

LA-TPN Reading with a Question in Mind

GRADES

6 - 12

DISCIPLINE

Reading

COURSE

 **All**

PACING


SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>ACTIVE READING > QUESTIONING: Ability to answer an essential question by closely inspecting a text, making sure to draw upon evidence from the text to respond to the question.</p>	<p>LA-TPN READING WITH A QUESTION IN MIND</p> <p>Part One: We are going to re-read the text, this time with a big question in mind that needs to be answered using the text. Before today, we read the text together and you marked up the text with annotations. Now, we are going to closely inspect the text, constantly thinking of the BIG question. The first thing you will do is to write the BIG question on your Reading with a Question in Mind handout. As we read, put a star next to at least 3 phrases or sentences that will help you to answer the BIG question.</p> <p>Part Two: After the text is read aloud and you have marked your text with the stars, you are going to work with a partner to write what the text says to help you answer your question, looking back at where you marked stars during the reading. In the adjacent box, write your rationale for using that information. Lastly, write your final answer to the question at the bottom of the handout.</p> <p>Be prepared to discuss your choices and rationale with the class.</p>	<p>Work that Meets Expectations:</p> <ul style="list-style-type: none"> • Student has selected at least 3 pieces of evidence from the text to answer the question • Information from the text is reasonable and strong • Rationale for using the selected is accurate and aligns with the question • The final response to the question is indicative of sound reasoning and makes a connection to the text • Student is willing to participate in a class discussion and share ideas <p>Work that falls below Expectations:</p> <ul style="list-style-type: none"> • Student selects only 1 or 2 pieces of evidence from the text to answer the question • Information from the text is weak and is disconnected from the question • The final response to the question is not sufficient and/or does not directly connect to the text • Student does not participate in a class discussion and is reluctant to share ideas 	<p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Handout: Reading with a Question in Mind 2. Chart paper (or Promethean/Smart Board) 3. Short, complex text appropriate for the grade level <p>Prior to the lesson, assign each student a partner. Seat partners adjacent to each other.</p> <p>Deliver part one of the task prompt to the students, stressing the importance of closely inspecting what the text says. Inform them that good readers make inferences from the text while they read. Prompt students to follow along closely as you read the text aloud. When the reading is complete, deliver part 2 of the task prompt. Permit students to work with their partners for 15 minutes. When time is up, prompt students to mark their final answer to the question on their handouts. Allow at least 5 minutes for students to finalize their responses.</p> <p>Discussion</p> <p>Use an anchor chart (or Smart Board) during the discussion to chart student responses. Create a class chart that resembles the handout. Begin the discussion by asking several students for their first piece of evidence from the text, also asking them to share their rationale for using that information. After each idea is shared, ask the class if anyone would like to add on. Ask the class if anyone disagrees or had information to contradict what the speaker has stated, reminding them to be courteous and respectful of their classmates. Keep charting and asking these questions until at least 10 ideas are represented on the class chart. As a class, assemble 2 responses to the BIG question together.</p> <p>Forming the BIG Question</p> <ul style="list-style-type: none"> • If this mini-task is implemented during LDC module instruction, the BIG question can be the same essential question attached to the teaching task. At the end of the discussion, ask students how answering the question helps them respond to the complete teaching task. • If this is presented as a stand-alone mini-task, form a question that, when answered, would contribute to understanding the author's purpose, point of view, or central idea of the text. • Make sure that the question can be reasonably answered solely by reading and comprehending the text provided to students. <p>Accommodations/Modifications/Supports for English Language Learners</p> <p>Model, modify, repeat directions; assign preferential partner; extended time; assign peer tutor; individualized instruction; reduce the number of</p>

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				<p>evidences from the text. Provide struggling learners or ELL with a shorter, excerpted version of the text; for moderate to severe learners, present a text similar in content but with a reduced lexile level; permit ELLs to use a word-to-word dictionary</p> <p>Standards:</p> <p>RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.3 : Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>SL.11-12.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Additional Attachments:</p> <p> Reading With a Question in Mind Handout</p>

by Shelia D. Banks