Instructor(s) Name(s): Goldstein, Moore, Safaei, Dyer

District/Organization: Worcester Public Schools

Learning Standards: Understanding a text : standard 8, Fiction: standard 12(12.5)
Non-fiction: standard 13

Guiding Principles: 1, 2, 7 & 9

Activity: REAL READERS  
Length of Time: 45 minutes +

Introduce students to “Real Readers” concept. Real Readers groups are used in the classroom to produce “authentic readers”.

Students using real readers groups will be able to:

- Develop sophisticated, academic language in their journals (literary terms and analysis)
- Use a more scholarly approach to their reading by fine tuning their critical analysis through student-led small group discussion.
- Transfer their critical thinking into their writing on the ELA open response and long compositions.

Students are given 3 choices of connections that they will be asked to make in their journal:

- Text to Self- students are asked to find a selection from their day’s reading that they can somehow relate to on a personal level.
- Text to Vocabulary- students identify either a key word(s), expression or dialect that is significant to the reading’s development or that they did not understand- the student will then problem solve and decipher this vocabulary selection.
- Text to Reality- students make connections to either current events, historical events or multi-media connections (TV, internet, musical, etc.)

Students must document these connections in a double entry journal.

Entries must include:
1. date, page number, title of reading selection
2. type of connection
3. quote or paraphrase
4. student’s response
Assessment:
Students discuss their entries in their small groups and refer to the entry criteria above. Teacher acts as a facilitator to help students stay on topic but rarely interjects in their conversations. Teacher can assess the students’ level of understanding the text by listening to their discussions.

Further assessment takes place after the discussions when the teacher presents students with an open response question based on the text. Students must respond in writing and can be further assessed using the 4 point open response rubric. In addition, the CEEI method of answering an open response question may be taught in the interim.

Materials:
“Real Reader’s” Teacher’s Guide.
“Real Reader’s Student Guidelines
“Reading Tips for MCAS Reading Selections”
Double Entry Journal Word Bank
Literary Devise Glossary
Novels or magazine articles, excerpts both fiction and non-fiction
Laminated connection Cards