

**Literacy and Numeracy Secretariat
Professional Learning Series**

Teacher Resources

**Comprehending in Action: Evaluating
Module 2
Sessions 1 – 5**

Comprehending in Action: Evaluating, Module 2

Teacher Resources – Sessions 1 to 5

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Ways to Evaluate Text

When you evaluate text, you can assess and make judgments about:

- The suitability of the text for the intended purpose

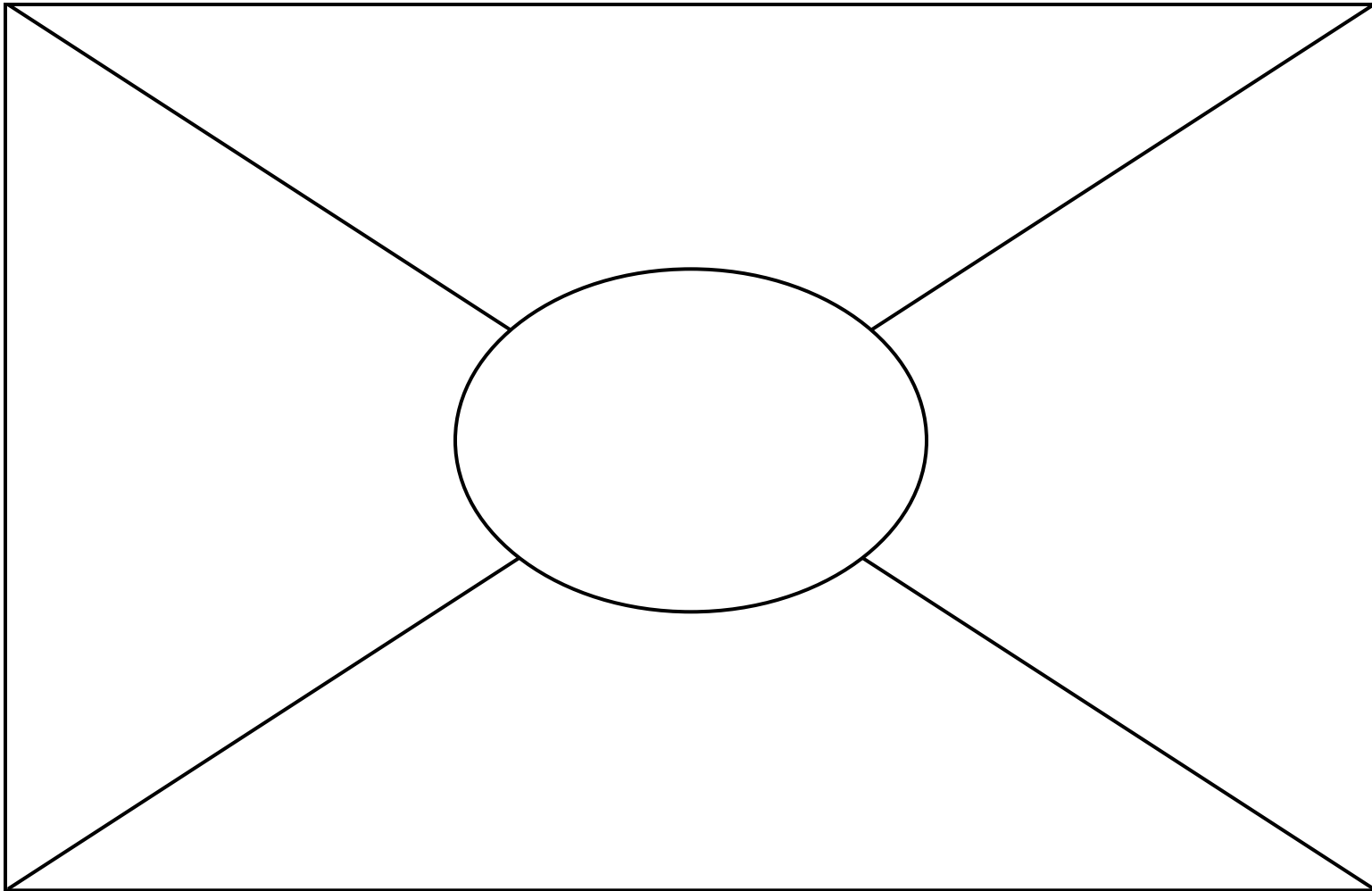
- The quality of the writer's craft
 - Aesthetic qualities of the text (i.e., use of interesting text and graphics)
 - Choice of illustration style or text structure
 - Completeness of the text (i.e., range and depth of information)
 - Power of the storytelling
 - Evidence of writer's style and voice
 - Use of interesting vocabulary and language structures

- The authenticity, accuracy, or reliability of the content
 - Is the text consistent with what is known?
 - Is the information accurate?
 - Is the information logical?
 - Is the information true to history?
 - Is the author qualified to produce accurate content?
 - Is the setting authentic?
 - Are the characters and their actions appropriate?

- The validity of the perspectives presented
 - What is the author saying?
 - What is the author implying?
 - Whose perspective is presented?
 - Whose perspective is absent?
 - Is there discernible bias by gender, race, culture, religion, or age?

Teacher Resource 2: Session 1

Why Teach Evaluating?



Teacher Resource 3: Session 1

I Read ... I Saw ... I Think ...

I Read ...	I Saw ...	I Think ...

Four Corners Activity Signs

Agree

**Strongly
Agree**

Disagree

**Strongly
Disagree**

Put Yourself on the Line Signs

**Very
Comfortable**

**Very
Uncomfortable**

Demonstration Lesson: Think-Aloud – Grade 4

Lesson Focus

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

Using a think-aloud, the teacher will demonstrate how s/he evaluates text using evidence from the text as well as a variety of other comprehension strategies. The teacher will model the ways that text can be evaluated as well as the language used to evaluate. The lesson will be summarized by creating an anchor chart.

Rationale

Why am I teaching this lesson?

This lesson introduces students to the use of comprehension strategies in an integrated fashion with evaluating in the foreground while other strategies are at work in the background. The students will see how readers evaluate text by participating in a think-aloud lesson. Hearing the teacher's thinking process while reading will help the students better understand how readers can evaluate text on different levels based on information found within the text and from their own repertoire of comprehension strategies.

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.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate 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: Purpose

- Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.

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: Responding to and Evaluating Texts

- Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

Understanding Form and Style: Text Features

- Identify a variety of text features and explain how they help readers 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.
-

Assessment

What assessment strategies and/or tools will you use? List them here.

- Observation
 - Anecdotal records
 - Reflection as a “ticket out the door”
-

Prior Knowledge

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

- This lesson requires some experience with comprehension strategies.
 - Students should also have experience recording information on sticky notes and creating anchor charts.
 - This lesson requires some background knowledge about wolves.
-

Materials/Preparation for Teaching

Wolves by Emily Gravett

- Sticky notes
 - Chart paper or white board for anchor chart
 - Strips of chart paper
 - Markers
-

Differentiated Instruction

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

- Think-aloud remarks could be written down ahead of time and provided to those students requiring assistance.
 - Place students in mixed-ability triads.
 - Review the form and purpose of a variety of graphic organizers.
 - Pre-teach how to use the graphic organizer.
-

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 signs with four different pizzas (pepperoni, cheese only, ham and pineapple, and vegetarian) posted in the four corners of the room. Ask the students to walk to the corner showing the pizza order they like the best. Have the students in each corner discuss with a partner why they chose this particular pizza. The topic for this “four corners” activity can change based on the interests of your respective group of students.
2. As the students re-convene on the carpet or meeting area, ask them to identify the thinking they were doing in order to decide which corner to stand in (*making judgments or decisions*). Review the comprehension strategies taught to date. Ask them to think about which comprehension strategies they were using to make their pizza decision.
3. Explain that you will learning about a new comprehension strategy called “evaluating”. Have the students think-pair-share about the meaning of the word, “evaluating”. Record students’ ideas as the start of an anchor chart that will be completed throughout the lesson.

Sample Anchor Chart

- When you evaluate, you are making decisions or judgments.
4. Explain that readers are constantly evaluating the texts they are reading as a way to deepen their understanding. Inform the students they will have a chance to see and hear you evaluating the text, *Wolves*, by Emily Gravett in a think-aloud lesson. Explain that the students will be learning about three different ways that readers can evaluate a text and the language that readers use when evaluating.

During Reading

5. Add the following information to the anchor chart:

Sample Anchor Chart

- When you evaluate, you are making decisions or judgments.
- Ways you evaluate

- Words you use to evaluate
6. Divide the students into two groups. Provide each student with three sticky notes. Explain to the students that they must listen carefully to what you are saying as you are thinking aloud and they must record specific information on their sticky notes. One group will be recording the different ways that you are evaluating the text while the other group will be recording the language used when evaluating.
 7. Model how to complete the task using the cover of the text and the following think-aloud statement:

“I like this cover because I find it intriguing that the title of the book is Wolves but there is only a picture of a lone rabbit. I’m sure I read somewhere the wolves are predators to rabbits. This could make for an interesting story.”

Write the words “graphic features” on one sticky note and place it beside the phrase “Ways you evaluate” on the anchor chart. Write the words “I like this cover because ...” on the other sticky note and place it beside the phrase “Words you use to evaluate” on the anchor chart.

8. Read the text and think-aloud as you evaluate the text. Please see the sample think-aloud statements found accompanying this lesson plan. In your think-aloud, include at least one example of each of the three types of evaluation situations listed below. Be sure to choose only *a few pages* to best illustrate the various types of evaluation so as to avoid interrupting the flow and humour of the text. Be sure to make your language clear as you are demonstrating each type of evaluation situation. You may want to pause briefly after each think-aloud in order for students to complete their sticky notes. When evaluating the fairness of the author’s ideas, you may also want to engage students in meaningful dialogue.

Sample Anchor Chart

- When you evaluate, you are making decisions or judgments.
 - Ways you evaluate:
 - the quality of the text
 - the accuracy/reality of the information/ideas
 - the fairness of the author’s ideas
 - Words you use to evaluate:
 - I like this because ...
 - I think this page is appealing because ...
 - This information sounds correct because ...
9. Upon completion of the think-aloud, number the students off in each of the two groups to create triads and give each group a marker and a strip of chart paper. Explain to the students that in a moment you will be sending them off to quiet places in the room to work together on a task. There will be three roles for group members to play in this task: recorder, reporter, and time manager. Explain to the students that they will be asked to collect all of the sticky notes from their group members and to sort the sticky notes into piles with similar information. On the strip of chart paper, have each group write the most popular observation made by group members during the think-aloud.

10. Provide the students with sufficient time to complete the above task in their triads. The teacher can be checking in with each group to ensure that each point on the anchor chart will be presented in the group share to follow.
11. Have the reporter from each group read out their sentence strip and place it on the anchor chart in the correct place. Any strips of paper containing similar information should be piled one on top of the other.

After Reading

12. Review what was learned about evaluation from today’s lesson.
13. Have the students make an evaluation statement about the book using the ideas and the language from the anchor chart. These evaluations could be written on sticky notes as a ticket out the door. The analysis of these tickets out the door will provide important formative information. Later on, they could be added to a language notebook, journal, or readers’ notebook for future reference.

Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Make an evaluation statement about the text using the anchor chart as a reference. 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ Review the aspects of evaluating found on the anchor chart. ▪ Choose a one-sentence starter modeled in the think-aloud to use as the basis of the evaluation. 	<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 work on the sorting activity. ▪ Record anecdotal observations. ▪ Touch base with each student as s/he completes his/her graphic organizer.

Sharing/Reflection

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

Ask the students to complete a ticket out the door by recording one thing they learned about evaluating text on another sticky note. These should be sorted into groups on the door as the students leave the classroom.

Think-Aloud Lesson Plan: Sample Think-Aloud Remarks

Pages	Think-Alouds
Book cover	<p>Evaluating the Production Quality of the Text – Graphic Features</p> <p><i>“I like this cover because I find it intriguing that the title of the book is Wolves but there is only a picture of a lone rabbit. I’m sure I read somewhere the wolves are predators of rabbits. This could make for an interesting story.”</i></p>
Inside cover page	<p>Evaluating the Production Quality of the Text</p> <p><i>“I think this red page with the dark black letters is very appealing because it gets me starting to make predictions about the text. The red colour makes me think of danger because it reminds me of the flashing red lights on emergency vehicles. I’m wondering how danger might come into play in this story.”</i></p>
Info page	<p>Evaluating the Production Quality of the Text</p> <p><i>“I like the way the author added humour to this page by changing the word ‘borrowing’ to ‘burrowing’. Here’s a picture of a burrow just like the one that Rabbit lives in from the Winnie-the-Pooh books. I think this means that there will also be some humour in this story.”</i></p>
3–4	<p>Evaluating the Production Quality of the Text</p> <p><i>“It is really clever of the author to use close-ups on this page. The size of the book in the close-up makes me think that the book is going to be very important in the story because they always use close-ups on TV when something is important. But I wonder why the wolves are carved into the space above the library. That’s not what I would have expected to see – books maybe, but not wolves!”</i></p>
5–6	<p>Evaluating the Production Quality of the Text</p> <p><i>“It makes a page very interesting when the author includes examples of real-life print like the library card and the date due notice. I think the author really wants us to remember that the setting of this story is the library. These additions remind me of the Jolly Postman books which I enjoyed reading when I was younger.”</i></p>

<p>7–8</p>	<p>Evaluating the Accuracy of the Information</p> <p><i>“This information sounds correct because I remember _____ talked about groups of wolves in his speech and there is a group of seven wolves in this picture. But to know for sure, I think I would have needed to see an actual photograph of a group of wolves like you find in a lot of nonfiction books.”</i></p>
<p>11–12</p>	<p>Evaluating the Fairness of the Author’s Perspective</p> <p><i>“I don’t think it is fair to portray the wolf in such a negative way because by dressing the wolf in a bulky jacket and hooded sweatshirt, it really makes him look menacing. He reminds me of a robber or a gang member that you might see on TV. But is this fair? I know lots of people who wear hooded sweatshirts and they are not menacing. And besides, the wolf has been following the rabbit throughout the pages of the book up to this point, and he hasn’t harmed the rabbit in any way. Maybe he’s not so bad after all.”</i></p>
<p>15–16</p>	<p>Evaluating the Fairness of the Author’s Perspective</p> <p><i>“It is clear that the author wants us to think this wolf is menacing because just look at how big he is in comparison to the rabbit in this extreme close-up. But again his claws are so close to the rabbit and he hasn’t touched him. I don’t think he is as dangerous as the author wants us to believe.”</i></p>
<p>21–22</p>	<p>Evaluating the Fairness of the Author’s Perspective</p> <p><i>“At this point, I’m not really sure what the author wants us to think about this rabbit because, on one hand, it is able to read a book but, on the other hand, it just walked up the wolf’s tail and across his nose and the rabbit didn’t even notice. I don’t think that was a smart thing for the rabbit to do.”</i></p>
<p>23–24</p>	<p>Evaluating the Production Quality of the Text – Graphic Features</p> <p><i>“What an amazing illustration. There is no mistaking the menacing look in the wolf’s eye and you can almost feel the sense of shock the rabbit is now feeling. This is a great use of another extreme close up. You just know what word is going to appear on the next page.”</i></p>
<p>25–26</p>	<p>Be sure to leave the first ending for the students to enjoy. Do not read the alternative ending at this point. It will become the focus of the second lesson.</p>

Anecdotal Record

Unit: _____ Date: _____

By the end of Grade 4, students will:

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- Recognize a variety of text forms, text features, and stylistic elements, and demonstrate understanding of how they help communicate 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: Responding to and Evaluating Texts

- Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

Understanding Form and Style


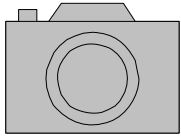

- Identify a variety of text features and explain how they help readers understand texts.

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.

Name of Student			

Angles and Shots

Camera Angles / Camera Shots 	Description 	Effect 
Low	Camera is looking up to the subject.	Subject appears large and powerful to the viewer.
Normal/Straight	Camera is at the eye-level of the subject.	Subject looks equal to the viewer. Viewer may identify with the subject.
High	Camera is looking down on the subject.	Subject appears small and weak to the viewer.
Extreme Close-Up (ECU)	Camera moves in extremely close to the subject's face.	Subject may appear aggressive. Viewer may feel level of discomfort.
Close Up (CU)	Camera moves in close to the subject's head and shoulders.	Subject's reactions and emotions are visible. Viewer may feel a sense of intimacy with the subject.
Medium Shot (MS)	Camera shows from the waist up.	Some part of the subject is seen in more detail while still giving an impression of the whole subject.
Medium Long Shot (MLS)	Camera shows the full body.	Subject is shown in relation to its immediate surroundings.
Long Shot (LS)	Camera moves back to show a whole room or scene.	Subject is shown in relation to its overall surroundings. Stage is set or locale is established where the action is taking place.
Extreme Long Shot (ELS)	Camera moves back a great distance to show a whole city, town, or world.	Key ideas or themes are established.

Teacher Resource 8: Session 2

A Look at Asking Better Questions



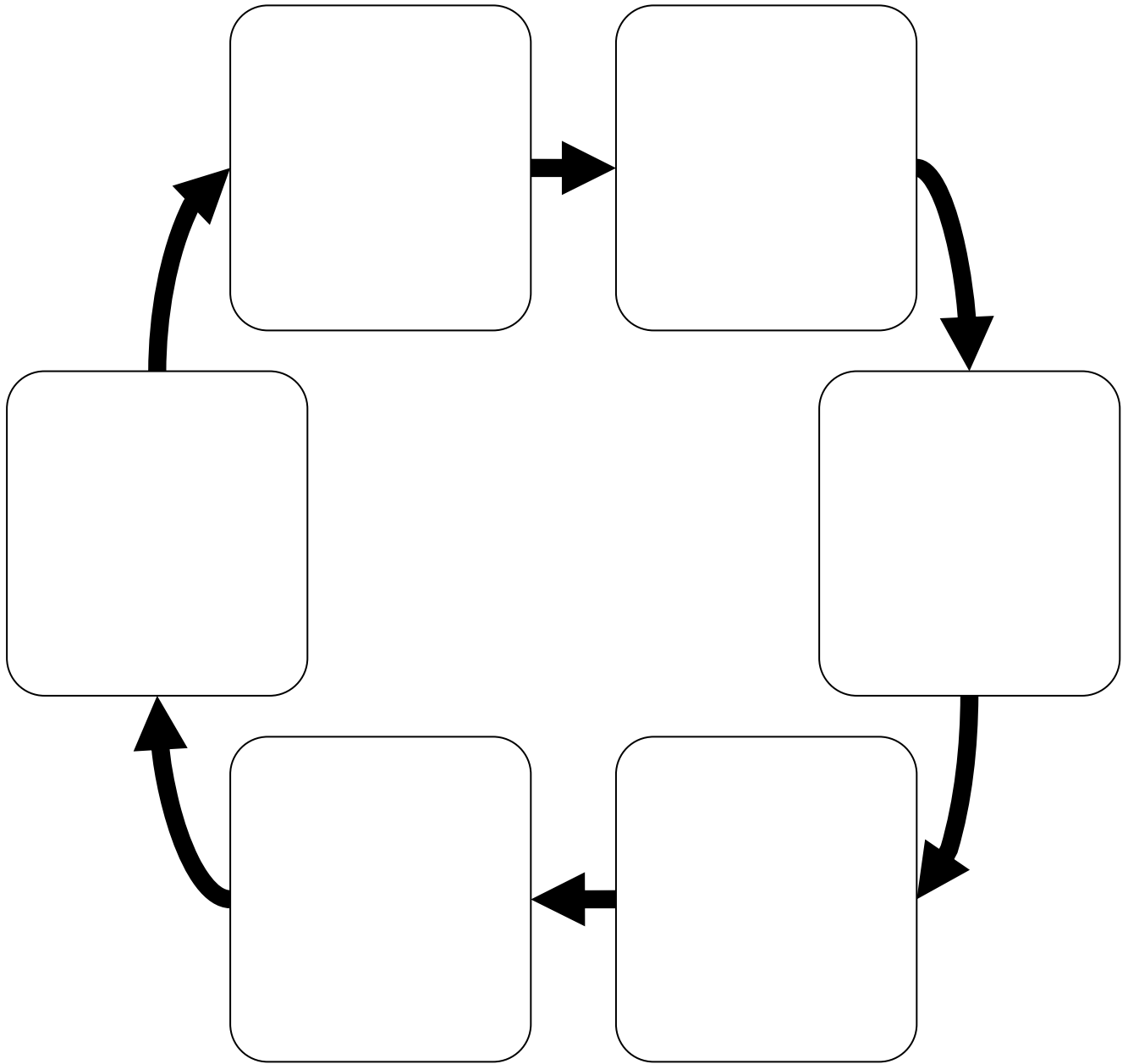
Title: *Asking Better Questions*
 Authors: Norah Morgan and Juliana Saxton
 Year: 2006

<p>Key Messages</p> <ul style="list-style-type: none"> ▪ Effective teaching occurs when teachers structure the learning to invite and sustain “vigorous” participation and engagement by students. ▪ In true dialogue, everyone’s thoughts, feelings, and actions matter. ▪ Effective questions tap into various ways of thinking and engaging in learning. ▪ Teachers need to develop patience to wait for answers to be formulated. ▪ Look at traditional taxonomies like Bloom’s as hierarchical ways of knowing as opposed to rigid questioning structures. ▪ Asking higher-order questions is difficult because teachers have to accept divergent answers, uncertainty, and less control over the lesson outcome. ▪ A good question maintains student engagement, stimulates thought, and evokes feelings. ▪ Teachers need to use a range of questions in a flexible, non-hierarchical manner. ▪ Classroom structures should encourage active listening, thoughtful answers, and quality thinking time. ▪ Verbal responses like “Good”, “Right”, or “Well Done” refocus the attention onto the teacher and inhibit student-to-student interaction. ▪ Teach students how to ask better questions. 	<p>Strategies/Information Described</p> <ul style="list-style-type: none"> ▪ When planning questions, consider what kinds of thinking the questions will generate and how the questions will help students engage with the material. ▪ “Taxonomy of engagement,” with six levels ranging from interest to testing out new understandings, can be used to plan questions that will engage students in different ways. ▪ Three non-hierarchical categories are defined: questions that elicit known information (on the line), questions that promote greater understanding (between the lines), and questions that challenge students to think critically and creatively (beyond the lines). ▪ Fifty different question types are labeled and defined. ▪ Four alternatives to questions are presented in the form of declarative, reflective, state of mind, and invitational statements. ▪ Characteristics of a good question. ▪ Characteristics of an atmosphere that promotes dialogue. ▪ General teaching techniques like probing and tips for handling contributions that are off-track. ▪ Suggestions of things to avoid when responding to questions. ▪ Suggestions of ways to help students generate better questions.
<p>Quotations to Ponder</p> <ul style="list-style-type: none"> ▪ “Although you can and should plan one or two questions, part of effective questioning techniques is to ask the appropriate question at the right moment inside the give-and-take of classroom talk and activity” (p. 11). ▪ “Teachers often do not realize, or cannot accept, that a good question generates a silence filled with thought which leads to talk” (p. 14). ▪ “Hard questions, effective questioning skills, and many opportunities in the classroom to exercise curiosity are powerful ways to renew our commitment to democracy” (p. 128). 	<p>Strengths</p> <ul style="list-style-type: none"> ▪ Provides hundreds of examples of questions and question starters that stimulate different kinds of thinking and different levels of engagement. ▪ Offers techniques for posing questions and dealing with answers. ▪ Includes activities for clarification and practice. ▪ Includes authentic classroom examples and lesson plans. ▪ Acknowledges the difficulties involved in asking higher-order questions.

The Assessment Cycle

Literacy assessment is a continuous process or cycle within a larger assessment, planning, and instruction cycle. The figure below provides an overview of this larger cycle.

The Literacy Assessment, Planning, and Instruction Cycle



Adapt or Adjust the Instruction
 Adjust the instruction as needed to support all students; re-teach, review, or provide expanded learning opportunities. Conduct additional assessment as required.

Teacher asks: <i>How will I help my students learn and how will I respond if they are not learning?</i>	Student asks: <i>What will help me learn?</i>
--	--

Assess During Learning
 Gather evidence to assess students' progress and their response to instructional strategies.

Teacher asks: <i>How will I know my students are learning? How can I provide students with meaningful feedback?</i>	Student asks: <i>How do I know I'm learning what I'm supposed to be learning?</i>
--	--

Select Applicable Curriculum Expectations
 Cluster expectations from the language curriculum with those from other subjects, as appropriate.

Teacher asks: <i>What are my students expected to learn and be able to do?</i>	Student asks: <i>What will I be learning and why?</i>
---	--

Assess After Learning
 Gather most recent evidence of students' achievements in relation to curriculum expectations and the achievement chart.

Teacher asks: <i>How will I determine the level of my students' learning?</i>	Student asks: <i>How well did I do?</i>
--	--

Assess Before Learning
 Gather relevant information to assess the level of students' development.

Teacher asks: <i>What do my students know? What do my students know how to do?</i>	Student asks: <i>What do I know?</i>
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Plan and Implement Instructional Strategies and Literacy Activities
 Base learning activities on students' strengths and needs in relation to curriculum expectations, using principles of effective literacy instruction.

Teacher asks: <i>What strategies will I use to address the needs of all students?</i>	Student asks: <i>How does this help me to make meaning?</i>
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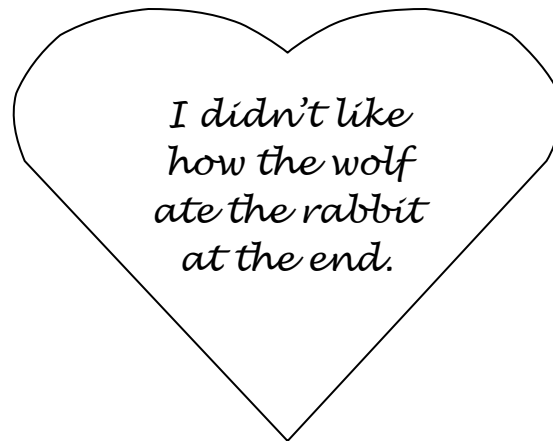
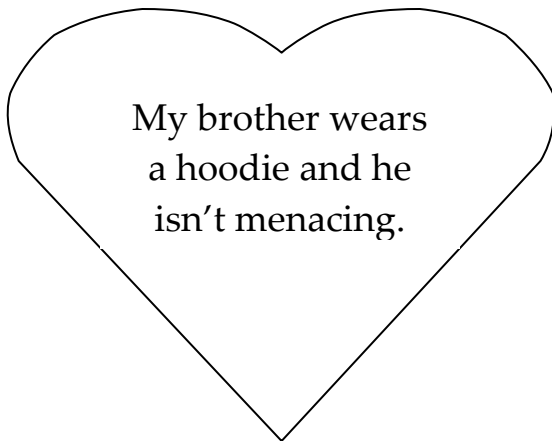
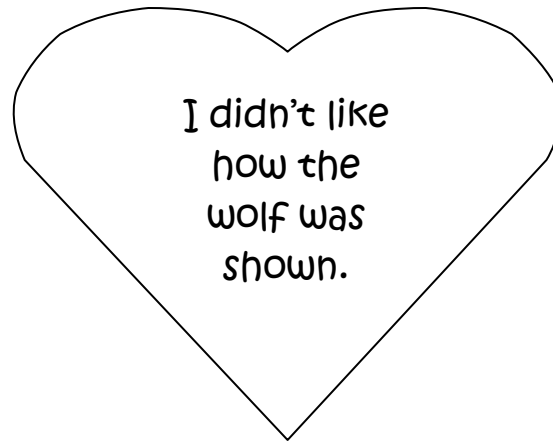
Using Diagnostic Assessment Information

Overall Expectation

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Specific Expectation

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



Demonstration Lesson: Evaluation Statements – Grade 4

Lesson Focus

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

In this lesson, students will work in small groups to evaluate two different endings of the same text. They will use the anchor chart and graphic organizer created in the previous lesson to help them complete this task.

Rationale

Why am I teaching this lesson?

This lesson provides students with an opportunity to use the evaluating skills modelled previously by the teacher in the safety of a small-group situation.

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.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate 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: Purpose

- Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.

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: Responding to and Evaluating Texts

- Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

Understanding Form and Style: Text Features

- Identify a variety of text features and explain how they help readers 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.
-

Assessment

What assessment strategies and/or tools will you use? List them here.

- Observation
 - Checklist rubric
 - Exit slips
-

Prior Knowledge

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

- This lesson requires that the students have previously heard the book *Wolves* read aloud and know the first ending of the text.
 - Students should have experience using graphic organizers.
-

Materials/Preparation for Teaching

Wolves by Emily Gravett

- Anchor chart for evaluating
 - Three different colours of markers
 - Sample think-aloud on chart paper
 - Sample think-aloud written out on three small sheets of paper
 - One copy of the graphic organizer on chart paper for each group
 - Markers for each group
 - Exit slips
-

Differentiated Instruction

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

- Place students in small, mixed-ability groupings during the sorting activity.
- Review the form and purpose of a variety of graphic organizers.
- Provide graphic organizers ahead of time.

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. Show the students the cover of the text and ask them to turn and talk to a neighbour about the details they remember about the story. Review the story details as a group.

2. Have one of your think-aloud statements from the previous lesson written on the board.

“I don’t think it is fair to portray the wolf in such a negative way because by dressing the wolf in a bulky jacket and hooded sweatshirt, it really makes him look menacing. He reminds me of a robber or a gang member that you might see on TV. But is this fair? I mean, he’s been following the rabbit throughout the pages of the book up to this point, and he hasn’t harmed the rabbit in any way. Maybe he’s not so bad after all.”

Invite the students to read the sample of text along with you.

3. Deconstruct the example using the question “What was I doing in this example”? (probe until you get answers that make an evaluation statement or judgment about the treatment of the wolf).

4. Underline the evaluation statement in one colour.

“I don’t think it is fair to portray the wolf in such a negative way.”

5. Ask “Where did this information come from”? (evidence from the text). Underline the evidence from the text in a different colour.

“... because by dressing the wolf in a bulky jacket and hooded sweatshirt, it really makes him look menacing.”

6. Ask “Where did this information come from”? (background knowledge). Underline the background knowledge in a third colour.

“He reminds me of a robber or a gang member that you might see on TV.”

Ask “How was I using the various reading strategies to help me”? (they are working together – evaluating and text-to-text or text-to-world connections).

7. Invite the students to join in the reading of the next lines of text.

8. Ask one student to come up and underline the evaluation statement in the next line of text.

“But is that fair?”

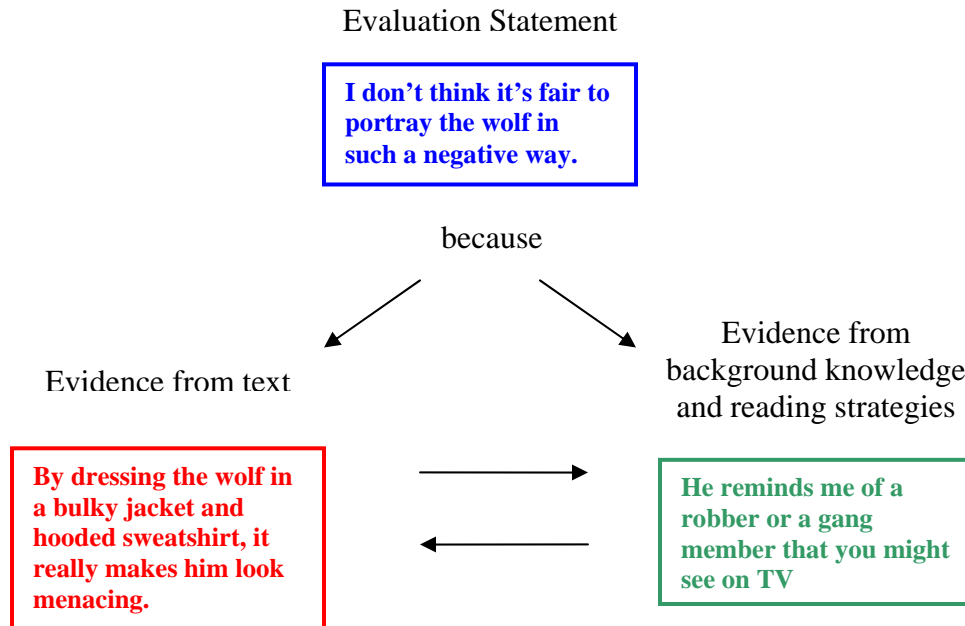
9. Ask another student to come up and underline the evidence from the text in the second colour.

“I mean he’s been following the rabbit throughout the pages of the book up to this point, and he hasn’t harmed the rabbit in any way.”

10. Ask a third student to come up and underline the background knowledge and reading strategies at work.

“Maybe he’s not so bad after all.” – making an inference from background experience.

11. Show the students how to represent this evaluation process and information graphically using the following organizer:



12. Summarize the learning by adding the following information to the anchor chart:

Sample Anchor Chart

- When you evaluate, you need evidence from the text, and from your own background knowledge and reading strategies.

During Reading

13. Explain to the students that there is an alternate ending to the book *Wolves* that was not read the previous day.
14. Re-read the text including the first and second endings.

After Reading

15. Present the following challenge to the students: “Your group has been asked by the National Film Board of Canada to make a movie of the book, *Wolves*, but you can only include one of the two endings. It is your job to evaluate the two endings of the story and to make a presentation explaining which ending your group would choose to film and why.”
16. Use the anchor chart and the graphic organizer created at the start of this lesson to review the evaluating process.

17. Inform the students that they will use their graphic organizer as the basis of their presentation to the president of the National Film Board.
18. Provide the students with sufficient time to complete their graphic organizers and present them to the class.
19. Complete a tally of the choices for the film’s ending. Make a final decision about the ending based on this tally.

Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Students will work in small groups to evaluate the two endings using a chart-paper graphic organizer. 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ Use questioning to guide the students in the completion of the graphic organizer. ▪ Choose a one-sentence starter modeled in the think-aloud to use as the basis of the evaluation. 	<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 complete the work on their graphic organizer. ▪ Use the checklist rubric as a means of collecting formative assessment data. ▪ Touch base with each group of students to ensure they understand how to complete the 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.

Exit Slip



One thing I learned in today's lesson is:

Empty rectangular box for writing the response to the first question.



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

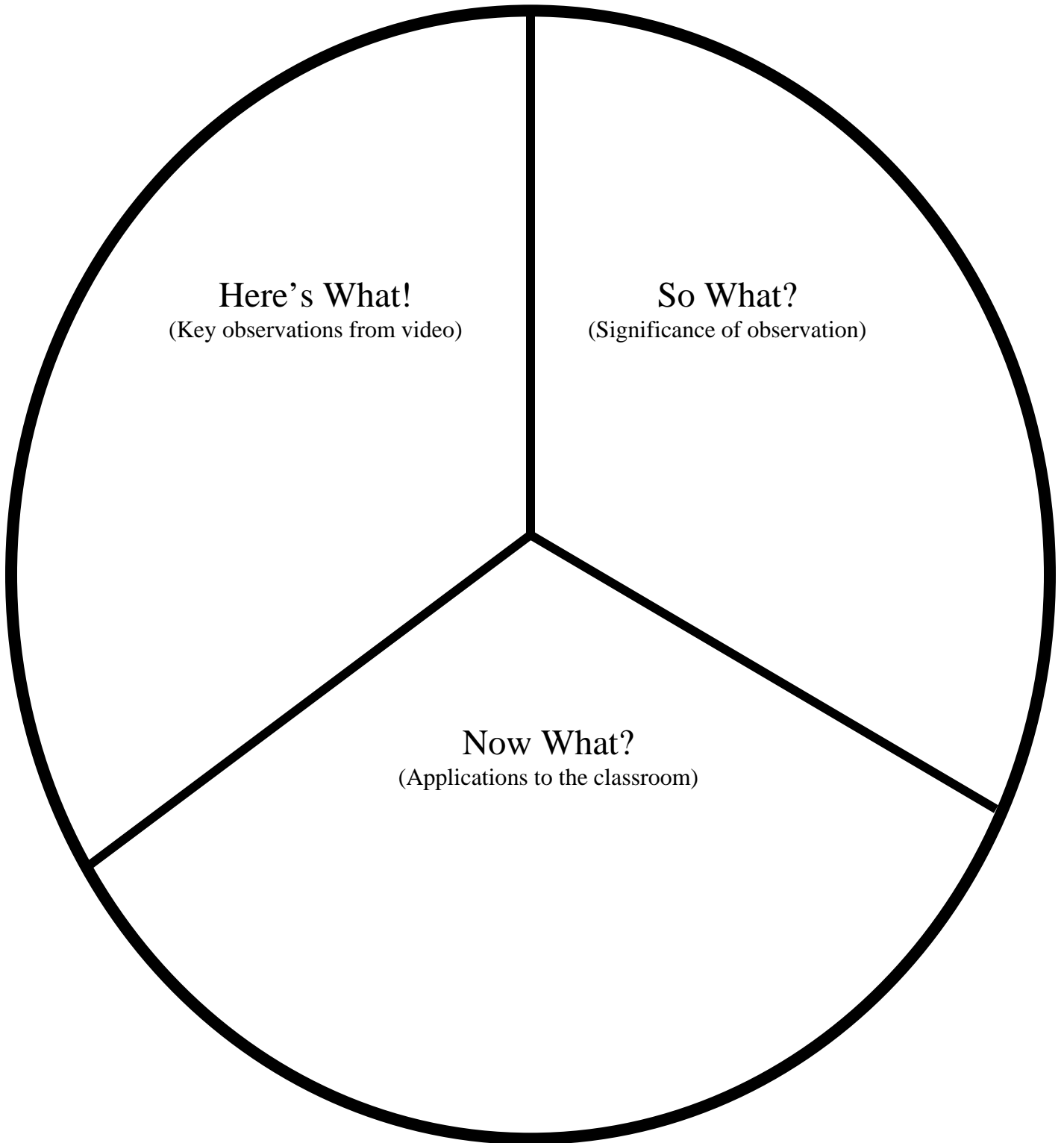
Empty rectangular box for writing the response to the second question.



I can use this knowledge or process again when I:

Empty rectangular box for writing the response to the third question.

Here's What! So What? Now What?



Teacher Resource 13: 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.

Paragraph 1	Paragraph 2
Paragraph 3	Paragraph 4
Paragraph 5	Paragraph 6
Paragraph 7	Paragraph 8
Paragraph 9	Paragraph 10

From Egawa, K., & Harste, J.C. (2001). Balancing the literary curriculum: A new vision. *School Talk (7)*1, 1–8.

Formative Assessment Tools for Direct Observation – Anecdotal Record

Unit: _____ Date: _____

Overall Expectations/Specific Expectations:
Target Behaviours/ Focus of Observations:

Name	Name	Name	Name

Formative Assessment Tools for Direct Observation – Checklist Rubric

Name: _____

Date: _____

Strategy Identified	Thinking: The use of critical and creative thinking skills and/or processes.			
<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	Thinking: Level 1	Thinking: Level 2	Thinking: Level 3	Thinking: Level 4
	Uses processing skills with limited effectiveness – clear evaluation statement only	Uses processing skills with some effectiveness – clear evaluation statement with evidence from text	Uses processing skills with considerable effectiveness – clear evaluation statement with evidence from text and background	Uses processing skills with a high degree of effectiveness – engaging evaluation statement and less obvious evidence from text and background
	Comments:			

Name: _____

Date: _____

Strategy Identified	Thinking: The use of critical and creative thinking skills and/or processes.			
<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	Thinking: Level 1	Thinking: Level 2	Thinking: Level 3	Thinking: Level 4
	Uses processing skills with limited effectiveness – clear evaluation statement only	Uses processing skills with some effectiveness – clear evaluation statement with evidence from text	Uses processing skills with considerable effectiveness – clear evaluation statement with evidence from text and background	Uses processing skills with a high degree of effectiveness – engaging evaluation statement and less obvious evidence from text and background
	Comments:			

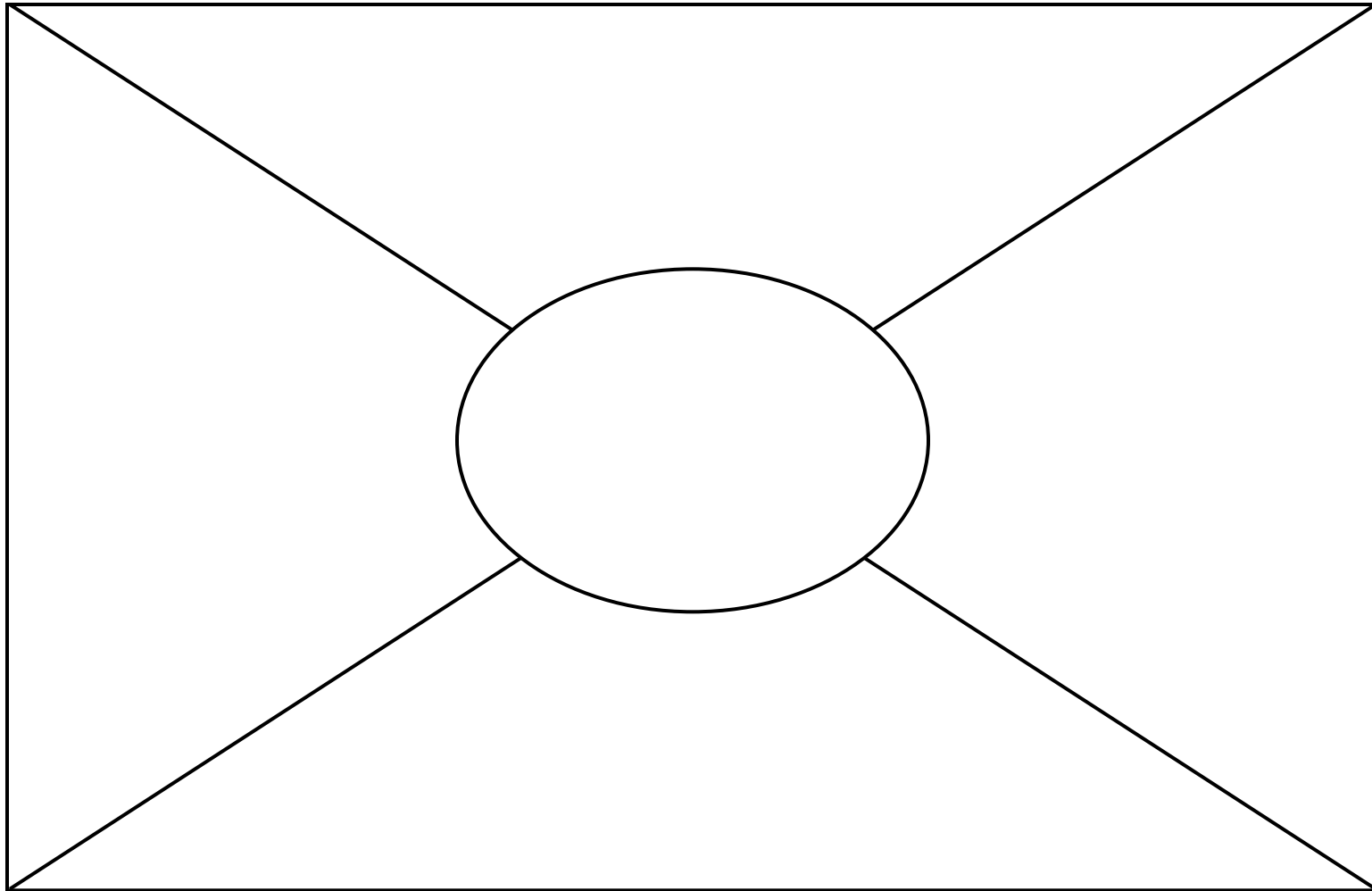
Name: _____

Date: _____

Strategy Identified	Thinking: The use of critical and creative thinking skills and/or processes.			
<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	Thinking: Level 1	Thinking: Level 2	Thinking: Level 3	Thinking: Level 4
	Uses processing skills with limited effectiveness – clear evaluation statement only	Uses processing skills with some effectiveness – clear evaluation statement with evidence from text	Uses processing skills with considerable effectiveness – clear evaluation statement with evidence from text and background	Uses processing skills with a high degree of effectiveness – engaging evaluation statement and less obvious evidence from text and background
	Comments:			

Teacher Resource 15: Session 4

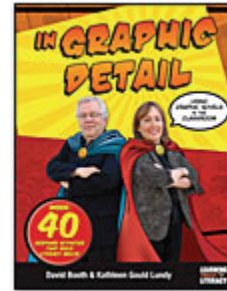
Placemat



Teacher Resource 16: Session 4

A Look at *In Graphic Detail*

Title: *In Graphic Detail*
 Authors: David Booth and Kathy Gould Lundy
 Year: 2007



<p>Key Messages</p> <ul style="list-style-type: none"> ▪ New literacies are concerned with multimodal texts, such as comics, magazines, newspapers, books, the Internet, email, graphics, videos, and sounds. ▪ Incorporating graphic novels into literacy programs generates enthusiasm, extensive reading and reflective response, especially for reluctant readers or students at risk. ▪ Much of the reluctance of decision makers to introduce graphic novels into the classroom stems from their negative perceptions about the genre. Many of these perceptions stem from myths or misinformation about this popular text form. ▪ When students explore different elements of this narrative genre, they become aware of how their own graphic components and writing convey meaning for different purposes and audiences. 	<p>Strategies/Information Described</p> <ul style="list-style-type: none"> ▪ Incorporating graphic novels into the school program using independent reading, literature circles, guided reading, whole-class shared reading, and integration. ▪ Responding critically to the storyline, characters, and setting. ▪ Dramatizing sections and giving readers' theatre presentations. ▪ Introducing and extending story frames. ▪ Writing graphic novels, and making cultural and societal connections. ▪ Graphic organizers to assist students in responding to the texts with words, diagrams, and images. ▪ Forty response activities with “reproducibles” to support the analysis and production of graphic novels. ▪ Self-assessment pages for student reflection and conferencing. ▪ A glossary of key terminology.
<p>Quotations to Ponder</p> <ul style="list-style-type: none"> ▪ “This new literacy medium offers alternatives to traditional texts used in schools, while at the same time promotes literacy development” (p. 30). ▪ “By incorporating the graphic novel into school literacy programs, educators will be recognizing students' reading choices outside school and complementing them with the texts mandated inside school” (p. 30). ▪ “We need to take advantage of every learning opportunity to engage our students in a way that acknowledges the visual world in which they live.” (p. 62) 	<p>Strengths</p> <ul style="list-style-type: none"> ▪ Supports the new Media Literacy strand of the Ontario Curriculum, 1–8 Language, 2006 (Revised). ▪ Describes how to teach and use comprehension strategies when reading graphic novels. ▪ Provides teachers with the background information they need to use graphic novels to engage reluctant readers and writers. ▪ Text models the use of graphic features (visuals, colour, layout, and design) to convey information. ▪ Presents strategies for effective use of graphic novels in the classroom in an easy-to-read format, accompanied with corresponding student activities and practical handouts.

KWL Chart

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

Demonstration Lesson: Guided Reading – Grade 6

Lesson Focus

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

This lesson reinforces evaluating as a comprehension strategy during a guided reading lesson. Students will understand how graphic novels differ from traditional text. The teacher guides the students to evaluate the choice of information in two samples of text on the same topic (excerpts from a report and a graphic novel written as a piece of literary nonfiction text). In the end, the students will evaluate which text does a better job of conveying information.

Rationale

Why am I teaching this lesson?

Based on assessment data, this small group of students requires additional support in the area of reading comprehension. More specifically, these students require targeted support to evaluate text more effectively by analysing and critiquing. This lesson reinforces the use of comprehension strategies in an integrated fashion with evaluating in the foreground while others are at work in the background.

Curriculum Expectations

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.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate 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: Analysing Texts

- Analyse increasingly complex texts and explain how the different elements in them contribute to meaning.

Reading for Meaning: Evaluating Texts

- Make judgments and draw conclusions about ideas in texts and cite stated or implied

evidence from the text to support their views. (What conclusions can you draw from the events or information presented in the text? Has the author chosen the most convincing facts to support his or her opinion?)

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

What assessment strategies and/or tools will you use? List them here.

- Observation
 - Anecdotal records – See Guided Reading Planning Sheet
-

Prior Knowledge

List the prior knowledge and/or skills students 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 be able make and confirm predictions.
 - Students will have participated in previous guided reading lessons.
 - Students will know the expectations for independent work during small-group instruction.
-

Materials/Preparation for Teaching

- Evaluating anchor chart
 - Multiple copies of the graphic novel *In A Class of Her Own* by Kathleen Gould Lundy and Jeff Alward
 - Four or five small sticky notes for each student
 - Chart paper and markers
-

Differentiated Instruction

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

- Sections of the sample text excerpts could be pre-highlighted to aid the discussion.
- Anchor charts could contain sentence starters to spur on thinking.

Guided Reading

How will you provide instruction to a small group of students?

Prior to the Lesson

1. The teacher looks at the diagnostic assessment that has been gathered, analyses strengths of the students, and chooses a strategy that students appear to be ready to apply independently – making and confirming predictions. The teacher’s observations and collected data indicate that a small group of students use graphic elements when they read, but only at a surface level when decoding new vocabulary. The teacher decides to have students evaluate two pieces of text – one that utilizes graphic features, and one that is more print-oriented, in order to deepen their comprehension capabilities.
2. Based on this information and the interests and background knowledge of the students, the graphic novel *In a Class of Her Own* has been selected because:
 - it presents information in report and storyboard formats suitable for comparison purposes;
 - it contains many graphic elements; and
 - it connects with Black History Month and will engage the students in the discussion of substantive issues.
3. The teacher determines whether, based on collected data, there are other students who might be ready to apply this strategy.

Pre-Reading Discussion

4. Activate the students’ prior knowledge by having them share with the group some of the things they have been reading about Black History Month. Record key ideas on the board in a double “T chart” as the students respond.

Black History Month	Pages 4–5	Pages 6–12

Introducing the Text

5. Distribute copies of the text.
6. Ask the students to look at the cover of the text and discuss what they notice? What connections can they make to the ideas recorded in the first column of the T-chart?
7. Have the students flip to the inside cover page or the “splash page” of the graphic novel. Have the students discuss what they notice to be different about this page. Provide the label “graphic novel” for those students who may not have experienced reading this form of text.
8. Have the students look at and discuss the table of contents. What predictions are they making about how the story will unfold?

9. Provide an introduction to the text by saying: “Let’s see how this graphic novel makes effective use of storyboarding and graphics to tell us about a young girl named Ruby Bridges who changed Black history by being the first African-American child to attend an all-white school in New Orleans, Louisiana, in the United States.” Use the following new vocabulary in the introduction when discussing the cover, splash page, and table of contents to help scaffold the students’ reading: frames, storyboard, graphics, speech bubbles, narration, colour, types of shots, foreground, background, sequence, infer, etc.

During Reading

10. Have the students read pages four to five independently looking for information that confirms their predictions. You may ask them to record key details on each sticky note or place a sticky note beside this information in the text.
11. Discuss as a group what information was found on these two pages. Record these points on the second column of the T-chart.
12. Have the students turn to pages six to seven and discuss what is different about these two pages.
13. For those students new to graphic novels, you may also want to discuss or model how to read a page frame by frame.
14. Have the students read pages six to twelve looking for key information that they can indicate using sticky notes.
15. The teacher provides individualized instruction during this independent reading of the text.

After Reading

16. The teacher engages students in a discussion about the information they found for the third column of the T-chart as well as any difficulties they might have had during the reading.

Black History Month	Pages 4–5	Pages 6–12
	<ul style="list-style-type: none"> ▪ The U.S. civil rights movement began in the 1950s. ▪ Movement was led by Martin Luther King Jr. ▪ African-Americans were treated unfairly in the south since 1861. ▪ Slavery was abolished in 1865. ▪ People were still segregated. ▪ Black children went to different schools. ▪ 1954 schools had to be integrated. ▪ Many schools in south ignored this ruling by the U.S. Supreme Court. ▪ 1960 Ruby Bridges goes to all-white school in Louisiana. 	<ul style="list-style-type: none"> ▪ Ruby Bridges lives with her mom and dad in New Orleans. ▪ Ruby is afraid to go to school on the first day. ▪ Ruby will be accompanied by police and other people. ▪ Just like other kids, she has new clothes to wear. ▪ Her dad is very worried about what will happen. ▪ He experienced racism in the army. ▪ Her mother is passionate about equality of education of all children. ▪ Her mother is determined to “face whatever” comes their way.

17. After reviewing the chart as a group, ask the question “Which section of the text did a better job of telling Ruby’s story? (Be prepared to justify your answer with evidence from the text and from your own personal experiences.)”
18. Encourage the students to think-pair-share with a partner before sharing their thinking:

Possible Evaluation Statements about the Report

- “Report information like first line of text that reads, ‘In the 1950s, African-Americans in the U.S. began to press for civil rights – that is, to be given the same treatment as other citizens of the nation’ seems impersonal as does the timeline at the bottom of the page. I like to feel like I know the characters personally.” (evaluating how the text was constructed)
- “This reminds me of a history text book. I usually find history books very dull and boring.” (making a text-to-text connection)
- “I don’t really like history because I find all the facts and dates hard to remember. I like good story.” (text-to-self connection)
- “When I look at the photographs I can almost hear the angry protestors in the crowd. I’m sure there was lots of emotion just like at a parade.” (visualizing)
- “The report lacks emotion. Sentences like “This was called segregation” sound so cold and impersonal.” (evaluating how the text was constructed)

Possible Statements about the Graphic Novel

- “This reminds me of the comic books that I like to read.” (text-to-text/self connection)
 - “Comics are usually about funny, not so serious things. This is about something very serious.” (prior knowledge)
 - “This story looks interesting because of all of the pictures. Pictures can tell the reader a lot of information without words.” (analysing)
 - “There are fewer words but a lot more images here. I find pictures and words help me to remember all the important information.” (analysing)
 - “I think the message is more intense because you hear Ruby’s family talking and we feel like we are right there in their house.” (analysing)
 - “I thought this was going to be funny but it isn’t funny at all.” (monitoring understanding)
 - “The story is getting personal in the graphic novel. We are in Ruby’s parents’ bedroom in their house.” (analysing)
 - “I like the use of the images, colour, and the way you can see the expressions on their faces.” (analysing)
19. Have the students share their evaluations with the group.
 20. Encourage the students to think about what other comprehension strategies besides evaluating helped them to make their evaluations.
 21. As the students read the rest of the text independently, encourage them to continue to think about the different ways that important information is being conveyed and the strengths of graphic novels.

22. The book is made available for these students to continue to read independently. During a subsequent lesson, the teacher may choose to revisit the text and specifically address the various graphic elements found in the text.
-

Sharing/Reflection

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

- Students can reflect on their learning using a learning log or reader's notebook.

How will these reflection questions inform your next steps?

- Did the guided lesson achieve what I set out to achieve?
- Was the graphic novel a good choice for this group?
- Were the students able to generate strategies to evaluate as they read?
- Will they be able to apply these strategies when they read?
- Do any of the students need further instruction in evaluating?

Guided Reading Planning Sheet

Guided Reading Group: _____

Text: _____ Fiction Nonfiction

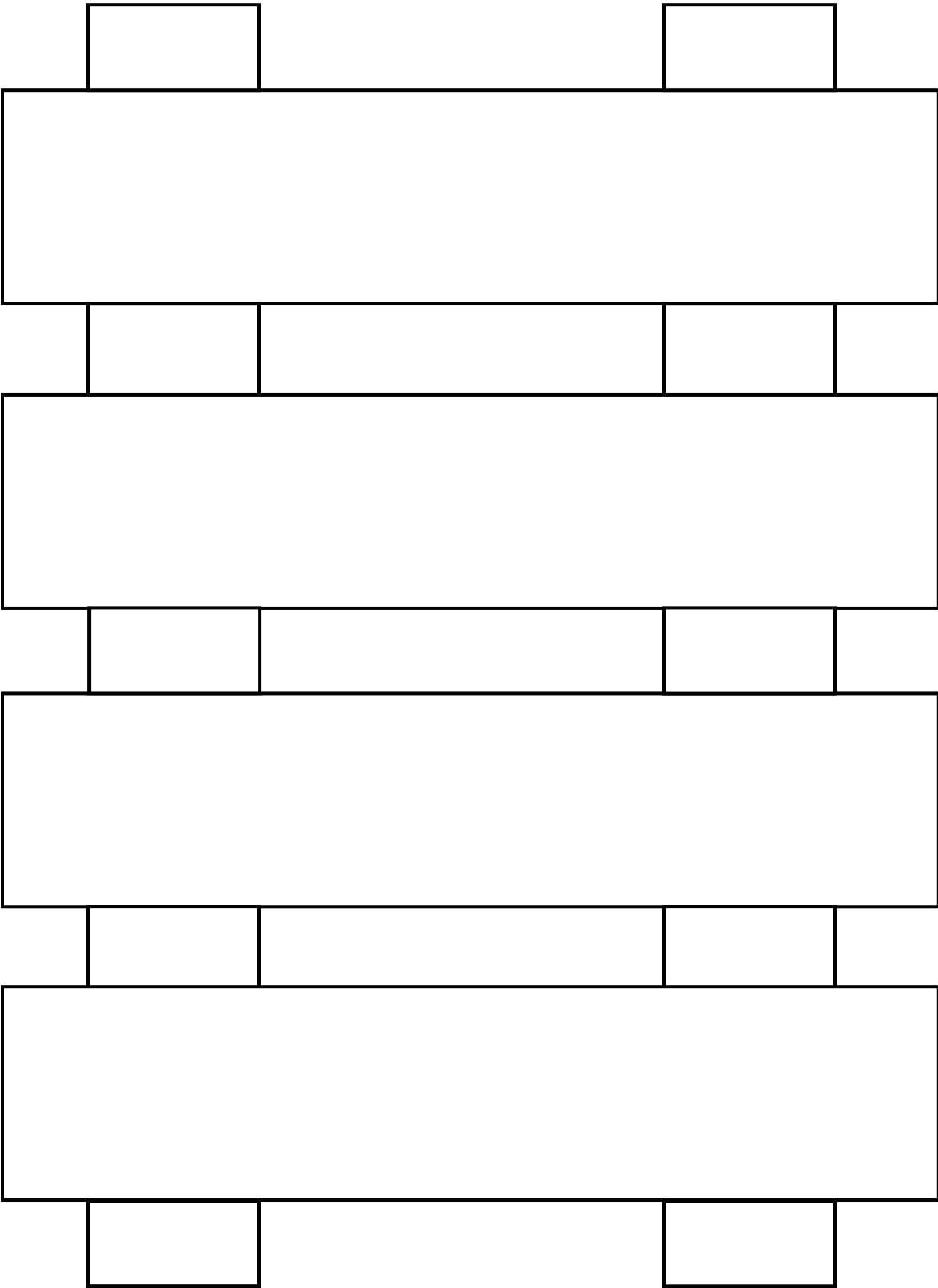
Before Reading
During Reading
After Reading

Name of Student	Name of Student	Name of Student
Name of Student	Name of Student	Name of Student

Guided Reading Planning Checklist

Categories	Guiding Questions	Yes	No
Choice of Text	<ul style="list-style-type: none"> ▪ Is the text at the appropriate instructional level for all group members? ▪ Have I selected a text with a particular teaching point in mind? 		
Book Introduction	<ul style="list-style-type: none"> ▪ Have I activated my students' background knowledge? ▪ Have my students made predictions? ▪ Have I provided my students with a brief summary of key text details? ▪ Did I point out new vocabulary and/or text features? 		
Focus for Reading	<ul style="list-style-type: none"> ▪ Have I engaged my students in a review of a reading strategy that can be applied to the text? ▪ Did I set a clear reading focus? 		
Reading of the Text	<ul style="list-style-type: none"> ▪ Did I allow my students to read the text independently? ▪ Did my students actively practice reading strategies previously taught? ▪ Did I hear individual students read? ▪ Did I provide one-on-one instruction? 		
Closure	<ul style="list-style-type: none"> ▪ Did a thorough discussion of text content occur? ▪ Did I review the initial reading strategy? ▪ Did I return to the text for a new teaching point? 		

Ranking Ladder



Teacher Resource 21: Session 5

Evaluating Snippets

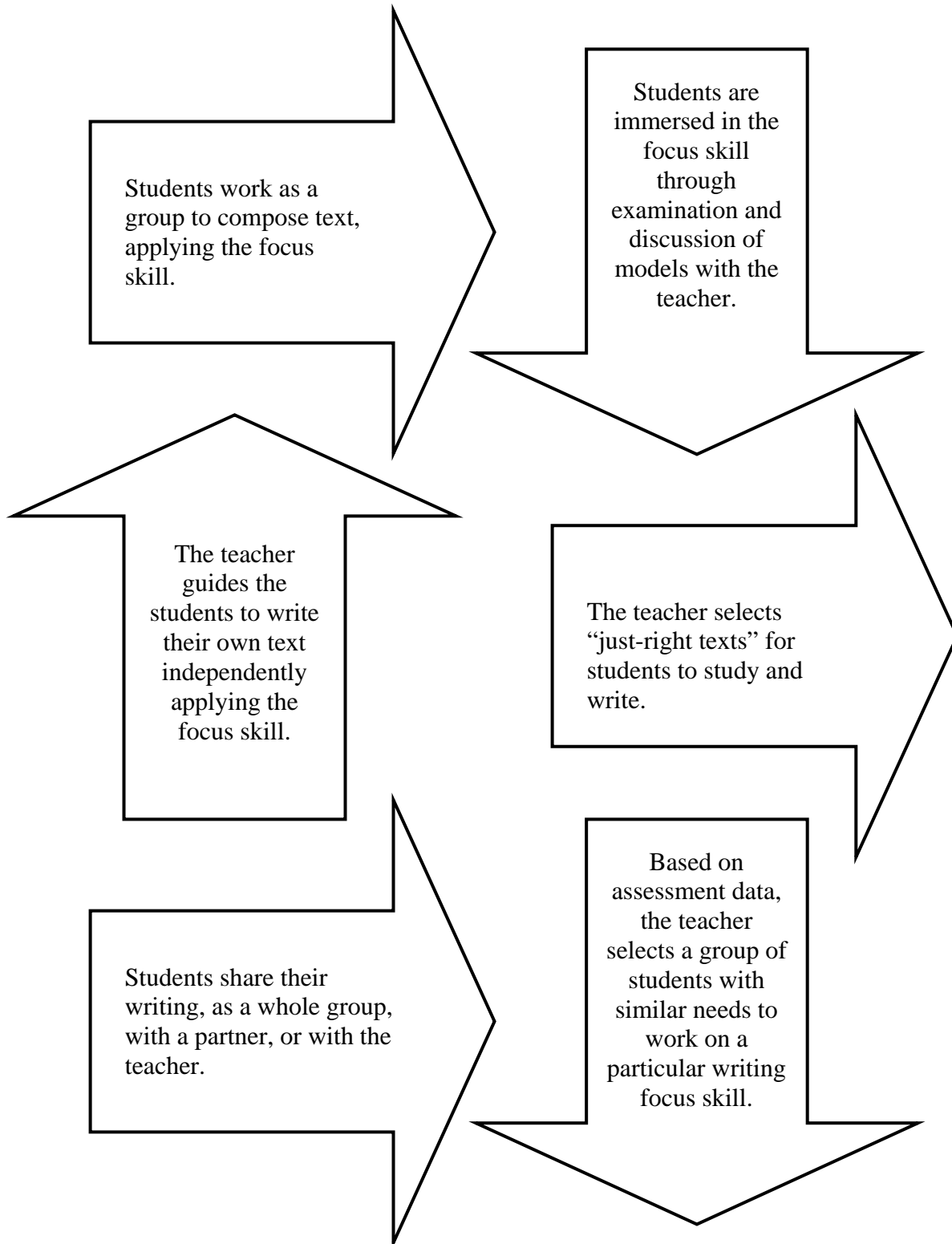
I like the way the illustrator used an extreme close-up. I can almost hear the rabbit saying “Uh oh! I’m in trouble now.” I’ve felt that terror before too!	I like the way the illustrator used an extreme close-up. I can almost hear the rabbit saying “Uh oh! I’m in trouble now.” I’ve felt that terror before too!
The graphic novel is an effective way to present historical information because you feel like you are really there.	The graphic novel is an effective way to present historical information because you feel like you are really there.
You combine information in your head with information from the text to assess and make judgments.	You combine information in your head with information from the text to assess and make judgments.
The authenticity, accuracy, or reliability of the content.	The authenticity, accuracy, or reliability of the content.
The interweaving of a variety of processing skills.	The interweaving of a variety of processing skills.
The quality of the writer’s craft.	The quality of the writer’s craft.
That doesn’t sound right to me because ...	That doesn’t sound right to me because ...
The validity of the perspectives presented.	The validity of the perspectives presented.
I don’t think it is fair to ... because ...	I don’t think it is fair to ... because ...
A focus on questions of fairness, equity, and social justice.	A focus on questions of fairness, equity, and social justice.

Evaluating and the Reading-Writing Connection

Evaluating and the Reading-Writing Connection

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
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<input type="checkbox"/>	_____

Guided Writing Flow Chart



Teacher Resource 24: Session 5

Demonstrated Lesson: Guided Writing – Grade 6

Lesson Focus

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

This lesson reinforces the use of supporting details when writing in the genre known as literary nonfiction. In this small-group guided writing lesson, the teacher helps the students to compare two paragraphs from a piece of “A Day in the Life of an Explorer” writing. The teacher and students develop an anchor chart to identify ways to improve this genre of writing. The students then practise taking a simple paragraph and applying the strategies from the anchor chart before returning to work on their own literary nonfiction writing.

Rationale

Why am I teaching this lesson?

Students have been given the task of writing about “A Day in the Life of ... an Aboriginal person or a European explorer”. Based on assessment data, this small group of students requires additional support in the writing of descriptive paragraphs. This lesson has the students applying the comprehension strategy of “evaluating” to their own writing as a means of conveying information more accurately and effectively.

Curriculum Expectations

Writing: Developing and Organizing Content-Organizing Ideas

- Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies.

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 Writing Skills and Strategies: Metacognition

- Identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers.

Assessment

What assessment strategies and/or tools will you use? List them here.

- Observation
- Anecdotal records

Prior Knowledge

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

- This lesson requires prior knowledge about the “evaluating” comprehension strategy.
 - Students will have gathered research information on an Aboriginal person or European explorer of their choice.
 - Students will have had experience engaging in writer’s workshop for process writing.
 - Students understand how to provide and accept constructive feedback to and from peers.
-

Materials/Preparation for Teaching

List the materials and/or preparation required before teaching.

- Paragraph writing graphic organizer
 - Chart paper and markers
-

Differentiated Instruction

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

- This lesson will only be conducted with select groups of students who need additional support in this area.
 - Sections of the sample text excerpts could be pre-highlighted to aid the discussion.
 - Anchor charts could contain sentence starters to spur on thinking.
-

Small-Group Guided Lesson

What will you work on with a small group that requires additional support?

Before Reading

1. Review what was learned earlier about writing descriptive paragraphs by having students “turn and talk” to someone at the table.
2. Begin to create an anchor chart on chart paper by recording students’ comments. These might include: topic and concluding sentence, and accurate information.
3. Explain to the students that they will be learning how to improve the quality of their own writing by carefully analysing and evaluating the quality of writing in two different paragraphs. Explain that they will be specifically looking at what kind of information is provided and how the sentences are constructed to make the writing more effective. Add this information to the graphic organizer.

During Reading

4. Chorally read the first two paragraphs on Appendix 2 in their entirety.
5. Use a think-aloud to model how to begin to make an evaluation of the writing by saying:

“I think the second paragraph is better because it provides more specific information. In the second line of text it tells me that the rain is non-stop and there has been no sunlight, which helps me to visualize how cold, wet, and miserable everyone must be feeling. This is how we feel at our cottage when it rains non-stop for days. I can add ‘accurate and specific information’ to the anchor chart. What other examples of very specific information can you find in the second paragraph to support my evaluation statement?”
6. Have the students pick out other examples of very specific information in the second paragraph.
7. Do a think-pair-share with group members to discuss why they feel one paragraph is more effective than another. Encourage them to make an evaluation statement followed by proof from the story and their own background knowledge to support their ideas.
8. Have students share their evaluation statements and add this information to the anchor chart. Information should include:
 - ideas connected throughout paragraph;
 - specific examples given (blankets not drying);
 - active verbs used (drag on);
 - specific feelings and observations given;
 - intriguing opening sentence – you want to read on to find out how;
 - a variety of sentence starters besides “the” are used; and
 - a mixture of short and long sentences throughout.

After Reading

9. Present students with another paragraph written by an explorer which describes the food, clothing, and other goods he would take from Europe for the journey at sea (sample 3).
10. Read paragraph as a shared reading. Ask students to identify the elements from the anchor chart that make it a strong or weak paragraph.
11. Have students work to re-write a different sentence from the paragraph using the strategies from the anchor chart.
12. Have students read aloud their sentences to the small group. Have the others guess which strategy from the anchor chart was utilized.
13. Display the anchor chart on the wall. Remind students to keep these same strategies in mind when writing their “A Day in the Life of ...” stories.

Independent	Guided	Conferencing
<p><i>What will students do on their own?</i></p> <ul style="list-style-type: none"> ▪ Students work independently through the writer’s workshop model. ▪ Students monitor and track their own progress. ▪ Students interact with other students, providing them with constructive feedback to improve the quality of their writing. 	<p><i>What will you work on with a small group requiring additional support?</i></p> <ul style="list-style-type: none"> ▪ See the guided writing lesson provided. ▪ Display the anchor chart on the wall. Remind students to keep these same strategies in mind when writing their “A Day in the Life of ...” stories. 	<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 engage in writer’s workshop. ▪ Record anecdotal observations

Sharing/Reflection

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

- Based on the feedback they received and the reflecting they have done on their writing, students compose an entry in their writer’s notebook to set next steps for their independent writing.

How will these reflection questions inform your next steps?

- Did the guided lesson achieve what I set out to achieve?
 - Were the text samples appropriate for the instructional needs and level of my students?
 - Will they be able to apply these strategies in their “A Day in the Life of ...”?
 - Do any of the students need further instruction in paragraph writing?
-

Suggested Improvements for Sample Three

- Include evidence to support ideas: *Magellan packed woven cloth, knives, weapons, jewelry, and clothing to trade with inhabitants of the new land.*
- Group similar ideas to improve flow.
- Vary sentence length and structure to make text more interesting.
- Avoid starting sentences with “So”.
- Keep verb tense consistent: past “had”, “were”, “could not”, “brought”, “was packed” versus present “have”, “pack”, etc.

Sample Paragraphs – Excerpts from a Sailor’s Journal

Sample 1

The weather is bad. Everyone on board is getting sick. The rain has not stopped for days. The nights are cold. There is hardly any sunlight. The men are getting depressed. I miss the fresh fruit and vegetables from our garden. Food and supplies are running out. Clothing never seems to dry completely. I have to stay positive. By my timing, we should get there in two more weeks.

Sample 2

The weather has taken a turn for the worse. Non-stop rain and lack of sunlight are making everyone depressed. Clothing and blankets never seem to dry and some men are getting sick or dying. The days drag on and the icy night air makes time stand still. At the current rate, food and supplies are sure to run out. I dream of eating fresh fruit and vegetables from our garden. I know I have to stay positive, but I am not sure if I will last another two weeks.

Sample 3

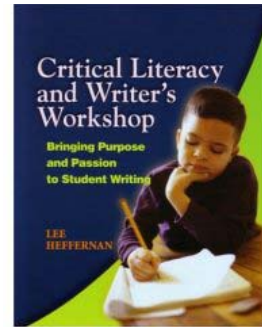
Magellan had to bring a lot of supplies with him for his trip to the Spice Islands. There were no fridges. They have to bring enough food to survive the trip and pack things to trade with inhabitants of the new land. He could not bring fresh food or meat. So he brought hard tack instead. Quince jelly was packed for the officers.

3-2-1 Graphic Organizer

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

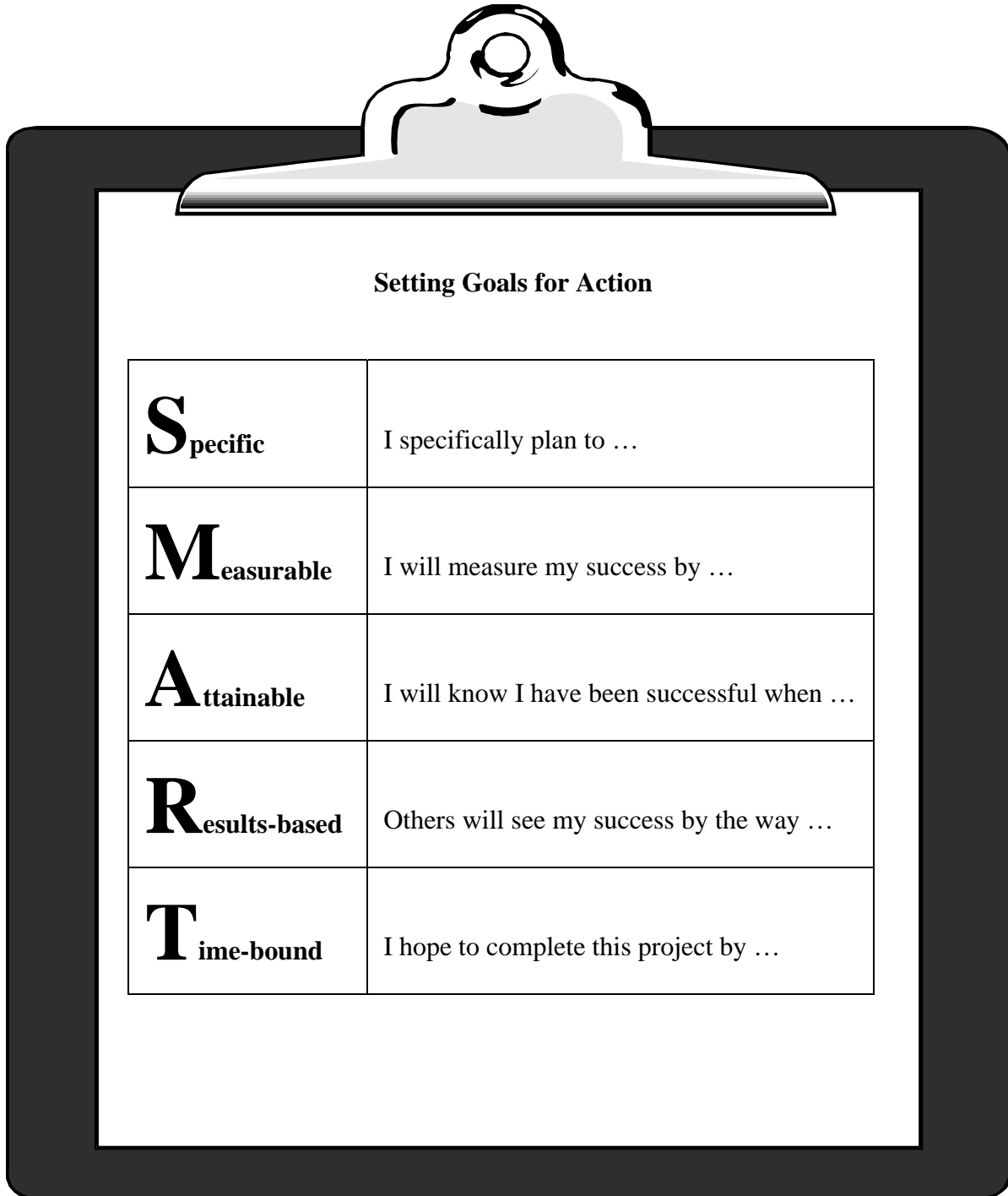
A Look at Critical Literacy and Writer’s Workshop

Title: *Critical Literacy and Writer’s Workshop – Bringing the Purpose and Passion to Student Writing*
 Authors: L. Hefferman
 Year: 2004



<p>Key Messages</p> <ul style="list-style-type: none"> ▪ This practical book shows upper elementary-grade teachers how incorporating critical literacy into writer’s workshop will take their students’ writing to the next level. ▪ When critically literate students talk, read, and write about social issues from multiple perspectives, writing becomes not only a recording of personal interests, life events, and inquiries, but also a form of social action – a connection between the personal and the social. 	<p>Strategies/Information Described</p> <ul style="list-style-type: none"> ▪ Using data to inform literacy planning and instruction. ▪ Using social-issue texts as a springboard for student writing in writer’s workshop. ▪ Six procedures for students to respond to social-issue texts: <i>Reading & Responding</i>; <i>Triangle Talk</i>; <i>Whole-Group Talk</i>; <i>History Trail</i>; <i>Notebook Writing</i>. ▪ Using classroom conversation (<i>Talker’s Workshop</i>), social-issue texts and notebook entries to generating ideas for writing. ▪ Focusing on theme rather than topics to move beyond retelling. ▪ Revising writer’s workshop: <i>Starting with Storyboards</i>; <i>Power words</i>; <i>Time shifts</i>; <i>Snapshot strategy</i>; <i>Paragraphing</i>; <i>Checking for thematic clarity</i>; <i>Word-processing</i>; <i>Circle Check-out</i>. ▪ Introducing the “social narrative” (Hefferman & Lewison, 2003).
<p>Quotations to Ponder</p> <ul style="list-style-type: none"> ▪ “Incorporating the dimensions of critical literacy into writer’s workshop leads to an expanded conceptualization of student writing.” (p. viii) ▪ “Teachers who re-imagine teaching as a set of critical practices disrupt the normative patterns of society and open up new spaces for new voices to be heard.” (p. 6) ▪ “The connections students made to the books we read contained personal insights and peculiarities and an authenticity that made for intriguing talk and, potentially, for interesting reading.” (p. 43) 	<p>Strengths</p> <ul style="list-style-type: none"> ▪ Supports the new Media Literacy strand of the Ontario Curriculum, 1–8 Language, 2006 (Revised). ▪ Describes how to teach and use comprehension strategies when reading graphic novels. ▪ Provides teachers with the background information they need to graphic novels to use engage reluctant readers and writers. ▪ Models the use of graphic features (visuals, colour, layout, and design) to convey information. ▪ Presents strategies for effective use of graphic novels in the classroom in an easy-to-read format, accompanied with corresponding student activities and practical handouts.

Setting Goals for Action



Setting Goals for Action

S pecific	I specifically plan to ...
M easurable	I will measure my success by ...
A ttainable	I will know I have been successful when ...
R esults-based	Others will see my success by the way ...
T ime-bound	I hope to complete this project by ...