

Stage of Reading	What I'll have students do to support their reading and learning at this stage
<b>INTO</b>	
<ul style="list-style-type: none"> <li>❖ Get students “into” the text</li> <li>❖ Build/Tap prior knowledge</li>   <li>❖ Develop vocabulary</li>   <li>❖ Generate questions</li> </ul>	<ol style="list-style-type: none"> <li>1. Show a map of Japan and Korea (Use transparency)</li> <li>2. Brief history of Japanese people living in Korea (political situation)</li> <li>3. Discuss author’s life and time in history</li>   <li>4. Rating vocabulary before reading From <i>The Write Path</i> page 27</li> <li>5. Getting meaning through text and use words in sentences.</li> <li>6. Define words by steps: define, synonym, antonym and drawing</li>   <li>7. Making predictions</li> </ol>
<b>Through</b>	
<ul style="list-style-type: none"> <li>❖ Monitor understanding</li>   <li>❖ Reinforcing vocabulary</li>   <li>❖ Promote in-depth discussion of literature</li>   <li>❖ Determine main and sub idea</li>   <li>❖ Encourage critical thinking: reading and answering reflective questions</li> </ul>	<ol style="list-style-type: none"> <li>1. Reading aloud and stopping to check comprehension (Breaking into chunks)</li>   <li>2. Vocabulary Building: Preliminary Concept Analysis</li>   <li>3. Literature Circles (after reading chapters 1-4)</li>   <li>4. Main idea and sub idea circle from <i>The Write Path</i> page 42</li>   <li>5. Dialectical Journal from <i>The Write Path</i> page 38</li> </ol>
<b>Beyond</b>	
<ul style="list-style-type: none"> <li>❖ Evaluate the text</li>   <li>❖ Compare/contrast Ideas/characters</li>   <li>❖ Author’s Message</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarizing from <i>The Write Path</i> page 64</li> <li>2. Poster -Cartoon strip</li>   <li>3. Venn Diagram; Three Part Essay Organizer from <i>The Write Path</i> page 136-139; Essay</li>   <li>4. Newspaper article (write as if students were the author); Mandala from <i>The Write Path</i> page 70</li>   <li>5. Research - get students ready for a Debate</li> </ol>

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*Main and sub ideas*

