

THE READING CYCLE:

- 1) Students choose their own novel from home, library, school or class library, and read it each day in the 30minute session. (They record start and finish dates in the class log)
- 2) Students use the 'Book Analysis' scaffold (after explicit teaching of the process and exemplars as examples) to write an analysis of their chosen novel. This may take several sessions. Teacher marks this and conferences with student, and completed analyses are read aloud to class. (They record start and finish dates in the class log)
- 3) Students choose a creative expression of the novel, over several sessions. Some examples: animations, i-movie book trailers, Minecraft segments, artwork for a cover, interview with the protagonist/antagonist, Hotseat with class, short drama. (They record start and finish dates in the class log)

MEANWHILE:

A different group of 6 students per day read with the teacher using the School Magazine, covering fluency, comprehension, using punctuation, metaphor and simile in poetry, visual literacy, expression.

Adjustments: Learning Environment/Pace/Complexity/Challenge/Choice/Abstraction/Creative & Critical Thinking/Higher Order Thinking

BOOK ANALYSIS: Senior

Scaffold for Part 2, Reading Cycle

Opening paragraph:

Mention the **book title** and **author** and state the '**genre**'. How did you decide on the genre? Give evidence from the text. State where and when the novel is set.

Main Genres: Fantasy, Science Fiction, Adventure, Mystery, Detective, Humour, Historical Realism, Contemporary Realism, Myth, Legend, Fable, Folk Tale, Fairy Tale, Manga, Graphic Novel.

Next paragraph:

Who is the '**protagonist**' or main character? Is that character different in some way? Are they isolated/youngest/smallest/naïve/have special attributes? What is their culture?

Who are the '**focalising**' characters? These are characters that move the action along and support the main character.

Is it written in **first, second or third** person?

Next paragraph:

Plot Structure – is it cumulative? Flashback? Have parallel stories? Episodic? Or a mix of these – give examples from the text. Did the author use gaps that were filled in later in the novel? Was the resolution clear, or did you have to infer?

Is there a '**cause and effect**' relationship or action, whereby one person or event causes the rest of the story? Describe it. Did the author use humour, irony or metaphor to tell the story? (Give examples).

Discuss the **cultural and/or historical culture** in which the novel is set. Is it represented fairly? What values, attitudes and beliefs does the author want you to consider?

Next paragraph:

Is anything in the novel similar to your way of life? Do the characters act as you would, in their situation? **Can you identify** with any of the feelings or actions of the characters?

What is your **personal response** to the story? Why? How did the author's use of vocabulary, mood, suspense and other techniques make you feel? Did the author use foreshadowing or cliff hangers? How did the author appeal to your emotions? Give examples from the text.

Next paragraph:

Is the book presented in a conventional layout, or is it graphic, or in diary format, or somehow different to a usual book?

Next paragraph:

Theme & Symbol: What was the significant message in the text? A theme is a sentence, about the overall message the book is sending the reader. Can you identify any symbols in the text, ie, an object such as a sword, special book, ring, elixir, etc.

Final Paragraph: Your summation of the book, and your recommendation (or not) to which age group you feel it suits.

DIFFERENTIATION ADJUSTMENTS:**CHOICE:**

- students choose their own novel for the 'Reading Cycle' – bringing a book from home, Library, school library or choosing from the class library. Students often recommend books to each other. Students choose how to creatively express part of the novel in Part 3, Reading Cycle. Student interest tasks.

PACE:

- adjustments to pace can be faster or slower, to allow for deep engagement. Students read their chosen novel at their own pace
- negotiating a variety of completion dates to better organise learning, providing scaffolds and explicitly modelling these to students, facilitating time schedules and enabling goal setting

COMPLEXITY:

- making and finding connections, going into greater depth and deeper analysis

CHALLENGE:

- negotiated independent projects, justifying thinking, making shifts in learning. Above level outcomes.

ABSTRACTION:

- unpacking thinking at a deeper level, demanding justification of reason and thought,
- seeking justification of thinking and reasoning through different means, asking 'what makes you say that?'
- embedding concepts into the learning, rather than just topics,
- using advanced level content that goes beyond what is usually expected.

CREATIVE AND CRITICAL THINKING:

- clarifying the causes and effects of different events, ideas or processes.
- creating unique products made from adapting others' ideas (Part 3 of Reading Cycle).

HIGHER ORDER THINKING:

- creating or co-creating new or unique products or responses
- asking for a deeper analysis and justification of students' responses
- using visual representations to summarise information and explain complex relationships
- exploring personal thinking and reflecting on the reasons behind these thoughts in comparison to others

AUTHENTICITY:

- negotiating a variety of completion dates to better organise learning
- providing scaffolds and explicitly modelling these to students
- facilitating time schedules and enabling goal setting

LEARNING ENVIRONMENT

- creating an environment that encourages experimentation and risk-taking
- clearly communicating explicit criteria for success
- giving opportunity to showcase strengths in a variety of applications and to a diverse audience base
- co-designing negotiated personalised learning profiles
- providing differentiated product options for assessments