

READING WRITING IN THE DISCIPLINES

Comprehending Informational Texts Video Transcript

Wendy Barrales:

Today we're going to be looking at a new artifact, a new genre for the new unit. So right now the first minute, just tell me what you're noticing, okay?

I first just begin with, "What do you notice"? Because it's not necessarily a time to take notes, but rather take in whatever you can then apply.

Student:

It's labeled with countries and it says that it's a...map of the Silk Road.

Barrales:

The title here, right, "The Map of the Silk Road." Okay, thank you. So now I'm going to show you how we're going to use these cards, okay? First I'm going to model it. So mine says, "Why was this written? What is the author's motivation?"

Genre probe questions are questions that help you figure out what the genre is and what choices the author made to create that genre.

What is the author's motivation? The author's motivation is to inform readers of how people traveled throughout this area, right? So did I have the three best friends: claim, evidence, reasoning?

The three best friends came from a lesson where we were talking about how claim evidence and reasoning should be in almost every response you give someone. Whether it's in a conversation – you're trying to convince your mom to buy you a phone – or whether it's on a state test where you're trying to convince the person grading your test that you understood the text. If you have these three essential things, you're more likely to convince the person that you're speaking with.

So you're going to do a turn and talk with the question that's on the card, and then in about two minutes we're going to share out our answers, okay?

Student:

Who uses it and why?

Student:

What rules are used when reading this?

Student:

The Silk Road? The Silk Road is probably in ancient China.

Student:

It's labeled with countries, and has dots all over and lines.

Student:

It's labeled "The Map of Silk Road," and the reasoning is...

Student:

Because in the key it shows like places where...

Barrales:

Five, four, three, two, one. Somaya, what did your card say?

Somaya:

"What is it?"

Barrales:

What is it? Okay. So someone in Somaya's team tell us what you guys answered using the three best friends.

Student:

The rules are it has, like, the legend, and it shows, like, what features the legend has on the map, and it shows the title.

Barrales:

You need to use this as a rule, right? To understand what information you're trying to get from this map. Anyone have a takeaway about the genre? This map, the questions we just did together? Yup, go ahead, Chanel.

Chanel:

I would like to add on that it also could help you find text features.

Barrales:

Okay, so it helps you identify text features. Girls, I'm going to have a unison reading group. Everyone else is independent work time. You must sit with your responsibility teams.

Typically, when it's not test prep time, the students have a responsibility sheet. And they can choose any activities from there that they feel will help them strengthen their literacy skills. They also have a lot of choice in which unison reading group they want to be in, which text they want to read, so they have different opportunities to choose.

Jamira, Paule, Edgemere, Jaylin and Tasnim.

Unison reading is a time when three to five students get together around a text of their choice.

So what is it that we want to get out of this text?

Student:

We want to, like, know what engineering is and what is the purpose of them writing this.

Student:

And we can also find out by using our context clues.

Barrales:

So can we make a commitment that if we find something new out about engineering facts, that's another reason we will breach?

Students:

Yes.

Barrales:

Okay.

The students read aloud so that they increase their fluency.

Student:

So we are going to start in one, two, three.

Students:

"Egyptian pyramid facts: "Enjoy our range of interesting, ancient Egyptian pyramids facts for kids."

Barrales:

As they're reading it, they're trying to comprehend it, but they're also then taking away content knowledge on the subject.

Students:

"What Egyptians put in burial tombs."

Barrales:

A lot of kids have trouble reading because they read the entire page and then don't know what they just read. So unison reading really forces them to breach and stop when they're confused, when they want to make a connection.

Student:

When we breach we knock on the table or we say "excuse me," and we just share ideas, yeah.

Barrales:

"Learn about the first pyramids built in Egypt."

Student:

I breach because it says that the first pyramid was built in Egypt, and I think that that helps us find out what engineering means.

Barrales:

I'm recording the breaches that the students are having. So I tune into the things that I've noticed they're having trouble with, and seeing how they're tackling those challenges.

Students:

"Important burial sites such as Saqqara, what Egyptians put in imperial tombs."

Barrales:

So throughout the whole unison reading record is an anecdotal of all that happened during unison reading.

Student:

I breach about... I wanted to ask that if anybody knows what Saqqara meant, because I don't, and I didn't understand it.

Paule:

Yeah, it's like a place because it says "important burial sites." So it's like a location.

Barrales:

So ask her, "How do you know that?"

Student:

How do you know that?

Paule:

I know that because when I look at the sentence, it says, "Important burial sites such as Saqqara, where Egyptians put in burial tombs." So when I look at the word "sites," I'm thinking of, like, a location or a place.

Sometimes we breach because we find a word that we don't know, or we may not understand some part of the text, so we may ask others to help us out or the teacher if everybody else doesn't understand.

Barrales:

So tell me something that went well today. Be specific, be evidence-based.

Student:

We learned something new. We learned what, like, engineering meant, and Saqqara, and we...

Barrales:

It's a great way for all kinds of levels to have a rich discussion and actually take away content.

What was the purpose of that lesson?

Student:

Well, we were trying to find the genre.

Barrales:

Trying to find the genre.

What I'm hoping for the girls is that they realize that there's a set of skills they can apply to any content area and that it's not just about a reading class. I hope that they can apply it to any classroom that they step into.

Student:

When we didn't understand something or when we found evidence or a fact about the pyramids, we also agreed to our plan.

Barrales:

Yeah, so we stuck to our commitment, right? We said we were going to do something and we all made sure that we did what we said we were going to do. All right, good job, girls. Thank you.