

STUDENT CHOICE & ASSESSING READING WITH PHOTO ESSAYS

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Context: Student Choice



“During the course of our school years we are forced to write essays on topics that we care nothing about just to make our teachers look good.”

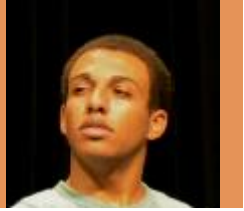
*-Todd (17)
from TAW*

STANDARDS

- ❑ 9.4.10.10 By the end of grade 9 & 10, read and comprehend literature and other texts including stories, dramas, and poems independently and proficiently.
- ❑ a. Self-select texts for personal enjoyment, interest, and academic tasks.
- ❑ 9.5.10.10 (Same thing but with nonfiction)

BY ALWAYS CHOOSING READING AND WRITING TOPICS FOR STUDENTS, WE PERPETUATE THE PSYCHOLOGY OF AN INSTITUTIONALIZED CANNON AND STEAL A VALUABLE LESSON ESSENTIAL TO OUR COUNTRY'S ETHOS: THE LIBERATING AND EMPOWERING EFFECT OF FREEDOM AND THE RESPONSIBILITY THAT ACCOMPANIES CHOICE AND THE DEMOCRATIC PROCESS.





Okay, but how?

- ✓ Rationale: What do you want them to read and why?
Explain this to them (and parents).
What's the end goal?
- ✓ Intro Resources: Media Center, Libraries,
goodreads.com, amazon.com
- ✓ Choosing: Lexile scores and the zone of
proximal development, bring books
to them, journal, search, classroom /
department library
- ✓ Commit: Soft due date, reading days

You've finished your book!



- Share with your partner and discuss:
 - ▣ What happened in your book?
 - ▣ What is the message?

You've finished your book!



- Writer's Notebook:
 - ▣ What are topics/issues brought up in your book?
 - ▣ What does your book say about the topics/issues?
 - ▣ What do you think about the topic/issues?

You've finished your book!

- PARTNER 1: Read / share what you wrote.

PARTNER 2: Listen

- PARTNER 1: Listen

PARTNER 2: Share:

- What I heard you say is...
- What I found interesting is... because...
- I'm wondering...

▣ OTHER POINTS TO CONSIDER

- What does this make you think of?
- What images come to mind?
- What connections are there to other texts?



3x3 Reflection

How:

- 3 lines, 3 words each
- Only content words
(nothing small like it, is, a,
she, he, the)
- Try not to sound like a
Neanderthal (Caveperson
speak funny. You don't.
You smart)
- Try not to summarize

Example:

Schooling creates
frustration:
Deadlines, rules, grades.
Ignore! Create fun.

Photo Essay!



“A photograph is usually looked at – seldom looked into.”

-Ansel Adams

Use your images to “look into” or explore the topics raised in your text.

□ What it is:

- ▣ Series of images meant to tell a story or evoke emotions
- ▣ Ranges from just photos to photos with captions or small notes to full text explanations

□ Your Task:

- ▣ Write your 3x3 in a word document
- ▣ Find 1-3 images that relate to your 3x3/book
- ▣ Copy, paste, and respond to the image(s)

EXAMPLE FROM R&J

Fighting takes its toll on our bodies and minds. We must protect ourselves and become hard.



Old brawl wages.

Young lovers caught.

Death builds life.

Things can get better, but it will be stained with the problems of our past.

What is seen as “bad”? Why ?



TITLE YOUR PIECE WITH A
QUESTION THAT GETS THE
READER TO THINK ABOUT THE
BIG IDEAS YOU'VE BEEN
EXPLORING.

Gallery Walk! Write down 3 questions you like.

CHOOSE 1 QUESTION
FROM ANOTHER'S
PRESENTATION AND USE IT
TO FURTHER PROCESS
YOUR BOOK. HOW DOES
YOUR TEXT RELATE TO THIS
QUESTION?

