Textastic

Using a Mentor Text to Engage in Multimodal Literacy
Hello!

We are Sixth Grade LA at LTMS

Our goal for our classes is to have meaningful, student-led, student-centered interactions with diverse texts. We want to limit the amount of "teacher talk."
Our Strategy

- Engaging in a text in multiple ways.
- Using writing as a tool for thinking about reading and integrating what we read to what we write about.

Annotation
Thoughtful Noticings

Text Talk
Social Interaction & Reflection

Writing
Mentor Text
Regarding Vygotsky’s notions about inner speech in his book *Thought and Language*, Everson states “inner speech is our students’ first true perception of reality, and because of its interactive nature it serves our students best when it’s had a chance to develop socially” (9).

“The point of having kids do [annotation] is helping them efficiently internalize a purpose for reading, read toward that purpose, and then write or speak in line with that purpose.”

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Annotation

Thoughtful noticings

“What do you notice?”

Your annotations might answer the questions:

◇ What does it say?
◇ What does it mean?
◇ Why does it matter?
My mother talks to me
As she’s cooking
The roast she prepares
Doesn’t have its familiar smell
Outside the snow is cold
Each flake falling like a lonely leaf
Mom drops her head in her hands
And I can see her reflection
Off the glassy finish of the table
She looks
Sad
Tired
She says I will have to be more mature
To act older
Me?

The little girl who wears ponytails in her hair?
The little girl who somersaults down the hall?
The little girl who plays with dolls?
To act older?
No matter how much I try to prevent
Her leaving
It’s going to happen anyway

And it does
She leaves
It’s like an intense wind
Fiercely blowing
Pushing at me
Pushing the child right out of me
And I’m not ready
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Text Talk

A meaningful, student-led, student-centered conversation about text

- Use language for classroom collaboration
- Student tracking of participation
- Evaluation of their participation weekly with a Friday reflection
- Limits the amount of IRE
What is IRE?

Initiate. Respond. Evaluate.

- Excessive “teacher talk”
- Asks closed-ended questions teachers know the answers to
- Creates passive rather than active engagement
The Set-up

Two students stand to be the first to ask a question or make a comment. The second student is on-deck.
Discussion

After asking a question or making a comment, the standing speaker will call on two students who raise their hands to respond to the speaker’s comment or question.
Language for Classroom Collaboration

Students should use sentences starters to help them:

- State an opinion
- Agree
- Disagree
- Ask for clarification
Language for Classroom Collaboration

1. What does it say?
2. What does it mean?
3. Why does it matter?

STATING AN OPINION
I think/believe that...
In my opinion...
From my perspective...
From my point of view...

ASKING FOR CLARIFICATION
What do you mean by ___?
I don’t quite understand ___
Will you explain that again?
I have a question about ___

AGREEING
I share your point of view...
I agree with (a person) that...
My perspective is similar to...
My idea builds upon...

DISAGREEING
I don’t quite agree because...
I disagree (somewhat, completely)...
I see it differently...
I have a different point of view...
After calling on two students, the speaker will sit down and the on-deck student can then make his or her contribution.

When the first speaker sits, a new student can stand and be on-deck (speaker #3).
Problem Solving

More than one student stands to be on-deck? While we encourage students to respectfully concede, if multiple students remain standing, the speaker who just sat down selects the person who will replace him or her. Girls should select a boy; boys should select a girl.
Tracking

Students will use their classroom collaboration tracker to record their participation. Students are given goals each week to motivate their participation.
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What does it say?
What does it mean?
Why does it matter?
Plickers a.k.a “Paper Clickers”
Formative Assessment Tool
◆ Free to use app/website and download pdf cards
◆ Create and assign questions for your classes
◆ Quickly scan students’ cards to receive live feedback
◆ Access reports to analyze assessment data

https://plickers.com/
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Mentor Text
Using Mentor Text as a Model for Writing

◇ Choose a learning skill
◇ Mini-lessons
◇ Revisit mentor text
◇ Write using mentor text
Tone

Tone is the AUTHOR’S attitude towards the audience, the subject, or the character. Tone is shown through dialogue (talking) and descriptions a.k.a. author’s diction (word choice).
Writing

We use “And I’m Not Ready” to identify tone and project students’ own attitude of readiness in a poem that they create.

“I’m not ready”
As I said
5 years ago,
When people told me to grow up.

I was only 15
My friends acted 20.
They had already done so much with their life.
And if you Asked me,
I've barely made it out of my house!

I'm the girl
Who still wears normal jeans,
Not ripped.
I show my face with freckles
not makeup.
After writing an “And I’m Not Ready” poem, students write a poem about something they are ready for. This poem will use the opposite tone.

I'm ready
To take a step
into the big people world.

No more food
Being delivered from an airplane
To my mouth.

I'm ready to buy my first Barbie doll,
For my first lona so I can buy
A house of my dolly.

I'm ready to make 2 bunny ears
For man kind,
On my shoes.

My parents say
At the age 5
That I'm not ready,
But I am!
Extensions

- Use **TEXT TALKS** with any text!
- Give students a discussion question!
Thank you!