

## Reading Comprehension Skills and Strategies: Self-Directed Gamified HyperDoc Unit

### Author's Purpose Lesson Plan Criteria

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<b>Lesson Goals:</b>	At the end of this lesson, each student should be able to say, I can: <ul style="list-style-type: none"> <li>- Define "author's purpose."</li> <li>- Explain the difference between persuade, inform and entertain.</li> <li>- Identify the author's purpose within a range of communication forms.</li> </ul>
<b>Outcomes Targeted:</b>	Outcome: Learners will create meaning (listening, reading, and viewing comprehension) from a range of communication forms.
<b>I can statement</b>	I can...define, explain and identify the author's purpose for communication.
<b>Key Vocabulary and Skills:</b>	Key Vocabulary: <ul style="list-style-type: none"> <li>- Author's Purpose</li> <li>- Persuade</li> <li>- Inform</li> <li>- Entertain</li> </ul>
<b>Material Needed:</b>	Educational Technology: <ul style="list-style-type: none"> <li>- Chromebook Access</li> <li>- Own Device (Cell Phone or Digital Camera)</li> <li>- Headphones</li> <li>- Youtube Video - Author's Purpose</li> <li>- Screencastify Instructional Video</li> <li>- Twitter Handle</li> <li>- Kahoot! Gamified Quiz Link</li> <li>- Author's Purpose Board Game Link</li> </ul>

### Lesson:

<b>Introduction (Teacher organized)</b>	<b>Hyperlink</b>
<b>Unit Overview:</b> In order to outline the self-directed gamified hyperdoc unit for students, the accompanying explanation will be posted and shown to the class to outline expectations, goals, and procedures associated with the overall unit.	<a href="#">Self-Directed Gamified HyperDoc Unit explanation Video</a>

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<p><b>Guided Learning (The Activity) Individual or Group</b></p> <p><b>Author's Purpose Hyperdoc Lesson Overview:</b> This hyperdoc activity is built as a self-directed mini-lesson along with multiple formative activities to allow students to demonstrate their understanding of the concept being presented and allow me to monitor their progress and level of understanding throughout the activity in order to supply authentic and timely feedback and intervention if required. Students are able to work through the hyperdoc at their own pace and interact with a variety of technology integration to show their progress.</p> <p>Lesson: The hyperdoc is divided into three sections....</p> <p style="text-align: center;"><b>Guide on the Side</b></p> <p><b>Section #1 - "Explore"</b></p> <p>Part A: In this section students will learn about the key concept, in this case author's purpose, through a medium of their choice. They can choose to watch a video about it or read a digital handout by selecting the appropriate link. Students are able to watch the lesson multiple times or reread any information when necessary. Students may choose to look at both if they feel it will help cement their understanding.</p> <p>Part B: Next, students will watch an instructional video about the key concept presented by clicking the appropriate link. Here I walk students through specific examples of how to identify the author's purpose within a piece of text by walking them through my thinking. Students are also able to join in and do the practice with me in order to build their skills and compare it to my answers to allow them to get a sense of their own overall understanding.</p> <p><b>Section #2 - "Explain"</b></p> <p>In this section students will complete two pieces of formative assessment which will allow them to demonstrate their understanding and explain what "author's purpose" is in their own words. The two activities use diverse technology integration by using programs such as Twitter and Kahoot! to allow students to share their knowledge and collaborate with others in the class.</p> <p style="text-align: center;"><b>Meddler in the Middle</b></p> <p>As students complete these activities, I can monitor their progress and check in with students who may be having difficulty with the key concept or reinforce that students seem to have a clear understanding of the key concepts to provide positive feedback. This is effective as some students are reluctant to put up their hands and ask questions, so I am able to proactively see their progress and provide authentic and timely feedback prior to them moving on to the next section of the hyperdoc. This is in addition to circulating around the classroom while they work to answer any questions that might come up.</p> <p><b>**Please see attached hyperdoc for detailed instructions about what to do for each activity and all required links.</b></p>	<p><b>Hyperlink</b></p> <p><a href="#">Author's Purpose Hyper Doc</a></p>
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### Section #3 - “Apply”

In this section students will now apply their knowledge using a game-based activity. Students will be asked to use their understanding of author’s purpose to complete a digital board game with a partner that has students identifying which example of author’s purpose would apply in various situations.

Students will earn a digital badge based on their achievement level (outlined in hyperdoc). Students may attempt the game as many times as they like as there is no “punishment” for failing or not beating it. Students who receive a badge, may also want to replay the game to see if they get a higher score and replace their original badge with a higher one.

These badges will be “handed out” digitally at the end of every class to celebrate students' achievement and be placed on the achievement board that is posted for the class to see.

\*\*All badges can be viewed by clicking on the accompanying hyperdoc  
\*\*Example of Achievement Board can be found linked below.

### Grand Finale Class Share

During the last 5-10 minutes of class, students will be given the opportunity to celebrate and share their achievement(s) from that class and the achievements of their fellow classmates. The idea is that this would create a collaborative, supportive and celebratory atmosphere within the room that would be motivating and engaging in a way that fosters higher achievement as students will want to be celebrated. This will also help to support an overall positive and supportive classroom environment.

This achievement board will be presented to students as a “view only” document in order to prevent students from adding in unearned badges or deleting badges earned by their fellow students.

Students who received badges for that day will have them placed on the class achievement board for all to see. After receiving their badge, they will be given an opportunity to share one thing that they have learned about the skill or strategy they received a badge for, in this case author’s purpose.

*\*\*\*If this was done during online learning or if the student would prefer, they could record their “what they learned” statement using FlipGrid and then it could be shown to the class or students could go in and view them independently.*

**Hyperlink**

[Achievement Board Link](#)

### Taxonomy of 21C verbs

**Evaluate and Leverage**

Students will have to evaluate a series of passages in order to identify the author's purpose for writing them. They will then have to leverage the knowledge in order to complete the digital board game in order to receive an achievement badge.

#### Apply and Interconnect

Students will have to apply their understanding of the three types of author's purpose and interconnect it with the wider community in which they live in order to complete the "Twitter talk" activity.

#### Analyze and Synthesize

Students will have to analyse various types of texts and synthesize the information contained in it in order to identify the author's purpose for creating it.

#### Communicate and Collaborate

Students will do this digitally through their twitter talk which will allow the class to work collaboratively to create a class resource outlining the various communication forms from around their community and provide each other with concrete examples. This can be used as a reference point throughout the school year to remind ourselves what purpose author's have from communicating.

Students will also have to collaborate and think critically when participating in the digital board game activity, as they take turns to demonstrate their understanding back and forth.

## Pedagogy

Differentiation:

- 1) Students can choose how they want to learn about the author's purpose and how to identify them within a passage. There are video presentations for visual and auditory learners or text-based digital handouts for students who prefer to read and learn that way.
- 2) Students are asked to find examples around their own community of various forms of communication and the author's purpose behind them. This allows students to explore where they live and make it part of their authentic learning.
- 3) Instructional videos are recorded and allow students to watch and rewatch them as necessary to help them with their overall understanding of "author's purpose".
- 4) Students are given the choice on how to demonstrate their learning through the Twitter activity as they can find any form of communication they wish or one that is readily available to them.
- 5) Badges are given out for different success rates during the final formative game. It is scaffolded in a way that allows students to gain recognition for their achievement even if they don't come in first in the digital board game. (silver, and gold). Students can also try this game as many times as they want without any "punishment" for not succeeding on their first try. This allows students to feel and be successful and motivates them to do well. It also allows students to go back and try again to increase their scores to achieve "higher" badges.

**Assessment and Evaluation:**

**Hyperlink**

### Formative Assessment:

[Achievement Board Link](#)

- Responses to Twitter Talk and Kahoot! activity will be posted and reviewed to ensure student understanding of key concepts. These responses will allow me to conduct interventions or provide additional support such as conferencing if it is noted that students are having some difficulties with the concept of author's purpose.
- Digital Board Game Badges - Students will have the opportunity to complete the digital board game at the end of the hyperdoc. Students will receive a specific badge based on their performance. This badge will act as a form of formative assessment as it will mark their achievement level as outlined in the hyperdoc. These achievement badges will be placed on an electronic "achievement board" for the class to see and will be updated at the end of each class as a way to share and celebrate student achievement daily.

### Adaptations:

As scaffolding, as well as voice and choice, have been directly woven into the overall planning in order for students to bring in "just right" texts, have choice in learning styles, and have the opportunity to try things multiple times without fear of failure, many adaptations are already built-in, in order to give all students an opportunity to succeed.

However some possible adaptations could include the following...

- Supply students with a device and allow them to take a photo of a text in school for twitter talk assignment should they not have a device. They could also find an image from the internet instead of taking their own.
- Find additional video or audio clips to explain author's purpose

### Cross Curricular Connections

As this lesson, as well as the overall unit, is dedicated to creating meaning from a range of different communication forms, there are numerous cross curricular connections that can be made. The following are some of the ways in which these skills and strategies can be leveraged in other classes outside of English Language Arts.

**Social Studies:** Grade 9 Citizenship students could be thinking about an author's purpose when exploring their Digital Citizenship unit and investigating internet safety around topics such as phishing and email

scams. It could help them to understand what the author's purpose is for composing them, asking for certain personal information, and why they want their email to look legitimate.

**Science** - Students are often asked to create campaigns around endangered animals or global pollution. Students can think about author's purpose when they themselves are trying to persuade others in the school to reduce their waste or donate to a certain cause. This could help them make more effective informational posters by having a better understanding of what could be placed on them to make them more impactful.

## School Student Success Plan

**Oyster Pond Academy SSP Literacy Goal:** *"To improve student achievement in reading comprehension with a focus on critical thinking within non-fiction text."*

This lesson, as well as the unit overall, directly supports OPA's SSP literacy goal as each mini-lesson provides students with specific skills and strategies that will support them in creating meaning from a range of texts, including non-fiction texts.

By recognizing and identifying an author's purpose for writing, students will be able to better understand why a text was written and think more critically about what they are reading it and why it is being presented to them.

## Cultural Relevance

This author's purpose hyperdoc incorporates a variety of strategies to ensure that culturally responsive pedagogy is a focus in both the presentation of the lesson and the execution of the various tasks and activities students will undertake.

### Voice and Choice:

**Introduction:** Students are given a choice on how they wish to learn about the subject matter, in this case author's purpose. They have been afforded the opportunity to learn about what they are and how to identify them through either a video presentation should they be more auditory and visual learners or if they prefer to read about it, there is the option to read a digital handout. This allows students to choose which learning style suits them best and allows them to rewatch or reread the information as many times as they need to to support their understanding.

**Twitter and Kahoot! Activities:** Students are given the choice as to what type of text or image they want to use as an example to show their learning in the twitter talk activity. They get to also take the photo from their own community which allows them to make it a more personal assignment.

The Kahoot! quiz game is not done in a competitive format, as many Kahoot! quizzes are often done. Students are able to take their time without the fear of a timer running out on them or racing their fellow classmates in this practice activity.

**Badges:** As there are a range of badges that can be won, it allows all students the opportunity to succeed and strive for the level that they want to reach. If they are happy completing the activity and getting a lower level badge, that is okay. If they want to push to get the highest level badge in all the unit categories, that is alright as well.

## Post Lesson Reflection

Teacher Based Reflection: During this unit I will take observational notes about how students are interacting with the lesson, as well as garner feedback from students during informal discussions throughout the unit.

In addition, a feedback form will be given to students at the end of the unit in order for them to provide more insight about the various lessons and the presentation of the material. This will be done anonymously to allow students to feel that they can speak freely and provide me with more honest feedback.

Both the teacher-based observational note form and student feedback form will inform my teaching practice moving forward and provide insight into any changes or revisions that may need to be made.

[Teacher Observation Form](#)

[Gamified Reading Skills and Strategies Unit Student Feedback Form](#)