

Week One: Introduction to Reading Strategies

Weekly Focus: Comprehension
Weekly Skill: Reading Strategies

Lesson Summary: Today's lesson will focus on introducing students to signposts, or reading strategies, that will later aid in formulating evidence-based responses. Students will have time to practice identifying these signposts in a reading. Finally, students will be introduced to this unit's topic and begin to consider the essential question: "Why do we tell stories?"

Materials Needed: Flip chart paper (6 sheets), Signpost Activity, Signpost Descriptions, Signpost Bookmarks, *Thank You, Ma'am* by Langston Hughes, Reading Log (make multiple copies for each student; staple the pages), Reading Log—Teacher Guide

Objectives: Students will be able to...

- Implement one reading strategy with a partner
- Identify important parts of a text

Common Core Standards Addressed: RL.3.3, RL.3.7, RL.8.1, RL.8.3, RL.9-10.1, RL.9-10.3

***Notes to Teacher:**

The purpose of this lesson is to introduce students to reading strategies that will help guide future note-taking and to the practice of finding textual evidence to support ideas in discussion and writing. The Extended Responses students will be expected to write on the RLA and Social Studies tests will require evidence-based writing. The first step to being able to write with textual evidence is identifying it in the text. This lesson gives students different ways of entering the text.

Since this is an introduction to the different reading strategies, there will be more teacher-led activities in this lesson.

Please let students know they are not expected to be experts on these reading strategies by the end of this lesson. This is merely an introduction to them as we will be referring to them again and again throughout this unit.

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Activities:

New Student Orientation/Returning Student Testing:

Time: 70 minutes

- Returning students should TABE test
- New students should go through New Student Orientation

Break: 10 minutes

- ALL students will reconvene for class after break.

Icebreaker Activity and Classroom Expectations

Time: 15 minutes

- Have each student stand and say his/her name and one word that describes him/her. Encourage each student to participate.
- Go over classroom expectations.

Introduction to Reading Strategies:

Time: 35 minutes

- Begin by telling students that this next month they will be discussing and writing about the essential question, "Why do we tell stories?" Explain that each month there will be a new essential question. Today we are going to look at HOW to read, and then return to this essential question to wrap-up the lesson.
- Inform students that the responses they need to write for the RLA and Social Studies tests will require them to use evidence from the text. The basis of *writing* with evidence is being able to *first identify* evidence in the text. Explain that today you will introduce six reading strategies that will help them understand *how* to enter and engage with the text.
- Work through the attached Signpost Activity.
- When finished, hand out Signpost Descriptions and Signpost Bookmarks. Instruct students to KEEP these and BRING them to every class this unit (exception: Math).

Practice Reading Strategies:

Time: 50 minutes

- Hand out copies of *Thank You, Ma'am* by Langston Hughes.
- Read aloud through the entire piece, and have students follow along. Instruct students to mark words or parts of the text (with an 'x,' underline, etc.) that confuse them. Once you are done reading through it, have students ask their **clarification questions** to the class. Before you answer, see if a student can answer. DO NOT DISCUSS MEANING OF THE STORY HERE.
- Hand out a Reading Log to each student.
- Work through the first Contrast and Contradiction example from the teacher guide together. First, ask students, "Would you take someone who just tried to rob you home with you?" Tell them that this illustrates a contradiction—it contrasts with what we would expect her to do. So, in the first row of boxes on their reading logs, they should circle "Contrast and Contradiction." Next, have them write "page 1" in the first box as well as the signpost question, "Why would the character act this way?" in the third box. Lastly, ask them as a group what they think the answer to that question is: why would this woman bring him home? There is a sample answer in the teacher guide.

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- Next, pair students up and have them read through the reading again. Assign each group one of the following four signposts to look for, and instruct them to mark any parts where they see
 - a character acting in an unexpected way (Contrast and Contradiction),
 - a character offering wisdom (Words of the Wiser),
 - words or images that repeat (Again and Again), or
 - a character that has a flashback or remembers something suddenly (Memory Moment).

*There are not strong examples of Aha Moments or Tough Questions in this reading, so we will table those for another day.
 - Have students record their findings on their reading logs.
 - Wrap up the activity with a large group discussion by asking for an example from the story of each of the assigned signposts. As students share, make sure they point to the text to support their answer.
- NOTE: Students may be able to identify different signposts for the same excerpt. The important thing is that they are making a sound argument as to *why* they believe an excerpt reflects a particular signpost.

Wrap Up:

Time: 10 minutes

- Say to the class, "After reading "Thank You, Ma'am," and seeing that there can be many layers of meaning in the one short story, why do you think we (people in general) tell stories? What is the purpose of a story?"
Possible answers may include:
 - To teach a lesson
 - To entertain us
 - To make us think about something
 - To understand people better
 - To convey a message
- Tell students to keep this question in the back of their minds because we will be looking at this question from different angles over the course of this unit.

Differentiated Instruction/ELL Accommodation Suggestions	Activity
If possible, pair advanced-level students with low-level students	Practice Reading Strategies
Have teachers circulate as pairs are working on filling in their reading logs.	Practice Reading Strategies

Teacher Resources: *Notice and Note* by Kylene Beers and Robert E. Probst (Portsmouth, NH: Heinemann), 2013.

SIGNPOST ACTIVITY—TEACHER ONLY

***Tell students they do NOT need to write as you write for this particular activity. The goal is to talk about the different signposts, or reading strategies. You will give them a handout with the information later.**

1. Write “**Contrasts and Contradictions**” on a piece of flip chart paper (or the board). Ask students what “contrast” and “contradiction” mean. When the class has a basic understanding of these words, read the following scenario:

Mary is ALWAYS on time for class and never misses a day. In fact, she usually arrives *at least* 30 minutes early each day with a huge smile on her face. On Tuesday, Mary didn't show up to class. She was 15 minutes late on Wednesday, and looked very depressed.

Ask, “Would you be concerned about Mary? Why or why not?”

Students should be able to identify that Mary's absence on Tuesday and her tardiness and sad demeanor on Wednesday is a contradiction because it is unexpected behavior from her. It should make them wonder what happened.

Lastly, write the definition on the flip chart paper, along with the text clue and text question.

Definition: The character acts in a way that is contradictory or unexpected given how he or she usually acts.

Text Clue: Author shows feelings or actions the reader hasn't seen before or doesn't expect.

Question: Why would the character act this way?

Hang the paper in the room.

2. Write “**Aha Moment**” on a separate piece of flip chart paper. Ask students what it means to have an “Aha Moment.” Have they ever had an “Aha Moment” they would be willing to share?

Once students have identified what an “Aha Moment” is, write the following on the flip chart paper and hang it in the room.

Definition: The character realizes or starts to realize something that changes his or her actions or thinking.

Text Clue: Characters say “I realized” or “I suddenly knew” or “Now I know why...”

Question: What might the character do now?

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3. Write **“Tough Questions”** on another piece of flip chart paper. Ask students what they think a “tough question” would be. Is there a difference between a clarification question and a tough question?

Once students have given some ideas, give the following examples of tough questions:

- What is my role in my family?
- What is my responsibility to my children?
- Should the United States go to war with _____ ?
- Will this penny shatter if I drop it from a height of 1000 feet?

**Note that these questions have nothing to do with fictional reading. Students will notice some of these signposts in other subjects as well.*

VS. Clarification or Informational Questions:

- What is the title of the book?
- How do I get to the bank from here?
- Does red or blue look better with my hair?

Write the following on the flip chart paper and then hang it in the room:

Definition: Character asks a tough question that reveals his or her concerns (inner conflict).

Text Clue: Character asks self or another a difficult question.

Question: What does this question make me wonder about?
 What does it tell me about the character?

YOU MAY STOP HERE IF YOU ARE RUNNING OUT OF TIME OR IF YOU THINK YOUR STUDENTS WILL BE OVERWHELMED DOING ALL SIX. IN THE PRACTICE READING ACTIVITY (Thank You, Ma'am) ONLY POINT OUT THE FIRST THREE STRATEGIES YOU COVERED.

4. Write **“Words of the Wiser”** on another piece of flip chart paper. Ask students what they think constitutes a wise person. Is it important to listen to wise people?

Write the following on the flip chart paper, noting to the class that there are sometimes moments in the text where it is clear there is wisdom being shared with someone. When finished, hang it in the room.

Definition: An older character (mentor, advisor, parent, etc.) gives advice or an insight to the main character.

Text Clue: A wiser, often older, character offers a life lesson, usually in a quiet moment.

Question: What is important about that message?

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5. Write “**Again and Again**” on another piece of flip chart paper. Ask students, “What do you think this refers to?” Ideally, someone will provide a comment about repetition.

Provide these examples of “Again and Again:”

- An author may use similar words like large, big, huge, etc. when describing the same thing at different points in the story.
- An author may repeat the same word or idea A LOT.
- You may see examples of “Again and Again” in history: patterns of war, reasons for war, crimes that occur frequently, etc.

Write the following on the flip chart paper; then, hang it in the room:

Definition: The author keeps bringing up the same image, phrase, or inference.

Text Clue: A repeated image, phrase, or reference.

Question: Why do you think the author brings this idea up again and again?

6. Write “**Memory Moment**” on a separate piece of flip chart paper. Ask students what a flashback is. Have they ever been doing one thing, and then they are suddenly reminded of something that already happened? Ask if a couple students are willing to share.

Write the following on the paper:

Definition: The author interrupts the flow of the story by letting the character remember something.

Text Clue: “I suddenly remember...”; “I remember...”; or “Thinking back...”

Question: Why might this memory be important?

Definitions, text clues, and questions taken from *Notice and Note* (Portsmouth, NH: Heinemann) by Kylene Beers and Robert E. Probst. Adaptation language by Terry Brennan and Joan Boyce, Reading Specialists, Wauwatosa, Wisconsin.

SIGNPOST DESCRIPTIONS

Contrasts and Contradictions

Definition: The character acts in a way that is contradictory or unexpected given how he or she usually acts.

Text Clue: Author shows feelings or actions the reader hasn't seen before or doesn't expect.

Question: Why would the character act this way?

Aha Moment

Definition: The character realizes or starts to realize something that changes his or her actions or thinking.

Text Clue: Characters say "I realized" or "I suddenly knew" or "Now I know why..."

Question: What might the character do now?

Tough Questions

Definition: Character asks a tough question that reveals his or her concerns (inner conflict).

Text Clue: Character asks self or another a difficult question.

Question: What does this question make me wonder about?
What does it tell me about the character?

Words of the Wiser

Definition: An older character (mentor, advisor, parent, etc.) gives advice or an insight to the main character.

Text Clue: A wiser, often older, character offers a life lesson, usually in a quiet moment.

Question: What is important about that message?

Again and Again

Definition: The author keeps bringing up the same image, phrase, or inference.

Text Clue: A repeated image, phrase, or reference.

Question: Why do you think the author brings this idea up again and again?

Memory Moment

Definition: The author interrupts the flow of the story by letting the character remember something.

Text Clue: “I suddenly remember...”; “I remember...”; or “Thinking back...”

Question: Why might this memory be important?

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Reading Log

Name:

Page # (or Paragraph # for short readings)	Signpost I Noticed (<u>circle</u> one)	Signpost Question	My Notes About It
	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment		
	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment		

Signposts taken from *Notice and Note* (Portsmouth, NH: Heinemann) by Kylene Beers and Robert E. Probst.

*The following are just a few examples of what students might say. Some of the examples have multiple page numbers. However, encourage students to list them **one at a time**.

Reading Log—Teacher Guide

Page # (or Paragraph # for short readings)	Signpost I Noticed (<u>circle one</u>)	Signpost Question	My Notes About It
p.1, p.3	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment	Why do you think the author brings this idea up again and again?	The author keeps repeating images like, "large woman," "large purse," and "weight of the purse." This makes me think he is really trying to get the point across that she is a large woman and he is a frail boy. I wonder what would happen if she was a small woman and if he was a large man? Would she still have the courage to take him home?
p.1	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment	Why would the character act this way?	The large woman took the boy home. If someone tried to steal my purse, the last thing I would think to do would be to take him to my house. This seems like very unexpected behavior in a situation like this. Maybe the woman felt compassion for him or maybe he reminded her of herself at one point in her life.

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p.2, p.3	<p>Contrasts and Contradictions</p> <p>Aha Moment</p> <p>Tough Questions</p> <p>Words of the Wiser</p> <p>Again and Again</p> <p>Memory Moment</p>	<p>What is important about that message?</p>	<p>The woman tells the boy his face is dirty and that he needs to clean it. She also sits and talks with him over dinner about her experiences. She is an older woman, and seems to be acting like a mother figure when she takes him to her house. Maybe she is trying to teach him a lesson about how to take care of himself.</p>
p.3	<p>Contrasts and Contradictions</p> <p>Aha Moment</p> <p>Tough Questions</p> <p>Words of the Wiser</p> <p>Again and Again</p> <p>Memory Moment</p>	<p>Why might this memory be important?</p>	<p>When the woman is talking to the boy, she pauses and becomes silent before saying that she “has done things, too, which I would not tell you son...” The fact that she is remembering that she has a past that she is ashamed of may be a reason why she has compassion on him, takes him to her house and feeds him.</p>
p.3	<p>Contrasts and Contradictions</p> <p>Aha Moment</p> <p>Tough Questions</p> <p>Words of the Wiser</p> <p>Again and Again</p> <p>Memory Moment</p>	<p>Why would the character act this way?</p>	<p>The boy “barely managed to say “Thank you” before she shut the door. And he never saw her again.” This seems odd that she would spend all that time with him and then shut the door in his face. I expected that she would become an important person in his life, but they never spoke again. She seemed a little abrasive when she was picking him up by his shirt in the beginning. She also didn't want to get too personal with him (she didn't tell him what</p>

Signposts taken from *Notice and Note* (Portsmouth, NH: Heinemann) by Kylene Beers and Robert E. Probst.

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			<p>she has done). So maybe she didn't know how to have a relationship or maybe she just didn't want to.</p>
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