Support Resources for PD

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.

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

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| **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 |
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Works used:

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Casey, Katherine. *Literacy Coaching, The Essentials.* Portsmouth, NH. Heinemann. 2006.

*Reading Through Different Lenses.* [http:/readwritethink.org]. Web. 23 October 2011.

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<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

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

<http://www.edu.gov.on.ca/eng/literacynumeracy/framework.html>