

One Pagers

One-Pagers are short, excerpts of complex text with text dependent and specific questions that focus in on academic language for next generation assessments. They are an alternative way to get students to read, analyze, and understand a complex text. This strategy allows students to practice questions about vocabulary, syntax, and main idea using textual clues.

The One-Pager allows students to access a complex text in a different way. The text that students read is a smaller chunk of text than a Close Read. The questions are text-specific, focusing on comprehension and the understanding of vocabulary in the context of the document.

The One-Pager is designed to be a shorter reading activity that can be used in a variety of different ways. It can be used as a “Bellringer” Activity for 10-15 minutes at the beginning of a class or as part of a bigger lesson. Some are longer and can take an entire class period with student discussion.

This strategy is not designed to be used as test preparation, but as regular practice with the process of accessing complex text and the questions that students might encounter on the next generation assessments.

Steps to ensure success with the One-Pager:

1. This strategy is designed to be used in class, not as a homework activity.
2. First, have students read the text individually.
3. Then, have students work in pairs or small groups to re-read the text and answer questions.
4. Students should annotate the text while they are reading and analyzing the text.
5. For many of the questions, there can be multiple answers in the text. Practice probing questions when asking students to find more than one answer.
6. Depending on the reading levels of the students in your class, you may want to re-read the text out loud to the entire class, modeling fluency, before reviewing answers with the entire class.
7. Review answers with the whole class, as part of a class discussion. The reason for answering questions as a whole class is so that you, the teacher, can assess where students are having difficulty, support them and guide them in gaining the skills they need to be successful with this type of activity. Ask students to explain the content they learned as a result of the reading.
8. The more practice and support students have in a classroom setting, the better prepared they will be when they have to tackle complex text on their own.