

## Template for Designing a Text Assignment

**Text name:** Dictionary Skills

**Objectives for this text:** Students will be able to

- Locate 5 different sections of the dictionary, other than the main A-Z entry

<b>Stage of Reading</b>	<b>What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).</b>
<p style="text-align: center;"><b>INTO</b></p> <ul style="list-style-type: none"> <li>• get students "into" the text</li> <li>• build/tap into prior knowledge</li> <li>• predict/preread</li> <li>• develop vocabulary</li> <li>• look at text structure</li> <li>• generate questions</li> <li>• anticipate assumptions</li> </ul>	<p>Have students brainstorm what they think is included in a dictionary. I'll write their answers on the board.</p>
<p style="text-align: center;"><b>THROUGH</b></p> <ul style="list-style-type: none"> <li>• help students process their reading as they move "through" it</li> <li>• monitor understanding</li> <li>• determine main and sub ideas</li> <li>• make connections to prior learning and experience</li> <li>• summarize/paraphrase</li> </ul>	<p>Next, hand out Webster's, 10<sup>th</sup> ed. dictionary to each student. Have students work in pairs and survey the entire book to find out what different sections they can find. Get back together as a group and see what everyone has found.</p> <p>The sections they found were Abbreviations used in the text;</p>
<p style="text-align: center;"><b>BEYOND</b></p> <ul style="list-style-type: none"> <li>• help students clarify, reinforce, and build on their understanding as they move "beyond" the text</li> <li>• graphically organize the text's ideas</li> <li>• evaluate a text's or author's argument</li> <li>• compare/contrast ideas</li> <li>• connect to other texts</li> <li>• apply the information</li> </ul>	<p>The sections they found were Abbreviations used in the text; Abbreviations; Foreign Words and Phrases; Biographical; and Geographical sections.</p> <p>The next step is we will go through each section, one at a time, to understand the contents of each of the 5 sections.</p> <p>*The purpose of this lesson is to help the student understand where to find special words they may come across in their reading. Words that are not located in the main A-Z entry.</p>

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)