

## High School Reading

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**Focus on Reading:** Extract and analyze details

### Objective

Students will extract and analyze details to enhance reading comprehension.

### Text Information

*Understanding Dyslexia*, from KidsHealth

### Question

How might the challenges of dyslexia strengthen learning experiences?

### Standards

**R.I.9-10.3** Analyze how the author **unfolds an analysis or series of ideas or events**, including the **order in which the points are made**, **how they are introduced and developed**, and the **connections that are drawn** between them.

**R.I.11-12.3** Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop** over the course of the text.

### Summary

In this lesson students will

- Read an informational text
- Determine the central idea
- Track specific details

in order to extract and analyze details to enhance reading comprehension.

### Resources

Teacher Lesson Manual	Student Anthology
	<i>Understanding Dyslexia</i> , page 97

### LESSON PLAN

#### Activate and Assess Relevant Knowledge (ARK)

*Make connections* between this new content and what students may already know:

- From previous chapters or sections (if they have been reading from the larger work)
- From general knowledge of the selection (from peers or from library bookshelves)

*Provide new information* as necessary to help create context and fill knowledge gaps.

**(5 minutes)**

Assess student understanding of dyslexia and learning disabilities.

**ASK STUDENTS:** Have you ever heard of dyslexia?

**TELL STUDENTS:** Today we'll be reading about dyslexia. We will be using the details provided by the author to understand what it is, what causes it, and what can be done about it.

**TELL STUDENTS:** Please share any facts or details you know about dyslexia.

<p>Assess student understanding of the reading task: Extract and analyze details from what you read.</p>	<p><b>EXPECTED STUDENT RESPONSE:</b> <i>Answers will vary, but might include:</i></p> <ul style="list-style-type: none"> <li>• <i>Trouble with reading</i></li> <li>• <i>Learning disability</i></li> <li>• <i>Reading letters backwards</i></li> </ul> <p><b>ASK STUDENTS:</b> Does anyone know what it means extract and analyze details from what you read?</p> <p><b>EXPECTED STUDENT RESPONSE:</b> <i>Answers will vary, but might include:</i></p> <ul style="list-style-type: none"> <li>• <i>Keep track of main ideas and supporting details.</i></li> <li>• <i>Take notes on important details</i></li> <li>• <i>Evaluate effectiveness of details in making the author's main point</i></li> </ul>
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<p><b>Direct Instruction</b>  <i>Introduce the reading skill using a Teacher Think Aloud.</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher reads a text portion aloud</i></li> <li>• <i>Teacher explains and models the skill process out loud using the text</i></li> <li>• <i>Students observe as teacher models critical attributes of the focus skill</i></li> </ul> <p><b>10 minutes)</b></p>	
<p>Model for students how to use the K-W-L Chart to extract and analyze details from the text. The goal is to analyze interaction and development of details in support of the whole.</p>	<p><b>TELL STUDENTS:</b> Today we're going to read a text that will tell us about dyslexia. We will extract and analyze details to improve our comprehension of the text. I'm going to start by reading the first paragraph aloud to you and talk through my thinking and how I would complete a K-W-L chart if I were on my own and reading this. It's important to extract the relevant details from the text so that we can analyze them, to see how they fit in with the passage as a whole. Using graphic organizers to make quick notes can help us to do that.</p> <p><b>TELL STUDENTS:</b> After looking at the heading and the name of the document, I would want to take a look to see how long the document is (<i>about 2 pages</i>), look for any headings, sub-headings, pictures, maps or other things that I might be able to use to make sense of the text. (<i>Model reviewing headings, quotes, pictures, links at the end.</i>)</p> <p>Let's take a look at the top of the text. The first thing I can see is the title, "Understanding Dyslexia." I also see subheadings, "What is dyslexia?" and "What causes dyslexia?"</p> <p><b>ASK STUDENTS:</b> Now what can I predict the passage will be about? (Dyslexia: what it is, and what causes it.)</p>
	<p><b>TELL STUDENTS:</b> I'm going to start now by reading the first paragraph with a basic purpose—I want to figure out what this article is going to be about. I am predicting that it will tell me what dyslexia is, and what causes dyslexia. I am basing my first prediction on the title, subheadings and the pictures I have already previewed.</p>

**Read first paragraph aloud to students.**

*Sarah hates reading aloud in class. She's never been a good reader, and even when she recognizes the words on the page, she seems to have trouble saying them correctly. School's never been her favorite place, anyway, because her teachers always complain about her writing and her spelling. She often gets discouraged, thinking that she's not as smart as other students.*

**TELL STUDENTS:** There were some interesting things in there that I need to go back and look at again. First, the author describes a student who is having trouble with reading.

One of the things that stuck out to me was that the author describes the difficulties that Sarah has with reading and school. I predict that this student has dyslexia. Students with dyslexia might not like reading, they might have trouble in school, they may be discouraged, and they may feel that they aren't smart.

**TELL STUDENTS:** I am going to use a **K-W-L Chart** to collect notes on what I read. Remember, on a **K-W-L Chart** we jot down notes on what we know about a subject in the “**K**” column, what we want to know or find out in the “**W**” column and after reading, we learned in the “**L**” column.

**TELL STUDENTS:** I am going to use a **K-W-L Chart** to collect information from what I'm going to read. The first thing I will write on the organizer is what I already know about dyslexia.

**WRITE in the K-W-L Chart, “K” column;**

- Learning disability
- Causes trouble with reading
- May make school difficult and discouraging

**TELL STUDENTS:** I can add question notes in the “**W**” column. I definitely want to know the definition of dyslexia, what causes it, and what can be done to help students who struggle with dyslexia.

**WRITE in the “W” column:**

- What is the definition of dyslexia?
- What causes dyslexia?
- What can be done to help students with dyslexia?

**TELL STUDENTS:** Writing “question” notes in the “**W**” column, is like having a conversation with the future. You write the question down

	<p>to remind yourself to find the answer for it as you read. When you find your answer, you can write it down, and then draw a line connecting the two notes.</p> <p><b>ASK STUDENTS:</b> Is there anything else in this first paragraph that I should be noting on my organizer? (Answers will vary.)</p>
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<p><b>DRTA/Guided Reading (20 minutes)</b></p> <p><i>DRTA</i></p> <ul style="list-style-type: none"> <li>• <i>Discussion format that focuses on making predictions</i></li> <li>• <i>Students use information in the text to make evaluative judgments</i></li> <li>• <i>Lesson includes DRTA Cycle: Predict, Read, Verify by Citing Text Evidence</i></li> </ul>	
<p>Using a DRTA format, have students read <i>Understanding Dyslexia</i>. As they read, guide them to complete their K-W-L charts.</p>	<p><b>TELL STUDENTS:</b> Now that we’ve previewed our document and learned how the graphic organizer can help us write predictions/ questions and note answers, we’re going to start reading with a more specific purpose. We want to see if our questions are answered, if what we think is true really is, and if we can find more in-depth information. As we are reading, we are also going to use the information we locate to try to infer information that is not directly stated.</p> <p>We are going to read this selection so that at the end of the class, we will be able to write an answer to the question, “How might the challenges of dyslexia strengthen learning experiences?”</p> <p><b>Select a volunteer from the group to read aloud the next two paragraphs.</b></p> <p><i>Fortunately, Sarah has discovered she has talents that others don’t. She’s great at dreaming up costume and scenery ideas in drama club, and she’s one of the best artists in her school. Sometimes she wonders how she can do so well in some areas of her life and so poorly in others.</i></p> <p><i>What Sarah, her parents, and her teachers don’t realize is that Sarah has dyslexia.</i></p> <p><b>ASK STUDENTS:</b> Is there anything in those sentences that seems like a detail we may want to look into further? Anything in there that gives you an idea of what might be coming next? (Answers will vary, but might include; Students with dyslexia can have other strengths.)</p> <p><b>TELL STUDENTS:</b> To add any questions and answers they think of, to the “W” and “L” columns of the graphic organizer throughout this section.</p>

**TELL STUDENTS:** Listen to find out, “What is dyslexia?”

**Have the student continue reading the paragraph titled: What Is Dyslexia?**

***Dyslexia** (pronounced: **dis-lek-see-ah**) is a type of **learning disability**. A person with a learning disability has trouble processing or understanding words or numbers. There are many different kinds of learning disabilities; dyslexia is the term used when people have difficulty learning to read, even though they are smart enough and are motivated to learn. The word dyslexia comes from two Greek words: **dys**, which means abnormal or impaired, and **lexis**, which refers to language or words.*

**ASK STUDENTS:** What is Dyslexia and what are some important details from this paragraph that we need to pay attention to, and write in our K-W-L Chart? (Possible responses:

- Dyslexia is a type of learning disability.
- A person with a learning disability has trouble processing or understanding words or numbers.
- Dyslexia is the term used when people have difficulty learning to read.)

#### **DIFFERENTIATION**

##### **9-10:**

**TELL STUDENTS:** Let’s look at the way the author unfolds this explanation of dyslexia. Let’s look at the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (Walk around and help students find and share the support they have in their notes.)

**ASK STUDENTS:** How do the author’s main ideas relate to our focus question, “How might the challenges of dyslexia strengthen learning experiences?” (Answers will vary, but might include:

- Students with dyslexia have to study harder, so they really learn their facts.
- Students with dyslexia have to be flexible learners.)

##### **11-12:**

**TELL STUDENTS:** Let’s analyze how the author describes dyslexia.

**ASK STUDENTS:** How does the author introduce specific ideas about dyslexia? How do these ideas interact and develop over the course of the text? What information did you write on your G.O. to support those

	<p>ideas? (Walk around and help students find and share the support they have in their notes.)</p> <p><b>ASK STUDENTS:</b> How do the author’s main ideas relate to our focus question, “How might the challenges of dyslexia strengthen learning experiences?” (Answers will vary.)</p> <p><b>TELL STUDENTS:</b> As you continue to read, start comparing the statements at the beginning of the document with statements at the end. See if you can find ways that the introductory paragraphs are different from the later paragraphs.</p> <p><b>ASK STUDENTS:</b> How do the ideas build on one another? (Answers will vary, but might include:</p> <ul style="list-style-type: none"> <li>• You couldn’t understand the later parts if you didn’t read the first.</li> <li>• The author gives an example of a student who has trouble with reading, then defines dyslexia.)</li> </ul>
<p>Discuss findings from the graphic organizer as a group</p>	<p><b>TELL STUDENTS:</b> Now you’re going to do the same thing in a group as you read the next paragraph. Again, your job is to write down questions and predictions using the text and your own thoughts.</p> <p><b>TELL STUDENTS:</b> Read to find out more about dyslexia.</p> <p><b>Have student pairs continue reading the following paragraph:</b>  <i>Dyslexia is not a disease. It is a condition that you are born with, and it often runs in families. People with dyslexia are not stupid or lazy. Most have average or above-average intelligence, and they work very hard to overcome their learning problems.</i></p> <p><b>When students are done reading:</b></p> <p><b>TELL STUDENTS:</b> Let’s add to the “L” column information.</p> <p><b>ASK STUDENTS:</b> What have you learned about Dyslexia from this paragraph? Remember to provide evidence from the text. ( Answers will vary, but might include:</p> <ul style="list-style-type: none"> <li>• Dyslexia is not a disease.</li> <li>• People are born with dyslexia</li> <li>• Dyslexia can run in families.</li> <li>• People with dyslexia are not stupid or lazy</li> <li>• People with dyslexia work hard)</li> </ul> <p><b>TELL STUDENTS:</b> You are now going to read the remaining text independently.</p>

	<b>ASK STUDENTS:</b> What should you be doing as you read? (Using the K-W-L chart to ask and answer our own questions, as we read. Students may use the back of the G.O. if the columns become filled.)
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<b>Independent Practice (Using the focus skill) (10 minutes)</b>	
<p>Have students use their graphic organizer to write a paragraph identifying ways in which the challenges of dyslexia might strengthen learning experiences.</p>	<p><b>ASK STUDENTS:</b> What are some of the questions and answers you wrote on your organizer? (Answers will vary.)</p> <p>(Help students analyze the details, helping to lead them to possible answers for the focus question.)</p> <p><b>ASK STUDENTS:</b> What are some of the places you’ve gotten confused, if any? (Answer any questions.)</p> <p><b>TELL STUDENTS:</b> As I circulate, you’re going to use your graphic organizer notes to write a paragraph identifying some ways in which the challenges of dyslexia might strengthen learning experiences.</p> <p><b>TELL STUDENTS</b> You will be using those details, together with your inference skills to answer the question we asked at the beginning of the lesson, “How might the challenges of dyslexia strengthen learning experiences?” Use the box at the bottom of the K-W-L chart to write your answer to the question. You can turn the question into your topic sentence by writing: “The challenges of dyslexia might strengthen learning experiences by ...”</p>

[INSERT KWL CHART]