Incorporating Informational Text: Article of the Week

Summary
Students build their knowledge base and learn to read and summarize informational texts.

Main Core Tie
English Language Arts Grade 9-10
**Reading: Informational Text Standard 1**

Additional Core Ties
English Language Arts Grade 9-10
**Reading: Informational Text Standard 2**
**Reading: Informational Text Standard 3**
**Reading: Informational Text Standard 4**
**Reading: Informational Text Standard 5**
**Reading: Informational Text Standard 6**
**Speaking and Listening Standard 1 a.**
**Speaking and Listening Standard 1 b.**
**Speaking and Listening Standard 1 c.**
**Speaking and Listening Standard 1 d.**

Time Frame
1 class periods of 45 minutes each

Group Size
Small Groups

Life Skills
Thinking & Reasoning, Communication, Social & Civic Responsibility

Materials
Informational articles, textbooks, expository essays

Background for Teachers
Students need to learn how to read and discuss informational texts. Tying informational texts with literary texts allows students to make critical connections between the "real" and literary world.

Student Prior Knowledge
Students need to learn and understand how to be effective listeners in discussions. They also need to be able listen to diverse opinions.

**Intended Learning Outcomes**

Students will be able to read and summarize informational text, identify key details from surprising details, and recognize the main ideas/concepts presented in articles. They will also be able to listen, take notes, and discuss the issues presented in informational texts with a small group.

**Instructional Procedures**

Students are assigned an informational reading piece to read and annotate. Please note: Assigning an informational text to read every other week works best for the discussion strategy. Using the article of the week discussion grid, in groups of 3 or 4, using the annotated articles, students share key details, surprising information, things they read that were confusing, and the WWWWWWH of the article. The students take turns in their groups (everyone gets to be the scribe and take notes while another group member shares by writing notes on the grid for each individual group member. Other group members listen actively). Following the discussion, group members discuss and write their answer to the thinking question at the bottom of the discussion grid.

**Assessment Plan**

Teachers can assess the ability of groups to work together, the quality of the notes, and the depth of thinking following the discussion of the article.

**Rubrics**

**Communication Skills**

**Bibliography**


**Authors**

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