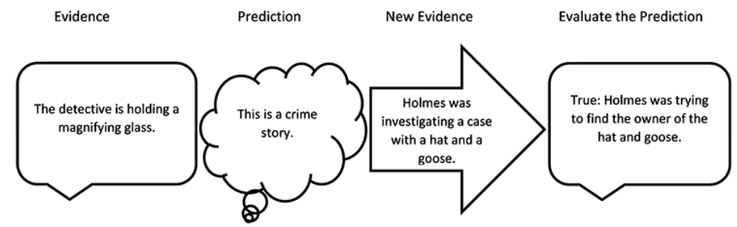
Gr 5 – Comprehension

Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.				
Guiding Question	How does the interpretation of evidence support comprehension of texts?				
Learning Outcome	Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			**This outcome means that students will:** ● **Develop a love of reading that fosters a lifelong passion and skill.** ● **Utilize a variety of comprehension strategies before, during, and after reading.** ● **Understand the merit in accessing diverse strategies to better comprehend the text.** ● **Appreciate that reading serves different purposes including but not limited to pleasure, entertain, inform, or persuade.** ● **Monitor comprehension and understand the benefit of reading for meaning.**	Deepen Student Thinking: ● Access to classroom libraries offering current and attractive book options. ● Connections to real world events/real-time. ● Book Clubs/Conversations about books.
Knowledge	**Understanding**	**Skills & Procedures**	**High Yield Instructional Strategies (Mini-lessons, Routines):** Scheduled review, mini-lessons, mentor texts, conferencing/feedback, student sharing/conversation, uninterrupted reading, writing about reading, teacher as reader, co-constructed criteria (ex. reading conferences), content/language objectives (clarity for *what* and *how* - student "I can" statements)		**Concepts**
Comprehension strategies that can be used to understand and interpret complex texts include ● predicting ● inferring ● making connections ● summarizing ● synthesizing ● evaluating Evaluating is a comprehension strategy where readers make judgements based on textual evidence. Comprehension is enhanced when reading is fluent and self-monitored. Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including ● rereading ● adjusting reading rate ● asking questions ● using context clues ● using supporting resources ● metacognition Metacognition is an awareness that involves thinking about one's thinking to improve comprehension. Comprehension is enhanced when the purpose for reading is clear. Managing information involves researching, organizing, and using information for specific purposes.	Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.	Use a variety of comprehension strategies before, during, and after reading texts. Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Monitor comprehension and apply skills to support understandings of texts.	**Comprehension Strategies:** **ONGOING:** ***Consider curriculum connections to Writing/Writing About Reading*** **Lesson Template Structure: Readers' Workshop Lesson Structure** **Metacognition** Metacognition, or thinking about one's thinking, is key to facilitating lasting learning experiences and developing lifelong learners. Linda Darling-Hammond and her colleagues (2003) identify two types of metacognition: reflection, or "thinking about what we know," and self-regulation, or "managing how we go about learning." ● Mini-Lesson on Metacognition Exemplar - Awareness of One's Thinking While Reading **Predicting** ○ **Video to Support Teaching Predictions by Heinemann Publishing** ○ Mini-Lesson on making predictions - sample here ○ Model through read-aloud: making predictions before, during and after reading. ■ Modeling with both fiction and non-fiction texts. How can you use the text structures to also make predictions? ● Text Forms and Structures ■ Cross-curricular connections - predictions in Science, Math ■ Review the text and plan for places that you will stop to model making predictions. If desired, write your predictions on Post-it notes and place them on the pages where you plan to share your predictions. ■ Create an anchor chart to record your predictions together as a class. *Samples below.* ■ ELL Sentence Frames: ● I think _____ will happen because _____ ● I bet _____ ● I'm guessing _____ ● Since ____ happened, I think that _____ will happen ● I think the character will ___ because _____ ● I think I will learn _____		**Predicting:** This strategy involves the ability of readers to get meaning from a text by making informed predictions. Good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read. **Inference:** As a reading strategy, inferring requires readers to use prior knowledge and the information stated in a text to draw conclusions. **Schema:** Schema is a reader's background knowledge. It is all the information a person knows – the people you know, the places you have been, the experiences you have had, the books you have read – all of this is your schema. Readers use their schema or background knowledge to understand what they are reading. **Making Connections:** Text-to-Self, Text-to-Text, Text-to-World Making Connections is a critical reading strategy that helps students make meaning of what they're reading. When they make connections to the text that they're reading, it's going to help them make sense of what they're reading, help them retain the information better, and help them engage more with the text itself. **Summarizing:** Summarizing is a critical reading strategy where students take large selections of text and reduce them, making sure to include the main points and the general idea of the author's writing. The purpose of this strategy is to pull out the main ideas out of the passage and focus on the key details.



Source: Iowa Reading Research Center

MY PREDICTIONS	TEXT EVIDENCE	REFLECT, REVISE, & REFINE

Source

Inferring

- Background information for teachers: What, Why, Extensions, ELL Supports
  - Differentiating between Prediction vs. Inference
- 5 Mini-Lessons Topics on Inferencing
  - Why schema is important when making inferences
  - Difference between Literal vs. Inferential Information
  - Inferences through observations
  - Determining if evidence supports inference
  - Writing with inferential information
- **Mini Lessons on Inferring** *Reading Strategies Book* by Jennifer Serravallo. Consider using:
  - Lesson 6.1: How's the Character Feeling (Serravallo, 2015, p.166)
  - Lesson 6.2: What's in the Bubble (Serravallo, 2015, p.167)
  - Lesson 6.3: Put On the Character's Face (Serravallo, 2015, p.168)
  - Lesson 6.4: Feelings Change (Serravallo, 2015, p.169)
  - Lesson 6.9: Text Clues/Background Knowledge (Serravallo, 2015, p.174)
  - Lesson 6.13: Yes, But Why (Serravallo, 2015, p.178)
  - Lesson 6.14: Interactions Lead to Inferences (Serravallo, 2015, p.179)
  - Lesson 6.15: Out-of-Character Character(Serravallo, 2015, p.180)
  - Lesson 6.17: Talk and Actions as Windows (Serravallo, 2015, p.182)
  - Lesson 6.19: More Than One Side (Serravallo, 2015, p.184)
  - Lesson 7.1: - 7.24 (Serravallo, 2015, p.194-217)
  - Lesson 11.7: Picture It (Serravallo, 2015, p.306)
  - Lesson 11.11: Infer to Figure it Out(Serravallo, 2015, p.310)
- Modeling with a graphic organizer
- Connecting outcomes with Text Forms and Structures, Vocabulary
  - Inferring with wordless books
  - Inferring with picture books
  - Inferring with text without illustrations
  - Inferring with poems
  - Inferring about characters
  - Inferring about theme
  - Inferring the meaning of unfamiliar words
  - Inferring the meaning of unfamiliar words
  - Inferring to answer questions
  - Inferring using fiction and non-fiction texts
- Interactive activities to support inferencing: Clue Mystery Board Game, New York Times "What's Going On in This Picture"
- See anchor chart in Serravallo (2015) *The Reading Strategies Book*
- on p.17.

Making Connections

- Background Information for Teachers: Research, and Strategy In-Practice
- Mini-Lesson(s) on Text-to-Self Connections, Text-to-Text, and Text-to-World Connections
- Mini Lesson on Surface Connections vs. Deep Connections

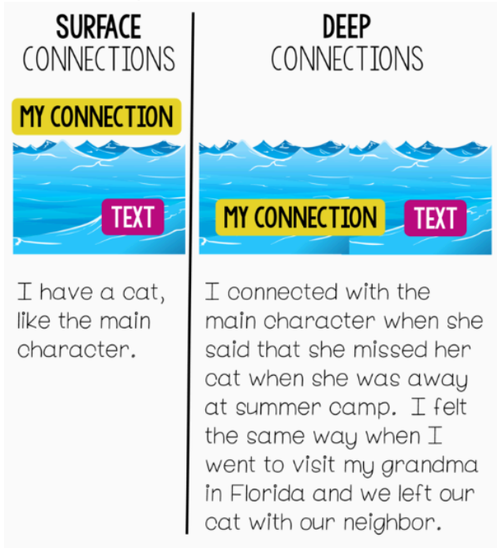
Synthesizing:
Synthesizing a text is the process of pulling together background knowledge, newly learned ideas, connections, inferences and summaries into a complete and original understanding of the text.

Fluency:
Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately.

Evaluating:
Evaluating is a reading strategy that is conducted during and after reading. This involves encouraging the reader to form opinions, make judgments, and develop ideas from reading. Teachers can create evaluative questions that will lead the student to make generalizations about and critically evaluate a text.

Self-Monitoring:
Self-monitoring strategies help students independently keep track of what they do and do not understand while reading a complex text.

- Consider Mini-Lesson in “Revisiting the Reading Workshop” - Lesson Plan: Making Connections Text-to-Text p.79.
- Text-to-Self Connection prompts:
  - What does this remind me of in my life?
  - How is this similar to my life?
  - How is this different from my life?
  - Has something like this ever happened to me?
  - How does this relate to my life?
  - What were my feelings when I read this?
- Text-to-Text Connection prompts:
  - What does this remind me of in another book I’ve read?
  - How is this text similar to other things I’ve read?
  - How is this different from other books I’ve read?
  - Have I read about something like this before?
- Text-to-World prompts:
  - What does this remind me of in the real world?
  - How is this text similar to things that happen in the real world?
  - How is this different from things that happen in the real world?
  - How did that part relate to the world around me?



Source

- Graphic organizer exemplar:

Source: Literacy in Focus

Summarizing

- Background Info for Teachers: Research, Cross-Curricular Connections
- Teaching Summarizing So Students Actually Understand - Background Info for Teachers
- Mini Lesson on Summarizing
- **Mini Lessons on Summarizing** *Reading Strategies Book* by Jennifer Serravallo. Consider using:
  - Lesson 1.2: The WHOLE and Teeny-Tiny Details (Serravallo, 2015, p.25)
  - Lesson 5.3: Summarizing What's Most Essential (Serravallo, 2015, p.136)
  - Lesson 5.12: Angled Summaries for Highlighting Deeper Ideas (Serravallo, 2015, p.145)
  - Lesson 5.16: Summarizing with "Somebody…Wanted…But…So" (Serravallo, 2015, p.149)
  - Lesson 8.3: Topic/Subtopic/Details(Serravallo, 2015, p.224)
  - Lesson 8.14: Time=Parts (Serravallo, 2015, p.235)
  - Lesson 8.18: Shrink-a-Text w/Partner (Serravallo, 2015, p.239)
  - Lesson 9.8: Read, Cover, Remember, Retell (Serravallo, 2015, p.257)
  - Lesson 10.4: Caption it! (Serravallo, 2015, p.277)
  - Lesson 13.7: Five Sentence Summary (Serravallo, 2015, p.362)

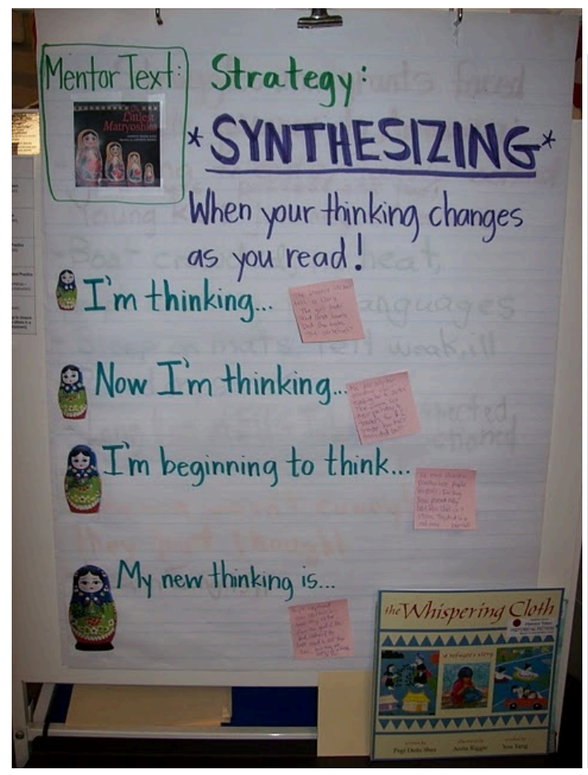
Synthesizing

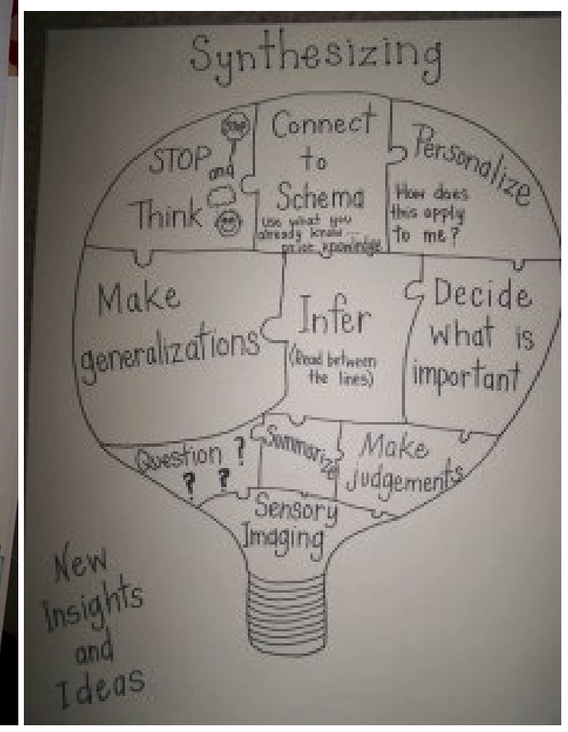
- Background information for teachers
- **Mini Lessons on Synthesizing** *Reading Strategies Book* by Jennifer Serravallo. Consider using:
  - Lesson 8.1: One Text, Multiple Meanings (Serravallo, 2015, p.222)
  - Lesson 8.6: Survey the Text (Serravallo, 2015, p.227)
  - Lesson 9.5: Gather Up the Facts (Serravallo, 2015, p.254)
  - Lesson 10.8: Fast Facts Stats (Serravallo, 2015, p.281)
  - Lesson 10.9: Diagrams Show and Tell (Serravallo, 2015, p.282)
  - Lesson 10.10: Why a Visual? (Serravallo, 2015, p.283)
  - Lesson 10.20: Primary Sources (Serravallo, 2015, p.293)
  - Lesson 11.22: Read Up the Ladder (Serravallo, 2015, p.321)
  - Lesson 13.17: Compare Books for New Ideas (Serravallo, 2015, p.371)
  - Lesson 13.22: Idea Connections (Serravallo, 2015, p.376)
  - Lesson 13.23: Pile it On (Serravallo, 2015, p.377)
- Mini-Lesson on Summarizing vs. Synthesizing

Summary	Synthesis
recalling the author's most important ideas from the text in order ---------- • Readers gather the most important pieces of information from the text • Readers only use information in the text for form their summaries • Readers tell important information in the order they appear in the text related words: retells, restates, paraphrases	a reader's ongoing, ever-changing understanding of a text ---------- • Readers increase their knowledge (have a new, deeper, or changed understanding of an idea) by forming syntheses • Readers go beyond the text for form syntheses related words: evolves, changes, integrates, combines

Source: The Classroom Nook

- Strategies to Teach Synthesis

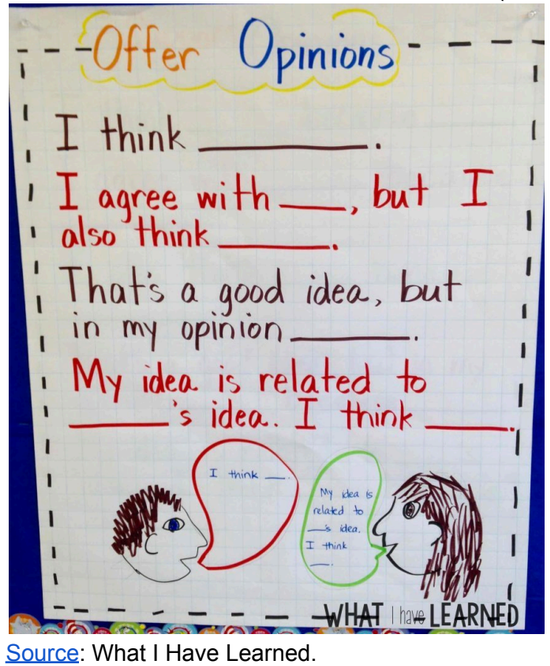
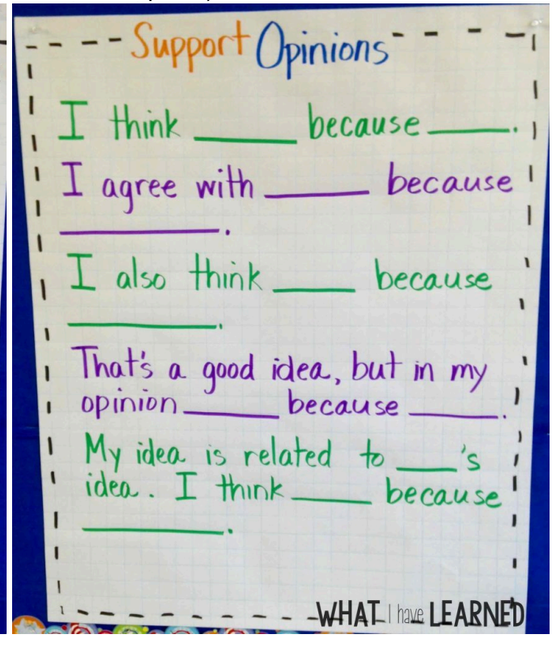




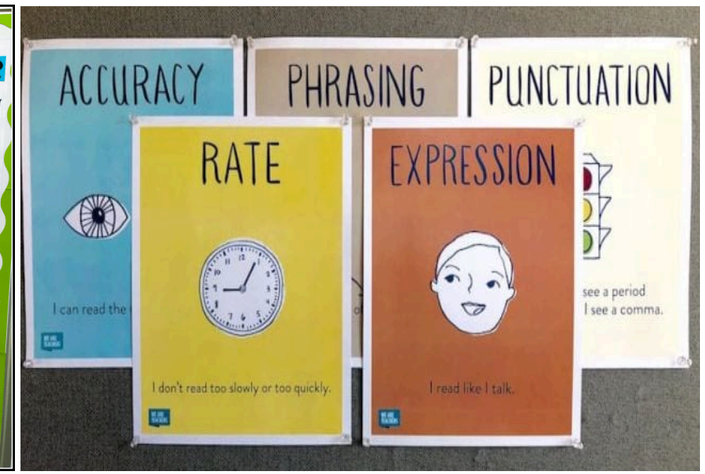
Source: Mr. Bonasera's Classroom Web Site

Evaluating

- **Draw connections to Writing Outcomes and Text Forms and Structures Outcomes**
  - Cross-curricular connections to Science, Math
- **Meeting of the Minds - Lesson using Evaluation Strategy**
- **Read, Discuss, Debate - Evaluating Both Sides of Argument**
- **Reading Like a Historian: Re-Assessing Reliability**
- The Art of an Argument - Lesson Exemplar

			○ *Students will be able to read texts from reliable sources on both sides of an issue and then take a stance on the issue.* ● Video - Arguments and Claims Mini Lesson ● Video - Critical Thinking Reading Comprehension Strategy lesson: Evaluating ○ Evaluating is more than just forming an opinion. It's about making an informed opinion or decision. ○ Modify and/or use this lesson as inspiration to give students a process to help them think critically about the information they read. ■ Restate part of the text as a question, ■ Come up with criteria to judge the guiding question, ■ Play with the text to reveal other perspectives, and ■ Try to keep an open mind by starting with the other side. ● Evaluating Legitimate Sources Mini-Lesson (connect to #Relationships, Digital Literacy) ● Consider a modified version of this exemplar: Evaluating Reading Strategy Lesson Plan ● Strategies for Evaluating from *Reading Strategies Book* by Jennifer Serravallo. Consider using/modifying: ○ Lesson 5.14: Chapter-End Stop Signs (Serravallo, 2015, p.147) ○ Lesson 5.27: Analyzing Historical Contexts (Serravallo, 2015, p.160) ○ Lesson 6.6: Back Up Ideas About Characters with Evidence (Serravallo, 2015, p.171) ○ Lesson 6.1: Character Comparisons (Serravallo, 2015, p.176) ○ Lesson 6.16: The Influences on Character (Serravallo, 2015, p.181) ○ Lesson 6.22: Consider Character in Context (Serravallo, 2015, p.187) ○ Lesson 6.23: What's in a Character's Heart (Serravallo, 2015, p.188) ○ Lesson 8.4: Ask Questions, Form Ideas (Serravallo, 2015, p.225) ○ Lesson 8.9: Most Important…to Whom? (Serravallo, 2015, p.230) ○ Lesson 8.10: What Does the Author Say? What Do I Say? (Serravallo, 2015, p.231) ○ Lesson 8.11: Add Up Facts to Determine Main Idea (Serravallo, 2015, p.232) ○ Lesson 8.13: Opinion-Reasons-Evidence (Serravallo, 2015, p.234) ○ Lesson 8.15: Why Does the Story Matter? (Serravallo, 2015, p.236) ○ Lesson 8.16: What? and so What? (Serravallo, 2015, p.237) ○ Lesson 9.13: Important vs. Interesting (Serravallo, 2015, p.262) ○ Lesson 9.19: Event Connections (Serravallo, 2015, p.268)   Source: What I Have Learned. **Fluency**	

- Background Information for Teachers, Instructional Strategies & Research
- Instructional Strategies and Mini-Lesson Ideas for Teaching Fluency
    - *Can be modified and adapted for a Grade 5 classroom.*
- Fluency Resources - Mini-Lesson Ideas & Activities
- Fluency Activities
- Teaching Fluency to Older Students- Instructional Strategies & Research
- Strategies for Reading with Fluency from *Reading Strategies Book* by Jennifer Serravallo. Consider using/modifying:
    - Lesson 4.1: Read it Like You've Always Known It (Serravallo, 2015, p.108)
    - Lesson 4.3: Use a "This is Interesting" Voice (Serravallo, 2015, p.110)
    - Lesson 4.5: Say Goodbye to Robot Reading (Serravallo, 2015, p.112)
    - Lesson 4.6: Punctuation at the End of a Sentence (Serravallo, 2015, p.115)
    - Lesson 4.8: Punctuation Inside a Sentence (Serravallo, 2015, p.117)
    - Lesson 4.11: Make Your Voice Match the Feeling (Serravallo, 2015, p.118)
    - Lesson 4.16: Read Like a Storyteller (Serravallo, 2015, p.123)
    - Lesson 4.17: Push Your Eyes (Serravallo, 2015, p.124)
    - Lesson 4.18: Partners Can be Fluency Teachers (Serravallo, 2015, p.125)
    - Lesson 4.19: Snap to the Next Line (Serravallo, 2015, p.126)
    - Lesson 4.20: Make the Pause Match the Meaning (Serravallo, 2015, p.127)
    - Lesson 4.21: Read it How the Author Tells You (Serravallo, 2015, p.128)



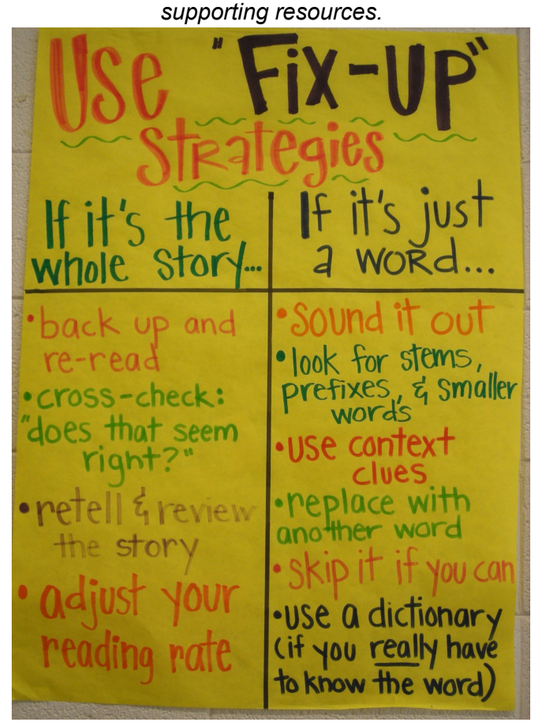
Source: We are Teachers.

Self-Monitoring (AKA Fix-Up Strategies)

- Reading Strategy Mini Lesson Plan: Using Fix-Up Strategies (see Orehovec & Alley, 2003, p.78)
    - Recommended books see p.70
    - Individual Mini-Lesson(s)/Modeling with Mentor Text: Re-reading to clarify, skipping ahead, using context and syntax, identifying confusing parts, identifying confusing vocabulary (connect to vocabulary outcomes)
    - Fix-Up Strategies - Free Printable Bookmark
- Reread - strategy for comprehension
- Mini-Lesson: Re-Reading with Colour - A Reading Strategy for Older Students
- Mini-Lesson: Adjusting Reading Rate
- Mini-Lesson, Resources and Strategy in Action: Asking Questions While Reading
- Mini-Lesson (Video) to Adapt: Asking Questions as a Reading Strategy
    - Modeling questions before, during and after reading.
- Mini-Lesson Exemplar: Deep vs. Surface Level Question (Thick vs. Thin)
- Mini-Lesson Exemplar (can be modified for Gr.5 Level): Using Context Clues
    - Using Context Clues Interactive Activity
    - Mini-Lesson on 4 Types of Context Clues: Synonym, Antonym, Example, Explanation

- *Link to [Vocabulary Outcomes]*

- Strategies for Monitoring while reading from *Reading Strategies Book* by Jennifer Serravallo. Consider using/modifying:
  - Lesson 1.9: Back Up, Revise (Serravallo, 2015, p.32) - *re-reading*
  - Lesson 2.5: Retell and Jump Back In (Serravallo, 2015, p.82) - *re-reading*
  - Lesson 2.6: Fixing the Fuzziness (Serravallo, 2015, p.83) - *asking questions while reading*
  - Lesson 2.21: You've Got to Get it to Be Engaged (Serravallo, 2015, p.68) - *stop and reflect, asking questions while reading.*
  - Lesson 3.2, 3.3, 3.6, 3.12, 3.13, 3.15, 3.18, 3.19, 3.20 - *using supporting resources to decode an unknown word*
  - Lesson 3.7: Slow Down the Zoom, Zoom, Zoom to Make Sense (Serravallo, 2015, p.86) - *adjusting reading rate*
  - Lesson 3.8: Think (While You Read the Words) (Serravallo, 2015, p.87) - *re-reading*
  - Lesson 3.9: Make Attempts that Make Sense (Serravallo, 2015, p.88) - *using supporting resources*
  - Lesson 7.17: Readers Ask Themselves Questions (Serravallo, 2015, p.210)
  - Lesson 8.4: Ask Questions, Form Ideas (Serravallo, 2015, p.225)
  - Lesson 9.4: Check Yourself (Serravallo, 2015, p.253) - *re-reading and asking questions*
  - Lesson 9.7: Click and Clunk (Serravallo, 2015, p.256) - *re-reading*
  - Lesson 9.11: Code a Text (Serravallo, 2015, p.260)
  - Lesson 11.16: Be Word Conscious (Serravallo, 2015, p.315) - *asking questions, using supporting resources.*



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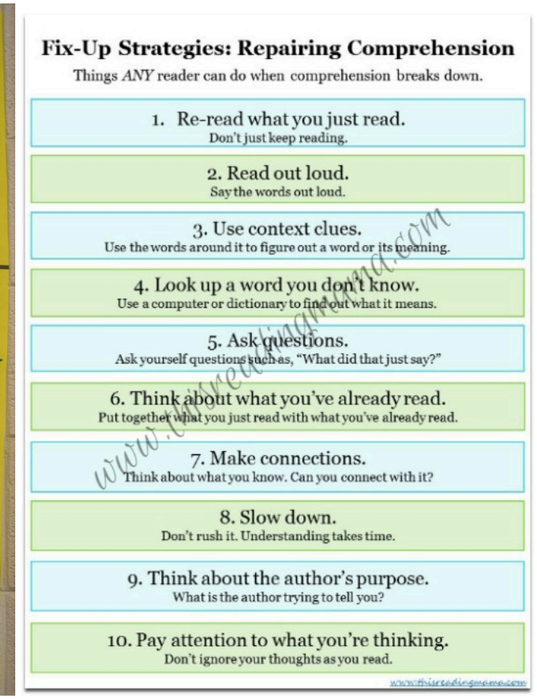

Source: This Reading Mama

Resources

Orehovec, B., & Alley, M. (2003). Revisiting the reading workshop: Management, Mini-Lessons, and Strategies. Scholastic.
The Reading Process

Guiding Question	How does the interpretation of evidence support comprehension of texts?	Learning Outcome	Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

This outcome means that students will:

- **Develop a love of reading that fosters a lifelong passion and skill.**
- **Utilize a variety of comprehension strategies before, during, and after reading.**
- **Understand the merit in accessing diverse strategies to better comprehend the text.**
- **Appreciate that reading serves different purposes including but not limited to pleasure, entertain, inform, or persuade.**
- **Monitor comprehension and understand the benefit of reading for meaning.**

Deepen Student Thinking:

- Access to classroom libraries offering current and attractive book options.
- Connections to real world events/real-time.
- Book Clubs/Conversations about books.

Knowledge	Understanding	Skills & Procedures	High Yield Instructional Strategies (Mini-lessons, Routines)	Concepts
			Scheduled review, mini-lessons, mentor texts, conferencing/feedback, student sharing/conversation, uninterrupted reading, writing about reading, teacher as reader, co-constructed criteria (ex. reading conferences), content/language objectives (clarity for *what* and *how* -student "I can" statements)	
Connections with texts that can provide evidence include • text to self • text to text • text to world Summarizing includes identifying main ideas and using supporting evidence.	Comprehension can be enhanced when connections with texts are supported by summarized evidence.	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	**Lesson Template Structure: Readers' Workshop Lesson Structure** Connections to Writing Outcomes and Text Structures & Forms Also see # Relationships Lesson 1 **Background Knowledge Required** - Understanding of making connections (Text to Self, Text to Text, Text to World) & Summarizing Text. • Making Connections Lesson Exemplar & Handout • Making Connections Writing Exemplars & Background Info for Teachers • Learning for Justice - Making Connections Lesson Exemplar • Lesson 7.11: Book to Book Connections (Serravallo, 2015, p.204) • Lesson 7.15: The Real World in My Book (Serravallo, 2015, p.208) • Lessons 7.16: Stories Teach Us About Life Issues (Serravallo, 2015, p.209) • Making it Relevant - Helping Students Connect to the World Today ○ Modify & adapt to suit Gr. 5 level	**Making Connections** Text-to-Self, Text-to-Text, Text-to-World Making Connections is a critical reading strategy that helps students make meaning of what they're reading. When they make connections to the text that they're reading, it's going to help them make sense of what they're reading, help them retain the information better, and help them engage more with the text itself. **Summarizing** Summarizing is a critical reading strategy where students take large selections of text and reduce them, making sure to include the main points and the general idea of the author's writing. The purpose of this strategy is to pull out the main ideas out of the passage and focus on the key details.
			Resources	

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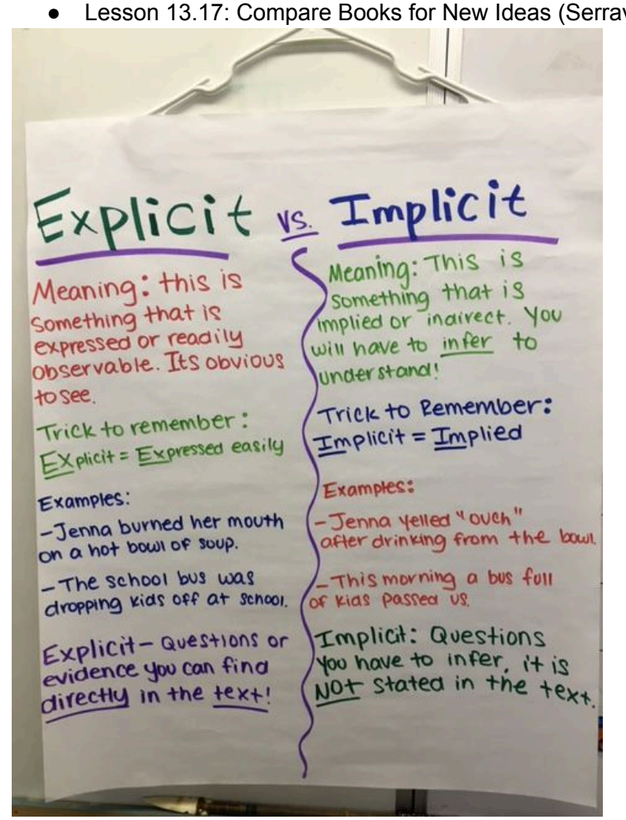
Ideas and information in texts can be explicit or implicit. Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.	Comprehension and interpretation of texts requires attention to ideas or information that	Examine ideas and information within texts that are explicit and implicit.	**Lesson Template Structure: Readers' Workshop Lesson Structure** Consider connections to **Text Structures and Forms**, **Oral Language Outcomes** **and Writing Outcomes**	**Explicit information:** Is clearly stated, leaving nothing implied. **Implicit information:** Denotes that something is understood although not clearly or directly expressed or conveyed—there is implication, assumption, or question.

	may be explicit or implicit.	Make inferences based on content that is implicit in texts.
		
		Revise or confirm predictions based on new or additional information from texts or additional sources.
		
		Analyze ideas and information in texts to interpret and respond.
		
		Use evidence from texts or additional sources to support responses and interpretations.
			Mini-Lesson: Explicit vs. Implicit Information - Lesson Exemplar
			● Background Information - Implicit & Explicit Information
			● Fact/Opinion and Explicit/Implicit Information Activity Exemplar
			● Scheduled Review: Using inferencing (see mini-lessons in previous section), making predictions + asking questions as reading strategies to support the identification of explicit or implicit ideas within text.
			  ○ **Important to recall that inferences are formulated through *evaluating* both explicit and implicit information. ****
			  ○ **Important to recall that predictions are made before, during and after reading. Predictions are reviewed and re-negotiated.**
			● Scheduled Review: Plot, Characters, Setting, Main Ideas
			  ○ Connection to Text Forms & Structures
			● Background Knowledge - Evaluating information (reading strategy), Fact vs. Opinion
			● 5 Mini Lessons on using evidence from the text to respond
			● Mini Lesson Ideas for Teaching Students to Find Text Evidence
			● Mini Lesson on Strategy to Respond with Text Evidence
			● Using Colour Coding to Identify Text Evidence (modify/adapt as needed)
			● Mini-Lesson Idea for Finding Evidence from Multiple Sources
			● Lesson 6.6: Back Up Ideas About Characters with Evidence (Serravallo, 2015, p.171)
			● Lesson 9.9: Generic vs. Specific (Serravallo, 2015, p.258)
			● Lesson 13.17: Compare Books for New Ideas (Serravallo, 2015, p.371)
			 
			
				Interpretation:
				The action of explaining the meaning of something.

			Source	
			Resources	

Guiding Question	How does the interpretation of evidence support comprehension of texts?	**Learning Outcome**	Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

This outcome means that students will:

- **Develop a love of reading that fosters a lifelong passion and skill.**
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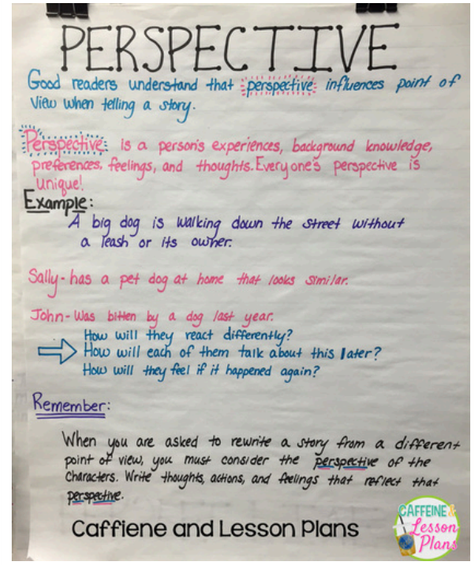
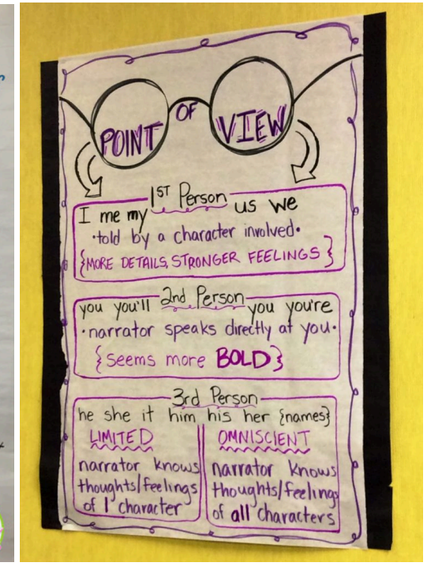
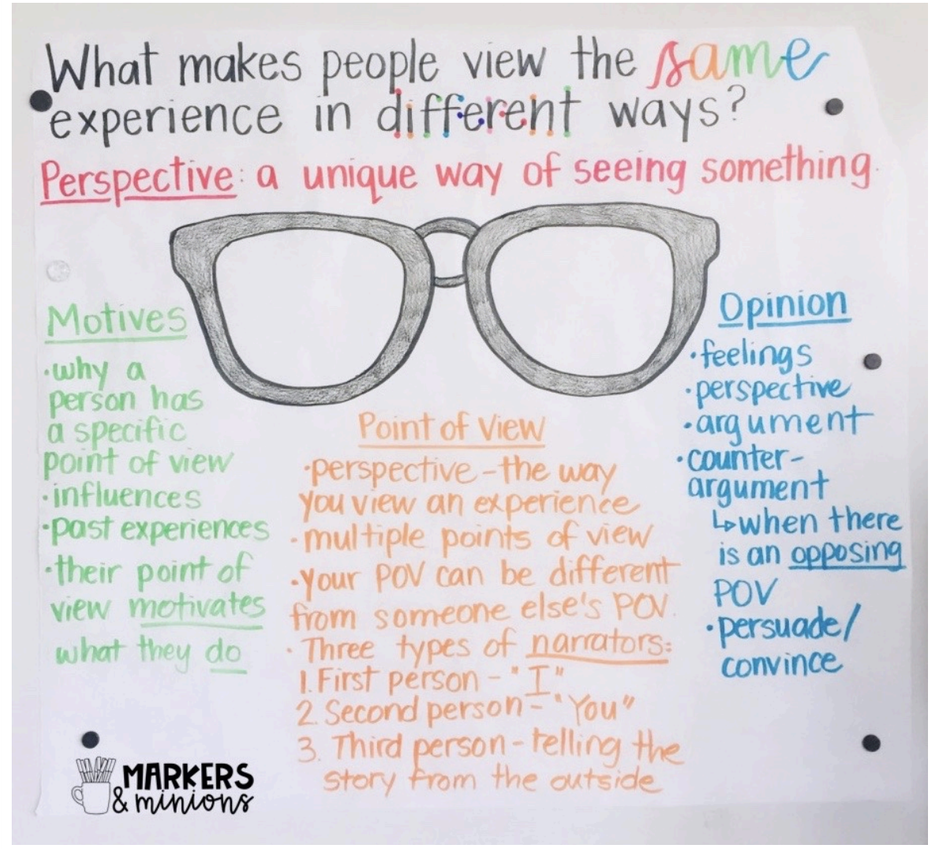
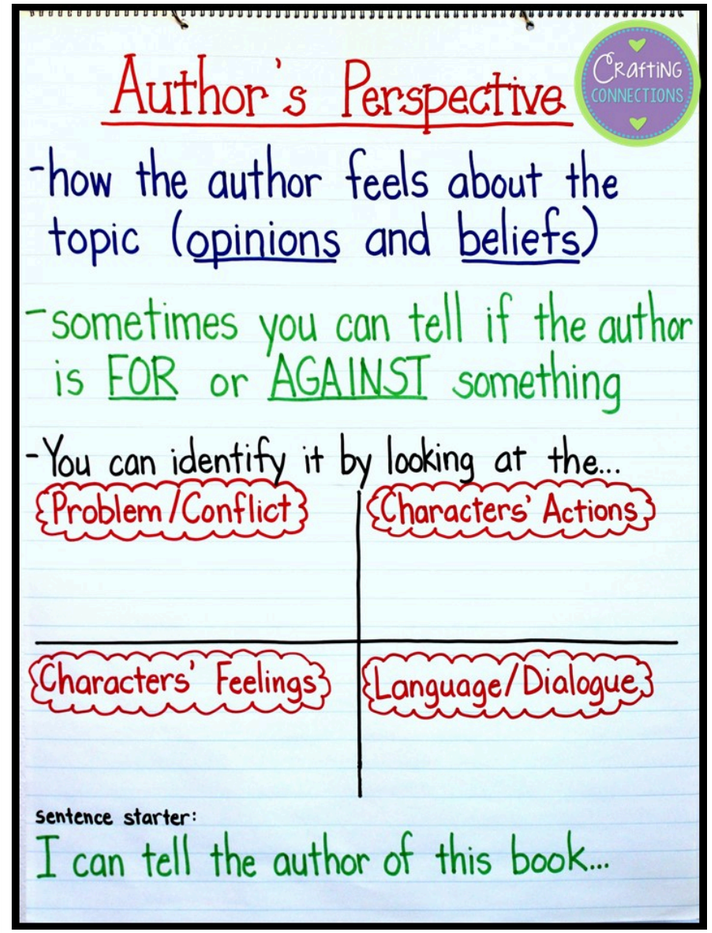
Knowledge	**Understanding**	**Skills & Procedures**	**High Yield Instructional Strategies (Mini-lessons, Routines)** Scheduled review, mini-lessons, mentor texts, conferencing/feedback, student sharing/conversation, uninterrupted reading, writing about reading, teacher as reader, co-constructed criteria (ex. reading conferences), content/language objectives (clarity for *what* and *how* -student "I can" statements)	**Concepts**
Perspectives include attitudes, beliefs, or ways of thinking about events or information. Perspectives are influenced by cultures, experiences, and interests. Characters in texts present various perspectives.	Perspectives revealed in texts enhance comprehension and enrich understanding of the world.	Explore how varied perspectives presented in texts can influence personal perspectives. Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts. Compare and contrast the varied perspectives of main and supporting characters. Identify various perspectives in texts and propose alternative perspectives.	**Lesson Template Structure: Readers' Workshop Lesson Structure** Consider connection to # Relationships Lesson 1 Scheduled Review: **Connection to Text Structures and Forms (see POV), Oral Language Outcomes** and **Evaluating as a reading strategy (forming an opinion, using evidence to support)** **Background Knowledge:** • How to identify and describe story elements • The difference between characters and narrators, how a character can be a narrator, and how to identify who the narrator is • The ability to tell the difference between when the narrator is narrating and when a character is speaking through dialogue • The ability to compare and contrast **Mini-Lesson: Components of Perspective Taking** **There are multiple steps involved with strengthening perspective taking skills:** • Recognize differences: Recognize that others can have different thoughts, feelings, and knowledge than you. • Understand influences: Understand that someone's immediate circumstances, past experiences, beliefs, and culture can influence their perceptions and feelings. There is often a reason behind someone's actions that we cannot see. • Relate to another person's perspective by thinking about their unique circumstances, experiences, beliefs and culture to see the world through their eyes. Try to find commonalities with your past experiences to relate to their experience and feelings, even if they are different from what you would feel yourself in that exact situation. Ask yourself: "What is life like for that person? What might be influencing how they perceive this situation? How can I relate to their experience to begin to understand how they feel?" • Mini-Lesson: Character Perspective/Point of View • Video: Mini-Lesson on Understanding Perspectives • Lesson Exemplar (could be modified for Gr.5): Critical Literacy: Taking Multiple Perspectives • 3 Mini Lessons on Teaching Point of View • Point of View Lesson Exemplar https://blog.nfb.ca/blog/2021/06/04/mini-lesson-for-when-all-the-leaves-are-gone/	**Point of View:** (POV) is what the character or narrator telling the story can see (his or her perspective). The author chooses "who" is to tell the story by determining the point of view. Depending on who the narrator is, he/she will be standing at one point and seeing the action. This viewpoint will give the narrator a partial or whole view of events as they happen. **Character Perspective:** The perspective of a narrator focuses on the character's attitudes towards the world around them. Perspective helps determine the approach the character will take in their interactions with other characters, and how the reader will view the work. **Bias:** an inclination of temperament or outlook especially : a personal and sometimes unreasoned judgment.

- Mini Lesson Exemplar - Characterization
  - Motivation Debate
  - One Moment, Varying Perspectives
  - Character Displacement
- **Character Journals** - A strategy to help students consider characters beyond the main character, to reflect on how others are affected and what they might be going through. Seeing a piece of text from another point of view/perspective.
- Interactive Activity: A Matter of Perspective
  - **Objective**: Students will **formulate** ideas while writing from a perspective other than their own: W*ho? What? Where? When? Why?;* **draw conclusions** based on observations and interactions with peers.
    - Associated Activity: Crossing the Line
- Bias in News Sources Lesson Plan
- Mini Lessons on Taking Perspectives
- Changing the Narrative - Differing Perspectives Activity
- Multiple Perspectives: Critical Thinking Skills
  - Modify/Adapt to support students with selected texts, using metacognitive strategies such as visualizing, synthesizing, and making connections, to learn about multiple points of view.
- **Perspective vs. Point of View** Graphic Organizer
- Using a venn diagram to compare/contrast character traits and/or perspectives
- Formulating an alternative perspective activity/lesson exemplar
- **Character**
  - Graphic organizer for charting character description, how they act, and how others react
  - Round characters
    - Inferring why characters change lesson
    - See 6.1: How's the Character Feeling? (Serravallo, 2015, p. 166)
    - See 6.6: Back Up Ideas About Characters with Evidence (Serravallo, 2015, p. 171)
    - See 6.18: Complex Characters (Serravallo, 2015, p. 183)
    - See 6.20: Conflict Bring Complexity (Serravallo, 2015, p. 185)






What makes people view the same experience in different ways?
Perspective: a unique way of seeing something
Motives
·why a person has a specific point of view
·influences
·past experiences
·their point of view motivates what they do
Point of View
·perspective - the way you view an experience
·multiple points of view
·your POV can be different from someone else's POV.
·Three types of narrators:
1. First person - "I"
2. Second person - "You"
3. Third person - telling the story from the outside
Opinion
·feelings
·perspective
·argument
·counter-argument
↳when there is an opposing POV
·persuade/convince
MARKERS & minions



Resources

Learn Alberta- Student Perspectives. https://www.learnalberta.ca/content/ieptlibrary/lib01.html

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Context refers to the circumstances that form the background of a person, an event, an idea, or a text. Personal contexts can contribute to how a text is created or interpreted. The author's or text creator's context can contribute to how a text is created or interpreted. Context can impact what characters think and do.	An awareness of context strengthens comprehension of texts.	Examine information from texts that describes context around people, ideas, or events. Analyze the actions or feelings of characters in stories, considering the context. Consider how personal interests, experiences, or perspectives might influence how texts are understood or created. Investigate background information about the author or text creator to provide context for informational texts. Examine contextual information about characters or events in fictional texts.	**Background Knowledge/Scheduled Review: Text Structures & Form, Reading Comprehension Strategies (Asking questions, using context clues, inferencing), Perspective and Point of View.** Helpful Background for Teachers: Why Context is Important in Writing Note: There are two main types of reading contexts. In leisure contexts we choose to read for our own interest, pleasure or entertainment. In functional contexts we read to help us achieve a specific goal. Functional reading may still be enjoyable, especially when it involves problem solving, but it always has at least one goal that requires us to think ahead about what we are trying to achieve. The same text could be read in either a leisure context or a functional context depending on the purpose for reading. For example, reading a short story for enjoyment is leisure reading; reading a short story for a school assignment is functional reading. **Connection to Text Structures and Forms** (see author's purpose) ● Author's perspective: Lesson Exemplar ● The Use of Context Clues while Reading ● Mini Lesson on Character Context: helpful information to prep mini-lesson ● Mini Lesson Idea: Text, Subtext and Context: 3 Layers of Storytelling ● Story Elements Mini-Lessons ● Video: Analyze a character's thoughts, actions and feelings exemplar Strategies for Understanding Context while reading from *Reading Strategies Book* by Jennifer Serravallo. Consider using/modifying: ● Lesson 5.22: Vivid Setting Description and Impact on Character (Serravallo, 2015, p.155) ● Lesson 5.26: Historical Notes Prime Prior Knowledge (Serravallo, 2015, p.159) ● Lesson 5.27: Analyzing Historical Contexts (Serravallo, 2015, p.160) ● Lesson 5.28: Micro/meso/Macroenvironment Systems: Levels of Setting (Serravallo, 2015, p.161) ● Lesson 6.1: How's the Character Feeling (Serravallo, 2015, p.166) ● Lesson 6.4: Feelings Change (Serravallo, 2015, p.169) ● Lesson 6.9: Text Clue/Background Knowledge Addition (Serravallo, 2015, p.174) ● Lesson 6.12: Empathize to Understand (Serravallo, 2015, p.177) ● Lesson 6.14: Interactions Can Lead to Inferences (Serravallo, 2015, p.179) ● Lesson 6.16: The Influences on Character (Serravallo, 2015, p.181) ● Lesson 6.21: Piling Together Traits to Get Theories (Serravallo, 2015, p.186) ● Lesson 6.22: Consider Character In Context (Serravallo, 2015, p.187) ● Lesson 8.12: Track Down Opinion Clues in Solutions - Author Context (Serravallo, 2015, p.233) ● Lesson 8.13: Opinion, Reasons, Evidence (Serravallo, 2015, p.234) ● Lesson 8.20: Determining Author's Purpose (Serravallo, 2015, p.242) ● Lesson 8.21: What's the Perspective on the Topic (Serravallo, 2015, p.243) ● Lesson 8.22: Tricks of Persuasion (Serravallo, 2015, p.244) ● Lesson 8.23: Perspective, Position, Power (Serravallo, 2015, p.245)	**Context:** The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed.
			Resources	
			Contexts of Reading (Alberta Education): LINK	