### Interrogating the Text  Lesson 4  Language - Intermediate Grades

#### Critical Learning
- Make an informed judgement
- Use questions as a strategy to question texts
- Develop an awareness of how values shape the questions you ask

#### Guiding Questions
- What am I learning about research and about myself as a researcher?
- What kinds of questions can deepen my understanding of a text by helping me think critically about it?

#### Curriculum Expectations

**Depending on text selection, one or more of the following:**

**Reading**
1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
2. identify a variety of purposes for reading and choose reading materials appropriate for those purposes
3. evaluate the effectiveness of both simple and complex texts based on evidence from the texts

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
   - 4.1 identify a range of strategies they found helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers

**Media Literacy**
1. demonstrate an understanding of a variety of media texts
2. identify a variety of purposes for reading and choose reading materials appropriate for those purposes
3. identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve

4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
   - 4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

#### Learning Goals

**Unpacked Expectations**
- identify the type, purpose and intended audience of a range of texts
- assess the text as credible, current and relevant for a reader's particular purpose, i.e., as a source of information
- use knowledge of organizational patterns to locate information in a text
- reflect on themselves as researchers and what they are learning about the research process

#### Instructional Components

**Prior Knowledge and Skills**
- Components from Lessons 1-3
- Types of Text Organizational Patterns (and How to Find Them) p. 18
- Developing supporting ideas
- Questioning skills and strategies

**Terminology**
- Questions for taking a critical stance

**Materials**
- Internet access, e.g., Brett M. Christensen's Hoax-Slayer, Prank Emails, Shark Attacking Helicopter Photograph: http://www.hoax-slayer.com/shark-helicopter-photo.shtml
- Rubric
- Text Dynamics
- Short text, e.g., email
- Tabloid article related to a teacher-selected topic
- Three different coloured cue cards per student
## Interrogating the Text  Lesson 4  Language - Intermediate Grades

<table>
<thead>
<tr>
<th>Minds On</th>
<th>Approximately 15-20 minutes</th>
<th>Pause and Ponder</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pairs ➔ Introducing the Concept</strong></td>
<td></td>
<td><strong>Quick Tip</strong> The ambiguity of ‘real’ and absence of clear criteria is the point.</td>
</tr>
<tr>
<td>Display a photograph. Ask students to show whether they think the photograph is real or not by standing on one side of the room (real) or the other (not real). When students have committed to one position or another, ask: Are you comfortable with that position? Is there another position you’d rather take?</td>
<td></td>
<td>Depending on students’ readiness, reinforce previously addressed expectations, e.g., Reading 1.9; give evidence of any biases they may contain; and suggest other possible perspectives.</td>
</tr>
<tr>
<td>Students move to positions between extreme points, so that they Stand the Line, or create a Value Line, along a continuum from “yes the photograph is real” to “no it isn’t real.” Purposeful talk is necessary for students to position themselves relative to classmates. Split or fold the line so that each student faces a partner (most extreme positions are paired). Each explains his/her choice of position. Provide access to computers and a direct link to Brett M. Christensen’s web page, Prank Emails, Shark Attacking Helicopter Photograph.</td>
<td></td>
<td><strong>Quick Tip</strong> Consider students’ readiness, e.g., Shared Reading may be most appropriate for the preview. See Strategy Implementation Continuum.</td>
</tr>
<tr>
<td><strong>Whole Class ➔ Debriefing</strong></td>
<td></td>
<td><strong>Quick Tip</strong> Provide choice by allowing students to select from several articles on a variety of topics.</td>
</tr>
<tr>
<td>After student pairs explore this prank, facilitate a discussion, e.g., of reasoning that influenced choice of position, the constructed nature of texts, of the absence of clear criteria for making a decision in this activity. Discuss where they stand on the question of the web site’s credibility. Tell students today’s lesson is about using a questioning strategy to critically evaluate information sources.</td>
<td></td>
<td>A.L. Provide oral feedback on collaborative learning skills and responses to critical questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action!</th>
<th>Approximately 30-40 minutes</th>
<th>Place Mat activities provide an opportunity to revisit summarizing because the centre section requires analysis and synthesis of group members’ comments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Class ➔ Modelled Practice</strong></td>
<td></td>
<td><strong>Quick Tip</strong> A.L. Collect Researcher’s Logs and provide feedback on responses.</td>
</tr>
<tr>
<td>Display a short text, e.g., email. In a Think-Aloud, model how to preview the text based on subject line, beginning, and ending. In a Read-Aloud, model how to confirm or adjust predictions and take a critical stance by posing and responding to questions for taking a critical stance. Note how these differ from content questions. Post the key questions as an anchor chart. Facilitate a discussion of whether the email is a reliable, credible, and a current source of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Small Group ➔ Critical Questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute copies of a short text, e.g., a recent article related to the topic. Collaboratively, groups reach agreement on the research task related to the article and read the article, highlighting information they might use in their report. The group members write their responses to three critical questions self-selected from the anchor chart in their section of a Place Mat before summarizes their thinking in the centre section. Debrief, focusing on the nature of an effective summary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute three different coloured cue cards to each student, one for each of Text Information, Purpose, and Audience. Students work in their groups, in pairs or individually, to apply or develop at least two critical questions appropriate to each cue card. Create Inside-Outside Circles. As the inner circle rotates, students share a critical question with a succession of partners, and record questions to their own lists.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Whole Class ➔ Debrief</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort cue cards by colour, divide each pile in half and distribute to six groups. Each group identifies two prevalent and powerful questions. Using an overhead or interactive whiteboard, add critical questions to Text Dynamics. Facilitate a discussion of why these questions are important to research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Consolidation | Approximately 20-25 minutes | |
|--------------|-----------------------------| |
| **Individual ➔ Independent Practice** | | |
| Students respond to three self-selected critical questions applied to their self-selected text and share their thinking with a partner. They write their responses to one or two critical questions in their Researcher’s Log. Cue students to incorporate feedback suggestions. | | |
Minds On ...

Stand the Line or Value Line
Students position themselves along a "line" between two opposite, extreme opinions to represent their opinion or stand on an issue. In doing so, they also position themselves relative to other students. The line is then either folded in half or split so that half the line walks back to face a partner from another position on the line. Partners discuss the reasons for their stand before volunteers share with the whole group. Usually, students are given an opportunity to revise their position after discussion, emphasizing that discussion may influence their thinking.


Link-and-Layer Read-alouds provide opportunities to reinforce active listening strategies. See Listening Guide.
Action!

**Think-Aloud**
See **Think Literacy Subject-Specific Examples: Language/English, Grades 7-9**, Engaging in Reading: Reading Between the Lines/Inference, page 3.

A Think-Aloud is an instructional scaffold that models thinking processes, making the invisible visible. The teacher verbalizes how effective readers process the text, e.g., by monitoring comprehension and using strategies to construct meaning. A Think-Aloud is a form of explicit instruction that requires teachers to be aware of their own thinking processes and that helps students think about their thinking. Developing metacognitive awareness is an important aspect of learning. See **Metacognition Guide**.

**Read-Aloud**
A Read-Aloud is a planned oral reading of a text that relates to the topic of study. A Read-Aloud can:
- share the joy of reading and create a shared experience
- engage students, e.g., those for whom narrative is an entry point
- build background knowledge
- model fluent reading, e.g., phrasing, pronunciation, emphasis
- model, in a think-aloud, use of reading comprehension strategies
- introduce concepts
- increase vocabulary
- build listening skills
- make abstract concepts and explanations concrete
- expand students’ familiarity with a range of texts
- can serve as springboards to discussion, writing, or hands-on experiments.

Suggestions for incorporating a Read-Aloud into instruction include:
- Rehearsing reading aloud text to maximize fluency and expression
- Introducing the story by title, author and topic
- Creating an atmosphere conducive to listening
- Pre-planning the focus of instruction, i.e., the purpose for reading aloud that particular book
- Pre-planning open-ended questions to stimulate imagination and critical thinking
- Sharing illustrations
- Controlling the pace so that students can absorb what they’re hearing
- Encourage students to talk about the book after the reading, in order to make connections to their own knowledge and experience.

See **Think Literacy: Subject-Specific Examples: Library Research, Grades 7-9**, pp. 6-12.
**Interrogating the Text** Lesson 4 Language - Intermediate Grades

**Action!**

**Questions for taking a critical stance**
Open-ended question prompts are intended to generate discussion and allow a range of entry points for students. While some of the questions may direct attention to details, many prompt critical thinking. Teachers might post questions, or types of questions, and encourage students to ask the questions, thereby empowering students to internalize them.

Sample prompts include:
- **What** is the ad about?
- **What** information about milk’s benefits does the ad provide? What information is omitted?
- **Whose** perspectives are presented? Whose perspectives are omitted?
- **What** is the purpose of the ad? How do you know?
- **Who** would watch the ad? Why would they watch it?
- **Who** benefits from the ad?
- **Where** in the video is information provided?
- **Is** an ad a good source of information? Why or why not?

Sample questions
- Who is the author? What are his/her credentials?
- Why was this article written?
- Does the text include examples, quotations, statistics from trustworthy sources?
- Is any information or opposing perspective missing?
- What assumptions are made about the readers’ values?

These questions are like comprehension questions in that they require “unconstrained skills” (Paris, 2005, in Lai et al., 2009, 31). Unlike skills required for fluent and accurate decoding, which are based on “discrete bodies of knowledge”, unconstrained skills“are more difficult to both teach and learn” (Paris, 2005, in Lai et al., 2009, 31).

These questions focus on judging the trustworthiness of sources. This unit focuses on learning to make connections among multiple sources of information, an important skill in democracies, something that has received research attention only recently (Braten et al., 2009, 6). Researchers suggest that understanding multiple sources requires developing a mental model, or “global representation,” that integrates understanding across the texts, e.g., about how the various texts relate to each other, as well as evaluation of each individual source, and a decision about how to “weight” that information and subordinate other information. This mental model must be coherent, even when contradictory information and perspectives are presented.

There is some research that suggests that “sourcing skills” may be link to their comprehension. In one study, for example, students who were trained in sourcing, wrote more integrated essays and cited more primary and secondary sources (Braten et al., 2009, 9). There is also some evidence that multiple text comparisons and sourcing help students elaborate, make inferences, and read more strategically. Used document type – low level of document expertise internal consistency + consistency with other texts – author is a complex source characteristics (Perfetti et al., 1999, in Braten et al., 2) “…teaching students to evaluate the sources they read according to relevant criteria seems like a highly worthwhile educational activity” (Braten et al., 2009, 24). (Rouet et al ) asked students to justify their ranking of a text’s trustworthiness, or reliability, according to four categories:
- Author justification
- Document-type justification
- Content justification
- Opinion justification, i.e. students’ personal opinion of the issue

**Resources**

**Critical Literacy Guide**

**Anti-discrimination Guide. English 9-12 Resources. The Ontario Curriculum Unit Planner (OCUP) Resources.**
**Anchor Chart**

An anchor chart is a strategy for capturing students' voices and thinking. Anchor charts are co-constructed. By making students' thinking visible and public, they “anchor,” or stabilize and scaffold classroom learning. Anchor charts should be developmentally appropriate and clearly focused, accessible, and organized.

**Place Mat**

*Think Literacy Cross-Curricular Approaches, Grades 7-12*, pages 162-164.

See also Bennett, Barrie and Rolheiser, Carol (2001). *Beyond Monet: The artful science of instructional integration.* Ajax, ON: Bookation. Pages 172-173.

**Summarizing**

Like questioning, summarizing is a theme throughout the unit, particularly with respect to note-taking. Clarify what summarization is, e.g., captures the essence of the original, and is not, e.g., a cut-and-paste. Demonstrate that summarizing requires analysis and synthesis. Build vocabulary awareness, e.g., by pointing out that summarizing means “adding up” important ideas and information, which means that students need to be able to identify important ideas and information. Depending on students' readiness, distinguish between paraphrase, summary and précis. Model, provide explicit instruction, shared and guided practice on strategies for summarizing, e.g., rule-based summarizing and use of frames. Post strategies as anchor charts.

**Resources**


**Inside-Outside Circles**

Inside-Outside Circles is a strategy that structures a series of low-risk conversations between pairs of students. Half of the class forms an inside circle; these students face outward. The other half of the class forms an outside circle; these students face inward. Students engage in discussion with the student directly facing. On a signal the inside circle moves clockwise while the outside circle moves counterclockwise so that each student faces a new partner.


**Text Dynamics**

A critical aspect of the graphic is that the author, audience, and text are dynamically interrelated, e.g., the author's purpose influences how she/he approaches the audience. In turn this is reflected in the choice of text form and rhetorical features. Teachers could focus on this relationship as one of the unit's fundamental concepts or big ideas.
### You Be the Researcher! Performance Task Rubric

#### Language - Intermediate Grades

<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>Understanding of the research process and concepts</td>
<td>• Demonstrates thorough understanding of the research process and concepts (e.g., reliability)</td>
<td>• Demonstrates considerable understanding of the research process and concepts (e.g., reliability)</td>
<td>• Demonstrates some understanding of the research process and concepts (e.g., reliability)</td>
<td>• Demonstrates limited understanding of the research process and concepts (e.g., reliability)</td>
</tr>
</tbody>
</table>

#### Thinking

<table>
<thead>
<tr>
<th>Analysis, comparison and evaluation of information sources</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>• Analyzes, compares and evaluates information sources with a high degree of effectiveness</td>
<td>• Analyzes, compares and evaluates information sources with a considerable effectiveness</td>
<td>• Analyzes, compares and evaluates information sources with some effectiveness</td>
<td>• Analyzes, compares and evaluates information sources with limited effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of findings to research questions</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>• Summarizes findings with a high degree of effectiveness</td>
<td>• Summarizes findings with considerable effectiveness</td>
<td>• Summarizes findings with some effectiveness</td>
<td>• Summarizes findings with limited effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's reflection on the research process and his/her role as researcher</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>• Reflects with thorough understanding of the research process and his/her role as researcher</td>
<td>• Reflects with considerable understanding of the research process and his/her role as researcher</td>
<td>• Reflects with some understanding of the research process and his/her role as researcher</td>
<td>• Reflects with limited understanding of the research process and his/her role as researcher</td>
<td></td>
</tr>
</tbody>
</table>

#### Communication

<table>
<thead>
<tr>
<th>Communication of findings, supporting evidence, and research process</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 with a high degree of effectiveness his/her findings, supporting evidence, and research process</td>
<td>• Communicates with considerable effectiveness his/her findings, supporting evidence, and research process</td>
<td>• Communicates with some effectiveness his/her findings, supporting evidence, and research process</td>
<td>• Communicates with limited effectiveness his/her findings, supporting evidence, and research process</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The Strand for each Achievement Chart category depends on selection of information source or form of communication. For example, Thinking may be reported as Reading, Oral Communication and/or Media Literacy, depending on a student’s choice of information sources. Communication may be reported as Oral Communication, Writing or Media Literacy, depending on choice of communication form.
Is the information reliable—that is, accurate and verifiable by other sources?
What organizational patterns are used in this?

**Information Source/Text**

**Audience**
Who is the target audience for this text?
How do I know?
How might various audiences respond to this text? How do I know?
Is the text effective? Does it have the intended impact on the audience?

**Author’s Purpose**
Who produced this information source?
Why was it produced?
How does the text attempt to achieve its purpose?
Is the author/sponsor a credible source of information?