

Lesson 1d: Noticing and exploring thinking

Students read, and annotate their page of text.

Resources: *Newsela articles printed in at least 3 different levels.*

Weakest students work in a group with teacher, remainder of class in the room with librarian.

❑ How do I show evidence of my thinking practices?

Strategic Reading Summary: Leaving Tracks

“Leaving Tracks” as we read is a good way to establish the mental habit of active reading. The strategies listed below can apply to all texts and represent some important ways of leaving ‘tracks’ as we read actively - **Make notes on post it and/or annotate text**

Before reading		
P	Predict	Make a prediction: Activate prior knowledge <ul style="list-style-type: none">• Fiction – What will this story be about?• Non-fiction – What will I learn from this text?
During reading		
	Clarify	Underline words I don't know the meaning of
?	Question	What do I think about this? What am I not sure about?
✓		Have figured it out now
After reading:		
S	Summarise	Using examples from the text write a summary of the central idea of the text.
P	Check!	Verify predictions

Lesson 1e: Read, write and talk.

Reading is a social activity. As you read, take a note of your thoughts:

Connections – what do I already know?

Learning – what have I learnt?

Reactions – what do I think about this?

What questions do I have?

We discuss to create deeper meaning.

❑ How does reading, stopping to think, and making notes about what I read keep me focused and help my comprehension?

- Shared reading activities – in triads, read and discuss the text.
- Use of role cards: predictor, clarifier, questioner, summarizer
- Use of Literature circles cards: discussion director, word finder...

❑ Why or how does discussion expand my thinking?



Emerald Secondary College Library

Active Literacy program – Teacher guide

Section 1: Monitoring comprehension – the inner conversation

Lessons	
a	Following the inner conversation
b	Notice when we stray and how to fix it
c	Knowing what you know and don't know
d	Noticing and exploring thinking
e	Read, write and talk

Unit Essential Questions
How do I notice my inner voice while reading?
How do I know when I lose my way in my reading?
What is the connection between reading, writing, and talking?

Teacher guide – Student assessment

We look for evidence that students can:

1. *Follow their inner conversation and leave tracks of thinking – reactions, questions, connections, inferences*
2. *Students notice when they stray and are able to use 'fix up' strategies*
3. *Students react to information as they read, and are able to jot down thoughts and reactions. Students recognise the value of discussion to expand thinking.*



It's called **reading**.
It's how people install new
software into their brains.

Continuum of skills

Indicators of success

Building stamina to read – students choose a novel to read for 10, 20, 30 minutes.

Lesson 1a: Following the inner conversation

When readers construct meaning, we carry on an inner conversation with the text. We hear a voice in our head speaking to us as we read -- a voice that questions, connects, laughs, cries. This voice helps us to understand what we are reading.

What is inner voice?

Strategy Lesson: Questioning the Text

One way I help students access those inner conversations is by showing how I think when I read. I read aloud, stop, look up at them, and share my thinking. I describe my inner conversation to them. This is one of the best methods I know of to make reading concrete.

Often, I share my thinking by questioning the text as I am reading, because that's what proficient readers do. They wonder about outcomes, characters, new information, and concepts. Questioning is the strategy that propels readers on. Who, after all, would continue reading something if they had no questions about it? Here are four surefire steps I follow to model the questioning strategy for my students.

1. Choose the Text for Questioning

I begin by choosing a picture book that I know will spur a lot of questions. I purposely select a piece of short text because we can finish it quickly and explore our questions and potential answers with relative ease.

2. Introduce the Strategy.

With the kids gathered in front of me, notebooks in hand, I explain how good readers ask questions when they read because it helps them understand what they're reading

3. Model Thinking Aloud and Mark the Text with Stick-on Notes.

I write, "What is sea time?" on a stick-on note. This question, it turns out, is answered on the next page, where the term is defined. So I tell the kids that sometimes when we read on, our questions are answered. I explain that when that happens, they should mark the stick-on note with an 'A' for 'Answered' and move it to the place in the text where they found that answer. It is also important to explain that some of the most important questions aren't answered, but are best left to discussions during and after reading.

4. Allow Time for Guided Practice.

For about 15 minutes, I continue to think out loud and to mark the text with my questions. Then I invite the students to jot down their own questions in their notebooks and then to share them.

Lesson 1b: Noticing when we stray – and how to ‘fix it’

❑ What causes me to stray from my inner voice while reading?

❑ What ‘fix-up’ strategies did I try?

As students read, have them place a post it note at the place in the book where they were distracted. Often just this process enables them to focus more effectively on their reading. Discuss what caused them to be distracted, and how they were able to re focus.

Fix up strategies:

- reread
- read on
- ask a question
- use background knowledge
- stop and refocus
- mark a place where you stray with a post-it
- skip over unfamiliar names and places, find out their pronunciation after reading

❑ Which ‘fix-up’ strategies work for me?

Lesson 1c: Knowing what you know and don’t know

❑ How do I notice and react to new information?

Use of post it notes coded to indicate where comprehension breaks down.

I make notes in the margin, or use post it notes to record my reactions to the text:

- Making connections
- Making predictions
- Questioning the text
- Clarifying what I do not understand
- Determining the important sections, the main point that I need to note to create my summary.

Question mark indicates new information, as you resolve confusion this becomes a tick.

❑ Which strategies did I use to enhance my understanding of what I was reading?

Some suggestions:

- Discuss with a friend
- Fix up strategies
- Use of post it notes to clarify my understanding of the text