

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](#)

English Language Arts Grade 9-10

[Reading: Informational Text Standard 3](#)

English Language Arts Grade 9-10

[Reading: Informational Text Standard 4](#)

English Language Arts Grade 9-10

[Reading: Informational Text Standard 5](#)

English Language Arts Grade 9-10

[Reading: Informational Text Standard 6](#)

English Language Arts Grade 9-10

[Speaking and Listening Standard 1 a.](#)

English Language Arts Grade 9-10

[Speaking and Listening Standard 1 b.](#)

English Language Arts Grade 9-10

[Speaking and Listening Standard 1 c.](#)

English Language Arts Grade 9-10

[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 WWWWWH 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

Gallagher, Kelly. Readicide: How Schools Are Killing Reading and What You Can Do About It. Portland: Stenhouse, 2009. 47-50

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