GRADE 9 ENGLISH, APPLIED (ENG1P): READING GRAPHIC TEXT

One 70–75 minute period. Note: This is a pre-assessment lesson to determine students’ background knowledge of graphic text features, how they use these features to construct meaning and how to make inferences.

1. Learning Centres**
2. Think Aloud
3. Think-Pair-Share (Cooperative Learning)*
4. Independent Reading
5. Frayer Model (Non-linguistic Representations, Setting Objectives and Providing Feedback)*
6. Exit Cards (Setting Objectives and Providing Feedback)*

*Differentiated Instruction Structure

**Marzano’s Categories of Instructional Strategies (See Resources, below)

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students
D differentiation based on student:
- Readiness
- Interests
- Preferences:
  - Styles
  - Intelligences
  - Other (e.g., environment, gender, culture)

Need to Know
- Students’ interests in order to select graphic texts for Learning Centres and Independent Reading

How to Find Out
- Students indicate their interests on an Exit Card or on a survey from a previous class

Differentiated Instruction Response
- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

CURRICULUM CONNECTIONS

Overall Expectations: Reading and Literature Studies
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.
2. Understanding Form and Style: Recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning.

Specific Expectations: Reading and Literature Studies
1.1 Read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading.
1.4 Make inferences about simple texts and some teacher-selected complex texts, using stated and implied ideas from the texts.
2.3 Identify a few different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text.

Learning Goals:
- Demonstrate knowledge of the features of graphic text (i.e., graphic forms and organization/layout, design and print features)
- Explain the ways features of graphic text are used to construct meaning

ASSESSMENT AND EVALUATION

Assessment/Success Criteria
Knowledge and Understanding
- Identifies the features of graphic text including graphic text forms and print, organization/layout and design features
- Explains how the characteristics of graphic text help the reader understand the message
- Uses processing skills to make inferences

Thinking
- Uses processing skills to make inferences

Assessment Tools:
- Checklist
- Anecdotal Comments

PRIOR LEARNING

Prior to this lesson, students will have:
- Used comprehension strategies and skills, i.e., skimming, scanning and inferring
- Mathematical literacy experience with interpreting graphs, tables and charts to construct meaning
- Some background knowledge of text features
- Experience using a Frayer Model graphic organizer; see Internet Resource section, below

MATERIALS AND RESOURCES

Materials:
Samples of graphic and non-graphic (i.e., informational) text to post in classroom
Several graphic texts of various levels of complexity with a variety of text features for independent reading—to address student interests and readiness
Chart paper, sticky notes, highlighters
Appendix A: Graphic Text Forms and Features—one for teacher reference
Appendix B: Graphic Text Forms and Features Chart—two copies per student
Appendix C: Graphic Text Assessment Checklist—one per student
Appendix D: Frayer Model—one per student
Appendix E: Graphic Text Exit Card—one per student

Internet Resource:

Resources:
Teaching/Learning Sequence: Grade 9 English, Applied (ENG1P)—Reading Graphic Text

MINDS ON
• Establishing a positive learning environment
• Connecting to prior learning and/or experiences
• Setting the context for learning

Groups/Partners → Learning Centres
Post-samples/extracts of graphic text (e.g., several types such as cartoons, comic books, comic strips, textbook data, manuals, brochures, and newspaper and magazine articles with a variety of graphic text forms such as diagrams, photos, drawings, sketches, patterns, timetables, maps, charts, or tables) together with samples/extracts of non-graphic (i.e., informational) text at various locations in the classroom.

Students, in groups of four to six:
• Select one of the locations based on interest
• Examine the samples and, as a group, sort and classify into those that are examples of graphic text and those that are not
• Select a graphic text sample to share with the class and outline the characteristics that make it a graphic text

Whole Class → Discussion
Discuss similarities and differences between graphic and non-graphic (i.e., informational) text.
Refine a list of characteristics of graphic text based on group responses.
Discuss how these characteristics might be classified.

Create and post an Anchor Chart of graphic text forms and features for student reference. See Graphic Text Forms and Features (Appendix A).

ACTION
• Introducing new learning or extending/reinforcing prior learning
• Providing opportunities for practice and application of learning (guided think pair share)

Groups/Partners → Continuation of Learning Centres
At each centre, students:
• Select and read the graphic text sample that appeals most to them, thinking about the following questions:
  • What graphic text forms (e.g., chart, photo) are used in your sample?
  • What text/print features (i.e., print, organization/layout and design) are found in your graphic text?
  • How do these graphic text forms and features help readers understand the message?
  • What inferences can be made about the purpose and audience for this specific text based on the use and selection of graphic forms and features?
• Share their initial responses with a partner

Whole Class → Teacher Think Aloud
To guide student thinking, select one of the samples of graphic text (e.g., Driver’s Manual) and use a Think Aloud to model:
• Identifying the graphic text forms used in the sample
• Identifying and explaining text features (i.e., print, organization/layout and design)
• Explaining how graphic text forms and features help readers understand the message
• Identifying the graphic text forms used in the sample
• Refine a list of characteristics of graphic text based on group responses

Provide each student with two copies of the Graphic Text Forms and Features Chart (Appendix B) and one copy of the Graphic Text Assessment Checklist (Appendix C).

Then, have them record the conclusions of the Think Aloud on their Graphic Text Forms and Features Chart.

Learning Centres/Pairs → Think-Pair-Share/Graphic Text
Pairs refine their responses to the questions and complete the Graphic Text Forms and Features Chart (Appendix B) for the Think Aloud.

Provide samples of graphic text forms and features from a variety of different sources (e.g., Driver’s Manual, timetables, maps, charts, or tables).

Learning Centres/Pairs → Think-Pair-Share/Graphic Text
Pairs refine their responses to the questions and complete the Graphic Text Forms and Features Chart (Appendix B) for the Think Aloud.

Whole Class → Independent Reading—Graphic Text Task
Students, in groups of four to six:
• Select a sample of graphic text based on interest and at a level of complexity that enables an “easy read”
• Identify, on their second copy of the Graphic Text Forms and Features Chart (Appendix B), the form(s) of graphic text, identify the text features (print, organization/layout and design), and explain how the graphic text forms and features helped them make meaningful understand the message and make inferences

Circulate while students are completing the reading task. Note the type (e.g., cartoon, comic book, brochure, textbook excerpt/graphic novel excerpt), topic and complexity of text chosen as well as the option selected for demonstrating learning.

Collect the Graphic Text Forms and Features Chart (Appendix B) and use the Graphic Text Assessment Checklist (Appendix C) to assess.

CONSOLIDATION AND CONNECTION
• Helping students demonstrate what they have learned
• Providing opportunities for consolidation and reflection

Individuals/Pairs → Frayer Model
Students demonstrate their understanding of graphic text by completing a Frayer Model (Appendix D) in which they: create a definition of graphic text, list characteristics of graphic text as they relate to graphic forms and text features (organizational/layout, print, design), and note three examples of graphic text (e.g., a cartoon) and three examples of non-graphic text (e.g., a descriptive essay, news report).

Individuals → Exit Cards
Provide each student with a Graphic Text Exit Card (Appendix E).

Assess both the Frayer Model and the Exit Card by adding Anecdotal Comments, where necessary, to each student’s Graphic Text Assessment Checklist (Appendix C). Use this information to determine next steps, future teaching points and flexible groupings in order to meet students’ learning needs.

CONNECTIONS
L: Literacy
ML: Mathematical Literacy
AFL: Anecdotal/Assessment Reflective Learning

AfL: Exit Card/Anecdotal Comments
AFL: Frayer Model/Checklist
AFL: Graphic Text/Checklist/Anecdotal Comments
AFL: Independent Reading/Checklist
AFL: Reader Response/Checklist