Louisiana STUDENT STANDARDS
ENGLISH LANGUAGE ARTS

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Louisiana Standard** • **RI.11-12.1** Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Louisiana Connector • **LC.RI.9-10.1a** Use two or more pieces of evidence to support inferences, conclusions, or summaries. • **LC.RI.9-10.1b** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	**Louisiana Connector** • **LC.RI.11-12.1a** Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. • **LC.RI.11-12.1a** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.

Suggested Instructional Strategies:

Write to Understand
• **Story Coding:** Provide the students with a copy of the text the students for students to mark. Give students an example of an inference, summary, or conclusion. Next, provide students with a highlighter. Ask students to find THE piece of evidence that provides the strongest support for the inference, conclusion, or summary.

   Graphic Organizer
• Teach students to make inferences using an "It Says, I Say, And So" Graphic Organizer "It Says – I Say – And so…" Use the graphic organizer to model the process. Then have students complete the graphic organizer using the steps below.
• First the students have to find out what the reading says.
• Next they find information from the text that will help answer the question.
• Then they add, in their own words, their thoughts about what the reading says.
• Students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.

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Sort to Understand
- Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion.
- Use examples and non-examples to sort information pertaining to conclusions or summaries. Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion or summary.

Discuss to Understand
- **Online Collaboration**
  - Have students use a form within Google Docs as graphic organizer or a graphic organizer you create on the computer.
  - Have students record the information from the text on the computer.
  - In small groups, students study the compiled responses and select a certain number of sentences that combine to outline the author's thesis/premise and its supporting points.
  - Continually guide discussions to focus on specific words, phrases and sentences the author used to deliver his/her message.
- **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.
- **Small Group instruction:** Teacher reads a selection from text and asks students what the text infers? Teacher can provide 2-3 choices for answers (1 that is correct and 2 that are completely unrelated on answer cards in the center of the table.).

Model to Understand
- **Think Aloud:** To model how to support inferences/summaries/conclusions using evidence from a text, the teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop explain how pieces of evidence support the inferences/summaries/conclusions.
- Model the process of determining which pieces of evidence are strongest.

Suggested Supports and Scaffolds:
- Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.
- Read aloud texts
- Interactive white board
- Sentence strips that reflect evidence 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)
- 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
- Picture icons on graphic organizers to support non-readers and visual learners

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. • **SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**Louisiana Standard** • **RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student interpretation of power, persuasiveness, or beauty of the text.
Louisiana Connector • **LC.RI.9-10.6a** Determine the author's point of view or purpose in a text. • **LC.RI.9-10.6b** Determine/identify the specific language/words that the author uses to advance the point of view or purpose. • **LC.SL.9-10.3a** Determine the speaker's point of view or purpose in a text.	**Louisiana Connector** • **LC.RI.11-12.6a** Determine the author's point of view or purpose in a text. • **LC.SL.11-12.3a** Determine the speaker's point of view or purpose in a text.

Suggested Instructional Strategies:

Write to Understand
• Read-Only, Purpose Statement, Support Strategy
    1. Begin the activity by reading aloud or allowing the students to read independently (poem, chapter, and section) without highlighting or note-taking.
    2. After completing a deliberate read, have students write a single sentence highlighting the author's purpose of the text.
    3. When the purpose sentence is complete, students identify specific words, phrases and clauses from the text the author used to advance their intent.

• T-Chart Graphic Organizer
    ▪ Graphic organizer that shows visually where information is one sided (t-chart showing where an article on the civil war is very inclusive of facts related to one side and exclusive of facts related to the other side).

Discuss to Understand

- Reading for a Purpose
  - Prime students by providing specific information/guiding questions to listen for as a text is read (e.g., "This article talks about the dangers of texting while driving. Listen for the reasons why it is dangerous to text while driving.").

Model to Understand
- 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/author's purpose.

Suggested Supports and Scaffolds:
- 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

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**Louisiana Standard** • **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Louisiana Connector • **LC.RI.9-10.3a** Analyze key points throughout a text to determine the organizational pattern or text structure. • **LC.RI.9-10.3b** Identify connections between key points.	**Louisiana Connector** • **LC.RI.11-12.3a** Analyze key points throughout a text to determine the organizational pattern or text structure. • **LC.RI.11-12.3b** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Suggested Instructional Strategies:

Write to Understand
- **Informational Text Structures:** To help students understand various informational text structures, pass out a blank graphic organizer (cluster map for descriptive texts, Venn Diagram for compare/contrast texts, a step-by-step guide for sequential texts, a cause/effect organizer for cause/effect texts, and a problem/solution organizer for problem/solution texts). Individually, with partners, in small groups, or as a whole class, ask students to help you fill out the graphic organizer as you read a text aloud.
- **Information Coding for Key Points to Determine Patterns and Text Structures:** 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
_____ (Underline)	Here is a key point in the text.

(circle)	These are signal words that help me understand what text structures are being used.
← →	This is a connection between one idea and another idea.

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 discussion, teachers should specifically ask questions that address how key points throughout a text can be used to determine the organizational pattern or text structure.
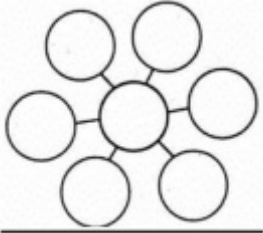
Model to Understand
- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself. For this think aloud, teachers should specifically ask describe the key points in the text and how they can be used to determine the organizational pattern or text structure of informational texts.

Suggested Supports and Scaffolds:
- Copies of informational texts for each student
- Coding sheet
- Various informational Texts
- Graphic organizers
- 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
- Pair each type of text structure with a symbol. Examples can be found here: https://www.pinterest.com/stockphotos0027/text-structures/?autologin=true

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**Louisiana Standard** • **RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Louisiana Connector • **LC.RI.9-10.2d** Create an objective summary of a text.	**Louisiana Connector** • **LC.RI.11-12.2d** Create an objective summary of a text.

Suggested Instructional Strategies:

Write to Understand
▪ **Information Coding:** Provide the students with a copy of the text the students for students to mark. Give students an example of a summary. Next, provide students with a highlighter. Ask students to highlight the most important parts of the text (the main idea and at least three key details to support the main idea). Then, ask students to compose a short summary of the information by writing down the main idea and important supporting details.
▪ **Informational Text Web:** Place a main idea in the middle of the informational text web. Next, ask students to support the main idea by placing supporting details around the web. Finally, ask students to provide a verbal summary of the information using the informational text web.

Discuss to Understand
▪ **Think, Pair, Share:** Ask students to meet in pairs. Then, using a graphic organizer (or the materials created in the above activities), ask them to co-construct a summary of the information. They can then recite their summaries to another group or the teacher to show their understanding of the information presented within the text.

Model to Understand
- **Think Aloud:** To model how to create summaries of informational texts, the teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop explain the main idea and supporting details. At the end of the read aloud, the teacher should model how to put the pieces together to form a summary of the text.

Suggested Supports and Scaffolds:
- Graphic Organizers
- Videos or story boards/cards of the story for visual supports
- Audio of the story on a compact disc or text read by a computer
- Black and white illustrations of key elements in the story
- Clearly differentiated multiple-choice answers
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text containing the same key information
- Individual copies of informational texts for each student
- Informational coding sheet for each student
- Various informational Texts
- Interactive White Board
- 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

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**Louisiana Standard** • **RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Louisiana Connector • **LC.RI.9-10.2a** Determine the central idea of a text. • **LC.RI.9-10.2b** Determine how the central idea develops. • **LC.RI.9-10.2c** Determine how key details support the development of the central idea of a text.	**Louisiana Connector** • **LC.RI.11-12.2a** Determine two or more central ideas of a text. • **LC.RI.11-12.2b** Determine how the central ideas develop. • **LC.RI.11-12.2c** Determine how key details support the development of the central idea of a text.

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.

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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:

- Graphic Organizers
- Individual copies of informational texts for each student
- Informational coding sheet for each student
- Various informational Texts
- Interactive White Board
- 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

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**Louisiana Standard** • **RI.11-12.9** Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
Louisiana Connector • **LC.RI.9-10.9a** Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"). • **LC.RI.9-10.9b** Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") address similar central ideas.	**Louisiana Connector** • **LC.RI.11-12.9a** Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail). • **LC.RI.11-12.9b** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), address similar central ideas.

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:
- Individual copies of informational texts for each student
    - Summaries of seminal U.S. documents as needed
- Informational coding sheet for each student
- Various informational Texts
- Interactive White Board
- Read aloud texts
- Deliver content using multi-media
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeated exposure to content and strategies
- Use of first/then language and visual supports to identify sequencing information
- Preview of the text and events, frontloading
- Peer support, collaborative grouping

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**Louisiana Standard** • **RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student interpretation of power, persuasiveness, or beauty of the text. • **RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • **SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Louisiana Connector • **LC.RI.9-10.8c** Evaluate the argument/claims that the author makes to determine if the statements are true or false. • **LC.RI.9-10.8e** Assess the validity of the arguments across texts on related topics.	**Louisiana Connector** • **LC.RI.11-12.8b** Distinguish reliable sources from non-reliable. • **LC.RI.11-12.8c** Evaluate the premises, purposes, argument that the author makes. • **LC.RI.11-12.8e** Assess the validity of the premises, purposes, arguments across texts on related topics.

Suggested Instructional Strategies:
Discuss to Understand
• **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about an argument an author makes within the text. 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. Questions may include:

- What argument/claim does the author make?
- How does this argument/claim support whether the statement is true/false?
- What evidence does the author provide to support the claim/argument?
- How valid is the premise of the author's argument? How do you know?
- **Debates:** For informational texts in which the author makes an argument, ask students to prepare a debate in which two sides of the same issue are argued. Students should use be able to support their arguments by verifying the truth of their claims. They also need to prepare their arguments by providing evidence within the 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. At the end of the debate, the students should have a discussion about the validity of the arguments.

Suggested Supports and Scaffolds:

- Various informational texts
- Planning sheets for debates
- 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
- Repeated exposure to content and strategies
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Interactive whiteboard
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text with the same information
- List of criteria that can be used to evaluate evidence, either in poster form posted in the class or individual size that can be velcroed to desk

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**Louisiana Standard** • **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Louisiana Connector • **LC.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**Louisiana Connector** • **LC.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Suggested Instructional Strategies:

Write to Understand
Poster Presentation:
• Use multiple components to develop a complete profile on a person's life. Include an informational map, timeline and graphic organizer that compare various sources of information (print vs. media).
• Complete an informational map (e.g., bubble map showing aspects of a person's life) using photos, newspaper stories, graphs, books, TV news stories.
• Complete a timeline of a subject.
• T-chart/Venn diagram to compare print and media information.

Sort to Understand
• Sort provided facts into categories (e.g., early life, turning points, accomplishments, end of life).

Discuss to Understand
Socratic seminar
• Choose a segment of a movie or video based on Abraham Lincoln's life and accomplishments. Choose a segment of a published book on the same topic.
• Review the material several times, emphasizing the most important facts.
• Provide students with a range of questions that will allow students of varying ability levels to participate.
• Facilitate a discussion that relates to the questions as well as how the two mediums differ.

Think-Pair-Share
- Discus the different facts and/or sources of information.

Model to Understand
- Use a think aloud to explore how to answer a question from multiple sources and how reliable those sources are (e.g., the question is "Why is immigration law an important topic?" Use newspaper articles, TV news reports, etc. to answer questions and show how different points of view are displayed).

Suggested Supports and Scaffolds:
- Highlight text
- Images to support texts
- Graphic organizers
- Different colored pens to show information from multiple sources
- Teach using meaningful content from a variety of mediums (e.g., internet, movie)
- Segment text and videos into shorter sections
- Read aloud texts
- Interactive white board
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Provide students with prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). • **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. • **SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**Louisiana Standard** • **RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • **SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Louisiana Connector • **LC.RI.9-10.5a** Analyze in detail how an author's ideas or claims are developed. • **LC.RI.9-10.5b** Identify key sentences or paragraphs that support claims. • **LC.RI.9-10.8a** Identify claims and arguments made by the author. • **LC.RI.9-10.8b** Delineate/trace the author's argument and specific claims. • **LC.RI.9-10.8d** Delineate the argument and specific claims in two or more texts on related topics.	**Louisiana Connector** • **LC.RI.11-12.8d** Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.

Suggested Instructional Strategies:

Discuss to Understand
• **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about an argument an author makes within the text. 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. Questions may include:
- What argument/claim does the author make?
- What key sentences support these claims?
- How does this argument/claim support whether the statement is true/false?
- What evidence does the author provide to support the claim/argument?
- How valid is the premise of the author's argument? How do you know?

- **Debates:** For informational texts in which the author makes an argument, ask students to prepare a debate in which two sides of the same issue are argued. Students should use be able to support their arguments by verifying the truth of their claims. They also need to prepare their arguments by providing evidence within the 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. At the end of the debate, the students should have a discussion about the validity of the arguments.
- **Think, Pair, Share:** Provide students with an argument or claim that the author makes. Ask students to individually find a sentence that supports the claim from the text. 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.

Suggested Supports and Scaffolds:
- Various informational texts
- Planning sheets for debates
- Read aloud texts
- Interactive white board
- Deliver content using multi-media
- Graphic organizers
- Highlighted text (Claims in one color, supporting evidence in another)
- Highlighters
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeated exposure to content and strategies

Grades 9-10	Grades 11-12
Louisiana Standard • **RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. • By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	**Louisiana Standard** • **RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–workplace/postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. • By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–workplace/postsecondary text complexity band independently and proficiently.
Louisiana Connector • **LC.RI.9-10.10c** Use a variety of strategies to derive meaning from a variety print and non-print informational texts.	**Louisiana Connector** • **LC.RI.11-12.10c** Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

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
- Read aloud texts
- Use a switch activated reading program that highlights text as it is read
- Interactive white board
- Deliver content using multi-media
- Graphic organizers
- Highlighted text
    - Highlight WH questions with different colors and then highlight the answers with same corresponding color in the text. (The student can be more independent in filling out a graphic organizer or character map or simply answering questions during a discussion.)
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate important information
- Sentence strips that reflect text from the story
- Videos or story boards/cards of the story for visual supports
- Create PowerPoint stories that is modified to students reading level
- Picture icons on graphic organizers to support non-readers and visual learners
    - Student can show comprehension by sequencing the events or ideas in the story or poem. Depending on the ability of the students you can use chaining and have student add 1 or 2 cards to the sequence instead of all of them at one time.)
- Peer support, collaborative grouping

- Provide students with prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding.
- Repeat same lessons/text over multiple times and days.

Grades 9-10	Grades 11-12
Louisiana Standard • N/A	**Louisiana Standard** • **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Louisiana Connector • N/A	**Louisiana Connector** • **LC.RI.11-12.5a** Analyze the structure an author uses in his or her exposition or argument. • **LC.RI.11-12.5b** Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.

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 20th 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 20th 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
- Deliver content using multi-media
- Word bank from which students may select answers to questions
- Black and white illustrations of key elements in the story
- 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 same story with the same key events or details
- Peer support, collaborative grouping
- Use of first/then language and visual supports to identify sequencing information
- Repeated exposure to content and strategies
- Symbols paired with types of text structure
- Provide a signal word chart
  (e.g., http://www.pinterest.com/source/seedsofsciencerootsofreading.wordpress.com/)