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CONTENT

Pathway Three: Exploring Deeper

Instructional Components

Grade 6 - High School

Read Aloud
listening to reading

A text is read aloud for the purposes of allowing students to:

- form opinions
- apply comprehension strategies
- express and honor other's perspectives
- appreciate written works

Word Study
study of the language

Language is studied for the purposes of explicitly understanding:

- how word parts work together to create meaning
- how words work together to create meaning
- how language structure creates meaning

Core Reading
learning to read
reading to learn

The reading process requires:

- explicit instruction using modeling and demonstration
- shared learning between students
- support through scaffolding
- instructional level texts

Independent Reading
choosing to read

Self-selecting texts and silent reading:

- provides authentic reading experiences
- strengthens previous learning
- increases schema
- builds fluency and vocabulary

Core Writing
creating
composing

Writing to compose requires:

- explicit instruction using modeling and mentor texts
- shared learning using student/student, student/teacher conferences
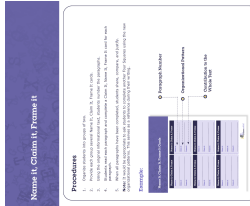- application of the writing process
- support through scaffolding

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Exploring Deeper
Lesson Framework - Informational

PATHWAY 3

TEKS: Student Expectations

8.8Diii Analyze multiple organizational patterns within a text to develop a thesis (S).
8.9B Analyze how the use of text structure contributes to the author's purpose(S).

Important Academic Language for Alignment

organizational pattern

STEP 2: Organizational Pattern

Getting Started	Almost There	Made It	Mastered It
Students create a visual representation of multiple organizational patterns.	Students identify the organizational patterns in individual paragraphs or chunks of information.	Students connect the organizational patterns to the overall pattern and purpose of the writing.	Students identify the organizational pattern in their own writing.
Draw It	Name It, Claim It, Frame It	**Student Prompt:** How did the individual organizational patterns impact the whole purpose of the text.	**Students create a summary in Lesson Framework Step Three before revisiting their writing.** Students revisit their informational anchor drafts and published writing to identify the organizational pattern of each paragraph and to determine if the pattern(s) support the overall purpose of the writing.
Ask Students: Why do authors use multiple organizational patterns in an essay?	**Note:** Students revisit the original text for Name It, Claim It, Frame It.	**Note:** After the analysis, students could write a thesis statement to share, compare, and justify with other students.	**Action:** For additional practice, students write a thesis statement on a sticky note and place it on each of their writings. This supports focus.

125

Exploring Deeper
Lesson Framework - Informational

TEKS: Student Expectations

8.6B Write responses that demonstrate understanding of texts (R).
8.6C Use text evidence to support an appropriate response (R).
8.6D Paraphrase and summarize texts in ways that maintain meaning and logical order (R).
8.6G Discuss and write about explicit and implicit meanings of text.

STEP 3: Summary

Important Academic Language for Alignment

explicit   implicit   paraphrase   summary

Almost There	Made It	Mastered It
Students identify appropriate details used in a summary.	Students create a written summary.	Students connect setting, problem, and solution.
Interesting vs. Important **Important vs. Interesting** Procedures ...	Summary Share 1. Students write a summary and exchange with another student. 2. Students read the summary and highlight any information that is not important. 3. Students return the summary to the original writer. **Note:** Before asking students to write a summary, think and talk aloud while writing a summary using a mentor text.	**Student Prompt:** How does the author use organizational patterns to develop a thesis and controlling idea. **Note:** Model a few responses using children's books or familiar texts before asking students to answer the prompt. This response qualifies as an Extended Constructed Response.
Note: If students find this challenging, reread the text using #Summary. **Ask Students:** How did you determine what to place in the Important category?	**Ask Students:** What makes a good summary?	**Note:** This is an opportunity to address quotation marks in direct quotes.

Rank the Words

Procedures

literally	random
anonymous	significant
volunteer	cognitive
reduction	boost
orphan	donation

1 Before reading, provide students a list of six to ten words from the text (top right).

2 Students cut apart the words on the list, or write each word on a sticky note.

3 Students determine their level of understanding for each word and place the word in one of the three categories (bottom right).

No Idea (never seen or heard of the word)

Some Idea (seen of heard of the word)

Know It (can explain the meaning of the word)

4 After reading, students return to the categorized words and place them in new categories as appropriate (below).

No idea
- cognitive
- orphan

Some idea
- literally
- anonymous
- reduction
- donation

Know it
- random
- volunteer

- significant
- boost

The Health Benefits of a Random Act of Kindness

Know it
- anonymous
- reduction
- significant
- orphan
- donation
- literally
- random
- volunteer
- boost

Some idea
- cognitive

No idea

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Just the Facts

supports the differentiation between details and inferences and the understanding that all details are created equal

Procedures

1 After reading, students work with a partner to record evidence presented in the text using the Just the Facts handout. The information is placed in the agreed upon category (near left).

2 The students share, compare, and justify with another group of students.

3 Provide two random categories (right).

4 With their partner, students create an inference combining the information from the two provided categories (bottom).

5 Students share, compare, and justify with the whole class.

just the facts

really COOL	new	I will USE this
Changing a mind set changes everything!	Society's level of happiness impacts the quality of	State of mind changes everything.

made me THINK	very IMPORTANT	something to REMEMBER
A sense of entitlement is a form of greed.	Being overly concerned about what you own can lead to a sense of entitlement.	Follow your heart.

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just the facts

really COOL	new	**I will USE this**
Changing a mind set changes everything!	Society's level of happiness impacts the quality of	**State of mind changes everthing.**

made me THINK	**very IMPORTANT**	something to REMEMBER
A sense of entitlement is a form of greed.	**Being overly concerned about what you own can lead to a sense of entitlement.**	Follow your heart.

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just the facts

Being true to yourself makes you happier.

really COOL	new	I will USE this
Changing a mind set changes everything!	Society's level of happiness impacts the quality of	State of mind changes everything.

made me THINK	very IMPORTANT	something to REMEMBER
A sense of entitlement is a form of greed.	Being overly concerned about what you own can lead to a sense of entitlement.	Follow your heart.

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just the **facts**

😎 really COOL	✴ new	✅ I will USE this
💡 made me THINK	📌 very IMPORTANT	🔔 something to REMEMBER

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Information Please

Informative Purpose

Circle one.

Explain, Express, or Reflect:
- How something happens(ed).
- How something was discovered.

Describe
- Person
- Place
- Thing
- Event

Inform, Share (just the facts).

Tell how to do something

Analyze/Interpret

Summarize

Compare

Answer a probing question (research)

Author's Purpose

What does it say?
(two details from the text)

What does it mean?
(one inference from the text)

Why does it matter?
(how to apply in the real-world)

Response Prompt:
What is the controlling idea? Provide evidence from the text.

Draw It

Procedures

1. Locate previously read informational text in Core Reading and Read Aloud.

2. Identify paragraphs or chunks of information demonstrating the following organizational patterns:

   - Description
   - Clarification
   - Definition
   - Compare/contrast
   - Problem/solution
   - Cause and effect
   - Pro and Con
   - Advantage
   - Disadvantage

3. Determine a way to display each paragraph or chunk of information for students to view.

4. Organize students into groups of three and provide each student blank note cards, colored pencils, gel pens, crayons and/or markers.

5. When the paragraph or chunk of information is displayed, students. discuss and identify the organizational pattern. Each student creates an illustration and/or key words on a note card to represent the pattern.

6. Rearrange groups to share, compare, and justify.

Definition

Clarification

Advantage

Disadvantage

Note: Students place the cards in their Writer's Notebook for future reference during writing.

Name it, Claim it, Frame it

Procedures

1. Organize students into groups of two.

2. Provide each group several Name It, Claim It, Frame It cards.

3. Using the original informational text, students number the paragraphs.

4. Students read each paragraph and complete a Claim It, Name It, Frame It card for each paragraph.

5. When all paragraphs have been completed, students share, compare, and justify.

Note: It would be appropriate to ask students to complete another Four Squares using the new organizational patterns. This serves as a reference during their writing.

Example:

Name It, Claim It, Frame It Cards

Name it, Claim it, Frame	Name it, Claim it, Frame
Name it:	Name it:
Claim it:	Claim it:
Frame it:	Frame it:

Name it, Claim it, Frame	Name it, Claim it, Frame
Name it:	Name it:
Claim it:	Claim it:
Frame it:	Frame it:

Name it, Claim it, Frame	Name it, Claim it, Frame
Name it:	Name it:
Claim it:	Claim it:
Frame it:	Frame it:

- **Paragraph Number**
- **Organizational Pattern**
- **Contribution to the Whole Text**

Name It, Claim It, Frame It
Cards

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Important vs. Interesting

Procedures

Important vs. Interesting can be presented as a handout, cards, PowerPoint, etc.

1. Organize students into groups of two or three.

2. Provide each group a set of ten cards. The cards include information from the text. Some cards include the theme/message and key events related to the plot. Other cards include details/events presented in the text but are not key ideas (see example).

3. Using sticky notes or cards, students label two categories: Important and Interesting.

4. Ask students to sort the cards in terms of summary. Students ask themselves the following two questions:

    •   What is important to include in a summary, so the reader knows what the story is about?

    •   What is interesting but is not a key idea?

5. Students sort the ten cards into the appropriate categories. If the information on the card is a key idea in the text, students place the card in the Important category. If the information on the card is not a key idea, the card is placed in the Interesting category.

6. Student groups share, compare, and justify.
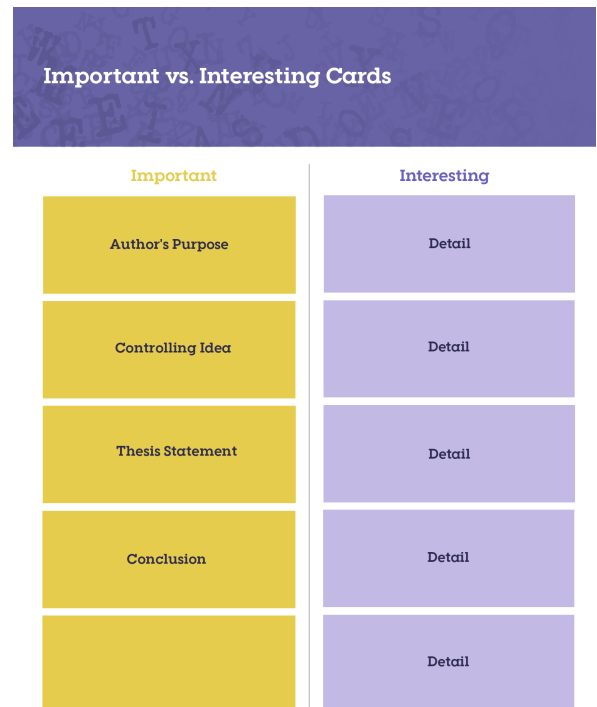
Important vs. Interesting Cards

Important	Interesting
Author's Purpose	Detail
Controlling Idea	Detail
Thesis Statement	Detail
Conclusion	Detail
	Detail

Important: Make sure the details are NOT a key idea but support the controlling idea.

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Important vs. Interesting Cards

Important	Interesting
Author's Purpose	Detail
Controlling Idea	Detail
Thesis Statement	Detail
Conclusion	Detail
	Detail

Important: Make sure the details are NOT a key idea but support the controlling idea.

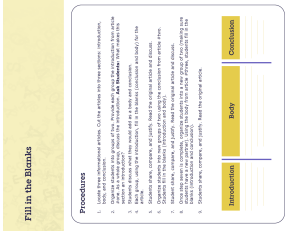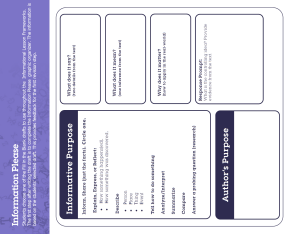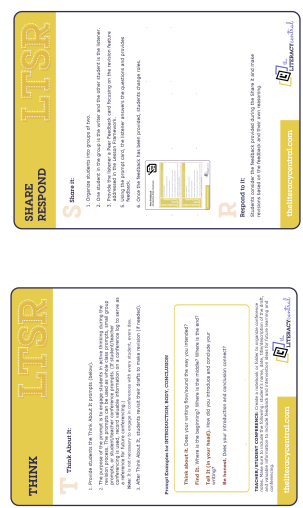# Lesson Framework -Informational introduction, body, conclusion

TEKS

8.10Bi Organize with ...introduction...and conclusion (R).
8.10Bii Develop an engaging idea reflectin depth of thought with specific facts, details, and examples (R).
8.11B Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics (R).

Writing Process

8.10A, 8.10BiiCDiiDvii, 8.10DivDiii,DvDvi

Note: Students choose one of the Fill In the Blanks drafts to use throughout this Lesson Framework. This lesson cluster serves as a review, new learning, and solidifys writing with design.

Experience It	Learn It (revision)	Learn It (revision)
Students recognize and create introduction, body, and conclusion using published text.	Students revise a draft to ensure a topic, author's purpose, and controlling idea.	Students revise a draft to ensure a connected introduction, body, and conclusion.

Fill In the Blanks

Procedures

Information Please

Information Please

Informative Purpose

Author's Purpose

Think, Share, Respond

THINK   LTSR

T   Think About It:

SHARE RESPOND   LTSR

S   Share It:

R   Respond to It:

Ask Students: What happens if one part (introduction, body, conclusion) is not included in an informational text?

Action: Students revisit their chosen draft and complete Information Please based on the information in their draft, making changes to the draft (if needed).

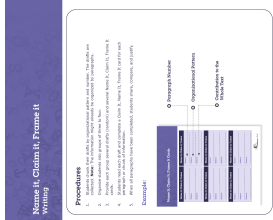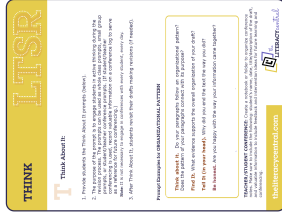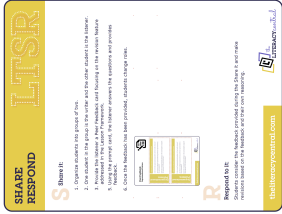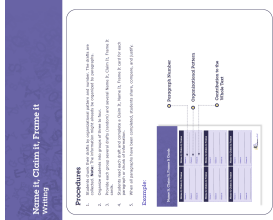**Note:** Writing engaging introductions will be addressed in Pathway Four-word choice and engagement.
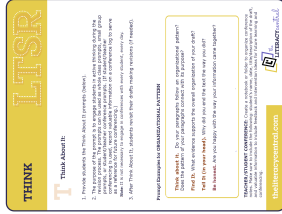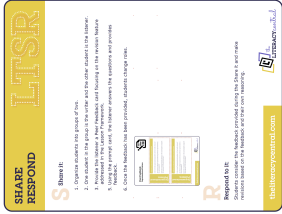
Lesson Framework -Informational organizational pattern

TEKS

8.10B Organize with …introduction…and conclusion (R).
8.10Dii Edit draft using standard English conventions (R).
8.11B Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics (R).

Writing Process

8.10A, 8.10BiiCDiDvii, 8.10DivDiii,DvDvi

Note: Students continue to revise and edit their chosen Fill In the Blanks draft.

Experience It	Learn It (revision)	Learn It (editing)	Apply It	Connect It
Students recognize multiple organizational patterns and their purposes.	Students revise drafts for clarity, purpose, focus, and structure.	Students edit drafts for appropriate use of conventions.	Students publish their writing.	TBD by campus and/or district.
Claim It, Name It, Frame It	Think, Share, Respond	sing their completed Three Commonalities or editing checklist, students edit their writing…	Students publish their writing.	
Ask Students: What organizational pattern did you find most often? Why do you think that was your finding?	**Action:** Students share with a partner or small group something they changed to make their writing better.	**Action:** In groups of three students share something they changed when editing.	**Action:** Place the published writing in a folder to create a portfolio for each student.	

137

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Fill in the Blanks

Procedures

1. Locate three informational articles. Cut the articles into three sections: introduction, body, and conclusion.

2. Organize students into groups of two. Provide each group the introduction from article #one. As a whole group, discuss the introduction. **Ask Students:** What makes this section an introduction?

3. Students discuss what they would add as a body and conclusion.

4. Each group, using the introduction, fill in the blanks (conclusion and body) for the article.

5. Students share, compare, and justify. Read the original article and discuss.

6. Organize students into new groups of two using the conclusion from article #two. Students fill in the blanks (introduction and body).

7. Student share, compare, and justify. Read the original article and discuss.

8. Once step seven is complete, organize students into a new group of two (making sure students have a new partner). Using the body from article #three, students fill in the blanks (introduction and conclusion).

9. Students share, compare, and justify. Read the original article.

Introduction	Body	Conclusion

Information Please

Students complete the handout using their chosen Fill In the Blanks draft.
After completion, students revisit their draft to make appropriate changes (if needed).
This serves as the first step of reflection and revision.

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Informative Purpose

Circle one.

Explain, Express, or Reflect:
- **H**ow something happens(ed).
- **H**ow something was discovered.

Describe
- **P**erson
- **P**lace
- **T**hing
- **E**vent

Inform, Share (just the facts).

Tell how to do something

Analyze/Interpret

Summarize

Compare

Answer a probing question (research)

Author's Purpose

What does it say?
(two details from the text)

What does it mean?
(one inference from the text)

Why does it matter?
(how to apply in the real-world)

Response Prompt:
What is the controlling idea? Provide evidence from the text.

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T Think About It

1. Provide students the Think About It prompts (below).

2. The purpose of the prompt is to engage students in active thinking during the revision process. The prompts can be used as whole class prompts, small group prompts, or student/teacher conference prompts. (If student/teacher conferencing is used, record valuable information on a conference log to serve as a reference for future conferencing.)

 Note: It is not necessary to engage in conferences with every student, every day.

3. After Think About It, students revisit their drafts to make revision (if needed).

Prompt Examples for INTRODUCTION, BODY, CONCLUSION

Think about it. Does your writing flow/sound the way you intended?

Find it. Where is the beginning? Where is the middle? Where is the end?

Tell it (in your head). How did you introduce and conclude your writing?

Be honest. Does your introduction and conclusion connect?

TEACHER/STUDENT CONFERENCE: Create a notebook or folder to organize conference notes. Make sure to include the following: student's name, date, title/description of the draft, and valuable information to include feedback and intervention ideas for future learning and conferencing.

SHARE
RESPOND

S Share it

1. Organize students into groups of two.

2. One student in the group is the writer, and the other student is the listener.

3. Provide the listener a Peer Feedback card focusing on the revision feature addressed in the Lesson Framework.

5. Using the prompts, the listener answers the questions and provides feedback.

6. Once the feedback has been provided, students change roles.

Peer Feedback
Introduction, Body, Conclusion

Introduction Body Conclusion	coherent, purposeful, focused, and organized
	Does the writing flow?
	Is there a clear controlling idea/thesis?
	How is the writing introduced?
	Does the conclusion signal the end of the writing?
	Do the details support the controlling idea/thesis?
	Are there too many, too few, or just the right amount of details to support the controlling idea/thesis?

Introduction Body Conclusion	coherent, purposeful, focused, and organized
	Does the writing flow?
	Is there a clear controlling idea/thesis?
	How is the writing introduced?
	Does the conclusion signal the end of the writing?
	Do the details support the controlling idea/thesis?
	Are there too many, too few, or just the right amount of details to support the controlling idea/thesis?

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R

Respond to it:

Students consider the feedback provided during the Share it and make revisions based on the feedback and their own reasoning.

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Peer Feedback
Introduction, Body, Conclusion

Introduction Body Conclusion

coherent, purposeful, focused, and organized

Does the writing flow?

Is there a clear controlling idea/thesis?

How is the writing introduced?

Does the conclusion signal the end of the writing?

Do the details support the controlling idea/thesis?

Are there too many, too few, or just the right amount of details to support the controlling idea/thesis?

Introduction Body Conclusion

coherent, purposeful, focused, and organized

Does the writing flow?

Is there a clear controlling idea/thesis?

How is the writing introduced?

Does the conclusion signal the end of the writing?

Do the details support the controlling idea/thesis?

Are there too many, too few, or just the right amount of details to support the controlling idea/thesis?

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Name it, Claim it, Frame it
Writing

Procedures

1. Students chunk their drafts by organizational pattern and number the paragraphs/chunks of information. **Note:** The information might already be organized by paragraphs.

2. Organize students into groups of three to four.

3. Provide each group several random and several Name It, Claim It, Frame It cards.

4. Students read each draft and complete a Claim It, Name It, Frame It card for each paragraph or chunk of information.

5. When all paragraphs/chunks have been completed, students share, compare, and justify.

Example:

Name It, Claim It, Frame It Cards

Name it, Claim it, Frame	Name it, Claim it, Frame
Name it:	Name it:
Claim it:	Claim it:
Frame it:	Frame it:

Name it, Claim it, Frame	Name it, Claim it, Frame
Name it:	Name it:
Claim it:	Claim it:
Frame it:	Frame it:

Name it, Claim it, Frame	Name it, Claim it, Frame
Name it:	Name it:
Claim it:	Claim it:
Frame it:	Frame it:

● **Paragraph Number**

● **Organizational Pattern**

● **Contribution to the Whole Text**

Name It, Claim It, Frame It
Cards

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

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Claim it:

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Frame it:

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Name it, Claim it, Frame It

Name it:

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Claim it:

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Frame it:

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Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

Name it, Claim it, Frame It

Name it:

_____

Claim it:

_____

Frame it:

_____

T Think About It

1. Provide students the Think About It prompts (below).

2. The purpose of the prompt is to engage students in active thinking during the revision process. The prompts can be used as whole class prompts, small group prompts, or student/teacher conference prompts. (If student/teacher conferencing is used, record valuable information on a conference log to serve as a reference for future conferencing.)

   Note: It is not necessary to engage in conferences with every student, every day.

3. After Think About It, students revisit their drafts making revisions (if needed).

Prompt Examples for ORGANIZATIONAL PATTERN

Think about it. Do your paragraphs follow an organizational pattern? Does the pattern of your paragraphs connect with its purpose?

Find it. What evidence supports the overall organization of your draft?

Tell it (in your head). Why did you end the draft the way you did?

Be honest. Are you happy with the way your information came together?

TEACHER/STUDENT CONFERENCE: Create a notebook or folder to organize conference notes. Make sure to include the following: student's name, date, title/description of the draft, and valuable information to include feedback and intervention ideas for future learning and conferencing.

SHARE
RESPOND

S Share it

1. Organize students into groups of two.

2. One student in the group is the writer, and the other student is the listener.

3. Provide the listener a Peer Feedback card focusing on the revision feature addressed in the Lesson Framework.

5. Using the prompts, the listener answers the questions and provides feedback.

6. Once the feedback has been provided, students change roles.

Peer Feedback
Organizational Pattern

Organizational Pattern

coherent, purposeful, focused, and organized

Is the overall organizational pattern of the draft obvious?

Are there multiple organizational patterns represented in the paragraphs?

Does the organizational pattern in the paragraphs support the purpose of the information?

Organizational Pattern

coherent, purposeful, focused, and organized

Is the overall organizational pattern of the draft obvious?

Are there multiple organizational patterns represented in the paragraphs?

Does the organizational pattern in the paragraphs support the purpose of the information?

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R

Respond to it:

Students consider the feedback provided during the Share it and make revisions based on the feedback and their own reasoning.

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Peer Feedback
Organizational Pattern

Organizational Pattern

coherent, purposeful, focused, and organized

Is the overall organizational pattern of the draft obvious?

Are there multiple organizational patterns represented in the paragraphs?

Does the organizational pattens in the paragraphs support the purpose of the information?

Organizational Pattern

coherent, purposeful, focused, and organized

Is the overall organizational pattern of the draft obvious?

Are there multiple organizational patterns represented in the paragraphs?

Does the organizational pattens in the paragraphs support the purpose of the information?

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Writing

Application for Coherence, Purpose, Focus/Evidence, Structure, and Conventions

WRITING RUBRIC

	Mastered It	Made It	Almost There	Getting Started
Coherence	Introduction, body, and conclusion are connected	Easy to follow	Difficult to follow	Confusing
Purpose	Clear and concise idea	Obvious idea	Unclear idea (attempted)	Idea not recognized
Focus/Evidence	All information supports the idea/thesis	Most information supports the idea/thesis	Idea/thesis is not supported	Ideas and/or support is random
Structure	Creative organization/ structure	Paragraph pattens support overall organization/structure.	Organization/strucure is diconnected	Incomplete or random

NOTES:

CONVENTIONS RUBRIC

	Mastered It	Made It	Almost There	Getting Started
Correct sentence structure.	Consistent	Adequate	Partial	Not evident
Capitalization	Consistent	Adequate	Partial	Not evident
Punctuation	Consistent	Adequate	Partial	Not evident
Grammar	Consistent	Adequate	Partial	Not evident
Spelling	Consistent	Adequate	Partial	Not evident

NOTES: