

# Reading Aspire Constructed Strategies



**Young  
Scholars  
Circle**

# Crafting a Response

- 1.** Provide a clear **answer** to the question.
- 2.** Provide multiple pieces of **support** directly from the **passage**. Direct quotations (usually partial), paraphrases (author's words in student writer's own words), or synopses (specific summary) are acceptable. All sentences should connect to each other and it should be clear why the evidence given is significant to the answer.
- 3. Connect** the answer to the support. This is not done with a separate sentence but should be clear from the idea and choice of evidence.
- 4. Craft** the answer into a coherent, logical progression of ideas and evidence that answers the question fully and proves the statement.

# Types of Evidence

## DIRECT QUOTATION

What?

verbatim words, phrases, or parts of sentences from the text

When to use it?

author's exact words are necessary and will add depth, precision, or reliability to the response

# Types of Evidence

## PARAPHRASE

What?

restatement of author's words preserving the main ideas and key details

When to use it?

ideas could be clarified or original word choice is irrelevant

# Types of Evidence

## SPECIFIC SYNOPSIS

What?

a focused choice of linked portions; not a plot summary

When to use it?

several portions are needed to serve as textual evidence

# Students as Self-Assessors

“Students who are taught to use criteria know when they are doing well, without waiting for outside confirmation, and when things go wrong, they know what to do about it.”

Spandel, 2001

# Research Confirms

- All students benefit from a strong reading and writing connection.
- When students respond through writing to what they have read, writing and reading improve.
- Written responses require higher-order thinking and critical-thinking skills.

# “Thoughtful Literacy”

Remembering

≠

Understanding

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Recitation of Texts

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Consideration and Discussion of Texts

Allington, 2001



# Effective Response

- Finding Evidence
- Citing Evidence
  - using quotes, paraphrase, and synopsis
  - learning when to use each type of evidence
- Connecting evidence to analysis (or answer)  
*Remember—this is not a connection to “real world” or a new idea!*

# Close Reading

**PASSAGE MAPPING** is the backbone of close reading.

# What is Annotating and Passage Mapping?

- A writing-to-learn strategy
- For use while reading or rereading
- Helps readers reach a deeper level of engagement
- Promotes active reading
- “Dialogue with the text” (Probst)
- A visible record of the thoughts that emerge while making sense of the reading

# Annotation Bookmark

## **DURING READING:**

- *Write in the margins:*
  - Summarize
  - Make predictions
  - Formulate opinions
  - Analyze the author's craft
  - Write reflections/reactions/comments
  - Look for patterns/repetitions

# Annotation Bookmark

## **AFTER READING:**

- Reread annotations—draw inferences conclusions
- Reread introduction and conclusion—try to figure out something new
- Examine patterns/repetitions—determine possible meanings
- Determine what the title might mean



Read Like a Writer

Let's read the paired informational passages of the Reading Aspire Exemplars EHS given to you!

# Remember to ...

- Use your writer's lens
- Look for word choices
- Look for text evidence
- Skim
- Do time-saving strategies
- Time and pace yourself
- Annotate and mark your passages

