

Lesson Ideas:

Language Strategies Linked To The Grades 4 - 8 DRA

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Lesson Ideas: Language Strategies Linked To The Grades 4 – 8 DRA

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Introduction

Implementing teaching strategies that are matched to what students need is essential for improving student literacy. Within **A Guide to Effective Literacy Instruction** (2006) it is clearly communicated that “the essential purpose of reading is to make meaning. Effective readers use a range of strategies in a variety of combinations when interacting with text” (p. 44). Students best learn these strategies through a variety of instructional approaches that move from explicit teaching, shared reading, guided practice to independent practice.

“Explicit instruction in reading strategies – showing our thinking and the mental processes we go through when we read – gives students an idea of what thoughtful readers do. We explicitly teach reading comprehension strategies by demonstrating them for students before turning the task over to them.” - Harvey and Goudvis (2000, p. 30).

Consistent use of strategy vocabulary (i.e. prediction, summary, literal comprehension, interpretation, reflection, and metacognitive awareness) between classrooms, schools, and teachers helps student understanding. This compilation of activities that teach strategies is not exclusive or exhaustive.

Organization of the Activities:

Each activity is linked to a specific reading strategy and includes a reference to the curriculum expectations.

1. Introducing the Activity

Each activity has a section that will link students to prior knowledge and engage them in the lesson.

2. Implementing the Activity

The instructions for teaching the strategy using the activity provided. These are step by step and may require adapting to the needs of your classroom.

3. Reflecting on the Activity

This will focus the students on the metacognitive awareness of what they have learned and reflecting is also a strategy assessed within the DRA process.

4. Applying the Activity

Suggestions are made to what next steps are available for students and how to integrate this activity into other curriculum and learning opportunities.

Strategy: Oral Fluency

Activity: Reader's Theatre

Ontario Language Arts Expectations:

Reading

3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts

1. Introducing the Activity

Demonstrate and record some characteristics of a 'dramatic voice' on chart paper.

For example:

Voice tone ("What ever")

Phrasing and speaking quickly ("I can't wait until my birthday!")

Slow, thoughtful speech ("My dog died.")

Introduce text features of a script and how scripts are read.

For example:

Joe: I'm going to bike to the store.

Mary: Can you pick me up a bag of apples?

Also explain that reader's theatre does not involve any props, costumes, sets, or memorization. Students use their voices and read their part of the script out loud.

2. Implementing the Activity

i) Choose a script. Several options to attain scripts are outlined below:

Reader's Theatre Scripts Available from Medianet:

Arlo the Dandy Lion & The Billy-Goats Tough (130184) PJ 2003 KT
 Bendemolena & The Brementown Musicians (130180) PJ 2003 KT
 Brown Bread and Honey & Danny in the Toybox (130183) PJ 2003 KT
 The Crazy Critters & The Hairy Toe (130186) PJ 2003 KT
 The Firefly Who lost His Light & Fish For Sale (130178) PJ 2003 KT
 The Gigantic Turnip Tug & La Capra Bugiarda (130181) PJ 2003 KT
 Molly Whuppie and the Giant & The Peddler's Caps. (130188) PJ 2003 KT
 Ouch Flight & Persnickety Pete (130182) PJ 2003 KT
 Quick Nick and Slow Jo & Snow Bright of the Seven Sumos (130179) PJ 2003 KT
 Readers'Theatre: Voice Works (S00938) PJ 2003
 Short Pants (130187) PJ 2003 KT
 Three Blind Mice & There Was an Old Lady Who Swallowed a Fly (130185) PJ 2003
 Where's Tom & The Yuckiest Wish (130177) PJ 2003 KT

Reader's Theatre Scripts Available Online:

<http://www.aaronshep.com/rt/RTE.html>

ii) Assign students roles within the scripts chosen. Students highlight their sections on the scripts (if consumable).

iii) Allow students to practice their roles, and speaking parts.

iv) Students present their Reader's Theatre stories together to the class or to a younger age group.

3. Reflecting on the Activity

What are the most difficult parts of reading in front of others?

What part of my part did I do best? Why?

4. Applying the Activity

Students may take part in additional Reader's Theatre groups or adapt favourite stories into scripts which they present.

Strategy: Oral Fluency

Activity: Paired Repeat Reading

Ontario Language Arts Expectations:
Reading

3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts

1. Introducing the Activity

With the class, or small group create an anchor chart on large paper about “Oral Fluency” or “Reading Outloud”:

When reading aloud it is important to:

- Use expression
- Use punctuation
- Find and emphasize important words
- Understand the meaning of the words we read

When working with a partner:

- Look at your partner
- Lean toward your partner
- Use a low voice

3. Implementing the Activity

i) Partner students together. Give each file cards that can be used to record what they observe.

ii) One student reads a short passage three times to their partner who records feedback. Feedback focuses on the items that were recorded on the chart.

iii) The feedback partner shares constructive items they observed.

iv) Switch roles.

4. Reflecting on the Activity

How did the reading improve on the second and third reading?

What did your partner do well as a reader?

What is one thing you can improve on?

4. Applying the Activity

Use repeated reading to improve fluency of content subjects (i.e. a passage from a science or social studies text).

Strategy: Prediction

Activity: Recording Predictions

Ontario Language Arts Expectations:

Reading

1.3 Use a variety of appropriate strategies before, during and after reading to understand texts

1. Introducing the Activity

Discuss how movies give clues that help us make predictions (i.e. spooky music, rain).

4. Implementing the Activity

Use the cover, first page and illustrations to predict what the book will be about. Include the evidence from the text that supports your predictions. After the first two chapters predict what will happen with text evidence. Stop before reading the last chapter and predict the outcome with specific reasons to support your theory. **Record all these predictions, using charts, post-it notes, bookmarks, or reading journals.** When the book is finished, reread all your predictions and make adjustments by writing in the margin or above the sentence.

5. Reflecting on the Activity

How does predicting make you a better reader or a better writer?

4. Applying the Activity

Present the information in an interesting way, for example as a book detective manual, or cue cards.

Strategy: Prediction

Activity: Prediction for Non-Fiction

Ontario Language Arts Expectations:

Reading

1.3 Use a variety of appropriate strategies before, during and after reading to understand texts

1. Introducing the Activity

Teacher has previously prepared a chart that is similar to a KWL chart with the following headings:

What We Think We Know

Confirmed

New Facts

Misconceptions

Before reading, the teacher introduces the topic that students will be reading about e.g. how plants grow. Using post-it notes, students record one "fact" per post-it that they think they know about the topic. They may write their name or initials on the post-it note if they wish. Post-it notes are then placed under the heading "What we think we know". Students then read the text.

2. Implementing the Activity

During reading, students think about what they wrote and whether their prediction has been confirmed or they have held a misconception about that fact.

After reading, the teacher and students review the post-it notes and move them to either confirmed, misconception or they stay where they are because the information has not been covered in the text being read. New facts can be written on post-its by the students or as a shared activity with the teacher. The teacher could have students give evidence from the text to support moving the post-it to the confirmed section.

3. Reflecting on the Activity

This activity is an opportunity for students to take a risk in predicting and then confirm or change their predictions based on information presented on the text. Many students appreciate the opportunity to keep their post-it note facts after the activity is completed.

4. Applying the Activity

Apply strategy to read-alouds, shared reading, or guided reading materials. It could be used as a partner activity or independently as well with non-fiction text.

Making Connections: This activity is very useful with Social Studies and Science and Health topics.

(Adapted from Tony Stead)

Strategy: Prediction

Activity: Read – Pause – Predict (A Partner Activity)

Ontario Language Arts Expectations:

Reading

1.3 Use a variety of appropriate strategies before, during and after reading to understand texts

1. Introducing the Activity

Activate Prior Knowledge – Talk about personal experiences, books students have read, and movies they have seen. Discuss how they were able to predict what was going to happen next (Using clues such as what they already know about the topic or experience).

2. Implementing the Activity

With a volunteer student, model for the class. Choose a book that has two copies, one for your partner and one for you. Prior to reading, agree to stop at a certain point and then predict (i.e. after the first five pages). For demonstration purposes only, take turns reading the text aloud so that the observing students have a full understanding of the process. Share predictions, give evidence, then continue reading to confirm or adjust your predictions. Each partner is responsible for encouraging the other to provide evidence from the text. Teach students helpful questions such as, “What do you think might happen next?” “What in the book makes you think that?”

3. Reflecting on the Activity

Ask reflection questions about what was learned.

4. Applying the Activity

Have students try this with a partner using a picture book and then try it with a novel. Students share with the class some of the successful predictions they made with their partner.

Strategy: Summary / Literal Comprehension

Activity: REAP (Read, Encode, Annotate, Ponder)

Ontario Language Arts Expectations:

Reading

1.4 Demonstrate understanding of a text by summarizing the important ideas in a text and citing details.

1. Introducing the Activity

What do good readers do when they want to summarize something they've read?

2. Implementing the Activity

Use the graphic organizer to:

R-Read on your own

E-Encode the text by putting the gist of what you read in your own words

A-Annotate the text by writing down the main ideas (notes, significant words, quotes) and the author's message

P-Ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other reading you have done

3. Reflecting on the Activity

How did the four boxes help you summarize the text? Compare your REAP with a partner, circle things that are similar. Discuss with your partner. Join another group and repeat.

4. Applying the Activity

Give an appreciation statement to your partner.

Adapted from Tools for Teaching Literacy

REAP

R	E
A	P

- R Read the text. Jot down the title and author.
- E Encode the text by putting the main ideas in your own words/language.
- A Annotate the text by writing a statement that summarizes the important points. Give examples from the text.
- P Ponder the text by thinking and talking about what you learned. Ask yourself why the author wrote the text. What do you think the author hopes you'll learn.

Strategy: Summary / Literal Comprehension

Activity: Retell - Comical Capers

Ontario Language Arts Expectations:

Reading

1.4 Demonstrate understanding of a text by summarizing the important ideas in a text and citing details.

1. Introducing the Activity

Have students cut up a comic strip into the individual comic squares.

Have elbow partners exchange squares. Students should put the squares in a logical order. Compare with partners to check accuracy.

Whole class: discuss why the order of the comic strip is so important.

2. Implementing the Activity

Small groups each have a different book (enough copies for each member). (Magic Tree House (omit / Magic School Bus) / Skyrider Chapter Books / Sails are good examples)

Each group member reads their specified chapter(s) ONLY. They then draw an illustration for their section—making a list on the back that includes setting, character, brief sentence/summary of the section. When complete, put all pictures in an envelope (NOT IN ORDER)

Exchange envelopes with another group. Groups then put pictures in order and write a summary based on pictures and information on the backs of pages.

Two groups meet and present summaries to each other.

3. Reflecting on the Activity

When you were writing your summary using the other group's information, what kind of questions would you have liked to ask them?

Did you find this easy or hard? Why?

4. Applying the Activity

Student sequence events during independent reading. During social studies lessons students would be able to retell and sequence events.

Adapted from Coaching Struggling Readers.

Strategy: Summary / Literal Comprehension

Activity: Main Idea in Non-Fiction - Get the Point?

Ontario Language Arts Expectations:

Reading

1.4 Demonstrate understanding of a text by summarizing the important ideas in a text and citing details.

1. Introducing the Activity

Read an excerpt of the book “The Important Book”. Identify the differences between the main ideas, supporting details, and unimportant information. Demonstrate how you make these distinctions and offer student the chance to begin to apply this knowledge.

2. Implementing the Activity

Select and read aloud an informational article from a magazine or newspaper. Write 3 ideas from the article on chart paper and post it on the left hand side of the board. Ask students to list facts from the passage, and write sentences based on their responses on the board to the right of the chart. Reread all of the fact sentences with the class. Draw a line from the facts on the right to their related ideas on the left. Have the class count the number of lines each idea has drawn to it, and record the number next to the idea. Tell students “The idea with the highest number next to it has the most related fact sentences and is the main idea”. Have students write down the main idea on a piece of paper. Tell them the main idea, and have them check their answer.

3. Reflecting on the Activity

Give students BLM “What's the Point”. Provide an assortment of children's magazines, newspapers and / or short stories. Have students work in small groups to read and discuss one article or story. Ask them to list on the BLM details and/or facts about their text and identify the main idea.

Show students how this is just like a summary of the article.

4. Applying the Activity

Students use this strategy during independent reading and across curriculum areas (i.e. when reading newspaper articles about a science concept, such as space, that is being taught.)

Adapted from Coaching Struggling Readers.

What's the Point?

Detail/Fact	Detail/Fact	Detail/Fact
Main Idea		

Strategy: Interpretation

Activity: It Says, I Say, and So...

Ontario Language Arts Expectations:

Reading

1.5 Make inferences using stated and implied ideas from the text as evidence.

1. Introducing the Activity

Remind students that there are different kinds of questions we ask of texts. Some can be answered using only information, but some can be answered only by combining information from the text with things readers already know. Explain that when we combine what we know with information from the text to answer a question, we are making an inference.

2. Implementing the Activity

Post a chart with the following headings in columns: Question, It Says, I Say, and So... Demonstrate how the chart would be filled in for a familiar fairy tale, e.g.

Question	It Says	I Say	And So
Why did Goldilocks Break Baby Bear's Chair?	Story says she sits down in the baby Chair but she's no Baby.	Baby chairs aren't very big because they're for babies and she is bigger and so she weighs more.	And so she is too heavy for it and it breaks.

3. Reflecting on the Activity

What is the inference in the "So" column? What make it an inference?

4. Applying the Activity

Use the strategy for non-fiction texts that require background knowledge of a subject.
(adapted from *When Kids Can't Read*, Kyleene Beers, pp 165-169)

Strategy: Interpretation

Activity: Talking to Infer and Draw Conclusions

Ontario Language Arts Expectations:

Reading

1.5 Make inferences using stated and implied ideas from the text as evidence.

1. Introducing the Activity

Connect the students to the many inferences that are made in daily life. Point out that each person makes several conclusions based on the talk and action of family members, peers, etc. **Distribute** the drama slips to the groups of students. Groups of students will act out the scenes. The rest of the class will make inferences and draw conclusions. (See the BLM: Drama Slips). Allow students to begin the role play, then stop the action. Ask the audience what happened before. Ask the audience what is about to happen. Ask for students to interpret the 'bigger picture'. What is really going on?

2. Implementing the Activity

Talking to Infer and Draw Conclusions:

1. With the students, create an anchor chart on chart paper about inferring that is visible in the classroom. Use examples from students' reading. For example:

“What is inference?”

An inference is something about the text that you did not read, but can prove with ideas from the text. You have to think and use clues in the story because inferences are not stated. You need to read ‘between the lines.’”

2. While reading a text, pause and ask students to turn to partner and talk about something in the text (words, events, ideas) and discuss “what is really going on”.
3. As a class, chart what the students thought (the inference) and the proof (the words, events and ideas from the text).

3. Reflecting on the Strategy

In their reading journal, have student describe:

1. What is an inference?
2. Why are inferences important?
3. What is one example of an inference you made from your independent reading? What was the proof?

4. Applying the Activity

In guided reading groups, follow the same structure and continue the process of talking to make inferences.

In independent reading, have students identify the inferences and proof.

BLM: Drama Slips

A student yawns several times.

Two students pass notes to one another.

A student falls asleep.

One student takes a pen from a classmate's desk.

Two students argue over who gets that soccer ball.

A group of students has not completed homework.

A group of students copies homework from one student.

Three students leave the room without permission.

A student returns from recess crying.

Two students left all their books at home.

Strategy: Interpretation

Activity: Using Evidence in the Text to Support Your Thinking

Ontario Language Arts Expectations:

Reading

1.5 Make inferences using stated and implied ideas from the text as evidence.

1. Introducing the Activity

Activate Prior Knowledge – Talk about familiar fairy tales and their characters.

2. Implementing the Activity

Possible Anchor Book: *Once Upon a Fairy Tale: Four Favourite Stories*, a collection of one page stories written from the perspective of a favourite fairy tale character. The stories are updated and humorous.

Select one story. Display story on overhead or SMARTBoard. Reveal only a portion of text at a time, stopping at different signal points in the text where students would be required to make an inference. Ask students to infer the identity of the narrator. Students use evidence in the text to defend their thinking. Record student's responses on chart paper *or on enlarged BLM #1 or #2*. under the two column headings "My Inference" and "Evidence From the Text" (*BLM#1*) *or beside sentence stems (BLM#2)*.

3. Reflecting on the Activity

Ask reflection questions about what was learned.

4. Applying the Activity

Students select a story from the anchor book and complete the activity by recording their responses and defending thinking (*BLM #1 or #2*). Other types of stories that demonstrate how your thinking changes while reading based on evidence in the text can also be used.

Strategy: Interpretation BLM#1	
Activity: Using Evidence in the Text to Support Your Thinking	
My Inference	Evidence from the text

BLM #2

Strategy: Interpretation Activity: Using Evidence in the Text to Support Your Thinking
I think
Now I think
Now I think
Now I think
Now I think
Now I think

Strategy: Reflection

Activity: Questions That Encourage Personal Connections

Ontario Language Arts Expectations:

Reading

1.3 Use a variety of appropriate strategies before, during and after reading to understand texts.

1. Introducing the Activity

Read a meaningful passage from a book and explain a connection that you have. Refer to one question below in section 2.

2. Implementing the Activity

Paired or Small Group Activity:

Questions should be put on index cards. If only one deck is made, students can select one card to discuss. If several decks of index cards are made, groups can use the whole deck.

- a) Is there a passage in the story you found meaningful? Read it and explain why.
- b) Have you had any experiences that are similar to those of a character in the story?
- c) How did the story make you feel? Can you explain what about the story aroused these feelings?
- d) Is there a character in the story you relate to? What do you both have in common?
- e) Did this story change or affect your beliefs about life? People? Explain.

3. Reflecting on the Activity

In their reflection journals, students should summarize the highlights of their group's discussion. Each student includes points she or he made, ideas offered by others, and conflicting issues.

4. Applying the Activity

You can read these summaries yourself or begin the next class by inviting students to share them.

Adapted from "Reading Strategies that Work" by Laura Robb.

Strategy: Reflection

Activity: Reflecting on Our Thoughts

Ontario Language Arts Expectations:

Reading

4.1 Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during and after reading and how they can use these and other strategies to improve as readers.

1. Introducing the Activity

Review what is currently being read aloud or some other reading material.

Introduce the Lesson:

“For the last couple of weeks, we’ve been working hard to incorporate the strategies of strong readers into our daily reading practice. Today, we’re going to continue using sticky notes to record a variety of our responses, but we’re also going to take time to reflect on those sticky notes. We’re going to investigate what they say about us as readers – the ways we’ve changed and grown and the work we still need to do to improve our reading abilities.”

2. Implementing the Activity

Making Connections During Read Aloud

1. Tell the students, “As I read aloud today, instead of modeling my thoughts as a reader, I’m going to stop in places and have you share your thoughts with someone near you. This is called a “say something” read-aloud because when I say, “Say something,” you’ll start your discussion. While I read, jot down some of your connections, either on sticky notes or in your reader’s notebooks, so that when it comes time to discuss what you’ve heard, you’ll have something to refer to. Does that make sense?”
2. After reading a paragraph or two and students have had a chance to make some connections, say, “Turn to someone near you and share a response to something you’ve just heard.” As students are talking, move around and listen to responses.
3. Continue reading aloud having students jot connections down on the sticky paper for two or three read aloud sessions.

3. Reflecting on the Activity

Student Directions:

- a) Attach sticky notes from the past two days of reading on the back of your reflection sheet. If you need more room, use a piece of loose-leaf paper.
- b) Reread your sticky notes.
- c) Answer the questions on the reflection sheet “Reading Reflection: Connecting and Sticky Notes” based on what you learn from your sticky notes.

4. Applying the Activity

Confer with Students (Possible Questions):

- 1) What kinds of responses have you been using sticky notes for?
- 2) Are there any kinds of responses you haven't recorded on sticky notes yet?
- 3) What do you think your sticky notes say about you as a reader?
- 4) What do you think your sticky notes do for you as a reader?
- 5) Are they helping you?
- 6) Have you noticed any changes in the way you use sticky notes?
- 7) Did you use sticky notes one way in the beginning but now use them another way? Explain.
- 8) What have you done really well in this activity?

Adapted from "Workshops That Work!" by Kirsten Widmer and Sarah Buxton

Strategy: Metacognitive Awareness of Using Background Knowledge

Activity: Anticipation Guide

Ontario Language Arts Expectations:

Reading

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts

4.1 Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.

1. Introducing the Activity

Create an anchor chart with students to help deepen their understanding of the activating prior knowledge pre-reading strategy. See page 117 of A Guide to Effective Literacy Instruction Grades 4 to 6. On chart paper, put the heading Using Background Knowledge. Pose and record the question: "What do you do before reading that connects you with the topic"? Elicit and record responses. The list should include:

I preview the text by

- Scanning the cover
- Reading the title
- Looking at the pictures
- Reading the blurb

I recall what I already know about

- the topic
- the author
- similar texts
- my own experiences
- stories people have told me
- movies and documentaries I have seen

2. Implementing the Activity

Anticipation guides are graphic organizers that help students to activate their prior knowledge on a topic, concept, theme, genre, author, or other point of interest. See page 118 of A Guide to Effective Literacy Instruction Grades 4 to 6. Pre-select a non-fiction shared reading text. Create an anticipation guide that consists of a number of statements that support or challenge students' beliefs and experiences about the topic and are tied to the selected text. Tell students the topic and distribute an anticipation guide to each student. Have students mill to music. When the music stops students read and discuss the first statement with an elbow partner. Partners discuss (give reasons) and indicate on paper whether they agree or disagree with the statement (partners record their INDIVIDUAL response). Continue milling to the music and finding a new partner until all of the statements on the guide have been read and responded to. Next, students preview the enlarged text and engage in a shared reading of the text. During the reading, teacher and students revisit the anticipation guide and reread the statement and their "before reading" response. Then they consider any relevant evidence from the text that supports or refutes the statement and, based on this information, they complete the "after reading" response. The teacher goes through each statement and poses questions such as: *"Has your opinion changed after reading the text? Why or why not? Where did the text deepen your understanding about the topic, genre, theme or other point of interest?"*

3. Reflecting on the Activity

Ask students to reflect on the prereading portion of the anticipation guide activity and to explain how using background knowledge helped them to understand the text.

4. Applying the Activity

Before independent reading, students activate their prior knowledge by recording everything they already know about the topic on a bookmark. During reading, students record a "C" for confirmed and an "M" for misconception beside each of their statements. During and after reading, students record any new facts learned on the back of the bookmark.

Using Background Knowledge Bookmark Template

Using Background Knowledge	Using Background Knowledge
Name:	Name:
Topic:	Topic:
My background knowledge about the topic before reading is...	My background knowledge about the topic before reading is...
When reading put a "C" for confirmed or an "M" for misconception beside each of your statements.	When reading put a "C" for confirmed or an "M" for misconception beside each of your statements.
New information I learned:	New information I learned:

Strategy: Metacognitive Awareness of Questioning

Activity: The Three Types of Questions

Ontario Language Arts Expectations:

Reading

4.1 Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during and after reading and how they can use these and other strategies to improve as readers.

1. Introducing the Activity

Select a complex picture book that has some ambiguity. Possible titles include Fox (Margaret Wild), Cheyenne Again (Eve Bunting), or Voices in the Park (Anthony Browne). Prepare for a think-aloud by noting questions you may have from the text. Include questions the text answers, questions research can answer, and questions the readers have to answer for themselves.

Read the text aloud, asking these questions as you read, and mark the places where you have asked them with post-it notes.

Anchor chart

See page 117 in Guide to Effective Literacy Instruction

Create an anchor chart with students that lists these three types of questions.

1. questions the text answers,
2. questions research can answer,
3. questions the readers have to answer for themselves

Categorize the questions you asked in your think-aloud with the students, and then ask the students to come up with an example for each question that will help them to understand the categories.

2. Implementing the Activity

Post three pieces of chart paper labeled with question types.

Distribute post-it notes to students. Read aloud a complex picture book, giving students opportunities to record their questions and post them on the appropriate chart. Review charts at the end of the book and move questions as necessary.

3. Reflecting on the Activity

Ask students to reflect on questions such as these:

How does asking questions while reading help you understand the text?

What kind of questions do you ask as a reader?

Do the questions you ask ever make you want to keep reading?

How can you become more aware of the questions you are asking?

4. Applying the Activity

Students use a bookmark to keep track of the questions they are asking as they read and the types of questions they are.

Bookmark Headings: Same as question headings, with room to record questions.

Questioning Bookmark Template

Questioning	Questioning
<p>Name:</p> <p>Text:</p> <p>Jot down questions under the correct heading that you ask as you read the text:</p> <p>1. Questions the text answers:</p> <p>2. Questions research can answer:</p> <p>3. Questions the readers have to answer for themselves:</p>	<p>Name:</p> <p>Text:</p> <p>Jot down questions under the correct heading that you ask as you read the text:</p> <p>1. Questions the text answers:</p> <p>2. Questions research can answer:</p> <p>3. Questions the readers have to answer for themselves:</p>

Strategy: Metacognitive Awareness of Making Connections

Activity: Using Sticky Notes To Categorize

Ontario Language Arts Expectations:

Reading

1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

4.1 Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during and after reading and how they can use these and other strategies to improve as readers.

1. Introducing the Activity

Create an Anchor Chart. See page 117 in *A Guide to Effective Literacy Instruction Grades 4-6 Volume One* for instructions on creating an Anchor Chart.

Divide the chart into 3 columns. Brainstorm different types of connections with students. Begin to title the columns and fill in the columns with examples from students.

ie:

Text to Text	Text to Self	Text to World

2. Implementing the Activity

Teacher models the “making connections” strategy by using sticky notes to mark the spots in the text while reading aloud to the students. See page 47 in A Guide to Effective Literacy Instruction Grades 4-6 Volume One for more details. See “Coding the Text” (page 121) and “Highlighting the Text” (page 130) in A Guide to Effective Literacy Instruction for further details on how to apply these strategies.

Students use 3 different colours of sticky notes to represent each type of connection. Students put the sticky note on the particular page in their book where the connection was made.

The teacher models how to use the “Self-Assessment – Making Connections” Assessment BLM 11 sheet found in Comprehensive Literacy Strategies Gr. 3 – 6 (Miriam Trehearne). Students then use the Self-Assessment Chart during independent reading.

3. Reflecting on the Activity

With their “elbow partner”, students share their connections.

4. Applying the Activity

Students continue to use this self-assessment format independently during independent reading time.

** A bookmark with the 3 icons for each type of connection may be used to assist students with remembering the types of connections. **

Making Connections Bookmark Template

Making Connections	Making Connections
Name:	Name:
Text:	Text:
Jot down the connections you make under the appropriate heading:	Jot down the connections you make under the appropriate heading:
<u>Text to Text:</u>	<u>Text to Text:</u>
<u>Text to Self:</u>	<u>Text to Self:</u>
<u>Text to World:</u>	<u>Text to World:</u>

Strategy: Metacognitive Awareness of Determining Important Information

Activity: Placemat

Ontario Language Arts Expectations:

Reading

1.3 Use a variety of appropriate strategies before, during and after reading to understand texts

4.1 Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during and after reading and how they can use these and other strategies to improve as readers.

1. Introducing the Activity

During the current class read aloud or with a picture book the teacher thinks aloud how to find the important information. When reading the teacher pauses at appropriate moments and completes sentence starters such as "This is really important..." or "So far, I have learned that...".

The teacher and students then develop an anchor chart about how to determine important information. After creating this chart post in the classroom. This may include the following:

Determining Important Information

- It is all about understanding the purpose of the text and distinguishing between interesting and essential information.

Some ways to determine the important information:

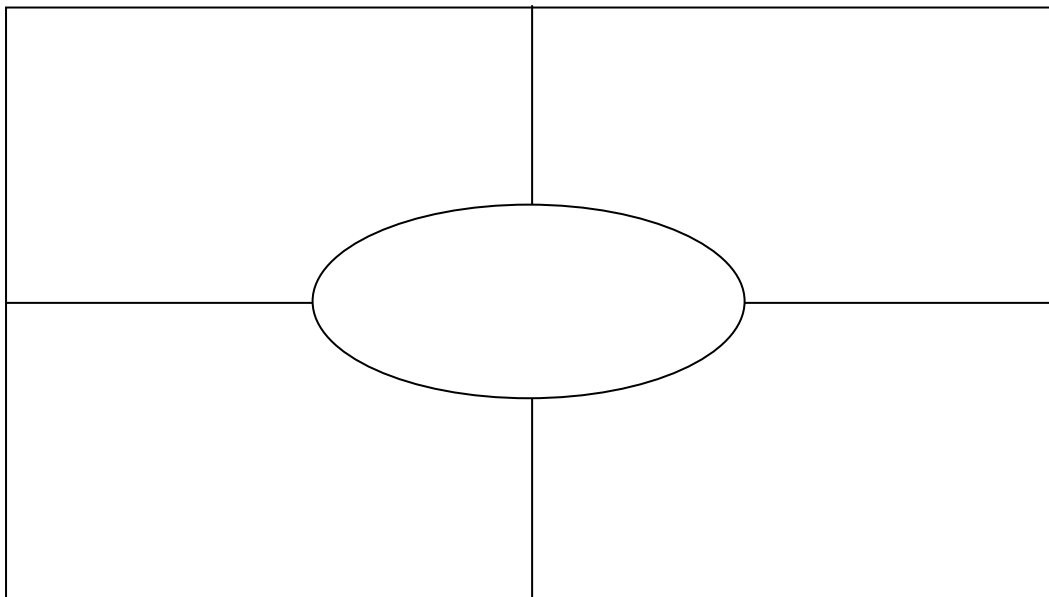
- Skimming and scanning
- Using text features (paragraphs, headings, subheading, italics)
- Recognizing signal words that reinforce important information ("in other words" or "for example")
- Interpreting maps, graphs, text boxes, and charts that reinforce important information

2. Implementing the Activity

When reading another section of the read aloud implement this following activity to have students to collaboratively determine the important information from the text.
(Alternative texts such as non-fiction books and newspaper articles may be used.)

Placemat activity.

1. Focus students on the purpose of the activity: to determine important information from the read aloud.
2. Organize the students into groups of four, and give each group a piece of chart paper.
3. Direct each group to draw a circle or square in the centre of the paper and then divide the remaining area of the paper into equal sections, with one section for each group member.
4. As you read the text ask the students to think about the chosen topic and then silently write the “key information” in their own area of the chart.
5. After the read aloud section is complete, allow several minutes to finish jotting down their individual ideas about what is the “key information”. Signal the students to stop. Instruct them to discuss the ideas on the placemat with their group – looking for common elements. The group must reach consensus and record the most important points in the centre of the place mat.
6. Each group shares its important information from the text with the other groups.
7. Refer back to the anchor chart.



3. Reflecting on the Activity

1. What strategy do you use to determine important information when reading?
2. What is one strategy for determining important information that you can try in guided and independent reading?

4. Applying the Activity

Students are given a bookmark to help them apply the strategy during independent reading. The bookmarks allow students to make notes on them and can be collected for assessment of their learning.

Determining Important Information Bookmark Template

Determining Important Information	Determining Important Information
<p>Name:</p> <p>Text:</p> <p>Important ideas from the text:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>Name:</p> <p>Text:</p> <p>Important ideas from the text:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
<hr/> <p>Based on the anchor chart ideas, the most important idea is:</p>	<hr/> <p>Based on the anchor chart ideas, the most important idea is:</p>

Strategy: Metacognitive Awareness of Inferring

Activity: Cartoon Inference

Ontario Language Arts Expectations:

Reading

1.5 Make inferences about texts using stated and implied ideas from the texts as evidence.

4.1 Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.

1. Introducing the Activity

When introducing inferencing to students use everyday examples (facial expressions, tone of voice, body language, emotions) where they automatically draw inferences.

Brainstorm as a class what skills are required to make inferences. (Refer to page 117 of A Guide to Effective Literacy Instruction, Grades 4 to 6 to create an anchor chart.) The anchor chart should include:

- a definition of inferencing,
- reading between the lines,
- readers infer what authors imply,
- draw on prior knowledge,
- use the words and the pictures,
- make connections and ask questions while creating an inference. Some sample statements are: I think the author is saying..., This makes me think that...

When students understand what it means to make inferences in a real life context then they can begin to infer while reading texts.

2. Implementing the Activity

Cut cartoons from the newspaper and put them onto an overhead. Read them aloud, and then think aloud the inferences that you make that allow you to perceive the cartoon as funny.

Invite students to cut out their favourite cartoons and bring them in. (Give credit for students who bring in cartoons they can't figure out. This allows the class an opportunity to discuss how inferencing doesn't work if you don't have the right background knowledge. Most often these would be political cartoons).

3. Reflecting on the Activity

Were you surprised at how much you had to infer to understand the comic?
Why do you think some comics are easier than others to understand?

4. Applying the Activity

Make inferences in your everyday reading. Using your bookmark identify what the text says and what you as the reader infer.

The text says....
I know that....
I infer....

Adapted from Kyleene Beers.

Inferring Bookmark Template

Inferring	Inferring
<p>Name:</p> <p>Text:</p> <hr/> <p>The text says...</p>	<p>Name:</p> <p>Text:</p> <hr/> <p>The text says...</p>
<hr/> <p>I know that....</p>	<hr/> <p>I know that....</p>
<hr/> <p>So I infer...</p>	<hr/> <p>So I infer...</p>

Strategy: Metacognitive Awareness of Visualizing

Activity: Stretch to Sketch

Ontario Language Arts Expectations:

Reading

1.3 Use a variety of appropriate strategies before, during and after reading to understand texts

4.1 Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.

1. Introducing the Activity

Create an anchor chart with students for “visualizing”. (e.g. I make a picture in my head; it's like a movie in my mind. I use pictures in my head to help me understand the text. Elicit information from them (see pg. 117 A Guide to Effective Literacy Instruction). Activate prior knowledge-talk about the strategy of making pictures in your head to help comprehend a story, poem, information text, etc. Read aloud a section of text (e.g. one page of Charlotte's Web to the students and have them sketch as they listen). Have them share their sketch with an elbow partner.

2. Implementing the Activity

Use a Fiction or Non-Fiction text.

During or after reading or listening to a text, students sketch what they visualize. Students are encouraged to use their own method of sketching their visualizations (using pictures and words, pictures alone, webs, etc. to demonstrate what meaning they get from the text. Next, students work in groups of 3-5. Each group member shares his or her sketch. The members of the group give their interpretation of the sketch and then the student who has done the sketch gives his/her explanation.

3. Reflecting on the Activity

Have students reflect on how visualizing and sketching helped increase their understanding of the text.

4. Applying the Activity

1. Students choose a section of their independent reading text and “sketch” on a bookmark as they read to help them understand the text.
2. Students could also work with a partner to read and sketch the meaning of a text (poem, narrative, expository text, etc.)

Adapted from : Guided Comprehension, A Teaching Model for Gr. 3-8; M. McLaughlin, Mary Beth Allen

Visualizing Bookmark Template

Visualizing	Visualizing
Name:	Name:
Text:	Text:
Sketch:	Sketch:
On the back of the bookmark explain the meaning.	On the back of the bookmark explain the meaning.