

This document will be of assistance in viewing the video analyzing a student's annotation during the active reading of the text *Should the U.S. Have a National Health-Care System?* This skill was part of the 'Reading Process' on the skill ladder of a High School Economics LDC Module.

Below, you will find a lesson plan. You may wish to familiarize yourself with this prior to watching the video clip. Also included in this file are the student-annotated text and the scored Active Reading Rubric discussed in the video.

**Documents** – Active Reading-Healthcare & Active Reading-Walmart

**Skill Cluster – Reading Process**

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skill & Definition       | <p><u>Active Reading</u></p> <p>Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Product & Prompt         | <p><u>Annotated Articles</u></p> <p>Use annotation techniques and other reading strategies to demonstrate your reading process and your level of interaction with the text.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Scoring                  | <ul style="list-style-type: none"> <li>• Annotated or “actively read” article has a variety of marks (circles, underlining, stars, highlights, etc.). Annotation also includes written questions, connections, and insights in the margins.</li> </ul> <p>* Use annotation rubric to provide students feedback on their reading.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Instructional Strategies | <ul style="list-style-type: none"> <li>• Frontload vocabulary synonyms for market and command economies. Students record in Vocabulary Notes section of their Writer’s Notebook.</li> <li>• Instruction for the <u>first article</u> (“Should the U.S. have a National Healthcare System?”) should be very explicit and include group/partner work and teacher modeling.             <ul style="list-style-type: none"> <li>○ Teacher reads first 3 sentences of the article, modeling active reading and strategies.</li> <li>○ Students finish reading the rest of the article using a “think aloud” process with a partner.</li> <li>○ Teacher asks for a list of vocabulary that students struggled with and class discusses strategies for understanding words in context. Students record new vocabulary in the Vocabulary Notes section of their Writer’s Notebook.</li> </ul> </li> <li>• Students actively read and annotate the next 3 articles mostly independently with some teacher guidance and reflection in pairs.</li> </ul> |

command system

# Should the U.S. have a national health-care system?

we don't actually <sup>that's</sup> just hyperbole

## YES ARGUMENT

We have two health-care systems in America. People with good insurance get excellent care. But most families are just one bad break, like a lost job or a serious illness, away from crisis.

the wealthier get better health care, the poor have potential for crisis

I believe we should build one America, with one health system in which everyone can get decent, affordable health care. This means asking everyone to share the responsibility of helping to finance health care for all and paying what you can for your own care.

command

contract

command

universal

doesn't mean every

A universal health-care system would translate into reality what Americans believe—that health care is a right, not a privilege. America is one of the wealthiest nations in the world, but 18,000 people die each year because they don't have insurance. That's just wrong.

he states this like a fact, but it's definitely a liberal opinion

responsibility of community to support crisis

positive connotation of process

exemption

Insisting that every American participate in a universal system will save money by spreading out the risk. Today, families with insurance pay more for their coverage—an additional \$922 a year on average—because they wind up footing part of the bill for treating the uninsured.

But this debate is about more than 45 million uninsured Americans. Millions more have inadequate insurance that doesn't cover all their needs. And because our current system relies mostly on employers to provide insurance, other people stay in jobs they'd otherwise leave just to hold on to their health insurance.

what does "insisting" entail? legal action? Mark suggestion?

exemplification

In what year is this? how does it really compare?

direct and to the point sentence has policy-targets emotive

appealing to core values w/ some irony

time not really sure that phrase means.

It's time to act. A million Americans lose their health insurance every year. Universal health care is the most important thing we can do to provide security for American workers and families.

holding health shouldn't be as hard as it is

how is this relevant? Why do we want people to leave their jobs?

—Former Senator John Edwards  
Democratic candidate for President

didn't exactly address security

we should definitely support Americans through health care

po market

# NO ARGUMENT

Word feature who

Politicians of all stripes are talking about health care these days, with many implying that "universal health insurance" will put everything right with America's health-care system.

will probably contradict this later, based on the way she shuttled it set up.

Important

But there's a big difference between coverage and care. Many countries provide universal health insurance but deny critical procedures to people who need them.

exemption

That sounds a bit like what we saw in the UK. Admission to hospital & what doctors mean?

At any given time, 850,000 Britons are waiting for admission to National Health Service hospitals. In Canada, where more than 800,000 people are on waiting lists for procedures, the Chief Justice of the Supreme Court wrote in a 2005 decision that "patients die while on the waiting list."

The definition is a little ambiguous

More exemption

That's really powerful and relevant

I didn't know that.

About 45 million Americans lack health insurance, but most go without for only short periods (for example, between jobs). Those who truly cannot afford insurance are already covered by Medicaid (government health insurance for the poor), and all Americans have access to at least emergency care, which hospitals are legally obligated to provide, regardless of ability to pay. And though we all end up paying indirectly—through higher medical and insurance charges—for the care uninsured people receive, that's tiny compared with what a national health-care system would cost.

What says for that?

Who makes those decisions?

If wish they would explain what it did cost.

Who are we?

There are steps we can and should take to make insurance more affordable—like exempting insurance costs from taxes and removing regulations that prevent insurers from competing for our business. But we shouldn't let an obsession with universal coverage lead us to neglect more-modest reforms that would actually do more good.

Why would they do more good?

market

Such as...?

—Michael Tanner  
The Cato Institute

What type of organization is that?

**Author:** No author identified

**Date:** September 17, 2007

**Date Retrieved:**

**Publisher:** New York Times Upfront (Magazine)

**Website:**

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d091707>

# Active Reading Rubric

| Active Reading - Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Active Reading - Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Active Reading - Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Annotation Marks:</b> <ul style="list-style-type: none"> <li>○ Very little underlining or only of unfamiliar words.</li> </ul> </li> <li>• <b>Written Comments:</b> <ul style="list-style-type: none"> <li>○ No comments or only simple comments such as “cool”, “wow”, “stupid”.</li> <li>○ No or few personal connections.</li> </ul> </li> <li>• <b>Analysis:</b> <ul style="list-style-type: none"> <li>○ No indication of student understanding or finding the main idea of the text.</li> <li>○ No questions written in the margins.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Annotation Marks:</b> <ul style="list-style-type: none"> <li>○ Some but limited variety in markings such as <i>✓ 2.5 use variety - inconsistent purpose (ie #'s)</i> underlining, circles, and stars.</li> </ul> </li> <li>• <b>Written Comments:</b> <ul style="list-style-type: none"> <li>○ Comments are a combination of short phrases and words that engagement in the text.</li> <li>○ Personal connections are evident but limited.</li> </ul> </li> <li>• <b>Analysis:</b> <ul style="list-style-type: none"> <li>○ Evidence of highlighting or underling main idea or focus of the text.</li> <li>○ Some questions about the text that show curiosity in unknown concepts or statements in text.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Annotation Marks:</b> <ul style="list-style-type: none"> <li>○ <u>Variety of marks</u> – underlining, circles, and stars – and each type of mark is used for a <u>specific purpose</u> (underline = key point, circle = unknown word, etc).</li> </ul> </li> <li>• <b>Written Comments:</b> <ul style="list-style-type: none"> <li>✓ Comments are insightful and are mostly phrases directed at pieces of the text that relate to the main idea. <i>“The wealthier get better health care...”</i></li> <li>✓ Relevant <u>connections</u> that add <u>depth</u> to the articles <u>meaning</u>. <i>Refers to vocab intro from lesson (command, market economies)</i></li> </ul> </li> <li>• <b>Analysis:</b> <ul style="list-style-type: none"> <li>✓ Main idea and supporting examples are clearly underlined or highlighted in the text.</li> <li>✓ <u>Questions</u> written in margins demonstrate connections to prior knowledge of content and are purposeful in discovering deeper meaning of text. <i>“Where is the data from?” “What does existing entail?”</i></li> </ul> </li> </ul> |

*Praise Point: Demonstrates thinking and questioning while reading*

*Teaching Point: Create a consistent key/purpose for annotation marks*