investigate further. Students may also fill out a graphic organizer called "I'd Like to Know More About...". As data is collected, students begin to narrow their focus of inquiry. At the elementary level, students can write or draw questions and topics on index cards and store in a recipe box.

Research/Resources:

Write Like This, Teaching Real-World Writing Through Modeling and Mentor Texts, Kelly Gallagher
Inquiry Circles in Action, Harvey & Daniels

CCSS: W.CCR.7

40 Ways to Read Like a Detective: # 37

Strategy: Grammar in Context

Description: Teaching grammar instruction in the context of the writing process improves fluency and comprehension (Graham & Hebert).

Instructional Activity: Using Mentor Texts to Teach Sentence Combining
1) Choose a rich piece of writing (mentor text). 2) Have students highlight or circle how the author uses punctuation to combine sentences and phrases. 3) Analyze the types of sentences the author uses. (Are they simple, compound, complex, compound-complex?) 4) Using a piece of their own writing, students note and annotate their use of punctuation for effect and combine sentences.
This activity could be repeated, highlighting other areas of need. Teachers choose mentor texts that provide excellent examples of grammatical concepts, study and discuss the mentor text as a model, and have students practice with their own writing.

Research/Resources: *Writing to Read: Evidence for How Writing Can Improve Reading.* A Carnegie Corporation Time to Act Report, Graham & Hebert
Grammar to Enrich and Enhance Instruction, Constance Weaver

CCSS: L.CCR.1-3, W.CCR.5

40 Ways to Read Like a Detective: # 38

Strategy: Text Impressions

Description: This strategy helps students become familiar with discipline specific vocabulary (Tier 3 Words) by reading words and phrases the teacher strategically chooses from the text they are about to read. Students use the words and phrases to make predictions. Text Impressions help students stay grounded in the text before, during, and after reading and uses informational texts only.

Instructional Activity: 1) Teacher makes a list of 8-10 words that are integral to the meaning of the text. (List words in the order they appear in the text.) 2) Students write a summary based on their predictions using all the words listed. 3) Then, ask students to "think silently" as they read, making comparisons with the reading and their initial predictions. 4) Engage students in a whole class discussion identifying similarities and differences with the text and their predictions. 5) Ask students to write a new summary, using the same list of words, sequencing the events described in the text.

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Journal of Reading, McGinley & Denner

CCSS: R.CCR.4

40 Ways to Read Like a Detective: # 39

Strategy: Academic Vocabulary—Elementary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS: Appendix A, 33)

Instructional Activity: Teacher chooses a rich text and selects the Tier Two words. Refer to the rubric to determine which ones to teach. Now, follow this sequence: Read the text. Contextualize the word within the story. Have students say the word. Provide a student-friendly explanation of the word. Present examples of the word in contexts different from the story context. Engage students in activities that get them to interact with the words. Have students say the word.

Research/Resources: *Academic Vocabulary Rubric* (available on the ELA Resources LiveBinder)
CCSS: Appendix A: Vocabulary
Bringing Words to Life, Beck, McKeown, & Kucan

CCSS: R.CCR.4, L.CCR.4, L.CCR.6

40 Ways to Read Like a Detective: # 40

Strategy: Academic Vocabulary—Secondary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS: Appendix A, 33)

Instructional Activity: Relationships among words: Teacher chooses a rich text and selects 5-10 Tier Two words. Develop definitions for the words. Then, pair the words in a question format, so students have to consider how meanings interact in order to respond to the question. For example: Would you *suppress* a *profound* thought? Even though this can be answered with *yes* or *no*, accept either as long as it can be justified. By making these connections, students are better able to derive meaning from the contexts in which the words are used.

Research/Resources: *Academic Vocabulary Rubric* (available on the ELA Resources LiveBinder)
CCSS: Appendix A: Vocabulary
Bringing Words to Life, Beck, McKeown, & Kucan

CCSS: R.CCR.4, L.CCR.4, L.CCR.6

Making Annotations: A User's Guide

As you work with your text, consider all of the ways that you can connect with what you are reading. Here are some suggestions that will help you with your annotations:

- Define words or slang; make the words real with examples from your experiences; explore why the author would have used a particular word or phrase.

- Make connections to other parts of the book. Feel free to use direct quotes from the book.

- Make connections to other texts you have read or seen, including:
  o Movies
  o Comic books/graphic novels
  o News events
  o Other books, stories, plays, songs, or poems

- Draw a picture when a visual connection is appropriate.

- Re-write, paraphrase, or summarize a particularly difficult passage or moment.

- Make meaningful connections to your own life experiences.

- Describe a new perspective you may now have.

- Explain the historical context or traditions/social customs that are used in the passage.

- Offer an analysis or interpretation of what is happening in the text.

- Point out and discuss literary techniques that the author is using.