

LA-TPN Active Reading Quote-Reaction Chart

GRADES

6 - 12

DISCIPLINE



COURSE

Remedial/Transitional ELA; Intervention; Any course where students have difficult connecting to content

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
10 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing; Ability to articulate specific reaction to selected material (thoughts, questions, connections, etc)</p>	<p>LA-TPN ACTIVE READING QUOTE-REACTION CHART</p> <p>As you read, complete a Quotation/Reaction chart by selecting specific sentences/phrases from the text and noting your reaction to it (comment, thought, question, etc). Be prepared to share your selections with the group as well as what made them meaningful to you.</p> <p><i>*Students can be asked to pull text that meets a set purpose, can be used to answer a question posed, or simply something meaningful or interesting to the student</i></p>	<p>Exemplary student work will demonstrate that the student can:</p> <ul style="list-style-type: none"> Select specific sections, quotations, data from a given reading Communicate a thoughtful, relevant comment, question, connection, etc. in writing <p>Student needs further support if work shows that student:</p> <ul style="list-style-type: none"> is unable to select specific areas that prompt further thought is unable to communicate the reason why text was selected or make a thoughtful and relevant comment, question, connection, etc. 	<p><i>*This can be used on its own or as a scaffold for students who still have trouble making meaningful annotations while reading.</i></p> <ol style="list-style-type: none"> Teacher will first demonstrate how to set up the quotation/reaction chart on the page. Teacher should briefly model how to fill it out by reading the first section of the selected text, pinpointing an area that was meaningful to the teacher and writing it on the left with quotation marks. Then write out the specific question, connection, comment, etc. you had as you read it. Invite students to do the same thing in the next chunk of text while you read aloud. Have students share aloud in pairs or groups the specific text selected and the reaction to it. Encourage all efforts here and redirect students who may not have grasped how to go forward. Allow students continue reading independently and continue filling in their chart. <i>(Optional: Set a minimum number of quotes that should be reacted to by the end of the reading depending on how long the reading is. One or two may be more than enough, as it can be time consuming.)</i> <p><i>* Strategy from "50 Readerizers: Graphic Organizers for Teaching Reading". Article used was "Teens are in No Rush to Drive", adapted from "The Washington Post" in "Texts and Lessons for Content-Area Reading."</i></p>

PACING

SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

Standards:

RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.10 : By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

Additional Attachments:

 **Quotation/Reaction Graphic Organizer (if needed in printable form for differentiation)**



 **Quote Reaction Chart Example (1).pdf**



 **Q and R SW 1.pdf**



 **Q and R SW 2.pdf**



 **Q and R SW 3.pdf**



 **Article- Teens are in No Rush to Drive.pdf**

by Kimberly Eckert