

PART 1: READING

FIRST WEEK

September

THIS YEAR, TO START THINGS OFF, I'VE DECIDED TO SHARE A FAVOURITE BOOK OF MINE WHEN I WAS GROWING UP.

I'D LIKE YOU TO TAKE SOME TIME AND LOOK AT THE COVER. WHAT DO YOU THINK IT WILL BE ABOUT? WRITE DOWN ONE OR TWO QUESTIONS THAT YOU ARE WONDERING ABOUT.

READ-ALOUDS WILL HELP MY STUDENTS HEAR QUALITY WRITING. THEY WILL BE THE EXEMPLARS FOR CONSTRUCTING CRITERIA FOR "WHAT DO GOOD READERS LOOK AND SOUND LIKE?"

BEFORE YOU START READING, I'D LIKE YOU TO TAKE A BLANK PAGE AND WRITE TWO OR THREE QUESTIONS THAT WE CAN PUT UP ON THE BOARD. MAKE SOME PREDICTIONS. DON'T WORRY ABOUT BEING WRONG. LOOK AT THE TITLE, THE CONTENTS. IS ANYTHING WRITTEN ON THE BACK?ANY PICTURES?

BEFORE READING: WHAT DO YOU THINK A BOOK WITH THIS TITLE MIGHT BE ABOUT? WHO ARE THE CHARACTERS IN THE STORY? WHEN DOES THE STORY TAKE PLACE? WHAT IS THE PROBLEM IN THE STORY? HOW IS THE PROBLEM SOLVED?

HEY, MUST BE A FANTASY. COOL! THAT'S A GREAT DRAGON ON THE COVER!

LIKE THE POSTER BEHIND ME, I'D LIKE YOU TO DIVIDE YOUR JOURNAL PAGE AND RECORD YOUR THOUGHTS, TELLING ME WHAT YOU SEE, READ, AND WONDER ABOUT WHILE LOOKING AT THE BOOK.

PROBABLY CHEESY!

GENRES WE KNOW
BIOGRAPHY
AUTOBIOGRAPHIES
SCIENCE
FICTION

WHY DO I HAVE TO BOTHER WITH THIS STUPID ASSIGNMENT? WHY DOESN'T HE JUST LET US READ THE BOOK ALREADY?

SLOW START, A LOT OF THE STUDENTS ARE NATURAL READERS, BUT THERE ARE A FEW WHO ARE JUST NOT PUTTING MUCH THOUGHT INTO THIS GENRE.

I WONDER WHAT WOULD GET THEM EXCITED ABOUT READING.

PREScribed LEARNING OUTCOMES

General Outcome 2

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues

2.1.3 Textual Cues

Use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts.

Connections to Consider:

- 1.2 Clarity and Extend
- 3.1 Plan and Focus
- 3.2 Select and Process
- 3.3 Organize, Record, and Assess
- 4.1 Generate and Focus

SUGGESTIONS FOR INSTRUCTION

A key aspect of comprehension is students' ability to recognize and use textual cues to construct and confirm meaning. Provide modeling and explicit instruction in the use of textual cues such as structure and elements of specific genres to enhance students' skills in comprehending and responding to a variety of texts.

Teaching and Learning Strategies

- ◆ **SOQR**
Explicit instruction in reading text structures. During the SOQR phase of SOQR, have students mark the title, bold print, italics, and other textual cues to construct meaning. In the Q phase, have students develop questions based on the textual cues. They then headings and sub-headings into questions. (See Comprehension strategies p. 2.1.2.)
- ◆ **Mini-Lesson**
Explicit instruction in textual cues assists students to develop an understanding of textual strategies. In strategic mini-lessons, model the use of textual cues and structures to construct and confirm meaning. (See Strategies for Instruction, p. 47.)
- ◆ **Semantic Feature Analysis (SFA)**
SFA is a strategy that can be used to teach students to develop a "visual representation" of a text. It involves identifying and marking the structure and content of a text. (See Strategies for Instruction, p. 47.)
- ◆ **Writing from a Frame**
Writing from a frame focuses students' attention on the structure and content of the text. Frames are graphic organizers that assist with thinking, organizing, and comprehending. Sample frames that focus students' attention on text structures are *Blackline Masters 24, 47, 49, 61, 62, and 63*. The *Story Pyramid* and the *Information Pyramid* are other examples of frames which develop understanding of organizational features and elements of specific genres. (Mason, et al. (See Strategies for Instruction, p. 47.)
- ◆ **Observation**
Observe and record students' abilities to use textual cues to aid comprehension. Include observation of student work samples such as SOQR, outlines, and story maps. Record observations in anecdotal notes or develop checklists. (See Strategies for Instruction, p. 206.)
- ◆ **Coaches**
Have students discuss their own and others' work samples to confirm meaning and confirm meaning.
- ◆ **Assessment Tools and Strategies**
Observe and record students' abilities to use textual cues to aid comprehension. Include observation of student work samples such as SOQR, outlines, and story maps. Record observations in anecdotal notes or develop checklists. (See Strategies for Instruction, p. 206.)
- ◆ **Work Samples**
Complete work samples such as story maps, webs, charts, outlines, and tables of contents provide evidence of students' understanding and use of textual cues and elements of genres.

SUGGESTIONS FOR ASSESSMENT

2.1.3 Design authentic classroom tasks, gather data on students' use of textual cues in reading, listening, and viewing. Monitor if students are developing the ability to use the structure or organizational features and elements of genres to understand and interpret oral, literary, and media texts.

How to Assess

- use textual cues such as the structure of specific genres to construct and confirm meaning?
- use textual cues such as the elements of specific genres to construct and confirm meaning?
- interpret oral, literary, and media texts using textual cues?

Assessment Tools and Strategies

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SUGGESTED LEARNING RESOURCES

Teaching Resources

Alberta Education. *Alberta's Diagnostic Reading Program*. 1986.

Brownell, Faye, and Susan Cline. *Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years*. 1992.

Buehl, Doug. *Classroom Strategies for Interactive Learning*. 1995.

Duncan, D. *Classroom Strategies for Interactive Learning*. 1995.

Isavom, M., and S. Robinson. *Linguistic Arts Survival Guide: Over 1500 Tips for Comprehension*. 1993.

Johns, Jerry L. *Basic Reading Inventory*. 1997.

Johns, Jerry L., Peggy VanLearburg, and Susan J. Davis. *Improving Reading: A Handbook of Strategies*. 1994.

Kenns, E.O., and S. Zimmerman. *Master of Thought: Teaching Comprehension in a Reader's Workshop*. 1997.

Lipson, Marjorie Y., and Karen K. Wilson. *Assessment and Instruction of Reading and Writing Disability: An Interactive Approach*. 1997.

REFER TO GRADES 5 TO 8 ENGLISH LANGUAGE ARTS: A FOUNDATION FOR IMPLEMENTATION, PAGES 84 & 85.

BLM 1

BEFORE READING

GOAL SETTING

NOW IT'S TIME TO SET SOME GOALS FOR OURSELVES AS READERS. I'LL PROMPT THEM TO REALLY LOOK AT THEIR READING STRATEGIES. I'D LIKE THEM TO THINK ABOUT WHAT THEIR STRENGTHS ARE AS READERS, AND THE STRATEGIES THEY HAVE TO WORK ON AND DEVELOP. THIS WILL HELP ME WITH MY PLANNING, AND THEY WILL BE ABLE TO LOOK AT THESE INITIAL GOALS AS THEY BUILD THEIR PORTFOLIOS. THEY WILL BE ABLE TO REFLECT ON THEIR OWN DEVELOPMENT, AND WILL HELP ME IN MY FORMATIVE ASSESSMENT AND PLANNING.

I'M REALLY GOOD AT CREATING PICTURES IN MY MIND FROM READING. HOW DO I SAY THAT?

IT LOOKS AS THOUGH I NEED TO DO SOME SPECIFIC WORK WITH SCOTT USING QUESTION PROMPTS. I THINK I'LL HAVE ALL THE STUDENTS MAKE BOOKMARKS THAT GRAPHICALLY REFLECT THE TEXT STRUCTURES WE ARE LEARNING ABOUT DURING READ-ALoud. HOWEVER, I WILL GUIDE SCOTT'S GROUP IN CREATING TWO OR THREE QUESTION PROMPTS.



I REALLY HAVE TO START LOOKING CLOSER AT THE TITLES OF THINGS. I WANT TO BE ABLE TO PREDICT BETTER.

I AM GOOD AT..... WHAT AM I GOOD AT?

September 2nd week

SOMETHING THAT I HAVE NOTICED ABOUT SCOTT IS THAT HE IS NOT USED TO THINKING ABOUT THE STRATEGIES THAT HE USES BEFORE AND DURING READING. IN FACT, THIS IS WHERE I WILL BE FOCUSING MY INSTRUCTION FOR THE CLASS OVER THE NEXT WEEKS. THE CRITERIA ON OUR READING CONTINUUM WILL GUIDE OUR LEARNING JOURNEY.

MY GOALS ARE TO THINK ABOUT WHAT I ALREADY KNOW ABOUT THE TOPIC, READING BETTER, AND MAKING GOOD NOTES.

AND WHAT ARE MY GOALS?

BLM 8

Sept 2nd Week

"...THE DAY I LEFT, A SMALL WIND PICKED UP AND BLEW THE LEAVES IN THE AIR AS I STEPPED ON THE ROAD. THE LEAVES, MY ANGELS BLOWING AROUND ME, AS I WALKED SILENTLY DOWN THE ROAD, TOWARD MY COMING ADVENTURE."

READ THE SECTION AGAIN, AND THINK ABOUT YOUR QUESTIONS. TALK ABOUT THEM WITH A PARTNER AND THEN SHARE THEM WITH YOUR TABLE GROUP.

Think Pair Share

DO YOU THINK YOUR EARLIER PREDICTIONS WERE CORRECT? WHAT IN THE SELECTION MAKES YOU THINK THAT? WHAT DO YOU THINK WILL HAPPEN NOW?

I'D MUCH RATHER BE READING A COMIC.

DURING READING

WOW, I WAS TOTALLY WRONG! THE GUY I THOUGHT WAS GOING TO BE IMPORTANT NEVER EVEN GOT MENTIONED AGAIN.

I THOUGHT I WAS RIGHT....KNEW IT!

YEAH SHE WASN'T AT THE START. HE MUST MEET HER LATER ON.

I'M WONDERING WHEN HE'LL MEET THE GIRL ON THE COVER OF THE BOOK. SHE MUST BE IMPORTANT.

I WAS THINKING THIS WOULD BE COMPLETELY DIFFERENT.

NOW THAT I LOOK BACK AT THE CHAPTER TITLE, I PROBABLY SHOULD HAVE.

MAKE SURE TO ADD THAT TO YOUR MAP.

I'LL PUT IT ON THE CLASS CHART.

DID YOU THINK HE'D LEAVE?

THE CLASS IS REALLY STARTING TO UNDERSTAND THINKING AS READERS, BUT SOME ARE STILL ONLY THINKING AT A SUPERFICIAL LEVEL. I MIGHT WANT TO DO A MINI-LESSON ON PREDICTING. SCOTT'S NOT USING THE CLUES IN THE BOOK TO BRING TOGETHER HIS PREDICTIONS. HE'S SKIPPING OVER IMPORTANT TITLES AND ISN'T RECOGNIZING IMPORTANT WORDS. WHEN I GET THEM INTO NOTE-MAKING, I HOPE THAT WILL HELP HIM GATHER IMPORTANT INFORMATION. MAYBE SQ3R? NEXT WEEK, I'LL HAVE A BETTER UNDERSTANDING OF THEIR STRENGTHS AND AREAS TO DEVELOP AS WE GET TO THE "AFTER READING" STRATEGIES.