**Pre-reading**

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on the title and art/photo, write down what you think the reading is about:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you already know about this topic?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you want to know? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**While Reading**

**First Step**: **Read and Re-Read** - read the text 3 times

* *First* time, to look for main ideas and supporting evidence: Highlight in Green Using the *5W’s worksheet*, answer the questions
* *Second* time, find vocabulary & ideas they you aren’t familiar with: Highlight in Pink
* *Third time,* to help draw conclusions:

Find favorite sentences: Highlight in Yellow

Find effective arguments: highlight in Blue.

**Second Step: Annotate**

* Green words (main ideas): annotate why this is important
* Pink words (unknown): annotate a definition based on clues from the text
* Yellow words (exciting/surprising): annotate what you would like to learn more about
* Blue words (effective argument): annotate why this evidence is argumentative to you

**Third Step:** **Q/A**

Go back to the *5W’s worksheet* and **on the back list the supporting and the contrasting** evidence found **before summarizing** in Spanish. *Remember when debating, you must write about an effective argument too. (Compare and Contrast) or (apoyos y contrastes)*

*\*May use Outline for opinion paper worksheet here- especially when you’ve read more than one article on a specific topic. (upper levels)*

**Debate and Discuss!**

Based on the topic read, moderate a discussion (debate) in which students

must refer to evidence and arguments found in the text.

*\*May use El día de los debates worksheet (upper levels)*

### **(Re) reading:**

### **Making connections to our unit of study**

1. Gist - First time reading ask question and draft summary. 5 W’s (Pink and Green)
2. Little Deeper - Reread for clarification and discussion. (Yellow)
3. All Together - After another reading, students will reflect on inferences and make personal connections or to a unit of study. (Blue)

**Highlighting while reading:**

* **Gist**. Highlight unknown words or phrases in **PInk**. Highlight 5W’s in **GREEN**.
* **Deeper** - Re-read and Annotate unknown words for meaning and explain 5W’s. Reply to teacher Annotations in **YELLOW**
* **All Together**. Highlight connections to our unit of study in **BLUE** and Annotate to explain your reasoning

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