FOSTERING CRITICAL READING ENGAGEMENT
For Secondary Students in the English Language Classroom (in offline learning environment)

An Overview of the Suggested Lesson Structure

- **Lesson 1:** Introducing the critical lenses and comment types.
- **Lesson 2:** Application of critical lenses and comment types.
The total suggested time for lessons 1 and 2 is 110 minutes.

- **Lesson 3:** Application of critical lenses and comment types for rich dialogue and quality interactions.
- **Lesson 4**: Application of critical lenses and comment types to reflect and modify critical reading and learning behaviours.
The total suggested time for lessons 3 and 4 is 90 minutes.

For teachers who are interested to leverage on the critical lenses and comments to analyse the reading engagement of the students but do not have access to the online platform of *WiRead*, they may refer to lessons 3 and 4.

Note: "<u>*My Learning Dashboard*</u>*" in WiRead allows teachers to comprehensively analyse the quality of the students' discussion, enabling them to modify their behaviour to achieve desired outcomes.*

SAMPLE LESSON PLANS

Duration	:	75 min.	Subject	:	English Language
Level	:	Secondary 3	Topic	:	Reading and Viewing
			Focus	:	• Reading and Viewing of Different Types of Rich Texts
					• Extensive Reading and Viewing
					• LO 2, 3, 4 (as in EL Syllabus)

Duration	Activity	Rationale	Resources
— Lesson 2 – Application of critical lenses and comment types *Learning Objectives* *Students are able to do the following:* - *Demonstrate the use of critical lenses and comment types* - *Illustrate how critical lenses and comment types guide their critical reading and thinking.*			
5 min.	Prior knowledge: Students are able to, - *articulate the critical lenses and comment types* - *explain the purpose of using each critical lens and comment types* **Start of Lesson-** Teacher to recap the critical lenses and comment types with the students. Students could refer to **Handout 1** - Critical Lenses, and **Handout 2** - and Comment Types. **In Home Groups** **Teacher to:** - Organise the students in their Home Groups, with 5-6 members in each group. - Number each member of the Home Group, e.g. 1 to 7.		Handout 1- Critical Lenses Handout 2- Comment Types
15 min.	**In Expert Groups** **Teacher to:** - Get the students to move from their Home Groups to the Expert Groups, based on their assigned number. - Inform each Expert Group the critical lens they are to work on. - Distribute **Handout 3** and get students to complete **Part I.** **Handout 3, Part 1: Reading the text with a critical lenses** **Teachers to:** - Instruct the students to read the given text silently. - Individually, they are to create as many responses to the text using the critical lens assigned. - They may refer to Handouts 1 and 2, and the respective guiding questions.	Students demonstrate the use of critical lenses and comment types Critical Lenses/Comment Type: E.g. Audience/Ideate Your Response *Sample of sticky note*	Handout 3 – WiRead Reading Task

Duration	Activity	Rationale	Resources
	- Students are to note down their responses on the sticky notes; indicating the critical lenses & comment type at the top of the sticky note.		
10 min.	Students are to complete **Part 2 of Handout 3.** **Handout 3, Part 2: Providing comments to your peers' posts** **Teacher to instruct the students to do the following:** - Exchange the sticky notes with one member from the expert group. - Read their peers' post(s) - Reply to their peers' post(s) using a new sticky note. Try to use another comment type that has not been used. - Place the new sticky note below the peer's note and return to him/her. - Read their peer's reply to their post(s)		Handout 3 – WiRead Reading Task
30 min.	**Back in Home Groups** **Teacher to instruct students to,** - Place their sticky notes in the respective columns (4 critical lenses) on a given butcher sheet. - Read all the notes on the butcher sheet. - Collectively, to construct 2 new responses using the critical lenses "Inference" and "impact". Include the new posts on the butcher sheet. 	Students are able to visualise the value of adopting the different lenses on a given text.	Butcher Sheets

Duration	Activity	Rationale	Resources
	Co-construction of paragraph - Collectively, students can construct a paragraph that examines the given text critically, using the relevant notes. - Share their response to the constructed paragraph using 'Inference' and 'Impact' critical lenses. *** As the teacher is walking around the class checking on the students' work –** - Do provide feedback where needed, e.g. check for quality of responses; check for correct use of critical lenses and comment types; model the correct use of the critical lenses and comment types. Students to note down the different comment types which they used, and reflect on why they gravitate towards one/two comment type. Encourage them to consciously apply the different comment types.	Students are able to collaboratively construct knowledge regarding a given text.	
15 min.	**Conclusion** **Teacher to:** - invite students to share the value getting them to examine the text using the critical lenses. - Highlight how critical lenses and comment types are useful guides for critical reading and thinking. **Post-lesson** - Students to display butcher sheets with sticky notes on the class wall. - Teachers can provide feedback where needed, e.g. check for quality of responses; check correct use of critical lenses and comment types	Students to illustrate how critical lenses and comment types guide their critical reading and thinking.	
	Optional Activity: **Teacher get students to:** - Re-organise the notes by Comment Types using the butcher sheet with pre-drawn columns (5 Comment Types) - Discuss the following questions.	Show the students that it is not necessary to use all the comment types but only where appropriate	

Duration	Activity	Rationale	Resources

	Discuss with the group members:
	○ Observe the number of responses listed under each of the Comment Types.
	○ What do you notice?
	○ Is it necessary to use all the Comment Types?
	ⓘ *(ans: no)*
	○ When do you use?
	○ Why do you need your peer to respond to your first sticky note? How useful is it?
	
	- Reflect on the following questions.
	- Share their response with the class
	
	ⓘ *Teacher to clarify and address misconceptions where necessary and reiterate that:*
	  ○ *It's not necessary to use all the comment types but only where appropriate*
	  ○ *There is value for collaborative critical reading and thus, everyone's participation in the reading network (class) can contribute effectively to gain deeper insights and perspectives*		

Duration	Activity	Rationale	Resources
Lesson 3: Application of critical lens and comment types for rich dialogue and quality interactions with peers _Learning Objectives_ _Students are able to do the following:_ - _generate rich dialogue and quality interactions with their peers_			
5 min.	**_Pre-lesson preparation_** _:_ - _Teacher to create a 'public space' for all students to post their sticky notes. E.g. The noticeboard (prepare pins), or a large butcher sheet, by pasting 6 or 8 butcher sheets together._ - _To ensure having sufficient walking space to allow all students to view and interact in front of the 'public space'._ **Start of the Lesson** **Teacher to:** - Distribute a text which they would like the students to work on. - Recap the critical lenses and comment types, as well as what the students did in the previous lesson. - Call upon the students to refer to **Handout 1** - Critical Lenses, and **Handout 2** - and Comment Types, which was given in lesson 1.		Text Handout 1: Critical Lenses Handout 2: Comment Types
10 min.	**Teacher to instruct the students to,** - Read the given text individually. - Model the use of critical lenses and comment type to post their response; note down <u>least 2 comments on the text</u> on the sticky notes. Indicate their name on the note. - Post their sticky notes on the 'public space'.	Application of critical lenses and comment types. Jim Comments on the given text, using a critical lens and comment type _Sample of individual sticky note_	Sticky notes
5 min.	- All students are to read their peers' posts and reply to any 2 posts, using new sticky notes. - Indicate their name above the sticky notes. - Students may refine their previous posts, if necessary.	Encourage dialogue and interaction with peers using the critical lenses and comment types.	Sticky notes

Duration	Activity	Rationale	Resources
20 min.	**Teacher to,** - Invite all students are to go through the posts in 'public space'. - Encourage students to share their observations of the posts. **Teacher to** synthesise the students' posts and highlight key features of the reading texts. Some questions that he/she may pose to the students: E.g. - Identify the linguistic / visual features in the text that led you to this view. - Discuss the implications built into, and the inferences you drew from this text. - Consider whose perspectives take centre stage, whose views get pushed into the background? - Agency - whose voice/perspective is privileged here? Whose is silenced? i.e., who is doing what, who has authority? - Inference (i.e., personal engagement/reader infers). - Implications (i.e., text implies), e.g., what's the moral order implied/stated in the text?	Teacher models the critical reading of texts	
5 min.	**Conclusion** **Teacher to encourage the students to:** - Share their thoughts of the process of noting down their comments using the critical lenses and comment types, reading others' posts and posting replies. - Continue to post comments and replies to the 'public space', after the lesson. - Indicate 'Like' if they favour their peers' comments, as the class will continue to work on the 'public space' in the next lesson.	L *Sample of 'Like' Stickers*	Place sticky notes by the 'public space' for the students' use. 'Like' Stickers
	Post-lesson **Working on the 'public space':** - Teachers can encourage the students with 'Teacher Motivational Badges/Stickers', select the 'Brilliant!' (Green) or 'Good Effort!'	B G *Sample of 'Teacher Motivational stickers' B – Brilliant; G- Good*	

Duration	Activity	Rationale	Resources
	(purple/blue) stickers beside the comment you would like to give the badge/rating to. - The number indicated beside the stickers show the status of the comment (0 = not rated; 1 = 'Brilliant' has been selected; -1 = 'Good Effort' has been selected).		

Duration	Activity	Rationale	Resources
**Lesson 4: Application of critical lens and comment types to reflect and modify critical reading and learning behaviours.** _Learning Objectives_ _Students are able to do the following:_ - _self-monitor and reflect on their own participation levels, and_ - _modify critical reading and learning behaviours_		
10 min.	**Start of the Lesson** **Teacher instructs the students to:** - Go through the 'public space' and retrieved their sticky notes. - Note the number of replies, number of 'Likes', and Teacher Stickers that they have received for their comments. - Note the variety and number of critical lenses and comment types that they have used. - Reflect upon the above observations in the Handout 4 – Tally Table.		Handout 4 – WiRead Tally Table
5 min.	**Teacher to:** - highlight to the students that the tally table helps one to track his/her progress. - No. of replies, and comments made are reflective of their level of participation in the reading network. - Share selected exemplary responses posted by students.		
15 min.	**Pair-Activity** - Get students to work in pairs. - Revisit the given text. - In pairs, they are to post their comments. using the critical lenses and comment types on sticky notes. These sticky notes are to be posted on the 'public space'. - As a pair, they will read their peers' posts and post their replies and 'Likes'.	Encourage dialogue and interaction with peers using the critical lenses and comment types.	Sticky notes 'Like' stickers
	Teacher to: - Share observations on usage scenarios of the different critical lenses and comment		

	types, and encourage students to consider use of all the different types of lenses and comment types		
10 min.	**Teacher instructs the students to:** - Retrieve their sticky notes, and sit next to their partner with their individual tally tables. - Document the number of replies and 'Likes', that they have received for their comments, as well as the types of critical lenses and comments made, in their respective tally table (Handout 4). - Discuss the following questions: Discuss the following questions with your partner: • What is your level of participation now? • How well have you applied the different critical lenses and comment types? - Students to share their responses to the class.		Handout 4 – WiRead Tally Table
5 min.	Students are to individually: - Reflect on the following questions in the tally table (Handout 4 - column 4). Reflect on the following: • What are your strengths and how can you help others? • What are your weaknesses? Where would you like to improve? **Conclusion** **Teacher to:** - Share observations on usage scenarios of the different critical lenses and comment types, and encourage students to consider use of all the different types of lenses and comment types - Highlight how collaborative learning enhanced the quality of comments and posts, with specific examples from the activity.		Handout 4 – WiRead Tally Tabl

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	Follow-up activity [Pre-lesson preparation] Students to: Read text 2, post at least 2 comments before the next reading lesson, on the 'public space' set up by the teacher in the classroom.		Butcher sheets Sticky notes

CRITICAL LENSES

(My comment is about…)

Adapted from Paul's Wheel of Reasoning

Message	Purpose	Audience	Assumption	Viewpoint	Inference	Impact (of Language / Visuals)
What is the text/author telling the reader?	**What is the objective of the text/author?**	**Who are the target readers?**	**What presuppositions does the author make in the text?**	**Whose perspective is the text written from?**	**What conclusions did I draw from the text and why?**	**How effective are the language/visuals used?**
The text is about… The author is saying… The main idea being conveyed is…	The intent/goal/motive of the text is… Is the author trying to make readers think or behave in certain ways? What is the text/author trying to accomplish? Does the text/author have multiple purposes?	The author wrote this for… Which group of people is the text addressing? Is there more than one target audience (i.e., main and secondary)?	The text/author assumes that readers… What does the text/author take for granted about the issue? What are my personal assumptions about the readers or issue? Are these assumptions reasonable or justifiable?	Whose point of view is presented? Whose interests are represented in this text? Are there alternative viewpoints that were ignored or not considered? Do I agree with the author's viewpoint?	How did I reach my conclusions about the text? What can I infer about the tone and attitude of the author? What can I infer about the context and culture of the author/readers? What deeper meanings do the words/images connote or imply?	How does the written text and visuals work together to convey the message and purpose? How do the text features and size/placement of visuals persuade readers to think, feel or act? Why do you think the author used a certain phrase/image in the text? What is the impact? (Tip: Think about headlines, captions, taglines, slogans, fonts, colours, layout, images, words, puns, metaphors, connotations, etc.)

COMMENT TYPES

Adapted from Paul's Wheel of Reasoning, Knowledge Forum, and Collaborative Creativity Dialogic Competencies Framework

I THINK that…	I think so BECAUSE…	I AGREE…	I DISAGREE…	I need to ASK…
Ideate	**Justify**	**Validate**	**Challenge**	**Clarify**
In my opinion…	My opinion is supported by…	I concur…	I have a different idea…	Why do you say that…?
My view is…	The evidence for my view is…	I have the same idea…	I don't share your/the author's view…	I'm not sure I understand…?
I believe…	The word/phrase/image suggests…	I share your/the author's view…	I beg to differ…	Are you sure about…?
I conclude…		That's a good point…		What makes you say that…?
				How did you come to this conclusion…?

Handout 3

_Wi_READ Reading Task

Name: _____   Date: _____

Class: Sec. _____   Comments: _____

Instruction: Answer all questions by referring to the given text below.

<div style="border:1px solid">

Teacher to insert <multi-modal text>

</div>

Part 1: Reading the text with a critical lens   Duration: 10 min

Instructions

1   Move to your respective Expert Group based on the numbers assigned in your Home Group

2   Read the given text silently

3   Individually, create as many responses to the text, by using the specific critical lens assigned by your teacher. Note down your responses using sticky notes. You may refer to Handouts 1 and 2.

Sticky Note

Critical Lens/Comment type:_____

Your Response

Instructions		
1	Exchange your sticky note(s) with one member of the group.	
2	Read your peer's posts and create a reply to your peer's post by providing new insights/perspectives. Use a new sticky note(s). Try to use another comment type you have not used previously.	
3	Place the newly created sticky note below your peer's sticky note and return to him/her when teacher gives instructions.	
4	Read the responses to your own sticky notes created by your peers.	

4   At the top of the sticky note, write the Critical Lens/Comment type

Part 2: Providing comments to your peers' posts   Duration: 10 min

Part 3:   Duration: 10 min.

Instructions		
1	Organise your sticky notes as a group and place each of the notes in the respective columns (5 Critical Lenses) on the butcher sheet.	
2	Read all the sticky notes and as a group, construct 2 new responses using the critical lenses 'Inference' and 'Impact'. Place the notes on the butcher sheet.	

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*Wi*READ Tally Table

Instructions: Please paste the sticky notes, replies, 'Like' stickers and 'Teacher badges' in the respective columns.

Name: _____   Date: _____

Class: Sec. _____   Comments: _____

Table 1: Collation of Comments, replies and stickers

Title of Text	Sticky notes, replies, 'Like' Stickers and 'Teacher Badges'	Critical Lenses, Comment Types used and number of replies made	Reflections

Title of Text	Sticky notes, replies, 'Like' Stickers and 'Teacher Badges'	Critical Lenses, Comment Types used and number of replies made	Reflections