



Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- table of contents
- headings and subheadings
- bulleted list
- testimonials
- index
- various fonts, bolded words
- ordering information, including prices, order numbers, and order form
- postage logo

VISUAL LITERACY

- photographs
- persuasive captions

TEXT SUPPORTS

- clear, easy-to-follow page layouts
- predictable format
- large, detailed photographs
- similar items grouped together

POSSIBLE TEXT CHALLENGES

- multi-syllabic words and specialized vocabulary, e.g., 'LED light,' '4 cm LCD screen,' '3.2 megapixel digital photos'
- sentence complexity

SMART SPY CATALOGUE

TEXT TYPE: Non-fiction: Persuasive—Advertisement
GUIDED READING LEVEL: W/X

SUMMARY: Find everything a spy would need in the Smart Spy Catalogue, including: concealment items, electronic devices, disguises, surveillance and counter-surveillance supplies, tactical and travel items, clothing, and accessories. A brief description of each item, ordering information, prices, and personal testimonials are included in this 'must have' catalogue for aspiring spies.

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to text, text to world
- self-monitoring

ORAL LANGUAGE OPPORTUNITIES

- Place Mat strategy
- Think-Pair-Share strategy
- discussing with a group
- sharing ideas and opinions
- TV or radio advertisement (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: reads homophones and is aware of their meanings
- high-frequency words: recognizes words and labels linked to classroom, school, and community

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- list features they would expect to find in a catalogue
- support their opinion with evidence from text
- evaluate a text's effectiveness in persuading readers
- cite ways they might change a text
- make connections to what they already know about spy texts and equipment
- self-monitor and repair comprehension when it breaks down

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–6)

Making Connections: Text to Self and Text to World

Making Connections: Text to Text and Analyzing

Evaluating and Making Connections: Text to Self

BEFORE READING

Activate and build prior knowledge

- Tell students that they will be reading a spy catalogue that lists the tools and supplies spies might want in order to be successful. As a topic of discussion for a Place Mat activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*), ask groups of 4 students to individually record what they know about spies. Elicit information from students about what types of jobs spies might be hired to do and what equipment or disguises they would need to complete missions. Remind students to think about books they might have read or movies they might have seen about spies (*Agent Cody Banks*, *Mission Impossible*, *Spy Kids*, and so on). After each student has had a chance to record their own ideas in their area of the mat, ask students to look for areas of commonality among their group’s individual responses and ideas. Have students record common areas of understanding in the centre area of the place mat. Each group will then share its work with the other groups.
- Point out to students that the text they are going to read is a catalogue. In partners, ask them to brainstorm the names of catalogues they are familiar with and the types of things that are usually sold in catalogues. Ask students to discuss with a partner how the information in a catalogue is usually organized. As students report back to the group, list their thinking on the board. After all brainstormed lists have been recorded on the board, summarize that catalogues usually have a picture of the item for sale, a brief description of the item, the colours or sizes the item is available in, ordering information and codes, and the price. Ask students to now skim and scan the catalogue to see how many of the items from their list are represented. Encourage students to identify any other information that is included in this catalogue that was not on their list.

ESL NOTE: Have copies of catalogues onhand. Let students use these catalogues to help them determine how information in a catalogue is organized.

- Have students skim over information in the catalogue’s first 6 pages, and then discuss whether they think this text will be fiction or non-fiction. Encourage students to support their opinion with specific information from the pictures and text. Note that although the information sounds far-fetched, the text is non-fiction. Remind students that the purpose of reading a non-fiction text is to find out information about a specific topic; in this case the clothing, accessories, and devices required to be an effective spy.

- Ask students what the purpose of a catalogue is. If not mentioned, note that catalogues exist for businesses to promote and sell things. Ask if anyone has ever ordered something from a catalogue. Encourage students to share any relevant personal stories they might have. Remind students that the goal of every catalogue is to convince you to buy something. Therefore, the author (or business) tries to make the item sound as appealing as possible in order to persuade you to buy it. In partners, ask students to look at page 3 of the catalogue. Challenge them to find examples of words or phrases the author used to increase the appeal of these electronic devices. In partners, have students record the descriptive and persuasive words or phrases the author uses to entice the reader to purchase these items. As each partnered group shares their ideas, record the list of words and phrases on the board.

Introduce supports and challenges

- Tell students that they will encounter specific words associated with spying and electronic technology throughout this catalogue. Ask them what strategies they can use to figure out unfamiliar words. Encourage them to identify strategies such as: rereading the sentence, finding words they know within the larger word, making connections to what they already know, or looking for supportive clues (e.g., photographs). As they read, remind students that it is crucial to always ask themselves questions about their understanding, and to find a strategy that will work well for them when trying to solve tricky text. Self-monitoring is especially relevant when students read the product descriptions for the ‘Concealment Items’ and ‘Surveillance/Counter-Surveillance Items’ sections, as there is a fair amount of terminology that assumes familiarity with digital technologies and hi-tech hardware.

Self-monitoring

High-Frequency Words

- Explain to students that many items spies use require specific technology. As such, there is a lot of scientific terminology included in this catalogue. For example, on page 5 the catalogue lists a USB drive. Ask students what ‘USB’ stands for (Universal Serial Bus). Other abbreviations include ‘GPS’ (Global Positioning System), ‘MB’ (Megabytes), ‘LCD’ (Liquid Crystal Display), ‘LED’ (Light Emitting Diode), and so on. Provide students with these abbreviations and, in partners, have them discuss what they might stand for. Say, *You might have encountered some of these abbreviations in your everyday lives; in and outside of school. Which ones do you know the meaning of? Which ones sound familiar but are tricky to define?* Clarify any confusion with the group prior to reading the text.

Text Features and Analyzing

- Explain to students that in order for a catalogue to be easy to read, it usually follows a specific format. Direct students’ attention to the format used for each product in this catalogue, and ask students what they notice about the format of each ad. If not mentioned, note that each item has its own heading, a description, a country of origin cited, an order number, a price, and most items have a flashy caption with an

editorial comment. Point out that the headings at the top of each page categorize the items for sale on that page.

- Ask students what they notice about the price and ordering information that appears with the catalogued items. Elicit from students that the price and ordering information is listed at the bottom of each advertisement and is clearly separated from the body of the text. Ask students why they think the publisher has done that. Encourage students to conclude that because this information is separate from the rest of the text, it stands out more. The publisher hopes that this will make the order form easier to complete.

Evaluating

Set a purpose for reading

- Tell students that as fledgling spies, they are each going to order one item from the catalogue (items featured up to page 7). They may select any item that will help them in their new spy career as long as they can clearly explain why they need the item, how it will help them become a spy and why they believe their item is worthy of purchasing.

Provide for early finishers

- Encourage students who finish early to go back through the catalogue to confirm that, in their opinion, their choice is the best one.

DURING READING

Monitor reading

- To check comprehension, you might question individual students' understanding of what they read, e.g., *What does that item do? What would you use that item for? How would that item help you be a better spy? What does the catalogue do to try and persuade us to buy it?*
- After you have listened to each student read, ask students to tell you which item they would like to order and why they made their choice. Provide positive feedback where students have been able to clearly articulate their opinion and rationale. Provide assistance to those students who are having difficulty with this task. Offer prompts such as: *Which item would you like to try out? Which advertisement did you find most persuasive? Why?*

Observe

- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

AFTER READING

Evaluating

Revisit the purpose for reading

- Give students a few minutes to ensure they have selected an item to order and are able to explain their choices. Remind them that their explanation should include why they need the item, how it will help them become a better spy, and why, in their opinion, their item's ad was effective in persuading them to choose the product.

Check on outstanding challenges

- Revisit any challenging words students encountered and discuss the strategies they used to figure them out. You want to elicit from students that different strategies are effective in different situations. Praise students' effective use of reading strategies and help to correct any misinterpretations of word meaning.

ESL NOTE: Help students explore word solving strategies by asking the following: *Hands up if you tried to figure this word out by... (asking another student, reading it very slowly, looking it up in the dictionary, noticing a familiar word embedded within a larger word, and so on).*

Note successful strategy use

- Again, point out that proficient readers monitor their comprehension as they read. They know when something doesn't make sense and they use appropriate strategies to help them figure out the text. Acknowledge students who stopped to question what they had read when they realized meaning was breaking down, and used a reading strategy that they felt would help in their pursuit of a better understanding.

Second Session (page 7–end)

Evaluating and Text Features

BEFORE READING

Activate and build prior knowledge

- As a Think-Pair-Share activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*), have students share their items of interest from the first session with a partner. Encourage them to explain why they would want the item. Once partners have had a chance to share with each other, repeat the process with a different partner.
- Explain to students what a 'testimonial' is. Draw students' attention to the testimonials found throughout the catalogue and ask students

to find one thing they have in common (are all written by the same person: Sam a.k.a. “Eye Spy”). Ask students whether the fact that all of the testimonials are written by the same person changes their opinion about what is being said. Encourage students to discuss whether they find the testimonials more or less reliable, knowing they are all from the same source. Ask, *How could the catalogue be changed to include other people’s point of view?*

Word Solving and Building

Visual Literacy Features and Evaluating

Text Features

Evaluating

Introduce supports and challenges

- Direct students to turn to page 8 and find the compound words ‘stakeout’ and ‘*steak-out*’ in the ‘Doggy Trench Coat’ description. As a group, discuss what the author meant by the line: ‘Not a *steak-out*, little drooling doggies, but a stakeout!’ Point out that this type of humour is a play on words, using homophones; words that sound alike but that can be spelled differently and have entirely different meanings.
- Ask students to look at the pictures that accompany each item for sale. Encourage students to discuss whether they think having pictures in a catalogue is important. Ask students whether, in their opinion, the pictures help make an item more appealing. Have them discuss whether they would be as interested in each item if the catalogue did not contain pictures.
- Have students look at the text box on page 10, which looks at the signs of lying. Draw their attention to the bulleted list. Remind students that bullets are not complete sentences but are complete thoughts connected by a sentence starter, and are all about the same topic. Remind students that when they are making a bulleted list, each thought must connect to the sentence starter. Point out that as they read this list, they should be thinking about the sentence starter provided. In their heads, they should be thinking, *Signs of lying are using the hand to cover part of the face, particularly the mouth.*

Set a purpose for reading

- Remind students that the purpose of a catalogue is to persuade you to order items featured. Tell students that as they read the second half of this catalogue they will be looking at its design, pictures, and words and phrases for examples of persuasion. Ask students to flag their examples with sticky notes.

Provide for early finishers

- Encourage students who finish early to revisit the text once more to see if they can find any other places the author has included persuasive language, images, and so on. Remind them to flag their examples with sticky notes.

DURING READING

Monitor reading

- Ask students to show you where they are placing their sticky notes and to explain why they made their choices. Check their ability to accurately identify examples of persuasion from the text and to explain their thinking. You might want to encourage struggling students to focus on the descriptions included, and ask themselves if they think that what the author has written is really true (i.e., *Does a replaceable face kit really make you unrecognizable?*).

Observe

- Observe and listen to students as they read the text, assisting with word solving strategies, vocabulary, and fluency as required.

AFTER READING

Revisit the purpose for reading

- Give students a few minutes to review this session's pages and check that they have flagged ways an item has been persuasively described or exhibited. In partners, have students engage in a Think-Pair-Share discussion, focusing on their flags. Students alternate sharing and explaining their choices. Encourage students to look for areas of similarity and to ask for clarification if they are unsure why their partner's example was chosen.
- Invite each student to select their best example of a persuasive word, phrase, or text/visual feature. Invite each student to quickly share their selection and explain why they chose it with the group. As a group, discuss whether the persuasive language used in this catalogue was effective. Ask, *Did the catalogue do a good job of promoting these products? If you ran this catalogue, how might you change things in an effort to persuade kids to purchase spy gadgets?*

Check on outstanding challenges

- As a group, discuss any unfamiliar words students encountered in the second half of the catalogue. Use the strategies identified in the first session, and group feedback, to clarify meaning and confirm understanding of tricky words or abbreviations. Point out to students that in many cases they can figure out the meaning of words using all of the strategies discussed. However, some words cannot always be decoded using these strategies. For such words, students may need to use a dictionary to determine meaning (e.g., 'incognito' on page 8 and 'lubricate' on page 10, and so on).

Evaluating

Note successful strategy use

- Commend students that demonstrate how they used a reading strategy in this session. For example, *Yun Yun said that she'd most likely use the suggestions in the bulleted list on page 10 to help her determine whether or not someone was lying, rather than buy the lie detector featured on the same page. She said using her own judgment and referring to the techniques listed for spotting someone who might be lying would be preferable to buying a lie detector, which she doubted would actually work. This is a good example of evaluating the content of what you are reading, developing an opinion, and backing it up with an example. Fantastic work, Yun Yun!*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Written

- Invite students to create their own spy gadget and write a catalogue entry to persuade people to buy it. Students would be responsible for creating a name for their product and writing a description to persuade would-be spies to purchase it (including what the object is used for or what it does, and how it can assist in their sleuthing). Students should also include where the product is made, the sizes and colours it is available in, the price, an order number, and a testimonial.

Artistic

- Students can create a spy gadget or a 'mock-up' prototype of a spy gadget or accessory. This might include masks, wigs, mock-up models of electronic devices that can be used for surveillance or counter-surveillance, and so on. Students can use whatever materials are readily accessible to them. If materials for their spy gear are not available students can create blueprints or schematic drawings of a spy gadget they think would be helpful to spies. Students' creations should be appropriate and not offensive to others.

Oral/dramatic

- Have students write and present a television or radio advertisement to promote the spy item of their choice. Students should use persuasive language and fluent vocal expression to try to convince viewers or listeners to buy their spy product.

**Evaluating and
Synthesizing**

Synthesizing and Inferring

**Making Connections: Text
to Text and Text to World**