***Reading Power Revisited***

*Adrienne Gear*

**READING SKILLS**

|  |  |
| --- | --- |
| **Decoding**   * Letters, sounds * Phonological awareness * Spelling, vocabulary * Fluency | **Comprehension**   * Thinking * Constructing meaning * Meta-cognition (awareness of thinking) |

**A proficient reader, engaged and interacting with text … (based on the research of David Pearson)**

|  |  |
| --- | --- |
| Five *Reading Powers for* ***FICTION:***   * **Connect** * **Question** * **Visualize** * **Infer** * **Transform** | Five *Reading Powers for* ***NONFICTION:***   * **Zoom-In** * **Determine Importance** * **Connect** * **Question/Infer** * **Transform** |

* **Makes Connections**
* **Asks Questions.**
* **Visualizes**
* **Draws inferences.**
* **Determines Importance.**
* **Analyzes and Synthesizes.**
* **Monitors Comprehension.**

**Key Concepts of Reading Power:**

1. **Meta-cognition** – awareness of and ability to think about and articulate thinking (draw and apple, draw “thinking” exercise)
2. **Common language** – everyone uses the same language when teaching the strategies
3. **“Interacting with Text”** – teaching students that the text is only HALF of reading. The other half is the thinking that they integrate and weave into and through the text
4. **Brain Pockets –** Memory, Fact, Imagination. “Go to where you know”

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**Text + Thinking = Reading**

|  |
| --- |
| **Level 1 – LITERAL**  (retelling, summarizing, text features, determining most important ideas) |
| **Level 2 - INTERACTIVE**  (connecting, visualizing, questioning, inferring) |
| **Level 3 - INTEGRATED**  ( synthesizing, transforming, re-thinking) |

**Three Levels of Understanding Text**

**Classroom Components of Reading Power:**

1. ***Reading Power Visual*** - poster to promote meta-cognition and common language

2. ***Reading Power Anchor Books*** – used to support the strategies (collections)

3.  ***Method of Instruction*** – teacher modelling, intentional and explicit teaching of the strategies

**Books to support the strategies:**

**CONNECT** books – family, friendship, feelings, school, siblings, losing a tooth, holidays **QUESTON** books – poverty, homelessness, war, friendship issues, historical, fantasy **VISUALIZE** books – descriptive, poetry, seasons, weather, places **INFER** books - wordless picture books, books with very little text **TRANSFORM**  – war, peace, homelessness, kindness, making a difference, taking risks

**Reading Power Phase 1**

Teach the concept first, then apply it to both books. *What does this look like when we read fiction? What does it look like when we read nonfiction?*

**Connecting to Fiction** – characters, feelings, experiences (“memory pocket”)

**Connecting to Nonfiction** – background knowledge (“fact pocket”)and experiences

* **SEPTEMBER, OCTOBER –** Connect (F and NF)
* **NOVEMBER, DECEMBER** – Visualize (F)
* **JANUARY, FEBRUARY** – Nonfiction Focus – Zoom In, Determine Importance
* **MARCH, APRIL** – Question/Infer (F and NF)
* **MAY, JUNE** – Transform (F and NF)

**Reading Power – Phase 2**  (for students already aware of the language and concepts)

* 1-3 lessons reviewing strategy concept
* **Focus** on “going deeper” with the strategies
* Integrate RP strategies into your content areas (S.S., Science, Math)
* Apply ALL strategies to ALL books
* Keep in mind our goal – students naturally apply all strategies every time they read
* strategic readers vs “master connectors”

**What’s New?**

1. **Making Meaningful Connections** - Encourage and guide students to make connections that will enhance understanding.

Key questions: “*What is this text about?”*

*“Has your connection helped you understand the text better?”*

1. **Difference between “quick” and “deep thinking” connections**
2. **B.I.B.B.** – Bring It Back to the Book
3. **Brain Pockets –** Memory, Fact and Imagination pocket as the source for your thinking
4. **Asking Meaningful Questions** – encourage and guide your students to ask questions that are connected to the text and enhance understanding

* **“Quick” vs “Deep Thinking” questions**
* **Snorkel/Scuba/Cloud Questions**

1. **Transform –** “taking stock of our thinking” before and after readin

**Reading Power Anchor Books:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Connect** | **Question** | **Visualize** | **Infer** | **Transform** |
| *Those Shoes* – Maribeth B8oelts  *Matchbox Diary – Paul Fleishman*  *Some Things are Scary – Florence Parry Heide*  *One of Those Days -*  Amy Krouse Rosenthal  *The Worst Best Friend –* Alexis O’Neill  *My Brave Book of Firsts –* Jamie Lee Curtis  *The Big Book of Families* – Mary Anne Hoberman  *You and Me Together – Moms, Dads, Kids around the world –* Barbara Kerley  *Bully* – Patricia Pollaco  *What If?* – Anthony Browne  *Each Kindness –* Jacqueline Woodson | *Sparrow Girl* – Sarah Pennypacker  *Norman, Speak! -* Caroline Adderson  *Ivan: The True Story of the Shopping Mall Gorilla –* Katheryn Applegate  *Smoky Nights* – Eve Bunting  *Dolphin SOS* – Roy Miki  *The Promise –* Nicola Davies  *The Stamp Collector* – Jennifer Lauthier  *The Cinder-Eyed Cat* – Eric Rohman  *Sami and the Time of the Troubles* – Florence Parry Heide  *Queen of the Falls –* Chris Van Alsburg  *Phileas’s Fortune -* Agnes de Lestrade  *On a Beam of Light* – Jennifer Berne | *The Black Book of Color* – Menena Cottin  *Jabberwocky –* James Stewart (illust) Lewis Caroll  *The Highwayman* – Murray Kimber  *Tell Me a Dragon* –  Jackie Morris  *Mole’s Sunrise* – Jeannie Willis*Waiting for Winter* – Tony Johnston | *Journey – Aaron Becker*  *Quest – Aaron Becker*  *Bluebird –*  *Chicken Clickin – Jean Willis*  *Chalk* – Bill Thomson  *Mirror –* Jeannie Baker  *Yo! Yes! – Chris Raschka*  *The Arrival* – Sean Tan  *Flotsam* – David Weisner  *Mysteries of Harris Burdick* – Chris Van Alsburg  *Underground* – Shane W. Evans  *Dude* – Christopher Aslan | *What Does it Mean to Be Present? –* Dana Diorio  *What Do You Do with An Idea?* – Kobi Yomada  *It’s A Book –* Lane Smith  *Mr. Peabody’s Apples* – Madonna  *Ish* – Pete Reynolds  *How Full is Your Bucket? – Tom Rath*  *Emily’s Art –* Peter Catalanotto  *The Invisible Boy –* Trudy Ludwig  *The Dark* – Lemony Snicket  *Mommy, Am I Pretty* – Margo Denomme  *Blackout* – John Rocco  *Dot* - Randi Zuckerburg |

**We Are All Connected**

**Adrienne Gear**

***“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors” -*** First Nations Principals of Learning

This unit is designed to introduce concepts of aboriginal themes to students through the sharing of picture books. Each week, themes are introduced through a comparison of two picture books – one western culture and one aboriginal culture. Students respond to these books through a variety of written responses and lesson extensions. ***Reading Power*** strategies are integrated throughout the unit.

**WE ARE ALL CONNECTED**

**ME (My Name)**

* Chrysanthemum – Kevin Henkes
* The Name Jar - Yangsook Choi
* The Change Your Name Store - Leanne Shirtliffe
* Thunder Boy Jr. – Sherman Alexie

**FAMILY**

* My Family Tree and Me – Duýan Petri'I'
* Sometimes I Feel Like a Fox – Danielle Daniel

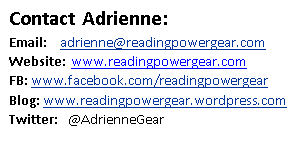
**TOTEM POLES AND ANIMALS**

* Totem Tale – A Tall Story From Alaska – Deb Vanasse
* Animals of the Coast Salish Sea
* Sharing Our World: Animals of the Pacific Northwest

**LEARNING FROM ELDERS**

* A Morning With Grandpa – Sylvia Liu
* Lessons From Mother Earth - Elaine McLeod
* Dipnetting With Dad – Willie Sellars
* Yetsa’s Sweater – Sylvia Olsen
* Matchbox Diary – Paul Fleischman

**CELEBRATIONS**

* Bring in The New Year – Grace Lin
* Pe’ska and the Salmon Ceremony – Eric Ritchie

**HOME**

* Hello-Goodbye Window – Norman Juster
* Shi-Shi-Etko – Naomi Campbell
* I Know Here - Laurel Croza

**LAND**

* The Branch – Mireille Messier
* Solomon’s Tree – Andrea Spalding

**LAND – Making Maple Sugar**

* *Maple Moon –* Connie Brummel Crook
* *At Grandpa's Sugar Bush* - Margaret Carney

**GOOD MORNING**

* Good Morning, City! - Pat Kiernan
* Wake Up, City! - Erica Silverman
* Giving Thanks – Jonathon London

**MOON**

* The Moon Seems to Change – Franklin Branley
* Taan’s Moons – Alison Gear (Haida)
* Thirteen Moons on a Turtle’s Back – Joseph Bruchac (Cree)
* Moonstick: Seasons of the Sioux – Eve Bunting (Sioux)
* Ramadan Moon -  Na'ima B. Robert  (India)

**READING AND THINKING ACROSS CANADA**

* ***Out of the Woods*** – Rebecca Bond (Nova Scotia) Visulalize
* ***Dolphin SOS*** – Roy Miki (Newfoundland) Question
* ***Queen of the Falls*** – Chris Van Alsburg (Ontario) Question/Infer
* ***Viola Desmond Won’t Be Budged!*** (Nova Scotia) Transform
* ***Free as the Wind: Saving the Wild Horses on Sable Island***

- Joseph Bastille (Nova Scotia) Question, Transform

* ***Claire’s Gift*** – Maxine Trottier (Quebec) Question
* ***Just Like New*** – Ainslie Manson (Quebec) Connect
* ***Josepha: A Prairie Boy’s Story***- Jim McGugan (Alberta) Infer, Transform
* ***I Know Here*** – Laurel Croza (Saskatchewan) Visualize
* ***Jessie’s Island*** – Sheryl McFarlane (B.C) Visualize
* ***Laura Secord: A Story of Courage*** – Janet Lunn (Ontario) Question
* ***Emma and the Silk Train*** – Julie Lawson (B.C.) Connect
* ***Finding Winnie*** – Lindsay Mattick (Manitoba) Connect, Infer
* ***The Patchwork Path: A Quiltmap to Freedom***- Bettye Stroude Transform
* ***The Gift of the Inukshuk*** – Michael Ulmer (Nunavuk) Connect
* ***Klondike Cat*** – Julie Lawson (Yukon) Question
* ***Saving Thunder the Great: The True Story of a Gerbil's Rescue from the Fort McMurray Wildfire***-Leanne Shirtcliff (Alberta) Question
* ***A Change of Heart*** – Alice Walsh (Newfoundland) Transform
* ***Go Home Bay*** – Susan Vande Grieke (Lake Huron) Visualize
* ***Canada Up Close*** – Scholastic Series

**TRUTH AND RECONCILITION - new books**

* I Am Not a Number - Jenny Kay Dupuis
* Secret Path – Gordon Downie
* Wenjack – Joseph Boyden

**IMMIGRATION/REFUGEES**

* The Arrival – Shaun Tan
* Grandfather’s Journey – Allan Say
* Stepping Stones – A Syrian Refugee Story – Margriet Ruurs
* Gleam and Glo – Eve Bunting
* Adrift at Sea: A Vietnamese Boy's Story of Survival - Marsha Forchuk
* Here I Am – Patti Kim
* The Journey – Francesca Sanna
* Sami and the Time of the Troubles – Florence Parry Heide
* How I Learned Geography - Uri Shulevitz
* When Jessie Came Across the Sea – Amy Hurst
* Lost and Found Cat: The True Story of Kunkush's Incredible Journey - Doug Kuntz
* Out – Angela May George
* Four Feet, Two Sandals - Karen Lynn Williams (refugee camp)
* One Green Apple – Eve Bunting (refugee camp)
* My Beautiful Birds – Suzanne Del Rizzo

**GLOBAL JUSTICE**

* **Colonization** *Encounter* **–** Jane Yolen(Christopher Columbus)
* **Emancipation** *The Patchwork Path: A Quilt Map to Freedom*– Betty Stroud

*Underground* **–** Christopher Evans

* **Segregation** *A Taste of Colored Water* – Matt Faulkner

*White Socks Only* – Evelyn Coleman

* **Assimilation**  *I Am Not a Number* – Jenny K Dupuis (residential schools)

*When I Was Eight*– Christy Jordon-Fenty

* **Dictatorship**  *Sparrow Girl* – Sarah Pennypacker

*The Composition*– Antonio Skarameta

* **Censorship**  *The Stamp Collector* – Jennifer Lanthier

*Secret of the Dance*– Andrea Spalding (banning Potlatch)

* **Civil Rights** *Viola Desmond Won’t Be Budged* - Jody Nyasha Warner

*Rosa –* Nikki Giovanni

* **Persecution**  *The Harmonica* - Tony Johnston (Holocaust)

*Rose Blanche* –  Christophe Gallaz (Holocaust)

*Baseball Saved Us* – Ken Mochizuki

*(Japanese Internment Camps)*

* **Immigration** *Gleam and Glow* – Eve Bunting

*Stepping Stones* – Margruit Ruurs

**New Curriculum:**

* *Explores text and story to better understand ourselves*

*and make connections to others and the world (Big Idea)*

* *Constructs meaningful personal connections between self, text, and the world*

My Name

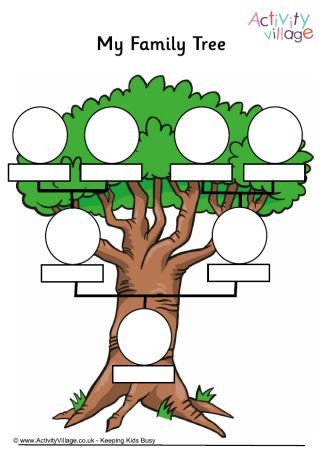
My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My parents named me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

Something interesting about my name is

I like my name because

If I could change my name, I would call myself

**[](http://www.activityvillage.co.uk/my-family-tree-1)**

Family Totem Pole

|  |  |  |
| --- | --- | --- |
| Family Member | Character Traits | Animal Match |
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**Totem Animals and their Meanings**

Bear – brave

Deer – loving

Beaver – determined

Butterfly – free-spirit

Moose – strong

Owl – wise

Rabbit – creative

Turtle – patient

Wolf – loyal

Porcupine – curious

Raven – truthful

Fox – clever

Learning from Elders

|  |  |
| --- | --- |
|  |  |
| What I do and learn from my grandparents | What Aboriginal children learn and do with their elders |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Celebrations**

|  |  |  |
| --- | --- | --- |
| Special Food | Special Clothing | Special Activities |
|  |  |  |
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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dipnetting With Dad-nn***Connecting With Family Traditions

In my family, I learned the tradition of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is …

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the story, the boy learned the tradition of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Dipnetting is…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Six Senses of Visualizing

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| MCj02381890000[1]What I can see… | MCj02381920000[1] What I can hear… |
| MC900211478[1]What I can smell… | MC900238193[1] What I can taste… |
| MC900211482[1]  What I can feel (touch)… | MPj04331400000[1]What I can feel (inside)… |

**The Six Senses**

|  |  |
| --- | --- |
| Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| See: | See: |
| Hear: | Hear: |
| Smell: | Smell: |
| Taste: | Taste: |
| Feel (touch) | Feel (touch) |
| Feel (emotion) | Feel (emotion) |

**We Are All Connected**

**Theme**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary** | **Connection** | **Question** | **Visualize** |
|  |  |  |  |

**Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary** | **Connection** | **Question** | **Visualize** |
|  |  |  |  |

|  |  |
| --- | --- |
| **j0298897Fall is …** | **MC900300215[1] Winter is …** |
| **MC900298891[1]Spring is…** | **MC900027244[1]Summer is…** |

**Seasons**

In each box, list your connections to the season. Include things such as: weather, activities, changes in nature, food, celebrations, colors.

Choose ONE season you would like to focus on for your moon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MOON**

**Exploring Global Justice**

|  |  |
| --- | --- |
| **Title:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Country:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Main Character:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Global Issue:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Summary….** |
| **I’m wondering…** | **This reminds me of ….** |
| **I’m visualizing …**    **Important historical facts I learned…**  **Reflection ….** (What this story makes me think about… How this story connects to **global justice**) | |