

a series of related *Anchor Performances*—skill sets that all students need to be able to do—and suggest strategies to help diverse students build these skills in order to meet the Standards. Some strategies may be more appropriate than others depending upon the grade-level or language facility of the students. To that end, we make suggestions on how to adapt strategies to meet the needs of diverse individual learners.

Box 4.1 College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Key Ideas and Details

Anchor Performance 1: Making Logical Inferences

Making inferences is a process of drawing conclusions from various pieces of information. When teachers ask students to infer meaning from a text, they expect students to go beyond the surface of the printed words and discover suggested meanings or make judgments. In order for students to make inferences, they need to activate their prior knowledge.

For this anchor performance, kindergarten and first-grade students are expected to ask and answer questions about key details in the text. In contrast, second and third graders are directed to ask and answer Wh-questions (who, what, where, etc.) about the text and describe the relationships between a series of ideas or events, and those students in fourth and fifth grade need to refer to details and examples given in the text and explain what the text conveys explicitly.

Essential Strategy to Support Anchor Performance 1: Activate Prior Knowledge/Build Background

Teachers need to provide students with opportunities to tap into their prior knowledge in order to connect what they already know with the new information they will be learning. When students make these connections, their comprehension increases. Good readers automatically activate their prior knowledge to make sense of what they read. The following are some approaches that can start students thinking about what they already know about a topic:

Brainstorming. With the teacher as facilitator, students offer their information and ideas about a particular topic or question and the teacher writes them down on chart paper or a whiteboard. There are no judgments given by the teacher or the students about the information received. A set time limit allows all students to share yet contains the activity to make it a good prereading strategy. To help struggling learners, teachers should present the topic and give students sufficient wait time to process the information before eliciting ideas.

Visual Images. One way to preview content, introduce new vocabulary, and build background knowledge is to use photographs, drawings, charts, video on DVD or through video-sharing websites such as YouTube. Diverse students benefit from having some exposure to the content through visual means before they are asked to uncover meaning from the text.

Semantic Mapping. A strategy that helps students to expand their vocabulary, semantic mapping can draw upon students' prior knowledge

or build schema. It displays the relationship between vocabulary words or similar concepts. One way to build a semantic map is to write a concept word on the board and elicit from students words that are connected or similar in some way to the concept. Figure 4.1 is an example of semantic mapping.

Semantic mapping can be combined with visual representations to give students the background knowledge and the vocabulary they need to participate in creating the map.

Anticipation Guides. Anticipation guides can build student interest about a subject and establish a purpose for reading, as well as tap into learners' prior knowledge. Before reading, students respond to a series of statements about the text by indicating whether or not they think they are true or false. Students make predictions about what the text will reveal. As the text is read, students are able to verify their predictions. Figure 4.2 is an example of an anticipation guide written for a text about windstorms.

Through the process of using anticipation guides, students are often better able to remain focused on more difficult texts. To help struggling learners, teachers can project the image of the anticipation guide to the class and read each statement aloud. Instead of asking students to respond

Figure 4.1 Semantic Mapping: American Revolution

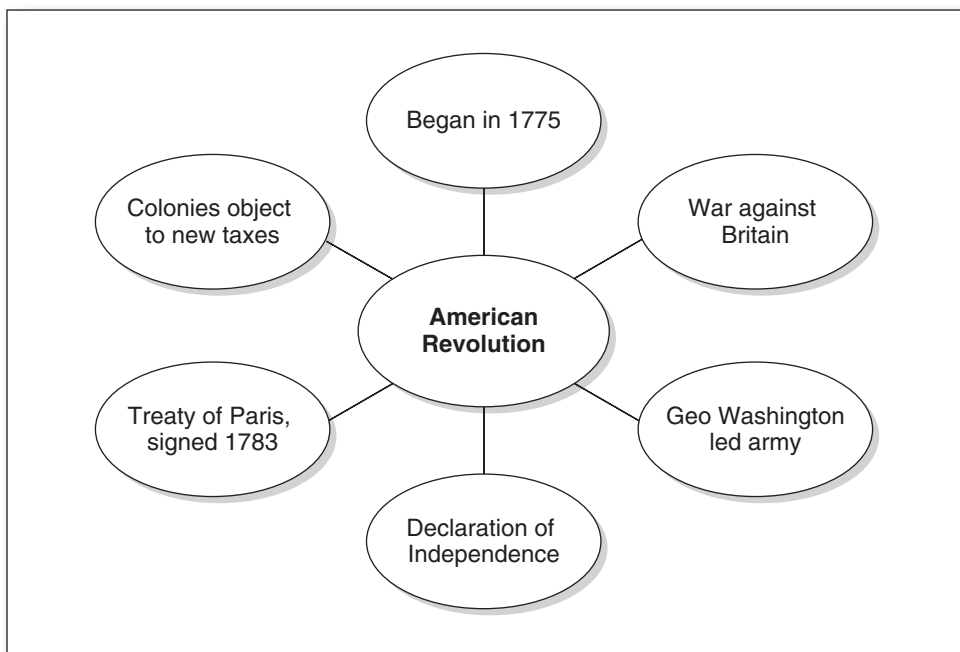


Figure 4.2 Anticipation Guide

Storm Chasers: Tracking Twisters (Herman, 1997)

Directions: Read the following sentences about what happens during a windstorm. Write “T” if you think the sentence is true. Write “F” if you think a sentence is false (not true).

- _____ Tornadoes happen when the weather is very warm.
- _____ Hailstones the size of your fist might fall to the ground.
- _____ People should hide under their beds for safety.
- _____ The noise of a tornado can sound like a roller coaster.
- _____ A tornado lasts for many hours.
- _____ Some people do not run and hide from tornadoes; they chase them.
- _____ There are three different kinds of windstorms.
- _____ To find out about a hurricane, a pilot might fly a plane into the storm.
- _____ Tornado winds are faster than hurricane winds.
- _____ Tornadoes can strike in any state in the United States.

with a paper and pencil activity, students might be surveyed by asking them to raise their right hand if they think an answer is true or their left hand if they think it is false. Additionally, individual, hand-held whiteboards can be used to log student answers.

Anchor Performance 2: Identify and Summarize Key Themes and Supporting Details

Helping students organize the main ideas and details contained in informational texts aids in their overall comprehension and their ability to read more deeply as prescribed by the CCSS. Diverse learners often find grade-level text difficult to navigate. Therefore, text information becomes more accessible when it is arranged in an organizational chart during reading. With practice, students become more skilled with identifying the main idea and supporting details and are better able to understand specific content. For this anchor performance, kindergarteners and first graders are expected to identify the main topic and key details in the text, whereas upper elementary youngsters are directed to determine the main idea of the text and explain how it is supported by key details.

Essential Strategy to Support Anchor Performance 2: Utilize Summary Organizers

Summary organizers help students sort and categorize information during active reading. They create a simple framework for diverse learners to identify and process pieces of text, most often with a teacher’s guidance, as well as to demonstrate their understanding. Summary organizers can be

adapted to suit the needs of individual learners and may be completed independently, in student pairs, or in small groups. They may be differentiated to already contain some of the text information with the task remaining for students to find the details to complete the summary. The following are two types of summary organizers:

Two-Column Notes. The main purpose of a two-column note organizer is for students to sketch out a text’s main ideas and their corresponding details. Teachers can begin using this method by modeling the completion of the organizer on chart paper or other writing surface displayed to the class during a shared reading. Providing ongoing opportunities for students to complete two-column notes in class will strengthen their ability to recognize text features that lead them to the main ideas and details of the text. Below (Figures 4.3 and 4.4) are examples of a fully and a partially completed two-column note organizer based on the book *Alligator at Saw Grass Road* (Halfmann, 2006). Providing students with the main ideas and asking them to fill in all the details or by first presenting the details and having students determine their corresponding main ideas are two ways to further modify this organizer.

Figure 4.3 Fully Completed Two-Column Notes

Two-Column Notes	
<i>Title: Alligators at Saw Grass Road (Halfmann, 2006)</i>	
Main Ideas	Details
The alligator makes a nest.	She pushes plants and mud to make a nest above the water. She digs a hole on top of the nest to lay her eggs.
The alligator lays many eggs.	She covers them with plants. She keeps them safe and warm. She chases away other animals from her nest.
The eggs hatch at the end of the summer.	The alligator uncovers the nest. The alligator helps some of the babies come out of their shells. They are nine inches long.
The alligator protects her babies.	The babies sit on the alligator’s head and back. They stay with their alligator mother for two years or more.

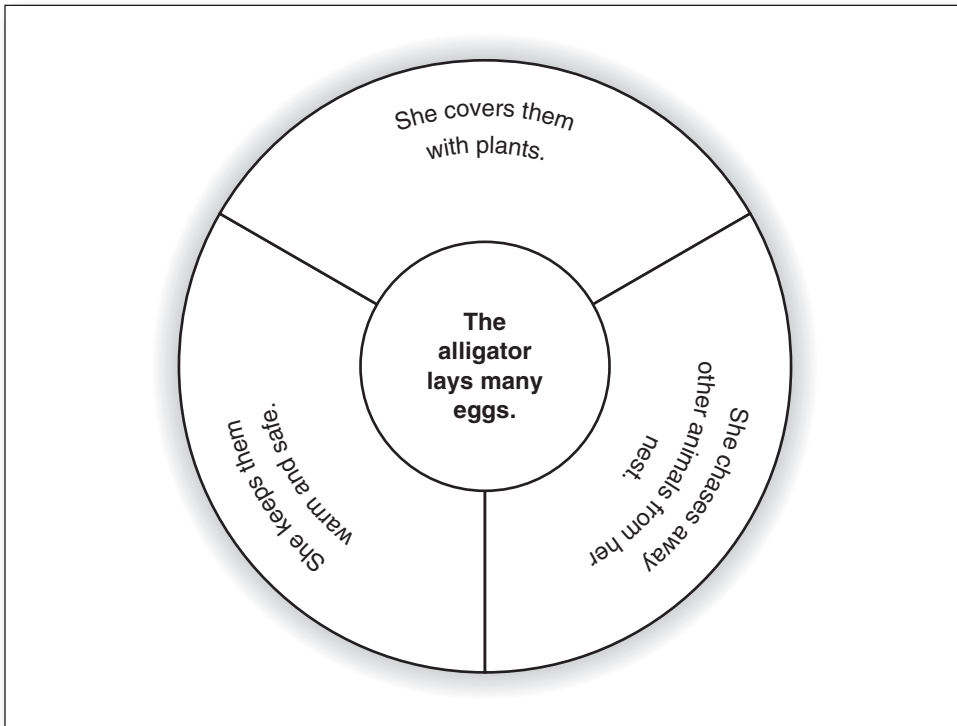
Figure 4.4 Partially Completed Two-Column Notes

Two-Column Notes	
Title: <i>Alligators at Saw Grass Road</i> (Halfmann, 2006)	
Main Ideas	Details
The alligator makes a nest.	She pushes plants and mud to make a nest above the water. _____ _____
The alligator lays many eggs.	She covers them with plants. _____ _____
The eggs hatch at the end of the summer.	The alligator uncovers the nest. _____ _____
The alligator protects her babies.	The babies sit on the alligator's head and back. _____ _____

Summary Wheels. A somewhat simplified version of the two-column notes in a different format, the summary wheel is a graphic representation to help student identify one main idea at a time along with its corresponding details. This organizer may be more suitable for earlier elementary grades or for students who do not have a strong facility with Standard English. As an alternative to writing text, students can illustrate the details surrounding the main idea or use a combination of both text and drawings. Figure 4.5 is an example of a summary wheel developed from the same text as above, *Alligator at Saw Grass Road* (Halfmann, 2006).

Anchor Performance 3: Analyze Cause and Effect

Cause-and-effect text structures are common in many printed materials in subjects such as history or science, which often contain descriptions of certain events or phenomena coupled with their determining factors. In order for students to understand causal relationships, they must first comprehend the overall information in the text. Giving diverse students a general overview of what the text contains increases their understanding while they are reading the text and allows them to make better connections between cause-and-effect relationships.

Figure 4.5 Summary Wheel

For this anchor performance, kindergarteners and first graders are expected to make connections between two story events, ideas, or pieces of information, whereas second and third graders are directed to make connections between a series of events and ideas, and fourth and fifth graders must take it one step further and explain the interactions between individuals, events, and ideas supporting their assertions with specific text information.

***Essential Strategy to Support Anchor Performance 3:
Create Structured Overviews***

A structured overview is the process of organizing and arranging topics to make them more comprehensible. It identifies the major ideas and important details contained in the text. With a structured overview, students are better able to become familiar with new concepts. The simplified format allows students to clearly focus on the main ideas of the text before they read. Two types of structured overviews are a *One-Pager* and a *Graphic Representation*.

One-Pager. This type of overview identifies the main ideas and some details contained in the text in a list of complete sentences that follow the

order the information is revealed during reading. Students have the opportunity to examine and comprehend smaller amounts of text that contain important concepts and vocabulary that can be discussed before the text is read. As suggested previously, teachers can project the image of the one-pager and read aloud each statement, pausing to discuss the more difficult vocabulary and paraphrasing the information to verbally scaffold instruction. Take a look at the sample one-pager (Figure 4.6) written for an article titled *Forgive Billy the Kid?* (Walters, 2010):

Figure 4.6 One-Pager

One-Pager: *Forgive Billy the Kid?*

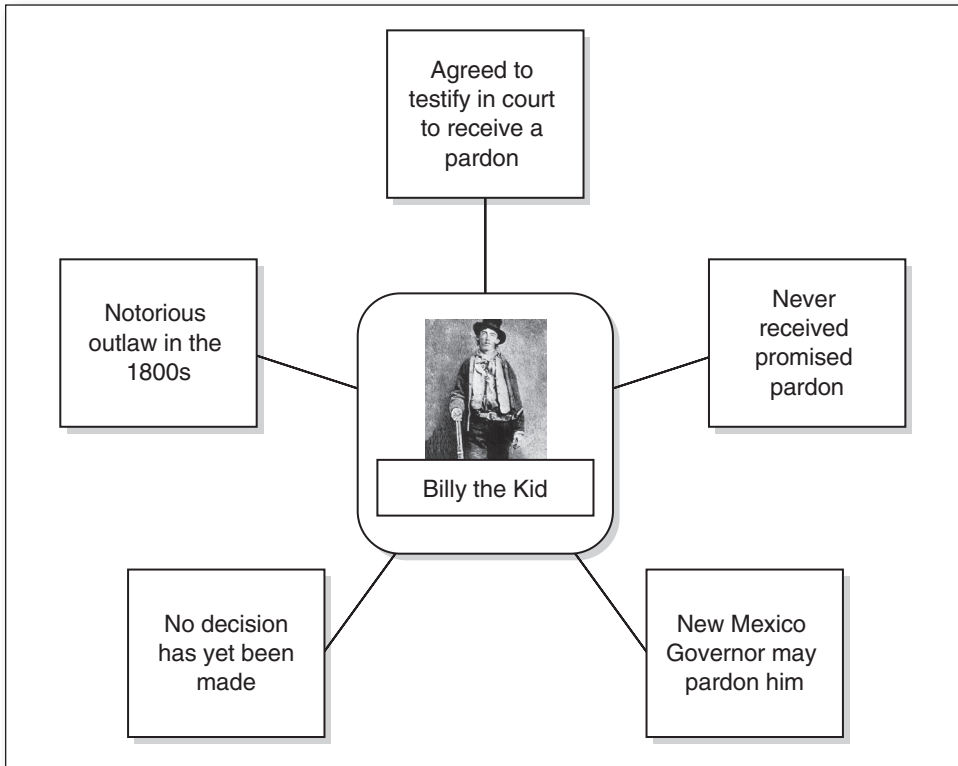
- Billy the Kid was a notorious outlaw in the late 1800s.
- New Mexico Governor Bill Richardson is considering granting him a pardon—an official forgiveness for his crimes.
- Historical documents show that before he died, Billy agreed to testify in court about a killing he had seen to receive a pardon.
- The pardon never happened.
- Many people are upset about the possible pardon because they believe any governor should not pardon such a criminal.
- No decision has yet been made.

Graphic Representation. This type of structured overview includes various visual depictions, such as diagrams, maps, graphs, photo displays, for example, that represent ideas contained in the text. It may be more appealing to some students who are overwhelmed by a full page of text. Figure 4.7 shows one possible graphic representation of the *Forgive Billy the Kid* text.

Craft and Structure

Anchor Performance 4: Determine Meaning of Words and Phrases

Explicit vocabulary instruction and frequent repetition of the use of targeted vocabulary are essential practices for students to expand their comprehension of increasingly complex reading selections. Students need multiple opportunities to draw on new vocabulary not only through reading, but also while engaged in the other three language skills: listening, speaking, and writing. For this anchor performance, students are directed to accomplish different tasks according to their grade level. Kindergarten

Figure 4.7 Graphic Representation

and first-grade students are prompted to ask and answer questions about general unknown words or phrases contained in informational text, whereas students in second through fifth grade determine the meaning of general academic (Tier 2) and content-specific (Tier 3) words or phrases specific to their grade level.

***Essential Strategy to Support Anchor Performance 4:
Build Vocabulary Sense***

In the previous chapter on Reading Strategies for Literary Texts (see chapter 3), many suggested strategies for teaching vocabulary are also applicable to informational texts. In addition to those strategies, we have compiled several approaches to learning words and phrases to better help students understand informational texts.

List-Group-Label. A combination of brainstorming and semantic mapping, List-Group-Label activates students' prior knowledge, increases vocabulary, and helps students understand the relationship between groups of words. Students are asked to brainstorm a list of words about a

topic within a particular time frame set by the teacher. Using critical thinking skills, students then group the words according to categories that they recognize. Last, they devise labels or titles for each of their word groups. This strategy is often completed in student pairs, trios, or small groups and can be used before, during, or after the text is read. Lists can be generated in a whole-class setting with students partnering to complete the rest of the task. Two variations of this strategy to differentiate instruction are as follows:

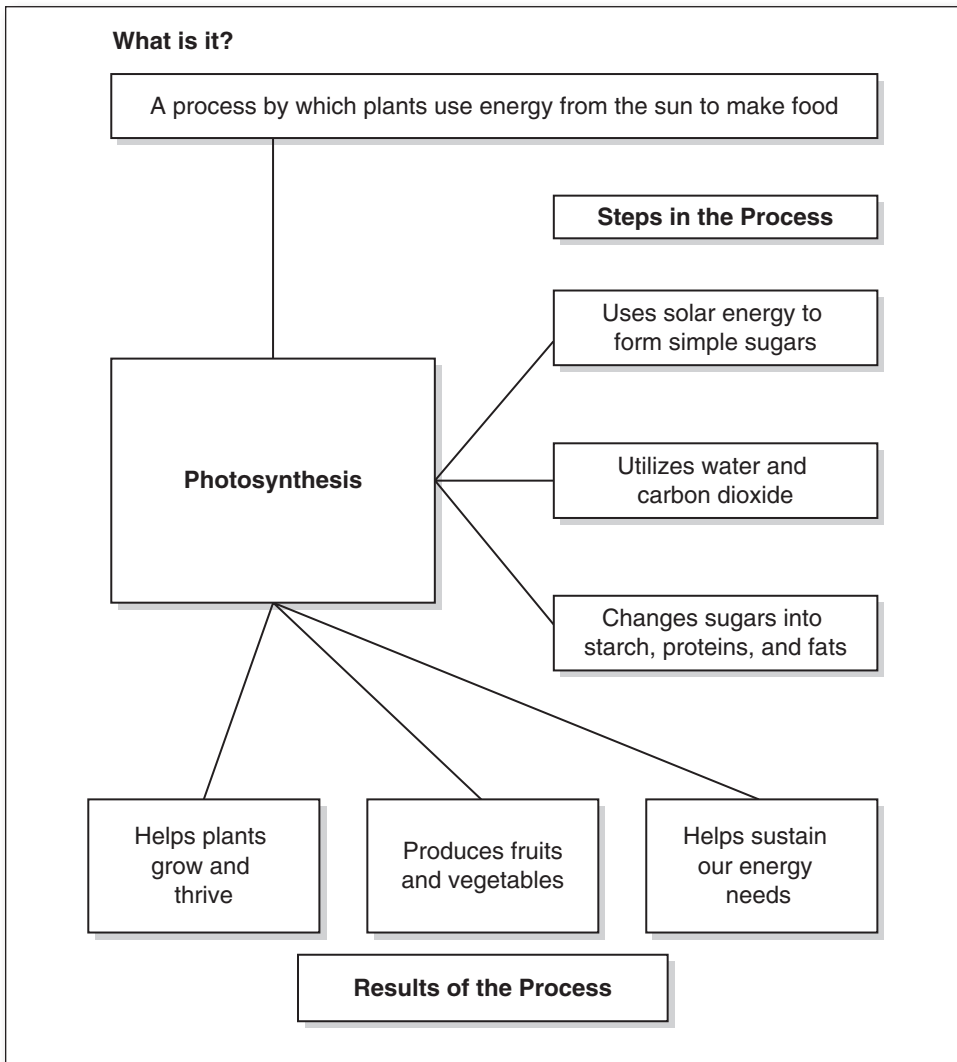
- **Word Sorts.** Teachers prepare printed lists of words along with titled categories. With partners, students cut out the words and sort them according to the teacher-specified categories.
- **Photo Sort.** No words are involved with this activity. Students are given a small stack of photos (generated from Google Images) that they must group and categorize. Category labels may be teacher-specified or student-devised.

Morphing Words. Here is one strategy that is helpful for students, particularly for English language learners, to understand the connections between words that are built from the same root word. Students need to recognize various words generated from common root words to increase their reading comprehension. This strategy gives students practice with frequently used words found in expository texts and offers them the opportunity to generate and identify the different forms these words can take. It works well as a timed game in which students are challenged to generate as many morphed words as they can either alone, in pairs or small groups within a certain time frame.

Table 4.1 gives an example of *Morphing Words*.

Table 4.1 Morphing *Inform*

Root Word:	<i>inform</i>
Morphed Words:	<i>informs</i> <i>informed</i> <i>informing</i> <i>information</i> <i>informative</i> <i>misinform</i> <i>misinforms</i> <i>misinformed</i> <i>misinforming</i> <i>misinformation</i> <i>uninformed</i> <i>uninformative</i>

Figure 4.8 Concept Map

(Adapted from Echevarria, Vogt, & Short, 2012)

Concept Maps. To organize text information, students utilize a concept map (Novak & Cañas, 2008) to identify key words and phrases about a topic. This during-reading or after-reading strategy helps students make meaningful connections between the main idea and its supporting details. These organizers can be completed individually, with partners, or in full-class settings with a projected image (see Figure 4.8). The concepts they contain are generally new material for students, and teacher modeling and guidance in their completion is particularly helpful with diverse learners.