

# Readable Fest 2020



# Workbook

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**ReadableFest**  
WE ALL HAVE A STORY



**OneWorld  
Schoolhouse  
Foundation**  
GOOD WITH WORDS

**Ontario** 

An Enabling Change Partnership project  
with the Government of Ontario

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# #Can You Imagine?

Dear Student,

This is your very own Readable Fest Workbook. It is a place for you to record your thoughts, ideas and any work assigned by your teacher as you experience each title.

You may be asked to focus on writing effective summaries, or perhaps complete a daily activity working with new vocabulary. You may even be challenged to expand your thinking with further opportunities such as:

- Researching a topic to learn more about a disability
- Responding and connecting to other stories featured on the Readable Fest website
- Completing creative writing assignments

Ultimately, your journey through the Readable Fest will allow you to extend your understanding of inclusion, express your personal opinions, and see things from a different point of view. You'll even be able to join us in meaningful discussions with our #canyouimagine campaign.

We're sure you'll have one of those "Aha!" moments when you and your classmates will reimagine what accessibility means to you and drive positive change in your school community. And remember....

*We All Have A Story.*

Sonya White  
Facilitator  
Readable Fest 2020



# Decoding Strategies

STRATEGY	HOW I DID THIS	DATES USED
<b>I used the pictures.</b>	I looked at any pictures to give me a clue.	
<b>I stretched the word out.</b>	I s-t-r-e-t-c-h-e-d out the sounds as I asked, "Have I heard it before? Does that sound right?"	
<b>I looked for a spelling pattern in the word.</b>	I looked for a spelling pattern in the word that I could pronounce.	
<b>I blended letters with known patterns.</b>	I tried sounding out the beginning letters and blended them with patterns I already knew.	
<b>I tried to think of similar words.</b>	I thought of other words that look the same to help me guess.	
<b>I broke the words into parts.</b>	I broke them into smaller parts and then sounded out the word, letter by letter.	
<b>I broke the words into syllables.</b>	I blended each syllable together to see what the whole word sounds like.	
<b>I looked at all the vowels first.</b>	I found the vowel letters then sounded out the consonants letters that followed.	
<b>I took out suffixes or word endings.</b>	I took off any <b>endings</b> to make the word shorter, then tried to sound it out.	
<b>I took out prefixes and suffixes.</b>	I took off the <b>prefix</b> (beginning) and/or the <b>suffix</b> (ending) and then looked for a part I could sound out.	
<b>I used a dictionary, glossary, or technology.</b>	I used any of these tools to look up a word.	
<b>I asked someone.</b>	I asked someone to help me sound it out.	
<b>I skipped it.</b>	I tried skipping past the word I don't know to see if the other words would help me.	
<b>I wrote it down.</b>	I wrote it down on a sticky-note or used a device to ask someone later.	





# Comprehension Strategies

STRATEGY	HOW I DID THIS	DATES USED
<b>I identified a purpose.</b>	I had a clear reason in mind for reading this text.	
<b>I skimmed the text beforehand.</b>	Before reading, I looked over the text to see how it was organized and noticed any sections that might be important to my goal.	
<b>I made predictions before and/or during reading.</b>	I guessed what I was going to read about and/or what would happen next.	
<b>I used my background knowledge.</b>	I made connections between what I was reading and things I already knew.	
<b>I thought out-loud.</b>	I stopped during my reading to speak to a classmate or the teacher about my thoughts.	
<b>I used the structure of the text.</b>	<b>When reading fiction</b> , I identified the story's elements (main characters, setting, events, plot, problem and solution, and/or theme).	
	<b>When reading non-fiction</b> , I identified any arguments, cause and effect, comparisons/contrasts, descriptions, lists.	
<b>I monitored and clarified meanings.</b>	When reading, I thought to myself, <i>"This doesn't make sense,"</i> so I went back and read the confusing part again.	
<b>I used drawings or other graphic organizers.</b>	I used an organizer (e.g. flow chart, story map) to organize and relate my ideas from my reading.	
<b>I made up questions as I was reading.</b>	I asked myself questions while I was reading, like <i>Who? What? Where? When? Why? How? What if?</i> and <i>What will happen?</i>	
<b>I read unfamiliar words.</b>	I used a variety of ways to read new words (e.g. sounded them out, looked for spelling patterns, used suffixes or prefixes, smaller words).	
<b>I visualized (thought of images).</b>	During my reading, I was able to make a picture in my mind about what was occurring.	
<b>I summarized.</b>	I was able to explain the main ideas of the text.	
<b>I asked for help.</b>	I asked someone to explain the main ideas of what I was reading.	



# Expanding Meaning: Add Power to Your Reading (PART 1)

STRATEGY	WHAT READERS NEED TO DO	SKILLS TO LEARN AND STRENGTHEN	DATES USED
 <p><b>Connecting</b> <i>To show or think of how two things are related.</i> <i>To relate one aspect to another.</i></p>	<p>Search for and use connections to your “bank” of knowledge you already have from personal experiences, the world, or other texts.</p>	<p>Develop and understand your purpose for reading.</p> <p>Connect knowledge of the topic, plot, characters or setting to personal experiences and your knowledge of the world and other texts.</p> <p>Bring background knowledge to your reading.</p> <p>Interpret texts using your background knowledge.</p> <p>Make connections between and among many texts you have read, seeing similarities and differences.</p>	
 <p><b>Inferring</b> <i>To arrive at a decision or opinion by reasoning from known facts or evidence.</i></p>	<p>Go beyond the literal meaning of the text to understand what isn’t said in words, but is implied.</p>	<p>Come up with theories that explain how characters behave or the plot unfolds.</p> <p>Have empathy for fictional or historical characters.</p> <p>Use your background knowledge and information from the text to form ideas or theories as to the significance of the events. <i>(e.g. Why is this so important?)</i></p> <p>Create sensory images related to character, topic, plot or theme.</p> <p>Understand what is not stated but implied.</p>	
 <p><b>Summarizing</b> <i>To present the general idea in brief form.</i></p>	<p>Put important information together while reading.</p>	<p>Relate important ideas, events, details, or other information related to comprehending the whole text.</p> <p>Organize information from the text as you read.</p> <p>Distinguish the difference between summarizing important information and retelling all the details of a text.</p> <p>Choose the important information after reading and bring it together in a short report.</p>	

# Expanding Meaning: Add Power to Your Reading (PART 2)

STRATEGY	WHAT READERS NEED TO DO	SKILLS TO LEARN AND STRENGTHEN	DATE USED
 <p><b>Synthesizing</b> <i>To bring together parts or elements to form a whole</i></p>	<p>Put together information from the text, personal, or world knowledge to create new understandings.</p>	<p>Relate important ideas to each other.</p> <p>Deepen your understanding of an idea, concept or topic by integrating new knowledge with prior knowledge.</p> <p>Expand your personal understandings by using “lived through” experiences from the texts.</p>	
 <p><b>Analyzing</b> <i>To separate and break up a whole into parts to find out their nature, proportion, function, interrelationship or properties.</i></p>	<p>Closely examine the elements of a text to achieve greater understanding of how it is constructed.</p>	<p>Recognize plot development based on knowledge of text structure.</p> <p>Recognize and use text characteristics related to genre.</p> <p>Discover the underlying organization of a text related to topic, genre, or theme.</p> <p>Recognize the author’s use of language to communicate emotions in various ways.</p> <p>Analyze elements of fiction or non-fiction to gain understanding of how the author communicated meaning.</p> <p>Analyze illustrations or other graphic features as to how they make the text appealing and communicate meaning.</p> <p>Recognize and use graphic features of the text (e.g. maps, charts) to increase understanding.</p>	
 <p><b>Critiquing</b> <i>To make judgements through analyzing the qualities and evaluating them.</i></p>	<p>Judge or evaluate a text based on personal, world, or text knowledge.</p>	<p>Assess whether a text is consistent with what is known through life experiences.</p> <p>Judge whether a text is authentic in terms of plot or setting.</p> <p>Evaluate the writer’s craft in light of appropriate genre or use of language.</p> <p>Judge the accuracy of the information.</p> <p>Judge the qualifications of the writer to produce an authentic fiction or non-fiction text.</p> <p>Appreciate the beauty of or aesthetic qualities of the text.</p>	

# Guided Reading Lesson

**Today's Date:** \_\_\_\_\_

**Title of Book:** \_\_\_\_\_

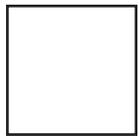
**Author:** \_\_\_\_\_

**Illustrator:** \_\_\_\_\_

BEFORE READING TASK

WATCH FOR NEW VOCABULARY

**After Reading/ Follow-up Tasks:**



SUMMARY ( in Summary Section)

PLUS:

WORD WORK

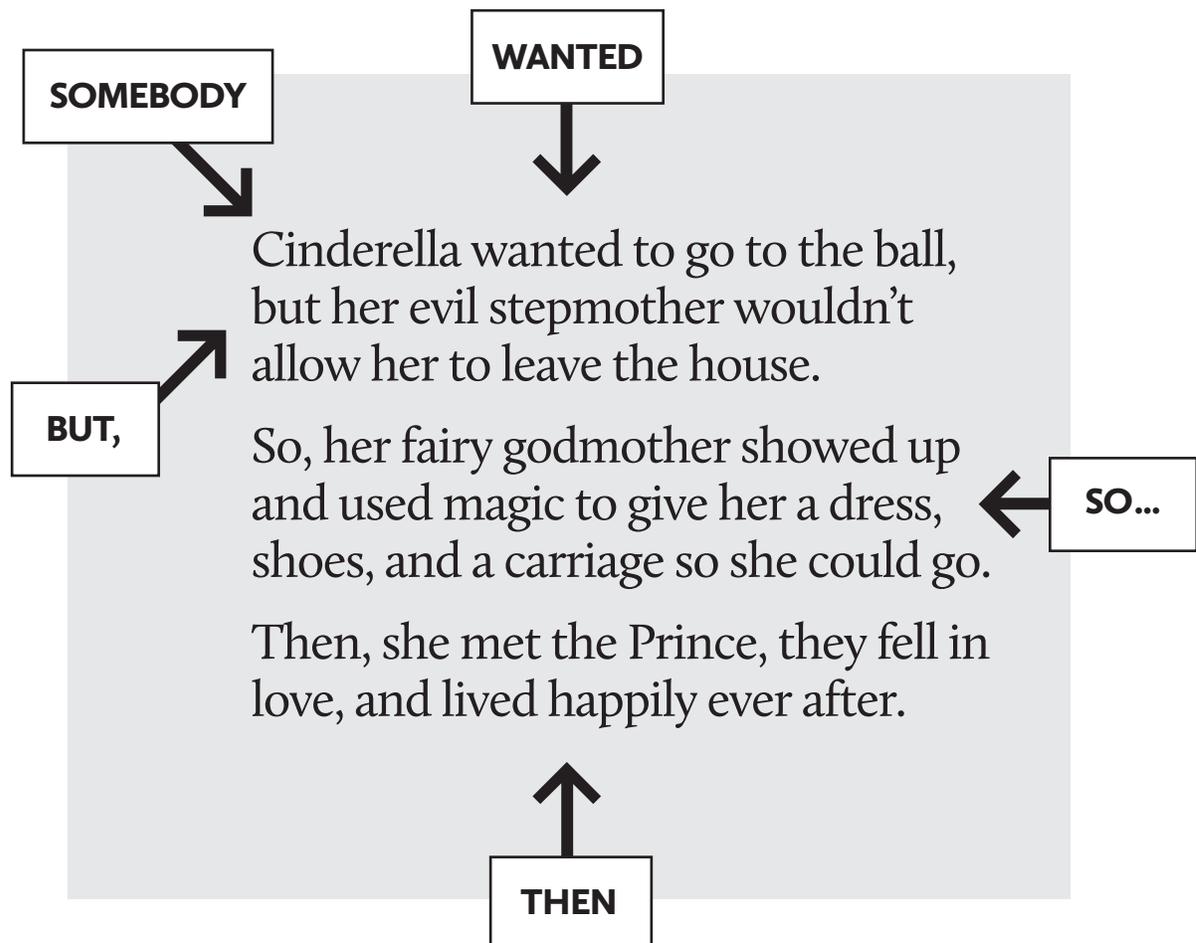
# Summary Section

Use strategies your teacher has shared so far to help you write a summary of each book. Additional reminders to help you write an effective summary are shared below.

## FICTION

<b>SOMEBODY</b>	Who is the story about and where are they?
<b>WANTED</b>	What did the main character want?
<b>BUT,</b>	What stopped the character from getting what they wanted? What was the problem?
<b>SO...</b>	How was the problem solved? Did someone do something to fix it?
<b>THEN</b>	How did the story end?

Here's an example:



# Summary Section

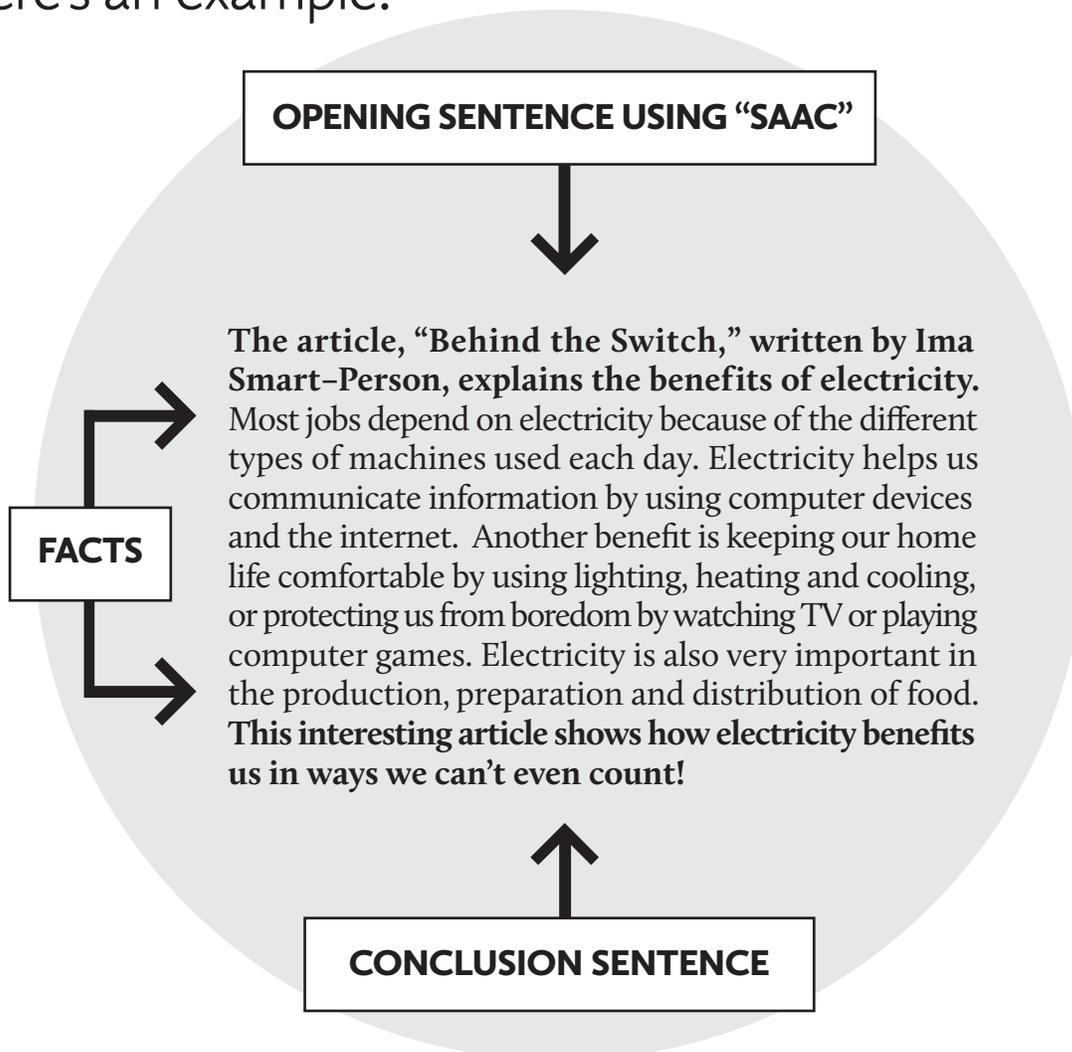
Use strategies your teacher has shared so far to help you write a summary of each book. Additional reminders to help you write an effective summary are shared below.

## NON-FICTION

- S** STATE IT Name the article or type of text  
**A** ASSIGN Use the author's name of publication  
**A** ACTION Choose a verb like explains or tells.  
**C** COMPLETE Finish the sentence by using your main topic.

1. Write an opening sentence using the SAAC format.
2. Identify 2-5 important details or facts.
3. Write a conclusion sentence that summarizes your big idea.

Here's an example:



# My Summary



BOOK TITLE \_\_\_\_\_

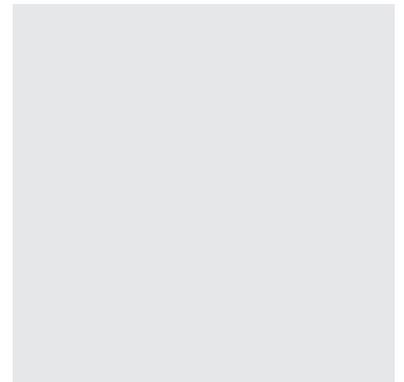
AUTHOR \_\_\_\_\_

ILLUSTRATOR \_\_\_\_\_

**DETAILS or FACTS**

## SUMMARY

**PUT YOUR BADGE HERE!**



# My Summary



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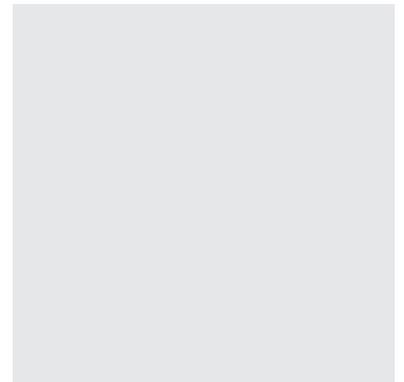
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ILLUSTRATOR \_\_\_\_\_

**DETAILS or FACTS**

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# My Summary



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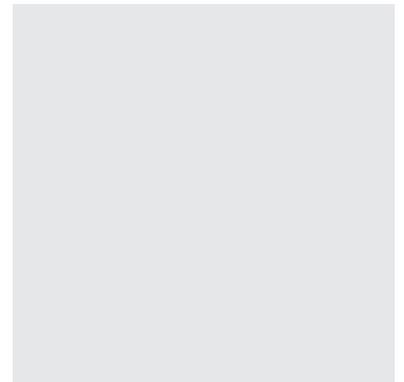
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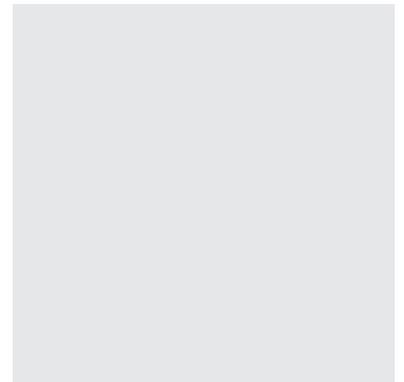
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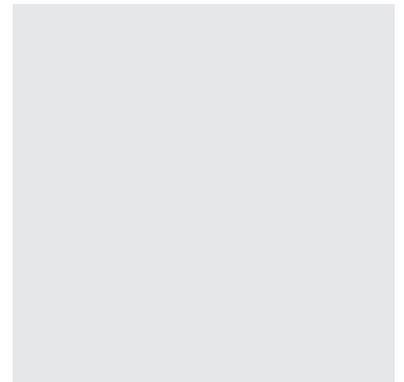
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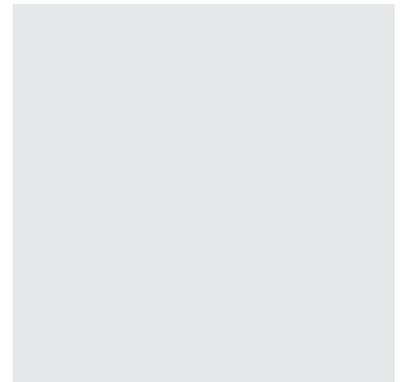
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AUTHOR \_\_\_\_\_

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