

**Reading Informational Text (Level 7)****Key Ideas and Details**

<i>Student Goal:</i>	<i>What it looks like:</i>
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students at Level 7 will read and analyze informational texts. They develop the ability to closely examine the text’s content. They also learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model how to refer back to a text for support. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice.
2. 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.	The teacher may also guide students through the process of moving from analysis to synthesis. During this process, students carefully examine a segment of text. Students take the text’s content and add prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students can learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support <i>from the text</i> for their comments during a class discussion. In this way, students begin the practice of referring to the text for support.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Students at Level 7 will learn how to summarize texts by evaluating key details. They develop the ability to determine the supporting details from the extraneous details. Teachers may guide students (as they use organizers and other tools) and lead them to analyze how individual events or ideas are introduced and elaborated upon in a text. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	As students read informational texts at Level 7, they are expected to determine and interpret the meaning of unfamiliar words. In order to do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Mini-lessons on figurative language may assist students as they apply this skill during independent reading.
5. 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.	Students at Level 7 are expected to determine how individual elements of informational texts (sentence, chapter, section, etc.) contribute to a text’s overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may also use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. As students hone this skill, they see with greater clarity how individual elements of a text contribute to its main concept and development of ideas.
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Students are able to understand how the author develops the point-of-view of the speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain portions within a text and imagine how their content/ style would change if the author’s point-of-view shifted to an alternate purpose/point-of-view. For example, teachers may prompt students with questions like: “ <i>If the author’s purpose shifted from informing his/her audience about facts and details to persuading them to take action, how would the tone and style of the this text change?</i> ”

### Integration of Knowledge and Ideas

<p>7. 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.</p>	<p>S Students at Level 7 will compare and contrast texts across various genres on the same theme or topic. For example, students may read several news articles on a particular issue and also watch a documentary on the same issue to gain a well-rounded perspective of what the issue entails. Students gather information from all media to assess and better understand how each is presented. To do this work, students may practice highlighting information from articles and note-taking from live media to gain insight into the overall scope of an issue.</p>
<p>8. 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.</p>	<p>Students are expected to evaluate data, arguments and claims in a text in order to distinguish those supported by evidence from those which are not. Students also evaluate if there is enough evidence to support a particular claim within an informational text.</p>
<p>9. 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).</p>	<p>Students at this level compare and contrast two author's presentations of similar events. For example, students may read a person's memoir in conjunction with the same person's biography. In this way, students are able to view the similarities and differences of how information is presented depending on the „lens“ through which it is being portrayed. By doing this, students are able to make text-to-text connections across different authors' perspectives and explore these implications.</p>

### Range of Reading and Level of Text Complexity

<p>10. Students at Level 7 read and comprehend literary nonfiction in the Level 7-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p> <p>Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>“Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>
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