

Critical Reading Through Marking the Text



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*Critical Reading: Deep Reading Strategies for
Expository Texts by Jonathan Le Master*

Marking the Text



1. To help students focus on the texts they are reading & to provide them with tools to help them understand the complex ideas in the text
2. Helps students to isolate essential information that can be referenced quickly
3. To support writing, discussion, and analysis



Value Lineup

- Consider your values and beliefs in relation to the following statement. Stand next to the number that represents your position.

Teens should be able to have access to STD testing, condoms or birth control, pregnancy testing or prenatal care without parental consent or knowledge.

1

Strongly
Disagree

2

Disagree

3

Unsure

4

Agree

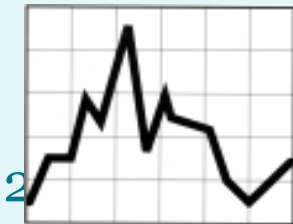
5

Strongly
Agree

Background Information



- In 2008, the birth rate for Asian females ages 10-19 was 1 in 100.
 - For the 15-19 year old sub-group the rate was 1 in 50.
- In 2008, the birth rate for Latinas ages 10-19 was 1 in 20.
 - For the 15-19 year old sub-group the rate was 1 in 12.

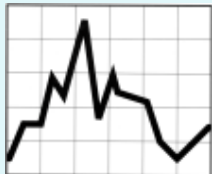


(CDC,

Background Information



- Out of 19 million Americans that get a new STD infection each year, about **9.1 million** of them are teenagers and young adults aged 15 to 24.
- STD stats show, among those **teenagers** having sex, about **one in four** will contract an STD prior to adulthood.
- Compared to the general population, adolescents have one of the fastest increasing rates of HIV infection; an average of two young people are infected with HIV every hour of every day.



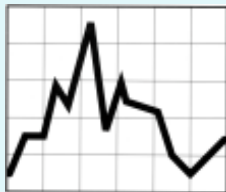
(CDC, 2010)

Background Information



Teens, STDs, and prevention

- Only 42.8 percent of teenage females have discussed STDs and STD testing with their health care professional during a routine check up.
- The statistics are even less with teenage males. Only 26.4 percent have discussed STD and STD testing with their doctor at a routine check up.

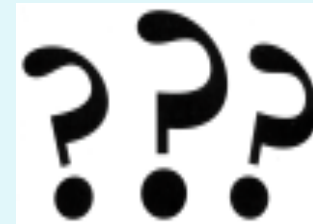
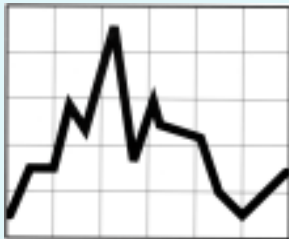


(CDC, 2010)

Something to Ponder



Considering the trends in the data, why do you think that so many sexually active teenagers are choosing not to go to the doctor for STD tests, condoms, or birth control pills?



NECESSARY SUPPLIES:



1. Article: “Teens Opt for Unsafe Sex”
2. Pencil or pen
3. *Cornell Note paper*

Marking the Text

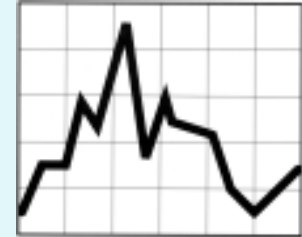


**“TEENS OPT FOR
UNSAFE SEX, NOT
PARENTS’ CONSENT”**

Background Information



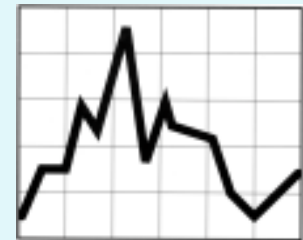
- California has a law that protects the reproductive rights of every person. (Adults AND Teenagers)
- A teenager in California may visit a clinic and see a doctor for any reproductive health issue:
 - STD testing
 - Condoms and/or Birth Control Pills
 - Pregnancy Tests and Prenatal Care
- The visit is private, BY LAW. The teenager's parents cannot be informed unless the teenager himself gives permission.



Background Information





- This is not the case in all states. Some states require parental consent in order for a teenager to see a doctor for a reproductive health issue.
- Every year there are Bills proposed in Congress to require all teenagers in the United States to have parental consent to see a doctor for reproductive health reasons.
- None of these bills have passed...yet.



LEARNING GOALS:



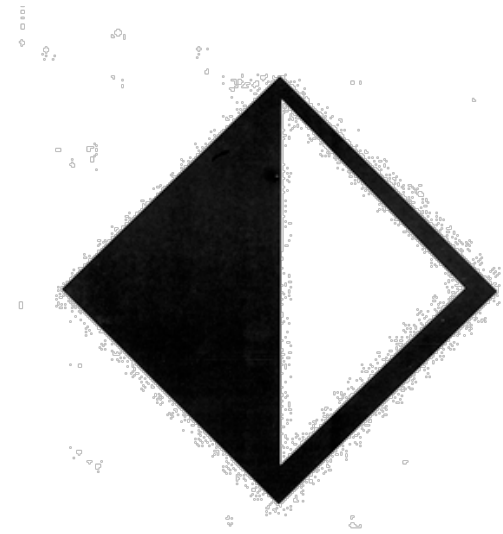
SWBAT...

- **Read** and **mark** the article “Teens Opt for Unsafe Sex” with a **purpose**
 - **Identify** cited authors and their claims (perspectives) 
- **Participate** in a Philosophical Dialogue using textual evidence and academic language to **support** a position. 
- **Summarize** key points from the article using 3-part source integration

IDENTIFY THE PURPOSE OF READING
“TEENS OPT FOR UNSAFE SEX, NOT PARENTS’
APPROVAL.”



Is it ethical for teenagers
to receive reproductive
services at clinics without
parental consent?



First Read



- Number the paragraphs.
 - Read the first few words of each paragraph as students chorally count the paragraph numbers
- Use Depth & Complexity to mark portions of the text for clarifying purposes
 - Choose specific thinking tools to scaffold for students or allow students to self-select

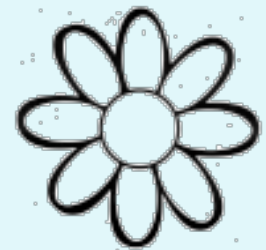
Other things to consider on the 1st read...

- Who wrote it?
- Do we know any other information about the author?
- What type of text is it?

SECOND READ



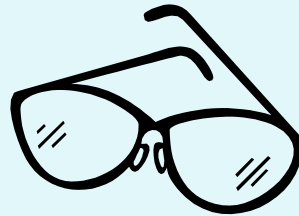
- Circle the names of people or organizations that the author quotes or paraphrases.



THIRD READ



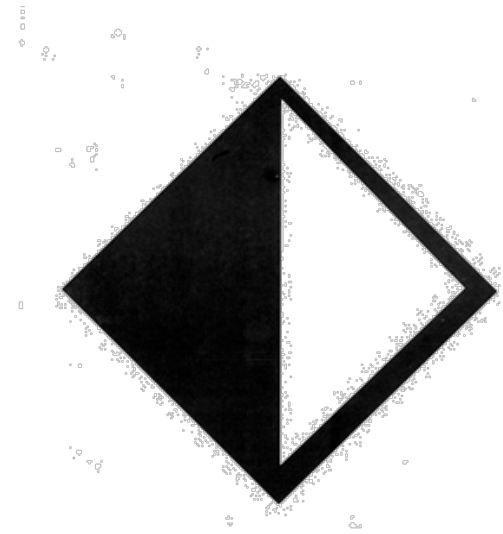
- Find the names of the people or organizations that you circled.
- Underline what they said, their claim, or argument.



IDENTIFY THE PURPOSE OF READING
“TEENS OPT FOR UNSAFE SEX, NOT PARENTS’
APPROVAL.”



Is it ethical for teenagers
to receive reproductive
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Take a Stand!



I am *for*...

Quick Write



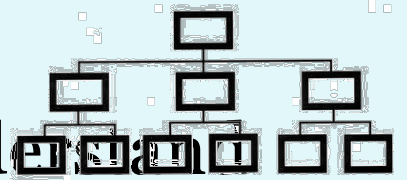
- In paragraph # ____, it states that...
- Based on the ideas in the reading...
- _____ is/provides (strong /compelling/weak/poor) evidence of...

Is it ethical for teenagers to receive reproductive services at clinics without parental consent?

Philosophical Chairs: Rules of Engagement



1. Choose a position.
2. Listen to others' positions and try to understand their perspectives.
3. Wait until the mediator recognizes you before you speak.
4. Use **academic language** to agree, disagree, restate, clarify, ask or answer a question, or share a new idea.
5. Keep an open mind and if you change your opinion you may move to the other side.





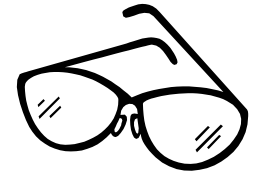
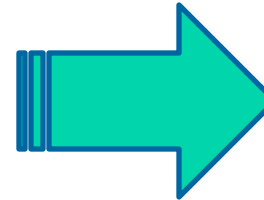
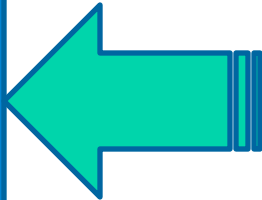
Agree

Mediator

Take a Stand!
(Philosophical Chair)

Go the side representing
your position.

We will share our points of
view and respond to those
of the other side.



Disagree

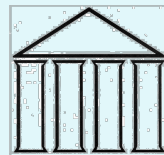
3-2-1 Reflection



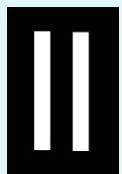
- Identify **three** unanswered questions about the article or the topic.



- Predict **two** big ideas or themes this article expresses about life.





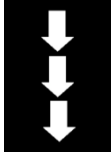

- Identify **one** connection to this topic from your life, someone you know, or heard about from the media.




3-Part Source Integration



- Two-sentence statement
- Includes:
 - title of text and author's name
 - the source's name, source's info, source's claim (citation)
 - brief statement explaining the significance of the paraphrased statement or quotation

<p>Name of Source</p> <p>Who is this person? </p>	<p>Rachel Jones</p> <p>Senior Research Associate - AMA</p>	<p>John Heisler</p>	
<p>Source Material</p> <p>What is this person's claim?</p> 	<p>“We would have more kids having unprotected sex.”</p> <p>(Par. 5)</p>		
<p>Analysis</p> <p>Why do you think the author chose to include this source?</p>  	<p>To illustrate that if parental consent is required to visit a clinic, kids won't go and then they will be having unsafe sex.</p>		

According to Rebecca Vesely,
(Author) 's article “Teens Opt for Unsafe Sex,
(Article)

Not Parents’ Consent”, Rachel Jones, a Senior
(Source) 

Research Associate for the American Medical Association,

claims that if we require parental consent to visit a clinic, “We


would have more kids having unprotected sex (Par. 5).”.

This is significant because it shows that this won’t stop kids

from having sex; they will just have unsafe sex instead..

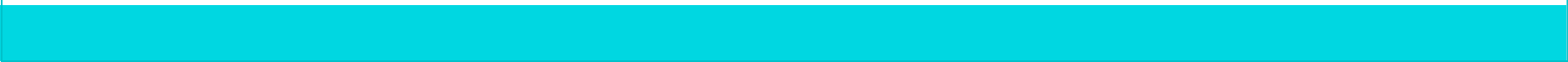
According to _____'s article _____
(Author) (Article)

_____, _____, a _____
(Source) 

claims _____



This is significant because _____



Planning a Lesson for Marking the Text

