

**READING RESPONSE:**

**FEATURES OF A “WOW” READING RESPONSE:**

1. Strong connection to “big idea” with several supports and/or in-depth support from B the text and own ideas
2. Clarity of thinking – clear opinion with organized ideas
3. Extensions of thinking evident and may include alternative point of view
4. Includes an analysis of author’s message
5. Concluding statement for emphasis

In the meantime:

Don’t forget to make your Theme Wall for your classroom – there are many ways to do this so be creative and make it work for your instruction

Take a close look at the expectation. Attached is a continuum of the specific reading expectations for Junior

**IDEAS GENERATED AT PLC FOR INSTRUCTION**

**Instructional Approaches ~ Teaching Strategies**

**Oral**

1. Generate a Discussion
2. Read-to
3. Related Picture ( JK/SK)
4. Oral Language engagement i.e. placemat, 4-corners

**Modelled Reading**

1. Read-Aloud Before, During  
Before and During in modelled approach,  
Before: see Guide to Effective Reading (predicting, confirming, generating a discussion, KWL, oral language strategies to engage)

**Modelled Writing**

After a read, teacher models recording the thinking in a variety of ways

**After the Read:**

This will change through the instruction period based on the gradual release of responsibility  
This will be shared, interactive, guided and independent opportunities for practice responses.

Provide a rich variety of response opportunity ~ written, oral, drama,(act out predictions, demonstrate the connection, create a drama, dialogue, tableau that exemplifies caring and compassion , media representations, art ~ acts of kindness, books that have that big idea, etc.), story boards, blogs, comic strips)

Through the formative process, teachers will provide feedback to the student that is timely and precise. One or 2 compliments on strengths of response and 1 clear specific suggestion for improvement.

### What Evidence Do I See In The Classroom?

- **Samples of student work**
- **Anchor Charts that capture the students' thinking with student work posted around them to "anchor" their ideas**
- **Theme Wall/Big Idea Wall**
- **An area that is designated for this unit – where we can see the progression of the students work from the beginning of the unit – the scaffolded approach is apparent**
- **Feedback to students is obvious**
- **Graphic Organizers**
- **Lots of writing – journals, literature responses, student differentiated responses**

#### Read Aloud Lesson Plan

Talk About It ~ Read About It ~ Talk About It~ Write About It

Book Title:

Instructional Focus : 1.5 and 1.6 ~ Making Inferences and Connecting to the text

Focus Question:

*Before the Read:*

(engage the students ~ "hook")

*During the Read:*

Oral opportunities ~ stop points ~ engagement pieces if needed ~ post- it opportunities, quick writes,

*After the Read:*

Response possibilities~

1. Modelled
2. Shared

3. Small Group Shared
4. Guided
5. Independent

Consider forms of responses:  
Oral, written, drama, media,

Possible Graphic Organizer/Anchors to frame Student Thinking

i.e.

T-Chart

Question:

Answer:

I read...	I think...

Answer

Hand ~ I read (explicit/in the text)

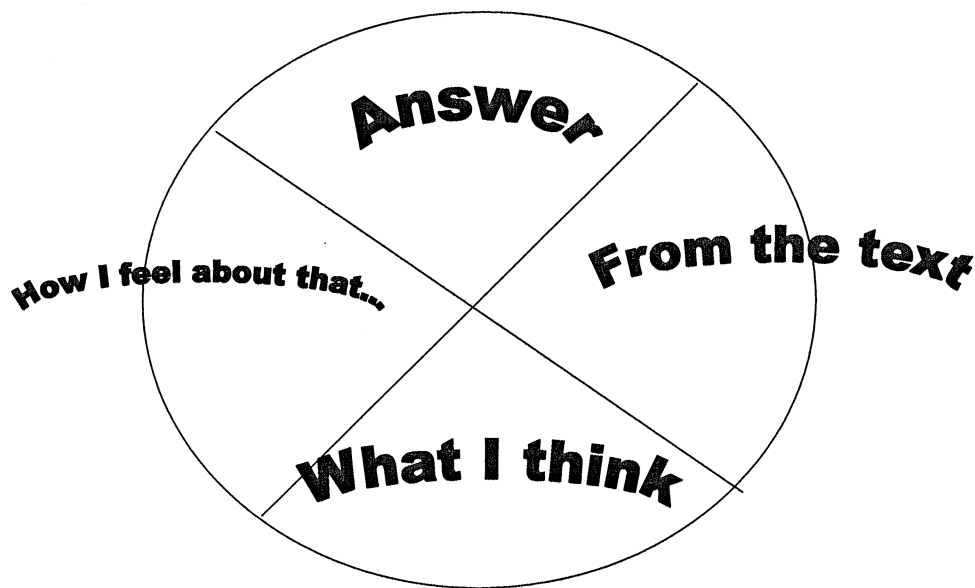
Mind ~ I Think (implicit/what I think)

Heart ~ I feel (connection /opinion and related experience)

Here is what I know from the text~

Here is how it connects to something else I know...

Here is my opinion about it....



A ~ Answer the question  
 P ~ Prove using information form the text  
 E ~ Make a connection with the author and the ideas

R~ Restate the Question  
 A ~ Answer the question  
 S = Support using information form the text  
 E ~ Extend by make a connection with the author and the ideas

R~ Restate the question  
 A~ Answer the question  
 P ~ Prove using information form the text  
 R ~Relate to the big idea  
 O- Give your opinion  
 C ~ Make a connection with the author and the ideas

Read Aloud Lesson Plan  
Talk About It ~ Read About It ~ Talk About It ~ Write About It

Book Title: Mirette on the High Wire by Emily Arnold McCully

Instructional Focus: 1.5 and 1.6 ~ Making Inferences and Connecting to the text

Focus Question: How does Mirette's perseverance help Bellini? As always, use the RASE model to answer (support and extend)

***Before the Read:***

**(engage the students ~ "hook")**

- Who's been to a circus? What were the best acts? Which were scary, dangerous, exciting?
- Turn to a neighbour and discuss
- Share with the class what your partner discussed
- Show the cover of the book; have the class make predictions what will happen in the story

***During the Read:***

**Oral opportunities ~ stop points ~ engagement pieces if needed ~ post- it opportunities, quick writes**

pp.1/2

- Even though there are no words, we can still visualize what is going on
- What is happening? What is the paper the man in the top hat is holding? What is the little girl carrying in her basket? Who do you think they are?

pp.3/4

- Vocabulary clarification: boardinghouse

pp.5/6

- Model: "I wonder what the man means when he says a rest?"; "Why does he think it is 'perfect' that there is no view and why does he want meals alone?"

"I am going to read between the lines that there is something wrong, not just that he is tired."

pp.11/12

- Does Mirette give up?
- Model: "Sometimes I feel like giving up when I fail, like when I..."

p.17/18

- If Bellini was so good at crossing high wires, why has he stopped? Why can't he take Mirette?
- Write what you think on a sticky note

pp.21/22

- What is it that Bellini must do?

pp.23/24

- Vocabulary: winch

pp.27/28

- What is it stopping Bellini?

***After the Read:***

**Response possibilities~**

**6. Modelled**

7. Shared
8. Small Group Shared
9. Guided
10. Independent

Guided:

- Pull low groups and discuss the possible big ideas of the text
- Stronger groups can work in partners to establish the big idea(s) of the text
- Work through graphic organizer with groups

I read...	I think...
<ol style="list-style-type: none"> <li>1. "I will take my meals alone."</li> <li>2. "Once you start, your feet will never be happy again on the ground."</li> <li>3. But something was wrong. Mirette knew at once...</li> </ol>	

Bring students back together for a shared write:

- Answer the focus question as a shared write with the class; add to big idea theme wall

**Consider forms of responses: Oral, written, drama, media,**

- Draw a picture of how you visualized Mirette's perseverance in the story

#### Read Aloud Lesson Plan

Talk About It ~ Read About It ~ Talk About It~ Write About It

Book Title: Across the Alley

Instructional Focus : 1.5 and 1.6 ~ Making Inferences and Connecting to the text

Focus Question: Why do you think grandpa changed his way of thinking? Use ideas from the text and your head to explain your answer.

*Before the Read:* Discussion

What is prejudice?

Is it possible to overcome?

Distribute stickies and have students listen for evidence of prejudice throughout the book.

*During the Read:*

Have on chart paper "evidence of prejudice"

- 1) Invite students to raise their hand throughout the read to share their evidence and post their sticky on the chart paper

- 2) When grandpa enters the room and shows support for the two boys STOP  
Have students do a quick write, jotting down their immediate ideas that answer the question "Why do they think Grandpa changed his way of thinking?"
- 3) Finish reading the text.

*After the Read:*

- 1) Engage students in an inside circle/outside circle - oral sharing format. Half of the students are standing in a circle facing outwards and the other half of the students are standing in a circle around the inside circle facing a person.
- 2) Ask students to exchange ideas (about why grandpa changed his mind) with the person standing across from them.
- 3) Allow 2 min and then have the outside circle rotate so that students are now facing a different person. Students repeat the exchange of ideas. The teacher can repeat this process 3 or 4 times.
- 4) Students will then respond to the question in writing.
- 5) Their responses would be used the next day for a follow up activity.
- 6) The next day the class would do a shared write perhaps borrowing one of the student's responses and then building on it. Throughout the shared write the Teacher would model or ensure the components of a level 4 Heart question were present.
- 7) Students could then assess their own work using the shared writing piece as an exemplar and then reflect on what they liked about their response and how they might improve it.

Read Aloud Lesson Plan

Talk About It ~ Read About It ~ Talk About It ~ Write About It

Book Title: Moon and Star (Carol purchased this book for your schools)

Instructional Focus : 1.5 and 1.6 ~ Making Inferences and Connecting to the text

Focus Question: Moon and the boy were very different characters. Why do you believe that the boy in the story acts the way he does? Use what you see and read in the book as well as your own personal experience to share your thinking.

*Before the Read: (Hook ~ Building Schema)*

Turn and talk to a nearby neighbour about a favourite toy that you had when you were younger. What was it about that toy that was special? Is it still special?

*During the Read:*

Stop after "Maybe the little boy was the one she was meant for" ...

Ask students to do a quick write of the character values that Moon showed by thinking this...

Do a group of four sharing and have students compare responses and share with whole group one characteristic.

Finish story.

After the Read: Shared Writing Response

Post focus question.

Have students in pairs make notes to the prompts in the large T-Chart

I read...	In my experience....

Teacher will then take responses and put into a response based on student thinking.

This can be posted beside the criteria for reading response (your class rubric?)

Photo copy the cover and put on Big Idea wall with the character traits that this book promotes as author message.

#### Read Aloud Lesson Plan

Talk About It ~ Read About It ~ Talk About It~ Write About It

Book Title: Fox by Margaret Wild and Ron Brooks

Instructional Focus : 1.5 and 1.6 ~ Making Inferences and Connecting to the text

Focus Question: At the end of the story, Magpie hears a faraway scream (from Fox). Do you think it was a cry of triumph or a cry of despair? Use information from the text and your own ideas to support your answer.

*Before the Read:*

(engage the students ~ "hook")

1. Looking at the cover of the book ask the students "Just by looking at the fox do you have any ideas about what type of character he is?"
2. Make students aware of the style of text the author uses. Do you like it? Is it easy to read?

*During the Read:*

Oral opportunities ~ stop points ~ engagement pieces if needed ~ post- it opportunities, quick writes,



1. Start reading the story aloud to students showing the pictures as you read.
2. STOP: "After being introduced to Fox, do you think differently about his character?" Re-read the paragraph to class, pointing out descriptive language. (i.e. haunted eyes, rich red coat, tongue of fire, etc)
3. STOP: Quick Write - On post-it notes (the page where dog is sleeping and fox asks Magpie to go away with him), have students quick write why they think Fox wants Magpie to leave Dog and go with him.
4. STOP: Think/Pair/Share - (on page where Magpie finally decides to go with Fox) Tell students "Think about why Magpie does not tell Dog she is leaving with Fox." Turn to your elbow partner and share your thoughts.
5. Finish reading story aloud.

*After the Read:*

Small Group Shared

1. Give the students a couple of minutes to reflect on what type of cry it was. Divide the class into 2 groups:

Despair

Vs. - discuss with each other why they think this was the type of cry.

Triumph

2. After discussion, pair up students with someone from the other viewpoint and they have to try to convince them of their way of thinking. When they are finished the other person has an opportunity to persuade as well.

Consider forms of responses:

Oral, written, drama, media,

Read Aloud Lesson Plan

Talk About It ~ Read About It ~ Talk About It ~ Write About It

**Book Title:** *Fly Away Home* by Eve Bunting (ISBN-13; 978-0-395-66415-5)

**Instructional Focus:** 1.5 and 1.6 ~ Making Inferences and Connecting to the text

**Focus Question:** Explain the significance of the bird in the story. Support your answer with examples from the text and your own ideas.

*Before the Read:*

(engage the students ~ "hook") Ask prior to reading to give a purpose for listening - Why did I choose this book?

(Homelessness - related to play "Danny King of the Basement")

*During the Read:*

Oral opportunities: stop points - whole group discussion

Page 6 - Why is it important they don't get noticed?

Page 15 - When you are away from home for a length of time, what do you miss most?

*After the Read:*

1. Students will do a placement activity to answer the question - What are the strategies the two families use to copy with their situation?  
They will then do a Jigsaw (one stay, rest stray) Note: Students have not previously done a placement activity so this question will be easier to introduce the strategy rather than the focus question.
2. Individual written response to focus question.

Read Aloud Lesson Plan

Talk About It ~ Read About It ~ Talk About It ~ Write About It

Book Title: Baseball Saved Us - Ken Mochizuki

Instructional Focus : 1.5 and 1.6 ~ Making Inferences and Connecting to the text

Focus Question: How does the boy feel at the beginning of the story? Why do his feelings change at the end? What causes the boy to change? Use details from the story and your own ideas to support your answer.

*Before the Read:*

(engage the students ~ "hook")

(Personal Connection) (Text to Self)

This story makes me think about my mother. During the war, she worked at a prison camp, outside the Port Arthur area, where captured German soldiers were kept hostage. She was a cook. After the war, the soldiers were sent home.

*During the Read:*

Oral opportunities ~ stop points ~ engagement pieces if needed ~ post-it opportunities, quick writes,

Making Predictions

What would most likely happen next in the story once the baseball field has been constructed?

What will most likely happen after the boy plays baseball at camp?

Vocabulary - ask students if they know the meaning of words. If not, give the meaning of the word, in your own words. Using post-its to write words that students do not understand the meaning.

*After the Read:*

Response possibilities~

1. Modelled
2. Shared
3. Small Group Shared -  
Venn Diagram, comparing and contrasting - to show differences and similarities playing baseball, at camp and at school.

Cause and effect charts - recognizing and understanding relationships between ideas.

Cause (why)	Effect (what)
The family was sent to war camp because they were Japanese.	Their life changed to include guards, imprisonment, eating together...

Making Connections:

When I read	I thought about	Type of Connection

Visualizing

When I read	I could picture ...

Making Predictions

When I read	I predicted that ...

Vocabulary

Vocabulary words	Diagram	Meaning
humiliated		To feel bad because someone is making fun of you.

Summarizing: What is the main idea of the story? What is the story mostly about? Why did the author write this passage? What is a good title for this story?

Key Facts	Big Idea
1.	
2.	
3.	

4.	
5.	

**Making Inferences:** You will be asked to infer something about a character or an event, based on quotations pulled from the text. You will be given specific passages from the text where inferring is needed to grasp and understand the meaning of the story.

The information in the story suggests that ...

The author probably wrote this story to ...

Write three examples that show the boy is humiliated.

How does the boy feel at the beginning of the story?

Why does the character change at the end?

What causes the boy to change?

Excerpt from *Baseball Saved Us*

Then it was my turn at bat. The crowd was screaming. "The Jap's no good!" "Easy out." I heard laughing. I swung twice and missed. The crowd roared eat time I missed, drowning out my teammates, who were saying "Come on Shorty, you can do it!" I stepped back to catch my breath.

Student Response:

(I think ... because ...)

**Geraldton Family of Schools – Rubric – Reading Response – Junior Intermediate**

Expectations	Level 1			Level 2			Level 3			Level 4		
	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
1.5 Reading Making Inferences	Minimal inferencing is evident and no clear link to a big idea			Some inferencing is evident but no clear link to a big idea			Inferencing is evident and clearly links to a big idea			Identifies a big idea with significant insight		
1.4Reading Demonstrating Understanding	Demonstrates limited understanding of the text and fails to provide supporting details			Demonstrates some understanding of the text by providing some supporting details			Demonstrates considerable understanding of the text by providing supporting details from the text.			Demonstrates a thorough understanding of the text by justifying/supporting their response with details from the text.		
1.6 Reading Extending Understanding	Makes a surface connection with little relevance to a big idea			Able to make a connection to a big idea but does not have sufficient support			Identifies a connection to a big idea and can explain, support and apply ideas effectively			Makes a deep connection to a big idea and can explain, support and apply ideas with a great deal of effectiveness.		

**Feedback:**

# Critical Pathway ~ Working Placemat Geraldton Region Primary PLC

Post assessment  
Moderation  
Record on Data charts  
Reflect, celebrate  
File Exemplars and rubrics  
Discuss possible focus for next pathway

- Initial entry point  
Identifying Student Need  
EQAO, report cards, classroom assessment, board assessments.

All three schools have identified Reading as an area of focus -. The gender gap will be an area that is strongly emphasized.

**Moderated Marking**  
**Where are our students?**  
**WOW and Getting to Wow**  
**samples**  
**Creation of class data wall**  
**Setting Targets for all students and at-risk subgroups**  
Teachers commented on the value of looking at student's work from other schools. Discussion regarding how we need to focus on the strength in a piece of work and then the area for improvement - the level is important but the feedback to the child is essential for growth.

## Check Ins

Formative assessments  
Sharing of instructional practice  
Discussion of focus students (at-risk subgroup)

**Check Ins to happen with school teams - led by Principal**

## Dates for Meetings:

Initial Meeting Date: November 7, 2008  
BAPS all day  
2<sup>nd</sup> Meeting Date:  
Monday, November 18, 2008 pm at BAPS  
Moderated Marking Date: Monday,  
January 12, 2009 Geraldton  
Composite High School

## BIG IDEAS

**Courage and Compassion**

## POSSIBLE Curriculum Clusters!!!!

- 1.5 Making Inferences/Interpreting Text
- 1.6 Extending Understanding
- 1.4 Demonstrating Understanding

The decision was made to not include a writing expectation at this time.

## Gradual Release of Responsibility - Reading and Writing Teaching Approaches

Begin explicit, direct teaching and continue planning and implementing lessons according to the Comprehensive Literacy Framework (Balanced Literacy)

Emphasize the instruction for students with special needs, boys and Aboriginal students  
See notes above!

## Assessment Summative Task:

Is The Other Side a good title for this selection? Explain why or why not using exceptions from the text and your own ideas.

## Resources

- Ontario Language Curriculum
- Guide to Effective Instruction in Reading K-3
- Various read alouds (let's share our lists when we meet again)

## Rubric Building

Create Criteria ~ based on following

- Strong connection to "big idea" with several supports and/or in-depth support from BOTH the text and own ideas
- Clarity of thinking - clear opinion with organized ideas
- Extensions of thinking evident and may include alternative point of view
- Includes an analysis of author's message
- Concluding statement for emphasis