Tracy Richter

Reflection 2.4

**2.4 Literacy strategies**

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

**Artifacts**

1. [ISTC 789 Grade 2 Inferring Lesson Plan](../Internships/Westowne%20Elementary/Grade_2_Predicting%26Inferring_L2.docx) w/ [Flipchart](../Internships/Westowne%20Elementary/Inference_Flipchart.pptx)

 2. [SCED 518 Pride & Prejudice Google Site](https://sites.google.com/site/prideandprejudiceandyal/)

 3. [SCED 518 Alternative Book Reports](../../Fall%202013/SCED%20518/SCED%20518_Alt.%20Book%20Reports_OS%26W.docx)

**Relevance**

Helping students create meaning from text is vitally important to a students’ success, because it is a lifelong skill that they will need to use for any future they strive for. A media specialist should play a role in developing this skill with students, by instructing them in school library media classes, and/ or collaborating with classroom teachers. Every student learns differently, so by providing various strategies to help them develop these crucial skills could greatly influence their future success.

 In my elementary placement, I was able to provide students with literacy strategies to help them understand how to make inferences with text. This can be a very difficult skill to learn, and often it can get confused with making predictions. Therefore, in my instruction I provided them with a chart, comparing the two skills, in order to highlight the differences and to help them understand how to infer. Additionally, I modeled and created a detective notepad for the students to make their inferences, about the mystery novel we were reading together. The notepad was a way for me to provide them with a kind of organizer, to take this skill step-by-step, in order to help them understand the process and how to make an appropriate inference about the text. The students had a lot of success using this notepad. They were engaged because they had fun pretending to be a detective, but it also helped them think like one too. When I graded their work, the majority of the students received high marks, and made fantastic inferences about the character they were “investigating.” This is a skill that every student needs to practice and to be successful at, because they use this skill throughout their entire lives. Due to the success of this lesson, I will continue to use this approach with inferring, especially with elementary school students. I would also inform classroom teachers of the success of this organizer, and collaborate with them on their lessons to help students practice this skill. By providing students with a different approach and an engaging activity, students can begin to create even more meaning from texts.

 Teaching classic literature can sometimes become redundant, and when students hear the word “classic” they may immediately think “boring”. Therefore, for my coursework, I created a Google site that was meant to collaborate with teachers, in order to help them renovate their instruction of classic literature and to make it more engaging and diverse for their students. I chose to focus on *Pride & Prejudice* written by Jane Austen. On my site I included annotations of modern books that could supplement the text, as well as instructional resources and lesson ideas. For example I created activity ideas where students could independently review the graphic novel of *Pride & Prejudice* to determine if it would be suitable to use instead of the classic novel, as well as a lesson allowing students to work in groups to research the time period to gain background knowledge before reading the text. These ideas provide teachers with different ways to approach the text, while allowing the students to have choices in their learning and helping them to understand the novel in a different way. I will not only use this site to collaborate with teachers in the future, but I would also create more sites, focusing on different texts, to assist teachers in instruction and to help students understand literature in a variety of ways.

 Additionally, in my coursework, we were introduced to variety of alternative book report ideas to help students create more meaning from the literature they are reading. Students get tired of typing up book report after book report, to prove they understood the text. Therefore to help foster students’ different learning styles and develop new ways to understand the text, more choices for book reports are needed. In my artifact, we had to create alternative book reports for books we read and reflect on how we would use it in the classroom. For the two pieces of literature I read, I chose to make a bookmark and to collect tangible objects that reflect objects from the book. I especially liked collecting important objects for the book *Wonderstruck* by Brian Selznick, because it can allow you to really think about different aspects of the book, that help form the true meaning of the text and its elements. These alternative book report suggestions will be used in my future to collaborate with teachers and to give them suggestions on how to have their students create meaning from the texts in creative ways. We could work together with students, to help them explore different ways to express their knowledge, from creating movies about the book, to writing an alternative ending to the novel. Students have different strengths, so allowing them to express their knowledge in a way that fosters their individuality, is a great way to engage them in their learning and to make it meaningful to them.