Strategies, Contexts, and Tools for Facilitating Reading Comprehension and Expository Writing in the Grade 8 Classroom

This table is an index of strategies, learning teaching contexts, and sources to facilitate making meaning as a reader and writer. The curricular sources are the following Manitoba Education, Citizenship and Youth documents:

- FFI: *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (1998)
- IT: *Independent Together: Supporting the Multilevel Learning Community* (2003)
- SFAL: *Success for All Learners: A Handbook on Differentiating Instruction* (1996)

Strategy/Context	Page in vignette	Curricular Source	Purpose
B-D-A See *Making Sense of Information* (Expository Texts), 8-224-226.	1,2,3,4, 5, 7	FFI: 8-10. 8-224, BLM 74.	Predict/think about the story, infer, develop opinions, conclusions, and new understandings to make meaning *before, during,* and *after* reading. Strategically read expository text through "think aloud" *before, during,* and *after* reading.
Book Talk/Clubs **Think-Pair-Share**	4 3	FFI: 8-10; 8-64; 8-104; 8-366; 8-394. FFI: 8-190; 8-368; 8-278; 8-368.	Discuss questions, learning, understanding, feelings, connections (self/texts/the world), opinions, and inquiry with others to clarify, extend, and integrate under-standings of bigger ideas.
Coding Texts in Reading/Highlighting/ Underlining	5, 6, 9	FFI: 8-228; 8-254.	Interact with texts *during* reading. Remember ideas and information *during* reading.
Continua	8, 11, 20	FFI: 8-305. IT: vii; 2.4; 3.9.	Monitor reading and writing processes over time. Set learning goals. Plan next steps. Report learning.
Goal Setting	2, 11, 12, 15, 16, 20	FFI: 8-32; 8-392; BLM 46: Personal Goal Setting; BLM 94: Goal Setting for Strategic Learning. IT: 2.8; BLM 3: My Learning Goal Log.	Set reading and writing goals, using student-generated criteria. Develop confidence and metacognitive skills as an independent reader/ writer.
Graphic Organizers Webs, maps. Also, **Concept Overview**	3, 4, 15, 16, 17 17	FFI: 8-6; 8-48; 8-68; 8-76; 8-146; 8-170; 8-188; 8-226; 8-238-240; 8-264; 8-278; 8-376. SFAL: 6.14; 6.24. FFI: 8-94; 8-226. SFAL: 6.67; 6.112.	Explore and construct meaning of ideas, information, concepts, and relationships through a visual form.

Inquiry See Guided Planning Model for Inquiry.	12, 18	FFI: 8-54; 8-156; 8-160; 8-166; 8-176; 8-206; 8-256; 8-278; 8-322; 8-370; 8-386; 8-400. IT: Chapter 6.	Explore, interact with new ideas/information/sources to solve problems, seek new understandings, and ask deeper questions.
Journals	4, 15, 20	FFI: 8-6; 8-14; 8-25; 8-29; 8-38; 8-46; 8-51; 8-52; 8-70; 8-88; 8-106; 8-110; 8-140; 8-144; 8-164/167; 8-251; 8-264; 8-366; 8-396. SFAL: 6.56.	Explore ideas, thoughts, feelings, questions, goals, reflections, next steps… through writing and sharing during reflective conversations (metacognitive thinking).
Note making: Structured; Interactive; Jots*	5*, 6*, 8*, 10, 15*, 16	FFI: 8-14; 8-76; 8-196; 8-248; 8-358. SFAL: 6.82.	Explore, remember, organize, record, summarize, reflect on, and communicate ideas and thinking.
Portfolios Dated work samples, which are first-draft, show what the learner knows and can do throughout the learning journey. When collected over time, a story of learning towards a destination or learning goal unfolds.	2, 10, 11, 12, 20	FFI: 8-25; 8-32; 8-113; 8-117; 8-145; 8-241; 8-281; 8-303; 8-399; BLM 90: Metacognitive Reading Inventory; BLM 94: Goal Setting for Strategic Learning. IT: BLM 3: My Learning Goal Log.	Engage students in producing "quality" work and collecting evidence of learning (in relation to students' goals, student-generated criteria, and learning outcomes).
Read Aloud / Think Aloud	1, 6, 15	FFI: 8-42; 8-72; 8-86.	Listen to/comprehend quality writing in performance. Model BDA strategies. Model strategies for writers. Engage readers and writers in the joy of reading.
Sketching/Imaging	5, 6, 8, 10, 15, 16	FFI: 8-19; 8-278; 8-116; 8-120; 8-218; 8-254; 8-278; 8-322; 8-352.	Explore and communicate ideas and thinking.
SQ3R	9, 10, 16, 17	FFI: 8-68; 8-72; 8-84; 8-212.	Develop an understanding of non-fiction text structures and features to support making meaning *before*, *during,* and *after* reading. Organize information and ideas for note making/writing.

Student-Generated Criteria Met/Not Yet Met	1, 2, 4, 7, 8, 14, 15, 16, 17, 18, 19	FFI: 8-31; 8-204; 8-325. IT: 2.5; BLM 2: Constructing Student-Generated Criteria for Quality Work.	Develop engaged and independent readers and writers who work to produce "quality" work.
Text Sets A variety of different expository and narrative texts (e.g., stories, picture books, poetry, magazines, images, multimedia) across a wide range of reading abilities to augment content/textbooks.	5, 6, 15, 16, 21	FFI: 8-108. IT: 4.6.	Differentiate reading instruction and offer all learners access to a wide variety of texts for enjoyment, learning, and models for writing.
Vocabulary/Word Study Word Splash, Three-Point Approach, Mapping	5, 8, 14	FFI: 8-94; 8-96-98; 8-141; 8-380. SFAL: 6.31.	Understand/problem-solve meaning of specialized and unfamiliar vocabulary to facilitate comprehension.
Writer's Notebook	15, 16	FFI: 8-144; 8-274; 8-318; 8-324.	Generate ideas for writing by collecting powerful language, interesting ideas, important information, images, memories, conversations, quotes…from personal experiences, reading, inquiry…to help create a variety of forms and genres.
Writer's/Reader's Workshop	Through-out each vignette	FFI: 8-16; 8-66; 8-144; 8-274; 8-304. IT: 4.8.	Develop a community of writers and readers. Create an authentic context for formative assessment (i.e., peer/student-teacher conferences, reflection…).
Y-Chart	1, 7, 11, 12, 15	FFI: 8-118. IT: BLM 1: Reflection-Metacognition.	Scaffold reflective conversations about learning, self-assessment, and goal setting.
BLMs for Teachers			
Focused Observation Credible classroom-based assessment information is a result of: targeting outcomes/ continua descriptors; "verbatim" notes; variety of authentic literacy-rich contexts; over time.	7, 14, 17, 18, 19	IT: 3.7; BLM 5: Focused Observation Form Some teachers may prefer BLM 11. FFI: Column 3, Focus for Assessment.	Monitor learning.