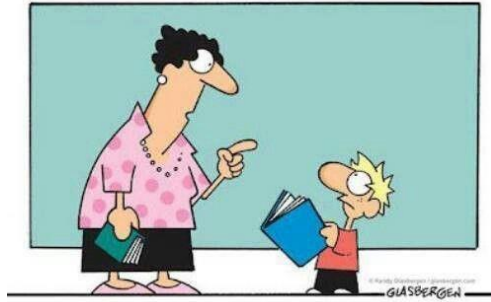


<b>Lesson 1d:</b> <b>Noticing and exploring thinking</b>	<p style="text-align: center;"><b>I can answer the following questions</b></p>	<b>Signed by teacher</b>
<p>Students read, and write their thoughts in their workbooks.</p> <p>Page heading: <b><i>What the story makes me think about.</i></b></p>	<p>☐ <b>How do I show evidence of my thinking practices?</b></p>	
<b>Lesson 1e:</b> <b>Read, write and talk.</b>	<p style="text-align: center;"><b>I can answer the following questions:</b></p>	<b>Signed by teacher</b>
<p>Reading is a social activity. As you read, take a note of your thoughts:</p> <p>Connections – what do I already know?</p> <p>Reactions – what do I think about this?</p> <p>What questions do I have?</p> <p>We discuss to create deeper meaning.</p>	<p>☐ <b>How does reading, stopping to think, and making notes about what I read keep me focused and help my comprehension?</b></p> <p>☐ <b>Why or how does discussion expand my thinking?</b></p>	
<p><b><i>Student assessment completion</i></b></p> <p><b><i>We look for evidence that students can:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Follow their inner conversation and leave tracks of thinking – reactions, questions, connections, inferences</i></b></li> <li><b><i>2. Students notice when they stray and are able to use ‘fix up’ strategies</i></b></li> <li><b><i>3. Students react to information as they read, and are able to jot down thoughts and reactions.</i></b></li> </ol>		
<b><i>Teacher signature:</i></b>		<b><i>Date:</i></b>





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

Continuum of skills	Indicators of success	
<b>Lesson 1a:</b> <b>Following the inner conversation</b>	<b>I can answer the following questions:</b>	<b>Signed by teacher</b>
<p>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.</p>	<p>❓ <b>What is inner voice?</b></p> <p>❓ <b>What information does my inner voice give me as I read?</b></p> <p>❓ <b>Why is inner voice so important?</b></p>	

<b>Lesson 1b:</b> <b>Noticing when we stray – and how to ‘fix it’</b>	<p style="text-align: center;"><b>I can answer the following questions:</b></p>	<p style="text-align: center;"><b>Signed by teacher</b></p>
<b>Fix up strategies:</b> <ul style="list-style-type: none"> <li>• reread</li> <li>• read on</li> <li>• ask a question</li> <li>• use background knowledge</li> <li>• stop and refocus</li> <li>• mark a place where you stray with a post-it</li> <li>• skip over unfamiliar names and places, find out their pronunciation after reading</li> </ul>	<p>❓ <b>What causes me to stray from my inner voice while reading?</b></p> <p>❓ <b>What ‘fix-up’ strategies did I try?</b></p> <p>❓ <b>Which ‘fix-up’ strategies work for me?</b></p>	
<b>Lesson 1c:</b> <b>Knowing what you know and don’t know</b>	<p style="text-align: center;"><b>I can answer the following questions:</b></p>	<p style="text-align: center;"><b>Signed by teacher</b></p>
<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>	<p>❓ <b>How do I notice and react to new information?</b></p> <p>❓ <b>Which strategies did I use to enhance my understanding of what I was reading?</b></p>	