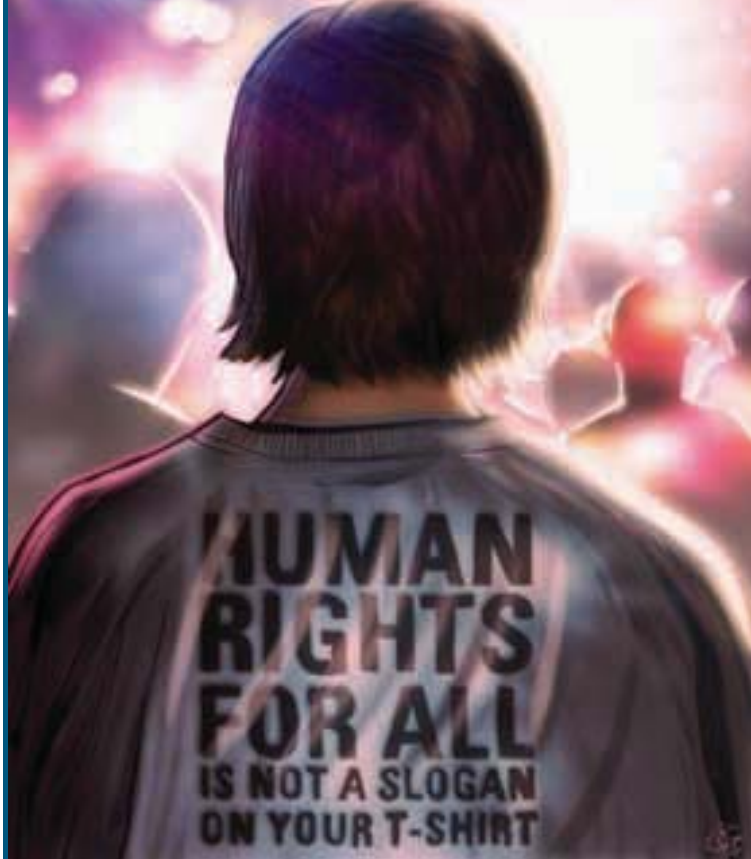


PEARSON



LITERACY IN ACTION 7-8

ONTARIO



Contents:

- 1 Values & Engages Adolescents
- 2 Comprehensive Ontario Curriculum Coverage
- 3 Differentiated Instruction
- 4 Manageable and Meaningful Assessment
- 5 Built-in Teacher Support with Flexibility and Choice
- 6 Instructional Framework
- 7 Using Literacy in Action
- 8 Components at a Glance





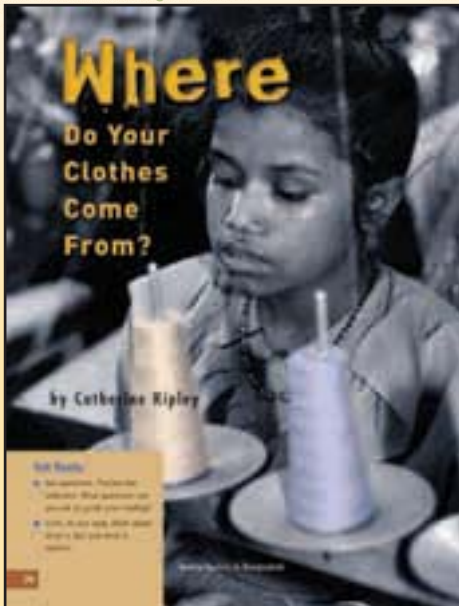
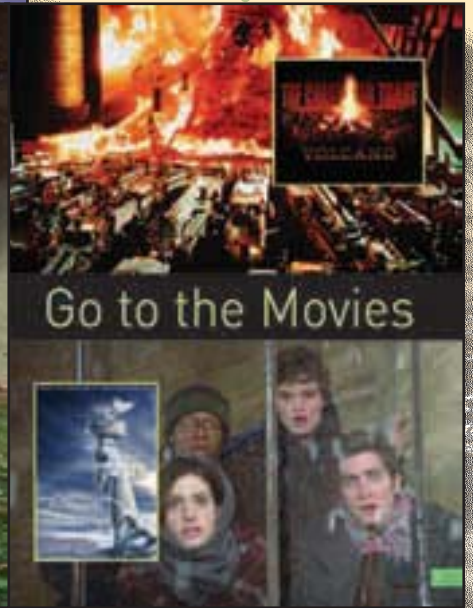
Eye-popping Visuals

To promote discussion and include all learners



Engaging Themes

To prompt inquiry and interest in real-world issues



Real-World Connections

Contemporary Issues to promote social responsibility



MEDIA LITERACY

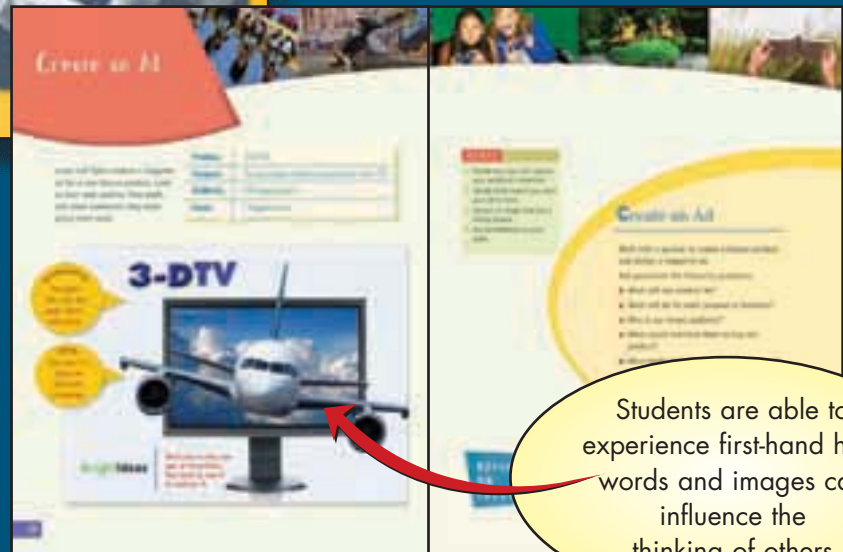


Students construct and deconstruct examples of real-world media such as web pages, movie posters, and advertising

- Media CD includes links to a Pearson site with internet-based activities and authentic media forms



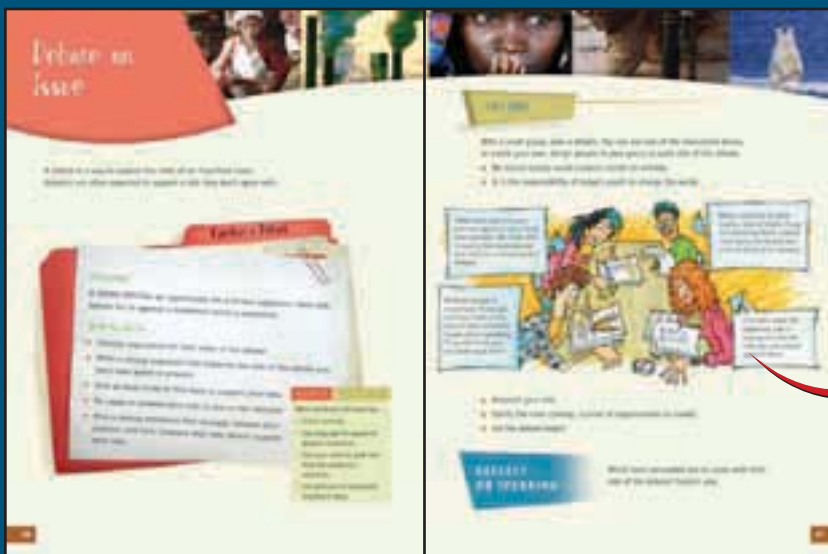
- Designed to enhance the use of the Students Books and media literacy learning



Students are able to experience first-hand how words and images can influence the thinking of others



ORAL COMMUNICATION



Students practise and apply speaking skills and strategies using different forms of oral communication



READING



Students set a purpose and apply comprehension strategies before, during, and after reading

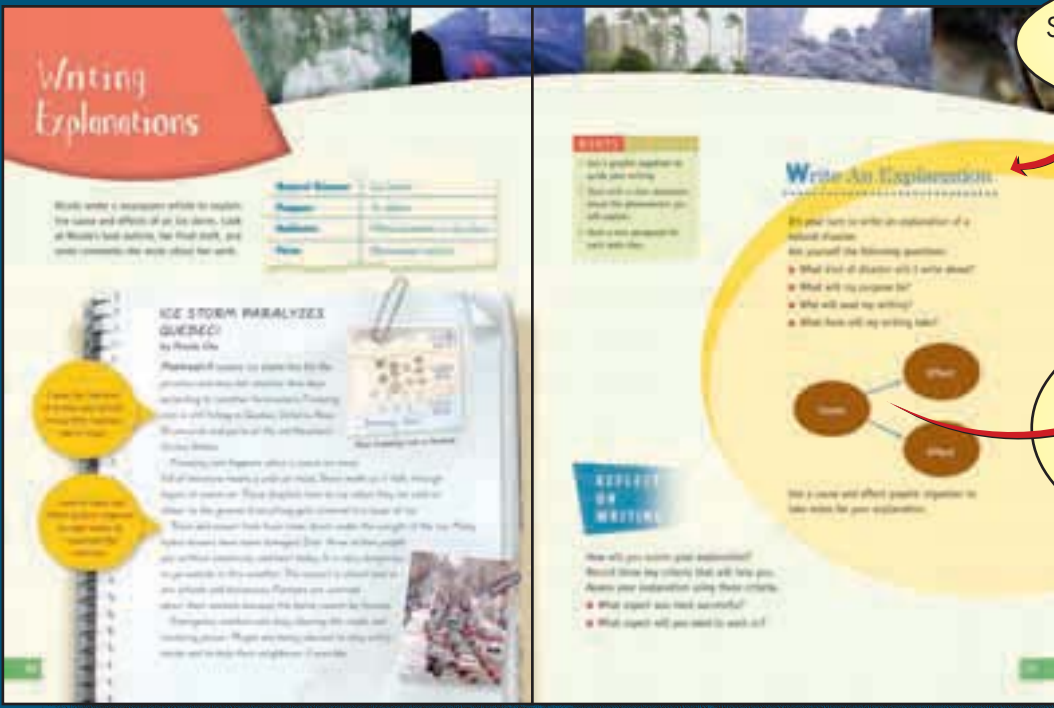
Students respond to selections

Students build vocabulary

Students apply what they have learned to additional writing, media literacy, and oral communication activities



WRITING



Students connect the reading focus to their writing

Students use writing strategies to create their own writing samples to include in their portfolios

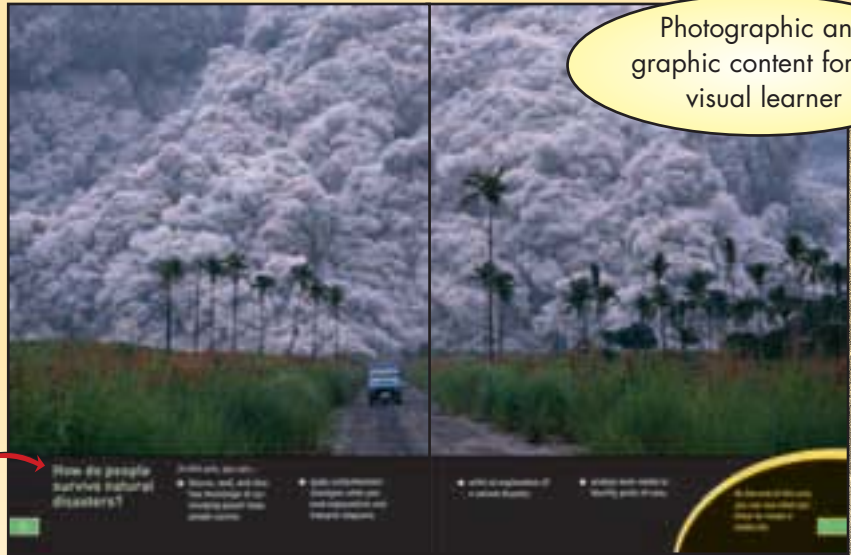


INTEGRATED THROUGHOUT THE STUDENT RESOURCES

IN THE STUDENT BOOK

A variety of genres, design presentations and activities to appeal to a wide range of student interests, preferences, and learning styles

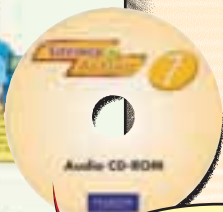
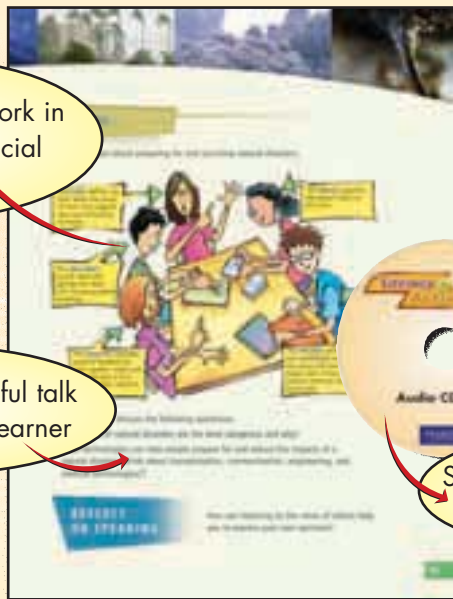
Discussion to identify **student readiness** & prompt connections to prior knowledge and experience



Photographic and graphic content for the visual learner

Opportunities to work in groups for the social learner

Focus on purposeful talk for the auditory learner



Selections included on audio CD



Activities for the kinesthetic learner



Reading levels for guided practice and independent reading from 2 levels below grade to 1 level above grade to suit a range of reading abilities



INTEGRATED THROUGHOUT THE TEACHER RESOURCE

IN THE TEACHER GUIDE

A variety of instructional approaches and activities to meet the needs of a wide range of students

DIFFERENTIATION

Extra Support

- Analyze arguments one paragraph at a time. Identify the evidence in the first two or three paragraphs together. Then, have students continue working independently or with a partner. Ask students to pause after each paragraph to compare what they have recorded.

More Challenge

- Have students generate and investigate other research questions about animal behaviour.

Suggestions to make each lesson accessible for all students

Tools to help teachers get to know student interests and learning styles

ASSESSMENT MASTER 1 Learner Profile

You can use this page to summarize information you have learned about a student's interests, preferences/styles, culture/identity, and previous learning experiences/identity. The sources of information on a separate page.

Student Name: _____ Date: _____

- Interests
 - All school
 - Reading
 - Content areas
 - Out of school
- Preferences/Styles
 - Preferred learning/working style or conditions
 - Multiple intelligences profile or other profile (if available)
- Previous learning (strengths, challenges)
 - Reading
 - Writing
 - Oral communication
 - Media literacy
- One or two key things to keep in mind for this student:

Lesson 3: Reading Explanations

FOCUS: Use comprehension strategies to read explanations.

APPROACH: Shared

TIME: 45-60 min

ONTARIO EXPECTATIONS

- Identify purposes for reading explanations (R 1.1, 1.2)

RESOURCES

- Survive! pp. 12-15
- LM 3: Mentor Reading Explanations (optional)

DIFFERENTIATION

Extra Support

- Use a paired approach for reading, responding, and making connections to the answers on the spread
- Have students work with a partner

More Challenge

- Students can use a self-directed approach, using AM 3.

Rubric—Mentor Reading Explanations

Before

- Explain to students that readers can have different purposes for reading, and that these purposes affect how they read (i.e., the strategies they select and use) and what they do with the information.
- Have students brainstorm different purposes for reading information (e.g., homework, research, personal interest). Ask how they read differently for various purposes (e.g., how would reading an article for personal interest be different from reading a Web site for a school project?).
- Explain that students are going to focus on reading explanations. Ask:
 - What do you offer read explanations?
 - What are some of the reasons why people read explanations?
 - How are explanations different (in form) from other kinds of information texts?

During

- Remind students that they talked about purposes for reading explanations, and that now they are going to focus on how to read explanations. Use the following placemat activity to have students analyze the information on pp. 12-15.

After

- Guide groups as they preview the sections on pp. 12-15, the excerpt, "The Structure of the Earth" and the strategy cards, "Strategy Diagram" and "Summarize in a Graphic Organizer."
- Provide groups of three to four students with a large piece of chart paper to use as a "placemat." Have them divide the paper into sections, one per group member. Ask them to draw a large oval in the middle of the paper. Explain that the center oval will be used later to document the group's consensus.
- Have students identify a key strategy for working independently.

22 Literacy in Action 7 Teacher's Guide

Opportunities for flexible grouping

Lesson 4: Dynamic Planet Early 7 (RL: X-Y; DRA: 70)



| ONTARIO EXPECTATIONS | RESOURCES |
|---|---|
| <ul style="list-style-type: none"> Describe and model reading strategies (R 1.3, 4.1) Analyze the reliability of information (R 1.8) Read unfamiliar words (R 3.2) | <ul style="list-style-type: none"> Survive! pp. 14-15 LM 3: Graphic Organizer—Cause and Effect (optional) |

Before

- Explain to students that you are going to review the reading strategies you have discussed. Invite students to turn to the selection on pp. 14-15 and examine the visuals. Ask: *What is your first impression of Earth as you look at the graphics on these pages?*

MODELLING: MAKE CONNECTIONS

- Model in a think-aloud how to use strategies when you approach a selection. For example,
 - When I turn to the selection...

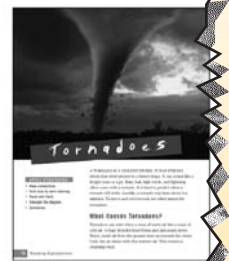
FOCUS: Model strategies used to read explanations.

APPROACH: Shared

TIME: 2 sessions
40-60 min

Lesson 5: Tornadoes, Mudslides, Volcanoes, Tsunamis

| ONTARIO EXPECTATIONS | RESOURCES |
|---|---|
| <ul style="list-style-type: none"> Choose and apply reading strategies (R 1.3) Interpret a diagram accurately (R 1.4) Summarize cause and effect information (R 1.4) | <ul style="list-style-type: none"> Survive! pp. 16-23 LM 4: Word Sort LM 3: Graphic Organizer—Cause and Effect |



FOCUS: Apply reading strategies.

APPROACH: Guided

TIME: 2 sessions
40-60 min

Opportunities for shared, guided and independent reading approaches

Assessment for Learning

| WHAT TO LOOK FOR | WHAT TO DO |
|---|---|
| Students are able to <ul style="list-style-type: none"> analyze and interpret ideas in promotional materials listen and interact effectively in a discussion summarize information | <ul style="list-style-type: none"> Compare advertising for movies or TV shows with more traditional advertising where purpose and audience are more obvious. Make charts of useful phrases or sentence starters to use for specific situations within a discussion (e.g., when you disagree; to encourage someone; to summarize what you've heard; to clarify). To elicit ideas, use prompts such as, <i>What does it look/sound like?</i> Provide frequent opportunities for students to explore graphic organizers for summarizing, and encourage students to identify formats that work well for them (e.g., in addition to a summary chart, a T-chart or Venn diagram may help them to gather and compare information from the movie posters). |

to six, and assign a different selection separately to support them.

Suggestions with each lesson on how to adjust instruction to make learning accessible to all students



INTEGRATED THROUGHOUT THE STUDENT RESOURCES

In The **ACTION** Magazine

Selections to engage student interest with media and current world issues

Appeal to a variety of learning styles and abilities

Selections vary in length, reading level and design

- for more able readers
- for struggling readers
- for boys
- for reluctant readers



INTEGRATED THROUGHOUT THE TEACHER RESOURCES

In The ACTION Magazine TEACHER'S GUIDE

Planning Chart

INSTRUCTIONAL OPTIONS FOR USING THE MAGAZINES

Teachers can select from and combine the following instructional approaches according to their purposes and the needs of the class, groups, or individuals. Specific learning goals will vary according to the focus teachers choose.

| OPTIONS | LEARNING GOALS | RESOURCES | ORGANIZATION | DIFFERENTIATION |
|---------------------------------|---|---|---|---|
| Shared reading/viewing | <ul style="list-style-type: none"> Read/view for meaning Understand media texts, forms, conventions, techniques Reflect on learning | <ul style="list-style-type: none"> Magazine Chart paper Teaching Notes for relevant magazine | <ul style="list-style-type: none"> Whole class or small group | Pause frequently to have students talk to a partner about the strategies you are modelling, their reactions, and the information they are learning. |
| Guided practice | <ul style="list-style-type: none"> Read/view for meaning Understand media texts, forms, conventions, and techniques Read with fluency Reflect on learning | <ul style="list-style-type: none"> Magazine Teaching Notes for relevant magazine | <ul style="list-style-type: none"> Whole class, small group, or individual Individual assignments | Ensure that students practise with a selection that is within their reading level. |
| Talk circles | <ul style="list-style-type: none"> Read/view for meaning Listen to understand Speak to communicate Reflect on learning | <ul style="list-style-type: none"> Magazine AM 1 LM 1 LM 2 LM 3 | <ul style="list-style-type: none"> Small group Individual preparation | Create circles around students' interests. Enable them to choose the selections that interest them most. |
| Pair/independent reading | <ul style="list-style-type: none"> Read for meaning Understand media texts Write/create a media text Reflect on learning | <ul style="list-style-type: none"> Magazine Teaching Notes for relevant magazine | <ul style="list-style-type: none"> Pair or individual | Students should have opportunities to choose the selections they read and the way they summarize the information and represent their thinking. |

Information to support planning instruction

Option 1

SHARED READING/VIEWING

FOCUS: Model and develop skills and strategies for reading/viewing magazine articles. Specific learning goals will vary according to teacher choices and student needs.

Organization:

- Whole class or small group
- 30–40 min

Resources:

- Magazine

Note: Chart paper, transparencies, markers, and a timer are helpful in determining the best way to use this activity.

Before

Option 2

GUIDED PRACTICE

FOCUS: Support and coach students as they practise skills and strategies for reading and viewing magazine articles. Specific learning goals will vary according to teacher choices and student needs.

Organization:

- Whole class, small group, or individual
- 20–30 min (followed by 10–15 min for individual reading)

Note: You may want to focus on specific skills and strategies during this activity.

Before

Option 4

PAIR/INDEPENDENT READING

FOCUS: Provide opportunities for students to choose, read/view, and respond to magazine articles.

Organization:

- Pair or individual
- 1–2 sessions, depending on After activity

Resources:

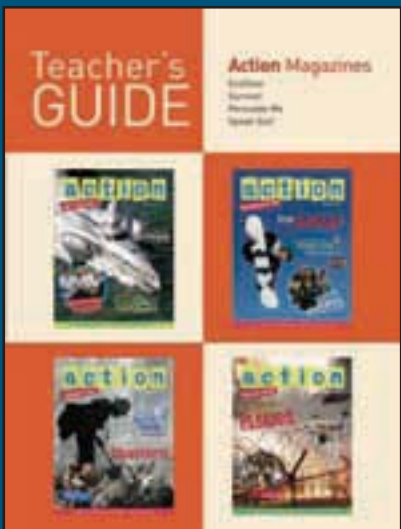
- Magazine

Note: Students should read/view articles that match their independent reading skills and interests. In most cases, students should be offered some choice. This activity can engage students by using one or more articles.

Before

Note: In most cases, students should complete the Introductory Lesson and the

Options for teachers to apply the instructional approach best suited to students' needs



• The ACTION Magazine Teacher's Guide includes:

- A range of instructional approaches that can be used with ALL magazines, including Guided and Shared Writing lessons, Media Tracker, and Pair and Independent reading
- Specific lessons and reproducible line masters for the Introductory Lesson and the Feature Article, as well as 8 reproducible activities that support specific selections. These activities integrate values and issues with reading, viewing, writing, oral communication and representing

ASSESSMENT FOR LEARNING:

Lesson 6: Nature's Warning System
 Day 7 (90-110 min)

LEARNING OBJECTIVES

- Students will be able to identify the main idea and supporting details of a text.
- Students will be able to identify the main idea and supporting details of a text.
- Students will be able to identify the main idea and supporting details of a text.

ASSESSMENT FOR LEARNING

WHAT TO LOOK FOR

- Students are able to
 - analyze organization of explanations
 - select and practise reading strategies
 - write a news story to report on and explain an event

WHAT TO DO

- Use **LM 6: Features of Explanations** to model analyzing the features and organization of explanations from textbooks, reference books, and media sources. Provide samples with key text features removed; then, have students compare these to the original. Discuss what is lost in the version without the text features. Ask students whether they think the selection is harder or easier to read.
- Conduct individual or group conferences. Ask: *What was the most challenging part of this article? How did you deal with that? What else might have helped?* Make a list of concrete examples for working with reading strategies.
- Have students find one to two news stories that include explanations. Have them use these as personal models, focusing on one paragraph or feature at a time. Students do not always need to write the complete story. They will often benefit from focusing on just one or two paragraphs or features.

ASSESSMENT AS LEARNING:

Writing Process

Assessment as Learning

WHAT TO LOOK FOR

- Students are able to
 - analyze organization of explanations
 - select and practise reading strategies
 - write a news story to report on and explain an event

WHAT TO DO

- Use **LM 6: Features of Explanations** to model analyzing the features and organization of explanations from textbooks, reference books, and media sources. Provide samples with key text features removed; then, have students compare these to the original. Discuss what is lost in the version without the text features. Ask students whether they think the selection is harder or easier to read.
- Conduct individual or group conferences. Ask: *What was the most challenging part of this article? How did you deal with that? What else might have helped?* Make a list of concrete examples for working with reading strategies.
- Have students find one to two news stories that include explanations. Have them use these as personal models, focusing on one paragraph or feature at a time. Students do not always need to write the complete story. They will often benefit from focusing on just one or two paragraphs or features.

Identifies key indicators of learning in every lesson and provides a guideline for observation of student achievement of learning goals

Involves students in metacognition to support their growth as self-directed learners

ASSESSMENT OF LEARNING:

Create a Media Fit

Assessment of Learning

WHAT TO LOOK FOR

- Students are able to
 - analyze organization of explanations
 - select and practise reading strategies
 - write a news story to report on and explain an event

WHAT TO DO

- Use **LM 6: Features of Explanations** to model analyzing the features and organization of explanations from textbooks, reference books, and media sources. Provide samples with key text features removed; then, have students compare these to the original. Discuss what is lost in the version without the text features. Ask students whether they think the selection is harder or easier to read.
- Conduct individual or group conferences. Ask: *What was the most challenging part of this article? How did you deal with that? What else might have helped?* Make a list of concrete examples for working with reading strategies.
- Have students find one to two news stories that include explanations. Have them use these as personal models, focusing on one paragraph or feature at a time. Students do not always need to write the complete story. They will often benefit from focusing on just one or two paragraphs or features.

Summative tasks support assessment and evaluation



ASSESSMENT TOOLS

Each Teacher's Guide includes tools for diagnostic, formative, and summative assessment, to inform teaching and support reporting requirements.

- The Learner Profile provides indicators to identify students' interests and learning styles.

- Student tools include opportunities for goal setting and metacognition.

- Observation checklists support teacher tracking and student learning.

- Assessment Check-Ins for monitoring students' progress.

- Rubrics identify key indicators of learning at four levels and can be used to monitor student progress, provide feedback to students about their learning and guide reporting.

ASSESSMENT MASTER 1 Learner Profile

Name: _____ Date: _____

You can use this page to summarize information you have learned about a student's interests, preferences, styles, cultural identity, and previous learning. Consider identifying the sources of information on a separate page.

1. Interests

At school

Reading

Content areas:

Out of school

2. Preferences/Styles

Preferred learning/working style or conditions

Multiple intelligences profile or other profile (if available)

3. Previous learning (strengths, challenges)

Reading

Writing

Oral communication

Media literacy

4. One or two key things to...

ASSESSMENT MASTER 2 Goal Setting

Name: _____ Date: _____

1. Think back over the work you have done in English Language Arts.

- What kinds of activities are usually the easiest and most successful for you?
- What parts of learning are usually the most challenging for you?
- What are some things that you would like to improve on?

2. Look through the Speak Out! Student Book and read the Learning Goals on pages 6–7. Set a goal for your own learning in this unit by choosing **one** thing you would like to improve on. Remember to select something that is part of this unit. You may choose a goal that is different from your own.

1 2 3 4

not very considerably somewhat not very

successful successful successful successful

Can you support you? How can they help?

Did you meet your goal? (What might you be able to do

ASSESSMENT MASTER 2 Ongoing Observations—Speak Out!

The behaviours described under each heading are examples, not an exhaustive list. Teachers can record observations for about 10 students on one page, using brief notes or codes (e.g., 1—very limited, 2—somewhat or limited, 3—consistent or satisfactory, 4—through or highly effective).

| | Oral Language | Reading | Writing | Media |
|--------------|---|--|--|---|
| Student Name | <ul style="list-style-type: none"> Interacts effectively in discussion Uses appropriate question and response forms (includes use of eye contact) Uses vocal skills and appropriate non-verbal cues Analyzes content of oral work (e.g., debates) | <ul style="list-style-type: none"> Reads fluently with understanding Uses strategies for a given purpose Compares and contrasts Explores ideas and information Identifies main ideas and strategies | <ul style="list-style-type: none"> Generates and develops ideas for a given purpose Revises and edits Uses evidence and persuasive tools Uses appropriate language and format Revises and edits to improve drafts | <ul style="list-style-type: none"> Interprets messages (text, video and audio) Compares and contrasts Analyzes elements and techniques Creates media texts Revises and edits to improve drafts |

ASSESSMENT CHECK-IN: Writing

Use AM 7's Rubric—Writing Editorials to assess and give feedback on students' written products. As students practice, refine, and apply their skills and strategies for writing, approaches such as the following enable you to gather evidence of their progress.

Observe. When students are planning and writing their editorials, notice the extent to which they:

- Support their ideas using interesting and important details
- Talk about points of view and support their points of view with information and examples
- Use a graphic organizer to organize their ideas and information
- Use persuasive words and phrases
- Refer to personal and classroom criteria (e.g., charts, rubrics) as they write
- Take pride in presenting their work effectively

Conferences and discuss. Ask:

- What is the main idea in your editorial? How can you state it so your audience can understand it easily?
- Which of the persuasive words and techniques are you using? Which of these are working well for you?
- How might you write your editorial so that it appeals even to a reader who is not in favour of your main idea?
- Do you include all relevant information? Are you including arguments for and against before making your conclusion?
- What strengths have you developed for writing editorials? What could you do to improve your skills? How can I or others help you?

Review written reflections (journals, self-assessments, Writer's Notebooks). Look for:

- Advances of new skills and strategies for writing editorials
- Specific examples of strategies that helped or did not help
- Understanding of criteria

| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------------|--|---|--|---|
| Research, planning, and organization | Limited effectiveness in gathering research and organizing it into a clear purpose | Some effectiveness in gathering research and organizing it into a clear purpose | Some appropriate strategies in gathering, planning, and organizing | Clear and effective strategies in gathering, planning, and organizing |
| Writing | Limited effectiveness in writing a clearly stated main idea | Some effectiveness in writing a clearly stated main idea | Some appropriate strategies in writing a clear and effective main idea | Clear and effective strategies in writing a clear and effective main idea |
| Use of persuasive words and phrases | Limited effectiveness in using persuasive words and phrases | Some effectiveness in using persuasive words and phrases | Some appropriate strategies in using persuasive words and phrases | Clear and effective strategies in using persuasive words and phrases |
| Use of evidence | Limited effectiveness in using evidence to support their main idea | Some effectiveness in using evidence to support their main idea | Some appropriate strategies in using evidence to support their main idea | Clear and effective strategies in using evidence to support their main idea |
| Revising and editing | Limited effectiveness in revising and editing their work | Some effectiveness in revising and editing their work | Some appropriate strategies in revising and editing their work | Clear and effective strategies in revising and editing their work |

ASSESSMENT MASTER 11 Rubric—Public Awareness Campaign

Name: _____ Date: _____

Teachers and students can use this rubric to provide feedback about "Analyzing Editorial Cartoons" on pages 50–51 in the Student Book.

| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---------------------------|---|--|--|---|
| Individual Contributions | Limited clarity and organization in individual contributions | Some clarity and organization in individual contributions | Some appropriate strategies in individual contributions | Clear and effective strategies in individual contributions |
| Group Contributions | Limited clarity and organization in group contributions | Some clarity and organization in group contributions | Some appropriate strategies in group contributions | Clear and effective strategies in group contributions |
| Public Awareness Campaign | Limited clarity and organization in public awareness campaign | Some clarity and organization in public awareness campaign | Some appropriate strategies in public awareness campaign | Clear and effective strategies in public awareness campaign |

CHOICE AND FLEXIBILITY FOR TEACHERS

Two-page lesson plans include:

Curriculum Learning Goals

Before, During, and After format

A suggested instructional approach

Suggestions for differentiation

Reflect boxes highlighting opportunities for metacognition



Lesson 2: Earth Alert!

| ONTARIO EXPECTATIONS | RESOURCES |
|--|---|
| <ul style="list-style-type: none"> Participate effectively in discussions (OC 1.2, 2.2) Analyze and interpret ideas in photographs (ML 1.1, 1.2, 1.6) Evaluate the effectiveness of photographs in communicating an idea (ML 1.3) | <ul style="list-style-type: none"> EcoZone pp. 8-11 LM 3: What I See, What I Think AM 4: Discussion Strategies—Self-Assessment |

Before

- Before students turn to the selection, ask them what comes to mind when they hear the phrase *Earth Alert!* Jot ideas on the board. Then, ask the class to close their eyes as you read aloud the phrases on pp. 8–10. Discuss reactions.
- Next, invite students to turn to the selection. Connect to local issues (e.g., preservation of local wildlife; damage caused by development, pollution, or severe weather) as students view the photographs. Encourage students to explain how the photographs and their own local experiences are related.

During

- Discuss how photographs can be used to influence viewers' thinking about issues such as the challenges facing our environment. Ask: *Where do we encounter the use of photographs to influence others? Do you think a photograph could be powerful enough to change someone's mind?*
 - Prompt discussion of students' reactions and the techniques used by the photographer. How have size, frame, perspective, lighting, focus, and content been used to influence the viewer's thinking (see Analyzing Photographic Techniques, p. 21)?
- #### After
- Have students select two of the photographs from the collection to analyze. For each one, have them jot down answers to these questions:
 - What techniques are used? (e.g., size and framing of the polar bear)
 - How does the photograph affect me? (e.g., reminds me how small the bear is against the whole ocean)
 - What is the photographer's intended message? (e.g., we must act quickly)
 - Have students examine the photographers' purpose and their own reactions to the photographs. Ask:
 - Who created this photo? What does the photographer want me to think?
 - What emotional triggers are present (words or images intended to produce an immediate, strong effect)?
 - Share and discuss students' responses.

FOCUS: View powerful photographs to investigate ideas.

APPROACH: Shared
TIME: 40–60 min

DIFFERENTIATION

Extra Support

- Some students need time to reflect prior to sharing ideas with the whole class. Have them use LM 3: What I See, What I Think, viewing and discussing reactions and ideas with a partner.

More Challenge

- Have students use one of the photographs as a focus for personal research. This information can be presented to the class orally.

REFLECT

Have students evaluate the effectiveness of the overall collection. Ask: *How did this collection of images make you ask questions and think about the challenges facing the environment?*

SOUND OFF: SMALL GROUP DISCUSSION

Activate Prior Knowledge

Use the following "looks/sounds like" strategy to review the speaking and listening skills on p. 11. Have students work in groups of three or four. Have each group select one of the speaking or listening skills on the page and prepare a 60-second conversation related to the unit that illustrates what the selected skill sounds or looks like in practice.

Have groups present their conversation to the class and ask the audience to suggest the focus skill that was presented. Discuss the importance of each skill, making connections to previous group work or discussions.

Discuss

Ask students to work in pairs to respond to the first Sound off activity. Discuss responses as a class, and prompt students to make connections between the environmental issues and the list generated at the beginning of the lesson.

Next, ask students to work in small groups to complete the second Sound off activity. When they have finished brainstorming, invite groups to share their thinking with the class and to explain the reasoning behind their ideas.

Self-Assess

Have students respond to one or more of these prompts:

- The skill that I am most effective with is...
- The skill that I need to work on most is...
- I can work on this skill by...

You may wish to use AM 4: Discussion Strategies—Self-Assessment at this time.

ANALYZING PHOTOGRAPHIC TECHNIQUES

Use questions such as the following to explain and discuss the subjects of the photos.

- Polar bear: What impact does the relative size of the bear and ice have?
- Mine: Why would the producer frame the photograph to include a view of the forest in the upper left corner? How does including vehicles in the photograph help the viewer establish perspective?
- Bird: How does lighting affect what you see? What changes in focus do you notice in the photograph? How do these affect the viewer?
- Fish: How would your understanding change if the content of the photograph included only the cracked earth or the skeleton of the fish?

SCIENCE

CURRICULUM CONNECTION

Use appropriate vocabulary, including correct science and technology terminology. Brainstorm a list of science words associated with each image. Post this list in the class for reference when students are writing and discussing ideas about the environment.

SAMPLE ANSWERS, p. 11

Sound off

- Answers may include:
- global warming, deforestation, drought, or climate change
 - Have groups consider various media when choosing the best ways to bring their selected issue to the public's attention. For example:
 - Oral: speaking in school groups, creating a song
 - Visual: presenting a dramatic production, producing a poster with powerful images
 - Print: creating memorable slogans, creating a brochure

Assessment for Learning

| WHAT TO LOOK FOR | WHAT TO DO |
|---|---|
| Students are able to <ul style="list-style-type: none"> participate effectively in discussions analyze and interpret ideas in photographs evaluate the effectiveness of photographs in communicating an idea | <ul style="list-style-type: none"> Provide explicit teaching of listening and speaking skills within the context of class discussions. Call attention to both your own and students' appropriate use of listening and speaking behaviours (e.g., "What did you notice about my body language when I was listening to your ideas?"). Provide additional modelling, working through each of the steps on p. 13. Then, have students work with a partner to analyze another photograph using these steps as a guide. Provide examples of photographs with varying degrees of effectiveness. Evaluate the impact of each. Identify techniques that are used to make the image powerful or that might have been used to increase the effectiveness. |

Curriculum Connections

Sample answers to Student Book questions

Mini-lessons for writing, oral language, and media literacy

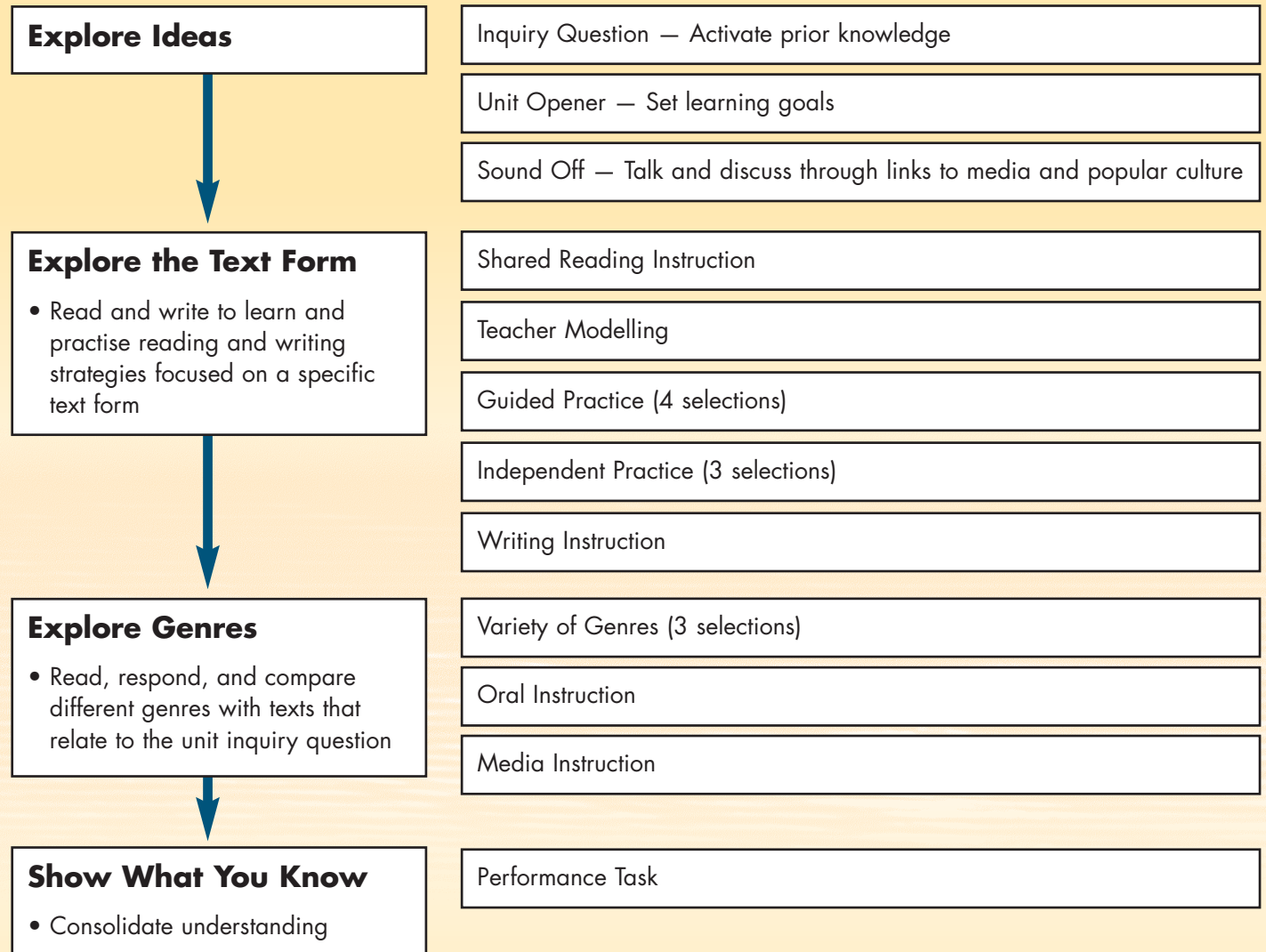
An Assessment for Learning feature to guide observation

| Grade 7 | Information | | Media | | Literary | |
|--|--|--|---|--|--|--|
| | EcoZone | Survive! | Persuade Me | Speak Out! | Find Your Own Path | My Choice, My Voice |
| Reading | Recount | Explanation | Advertising | Editorial | Short story | Poetry |
| Oral Communication | Speech | Group discussion | Oral presentation (product promotion) | Debate | Personal anecdote | Oral presentation (poetry slam) |
| Writing | Recount | Explanation | Review of an ad | Editorial | Short story | Poetry |
| Media Literacy | News magazines | News reports | Magazine advertisements | Editorial cartoons | Movie posters | Media brands |
| Comprehension Strategies | <ul style="list-style-type: none"> Visualize Pause and check Interpret photographs Summarize | <ul style="list-style-type: none"> Make connections Find clues to word meaning Pause and check Summarize | <ul style="list-style-type: none"> Ask questions Infer Analyze Evaluate | <ul style="list-style-type: none"> Ask questions Infer Find clues to word meaning Synthesize | <ul style="list-style-type: none"> Make connections Predict Infer Analyze Summarize | <ul style="list-style-type: none"> Make connections Find important ideas Visualize Infer |
| Text Features and Literary Elements | Text Features: interpreting diagrams | Text Features: interpreting photographs | Text Features: viewing and interpreting features of ads | Text Features: reading and interpreting data tables/graphs | Story Elements: characterization, plot, setting, theme, foreshadowing | Poetry Elements: metaphor, simile, symbolism, personification, analogy |
| Elements of Writing | <ul style="list-style-type: none"> Organization Presentation | <ul style="list-style-type: none"> Organization Voice Word choice | <ul style="list-style-type: none"> Ideas Presentation Conventions | <ul style="list-style-type: none"> Ideas Word choice Conventions | <ul style="list-style-type: none"> Sentence fluency Voice | <ul style="list-style-type: none"> Voice Word choice |
| Cross-Curricular Connections | Geography | Science and Technology | Health and Physical Education | History | Character Development | Arts |

| Grade 8 | Information | | Media | | Literary | |
|--|---|--|--|---|---|--|
| | Water Wise | On the Move | Heroes and Idols | Cyber Sense | Time Will Tell | On the Edge |
| Reading | Explanation | Report | Opinion piece | Web posting | Narrative (science fiction) | Parody/Satire |
| Oral Communication | Formal Presentation | Interview | Speaker introduction | Audio advertisement | Dramatization | Monologue |
| Writing | Explanation | Report | Opinion piece | Web posting | Narrative (science fiction) | Parody/Satire |
| Media Literacy | Evaluate and compare effectiveness | Analyze reliability | Analyze audience response | Evaluate conventions and techniques | Analyze purpose and presentation | Evaluate Impact |
| Comprehension Strategies | <ul style="list-style-type: none"> Ask questions Pause and check Find clues to word meaning Summarize | <ul style="list-style-type: none"> Make connections Find clues to word meaning Pause and check Summarize | <ul style="list-style-type: none"> Ask questions Infer Find clues to word meaning Synthesize | <ul style="list-style-type: none"> Ask questions Infer Analyze Evaluate | <ul style="list-style-type: none"> Make connections Predict Find clues to word meaning Analyze Summarize | <ul style="list-style-type: none"> Make connections Find important ideas Visualize Infer |
| Text Features and Literary Elements | Text Features: interpreting information graphics | Text Features: interpreting primary sources (e.g., photos, letters, maps) | Text Features: Interpreting media techniques (e.g., headlines, captions, photos) | Text Features: analyzing sidebars | Elements of style: symbolism, analogy, metaphor | Elements of style: irony, pun, exaggeration, juxtaposition |
| Elements of Writing | <ul style="list-style-type: none"> Organization Presentation Conventions | <ul style="list-style-type: none"> Presentation Organization Conventions | <ul style="list-style-type: none"> Voice Presentation Word Choice Conventions | <ul style="list-style-type: none"> Ideas Presentation Conventions | <ul style="list-style-type: none"> Sentence fluency Voice Organization | <ul style="list-style-type: none"> Voice Word choice Presentation |
| Cross-Curricular Connections | Science and Technology | Geography/History | Character Development | Character Development | The Arts | The Arts |

Fostering student independence through Gradual Release of Responsibility

Each unit is organized into three sections of instruction and includes a unit performance task.

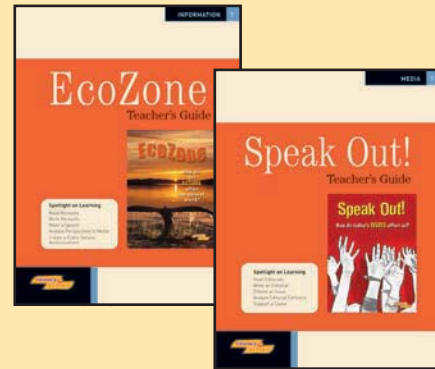


INSTRUCTIONAL PURPOSE – Flexible and Supportive of the Gradual Release Framework

| Component | Read Aloud | Modelled | Shared | Guided Practice | Independent |
|--------------------------|------------|----------|--------|-----------------|-------------|
| Student Books/CDs | ✓ | ✓ | ✓ | ✓ | ✓ |
| Teacher's Guides/CD-ROMs | | ✓ | ✓ | | |
| Action Magazines | | | ✓ | ✓ | ✓ |
| Novels | ✓ | | ✓ | ✓ | ✓ |
| Time-Saver Toolkit | | ✓ | ✓ | ✓ | |

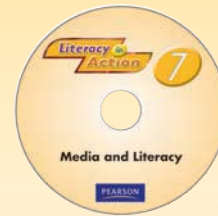
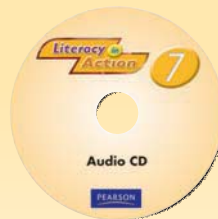
Teacher's Guides

- One Teacher's Guide is provided for each unit, including assessment tools, lesson plans, and mini-lessons
- Each Guide includes a CD-ROM with modifiable line masters, graphic organizers, Ontario curriculum correlations, and full-colour Student Book pages for shared instruction



Audio CD Package

- Contains all Student Book selections
- Supports ELL and ESL students



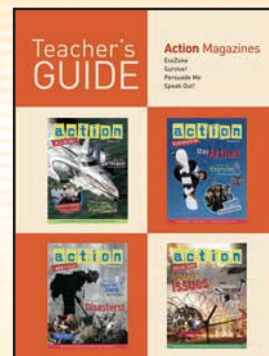
Media Literacy DVD

- Includes links to a Pearson site with internet-based activities and authentic media forms
- Designed to enhance the use of the Students Books and media literacy learning

Action Magazines Teacher's Guide

The Magazines Teacher's Guide provides instructional support for all four magazines, including

- A variety of generic instructional approaches
- Lessons and reproducible activities for each magazine



Catholic Perspectives (On-line resource)

- Six Catholic inquiry units link to each of the Student Book units
- These units link Student Book units to Catholic Social Teachings and Catholic School Graduate Expectations

Time-Saver Toolkit

The Toolkit supports *Literacy in Action* and literacy across the curriculum with

- Transparencies for shared reading and for reading across the content areas
- Line Masters for small group and independent learning
- Word Wizard: An interactive CD-ROM with practice activities in spelling and punctuation, vocabulary, grammar, and test preparation



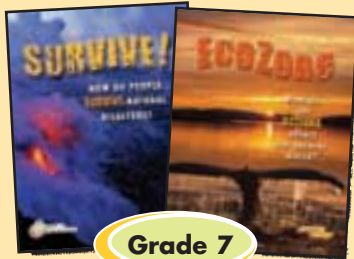
INFORMATIONAL

LITERARY

MEDIA

Student Books

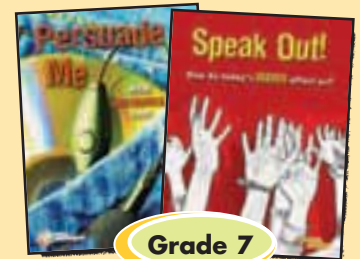
- There are three Student Books, with two units in each book.
- Each unit spotlights a text form and comprehension strategies along with explicit instruction in reading, writing, oral communication, and media literacy



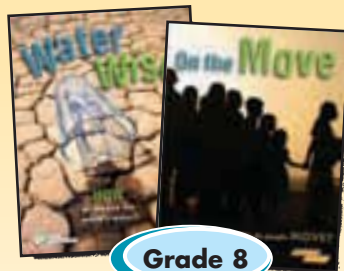
Grade 7



Grade 7



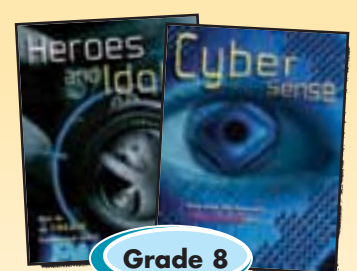
Grade 7



Grade 8



Grade 8



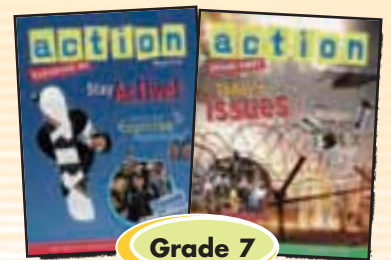
Grade 8

Action Magazines

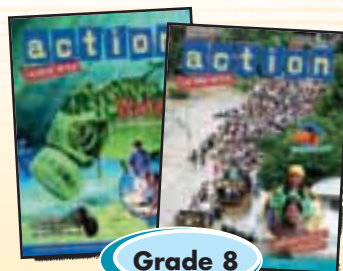
- Four *Action Magazines* link to four units in the Student Books.
- The magazines explore real-world issues, social responsibility, and critical literacy



Grade 7



Grade 7



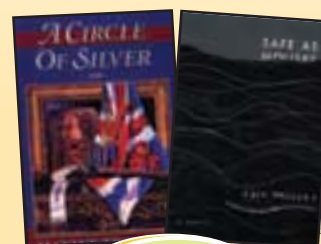
Grade 8



Grade 8

Novels

- Two novels link to two units in the Student Books.
- These novels can be used as read-aloud, in literature circles, or as independent reading



Grade 7

Grade 8

Literary titles
available
Fall 2008

Hear what your colleagues are saying about *Literacy in Action*.

The level of student engagement is fantastic! More than I have seen with anything I have ever used in the classroom. The students cannot wait to dive in and make connections; to themselves, what they have read and the world around them. Their enthusiasm is contagious and invigorating.

*Mary Mahler,
Grade 7 Itinerant Literacy / Numeracy Teacher
Halton Catholic District School Board*

Once we did the pilot we were hooked! It fits in seamlessly with all the language things I was already doing and allowed me to refresh and update my program without feeling like I was re-doing it. The teacher guides are easy to use and the levelled guided reading has made it much easier to gear my program towards all levels without anyone feeling "singled out". We love that the new media strand is covered for all three terms - I am excited to start teaching it in September!

*Jennifer Brace,
Grade 7 Core Teacher & Physical Education
Peel District School Board*

Two thumbs way up from Pearson's Student Advisory Team...

Who reviewed the resource design and identified selections that would best engage students their age.



PEARSON

Enhancing Literacy Success for the Adolescent Learner

ASSESSMENT



OCA

Quick whole-class assessment of comprehension strategies



PROFESSIONAL DEVELOPMENT



Stepping Out

Literacy strategies for the classroom



Start Where They Are

Supports Differentiated Instruction



CLASSROOM



Literacy in Action

Student & Teacher Resources for the classroom



PEARSON

508-094-BC

PEARSON

26 Prince Andrew Place,
Don Mills, ON M3C 2T8

Tel (416) 447-5101 Fax (416) 447-2551

Toll Free Tel 1-800-361-6128 Toll Free Fax 1-800-563-9196

<http://www.pearsoned.ca>



Pearson
Connected for Success

ISBN-13: 978-0-13-505816-9
ISBN-10: 0-13-505816-3



EAN

9 780135 058169

Cover Images:

TL - Sam Gilbey, photographer; TR - UNICEF poster designed by Springer & Jacoby;

BL - Amnesty International, creative director Woody Pirtle, designers Daisuke Endo and Hsin-Ying Wu, Pentagram Design;

BR - Raising the Roof www.raisingtheroof.org <http://www.raisingtheroof.org>