How to use Engage Literacy in your classroom

EXAMPLE READING LESSON

Whole class (10 minutes)
Read to children and/or share Engage Literacy Oral Language Big Books, Engage Literacy Digital Posters, picture storybooks, or serial reading. Ensure children are exposed to varied text types; e.g. information report, procedural text, transactional, description, discussion, explanation, exposition (persuasive/argument), recount, response, narrative.

Discuss one or more of the following:
• the purpose of the text (the audience the text is intended for; author’s intent; children’s enjoyment of text; what they learned from the text; meaning of the text)
• the structure of the text (layout, e.g. picture storybook; text genre; labels, headings, blurbs, verse, etc.; language flow in text, e.g. rhyme, fairy tale; grammatical features, e.g. punctuation, graphophonics elements)
• visual literacy/elements of the text (illuminations, font).

Whole class—strategy development
(10 minutes)
Teach a reading strategy to the class (model/demonstrate/discuss, etc.). The following strategies could be developed:
• how to read different genres, e.g. chants, rhymes, poems (see Engage Literacy Digital Posters), nonfiction, procedural text
• explore text conventions through making a class big book
• word development, e.g. brainstorm words, look at the structure of words, and word meanings
• implement comprehension strategies and related comprehension skills.

Small-group activities (30 to 35 minutes)
Develop fluid, skill-based learning groups through the following activities:

Group 1 Teaching Group: children work with teacher on a guided reading or reciprocal teaching activity using Engage Literacy fiction or nonfiction titles (or a title from the Engage Literacy Wonder Words).
Guided reading: introduce the book, walk through the text discussing pictures/key words/text conventions, read text, discuss text.
Reciprocal teaching: predicting, clarifying, generating questions, summarizing.
Work with children for 10 to 15 minutes. Have them complete one of the activities or BLM tasks related to the text. Spend the remaining time in the lesson roving among the other groups, teaching and refining reading strategies that the children are using.

Groups 2 and 3 Independent Reading Tasks: children work independently on tasks that help develop reading strategies (e.g. read silently, summarize texts, diary/journal writing, make up new titles for stories, supply an alternative ending).

These activities can be varied to suit the needs of the children, e.g. the activities can be related to:
• a text the children have been reading, using the Teacher’s Resource suggested tasks and BLMs as a guide
• a text the whole class has been listening to
• a ‘stand-alone’ reading activity that does not relate to a particular text.

Note: Oral Language Big Books provide independent vocabulary development activities related to the scene (see the inside front/back cover of the Oral Language Big Books).


Whole-class sharing (5 to 10 mins)
Have children share the skills and discoveries that were developed over the lesson through discussion/demonstration. Based on your observations during the lesson, teach or highlight a particular skill that would be beneficial to the children.

Assessment
Assessment needs to be ongoing and continuous in order to ascertain the changing developmental level of a child.
Additional information that can be gathered to determine a child’s level includes: anecdotal information, observations, oral reading records, and previously completed tasks.

Once a reading level has been established, place the child at the appropriate reading level. Each level matches the Engage Literacy color coding for easy reference (see page iv).

Oral reading records for each Engage Literacy text are provided in the Teacher’s Resource (see pages 61 to 72) to help with ongoing monitoring and assessment.