**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Strategy/Lesson Suggestions**

**Read, Rate, Reread**

1. Assign text to be read in class. Ask students to rate their understanding of

their reading on a scale from 1 to 10 and to list any questions they have

about their reading.

2. Direct students to reread the text and rate their understanding again.

Have them indicate which earlier questions they can now answer.

3. Ask students to work in groups of two or three to discuss any unanswered

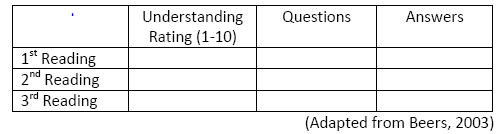
questions they still have. Students who answer the questions should

indicate the portion of the text that led them to their answer.

4. Ask students to read the text for a third time and rate their understanding

of the passage one last time.

5. Discuss any remaining questions with the entire class

**

**Strong Evidence Graphic.**

This strategy provides students a way to organize their thinking as they identify the central idea and the evidence to support the central idea. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. Students can mark the

text as they read to guide their thinking. Students may use text features such as headings, bold words, and graphs. Students may also note repeated ideas/words or images. Students must use only the strongest pieces of evidence to uphold the central idea. Teachers need to model this process through think-alouds and guided practice. Model for the students how to fill

out the graphic organizer. Place the evidence on the "muscles" which should support or "hold up" the central idea (barbell). When students begin this process, the teacher can provide a central idea and or pieces of evidence. As students become more proficient they can complete the entire organizer independently.

**Assessment FOR Learning Suggestions**

**Formative Assessment Tip.**

Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a

watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.

1. Students write a summary or essay that cites the textual evidence that

most strongly supports an analysis of what the text says explicitly as

well as inferences drawn from the text. Aligned assessment and

feedback of writing products can move learning forward with regards

to writing skill, language acquisition, and reading comprehension.

2. Students answer and receive feedback on text dependent questions.

3. Students engage in a variety of discussions &/or Socratic questioning

to display competency with regards to this standards. Aligned

assessment and feedback of speaking and listening skills also promote

growth is this area.

4. Students prepare a visual representation illustrating and citing the

textual evidence that most strongly supports an analysis of what the

text says explicitly as well as inferences that may be drawn.

5. Students engage in formal and informal presentations of a variety of

products outlined above. Aligned assessment and feedback of

speaking and listening skills during presentations also promote growth

is this area.

**Formative Assessment Tip.**

*Responding to the “I don’t know.”*

If a student responds to a classroom discussion question with a simple “I

don’t know”, the teacher can respond with “I will get back to you”. Then a

few other students are asked to respond to the same question. After several

responses are shared, the teacher returns to the original student and asks

him/her which response they agree with the most and why (Wiliam, 2011)**.**

**References:**

Beers, K. (2003). *When Kids Can't Read What Teachers Can Do*. Portsmouth: Heinemann.

Vaughn, J. L., & Estes, T. H. (1986). *Reading and reasoning beyond the primary grades.* Boston, MA: Allyn & Bacon.

Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

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