Georgia Performance Standards Framework for ELA Unit 3-8th Grade

Grade: 8
Topic: Trap Door Reading
Instructional unit: Persuasive Text
**Flexible task—can be used with other units**

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The task:
A skill of a good reader is to make accurate predictions. The first part of this activity is designed to show the relevance of a title and the role it plays in suggesting the main idea in a text. The T-chart is designed to help students focus on the key elements in the text without relying solely on personal opinion. A persuasive technique is emotional appeal, yet the focus of this activity is to enable the student to base argument on fact.

Prior to the assignment, the teacher should select a short (no more than one page) article. The article should be persuasive in nature with a strong, engaging title. The article and guiding/trap door questions (see attached for example) should be a two-sided copy: the article appears on one side, and the questions and t-chart should be upside down on the other side. The t-chart should address the two important elements that the teacher wants to cover in the article: arguments for and arguments against. For example, if the article is on capital punishment, one side of the t-chart will address reasons for capital punishment evident in the article’s content and the other side would address reasons against capital punishment evident in the article’s content. Students should maintain focus on relevant information from the text, not personal opinion or information from other sources.

With the article side facing up, the teacher should fold the page to cover the entire article except for the title. At this point, the folded page should reveal the title at the top, with questions underneath the title. When the teacher issues the folded article to the students, he or she should explain that the paper should not be unfolded to reveal the text.

Students should complete steps 1 and 2 on their own. Next, at teacher direction, the students work steps 3 and 4 together. After discussion, students should complete steps 5 and 6 individually.

Differentiation:
Teacher may wish to work with students in small group first to model this activity. Then, students could be allowed to complete activity in pairs or independently, depending on needs.

Focus Standard:
ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
c. Recognizes and traces the development of an author’s argument, point of view, or perspective in text.
Based on the title and the picture (if applicable), predict what this article might be about.

1. If the prediction you make turns out to be true, list some words and/or phrases you would expect to encounter as you read the article.

2. Share your predictions with your class or group members.

3. Make a comment about one of the other predictions…and if you would like to change your prediction, and why or why not.

4. Flip open the front cover and read the selection.

5. AFTER reading the selection, fill in the columns below.

   Supporting arguments for the article   Counter arguments for the article

   (These are subject to change based on the article)