



The Literacy and Numeracy Secretariat  
Le Secrétariat de la littératie et de la numératie

# **Comprehending in Action: Synthesizing**

*Module 4  
Sessions 1 to 4*

The Literacy and Numeracy Secretariat  
Professional Learning Series



## **On this DVD you will find ...**

1. Overview of the Literacy Professional Learning Series

2. *Comprehending in Action: Synthesizing* (booklet)

Read this first to prepare to use the PowerPoint presentation and the Teacher Resources.

3. PowerPoint presentation (with video clips), slides 1 to 103

Read the notes page with each slide.

- Session 1, slides 7 to 34
- Session 2, slides 35 to 55
- Session 3, slides 56 to 77
- Session 4, slides 78 to 103

4. Teacher Resources (1 to 32), Sessions 1 to 4

## Aims of the Professional Learning Series

The Literacy and Numeracy Secretariat developed the Professional Learning Series to illustrate that:

- Reading in the junior grades is an interactive, problem-solving process of making meaning from texts.
- All junior students need to use higher-order thinking and critical literacy skills to read and understand increasingly difficult texts.
- Readers need to build and strengthen an integrated system of strategic actions that operate effectively across many kinds of texts.
- Students are motivated to learn when they encounter interesting and meaningful texts on topics that matter to them.
- Reading instruction is based on information about student learning needs gathered by the teacher from a variety of assessments.
- Teachers provide scaffolded support to help their students learn new literacy strategies and skills by using processes that involve modelling, guiding, and supporting students as they practise, and by monitoring independent student achievement.

The sessions are structured to help participants develop a deeper conceptual understanding of the active nature of making meaning from texts. In the past, we have tended to think about comprehension as the end product of effective reading. However, current research, such as that of Fountas and Pinnell (2006), suggests that we need to help students see that:

- Comprehension is an active process that occurs before, during, and after reading text.
- Comprehension strategies (i.e., activating prior knowledge, determining important information, making connections, questioning, visualizing, summarizing, predicting, inferring, synthesizing, evaluating, monitoring, and repairing understanding) work in an interactive and integrated fashion.
- Students' writing provides a rich source of information about their comprehension.

## Getting Organized for *Comprehending in Action: Synthesizing*

These sessions are designed to help classroom teachers, literacy lead teachers, literacy facilitators, literacy coaches, consultants/program co-ordinators, and/or school administrators (vice-principals, principals) plan and facilitate their own professional learning at either the school or board level. These sessions could be used by individuals or grade partners, in a PLC, a staff meeting or as part of a PA day program.

### Participants

- Classroom teachers, resource and special education teachers, literacy coaches, system curriculum staff, and administrators will bring a range of experiences and comfort levels to the teaching of comprehension strategies.
- Participants will require adult learning support that recognizes their current experience and knowledge while providing them with experiences that challenge their thinking and introduce them to research-supported methods for literacy instruction.
- Some participants may have attended professional development sessions on *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, A Guide to Effective Literacy Instruction, Grades 4 to 6*, or *Shared Reading* through board sessions or Ontario summer professional opportunities.

### Suggested Time Lines

Session 1	What Is Synthesizing?	75 minutes
Session 2	Explicit Teaching Through Gradual Release	75 minutes
Session 3	Synthesizing the Non-Fiction Way	75–85 minutes
Session 4	Assessment <i>for</i> Learning	75–80 minutes

## General Materials

- Comprehending in Action: Synthesizing (slides 1 to 103)
- Comprehending in Action: Synthesizing (Teacher Resources, 1 to 32)
- copies of *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*, and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volumes One, Two, Four, Five, Seven*
- copies of *The Ontario Curriculum, Grades 1–8: Language* (2006)
- computer and LCD projector or overhead projector
- highlighters (one for each participant)
- sticky notes
- chart paper and markers

# Session 1 – What Is Synthesizing?

## PowerPoint Slides 7 to 34

### Overview

This session will reinforce the notion that comprehending is an active process that occurs before, during, and after reading. Participants will see that proficient readers use a range of strategies when combining important information from text with their own ideas and background knowledge to arrive at new and different thinking. Participants will also consider the role that drama and talk play in the teaching of the reading comprehension strategy of synthesizing.

### Goals

- Broaden understanding of the integrated nature of comprehension strategies.
- Compare and contrast the processes of summarizing and synthesizing.
- Emphasize the role of oral language and the arts in literacy instruction.
- Introduce high-yield strategies for accountable talk.
- Make direct links to professional readings.

### Required Materials

- Session 1 PowerPoint (slides 7 to 34)
- Teacher Resource 1 – What Is Synthesizing?
- Teacher Resource 2 – Expectations Leading to Synthesizing
- Teacher Resource 3 – Synthesizing Shapes
- Teacher Resource 4 – Summarizing or Synthesizing?
- Teacher Resource 5 – Demonstration Lesson: Using Drama to Teach Synthesizing
- Teacher Resource 6 – Synthesizing Through Drama: Focus Questions
- Teacher Resource 7 – A Look at ... *Weaving Through Words – Using the Arts to Teach Reading Comprehension Strategies*
- chart paper
- highlighters (two colours per participant)
- copies of *A Guide to Effective Literacy Instruction, Grades 4 to 6 Volume Four – Oral Language*
- Internet access for a small group of participants

## Suggested Time Line

- 75 minutes

### **Before: Starting the Conversation – What is Synthesizing?**

**10 minutes**

As participants enter the room, give each person one of the ingredient cards found on Teacher Resource 1. Ask participants to move around the room trying to find at least three other members of their table group. Explain that each card contains a picture of an ingredient that might be used in the creation of a lunch-time food item. While the ingredient cards have been created to group four people together to make one of six food items (i.e., a tortilla, a samosa, a California roll, vegetable soup, pizza, and a sandwich), there is lots of flexibility in how the ingredients might actually be put together to make a group of four.

Once participants have formed a group of four, ask them to introduce themselves to each other. Following the introductions, have groups find a table and begin to discuss the two questions listed on slide 9:

1. *How did you figure out to which group you belonged?*
2. *What reading comprehension strategies were you using in this activity?*

Have each small table group introduce themselves to the larger group by describing the food item they created with their ingredients. Debrief the questions using slides 10 to 12.

Share the information about synthesizing found on slides 13 and 14.

### **Before: Extending the Conversation – What Is Synthesizing?**

**15 minutes**

Share the information about synthesizing found on slides 15 and 16. Stress the importance of the new ideas and deep thinking that result from the process of synthesizing. Give participants a few minutes to look at the expectations found on Teacher Resource 2 that lead to the process of synthesizing.

Ask participants to use the shapes provided on Teacher Resource 3 to create a visual representation of the thinking they were doing while they were engaged in the process of synthesizing to form their table groups. The shapes are labelled "My Thoughts and Experiences," "Important Details from the Text," and "Big Ideas, New Thinking." Encourage the groups to use arrows, lines, or other symbols to indicate the nature of their thinking during the first activity.

Once the groups have finished mapping their thinking, encourage them to take a walkabout to see how the other groups have represented their thinking.

Use slides 18 to 21 to have participants compare their thinking about synthesizing with a group of grade six students who completed the same mapping activity. Encourage participants to think about the question: *What are we learning about student thinking?*

Debrief the activity by discussing the two questions found on slide 22: *What role did the captions play on each slide?*  
*What role did the title, “An Evolution of Thinking,” play?*

### **Before: Summarizing or Synthesizing?**

**5 minutes**

Discuss the difference between summarizing and synthesizing using the information provided on slide 23 and the examples found on slide 24. Summarize the discussion using the anchor chart on slide 25.

### **During: Exploring Synthesizing Through Drama**

**35 minutes**

Prepare participants for the videotaped segment by having them make predictions from the cover of the text, *The Snow Leopard*, by Jackie Morris found on slide 26.

Introduce the text by saying:

“This mythical tale, beautifully written and illustrated by Jackie Morris, tells the story of how a young girl takes on the form of a snow leopard and becomes the guardian of a remote mountain village in the Himalayan mountains. The language and imagery are rich and the illustrations are compelling to children and adults alike.”

Have the participants read through the demonstration lesson plan on Teacher Resource 5.

Assign each table group one of the three focus questions found on slide 27. Have participants record their initial thoughts about their focus question in the first column of the graphic organizer found on Teacher Resource 6.

Introduce the video clip by saying:

“In the first part of a two-part whole group lesson, a grade six teacher and her students engage in read-aloud and the drama techniques of tableau and corridor of voices to explore the comprehension strategy known as synthesizing. In the second part of the two-part whole group lesson, the teacher and students co-construct a graphic organizer for synthesizing that will be utilized in future shared, guided, and independent reading experiences.”

While watching the two video clips found on slide 28, have participants record their new thinking in the second column of the graphic organizer on Teacher Resource 6 in response to their focus question.

After viewing the clips, have each table group share their observations and thinking using the strategy known as round robin. While the round robin is occurring at each table, have one member do a walkabout to hear the thinking that is being shared at the other tables. This person should come back and report his or her findings about the other two questions.

After sharing in their table groups, have participants record their new thinking in the third column of the graphic organizer before synthesizing their learning into a big idea that can be written on Teacher Resource 6.

Ask for volunteers to share their big ideas with the rest of the large group.

### **After: Starting the Conversation – Using Drama**

**20 minutes**

Ask participants to discuss the importance of distinguishing between interesting and important information using slide 29. Brainstorm difficulties that readers might encounter when trying to separate important from interesting ideas in a text.

As outlined on slide 32, explore the use of drama to teach comprehension strategies using the co-operative learning strategy known as jigsaw and the following resources: Teacher Resource 7, *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Four* and appropriate websites such as <http://schools.tdsb.on.ca/asit/standards/btstart/DDTChest.pdf>.

## **After: Extending the Conversation – Assessing Oral Language**

**15 minutes**

Explore the assessment of oral language as outlined on slide 33 using the co-operative learning strategy known as jigsaw and the following sections of *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Four*:

- a. Oral Language and Assessment and Gathering Evidence of Learning
- b. Assessing Listening Across the Curriculum
- c. Assessment of Presentations
- d. Assessing Student Performance Through Discussion

## **Classroom Inquiry**

**5 minutes**

Ask participants to note situations, tasks, and discussions in which students are engaged in the process of synthesizing. Encourage participants to bring in an artefact to share with the group to demonstrate what they observed. Time will be provided at the start of the next session to share.

# Session 2 – Explicit Teaching Through Gradual Release

## PowerPoint Slides 35 to 55

### Overview

This session will highlight the importance of using the gradual release of responsibility to teach new concepts and skills. Session activities and video clips demonstrate how assessment data are purposefully used to align the teaching that goes on in shared, guided and independent reading. Participants will also have an opportunity to discuss the format and routines inherent in literacy learning blocks.

### Goals

- Highlight the importance of explicit teaching of comprehension strategies.
- Demonstrate the connection between shared, guided, and independent reading in the gradual release of responsibility.
- Link assessment and literacy instruction.
- Introduce high-yield strategies for accountable talk.
- Make connections to professional readings.

### Required Materials

- Session 2 PowerPoint (slides 35 to 55)
- Teacher Resource 8a – Anticipation Guide
- Teacher Resource 8b – Anticipation Guide – Answer Key
- Teacher Resource 9 – Literacy Learning Blocks – Graphic Organizer
- Teacher Resource 10 – *What Works? Research into Practice Learning Blocks for Literacy and Numeracy*
- Teacher Resource 11a – Components of a Sample Shared Reading Lesson
- Teacher Resource 11b – Facilitator’s Notes – Components of a Sample Shared Reading Lesson
- Teacher Resource 12 – Demonstration Lesson: Shared Reading
- Teacher Resource 13 – Synthesizing Big Ideas about Shared Reading
- Teacher Resource 14a – Components of a Sample Guided Reading Lesson
- Teacher Resource 14b – Sample Guided Reading Lessons One and Two

- Teacher Resource 15 – Sample Guided Reading Lesson Three
- Teacher Resource 16 – Exploring *Volume Five – Reading*
- one highlighter for each participant
- chart paper
- chart paper cut into strips
- markers
- three to four sticky notes for each participant
- one copy of *Learning Blocks for Literacy and Numeracy* per participant
- copies of *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Five* for each participant

## **Suggested Time Line**

- 75 minutes

### **Chatting about Classroom Inquiry**

**5 minutes**

Have participants use an inside-outside circle to share their examples of synthesizing from Session 1, as described on slide 36.

### **Before: Let's Review**

**5 minutes**

Use slides 37 and 38 to summarize the collective insights from the last session. Share the learning goals for this session, as listed on slide 39.

### **Before: Literacy Learning Blocks**

**15 minutes**

Have participants complete the anticipation guide found on Teacher Resource 8a with a partner. As participants are waiting for the rest of the partners to complete their anticipation guides, have them discuss the organization of literacy instruction in their respective classrooms, as suggested on slide 40.

As participants are watching the video clip on slide 42, ask the partners to complete the following tasks using Teacher Resource 9:

- Record your observations about how the teacher organizes her literacy learning block.

OR

- Record your observations about how the teacher differentiates instruction during her literacy learning block.

These tasks are listed on slide 41.

Introduce the video clip by saying:

“In this video clip, you will see a grade six teacher discussing with a teaching colleague how she plans to strategically use her literacy learning block to deepen her students’ understanding of the process of synthesizing.”

Debrief the video clips using the jigsaw activity on slide 43.

### **During: Starting the Conversation – Shared Reading in Action**

**25 minutes**

Ask participants to complete a sticky note sort to generate background knowledge about shared reading as described on slide 44. Encourage groups to share their common understandings with the larger group. Record these understandings on chart paper to act as an anchor chart for shared reading.

As participants watch the video clip on slide 46, ask them to make notes on Teacher Resource 11a about what is happening in each part of the lesson. This activity is described on slide 45.

Introduce the video clip by saying:

“In this shared reading lesson, you will see two grade six teachers utilizing SMART Board technology to model their thinking as they support students in the process of synthesizing the big ideas in a set of song lyrics. The song entitled, “Child of the Universe,” was written by Canadian songwriter, Craig Cassils (© 1988 Somerset Press (a division of Hope Publishing, Carol Stream, IL 60188). All rights reserved. Used by Permission. For more information about Craig Cassils, please go to <http://craigcassils.ca/about.html>.”

Following the video clip, give participants time to share their notes with the members of their table groups and to brainstorm labels for the various components of the sample shared reading lesson. Give participants a copy of the Demonstration Lesson Plan on Teacher Resource 12 for additional support with this lesson deconstruction. Encourage the groups to share their information with the large group. Add the lesson components to the shared reading anchor chart.

## **After: Starting the Conversation – Shared Reading – The Big Ideas**

**10 minutes**

Ask participants to think-pair-share about the following question found on slide 47: *What similarities did you notice between this sample shared reading lesson and the drama lesson from Session 1?* Explain that “alignment between modelled and shared experiences” is one of the big ideas associated with shared reading. Write these words on one of the starburst shapes from Teacher Resource 13 and place it on the shared reading anchor chart.

Give participants time to review the information found on the shared reading anchor chart in their table groups. Ask each table to come up with another big idea or “a-ha! moment” about shared reading that can be recorded on a starburst shape and placed on the shared reading anchor chart.

## **During: Extending the Conversation – Guided Reading in Action**

**25 minutes**

Ask participants to partner up at their table groups as described on slide 48. Provide each pair of participants with one set of materials from Teacher Resource 14a that has been cut into boxes. Ask participants to place the components of the sample guided reading lesson plan in order from the start to the finish of the lesson. Encourage participants to compare their thinking with Teacher Resource 14a.

As participants are watching the video clip on slide 49, ask one member of each pair to document what the teacher is doing in each part of the sample guided lesson using Teacher Resource 14a.

Introduce the first video clip by saying:

“In the first small-group guided reading lesson, the teacher helps the students to utilize graphic text features to mine their background knowledge and to make more specific connections to the text.”

As participants are watching the video clip on slide 50, ask the other member of each pair to fill in Teacher Resource 14a for this second sample guided reading lesson.

Introduce the second video clip by saying:

“In the second small-group guided reading lesson, the teacher helps the students to use a graphic organizer to more effectively combine the

important details from the text with their background knowledge and experiences in order to synthesize the big ideas about the text.”

Have the partners share their notes with each other.

### **After: Extending the Conversation – Planning a Guided Reading Lesson**

**10 minutes**

Ask participants to plan a guided reading lesson for the third group of students who need to learn how to differentiate between important and interesting information in text. Using the information provided on Teacher Resource 15 and slides 51 and 52, have participants use the other side of Teacher Resource 14a to create this lesson plan.

Have participants post their lesson plans around the room and provide time for the participants to complete a gallery walk or walkabout.

### **After: Exploring *Volume Five***

**10 minutes**

Have each table member choose a different section of *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Five* to read, highlight, and then summarize for the group using the graphic organizer provided on Teacher Resource 16 and slide 53.

Provide time for table groups to share their information about the various sections of *Volume Five* using the task on slide 54.

### **Classroom Inquiry**

**5 minutes**

Ask participants to formulate a classroom inquiry question related to the content of this session. Remind participants to bring an artefact to the next session that addresses their question.

# Session 3 – Synthesizing the Non-Fiction Way

## PowerPoint Slides 56 to 77

### Overview

This session will continue to focus on synthesizing through the effective integration of media literacy with reading instruction. The process of synthesizing across texts will be demonstrated first by teacher modelling and second by the deconstruction of four photo essays that utilize a variety of graphic features (i.e., titles, captions, words, photos, colour, composition) to present big ideas about environmental issues. The characteristics of these four photo essays will form the basis of a rubric that the teacher and students co-create for the culminating task of a unit about The Environment.

### Goals

- Connect the process of synthesizing to inquiry and report writing.
- Demonstrate the importance of graphic features to the construction of knowledge.
- Model how media instruction can be incorporated into reading instruction when students deconstruct media texts (i.e., reports and photo essays).
- Introduce high-yield strategies for accountable talk.
- Make connections to professional readings.

### Required Materials

- Session 3 PowerPoint (slides 56 to 77)
- Teacher Resource 17 – Synthesizing and the Model of Inquiry
- Teacher Resource 18 – Placemat
- Teacher Resource 19 – Demonstration Lesson Plan: Constructing Understanding of Effective Media
- Teacher Resource 20 – Constructing Understanding of Effective Media Graphic Organizer
- Teacher Resource 21 – Level Two Photo Essay
- Teacher Resource 22 – Deconstructing Media Text – Some Questions to Consider
- Teacher Resource 23 – Photo Essay Rubric Template
- Teacher Resource 24 – Scavenger Hunt

- markers
- chart paper
- copies of *Literacy for Learning, The report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*
- copies of *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Seven – Media Literacy*

## **Suggested Time Line**

- 75–85 minutes

### **Chatting About Classroom Inquiry**

**5 minutes**

Have participants display around the room the samples of work they collected from the classroom inquiry activity at the end of the previous session. Give participants five minutes to take a gallery walk around the room looking for answers to the question: *What big ideas about literacy instruction are you synthesizing from this work?* Have participants share their insights with the other members of their table groups.

### **Let's Review**

**5 minutes**

Use slides 58 and 59 to review the key messages from the previous sessions. Share the learning goals for this session as listed on slide 60.

### **Before: Starting the Conversation – Synthesizing Across Texts**

**10 minutes**

Ask participants to read the definition of synthesizing found on page 71 of *Literacy for Learning, The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*. Discuss the concept of synthesizing within and across texts using slide 61.

Have participants in their table groups compare and contrast the inquiry model found on page 36 of *Literacy for Learning, The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario* and the process of synthesizing using the graphic organizer provided on Teacher Resource 17 and slide 62. Have table groups record their ideas in the appropriate circles on the Venn diagram and then arrive at a BIG IDEA that will be recorded in the starburst.

## **Before: Extending the Conversation – Synthesizing Across Texts**

**10 minutes**

Use the information on slide 63 to describe how a four-panel photo essay will be used as a culminating task for a unit on The Environment. Have participants in their table groups analyse the photo essay on slides 65 to 68. Ask them to complete a placemat to answer the question on slide 64: *What aspects of the photo essay demonstrate the understanding of the big idea of environmental stewardship?*

## **During: Understanding Graphic Features**

**10 minutes**

Have participants complete a think-pair-share about the quote on slide 69 and then brainstorm a list of possible non-fiction text features. Compare the list of graphic features generated by the participants with the list found on slide 70.

Give participants time to analyse the visual presentation on slide 71 before clicking the mouse to have the question: *What impact does colour, type, size, and location of the font have when you read this question?* appear on the screen. Encourage participants to come to the computer to manipulate the colour, type, size, and location of the font to better illustrate the big idea of environmental stewardship.

### **Special Note to Facilitators:**

**In order to manipulate the features of this slide, you will need to have saved the slide or the slide presentation on your desktop and be in the creation mode as opposed to the presentation mode.**

Ask participants to think-pair-share what big ideas about non-fiction text features they have synthesized from this activity. Summarize this discussion using slide 72.

## **During: Constructing Understanding of Effective Media**

**20 minutes**

Give participants time to read over the lesson plan found on Teacher Resource 19 before showing the video clip on slide 73. As participants watch the video clip, have them record their thoughts on Teacher Resource 20 about the following question: *What knowledge and skills will your students need in order to complete a similar deconstruction of a different media text?* Following the video, have participants pair up with someone at a different table to share their observations and insights.

Introduce the video clip by saying:

“In this whole class lesson, teaching partners work together with the students to co-construct a rubric for the photo essay that will be used as the culminating task of their environmental unit.”

### **After: Extending the Conversation – Deconstructing Text**

**20 minutes**

Review with participants the nature of the different categories on the rubric template on Teacher Resource 23. Using the questions listed on Teacher Resource 22 and the sample level two photo essay on Teacher Resource 21, model how to complete the first category of Knowledge and Understanding on the rubric template. Provide time for the participants to complete the remainder of the rubric template for a level two photo essay as described on slide 74.

### **After: Starting the Conversation – Exploring *Volume Seven – Media Literacy***

**20 minutes**

Ask participants to work as partners to complete the scavenger hunt on Teacher Resource 24 in order to familiarize themselves with *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Seven – Media Literacy*. This activity is found on slide 75.

### **After: Extending the Conversation – Exploring *Volume Seven – Media Literacy***

**10 minutes**

Have participants partner up with someone at their table group. Have one partner read and highlight important information in the section entitled, “The Five Key Concepts of Media Literacy” while the other partner reads and highlights the important information in the section entitled, “The Media Triangle.” Have participants record this information on Teacher Resource 25. Have participants discuss the question found on slide 76: *What evidence of these two frameworks do you see in the Media Creation Lesson #4 – Designing A Movie Poster?* Encourage partners to share their thinking with the rest of the group.

### **Classroom Inquiry**

**5 minutes**

Ask each participant to consider the following question, *How do you plan to use the resources from this module to teach synthesizing in your classroom?* Encourage participants to bring an artefact to the next session.

# Session 4 – Assessment for Learning

## PowerPoint Slides 78 to 103

### Overview

In this session, participants will consider the role that students can play in classroom assessment. The importance of student self-assessment and formative feedback will be highlighted. In the video clip segment included in this session, four students discuss with their teacher the benefits of rubrics and other assessment strategies to help them engage in self-assessment.

Time Line: 75 minutes

### Goals

- Emphasize the role that students can play in classroom assessment.
- Demonstrate the importance of student self-assessment as an essential component of the assessment-learning cycle.
- Highlight the role of effective feedback in the assessment-learning cycle.
- Encourage goal-setting to improve practice.

### Required Materials

- Session 4 PowerPoint (slides 78 to 103)
- Teacher Resource 26 – Graffiti Questions
- Teacher Resource 27 – Student Self-Assessment ... Looks Like? Sounds Like?
- Teacher Resource 28 – Guidelines for Classroom Assessment
- Teacher Resource 29 – Hearing Student Voices on Classroom Assessment
- Teacher Resource 30 – Four Corners Signs
- Teacher Resource 31a – What is effective feedback?
- Teacher Resource 31b – Research Summaries
- Teacher Resource 32 – Personal Action Plan
- copies of *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One* and *Volume Two*
- a copy of *Capacity Building Series, Special Edition #4 Student Self-Assessment* for each participant
- printed copies of slide 91

- chart paper
- markers
- three to four sticky notes per participant
- paper and pens

## **Suggested Time Line**

- 75–80 minutes

### **Chatting About Classroom Inquiry**

**5 minutes**

Have participants reflect on and discuss their experiences integrating media with reading instruction by sharing with a table partner.

### **Let’s Review**

**5 minutes**

Use slide 80 to review the key messages from the previous sessions. Share the learning goals for this session as listed on slide 81.

### **Before: Starting the Conversation – Getting to Know Junior Learners**

**10 minutes**

Ask table groups to choose a piece of technology from slide 82 that best describes the characteristics of junior students. As the groups are sharing, record on chart paper the characteristics of junior students that are mentioned. Debrief this activity using the graphic on slide 83. Provide participants with time to read through pages 12–23 of *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One* if additional information about junior students is needed.

### **Before: Starting the Conversation – The Role of Junior Students in Classroom Assessment**

**15 minutes**

Engage participants in a “graffiti” activity to brainstorm answers to the following three questions:

1. *What characterizes effective classroom assessment?*
2. *What role can junior students play in classroom assessment?*
3. *What are the benefits of student self-assessment?*

This activity is described on slide 84. Debrief the graffiti activity using slides 85 to 89.

## **Before: Extending the Conversation – The Role of Junior Students in Classroom Assessment**

**15 minutes**

Provide each participant with 3 to 4 sticky notes. Ask them to record one answer to the question found on slide 90: *What role can junior students play in classroom assessment?* on each sticky note. In their table groups, have participants sort their sticky notes into piles containing similar ideas. Have each group share a few of their ideas with the rest of the group. Create an anchor chart using the answers generated by the groups.

Give participants time to analyse the graphic found on slide 91. Have participants use Teacher Resource 27 to record their answers to the question, *What questions might students ask in each phase of the assessment–learning cycle?* Record some of the questions on slide 92.

### **Special Note to Facilitators:**

To add writing to this slide, you will need to be in the creation/edit mode as opposed to the presentation mode.

## **During: Hearing Student Voices on Classroom Assessment**

**20 minutes**

In their table groups, have participants read over the statements from Teacher Resource 28. Ask table groups to synthesize the information contained on these strips with their own background knowledge and experiences to arrive at some big ideas about assessment as described on slide 93.

Ask each table group to share one big idea about assessment. Have participants write these big ideas in the first column on Teacher Resource 29.

When watching the video clip on slide 94, ask participants to pay attention to the big ideas about assessment that are suggested by the students. Ask participants to record the big ideas suggested by the students in the third column of Teacher Resource 29. Encourage participants to record any similar ideas in the same row of the graphic organizer.

Introduce the video clip by saying:

“In this video clip, four students discuss with their teacher the benefits of rubrics and other assessment strategies to help them engage in self assessment.”

Have participants at each table number off from 1 to 4 in order to form new “expert” groups for a jigsaw strategy, as described on slide 95. Assign one big idea to each expert group to research using *Capacity Building Series Special Edition #4, Student Self-Assessment*. The information gathered from *Student Self-Assessment* should be recorded in the second column on Teacher Resource 29.

Provide time for the members of each expert group to share their findings with the other members of their table groups.

### **After: Starting the Conversation – What Is Effective Feedback?**

**20 minutes**

Involve participants in viewing and deconstructing a role play during which individuals will be assessed and given feedback on their clapping abilities.

Five participants take the role of the students while four participants take the role of the assessors. Complete details for this role play are provided in the notes on slide 97.

Debrief the role play by asking the clappers and the assessors to discuss their experiences. Extend the role experience by asking participants to answer the question: *What is effective feedback?* Summarize the discussion using the information found on slide 98.

### **After: Extending the Conversation – What Is Effective Feedback?**

**20 minutes**

Have participants read the research summary provided on Teacher Resource 31b. Follow the directions on Teacher Resource 31a to complete a four corners activity found on slide 99 that asks participants to consider the following question: *Which group of students do you think benefited most significantly from the feedback given? Why?* Ask participants to share their thinking with the others who are standing in the same corner and then to share their thinking with the large group. Read the research results found on slide 100. Ask participants to think about how this research might be applied to the classroom. Have participants share their thinking with the others standing in their corner. Encourage an individual from each corner to share the group’s thinking with the large group.

## **Bringing Closure**

**5 minutes**

As found on slide 102, have participants complete Teacher Resource 32 as a personal action plan. Thank the participants for their participation in this professional learning module on synthesizing. Discuss the additional professional learning opportunities listed on the last slide.

## Resources and References

- Allen, J. (2002). *On the same page: Shared reading beyond the primary grades*. York: ME: Stenhouse.
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