



Grade 6	Grade 7	Grade 8
<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.1</b> Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.2</b> 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.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.2</b> Provide a summary of the text distinct from personal opinions or judgments.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.2c</b> Create an objective summary of a text.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.2c</b> Provide/create an objective summary of a text.</li> </ul>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• Use a sequence chart to record events as they happen in a story, poem or drama.</li> <li>• Use system of least prompts as needed to provide feedback.</li> </ul> <p><b>Discuss to Understand</b></p> <p><b>Teach using Word Splash</b></p> <ul style="list-style-type: none"> <li>• Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification.</li> <li>• Type or write, then copy for individual students or small groups.</li> <li>• Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. Allow students to make predictions about the central idea of the text in their groups.</li> </ul>		



- Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small groups.

**One Sentence Paraphrase (1SP).**

1. Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.
2. Read the first paragraph with the class. Cover the paragraph. Ask students to write **one** sentence that reflects their understanding of the paragraph.
3. Share several sentences, looking for similarities and differences.
4. Read the next paragraph and continue the process.

**Model to Understand**

Model the following summarizing steps:

1. Go through the passage and delete trivial or unnecessary material.
2. Delete redundant or repeated material.
3. Model how to substitute terms for lists (i.e., substitute flowers for daisies, tulips, and roses).
4. Model how to create a one sentence summary based on the steps 1-3.
5. Teach students to make notes in the margins (i.e., questions for discussion or future thinking, notes to identify important information, comments about content); notes can be on sticky notes if writing in the book is not appropriate.

**Suggested Supports and Scaffolds:**

- Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary)
- Sentence strips that summarize the beginning, middle, and end of the text for sequence
- Sample text and three proposed summaries
- Read aloud texts
- Interactive white board
- Sentence strips that reflect key details about the topic
- Videos or story boards/cards of the story for visual supports.
- Graphic organizers
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter containing the same key information
- Peer support, collaborative grouping
- Picture icons on graphic organizers to support non-readers and visual learners



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<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.1</b> Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.1</b> Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.1</b> Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.1</b> Use textual evidence to support inferences.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.1</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</li> <li>• <b>LC.RI.7.9a</b> Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.1a</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</li> <li>• <b>LC.RI.8.1b</b> Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</li> </ul>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• Teach students to make inferences using an "It Says, I Say, And So" Graphic Organizer "It Says – I Say – And so..."</li> <li>• First the students have to find out what the reading says.</li> <li>• Next they find information from the text that will help answer the question.</li> <li>• Then they add, in their own words, their thoughts about what the reading says.</li> </ul>		



- Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.
- Use a graphic organizer to record evidence or make connections among pieces of information.
- Use system of least prompts as needed to provide feedback.

#### **Discuss to Understand**

- Break students into small groups to discuss connections between texts, summaries or conclusions. Questions might include:
  - What is this book really about? In one or two sentences, can you summarize the book? What is the author trying to teach you? What have you learned?
- **Think, Pair, Share:** Provide students with an inference, opinion, or conclusion. Ask students to individually find the strongest piece of evidence from the text to support the inference, summary, or conclusion. Then, the student meets with a peer to share their findings. After the pairs share, a couple teams can share with the rest of the class.
- **Prediction:** While presenting a text, stop to have students make a prediction.

#### **Model to Understand**

- Model making inferences, summaries, and conclusions as you read an informational text aloud.
- Teach using the think- aloud strategy.

#### **Suggested Supports and Scaffolds:**

- Use picture/object/tactile representations to illustrate important events or details of events in the text
- Sentence strips that reflect evidence about the topic
- Use multi-media as a means for presenting information.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Teach using meaningful content from a variety of mediums (e.g., internet)
- Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.
- Read aloud texts
- Highlighted information within the text
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter containing the same key information



- Peer support, collaborative grouping
- Picture icons on graphic organizers to support non-readers and visual learners



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<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.1</b> Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.3a</b> Identify key individuals, events, or ideas in a text.</li> <li>• <b>LC.RI.6.3b</b> Determine how key individuals, events, or ideas are introduced in a text.</li> <li>• <b>LC.RI.6.3c</b> Determine how key individuals, events, or ideas are illustrated in a text.</li> <li>• <b>LC.RI.6.3d</b> Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ul>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• <b>Biography Posters:</b> Students can present information they learned about a key individual by creating a biography poster. Within the poster, students can draw a picture of the figure, and</li> </ul>		



then create symbols around the picture to show various aspects of the person's life. Specifically, students should describe how key individuals are introduced in a text, how they are illustrated in a text, and how they are elaborated upon in a text. Students can also analyze how individuals interact with other individuals, events, or how individuals influence ideas or events.

- **Time Lines:** Individually, in pairs, or with the whole class, students can draw a timeline to record important events in history or important milestones in a well-known person's life. Students can create multiple timelines of the same historical period to compare the influence of one thing on something else (e.g. timeline of important events of the Civil Rights movement and a timeline of historical Civil Rights legislature that was passed as a result).

#### Discuss to Understand

- **Socratic Seminar:** To encourage students to think more deeply about texts, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about a specific individual, event, or idea from the text. These questions should go beyond literal (who, what, when, where) questions and should begin to ask children to delve deeper about the topic (how and why). Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
- **Oral Reports:** After learning about key individuals, events, or ideas, students can prepare an oral report about the topic. Students should consider how key individuals are introduced in a text, how they are illustrated in a text, and how they are elaborated upon in a text. Students can also analyze how individuals interact with other individuals, events, or how individuals influence ideas or events. Students should consider the audience (e.g. classmates) when making the report. Then, based on the information learned, students can deliver their informational report to classmates.

#### Model to Understand

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself. During this Think Aloud, teachers should specifically address how individuals interact with other individuals, events, or how individuals influence ideas or events.

#### Suggested Supports and Scaffolds:

- Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters
- Blank timelines
- Various informational Texts
- Interactive White Board
- Peer support, collaborative grouping



- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeated exposure to content and strategies
- Read aloud texts
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Color coded text
- Simpler or shorter text of the same content with the same key events or details



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<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li><b>LC.RI.7.2a</b> Determine the central idea of a text.</li> <li><b>LC.RI.7.2b</b> Analyze the development of the central idea over the course of the text.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li><b>LC.RI.8.2a</b> Determine two or more central ideas in a text.</li> <li><b>LC.RI.8.2b</b> Analyze the development of the central ideas over the course of the text.</li> </ul>

**Suggested Instructional Strategies:**

**Write to Understand**

- **Sketch-to-Stretch:** Sketch-to-stretch is a way for students to capture the central idea through drawing. After the students have completed reading an informational text, they can draw a visual representation about the central idea the author is trying to convey. They can use examples and details from the text to inform their drawings.
- 'Information Coding:': Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text. The coding system might look something like this:

Code Meaning

CI I think this is the Central Idea

\*\*\* This part supports the central idea.

**Discuss to Understand**

- **Determining the Central Idea:** As students read particular sections of text—or, after reading a text—ask a series of questions to help students determine the central idea. The teacher can help facilitate this by asking questions such as:
  - What is this informational text really about?
  - What do you think the author wants you to learn from this book?



- How does the author support this central idea in each chapter/section?
- Are there more than one central ideas in this text? If so, what are they?

**Model to Understand**

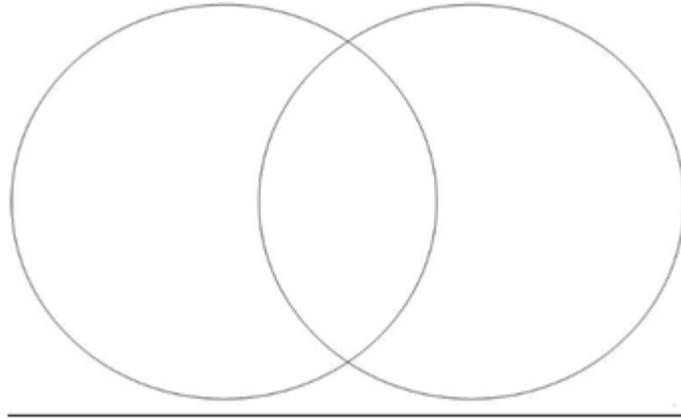
- **Think Aloud:** To model determining a central idea, a teacher should read aloud an informational text. Then, at the end of the text, the teacher should demonstrate what he/she believes the central idea to be. As the teacher continues reading, the teacher can highlight sections in the text that support the central idea over time.

**Suggested Supports and Scaffolds:**

- Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise
- Various informational Texts
- Interactive White Board
- Graphic Organizers
- Individual copies of informational texts for each student
- Informational coding sheet for each student
- Read aloud texts
- Deliver content using multi-media
- Preview of the text, illustrations, and details, frontloading
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text with the same key events or details



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<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• <b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.6</b> 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.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.5.6</b> Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</li> <li>• <b>LC.RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.6</b> 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.</li> </ul>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• <b>Informational Venn Diagrams:</b> For texts that have different points of view, determine how the points of view are similar and how they are different using a Venn Diagram. Within the left circle, record one point of view. Within the right circle, record the second point of view. In the middle write how both points of view are similar.</li> </ul>		



- **Cubes:** Students can create cubes to examine multiple points of view in a historical or scientific text. First, students and teachers can choose a topic related to a social studies or science theme. In small groups, or on concurrent days, students can examine the topic from different perspectives on different days. On each day, they write about the perspective on one sheet of paper. After examining six different perspectives, the students can tape the perspectives together to make a cube. For example, if a student is studying the Civil War, they could write perspectives from Robert E. Lee, Ulysses S. Grant, Abraham Lincoln, a slave, a plantation owner, and a soldier. Or, students may have different categories for each side of the cube in which they describe, compare, associate, analyze, apply, and argue for a side.

#### **Discuss to Understand**

- **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about a content-area topic. First, teachers should ask students what they already know about the topic to determine their background knowledge. Next, the teacher can provide direct information about the topic to build their knowledge. Then, teachers ask different questions about the topic and allow the group to have an open conversation about the topic. Students should support their ideas by using information they learned from books or other multimedia sources. For this particular instructional conversation, teachers should ask students about point of view.
- **Debates:** For informational texts in which multiple points of view are presented, students can participate in a debate. One student (or group of students) can take one position. Another student (or group of students) can take the opposing side. Students should identify the topic, prepare for the debate, conduct the debate, and reflect on the outcome.

#### **Model to Understand**

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an



informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself. This think aloud should focus entirely on point of view. The teacher should describe each point of view presented in the informational text and offer some explanation about why these different points of view exist.

**Suggested Supports and Scaffolds:**

- Squared paper to make cubes
- Graphic Organizer (Venn Diagram)
- Various informational Texts
- Interactive White Board
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that provide support for the authors point of view
- Videos or story boards/cards of the story for visual supports
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter containing the same key information
- Peer support, collaborative grouping



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<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.5</b> 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.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.5</b> Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result).</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.5a</b> Use signal words as a means of locating information.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.5a</b> Use signal words as a means of locating information.</li> </ul>

**Suggested Instructional Strategies:**

**Write to Understand**

- **Informational Data Charts:** Have a text structure conversation with students. Find a book that represents each of the five different informational text structures. Then, with the students, fill out a data chart to see the types of signal words that are used with each type of text

	Description	Sequence	Problem/Solution	Compare/Contrast	Cause/Effect
Signal Words	Like Similar	First Next	One problem A way to solve this	On one hand On the other hand	Because If, Only

**Discuss to Understand**

- **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about signal words. First, teachers should ask students what they already know about signal words to determine their background knowledge. Next, the teacher can provide direct information about signal words to build their knowledge. Then, teachers ask different questions about signal words and allow the group to have an open conversation about the topic. For this



particular instructional conversation, teachers should ask students about signal words. Questions might include:

- How does this signal word (point to a word in a text) help us locate information in this text?
- (Pointing to other signal words) What do these signal words tell us about the information?
- How do these signal words help us as readers?

#### **Sort to Understand**

- **Information Sorting:** On sorting cards, write several different signal words. On five of the cards, make the following categories: Description, Sequence, Problem/Solution, Cause/Effect, and Compare/Contrast. Ask students to sort the signal words under each of the matching text structures.

#### **Model to Understand**

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words. When appropriate, place pieces of information in a graphic organizer to show how the signal words helped to locate important information (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece titled *A Few Steps Along the Way: Making Our Constitution* uses headings with dates. These headings can be placed on a timeline to show the structure. This piece is from a mini page and can be located here: <http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4>).

#### **Suggested Supports and Scaffolds:**

- Graphic Organizers (blank data charts)
- Various informational Texts
- Sorting cards
- Interactive White Board
- List of signal words that might help students determine the text structure being used
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeated exposure to content and strategies
- Highlighted information within the text (e.g., signal words)
- Word bank from which students may select answers to questions
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the same story with the same key events or details
- Peer support, collaborative grouping



- Provide a signal word chart  
(e.g., <http://www.pinterest.com/source/seedsosciencerootsofreading.wordpress.com/>)

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<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.10</b> 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.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.10b</b> Use a variety of strategies to derive meaning from a variety of print and non-print informational text.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.7.10b</b> Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.10b</b> Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</li> </ul>

**Suggested Instructional Strategies:**

**Write to Understand**

- **Information Coding:** Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text. The coding system might look something like this:

Code	Meaning
<- - ->	I have a connection.
???	This part does not make sense.
!!!	Wow! This was interesting. I want to share.
###	This is an important part.



- **Reflective Monitoring:** As students read a text, they can record thoughts/questions/wonderings about the text in a reflective journal. After each day of reading the text, they should spend the last 5 minutes to do a quick write reflection about what they just read. This is a way for them to keep track of their thinking as they continue to read.

#### Discuss to Understand

- **Book Clubs:** Gather students in a small group to have a conversation about a common text. The group should determine what chapters will be read and when. Then, they gather periodically to share their thoughts about the book. Student can record notes in a reader's notebook.

#### Model to Understand

- **Think Aloud:** Read aloud various informational texts to students. As you read, demonstrate several different comprehension strategies including: Monitoring Comprehension, Activating and Connecting to Prior Knowledge, Questioning, Visualizing and Inferring, Determining Importance in Text, and Summarizing and Synthesizing Information. Students will begin to see strategies they can use when comprehending texts.

#### Suggested Supports and Scaffolds:

- Reflective journals
- Coding sheets
- Pencils/notebooks
- Chapter books or adapted text as appropriate
- Color coded text
- Task analysis for using reference materials (e.g., dictionary)
- Cheat sheet with common prefixes and suffixes and their meanings
- An example can be found here: [http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes\\_suffixes.pdf](http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf)



Grade 6	Grade 7	Grade 8
<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.1</b> Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.1</b> Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.1</b> Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>RI.8.2</b> 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.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.1</b> Use textual evidence to support inferences.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.1</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</li> <li>• <b>LC.RI.7.9a</b> Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.1a</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</li> <li>• <b>LC.RI.8.1b</b> Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</li> </ul>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• Teach students to make inferences using an "It Says, I Say, And So" Graphic Organizer "It Says – I Say – And so..."</li> <li>• First the students have to find out what the reading says.</li> <li>• Next they find information from the text that will help answer the question.</li> <li>• Then they add, in their own words, their thoughts about what the reading says.</li> </ul>		



- Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.
- Use a graphic organizer to record evidence or make connections among pieces of information.
- Use system of least prompts as needed to provide feedback.

**Discuss to Understand**

- Break students into small groups to discuss connections between texts, summaries or conclusions. Questions might include:

What is this book really about? In one or two sentences, can you summarize the book? What is the author trying to teach you? What have you learned?

**Model to Understand**

- Model making inferences, summaries, and conclusions as you read an informational text aloud.
- Teach using the think- aloud strategy.

**Suggested Supports and Scaffolds:**

- Use picture/object/tactile representations to illustrate important events or details of events in the text
- Sentence strips that reflect evidence about the topic
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.
- Read aloud texts
- Videos or story boards/cards of the story for visual supports.
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter containing the same key information
- Peer support, collaborative grouping
- Picture icons on graphic organizers to support non-readers and visual learners



Grade 6	Grade 7	Grade 8
<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>n/a</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li><b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li><b>RI.8.5</b> 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.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>n/a</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li><b>LC.RI.7.5c</b> Determine the structure of a text.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li><b>LC.RI.8.5c</b> Determine the structure of a text.</li> </ul>

**Suggested Instructional Strategies:**

**Write to Understand**

**Graphic Organizer**

- Read aloud a variety of informational texts that represent different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). As you read the various texts, ask students to fill out a corresponding graphic organizer so they recognize the differences in text structures.
- For compare/contrast informational texts, use a Venn diagram to compare and contrast the information within the text. Provide several different types of informational texts or multi-media (i.e., magazine, online, or newspaper article) for students to use to make comparisons.
- Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., "Before 1900s", "The 20<sup>th</sup> century", and "The future" are headings that indicate a chronological text structure; these sentences: "Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored," indicate a compare/contrast text structure.). Ask students to complete the correct graphic organizer using the provided sentences. This can be expanded by providing passages and asking students to pull information from the passages to fill in the graphic organizer. Graphic organizers can be found here: <http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf>.
- Use a system of least prompt as needed to select information from text and selects appropriate location on graphic organizers.



### Sort to Understand

- Create five different book bins and label them with the different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). After reading several different types of informational texts, ask students to sort the texts into the corresponding bins.
- Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., "Before 1900s", "The 20<sup>th</sup> century", and "The future" are headings that indicate a chronological text structure; these sentences: "Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored," indicate a compare/contrast text structure.). Ask students to sort the sentences by text structure.
- Provide signal words that describe each type of structure as follows:
  - Cause and Effect. since, because, made, for this reason,
  - Chronology. first, second, third, before, after, when
  - Compare and Contrast. similar, different, on the other hand, but, however
  - Problem and solution. problem, solution, dilemma, if and then, puzzling

### Discuss to Understand

#### Think-Pair-Share

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words.
- Ask students, "What structure does the author use in this text?" Provide time for students to think about the structure and refer them to the graphic organizer described in the section above if used.
  - Students may answer these questions to help determine the text structure:
  - Cause and Effect. What happened? What was the cause?
  - Chronology. What is the timespan from the first event to the last? Does the author use signal words to transition from one event to the next?
  - Compare and Contrast. What is being compared? Does the author point to similarities and differences?
  - Problem and solution. What was the problem? What was the solution? Was the problem solved?
  - Pair students and have them discuss their thoughts about the structure.
  - Student pairs share their ideas about structure with whole class. As students report out, place pieces of information in a graphic organizer where appropriate to show structure (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece "A Few Steps Along the Way: Making Our Constitution" uses headings with dates. These headings can be placed on a timeline to show the structure.) "A Few Steps Along the Way..." is from a mini page and can be located here: <http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4>.



### Model to Understand

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words. When appropriate, place pieces of information in a graphic organizer to show the structure (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece titled *A Few Steps Along the Way: Making Our Constitution* uses headings with dates. These headings can be placed on a timeline to show the structure. This piece is from a mini page and can be located here: <http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4>).

### Suggested Supports and Scaffolds:

- Highlighted information within the text (e.g., signal words)
- Graphic organizers
- Interactive whiteboard
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Provide a signal word chart  
(e.g., <http://www.pinterest.com/source/seedsofsciencerootsofreading.wordpress.com/>)
- Copies of informational texts for each student
- Various informational Texts
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeated exposure to content and strategies
- Pair each type of text structure with a symbol.
- Examples can be found here: <http://www.pinterest.com/explore/text-structures/>



Grade 6	Grade 7	Grade 8												
<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li><b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li><b>RI.8.5</b> 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.</li> </ul>												
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li><b>LC.RI.7.5b</b> Outline a given text to show how ideas build upon one another.</li> <li><b>LC.RI.7.5d</b> Determine how the information in each section contribute to the whole or to the development of ideas.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li><b>LC.RI.8.5b</b> Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.</li> <li><b>LC.RI.8.5d</b> Determine how the information in each section contributes to the whole or to the development of ideas.</li> </ul>												
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li><b>Informational Data Charts:</b> Have a text structure conversation with students. Find a book that represents each of the five different informational text structures. Then, with the students, fill out a data chart to see the types of signal words that are used with each type of text.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Description</th> <th>Sequence</th> <th>Problem/Solution</th> <th>Compare/Contrast</th> <th>Cause/Effect</th> </tr> </thead> <tbody> <tr> <td>Signal Words</td> <td>Like Similar</td> <td>First Next</td> <td>One problem A way to solve this</td> <td>On one hand On the other hand</td> <td>Because If, Only</td> </tr> </tbody> </table> <p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li><b>Signal Word Sorting:</b> On sorting cards, write several different signal words. On five of the cards, make the following categories: Description, Sequence, Problem/Solution, Cause/Effect, and Compare/Contrast. Ask students to sort the signal words under each of the matching text structures.</li> </ul>				Description	Sequence	Problem/Solution	Compare/Contrast	Cause/Effect	Signal Words	Like Similar	First Next	One problem A way to solve this	On one hand On the other hand	Because If, Only
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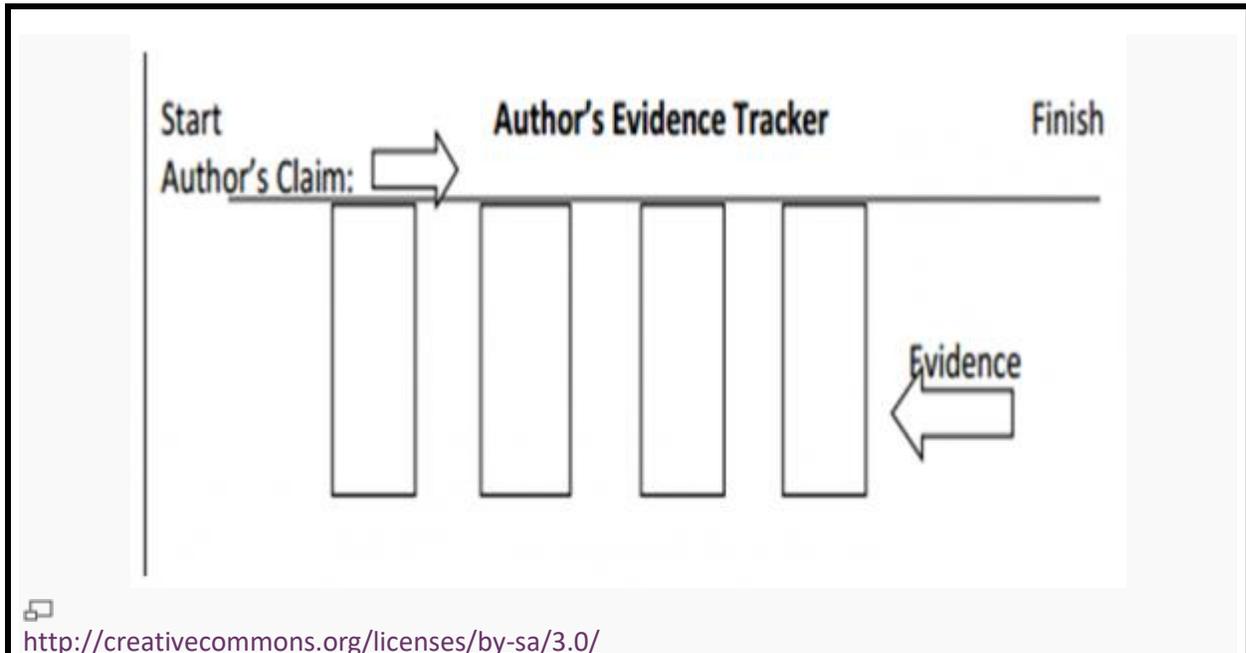


**Suggested Supports and Scaffolds:**

- Graphic Organizers (Data Chart)
- Sorting cards for Signal Word Sort
- Various informational Texts
- Interactive White Board
- Highlighted information
- A list of signal words for reference (e.g., first, next, after, before, last)
- Peer support, collaborative grouping
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the content



Grade 6	Grade 7	Grade 8
<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.8</b> 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.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.8a</b> Identify an argument or claim that the author makes.</li> <li>• <b>LC.RI.6.8b</b> Evaluate the claim or argument; determine if it is supported by evidence.</li> <li>• <b>LC.RI.6.8c</b> Distinguish claims or arguments from those that are supported by evidence from those that are not.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.8a</b> Identify an argument or claim that the author makes.</li> <li>• <b>LC.RI.7.8b</b> Evaluate the claim or argument to determine if they are supported by evidence.</li> <li>• <b>LC.RI.7.8c</b> Distinguish claims or arguments from those that are supported by evidence from those that are not.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.8a</b> Identify an argument or claim that the author makes.</li> <li>• <b>LC.RI.8.8b</b> Evaluate the claim or argument to determine if it is supported by evidence</li> </ul>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b> <i>Graphic Organizer</i></p> <ul style="list-style-type: none"> <li>• Use an evidence tracker to record claims an author makes.</li> </ul>		



- Teach the skill of evaluating claims using a task analysis.

#### **Annotating the text**

- Students are encouraged to "mark up" the text by highlighting important information such as claims an author makes and supporting evidence, definitions, key vocabulary.

#### **Model to Understand**

- Place text on overhead or interactive whiteboard. Model the process of reading through an argument by answering the following questions:
  - What does the title suggest?
  - Who is the author? Is the author a reliable source?
  - What is the author's claim?
  - How does the author support the claim with evidence?
  - What is the publication date?
  - What is my background knowledge on the issue?
- Model the process of reading an argument.
  - Read through once for an initial impression.
  - Read/review the argument several times.
  - Annotate as you read.
  - Highlight key terms and important information.
  - Evaluate the evidence.
- Use example/non-example to teach fact vs. claim.
- Model using a graphic organizer to record arguments, facts, and claims.



**Suggested Supports and Scaffolds:**

- Highlighted information within the text
- Graphic organizers
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect supporting details about the topic
- Videos or story boards/cards of the story for visual supports
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Peer support, collaborative grouping



Grade 6	Grade 7	Grade 8
<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.6.9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</li> <li>• <b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</li> <li>• <b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RI.8.9</b> 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.</li> </ul>
<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</li> <li>• <b>LC.RI.6.7c</b> Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.7.7</b> Compare/contrast how two or more authors write or present about the same topic.</li> <li>• <b>LC.RI.7.9c</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RI.8.9</b> 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.</li> </ul>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p>		



- **Venn Diagram Study:** Use a Venn Diagram to compare texts that address the same topic (e.g., Venn diagram to compare two articles about Lincoln). Use a system of least prompts as needed to provide feedback.

**Sort to Understand**

- Provide information on a topic from two texts. Have students sort one author's information from another's.

**Discuss to Understand**

- Reading for a Purpose: Prime students by providing specific information to listen for as a text is read (e.g., Myths and Truths About Thanksgiving; located at: <http://www.readwritethink.org/classroom-resources/lesson-plans/myth-truth-first-thanksgiving-65.html>)
- Provide guiding questions after paragraphs or sections of the text is read aloud.

**Model to Understand**

- Model determining the author's point of view by placing text on overhead or whiteboard and highlighting information as it is read that tells you the author's point of view.

**Suggested Supports and Scaffolds:**

- Highlighted information within the text
- Graphic organizers
- Venn Diagram
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding