

**Literacy and Numeracy Secretariat
Professional Learning Series**

Teacher Resources

**Comprehending in Action: Inferring
Module 1
Sessions 1 – 5**

Comprehending In Action: Inferring, Module 1

Teacher Resources – Sessions 1 to 5

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Teacher Resource 1: Session 1

Comprehension is like ...

microscope	magnifying glass	quilt	crook pot
bridge	piano	automobile	flashlight
telephone	coffee maker	window	old pair of jeans
map	windsurfer	knapsack	your choice

Teacher Resource 2: Session 1

KWL Chart

What I KNOW ...	What I WONDER ...	What I LEARNED ...

Teacher Resource 3: Session 1

Comic Strip Inferences

Frame 1	Frame 2	Frame 3	Frame 4

1. Record what you hear during the think-aloud for the first two frames of the comic.

2. Record your own thinking for the last two frames of the comic.

3. What does it mean to infer?

Inferring Across the Grades

Overall Expectations:

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Demonstrate an understanding of a variety of media texts.

Grade	Oral	Reading	Media Literacy
1	Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions (<i>e.g., pay attention to the words being spoken and use personal experience and the speaker’s intonation and facial expression to understand what is being said</i>).	Use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them (<i>e.g., The text tells us that the girl broke her brother’s toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?</i>).	Identify overt and implied messages, initially with support and direction, in simple media texts (<i>e.g., overt message of a toy advertisement showing two boys playing with a car: The toy is fun; implied message: This toy is for boys</i>).
2	Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions and support the inferences with evidence from the text (<i>e.g., You predicted _____. What clues from the oral text did you use to figure that out?</i>).	Use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them (<i>e.g., How did Carmen’s actions help us to know how she was feeling in the story? The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?</i>).	Identify overt and implied messages in simple media texts (<i>e.g., overt message of an advertisement for shoes: Great athletes wear these shoes; implied message: If you want to be like these athletes, buy these shoes. Overt message in a superhero cartoon: The hero is a tall, strong man; implied message: Tall strong men are like heroes. What is this advertising telling us? Do you believe its messages? What do the heroes and villains look like in the cartoons you watch? What does this suggest?</i>).

<p>3</p>	<p>Distinguish between stated and implied ideas in oral texts (e.g., <i>Distinguish between the actual words and the emphasis placed on them by the speaker. How does the emphasis that the speaker places on specific words and phrases help you understand what is being said? Why do you think the speaker spoke those words so loudly? How does the way the speaker says words change the meaning of what is said?</i>).</p>	<p>Make inferences about texts using stated and implied ideas from the texts as evidence (e.g., <i>Using information from the story opening, ask yourself what can I infer about the outcome of the game? How do you think the other characters will react to the actions of the main character? Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to support that?</i>).</p>	<p>Use overt and implied messages to draw inferences and make meaning in simple media texts (e.g., <i>overt message of toys, clothing, or games associated with movies, television shows, or books: This product is closely connected to the characters you admire in your favourite book; implied message: If you own this product, you will be more closely connected to your favourite book and more like the characters you admire. What things do you have that are related to a TV show, a movie, or a book? What do they mean to you? Are the roles of girls and boys similar or different in the television shows that you watch?</i>).</p>
<p>4</p>	<p>Make inferences using stated and implied ideas in oral texts (e.g., <i>Listen “between the lines” to detect bias in an oral text.</i>).</p>	<p>Make inferences about texts using stated and implied ideas from the texts as evidence (e.g., <i>What does the graphic show that the text doesn’t tell you? If you just saw the picture without the speech bubble/text box, what would you think? What does the author want you to realize when she says...?</i>).</p>	<p>Use overt and implied messages to draw inferences and construct meaning in media texts (e.g., <i>overt message on packaging for a video game: In this adventure game, characters take big risks and perform amazing deeds; implied message: If you buy this game, you can share in the excitement and be more like the daring characters. What messages on the packaging make you think you would like to play this game? What do the images on the package make you think about? Which do you think influence you more – the overt messages or the implied messages?</i>).</p>

<p>5</p>	<p>Make inferences about oral texts using stated and implied ideas in the texts as evidence (e.g., <i>Ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...</i>).</p>	<p>Use stated and implied ideas in texts to make inferences and construct meaning (e.g., <i>What do you think will happen based on what the author has told you so far? What is the author suggesting between the lines?</i>).</p>	<p>Use overt and implied messages to draw inferences and construct meaning in media texts (e.g., <i>overt message in an advertisement showing the product's user surrounded by friends: This produce is so good that you and your friends will all like it; implied message: Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things. What are the overt and implied messages conveyed by this T-shirt, which displays the logo of a popular rock band? Is the implied message more powerful than the overt message? Why or why not? Do you think this T-shirt sends a message about the person wearing it?</i>).</p>
<p>6</p>	<p>Interpret oral texts by using stated and implied ideas from the texts (e.g., <i>What messages did you get from the speaker's tone of voice/body language/facial expressions? How does paying attention to a speaker's body language help you interpret what is being said?</i>).</p>	<p>Develop interpretations about texts using stated and implied ideas to support their interpretations (e.g., <i>What is the story between the lines? Beyond the lines? What clues did the author give that led to your conclusion? Why do you think the author doesn't state these ideas directly?</i>).</p>	<p>Interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., <i>Explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience. Explain how advertisements for healthy food and those for fast food differ. Is there a connection between the articles and the advertisements in a magazine?</i>).</p>

Can You Teach Comprehension?

Recently during a conference presentation, I asked teachers three questions: (1) Can comprehension be taught? (2) When does a model become a barrier to comprehension? (3) When does the tool become the reason for reading? These questions stimulated an interesting discussion, and the issues raised by these questions are important and relate to the themes of the present book. Thus, it is appropriate to begin this book with a brief response to the three questions.

Can comprehension be taught? Generally, teachers will answer yes, comprehension can be taught. They then explain how they teach comprehension strategies and skills. In Chapters 1 and 2, I attempt to explain the cognitive and social sides of comprehension. It would have been easier to discuss comprehension from a skills perspective. Yet because comprehension is a cognitive process we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader. So we might ask: Can ideas and thoughts be taught, or are they developed through personal connections? Certainly we can read a common text and come away with a standard version of what the author meant. Yet this standard version is most likely a literal-level interpretation, a brief experience with a text that will likely be forgotten in a short amount of time. Deeper comprehension requires a reader to go beyond the author's message, assimilating the text experience into his or her own background and in the process creating a new message. To move deeper into the text implies that readers are moving deeper into their own minds. At the same time, such thoughtful analysis of the author's message could actually lead one to a different interpretation. That's the problem with teaching comprehension – the task is very complex at the level of the mind. So, to return to our opening question: Can comprehension be taught? I doubt that we can teach meaning, because meaning exists only in the mind of the reader. A text can stimulate meaning, but it cannot create meaning. Comprehension and meaning are one and the same – an inner reflection of the reader's mind. What can teachers do to *promote* comprehension? We can create a set of literate conditions that activate students' thinking processes, but that is probably all we can do. What tools may we use for accomplishing this complex task? The most important tool is the language teachers use to engage students in talking about books. Our classrooms must be alive with literate talk – rich conversations about books that apprentice students into deeper comprehension.

When does a model become a barrier to comprehension? To respond to the question of when a model may become a barrier to comprehension, we must first define what a model is. Simply put, a model is a good example of constructive thinking with generalizable value. Models are not scripted or standard; rather they are specific examples of how to deal with comprehension problems. When students observe good models, they file these examples into a mental toolbox of effective strategies and practices. Models are beneficial only if the reader knows when to activate the appropriate one to solve a particular problem. Readers must not perceive the model as the goal: if they do, the model becomes only a behaviour to copy, an imitation of someone else's thinking. Without guided practice, a model can become a barrier to learning. How much time

should pass before the learner moves from observation of the model to practice? A connection between model and practice must happen immediately. In short, the purpose of a model is to demonstrate to learners constructive ways of thinking while providing them with opportunities for flexible practice over time and across different contexts.

When does the tool become the reason for reading? Too often, students perceive the goal of reading as using sticky notes or writing in response logs. These tools are important, but they are *not* the reason we read. When students view reading as “visualizing” or “making text-to-life connections,” for example, this narrow perspective can impair deep comprehension. A good reader will automatically visualize and make connections but never in isolation from other comprehension strategies. The process of comprehension requires that readers assemble flexible strategies to solve problems. From this point of view, the orchestration of strategies – not single strategies – is a condition of deep comprehension.

EXCERPTED FROM:

Dorn, L.J., & Soffos, C. (2005). *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, ME: Stenhouse Publishers. Reprinted with permission.

Demonstration Lesson Plan: Think-Aloud – Grade 6

Lesson Focus

What is the focus of the lesson? What will happen?

Using a think-aloud, the teacher will demonstrate how multiple comprehension strategies are used when a piece of fiction text is read aloud. Students will identify and visually represent the teacher's think-aloud processes as well as discuss the results in pairs and as a whole group. The lesson will conclude with individual "exit slip" reflection.

Rationale

Why am I teaching this lesson?

This lesson introduces students to the use of comprehension strategies in an integrated fashion, with one strategy in the foreground while other strategies are at work in the background. Through this exploration, students move towards connecting the use of comprehension strategies when they are reading with the use of implied and explicit messages in their writing. This lesson will provide teachers with important diagnostic information that can be used to modify instruction to meet the specific needs of students.

Curriculum Expectations

From p. 83 of *The Ontario Curriculum, Grades 1–8: Language, 2006*:

By the end of Grade 6, students will:

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
- *Reading for Meaning: Comprehension Strategies*
Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.
- *Reading for Meaning: Making Inferences/Interpreting Texts*
Use stated and implied ideas in texts to make inferences and construct meaning.
- *Reflecting on Reading Skills and Strategies: Metacognition*
Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers.

Assessment

List what assessment strategies and/or tools you will use.

- Observation
 - Anecdotal records
 - Exit slips
-

Prior Knowledge

List the prior knowledge and/or skills student will need to participate in this lesson.

- This lesson requires prior knowledge of the difference between and purposes of a variety of comprehension strategies.
 - Students will need to understand the forms and purposes of a variety of graphic organizers.
 - Students will need prior experience using the following cooperative learning strategies: popcorn, think-pair-share, and gallery walk.
-

Materials/Preparation for Teaching

List the materials and/or preparation required before teaching.

- Fiction text – *Two Frogs* by Chris Wormell
 - The teacher should preview the text and write on sticky notes the inferences and comprehension strategies that he/she is using when reading the text. This will guide the think-aloud process during the lesson. It is helpful to place these sticky notes on the appropriate pages of the book for use during the think-aloud.
 - Sticky notes
 - Chart paper or 11- x 17-inch paper for graphic organizers
 - Markers
 - Exit slips
-

Differentiated Instruction

List specific strategies you will use to accommodate the needs of your students.

- Think-aloud remarks could be written down ahead of time and provided to those students requiring assistance for the sorting activity.
- Place students in mixed-ability groups of two to three during the sorting activity.
- Review the form and purpose of a variety of graphic organizers.
- Provide graphic organizers ahead of time for some students.

Modelled/Shared Lesson

Describe what you will do to gradually release responsibility to your students in this lesson, using the balanced approaches instructional model.

Before Reading

1. Using the popcorn strategy, have students call out what they recall about the following comprehension strategies:
 - predicting, prior knowledge, text-to-text connections, visualizing, questioning, drawing inferences, identifying main ideas, summarizing, and monitoring and revising comprehension.
2. The teacher can record ideas on the board or on a pre-made anchor chart.
3. Inform students they will have a chance to apply their understanding of comprehension strategies further as a piece of fiction is read aloud. Hearing the teacher's thinking process while he or she reads will help students better understand how they might more actively use the various comprehension strategies when they are reading.

During Reading

1. Provide each student with four sticky notes. Ask students to record one thing said by the teacher on each sticky note during the think-aloud. Model the process using the cover of the text.
2. Choose three to five comprehension strategies from the list on which you want to focus. Read the text to your students and model the chosen strategies as you read by stopping (sometimes even in the middle of sentences) to articulate what is going on inside your head as you are making inferences. Possible think-aloud remarks have been provided at the end of this lesson plan. Choose only a selection of pages, making sure that those chosen illustrate the strategies you have selected. Using only a sample will mean that some of the story is left to the imagination of the students and that interruptions in the flow and humour of the text will be minimized.
3. Students turn to their elbow partner to compare their sticky notes prior to sorting them.
4. Students, individually or in groups, match the teacher's thinking (evidence) with the corresponding comprehension strategy and display the information graphically. It is important that the students get a chance to show how they would graphically represent the information from the lesson.
5. Graphic organizers are then posted around the room.

After Reading

1. Students conduct a gallery walk, taking note of how others may have classified information differently.
2. Engage the students in a discussion to debrief the lesson by asking the following questions:
 - *What did you notice about my thinking during the read aloud?* (making guesses about the text)
 - *How was I using the various reading strategies?* (they were interwoven)

3. Students generate a definition for inferring (the ability to reach a conclusion using evidence from a text and from what the reader brings to the text).

Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Sort the evidence into comprehension strategy categories. 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ Review definitions of the different comprehension strategies using anchor charts and/or personal dictionaries. ▪ Have students highlight key vocabulary mentioned during the think-aloud. ▪ Oversee the sorting activity. ▪ Provide assistance as students select and complete an appropriate graphic organizer. 	<p><i>How will you provide formative feedback to students during learning?</i></p> <ul style="list-style-type: none"> ▪ Circulate, listen, and provide feedback as students think aloud during the sorting activity. ▪ Record anecdotal observations. ▪ Touch base with each student to confirm his/her choice of graphic organizer.

Sharing/Reflection

How will you provide your students with an opportunity to think about their learning?

Students will complete an exit slip summarizing their key learning. These exit slips might be added to a journal or reader’s notebook for future reference.

Sample Think-Aloud Remarks

Pages	Think-Alouds
3 – 4	<i>I can tell from the illustrations on pages 1–2 that the frogs are all alone in the pond. (picking out key information) Why would the frog need to protect himself from the dog, when there is no dog in sight? (questioning) I’m thinking maybe the one frog is afraid of dogs. I’m sure I read somewhere that dogs like to catch frogs. (text-to-text connection) The other frog doesn’t seem as concerned by the way he’s looking at the first frog. That’s the way my friend looks at me when he doesn’t believe what I’m saying. (text-to-self connection)</i>
5 – 6	<i>I’m thinking that the other frog now looks scared too. I can tell by the way he is looking over his shoulder. (picking out key details) Kind of like when I’m afraid of something – I always feel the need to check over my shoulder. (text-to-self connection) Maybe something with a dog happened to the frog when he was swimming one time. I think I’d feel afraid too. I wonder what “better safe than sorry” means. (questioning) I think the author might be hinting that something bad is going to happen to the frogs.</i>
7 – 8	
9 – 10	
11 – 12	<i>The other frog is confused just like me. (monitoring comprehension) The way he’s shrugging his shoulders makes me think that he believes his friend is being paranoid – worrying over nothing.</i>
13 – 14	<i>I’m thinking this frog is really upset. He is holding the stick up, pointing at the other frog. I don’t like it when someone points a finger like that at me. (text-to-self connection) I don’t get the part about the ball. What is the author hinting at here? (monitoring comprehension)</i>
15 – 16	<i>What a twist! This is not what I thought at all. (monitoring comprehension) I’m thinking maybe the frog is not so paranoid after all. A stick could come in handy to fight off the pike instead of a dog. (predicting)</i>
17 – 18	<i>Does the author want me to think that both frogs are going to die? (questioning/predicting) That wouldn’t be much fun. (evaluating)</i>
19 – 20	<i>Another twist! This is not what I thought was going to happen either. (monitoring comprehension) I’m really thinking the heron is going to eat those frogs.</i>
21 – 22	<i>Oh no! The frogs seem to be in trouble again. I think the word “but” is hinting that there’ll be another twist. (picking out key details) This is great! (evaluating)</i>
23 – 24	<i>Aha! The stick did come in handy. It saved the frogs after all. (summarizing)</i>
26	<i>Will they get eaten by the pike when they land in the water? (predicting)</i>
27 – 28	<i>I’m thinking that maybe it is a good thing to be a little paranoid. There was a dog after all that caused the frogs’ problems! (monitoring comprehension) But then again, if the one frog hadn’t laughed, which made them fall in the water, they would have been hit by the ball at the end of the story. (synthesizing) I’m guessing that maybe it is better to be safe than sorry!</i>

Linking to Ministry Guides

My Observations	Evidence from <i>The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario</i>	Evidence from <i>A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One</i>

Exit Slip



One thing I learned in today's lesson is:



One thing I am not sure about in today's lesson is:



I can use this knowledge or process again when I:



I wonder ...

A large rectangular box with a black border, intended for writing a response to the question prompt.



I wonder ...

A large rectangular box with a black border, intended for writing a response to the question prompt.

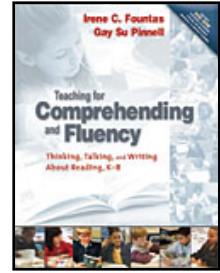


I wonder ...

A large rectangular box with a black border, intended for writing a response to the question prompt.

A Look at *Teaching for Comprehending and Fluency*

Title: *Teaching for Comprehending and Fluency*
 Authors: Irene C. Fountas & Gay Su Pinnell
 Year: 2006



Key Messages	Strategies/Information Described
<ul style="list-style-type: none"> ▪ Teaching for comprehending and fluency must be integral to all literacy teaching. ▪ Comprehending is an active, ongoing process of making meaning rather than the outcome of reading or the application of a particular strategy. ▪ Readers draw on many strategic “in-the-head actions” while comprehending (i.e., using visual information and word meanings to get literal meaning, remembering important details, making connections to prior knowledge, following the writer’s reasoning and thinking about the quality, structure, or familiar aspects of the text). ▪ The focus must be on developing an integrated system – when a reader focuses on only one aspect at a time, the processing system does not work as effectively. ▪ Readers process text by bringing together the visible information from the text and the invisible information in their heads. ▪ Dynamic interchanges or “comprehension conversations” show students ways of thinking about texts as opposed to traditional “comprehension checks”. ▪ Students need to engage with text by thinking, talking, reading, and writing/drawing before reading, during reading, and after reading. ▪ Revisiting text encourages greater analysis, enjoyment, and interpretation of text. ▪ Readers need texts that are varied, well written, and accessible. ▪ Students’ written or drawn responses to reading are “vehicles for exploring and communicating [their] thinking”. ▪ English language learners have highly diverse needs. ▪ Teachers must teach for fluency in all instructional contexts. ▪ Readers pick up new words through their interactions with others and with texts. 	<ul style="list-style-type: none"> ▪ Key principles in effective reading instruction ▪ Detailed description of each of the inter-related elements of the literacy workshop ▪ Three ways of thinking about text: within, beyond, and about texts ▪ Detailed descriptions of the 12 strategic actions used by readers in each way of thinking: <ul style="list-style-type: none"> ▪ <i>within text</i>: solving, monitoring, correcting, searching for information, maintaining fluency, adjusting ▪ <i>beyond text</i>: predicting, making connections, inferring, synthesizing ▪ <i>about text</i>: analysing, critiquing ▪ Visible information from the text (i.e., concepts of print, artistic knowledge, and organizational/informational structures) and invisible information in the reader’s head (i.e., knowledge of language, content, text types, sensory images, personal experiences, memories, culture, attitudes, and emotions) ▪ Characteristics of the fluent reader ▪ Assessment of comprehension and fluency by talking about texts, recording reading behaviours, and analysing written responses to text ▪ Benchmark books ▪ Thorough analysis of texts – characteristics of high-quality texts, description of text formats, description of genres, and discussion about levels of text ▪ Demands of different texts (i.e., nonfiction, fiction, and poetry) ▪ Types of writing about reading – functional writing, narrative writing, informational writing, and poetic writing ▪ Principles of supporting comprehension for English language learners ▪ Ways of teaching for fluency and expanded vocabulary development

Quotations to Ponder	Strengths
<ul style="list-style-type: none">■ “We cannot see strategic actions, but we can look for evidence that they are occurring in the reader’s head.” (p. 5)■ “There is value in drawing readers’ attention to important aspects of the text that will enrich their understanding but we need to understand that using effective reading strategies is not like exercising one muscle.” (p. 41)■ “Our goal as teachers is to enable readers to assimilate, apply and coordinate <i>systems of strategic actions</i> without being fully aware that they are doing so. Readers’ attention must be on the meaning of the text rather than on how to make their brains perform a particular operation.” (p. 45)	<ul style="list-style-type: none">■ Very comprehensive discussion of comprehending and fluency■ Contains modelled lessons of book talks, mini lessons, interactive read-alouds, shared and guided reading, as well as literature circles and reading conferences on the DVD included in the book■ Extensive collection of sample graphic organizers and other print resources on the DVD■ Detailed bibliography of children’s books■ Extensive list of professional references

Shared-Reading Demonstration Lesson: Fiction Text – Grade 4

Lesson Focus

What is the focus of the lesson? What will happen?

A Grade 4 teacher and literacy coach will co-teach a shared-reading lesson that demonstrates how students and teachers can jointly construct a graphic organizer to visually represent the use of multiple comprehension strategies. Students will be asked to make inferences about a selection of fictional text.

Rationale

Why am I teaching this lesson?

This lesson will reinforce for students how readers use comprehension strategies in an integrated fashion with some in the foreground while others are at work in the background. By learning how to visually represent their thinking while making inferences, students will learn the importance of using information from the text as well as their own experiences and knowledge to support their deeper comprehension of the text. Through this exploration, students will deepen their understanding of the text.

Curriculum Expectations

From p. 83 of *The Ontario Curriculum, Grades 1–8: Language, 2006*:

By the end of Grade 4, students will:

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Reading for Meaning: Comprehension Strategies

- Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.

Reading for Meaning: Making Inferences/Interpreting Texts

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

Reflecting on Reading Skills and Strategies: Metacognition

- 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.

Assessment

List what assessment strategies and/or tools you will use.

- Observation
 - Anecdotal records
 - Effective completion of graphic organizer
-

Prior Knowledge

List the prior knowledge and/or skills student will need to have to participate in this lesson.

- This lesson requires prior knowledge of a variety of comprehension strategies.
 - Students will need prior experience completing graphic organizers.
 - Students will need prior experience with think-pair-share and choral reading.
-

Materials/Preparation for Teaching

List the materials and/or preparation required before teaching.

- Selection of text from *Two Frogs* by Chris Wormell
 - This text could be reproduced on chart paper, or on an overhead or a Smartboard.
 - Overhead projector, LCD, or Smartboard
 - Overhead markers
 - Chart paper or black/white board space to draw graphic organizer
-

Differentiated Instruction

List specific strategies you will use to accommodate the needs of your students.

- The sample of text could be chorally read and discussed with students before the lesson.
 - A sample of the graphic organizer could be provided to students before the lesson.
-

Modelled/Shared Lesson

Describe what you will do to gradually release responsibility to your students in this lesson using the balanced approaches instructional model.

In a shared reading lesson prior to this lesson, the teacher and students used colour highlighting to indicate the three different voices found in a sample of text from the read-aloud *Two Frogs*. These three voices were: Narrator, Frog with the Stick, and Other Frog. The students were then divided into three groups that chorally read the text, with the teacher's voice leading

Before Reading

1. Divide the class into three groups and give them a few minutes to practise reading their respective parts of the shared-reading text that was previously colour-coded.
2. With the teacher's voice leading, have the three groups complete the shared reading of the text. If time permits, the groups may change their parts.

During Reading

1. Engage the students in a discussion to recall what makes an inference. Clarify that an inference involves making guesses about a text using information from the text and the reader's own background knowledge.
2. Ask the question, *What were you inferring about the frog with the stick as you were reading the text?*
3. Model your own inferences for the first two lines of text by saying, *When I was reading these first two lines of text, I was thinking that the frog with the stick is quite smart to think ahead about protection. When I saw the picture, it made me think of the Magic School Bus video we watched for science. I was making a text-to-text connection.*
4. Model how to represent this thinking graphically using geometric shapes and arrows. First record the inference, then the proof from the text, and finally the comprehension strategy being used. In this case, it is a text-to-text connection. Each new comprehension strategy should be given a different geometric shape on the graphic organizer.
5. Ask the class to chorally read the next two lines of text. Have the students discuss with a partner the inferences they are now making about the frog with the stick. Model the recording of the inference made by one student as well as his or her justification using evidence from the text and his or her own experience or knowledge that will link to another comprehension strategy. If a new comprehension strategy is being used, it should be indicated with a different geometric shape.
6. Have the students read the second page of the text with a partner, discussing the inferences being made and the justification both in the text and in their minds for these inferences.
7. Record some of these inferences and comprehension strategies on the graphic organizer.

After Reading

1. Draw students' attention to the initial inference made by the teacher, followed by one of the inferences made later on in the text by a student. Ask the students, *why would the author want our impressions of the frog with the stick to change over the course of this part of the story?* Encourage students to think about their inferences when engaged in independent reading.

Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Work in pairs or individually to complete a similar graphic organizer for the other frog ▪ Use the graphic organizer in their own independent reading 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ Review the various comprehension strategies ▪ Provide the students with a graphic organizer that has all the parts except the graphics for the comprehension strategies 	<p><i>How will you provide formative feedback to students during learning?</i></p> <ul style="list-style-type: none"> ▪ Circulate, listen, and provide feedback as students are discussing their inferences ▪ Record anecdotal observations

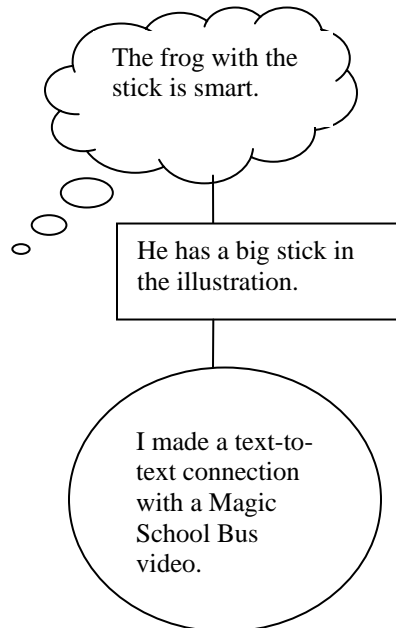
Sharing/Reflection

How will you provide your students with an opportunity to think about their learning?

Students can put a sample of the graphic organizer in a reader’s notebook, labelling each of the parts. See sample provided.

Sample of a Graphic Organizer

What are you inferring about the frog with the stick?



Teacher Resource 10b: Session 3

Anecdotal Record

Unit: _____ Date: _____

Curriculum Expectations From p. 83 of *The Ontario Curriculum, Grades 1–8: Language, 2006*:

By the end of Grade 4, students will:

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

- Make inferences about texts using stated and implied ideas from the texts as evidence.
- Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts.
- 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.

Teacher Resource 11: Session 3

Say Something

This strategy is adapted from a paired reading strategy developed by Egawa and Harste (2001). Participants use discussion to link their prior knowledge to new text-based information. A longer piece of text is divided into smaller chunks that are read or viewed silently by the participants and then briefly discussed. The “something” that a person may say can include a question, a summarizing statement, a key point, or an interesting personal experience that connects to the text.

Notes for Say Something:

Segment 1	Segment 2
Segment 3	Segment 4

FROM:

Egawa, K., & Harste, J.C. (2001). Balancing the Literary Curriculum: A New Vision. *School Talk* (7)1, 1–8.

Demonstration Lesson: Reading Nonfiction – Grade 4

Lesson Focus

What is the focus of the lesson? What will happen?

A Grade 4 teacher and literacy coach will co-teach a shared-reading lesson that demonstrates how students make inferences while reading nonfiction text. Students will infer to determine the meaning of new vocabulary and new information using various text features and their understanding of various comprehension strategies.

Rationale

Why am I teaching this lesson?

This lesson introduces students to the use of comprehension strategies in an integrated fashion, with some in the foreground while others are at work in the background. Through this exploration, students will see how they infer when gathering information for informational text.

Curriculum Expectations

From p. 83 of *The Ontario Curriculum, Grades 1–8: Language, 2006*:

By the end of Grade 4, students will:

- Read and demonstrate understanding of a variety of literary, graphic, and informational texts using a range of strategies to construct meaning.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Reading for Meaning: Variety of Texts

- Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.

Reading for Meaning: Comprehension Strategies

- Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.

Reading for Meaning: Making Inferences/Interpreting Texts

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

Reading for Meaning: Analysing Texts

- Analyse texts and explain how specific elements in them contribute to meaning.

Reflecting on Reading Skills and Strategies: Metacognition

- 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.
-

Assessment

List what assessment strategies and/or tools you will use.

- Observation
 - Anecdotal records
 - Checklist rubric
-

Prior Knowledge

List the prior knowledge and/or skills student will need to have to participate in this lesson.

- This lesson requires some prior knowledge about frogs.
 - This lesson requires prior knowledge of a variety of comprehension strategies.
-

Materials/Preparation for Teaching

List the materials and/or preparation required before teaching.

- P. 9 of nonfiction text *Incredible Amphibians* by John Townsend
 - Smartboard or overhead
 - Computer
 - Chart paper for placemats
 - Markers
-

Differentiated Instruction

List specific strategies you will use to accommodate the needs of your students.

- Use mixed-ability groups of three to four students for each placement.

Modelled/Shared Lesson

Describe what you will do to gradually release responsibility to your students in this lesson using the balanced approaches instructional model.

Before Reading

Revisit the cover of *Two Frogs*. Review the significance of the stick that one of the frogs is holding. Using a placement strategy, have the students brainstorm everything they know about how frogs protect themselves against predators. Inform students that they will have a chance to apply their understanding of inferring to a piece of nonfiction text about frogs and toads. They will be learning how to infer the meaning of new vocabulary, and how to infer to gather new information from the various nonfiction text features.

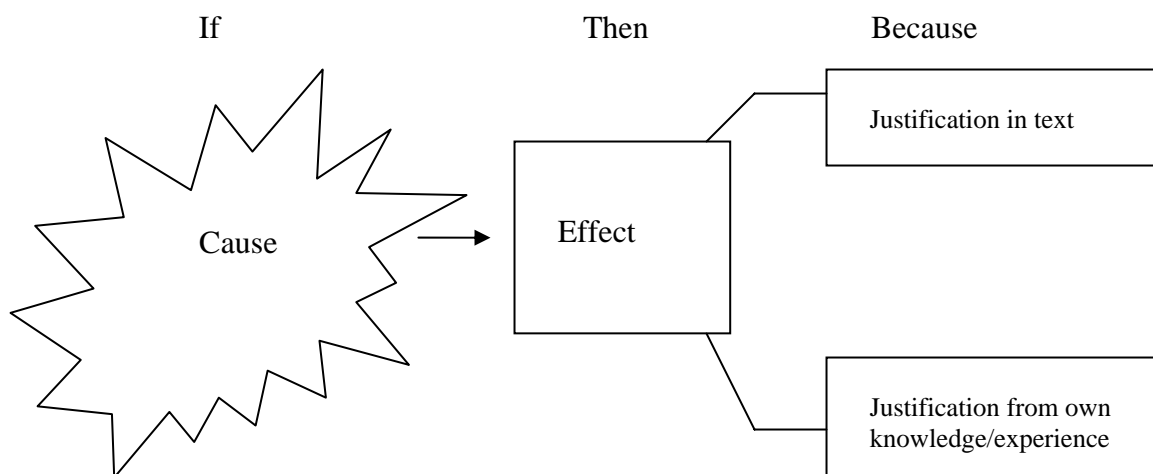
During Reading

Use the Smartboard or overhead to project p. 9 of *Incredible Amphibians*. Review the various features of nonfiction text found on this page.

The teacher reads the first paragraph of the text and invites the students to join in when comfortable. He or she draws students' attention to the new vocabulary and models how to infer the meaning of the word using information found in the text, in the various text features, and the students' own knowledge and experience. The process is graphically represented on the Smartboard or on chart paper in the form of a graphic organizer.

Lesson Extension:

The teacher reads a second selection of text and invites the students to join in when comfortable. He or she models how to infer cause and effect relationships in the text. The teacher and students jointly construct a graphic organizer on the Smartboard or on chart paper to demonstrate the strategies and evidence to support this cause and effect relationship.



After Reading

Students chorally read another section of text and practise representing the cause and effect relationship in the text with a partner.

Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Work individually or in pairs to identify cause and effect relationships in other nonfiction text 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ Guide the students to highlight causal information in the text ▪ Provide a partially completed graphic organizer 	<p><i>How will you provide formative feedback to students during learning?</i></p> <ul style="list-style-type: none"> ▪ Circulate, listen, and provide feedback as students share inferences ▪ Record anecdotal observations ▪ Touch base with each student to confirm his or her understanding of the cause and effect relationships

Sharing/Reflection

How will you provide your students with an opportunity to think about their learning?

Students will record a sample cause and effect graphic organizer in a reader’s notebook, labelling each of the parts as above.

Demonstration Lesson: Reading Nonfiction – Grade 6

Lesson Focus

What is the focus of the lesson? What will happen?

Beginning with a mini-lesson to review comprehension strategies, this lesson provides students with an opportunity to apply their comprehension strategies to the reading of nonfiction texts in social studies. While students read, the teacher conferences with individuals or small groups of students to gather assessment data. The lesson will conclude with the students generating graphic organizers that identify the strategies they used and the evidence they found to support their thinking.

Rationale

Why am I teaching this lesson?

This lesson extends understanding of the use of comprehension strategies in an integrated fashion using nonfiction texts. Through this application, students consolidate understanding and begin to make connections to the implied and explicit messages in their writing.

Curriculum Expectations:

From p. 107 of *The Ontario Curriculum, Grades 1–8: Language, 2006*:

By the end of Grade 6, students will:

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts using a range of strategies to construct meaning.
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Reading for Meaning: Comprehension Strategies

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

Reflecting on Reading Skills and Strategies: Metacognition

- identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers

By the end of Grade 6, students will:

From p. 31 of *The Ontario Curriculum, Social Studies: Grades 1–6 & History and Geography, Grades 7–8, 2004*

- Use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation people and European explorers.

Social Studies: Inquiry/Research and Communication Skills

- Formulate questions with a statement of purpose to develop research plans.
- Use and construct a variety of graphic organizers to clarify and interpret information.

Assessment

List what assessment strategies and/or tools you will use.

- Observation
- Anecdotal records
- Comprehension strategies checklist rubric

Prior Knowledge

List the prior knowledge and/or skills student will need to have to participate in this lesson.

- This lesson requires some knowledge and understanding of the purposes of a variety of comprehension strategies
- This lesson requires experience creating a comprehension strategies graphic organizer
- This lesson requires cooperative group work skills
- This lesson requires knowledge and experience with the recording of bibliographic information used in research

Materials/Preparation for Teaching

List the materials and/or preparation required before teaching.

- Computers with Internet access
- Print and electronic nonfiction research materials: Social Studies – Aboriginal Peoples and European Explorers. For example:
 - Stones Unturned website at <http://www.civilization.ca/aborig/stones/engfrm.htm>
 - documentary *Land of the Long Day* (1952), available from the National Film Board at <http://www.nfb.ca/enclasse/doclens/dlens.php?language=e>

- print versions of *Claire and Her Grandfather*, *Stories the Totems Tell: Bringing Aboriginal Poles to Life* (2001) and *Sharing a Story: The Inukshuk* available through the Indian and Northern Affairs Canada website at http://www.ainc-inac.gc.ca/ks/12050_e.html
- Student-generated anchor chart on comprehension strategies
- Graphic organizers

Differentiated Instruction

List specific strategies you will use to accommodate the needs of your students.

- Provide partially filled graphic organizers for particular texts with key strategies identified.
- Review comprehension strategies.
- Have students read the nonfiction texts in pairs.

Modelled/Shared Lesson

Describe what you will do to gradually release responsibility to your students in this lesson using the balanced approaches instructional model.

Before Reading

1. Conduct a mini-lesson to review how the comprehension strategies can be used when reading a nonfiction text (e.g., p. 16 from *Claire and Her Grandfather*).
2. Refer to the student-generated anchor chart that lists and defines comprehension strategies.
3. Demonstrate how to construct the following graphic organizer:

Information (evidence)	Inference	Comprehension Strategy	Sources of Information

4. Emphasize the importance of maintaining bibliographic information for each learning resource.
5. Model the process of completing the graphic organizer while reading and thinking aloud.
6. Students rotate through learning centres to read and record findings on Aboriginal food, life, totems, sports. They will use a variety of research materials to gather information on Aboriginal peoples to answer a research question provided at each centre. As students

research each topic, they will record research findings in their social studies notebook and identify and record the comprehension strategies at work on their graphic organizer.

7. Share the comprehension strategies checklist rubric that will be used for assessment during the work period.

During Reading

1. Students work independently in their groups to record research findings on each topic in their research log.
2. Record comprehension strategies used during reading on the comprehension strategies graphic organizer, and have students provide evidence from the nonfiction text to justify their thinking.
3. Students rotate through each centre.

After Reading

1. Students conduct a whole-group discussion on how the graphic organizer and the various comprehension strategies helped them in their research.

Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Read and record research findings and complete a comprehension strategies graphic organizer. 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ Review definitions of the different comprehension strategies using anchor charts and/or personal dictionaries. ▪ Help students highlight key information and complete their research graphic organizer as they read. 	<p><i>How will you provide formative feedback to students during learning?</i></p> <ul style="list-style-type: none"> ▪ Record anecdotal observations. ▪ Conference with students, having them describe and explain how they used various comprehension strategies as indicated on their organizer.

Sharing/Reflection

How will you provide your students with an opportunity to think about their learning?

Prior to moving on to the next learning centre, students make a list on a large sticky note of all the comprehension strategies they used at the learning centre they are leaving.

Excerpt from *Claire and Her Grandfather*

(p.16)

By this time my older brother Alex was sitting and listening to Grandfather too.

“Grandfather, tell Claire how northern people like Inuit lived comfortably in such cold weather,” Alex said.

Grandfather told us that Inuit used animals’ skins in special ways to keep their families warm and comfortable.

“For instance,” Grandfather said.

“Did you know that if you use wolf hair around the hood of your winter coat, it won’t freeze and stick to your face? And often, Inuit used four different animal skins to make a cold-weather coat or parka. Some skins were waterproof so that the coats kept people dry. Other skins were good for keeping people warm. Inuit are experts in staying warm and dry.”

Makers of modern winter clothing owe a lot to Aboriginal clothing designs,” my brother Alex said. “We knew about dressing in layers and how to keep moisture away from the body. Today’s clothing designers use different materials but you can still see Inuit and First Nations designs in parkas, snowpants and high leather boots that lace up the front.”

“Aboriginal people were experts at using natural materials to make their shelter and clothing,” Grandfather told me. “Did you know that First Nations on the West Coast used long strips of cedar bark that they softened and wove together to make clothing, containers - and even jewellery?” Grandfather asked. “And even today, Aboriginal artists produce some of the best jewellery from bone, antlers, porcupine quills or other materials.”



© Indian and Northern Affairs Canada, 2001

Indian and Northern Affairs Canada. Retrieved December 2006 from http://www.ainc-inac.gc.ca/ks/cgf/story8-text_e.html. Used with permission.

Teacher Resource 13: Session 4

Comprehension Strategies Checklist Rubric

Name: _____

Date: _____

Strategy Identified	Ability to reflect on and identify strategies found most helpful before, during and after reading			
	Thinking: Level 1	Thinking: Level 2	Thinking: Level 3	Thinking: Level 4
<input type="checkbox"/> Predicting <input type="checkbox"/> Prior knowledge <input type="checkbox"/> Text-to-text connections <input type="checkbox"/> Visualizing <input type="checkbox"/> Questioning <input type="checkbox"/> Drawing inferences <input type="checkbox"/> Identifying main ideas <input type="checkbox"/> Summarizing <input type="checkbox"/> Monitoring comprehension <input type="checkbox"/> Monitoring revising	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Comments:			

Name: _____

Date: _____

Strategy Identified	Ability to reflect on and identify strategies found most helpful before, during and after reading			
	Thinking: Level 1	Thinking: Level 2	Thinking: Level 3	Thinking: Level 4
<input type="checkbox"/> Predicting <input type="checkbox"/> Prior knowledge <input type="checkbox"/> Text-to-text connections <input type="checkbox"/> Visualizing <input type="checkbox"/> Questioning <input type="checkbox"/> Drawing inferences <input type="checkbox"/> Identifying main ideas <input type="checkbox"/> Summarizing <input type="checkbox"/> Monitoring comprehension <input type="checkbox"/> Monitoring revising	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Comments:			

Name: _____

Date: _____

Strategy Identified	Ability to reflect on and identify strategies found most helpful before, during and after reading			
	Thinking: Level 1	Thinking: Level 2	Thinking: Level 3	Thinking: Level 4
<input type="checkbox"/> Predicting <input type="checkbox"/> Prior knowledge <input type="checkbox"/> Text-to-text connections <input type="checkbox"/> Visualizing <input type="checkbox"/> Questioning <input type="checkbox"/> Drawing inferences <input type="checkbox"/> Identifying main ideas <input type="checkbox"/> Summarizing <input type="checkbox"/> Monitoring comprehension <input type="checkbox"/> Monitoring revising	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Comments:			

Teacher Resource 14: Session 4

3-2-1 Graphic Organizer

3 Interesting Points	2 Connections to my teaching	1 Question I still have

Teacher Resource 15: Session 4

Scavenger Hunt

1. Using *The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario* and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One*, locate references to strategies Junior Division teachers can use to teach comprehension strategies with nonfiction texts.
2. List and share key ideas/strategies, descriptions, and references with the group.

Key idea or strategy	Description	Panel Report	Guide: Vol. #1	Page
highlighting	<i>To help students make connections, teachers model how to mark the text as they read.</i>		✓	47

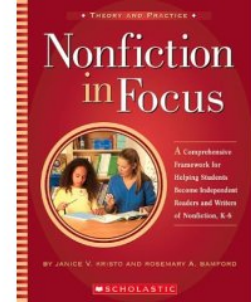
Teacher Resource 16: Session 4

A Look at *Nonfiction in Focus*

Title: *Nonfiction in Focus: A Comprehensive Framework for Helping Students Become Independent Readers and Writers of Nonfiction, K–6*

Author: Janice V. Kristo & Rosemary A. Bamford

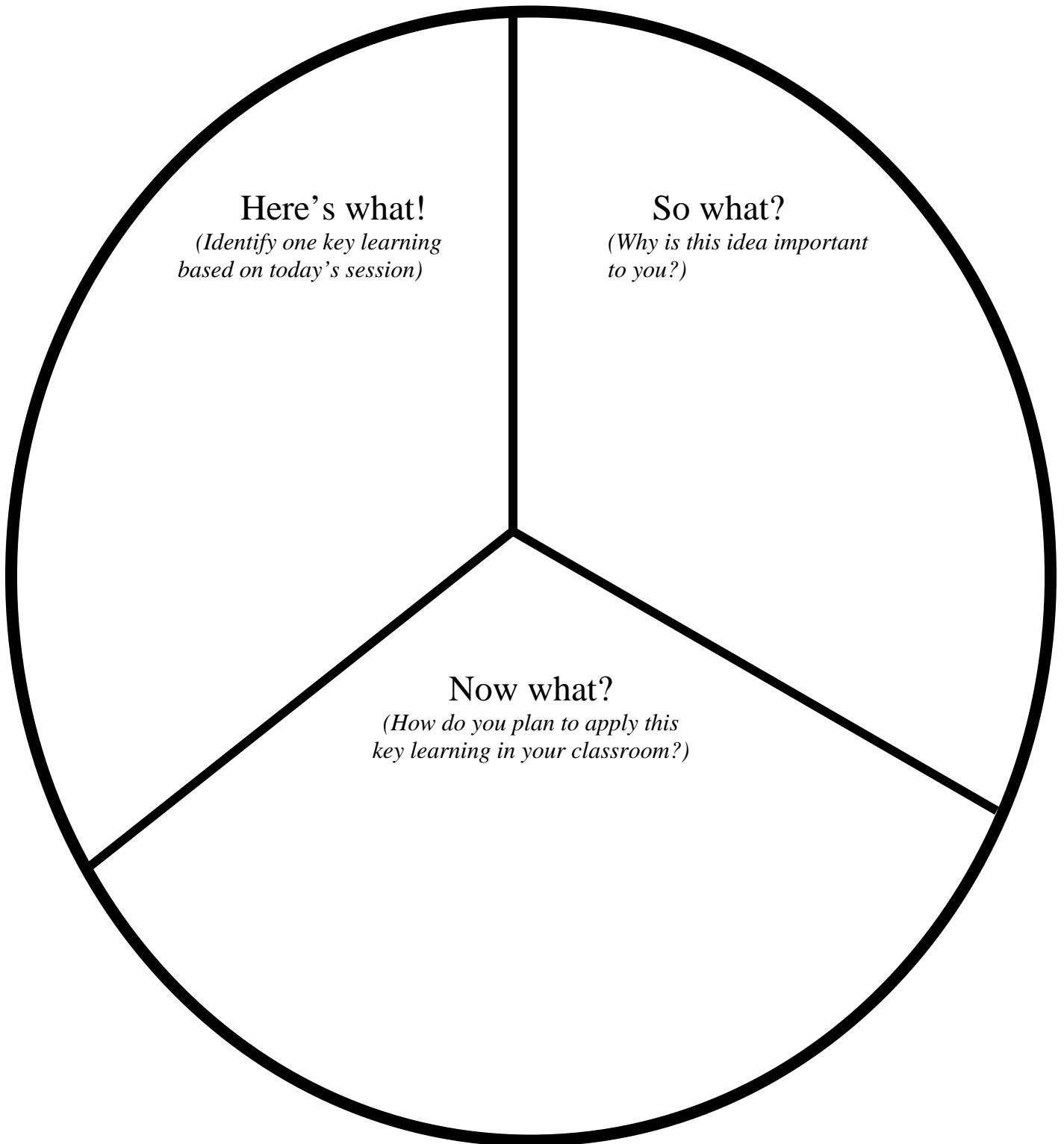
Year: 2004



<p>Key Messages</p> <ul style="list-style-type: none"> Children naturally gravitate towards informational text. Children of all ages ask questions about the world and nonfiction provides the answers. Instruction begins at the most scaffolded level of teaching (instructional read-alouds and modelled writing) and gradually releases responsibility to the student (reading and writing through discovery circles). Nonfiction meets the needs of students with a range of reading levels and interests. It opens the door to classroom inquiry and influences the development of readers and writers in Grades 1 to 6. 	<p>Strategies/Information Described</p> <ul style="list-style-type: none"> Using nonfiction as a literacy learning activity building from teacher-guided to independent activities. Using modelled instruction (e.g., think-alouds) to help students see reading and writing strategies in action. Using shared instruction to teach systematically and explicitly. Using guided instruction to teach new skills and strategies and provide support as needed. Introducing discovery circles – small peer-led groups in which students share, talk, write, and learn from one another. Using readers’ and writers’ workshops, daily blocks of time to provide explicit instruction, and opportunities for students to apply skills and strategies.
<p>Quotations to Ponder</p> <ul style="list-style-type: none"> “Books are no longer hidden on the back shelves of bookstores, but advertised extensively and placed where tiny hands can reach them. More and more nonfiction is being published as a response to the diverse interests of readers.” (p. 14) “We have to look no further than their teachers to see how students become good nonfiction writers. Teachers work hard from the beginning of the year “to marinate” their students in good nonfiction ... teachers know the impressive products their students create emerge slowly from consistent and scaffolded instruction in reading and writing nonfiction.” (p. 266) 	<p>Strengths</p> <ul style="list-style-type: none"> This book provides a framework for using nonfiction across a comprehensive literacy program. The first half of the book explains nonfiction and how to evaluate material for use in the classroom. The second half provides clearly explained strategies for using nonfiction as a literacy learning activity. Each chapter in the second half begins with “QuickPoints”, which explain the purpose, scaffolding level, teacher/student roles, instructional context, types of materials and possible additional uses for the chapter’s instructional method. Appendices include lists of nonfiction award winners and helpful student assessment checklists.

Teacher Resource 17: Session 4

Here's What! So What? Now What?



Teacher Resource 18: Session 5

Storytelling Between the Lines

A mother knocks on your door one afternoon. She is holding a young child who is crying.

A van is parked in a Wal-Mart parking lot. No one is inside, the headlights are on, and the driver's door is open.

A man arrives at a woman's home with flowers and a small box.

A co-worker suddenly goes on a wild spending spree – buying expensive clothes, a fancy car, and a new cottage.

One night, two of your friends are rushed by ambulance to the emergency department of your local hospital. When you see them the next day, they look fine but seem embarrassed when you ask what happened.

A man comes home one night driving a new red Ferrari.

Teacher Resource 19a: Session 5

Demonstration Lesson: Writing Dialogue – Grade 5

Lesson Focus

What is the focus of the lesson? What will happen?

In this lesson, a Grade 5 teacher will use examples from a mentor text to encourage students to analyse the use of dialogue in writing that contains both explicit and implicit information. The students will review the conventions for writing dialogue and create an anchor chart showing the characteristics of effective dialogue.

Rationale

Why am I teaching this lesson?

This lesson will reinforce for students how they might use dialogue to include both explicit and implicit information in their writing. This lesson will help students see the connections between what they are reading and how they can improve their writing. This lesson will reinforce the conventions for writing dialogue.

Curriculum Expectations:

From p. 97 of *The Ontario Curriculum, Grades 1–8: Language, 2006*:

By the end of Grade 5, students will:

- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Using Knowledge of Form and Style in Writing

- Use some vivid and/or figurative language and innovative expressions to add interest.

Applying Knowledge of Language Conventions and Presenting Written Work Effectively

- Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before *and* or *but* in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

Assessment

List what assessment strategies and/or tools you will use.

- Observation
 - Anecdotal records
 - Samples of student writing
 - Checklist – Writing Explicit and Implicit Dialogue
-

Prior Knowledge

List the prior knowledge and/or skills student will need to have to participate in this lesson.

- Students will need some prior knowledge about how to read and write dialogue.
 - Students will need prior experience creating anchor charts.
-

Materials/Preparation for Teaching

List the materials and/or preparation required before teaching.

- Text selection from *Two Frogs* by Chris Wormell reproduced on chart paper or a Smartboard, or on an overhead
 - Overhead projector, LCD, or Smartboard
 - Overhead markers
 - Chart paper or black/white board space
-

Differentiated Instruction

List specific strategies you will use to accommodate the needs of your students.

- The sample of text could be chorally read and discussed with students before the lesson.
 - A sample of the graphic organizer could be provided to students before the lesson.
-

Modelled/Shared Lesson

Describe what you will do to gradually release responsibility to your students in this lesson using the balanced approaches instructional model.

Before Reading

1. Have the students reread the text from *Two Frogs* used in previous shared-reading sessions in a phrased and fluent manner. This might be done as a shared or choral reading with assigned parts.

2. Have the students discuss the question, *How has the rereading of this selection of text aided your understanding of the story?*

During Reading

1. Have the following examples of dialogue from the shared reading passage written out on the blackboard in two columns:

Column One

“What’s that for?” asked the other frog.

“This stick is to beat off the dog.”

Column Two

“Not now there isn’t, not at this moment,” replied the frog with the stick. “But what if a dog should come swimming across the pond and try to eat us up? Better safe than sorry.”

“But suppose the dog’s master was a champion javelin thrower?” suggested the frog with the stick. “Suppose a champion javelin thrower came to this pond with his dog (who was an excellent swimmer) and threw the ball right out here to the middle for his dog to fetch. And what if the dog while fetching the ball, came upon us frogs and tried to eat us up? Well I have a stick to beat off the dog!”

4. Have the students think-pair-share with partners about the question, *Why did I sort the examples of dialogue into these two groups?*
5. Have the students share their thinking as a group. Probe with additional questions to help the students to see that the examples in Column One provide very explicit information whereas the examples in Column Two encourage the reader to infer about the characters and the plot.
6. Highlight the text in each example from Column Two that encourages the reader to infer (i.e., *but what if...*, *better safe than sorry*, *suppose...*, and *what if...*). Brainstorm examples of other common expressions.
7. Show the last page of the text, in which the frogs are hopping off into the woods looking for sticks. Brainstorm a line of explicit dialogue that might be said by one of the frogs. Brainstorm a line of implicit dialogue that might be said by the other frog using one of the highlighted words or expressions in Step 6.
8. Ask the students, *If I was going to write this dialogue down, what would I have to remember?* Use the examples from Step 3 to examine the proper placement of quotation marks, the use and proper placement of punctuation, and the different ways to indicate the speaker.

After Reading

1. Jointly construct an anchor chart summarizing the information learned in the lesson about writing effective dialogue.

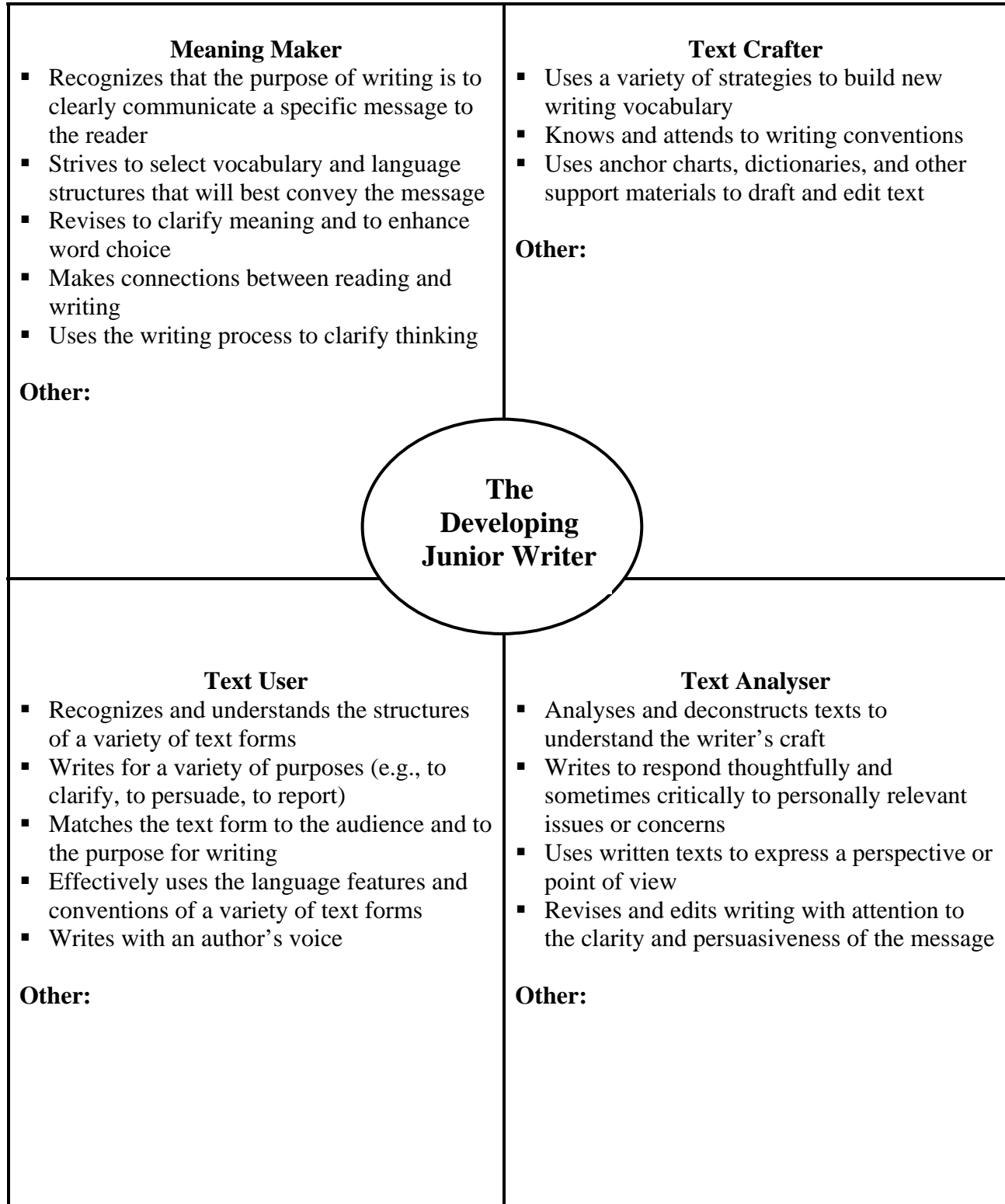
Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Work in pairs to write additional dialogue for the two frogs. ▪ Use implicit and explicit dialogue in their own writing. 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ Analyse another example of text from a piece of familiar text. ▪ Highlight and discuss the words that encourage inferring. ▪ Jointly write an example of implicit and explicit dialogue. 	<p><i>How will you provide formative feedback to students during learning?</i></p> <ul style="list-style-type: none"> ▪ Circulate, listen, and provide feedback as students are writing. ▪ Encourage them to pick out examples of implicit and explicit dialogue in their work. ▪ Record anecdotal observations about the correct use of conventions in writing dialogue.

Sharing/Reflection

How will you provide your students with an opportunity to think about their learning?

Students can put a sample of the anchor chart in a writer’s notebook using examples from their own writing to illustrate each point on the chart.

The Four Roles of the Developing Junior Writer



Teacher Resource 21: Session 5

Establishing Next Steps

Use the following “ranking ladder” to help you develop a plan of action for your class.

Last I could...			
Third I could...			
Second I could...			
First I could...			