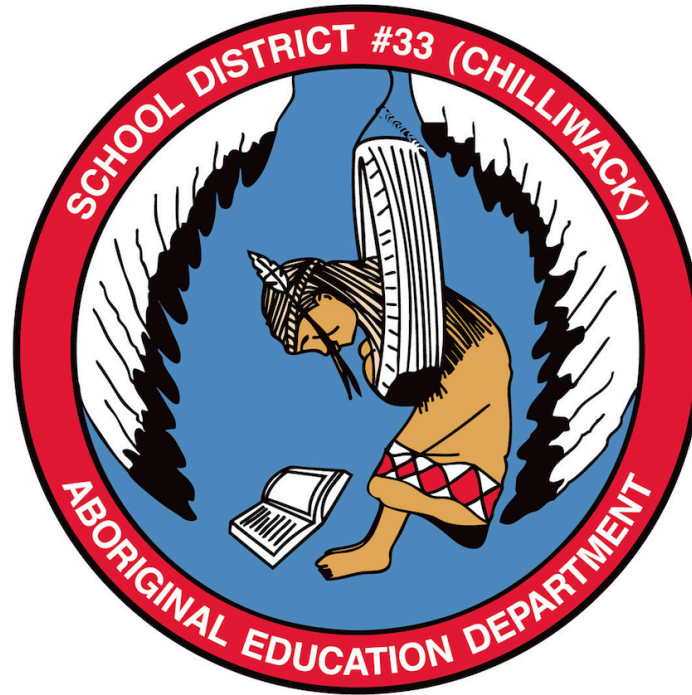


# Middle School Literacy In-Service Year 2 Round 3

Supporting Adolescent  
Learners  
2013-14





## Principles of Learning and Literacy

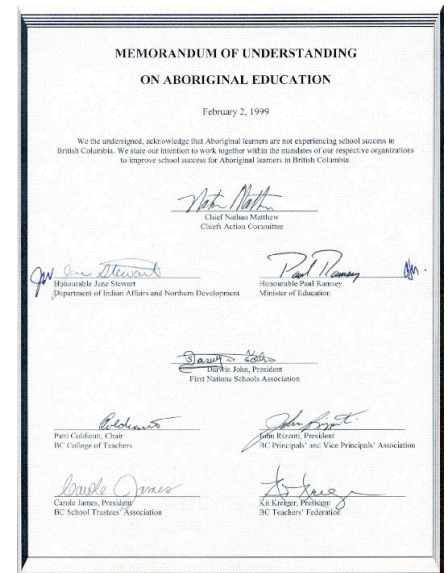
Integrating Aboriginal ways of learning and  
Indigenous literature into our teaching.

## Curriculum Drafts – The Professional Imperative

*The English Language Arts (ELA) K-9 curriculum reflects the importance of BC's Aboriginal worldviews and the importance of story in Aboriginal culture. It also recognizes the diverse nature of students in the BC school system. – ELA Draft*

# Data– The Moral Imperative

"We the undersigned, acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia." (1999)





# *Aboriginal Literature and Story*

Read Aloud

Shared  
Reading

Small Group  
Instruction

Independent  
Reading



Read Aloud

Modeling Reading Strategies

Access to Higher level Literature

Shared Literature Experiences

Expanding Vocabulary

Motivating

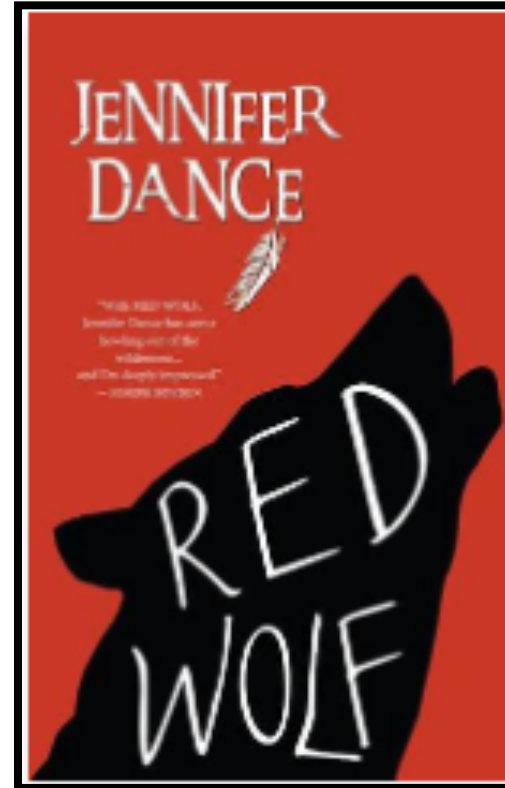
## Read Aloud

- Direct Instruction of reading strategies and ways of comprehending
- Provide background knowledge
- Model your thinking process
- Highlight literacy devices used by the author



## Read Aloud

- When I read this, I could feel the ground pulsing, I could feel the boy's pain and the image in my mind was dark and filled with violence.
- How did the author create that response in me? What words, phrases, literary devices did she use?







# Shared Reading

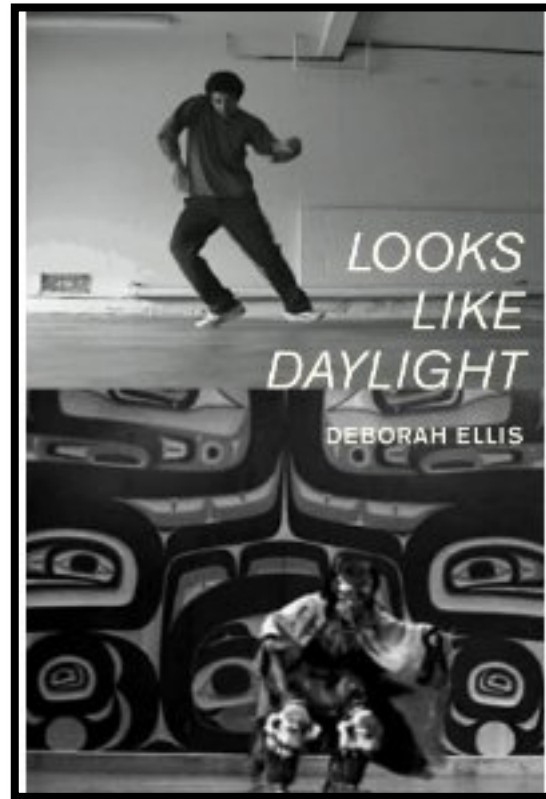
Builds Fluency

Connects Reading to  
Listening & Speaking

Motivates the Peer  
Orientated  
Adolescent Reader

## Shared Reading

- Partners read together
- Process text together – use a driving question or a BLM
- Practice fluency
- Build confidence

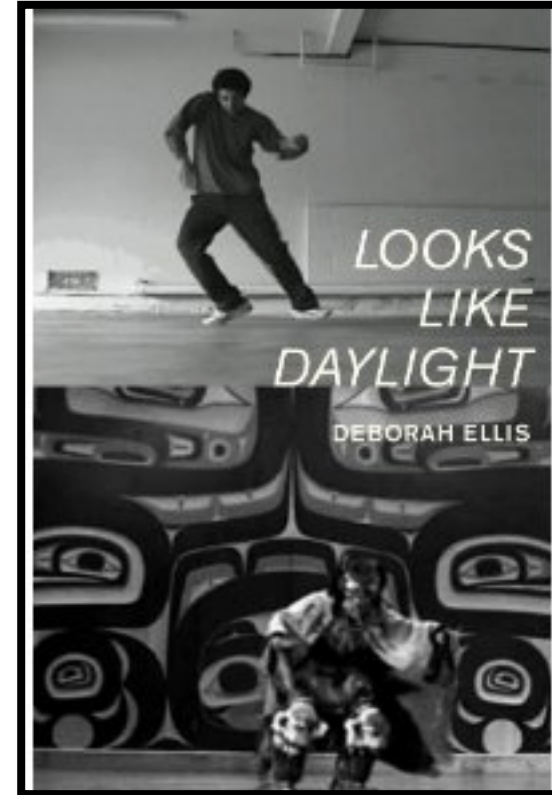




Shared  
Reading

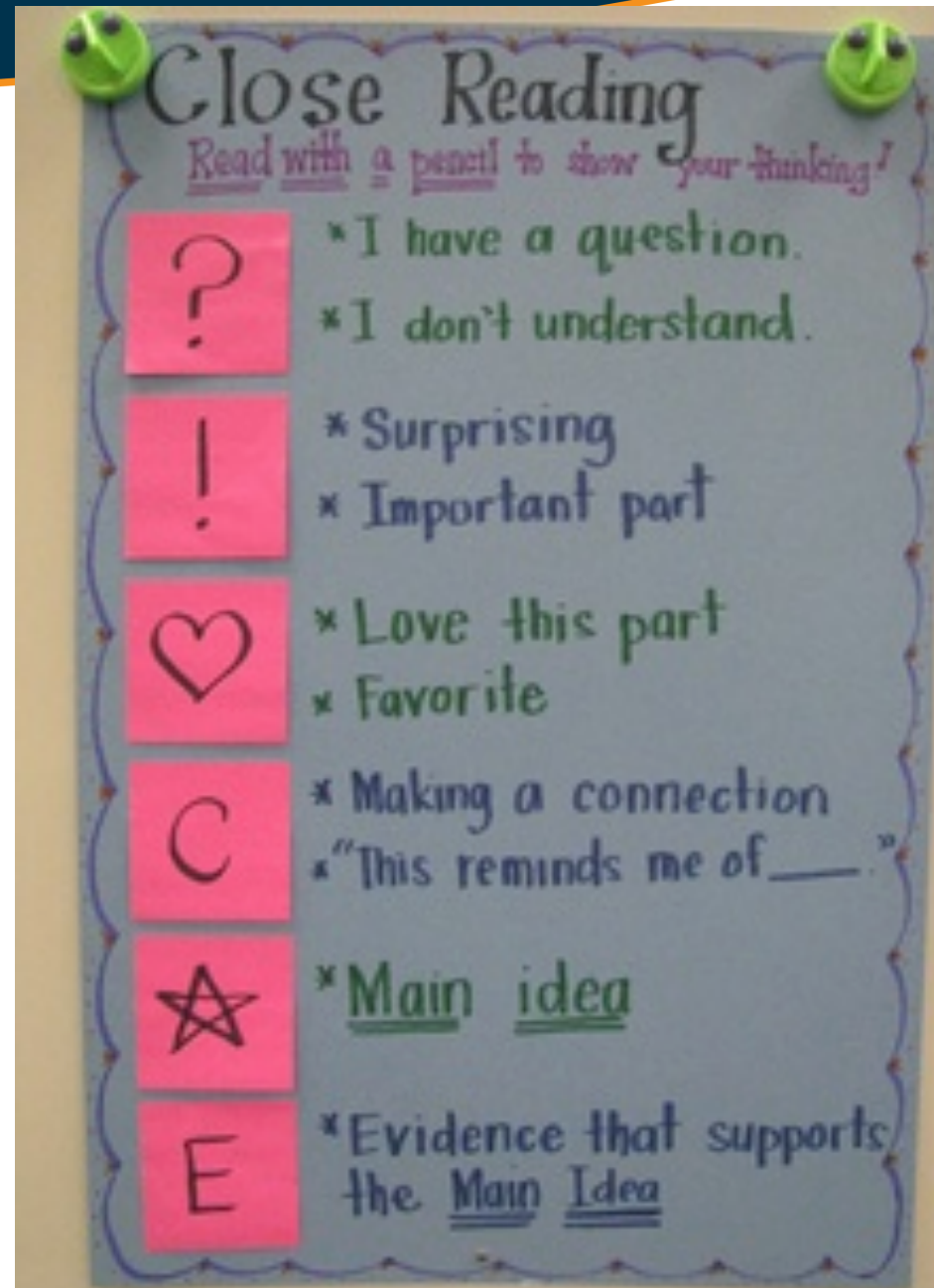
**CLOSE  
READING**  
IS A  
CAREFUL AND  
PURPOSEFUL  
**REREADING**  
OF A **TEXT**

*Dr. Douglas Fisher*

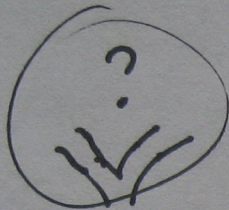


Annotation slows down  
the reader in order to  
deepen understanding

"Reading with a  
pencil"



Tone = Whistful?  
Nostalgic?



Who is the speaker?

Why not taken?

# The Road Not Taken

Where does the road go?

↓ Is it autumn?

Two roads diverged in a yellow wood,  
And sorry I could not travel both **regretful**  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Hmm...

shows takes time to think!

Literal Level:

A person is walking in the woods. + comes to a fork in the road. Tries to look down one road, but can't see where it leads. Both roads same - picks one but knows he'll never know what was down the other road. Thinks he will always wonder.

Modeling in 9<sup>th</sup> Grade English

Can't know

So, are the roads the same?

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and not walked on and wanted wear;  
Though as for that, the passing there  
Had worn them really about the same.

at that point - but still, similar.

↕ not so different

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!

? means stepped on

Yet knowing how way leads onto to way,  
I doubted if I should ever come back.

He knows once he picks, he'll never get the chance again

TRUE - ONCE HE PICKS, IT'S DONE

I shall be telling this with a sigh

will always wonder what might have been

- Figurative -  
In life, there are choices where neither one is so great that it jumps at you. You have to pick, so you do. And then that choice leads to people, experiences and you don't get to

What's down there

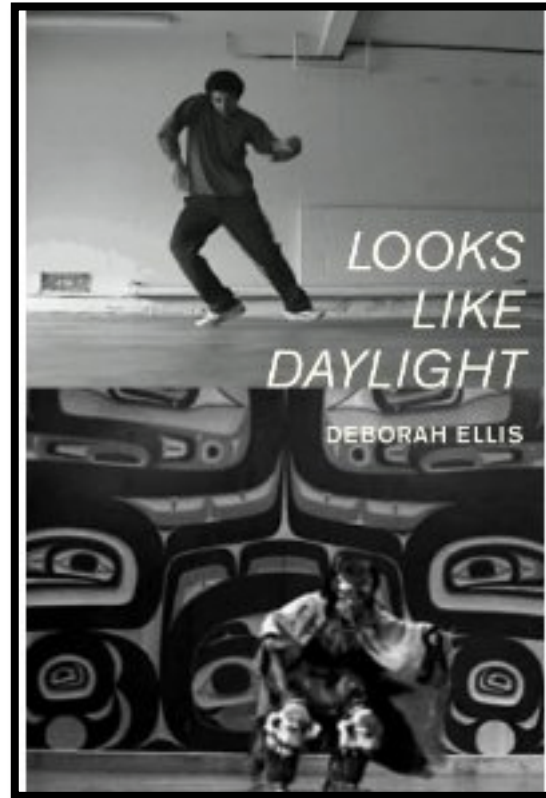
No one to show the way

That won't happen



## Shared Reading

- Follow close reading handout while you both read the chapter together
- Annotate text together





Small Group  
Instruction

Learner Specific

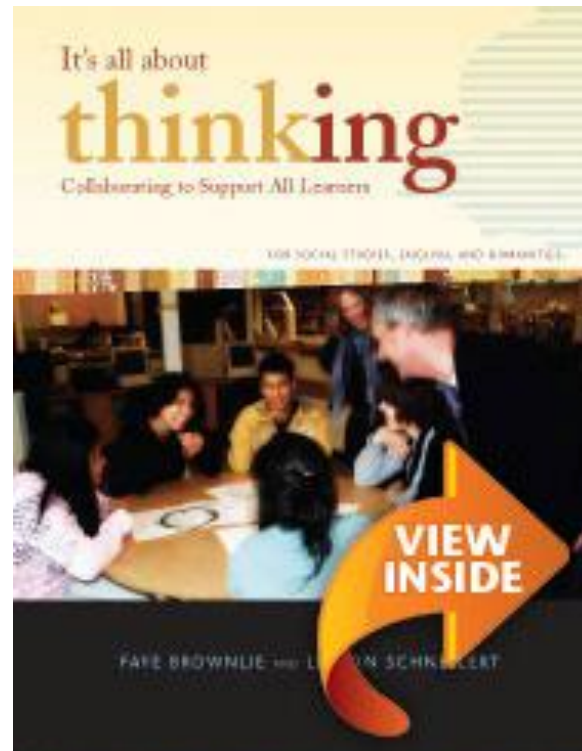
Vocabulary

Fluency

Comprehension

Word Work

# Literature Circle Structure – Chapter 6







# Literature Circles

There is great success in engaging students with text and conversation using literature circles

choose their own books

are never assigned roles

read at their own pace

Within these groupings,

**STUDENTS**

engage in conversations

are taught comprehension strategies

keep journals about readings and conversations

## Another Book Intro:

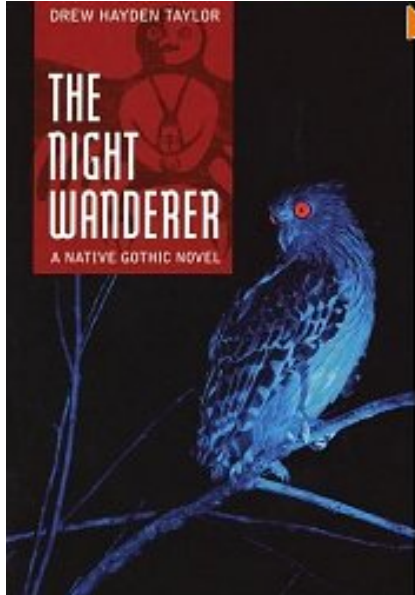
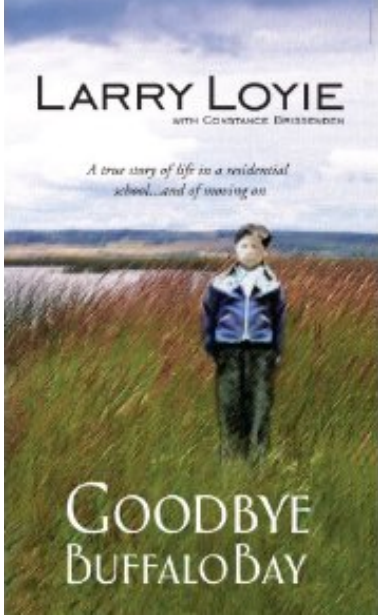
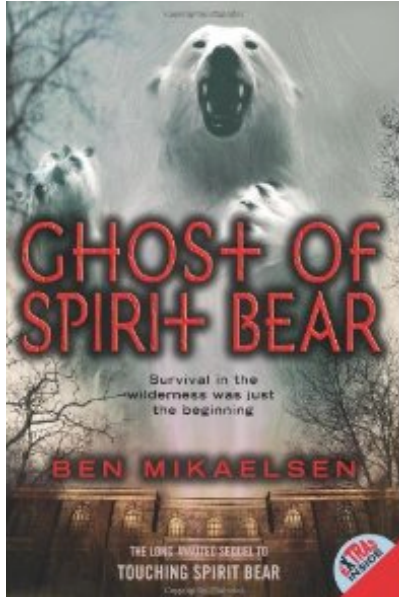
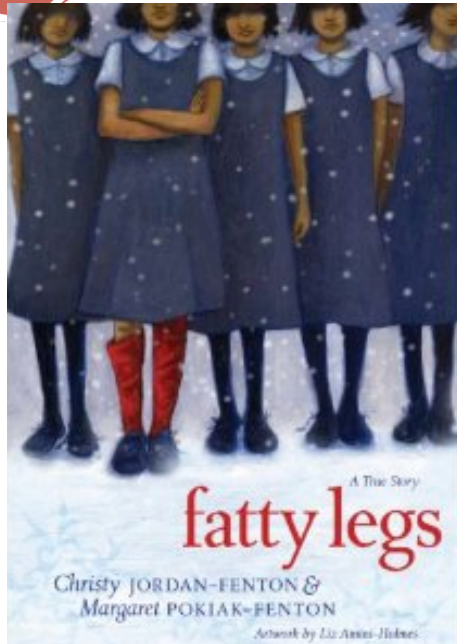
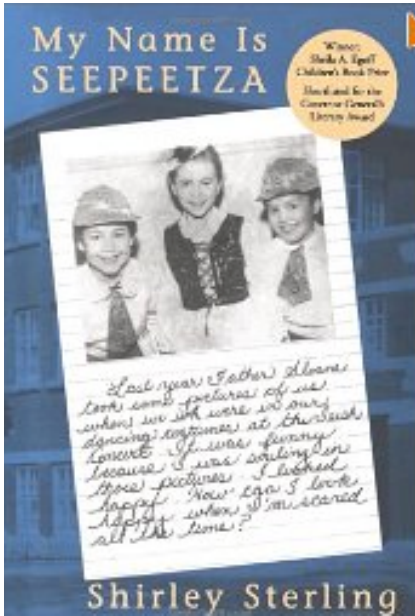
Students need:

- strategies to hook them into reading
- multiple ways into the books
- an opportunity to apply the strategies you have been teaching
- opportunities to talk with others about their thinking about their reading
- time to read independently

# The Plan

- Distribute 5-6 different first pages
- Have students read the page
- Students sketch what they 'see' on the page
- Students circle powerful words
- Students ask questions around the text
- Students meet with others reading the same page and compare their notes
- Students meet with others not reading the same page and compare their notes
- Students read independently, in the novel of their choosing

Small Group  
Instruction



# Say Something Strategy (aka Save the Last Word for Me, Final Word)

- Each student in turn shares a comment or a question connected with the chapter, or a quote from the chapter, or a response to the previous speaker's comments. A strategy like this avoids the situations where one student's comments are met with silence. It is the responsibility of each student to continue the conversation.
- No student may speak a second time until each student has had an opportunity to speak at least once. Students can say whatever comes to mind about a topic or a quote, add to the previous speaker's point, or try extending the conversation with a question.



# Independent Reading

Fosters the Love of  
Reading

Choice

Practice

Builds Stamina

## Independent Reading

In one of the most extensive studies of independent reading yet conducted, Anderson, Wilson, and Fielding investigated a broad array of activities and their relationship to reading achievement and growth in reading. They found that the amount of time students spent in independent reading was the best predictor of reading achievement and also the best predictor of the amount of gain in reading achievement made by students.

# 5 Pillars of Balanced AdLit Program





# Alternate Forms of Text



# Graphic Novels and 21<sup>st</sup> Century Literacies

- Because of television, advertising and the internet, the primary literacy of the 21<sup>st</sup> century is visual
- It's no longer enough to read and write text, our students must learn to process both words and pictures.
- Students must be able to move gracefully and fluently between text and images, between literal and figurative worlds.

Burmark, 2002

Kristi Johnston, February  
2014

## What the NCTE says....

- Because technology has increased the intensity and complexity of literate environments, the 21<sup>st</sup> century demands that a literate person possess a wide range of abilities and competencies, many literacies
- Visual literacy, media literacy, & conventional print literacy can be supported by teaching with the graphic novel format
- 21<sup>st</sup> century literacies require the ability to analyze & synthesize multiple streams of simultaneous information

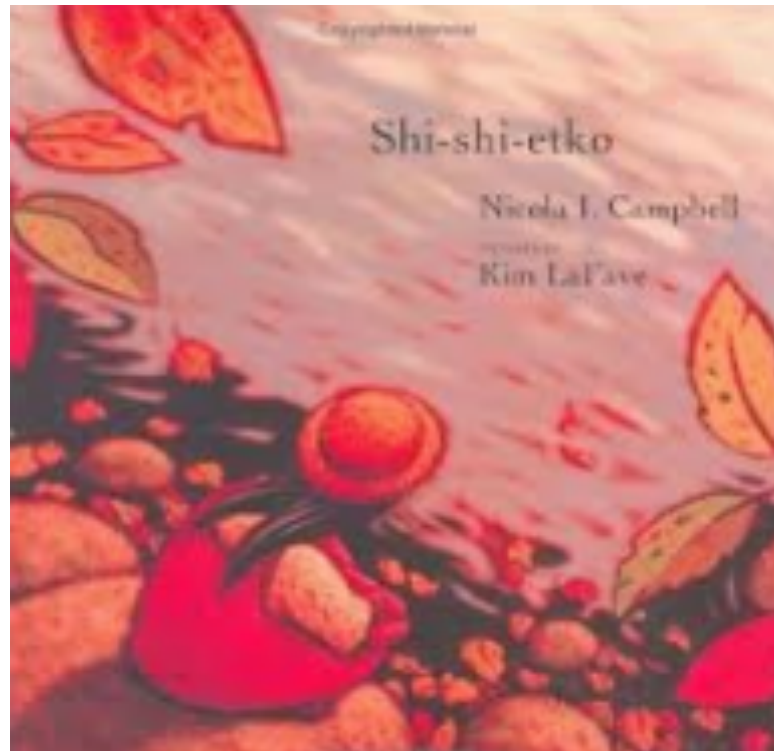


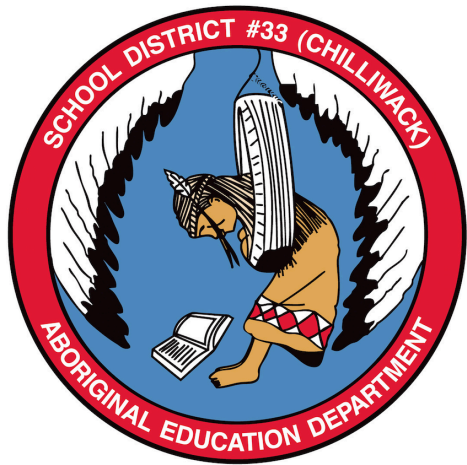
True comprehension goes beyond literal understanding and involves the reader's interaction with the text. To become thoughtful, insightful readers, students must construct their own meaning as they **make connections, ask questions, infer, select important ideas, synthesize and monitor their meaning making.** All of these strategies interact, intersect and occur simultaneously during the reading of a graphic novel.

Booth & Lundy, 2007

Kristi Johnston, February  
2014

# Aboriginal Lit Kits





# Project of Heart

*An inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada*