Reading PD Post Workshop Support Material

Objective: Read through this material at leisure and imagine how it might look when integrated with the multiple intelligences.

The Ontario curriculum focuses on developing the knowledge and skills that will enable

students to become effective readers. An effective reader is one who not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the reader must be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyse, and absorb them and to recognize their relevance in other contexts.

Students can develop the skills necessary to become effective readers by applying a range of comprehension strategies as they read and by reading a wide variety of texts. It is also important that they read a range of materials that illustrate the many uses of writing. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language. Reading various kinds of texts in all areas of the curriculum will also help students to discover what interests them most and to pursue and develop their interests and abilities.

As students develop their reading skills, it is important that they have many opportunities to read for a variety of purposes. A well-balanced reading program will provide students with opportunities to read for the pleasure of discovering interesting information as well as for the pleasure of self-discovery, for self-enrichment, and for the sheer fun of it. Such reading activities are particularly important in the elementary grades, when attitudes towards reading and reading habits are first being formed.

Reading experiences that invite students to discover new worlds and new experiences and to develop their imaginative powers will go a long way towards convincing them that reading can be a rich source of pleasure and knowledge. Such experiences are likely to lead to a love of reading, which is among the most valuable resources students can take with them into adult life.

Reading is a complex process that involves the application of many strategies before, during, and after reading. For example, before reading, students might prepare by identifying the purpose of the reading activity and by activating their prior knowledge about the topic of the text. Teachers help build the necessary background knowledge for students whose life experiences may not have provided them with the information they need to understand the text. During reading, students may use “cueing systems” – that is, clues from context or from their understanding of language structures and/or letter-sound relationships – to help them solve unfamiliar words, and comprehension strategies to help them make meaning of the text. Comprehension strategies include predicting, visualizing questioning, drawing inferences, identifying main ideas, summarizing, and monitoring and revising comprehension. After reading, students may analyse, synthesize, make connections, evaluate, and use other critical and creative thinking skills to achieve a deeper understanding of the material they have read.

It is important to note that although the specific expectations for each grade may focus on particular strategies that emphasize grade-appropriate skills, they do not impose a restriction on the range of strategies students will apply in that grade. Teachers must use their professional judgement in deciding which comprehension strategies to model and teach, based on the identified learning needs of the students in their classrooms and on the nature of the particular texts students are reading.

The Reading strand has four overall expectations, as follows:

Students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate

understanding of how they help communicate meaning;

3. use knowledge of words and cueing systems to read fluently;

4. reflect on and identify their strengths as readers, areas for improvement, and the

strategies they found most helpful before, during, and after reading.

To become fluent, independent readers, students need to read frequently and develop the skills used in reading for a variety of different purposes – to follow directions, to get advice, to locate information, for enjoyment, for practice, to build vocabulary, to satisfy curiosity, for research, or for personal interest. The purpose for reading will be determined by the teacher in some cases and by the student in others.

The reading program should include a wide variety of literary, informational, and graphic texts – for example, picture books and novels; poetry; myths, fables, and folk tales; textbooks and books on topics in science, history, mathematics, geography, and other subjects; biographies, autobiographies, memoirs, and journals; plays and radio, film, or television scripts; encyclopaedia entries; graphs, charts, and diagrams in textbooks or magazine articles; recipes, instructions, and manuals; graphic novels, comic books, cartoons, and baseball cards; newspaper articles and editorials; and essays and reports.

Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including the cultures of Aboriginal peoples, and make those resources available to students. Within each grade and from one grade to another, students should be assigned texts of increasing complexity as they develop their reading skills, and should also have many opportunities to select their own reading materials. Frequent exposure to good writing will inspire students to work towards high standards in their own writing and will help them develop an appreciation for the power and beauty of the written word. Taken from: *The Ontario Curriculum 1-8 Language*

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

Ministry expectations and the Ontario Curriculum as it relates to MI activities: following are some expectations and examples of the intelligences that are engaged.

|  |  |
| --- | --- |
| **Specific Ministry Expectation** | **Examples of engagement of specific MI** |
| 1.1 read a wide variety of texts from diverse cultures, including literary text, graphic texts and informational texts | Mathematical/Logical, Visual/Spatial, Interpersonal |
| 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes | Mathematical/Logical, Visual/Spatial, Interpersonal, Kinesthetic, Linguistic |
| 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts | Musical, Visual/Spatial, Intrapersonal, Linguistic |
| 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details | Kinesthetic, Mathematical/Logical |
| 1.5 develop interpretations about texts  using stated and implied ideas to support their interpretation | Interpersonal, Visual, Linguistic, Nature |
| 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around the | Visual/Spatial, Interpersonal, Kinesthetic |
| 1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning | Mathematical/Logical, Visual/Spatial, Nature |
| 1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their view | Intrapersonal, Visual/Spatial, Mathematical/Logical |
| 2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a myth | Interpersonal, Linguistic, Intrapersonal, Nature |
| 2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts | Musical, Mathematical/Logical |
| 2.4 identify various elements of style –  including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning | Kinesthetic, Musical, Visual |
| 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cue | Linguistic, Intrapersonal, Visual/Spatial |
| 3.3 read appropriate texts with expression  and confidence, adjusting reading strategies and reading rate to match the form and purpose | Kinesthetic, Musical, Interpersonal |
| 4.1 identify the strategies they found most 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 reader | Linguistic, Interpersonal, Mathematical/Logical |
| 4.2 explain, in conversation with the teacher and/or peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what  they read | Linguistic, Visual/Spatial, Nature |
|  |  |