

### Strategy/Lesson Suggestions

**Marking the Text.** Marking the text requires students to cite/identify information in the text relevant to the reading purpose. The strategy has three steps: numbering paragraphs, underlining and circling (Adapted from Marzano, Pickering, & Pollock, 2001).

1. **Number** the paragraphs in the section you are reading. Like page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.
2. **Circle** key terms, names of people, names of places and dates. In order to identify a “key term”, consider if the word is repeated, defined by the author, used to explain or represent an idea.
3. **Underline** an author’s argument/claim. Consider the following statements:
  - A claim may appear anywhere in the text
  - A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text
  - Often, an author will make several claims throughout his/her argument
  - An author may signal his/her claim, letting you know that this is his/her position

**It’s Up For Debate.** This strategy will help students dissect the argument presented in a text and analyze the support presented through a debate. As students listen to or read a debate, they can note the claims, facts and evidence presented. After notes are taken, students can determine how direct the speaker’s topic was to the piece of evidence. For example, students may recognize that a number of texts cite data without having explained the original study or the speaker may have used irrelevant evidence.

### References:

Marzano, R.J., Pickering, D.J., and Pollock, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

### Assessment FOR Learning Suggestions

**Marking the Text.** Students annotate a digital version of an online text according to the same procedure. Students then utilize digital sticky notes to provide objective feedback for a peer. The teacher observes intently and uses trends in peer-to-peer feedback to develop hinge-point questions for the following day.

**EXPLANATION - Tier Two words** (what the Standards refer to as *general academic words*)...appear in all sorts of text: informational texts (words such as *relative, vary, formulate, specificity, and accumulate*)...Tier Two words often represent subtle ways to say relatively simple things – *saunter* instead of *walk* for example” (CCSS ELA & Literacy Appendix A, 33).

**It’s Up for Debate.** Students author a formal argumentative text to show competency with regards to reading comprehension, proper use of Tier II and III vocabulary, writing, and language use. A CCSS aligned rubric is used to assess writing and language skill, as well as to pinpoint targeted learning opportunities.