

Lesson 1d: Noticing and exploring thinking	I can answer the following questions	Signed by teacher
Students read, and write their thoughts in their workbooks. Page heading: <i>What the story makes me think about.</i>	❑ How do I show evidence of my thinking practices?	
Lesson 1e: Read, write and talk.	I can answer the following questions:	Signed by teacher
Reading is a social activity. As you read, take a note of your thoughts: Connections – what do I already know? 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? ❑ Why or how does discussion expand my thinking?	
<p><i>Student assessment completion</i></p> <p><i>We look for evidence that students can:</i></p> <ol style="list-style-type: none"> <i>Follow their inner conversation and leave tracks of thinking – reactions, questions, connections, inferences</i> <i>Students notice when they stray and are able to use ‘fix up’ strategies</i> <i>Students react to information as they read, and are able to jot down thoughts and reactions.</i> 		
<i>Teacher signature:</i>	<i>Date:</i>	



Emerald Secondary College Library

Active Literacy program – Student booklet

Student name: _____

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

Building stamina to read	Signed by teacher	Date
I can read for 10 minutes		
I can read for 20 minutes		
I can read for 30 minutes		



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

Continuum of skills

Indicators of success

Lesson 1a: Following the inner conversation	I can answer the following questions: ❑ What is inner voice? ❑ What information does my inner voice give me as I read? ❑ Why is inner voice so important?	Signed by teacher
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.		

Lesson 1b: Noticing when we stray – and how to ‘fix it’	I can answer the following questions:	Signed by teacher
Fix up strategies: <ul style="list-style-type: none"> • 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 	<p>❑ What causes me to stray from my inner voice while reading?</p> <p>❑ What ‘fix-up’ strategies did I try?</p> <p>❑ Which ‘fix-up’ strategies work for me?</p>	
Lesson 1c: Knowing what you know and don’t know <p>Use of post it notes coded to indicate where comprehension breaks down. Question mark indicates new information, as you resolve confusion this becomes a tick.</p>	I can answer the following questions: <p>❑ How do I notice and react to new information?</p> <p>❑ Which strategies did I use to enhance my understanding of what I was reading?</p>	Signed by teacher