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| **Focus:** Annotating Informational Texts  **Materials:** copies of article, highlighters, pen/pencil, glue stick |
| **Before Reading:**  **Say to scholars:** We’ve practiced annotating a variety of texts this year. I want you to show me what you can do on your own today! I am here to assist you along the way! |
| **During Reading:**   1. **Say to scholars**: As you read the article aloud as a group, remember to circle challenging words. We will stop and use context clues to determine the meaning of those words. Also, highlight important information. We will discuss what you highlighted. 2. Ask scholars what was the most important point that the author made at the end of each section. How did you know? Which details supported or explained this central idea? Draw a **central ideas** or main ideas chart. Fill in the information based on the text. |
| **After Reading:**  **Say to scholars:**   1. How would you describe the author’s **tone** (attitude) towards the topic? How do you know this? Highlight and label the details. 2. **Facts and Opinions:** Most articles, including this particular article, are based on scientific research which is fact-based. However, there are instances of opinion included in the text. Highlight and label five facts and five opinions included in the text. Why is it important to know the difference between facts and opinions presented in an article?   **Task:** You are a high-ranking New York City official who has just become aware of the serious nature of rats in New York City. What do you propose the city do about the issue? State your claim in a well-developed paragraph citing evidence from the text to support your **claim**. Include: what the city should do, how the plan should be carried out, and why it will work! |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #28 for the next session. |