



Bowman Reading

Think Along Plan
Lead4ward

Monday – Make a Plan for Informational

Explore It

Do

Read a STAAR passage or interesting passage of text.

Focus on genre specific demands.

Discuss

What was the most thought provoking part? Why?
Did the reading generate any thoughts? Explain.

Text Features

Authors use text features to support reader understanding (e.g., pictures, titles, bolded words, graphs, diagrams)

Organization of Information

Authors organize text (and sections of text) in different ways to communicate their ideas/information (e.g., description, cause and effect, problem-solution)

Language

Authors use single words (and groups of words) to create clarity of ideas/information (e.g., details, facts, examples)

Connections

Probability of a reader connection (e.g., reader's background knowledge, reader's experience, familiarity with the topic)

Monday – Make a Plan for Fiction

Explore It

Do

Read a STAAR passage or interesting passage of text.

Focus on genre specific demands.

Discuss

What was the most thought provoking part? Why?
Did the reading generate any thoughts? Explain.

Elements of Fiction

Authors use elements to communicate the plot (e.g., characters, setting, theme, point of view, tone)

Organization of Information

Authors organize stories using a sequence of main events to create a well-planned plot (e.g., presents a problem/solution, story is told in a logical order, story includes a message or lesson)

Language

Authors use single words (and groups of words) to create experiences (e.g., sensory words, simile, metaphor)

Connections

Probability of a reader connection (e.g., reader's background knowledge, reader's experience, familiarity with the topic)

Monday Strategies - Informational

Pick a passage and complete a teacher-led or student-led reading of the piece.

Interesting STAAR Passages

Learning from mistakes

6th
Grade

2019 - **Fire Birds** - 71%; **Soaring to New Heights** - 61%; **Flying into History** - 59%
2018 - **George Washington's Portrait** - 66%; **The Story Behind the Silmarillion** - 56%; **Venezuela's Lightning Storm** - 63%;
2017 - **In the Blink of an Eye** - 74%; **HARP and Its Angels** - 59%;
Connecting the Human Dots - 62%

7th
Grade

2019 - **Turning Waste into Energy** - 64%; **of Feathers, Fat, and Freezing** - 72%; **Keep Calm and Read On** - 66%
2018 - **Quite an Achievement!** - 66%; **Natural Inspiration** - 70%; **A Brilliant Beetle** - 64%
2017 - **The World's Most Valuable Vault** - 69%; **Reinforcing the Past** - 64%; **The Cutty Sark** - 64%

8th
Grade

2019 - **Preserving Plants** - 64%; **Brilliant Ideas: The Cure for Concrete** - 64%; **What Can we See in a Logo?** - 70%
2018 - **Talking to Technology** - 69%; **Adventuring on the Nile** - 65%;
2017 - **Breaking out of the Box** - 75%; **A Bountiful Billboard** - 63%; **A Winning Culture** - 65%

- Focusing on rate of reading without comprehension
- Looking at the explicit clues and missing the critical, implicit clues in the larger chunks of the reading
- Looking within the sentence for clues and missing the clues in the larger chunks of the reading
- Missing the explicit purpose for reading
- Forgetting to use the comprehension strategies to clarify, monitor, and validate understanding
- Not rereading when information/ideas are unclear
- Using annotation as a comprehension strategy and not as a tool to be used as needed.

Monday Strategies - Fiction

Pick a passage and complete a teacher-led or student-led reading of the piece.

Interesting STAAR Passages

Learning from mistakes

6th
Grade

2019 - **A Picture of Peace** - 66%
2018 - **The Regulars** - 66%; **The Raven and the Star Fruit** - 63%
2017 - **Prince Patrick** - 68%; **A Wintry Welcome** - 66%
2016 - **Charlie Joe Jackson's Guide to Extra Credit** - 64%
2015 - **More Stories from Grandma's Attic** - 73%

7th
Grade

2019 - **The Winter Hibiscus** - 69%
2018 - **Vacation Exaggeration** - 72%
2017 - **Smiles to Go** - 69%
2016 - **From Here to the Sargasso** - 68%
20125 - **Airball: My Life in Briefs** - 65%
2014 - **Maniac Magee** - 62%

8th
Grade

2019 - **The Lesson in Design** - 73%
2018 - **Starting from Scratch** - 71%; **False Start** - 65%
2017 - **Dark Water Rising** - 72%
2016 - **Skies Over Sweetwater** - 74%; **The View from Saturday** - 74%
2015 - **A Ribbon for Baldy** - 69%

- Focusing on rate of reading without comprehension
- Looking at the explicit clues and missing the critical, implicit clues in the larger chunks of the reading
- Looking within the sentence for clues and missing the clues in the larger chunks of the reading
- Missing the explicit purpose for reading
- Forgetting to use the comprehension strategies to clarify, monitor, and validate understanding
- Not rereading when information/ideas are unclear
- Using annotation as a comprehension strategy and not as a tool to be used as needed.

Tuesday - Tell me what you know

Talk About It

Do

Use same STAAR Reading from Monday.

Discourse is KEY
Comprehension

Discuss

What connections did you make with the text?
What information/events are most important?

Tools to Know: Comprehension TEKS

	Informational	Fiction
6th	6.2A, 6.2B, 6.5E, 6.5F, 6.5G, 6.5H	6.2A, 6.2B, 6.5 E, 6.5F, 6.5G, 6.5H
7th	7.2A, 7.2B, 7.5E, 7.5F, 7.5G, 7.5H	7.2A, 7.2B, 7.5E, 7.5F, 7.5G, 7.5H
8th	8.2A, 8.2B, 8.5E, 8.5F, 8.5G, 8.5H	8.2A, 8.2B, 8.5E, 8.5F, 8.5G, 8.5H

Bold TEKS - eligible for assessment on STAAR

Tuesday Strategies

These strategies are all meant for students to start talking about their comprehension.

Tell Me What You Know: Comprehension Strategies

Learning from mistakes:

Students may make the following mistakes.

Informational

Select one of the strategies

The World's Most Valuable Vault - 7th - 2017

Four Corners - *.5E, *.5F, *.5G, *.5H

Word Game - *.2A, *.2B

#Summary - *.5E, *.5F, *.5G, *.5H

Make the Connection - *.5E, *.5F, *.5G, *.5H

- Confusing details with inferences
- Not recognizing that multiple inferences can be made using the same details
- Relying heavily on schema without textual evidence
- Only using details to make more abstract connections
- Treating all details and information as equally important

Fiction

Select one of the strategies

A Ribbon for Baldy - 8th - 2015

Four Corners - *.5E, *.5F, *.5G, *.5H

Vocabulary Windows - *.2A, *.2B

Comprehension Stickers - *.5E, *.5F, *.5G, *.5H

1 Minute Graffiti - *.5E, *.5F, *.5G, *.5H

Wednesday - Work it out

Show It

Do

Use same STAAR Reading from Monday

Playlist Activity

Thinking about the Meaning

Discuss

What did the author say?

What is the meaning of the text?

Ways to Show: Thinking about the Meaning TEKS		
	Informational	Fiction
6th	Genre characteristics: 6.8Dii Overall Meaning: 6.8Di, 6.9A Analysis of Deeper Meaning: 6.8Diii	Genre characteristics: 6.8A Overall Meaning: 6.7A, 6.9A Analysis of Deeper Meaning: 6.7B, 6.7C, 6.7D
7th	Genre characteristics: 7.8Dii Overall Meaning: 7.8Di, 7.9A Analysis of Deeper Meaning: 7.8Diii	Genre characteristics: 7.8A Overall Meaning: 7.7A, 7.9A Analysis of Deeper Meaning: 7.7B, 7.7C, 7.7D
8th	Genre characteristics: 8.8Dii Overall Meaning: 8.8Di, 8.9A Analysis of Deeper Meaning: 8.8Diii	Genre characteristics:8.8A Overall Meaning: 8.9A Analysis of Deeper Meaning: 8.7A, 8.7B, 8.7C, 8.7D

Bold TEKS - eligible for assessment on STAAR

Wednesday Strategies - Informational

These strategies are all meant for students to show their understanding about the meaning of the text.

Ways to Show: Thinking about the Meaning

Select one of the strategies:

Stop, Plop, and Roll
[* .5E, *.8Di, *.9A]

Idea Shuffle
[* .8Di, *.8Diii, *.9A]

Important-Interesting
[* .5F, *.6D, *.8Di, *.8Diii]

Learning from mistakes:

Students may make the following mistakes.

Genre Characteristics:

- Approaching all reading in the same way without noting genre

Overall Meaning:

- Treating all events/ideas/information as equal in importance
- Using direct clues and missing the subtle clues
- Not understanding an author's intent
- Thinking that texts only have one idea
- Thinking that the author's selection of genre is the overall purpose for writing
- Confusing purpose with topic and controlling idea
- Not approaching text as a whole, but approaching it as isolated details, events, or sections
- Using graphical information in isolation instead of in conjunction with the written text

Analysis for Deeper Meaning:

- Confusing organizational pattern with plot
- Failing to see the author's organization as a tool to determine relationships between piece of information
- Not recognizing organizational patterns in smaller sections of text and only in the whole text

Wednesday Strategies – Fiction

These strategies are all meant for students to show their understanding about the meaning of the text.

Ways to Show: Thinking about the Meaning

Select one of the strategies:

Stop, Plop, and Roll

[*.5E, *.7B, *.7C, *.8A, *.9A]

Idea Shuffle

[*.7A, *.7C, *.7D, *.8A, *.9A]

Dear Diary

[*.5E, *.7A, *.7B, *.7C, *.7D]

Learning from mistakes:

Students may make the following mistakes.

Genre Characteristics:

- Approaching all reading in the same way without noting genre
- Not differentiating genres in terms of purpose, elements/structures, and demands
- Not understanding that there may be more than one genre in a single text

Overall Meaning:

- Not understanding that theme relates to morals, values, and/or ideas
- Treating all events/ideas/information as equal in importance
- Using direct clues and missing the subtle clues
- Not understanding an author's intent
- Thinking that texts only have one theme, idea, or claim
- Not realizing that themes are inferred and not always stated
- Confusing purpose with theme and topic
- Not rereading when understanding breaks down
- Not approaching text as a whole, but approaching it as isolated details and/or events

Analysis for Deeper Meaning:

- Not recognizing that all plots are not sequential
- Confusing theme and plot
- Lacking the historical and/or cultural background knowledge specific to the text
- Not knowing that cultural setting refers to conditions related to economics, religion, and ethnic background
- Not knowing that historical setting refers to circumstances and social conditions
- Focusing on the character traits and not the relationships and responses
- Not connecting to the character (s) in the story.

Thursday - Think it up

Defend It

Use same STAAR Reading from Monday

Do

Inferencing
Author's Craft

Inferences about figurative language, organizational structure, and literary devices.
Support with textual evidence.

Discuss

Author's Craft TEKS		
	Informational	Fiction
6th	Inferencing: 6.5F, 6.6C Point of View: 6.9E Structure: 6.9B, 6.9C Language: 6.9D, 6.9F, 6.9G	Inferencing: 6.5F, 6.6C Point of View: 6.9E Structure: 6.9B, 6.9C Language: 6.9D, 6.9F, 6.9G
7th	Inferencing: 7.5F, 7.6C Point of View: 7.9E Structure: 7.9B, 7.9C Language: 7.9D, 7.9F, 7.9G	Inferencing: 7.5F, 7.6C Point of View: 7.9E Structure: 7.9B, 7.9C Language: 7.9D, 7.9F, 7.9G
8th	Inferencing: 8.5F, 8.6C Point of View: 8.9E Structure: 8.9B, 8.9C Language: 8.9D, 8.9F, 8.9G	Inferencing: 8.5F, 8.6C Point of View: 8.9E Structure: 8.9B, 8.9C Language: 8.9D, 8.9F, 8.9G

Bold TEKS - eligible for assessment on STAAR

Thursday Strategies - Informational

These strategies are all meant for students to make inferences and defend their thinking with text evidence.

Author's Craft

Select one of the strategies:

Nine Squares

[*.5F, *.6C]

Justified List

[*.5F, *.6C]

IQ Slap Down Game

[*.5F, *.6C, *.9C, *.9D]

It's Cool to be Square

[*.9B]

Learning from mistakes:

Students may make the following mistakes.

Point of View:

- Confusing point of view with central idea
- Not understanding that point of view is used in all genres
- Not understanding an author's controlling idea

Structure:

- Looking at text graphics in isolation and not using the information in conjunction with the written text
- Not being able to interpret the information in a graphic
- Not seeing the relationship of the graphic to the written text

Language:

- Thinking all language is literal

Thursday Strategies - Fiction

These strategies are all meant for students to make inferences and defend their thinking with text evidence.

Author's Craft

Select one of the strategies:

Nine Squares
[*5F, *6C]

Justified List
[*5F, *6C, *9C, *9D, *9E]

IQ Slap Down Game
[*5F, *6C, *9D]

Circuit Time
[*5F, *6C, *9E]

Learning from mistakes:

Students may make the following mistakes.

Point of View:

- Confusing point of view with theme
- Not recognizing when point of view shifts (e.g., dialogue, examples, personal story, etc.)
- Not understanding that texts can be created through multiple lenses

Structure:

- Not seeing the relationship of the graphic to the written text
- Not rereading to examine the relationship between elements in literary texts

Language:

- Analyzing the author's use of language before understanding what is read
- Thinking all language is literal
- Not rereading to examine the relationship between purpose and language used
- Not experiencing the mood of the text
- Confusing tone and mood
- Recognizing the technique but not being able to apply it to the meaning or purpose

Friday - Follow-up

Reflect on it

Use same STAAR Reading from Monday.

Do

Author's Purpose
Summary/Paraphrase

What is the message of the text?

Discuss

What are you more confident about?

Summary/Paraphrase and Author's Message TEKS		
	Informational	Fiction
6th	6.6D, 6.9A	6.6D, 6.9A
7th	7.6D, 7.9A	7.6D, 7.9A
8th	8.6D, 8.9A	8.6D, 8.9A

Bold TEKS - eligible for assessment on STAAR

Friday Strategies

These strategies are all meant for students to make inferences and defend their thinking with text evidence.

Summarize/Paraphrase; Author's Purpose

Informational

Select one of the strategies:

One Word Upside Down Pyramid - *.6D

Summary Salad - *.6D

Pick Up the Slip Up - *.9A

Passage Questions

Fiction

Select one of the strategies:

One Word Upside Down Pyramid - *.6D

Summary Salad - *.6D

Pick Up the Slip Up - *.9A

Passage Questions

What am I most Confident About?

What are you most confident about?

- Comprehension - Tuesday
- Thinking about Meaning - Wednesday
- Author's Craft - Thursday

Do you still need to work on any of these?