### Critical Learning

- Understand that every perspective tells a story, and every story shows a perspective
- Apply criteria to determine text reliability
- Apply strategies to expand range of perspectives on a text

### Curriculum Expectations

1. **Reading for Meaning**: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning

   1.2 Use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts

   1.5 Extend understanding of simple texts and some teacher-selected complex texts by making basic connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

   1.8 Identify the perspectives and/or biases evident in simple texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity

### Learning Goals

**Learning Goals (Unpacked Expectations)**

Students are able to:

- critically analyse a variety of texts
- understand how conflict arises from a difference of beliefs and values

### Planning with the End in Mind

#### Criteria for Level 3 Performance (Achievement Chart Category)

This lesson is preparing students to successfully meet the following criteria from the summative evaluation that follows this series of lessons:

- Demonstrates considerable understanding of perspective
- Makes inferences from text with considerable effectiveness (Knowledge and Understanding)
- Analyses perspective with considerable effectiveness (Thinking)
- Evaluates information sources with considerable effectiveness (Thinking)
- Reflects on strategies for deepening understanding with considerable effectiveness (Thinking)
- Communicates a perspective with considerable clarity and persuasiveness (Communication)
- Applies critical questions to a familiar type of text with considerable effectiveness (Application)

#### Evaluation

**Tasks**

- Critically analyse a text (e.g., local website, article about teens, advertisement)
- Respond to the text, in writing or oral presentation, as an action in response to the text (e.g., write a letter to the editor, reformulate the text, make a speech)
- Keep a journal about how their own perspective, values and beliefs shape how they read and respond to text
- Present thinking from their journal in a conference

**Tools**

The rubric should be shared and/or collaboratively developed with students early in the instructional trajectory.

### Instructional Components and Context

#### Readiness

- Summarizing narrative texts using S-W-B-S

#### Literacy Strategies

- K-W-L
- Somebody wanted but so … (S-W-B-S)

#### Assessment Tools and Strategies

- Observation
- Mental note

#### Terminology

- perspective
- conflict
- question the text

#### Collaborative Skills

- Ensure equal voice by taking turns
- Use active listening strategies

#### Next Steps

- Consider the nature and role of perspective in informational texts, e.g., textbooks or government brochures
Critical Literacy: Uncovering Stories  Lesson 4

Guiding Questions
• How does a person’s perspective influence the story that a person tells?
• What strategies can we use to uncover the stories in a picture, event, or story?

Pause and Ponder

Minds On…

Whole Group ➔ Recognizing Stories

Return Exit Cards and feedback from the previous lesson. In their journals, students tell the story of a conflict they were involved in or witnessed. (Students do not share this journal entry.) Revisit the photograph used for the K-W-L modelling in the previous lesson. Referring to both background knowledge and a secondary information source, model how to tell the story of one perspective by completing a Somebody-Wanted-But-So (S-W-B-S) for the photograph from the perspective of one participant or observer. Review narrative structure and elements, e.g., character, motive, setting, conflict, resolution. Repeat for the same photograph from a second, different perspective. Note how and why the two narratives or stories conflict. Groups complete a S-W-B-S for their photograph event from two perspectives. Groups post their S-W-B-S for a class Gallery Walk. One group member remains by the S-W-B-S to report to visitors (often called a One Stays, Three Stray strategy), while other group members tour other photographs and S-W-B-S.

Action!

Whole class/Small Group ➔ Critically examining the source information

Return to the source information students used in the previous lesson. Explain that this information comes from a particular perspective, and that it is important to understand what that perspective is. Explain that questioning the text is important to evaluate the information. Post questions, such as, Whose views are represented in the article? Whose are missing? What does the author of the article want you to believe? What values do you think the author holds? Is there language in the article that makes the reader think in a certain way? In groups, students address three of the questions posted. Debrief group discussions and extend thinking by posing the questions: What version of reality is the author presenting? What other versions are possible? If possible, provide a first person account for each of the events, or for the event modelled at the beginning of the lesson. Students apply the same set of questions they used for the source material. Debrief by having students report on their answers, and point out how each version may be positioning the reader in particular ways. Facilitate a discussion about how not all perspectives are created equal. Brainstorm with the students the benefits and drawbacks of third person and first person accounts of events.

Consolidation

Individual ➔ Reflecting

Students read over journal entries made at the beginning of the previous class to respond to question prompts:
• Who would share your view of the personal conflict?
• What other story is there to tell?
• What might you do to understand the other person’s perspective?
• Why might understanding the other person’s perspective be helpful in seeing possibilities for resolving the conflict?
Critical Literacy: Uncovering Stories  Lesson 4  Grade 9 Applied English

Connections Menu
Rubric
Connecting Practice and Research: Critical Literacy Guide
Connecting Practice and Research: Strategy Implementation Continuum

Minds On ...
Funds of Knowledge
Strategy Instruction
Somebody-Wanted-But-So (S-W-B-S)

Consolidation
Reflecting
## CRITICAL LITERACY RUBRIC

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Level 4 Advanced</th>
<th>Level 3 Proficient</th>
<th>Level 2 Developing</th>
<th>Level 1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates conceptual understanding</td>
<td>• Demonstrates thorough understanding of perspective</td>
<td>• Demonstrates considerable understanding of perspective</td>
<td>• Demonstrates some understanding of perspective</td>
<td>• Demonstrates some understanding of perspective</td>
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</tbody>
</table>

### Thinking

<table>
<thead>
<tr>
<th>Use of processing skills, e.g., inferences</th>
<th>Level 4 Advanced</th>
<th>Level 3 Proficient</th>
<th>Level 2 Developing</th>
<th>Level 1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes inferences from text with a high degree of effectiveness</td>
<td>• Makes inferences from text with a high degree of effectiveness</td>
<td>• Makes inferences from text with considerable effectiveness</td>
<td>• Makes inferences from text with some effectiveness</td>
<td>• Makes inferences from text with limited effectiveness</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Uses critical/creative thinking processes</th>
<th>Level 4 Advanced</th>
<th>Level 3 Proficient</th>
<th>Level 2 Developing</th>
<th>Level 1 Beginning</th>
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</thead>
<tbody>
<tr>
<td>Analyses perspective with a high degree of effectiveness</td>
<td>• Analyses perspective with considerable effectiveness</td>
<td>• Analyses perspective with some effectiveness</td>
<td>• Analyses perspective with limited effectiveness</td>
<td>• Analyses perspective with limited effectiveness</td>
</tr>
<tr>
<td>Evaluates information sources with a high degree of effectiveness</td>
<td>• Evaluates information sources with considerable effectiveness</td>
<td>• Evaluates information sources with some effectiveness</td>
<td>• Evaluates information sources with limited effectiveness</td>
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<tr>
<th>Reflects on strategies for deepening understanding</th>
<th>Level 4 Advanced</th>
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### Application

<table>
<thead>
<tr>
<th>Applies knowledge and skills in familiar situations</th>
<th>Level 4 Advanced</th>
<th>Level 3 Proficient</th>
<th>Level 2 Developing</th>
<th>Level 1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies critical questions to a familiar type of text with a high degree of effectiveness</td>
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<td>• Applies critical questions to a familiar type of text with some effectiveness</td>
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### Communication

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<th>Responds to a news report by clearly and persuasively presenting a perspective in a self-selected form</th>
<th>Level 4 Advanced</th>
<th>Level 3 Proficient</th>
<th>Level 2 Developing</th>
<th>Level 1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates a perspective with a high degree of clarity and persuasiveness</td>
<td>• Communicates a perspective with considerable clarity and persuasiveness</td>
<td>• Communicates a perspective with some clarity and persuasiveness</td>
<td>• Communicates a perspective with some clarity and persuasiveness</td>
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Minds On...

**Funds of Knowledge** from the work of Luis Moll, refers to the cultural heritage and concepts learners bring with them to school. Moje (2000) argues that as much as possible teachers make efforts to go beyond strategies like K-W-L to build a “third space” that connects out-of-school and in-school contexts and recognizes students' identities and out-of-school literacy practices (42). Moje includes adolescents in junior high in her discussion and suggests strategies for learning about students.

Moje's concept is connected to the use of ongoing assessment to deepen understanding of students' prior knowledge, experiences, interests and skills. Literacy and learning strategies are “supportive scaffolds” that “allow integration of dynamic assessment with teaching as the means for engaging in the on-line evaluation of students' comprehension needs and modifying the level and type of support ‘on the spot’” (Pressley & Woloshyn, in Goldman & Rakestraw, 2003).

**Strategy Instruction**
The research consensus is that “strategies make a difference in learning” (Alexander & Jetton, 2000).

Effective use of strategies requires:
- using strategies, not as *algorithms*, but rather as *heuristics*. In other words, they are guidelines that contribute to but do not guarantee understanding of how strategies support learning and literacy development
- recognizing and building the cognitive, social-emotional, and literacy skills students need to become proficient at using strategies
- refining purposeful use of strategies, adapting to specific contexts and purposes
- linking strategies to ongoing assessment for learning.

Teachers need not only to incorporate strategies into instruction, but to explicitly teach strategies to students: model their use, e.g., with a think-aloud, provide opportunities for practice and reflection, discuss the purposes of strategies, and help students self-regulate their learning by selecting strategies that work for them. See the Strategy Implementation Continuum for the gradual release of responsibility model.


**Questions for Thinking about Strategy Instruction**
- How do I effectively use learning strategies to develop literacy skills and conceptual understanding?
- How do I match the choice of literacy strategy to the learning goals, subject content, and particular students?
- What knowledge, skills, and dispositions must students have prior to using the strategy?
- What literacy knowledge, skills, and dispositions are students practising when engaged in this strategy?
- How can I teach students to apply strategies to other learning situations?
- What conceptual understandings are these strategies building?
- Does the strategy or structure inherently support differentiated instruction? If so, how?
- How might the literacy strategy itself be differentiated, e.g., scaffolded to respond to a range of readiness levels?
- How can I combine strategy instruction with ongoing assessment?
- How do we “build our teaching [of language and literacy] around difference?”
Minds On…

**Somebody-Wanted-But-So (S-W-B-S)**

This graphic organizer which focuses on narrative elements could also be linked to Marzano’s narrative frame and frame questions:

1. Who are the main characters and what distinguishes them from others?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feelings?
5. What did the main characters decide to do? Did they set a goal, and, if so, what was it?
6. How did the main characters try to accomplish their goal(s)?
7. What were the consequences?


Focusing on the structure of S-W-B-S provides a foundation for and connections to examining text structure. Educational research, e.g., RAND, 2003, suggests that understanding of text structure is important to learning and memory. Understanding of text structure results in increased comprehension and recall (Pressley & McCormick, 1995; Goldman & Rakestraw, 2003; RAND, 2003). Making the structure of a text more evident, e.g., through graphic cues such as bullets, supports comprehension. Structure is most helpful when surface structural features correspond to deep conceptual structures, e.g. when actual order of events matches the description of them (Goldman & Rakestraw, 2003). Strategy interventions include self-questioning and summarizing (RAND, 2003). Pressley and McCormick (1995) recommend using text structure to abstract the main ideas from text. This skill is essential to summarizing, a macro skill identified by Marzano as one of the most effective learning strategies. Questions, prompts, frames, and graphic organizers can all direct students to text structure.
Consolidation

Reflecting
To reflect is to think about oneself, to consciously revisit one’s actions, words and thoughts; mull them over; and evaluate them. Responding to question prompts which are triggers or springboards helps students move from narration or description to the critical thinking that involves assessment and goal-setting.