



### TEXT FEATURES

- folding poster
- headings
- text boxes
- bulleted lists

### VISUAL LITERACY

- detailed illustrations
- numbered and illustrated life cycle of a cell phone
- diagrams
- maps
- chart
- bar graph
- captions
- labels

### TEXT SUPPORTS

- strong illustrated support
- headings
- information is compartmentalized

### POSSIBLE TEXT CHALLENGES

- varying text layout
- large amount of information
- scientific/technical vocabulary

# WIRELESS WASTE

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**TEXT TYPE:** Non-fiction: Persuasive—Poster

**GUIDED READING LEVEL:** S

**SUMMARY:** Since first being sold in 1984, cell phones have become increasingly popular all over the world. Numerous facts about cell phones are presented in this text, along with important questions such as: What does one do with their used cell phone? How does cell phone production and waste impact the environment? The life cycle of a cell phone is explored in detail on the back spread of the poster, and sheds light on an important issue many people don't often think about.

### FOCUS COMPREHENSION STRATEGY

- self-monitoring

### FURTHER COMPREHENSION STRATEGIES

- evaluating
- sequencing

### ORAL LANGUAGE OPPORTUNITIES

- Group Anticipation Guide strategy
- discussing with a group
- news report presentation (option 3 in Focused Rereading)

### WORKING WITH WORDS

- language predictability: developing awareness of how personification conveys meaning

### ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- self-question to check on comprehension
- use fix-up strategies when meaning is challenged
- use visual literacy information to aid in comprehension
- deliver opinion on a question or issue
- read information in its proper sequence

### ASSESSMENT TOOLS

Select from the following:

- Self-Monitoring Strategy Checklist
- Comprehension Strategies Anecdotal Record

## BEFORE READING

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### Evaluating

#### **Activate and build prior knowledge**

- Using the Group Anticipation Guide strategy (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*) engage students in a discussion about the following statements. Write each statement on the board one at a time and have students give their opinions to each other in groups of three or four. Mention that each of these statements will be addressed in the text.
  - Cell phones have an impact on our environment.
  - In some countries, there are more cell phones than people.
  - Sending old electronic equipment to countries in need is helpful.
  - We can have an impact on wireless waste.

#### **Introduce supports and challenges**

**ESL NOTE:** Show students how to use a graphic organizer or web to check for understanding and to keep track of facts presented in the text.

### Visual Literacy Features

- Point out the maps, chart, bar graph, illustrations, and diagrams to students. When reading the body of the text, students should be aware of these visual literacy features and use them to support their comprehension. Begin a discussion about these features by asking students, *When is a good time to look at visual features like the maps, bar graph, chart, illustrations, and diagrams; before, during, or after reading the main body of text?* Remind students that the text and the visuals work together to help the reader understand the author’s message.

### Sequencing

- Look at ‘The Life Cycle of a Cell Phone’ and engage students in a discussion about the sequence in which to read this illustrated diagram.

### Language Predictability

- The author uses ‘personification’ in the foldout. Personification is a literary device in which human traits (qualities, feelings, actions, or characteristics) are given to non-human things. For example, a manufactured product’s ‘birth,’ ‘life,’ and ‘death’ described in the introductory paragraph to ‘The Life Cycle of a Cell Phone.’ Although cell phones and electronic goods clearly aren’t born in the human, or living sense, the author uses these words to help facilitate a connection among readers—a connection that might help them understand the general idea the author is trying to get across: that cell phones have a cycle of existence that impacts our world.

#### **Set a purpose for reading**

### Self-monitoring

- Say, *Often readers will become aware that they don’t fully understand what they are reading. When this happens it’s important to repair the comprehension problem using a fix-up strategy.* Develop a fix-up

strategies anchor chart with students for their quick referral. You might wish to use the following:

<p style="text-align: center;"><b>Fix-up Strategies</b> Things to do when you don't understand what you're reading</p> <ul style="list-style-type: none"><li>• slow down</li><li>• reread</li><li>• read on</li><li>• summarize</li><li>• retell</li><li>• visualize</li><li>• look at supporting clues</li><li>• check tricky words</li><li>• read the part aloud</li><li>• flag difficult spots with sticky notes</li><li>• talk to a friend</li><li>• ask teacher for help</li></ul>
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- Say, *When you're reading today, use sticky notes to flag parts that you did not understand the first time you read them. On each sticky note, write the fix-up strategy—or strategies—that worked for you so that you could better understand what the author was trying to say in each section of challenging text.*

### **Provide for early finishers**

- When students finish, have them chat with a partner about parts of the text that they had difficulty understanding. Perhaps partners can provide insight into challenges.

## **DURING READING**

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### **Monitor reading**

- To help facilitate self-monitoring you might question individual students (*e.g., Did you understand that part? Are you sure? Does it make sense? What can you do to improve your understanding of the text?*). Give feedback to individual students on areas in self-monitoring where they may need improvement on (slowing down, rereading, reading on, visualizing, and asking another student, or the teacher, for assistance).

### **Observe**

- Make observations on your assessment tools. (See the Self-Monitoring Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

## **AFTER READING**

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### **Revisit the purpose for reading**

- Give students some time to look over their sticky notes that flagged the

### **Self-monitoring**

areas initially difficult for them to understand. As a group, have students share the fix-up strategy or strategies they used to overcome their challenges. Draw students' attention to the idea that there are many ways to repair comprehension, not just one or two. Ask, *Did everyone find the same areas of the text challenging?... No? Why do you think this was?*

### **Check on outstanding challenges**

- Refer back to the statements from the Group Anticipation Guide activity. Ask students to confirm or revise their opinion, adding any new information they learned from 'Wireless Waste.' Discuss and clarify other outstanding challenges students experienced that you noted, such as technical words or concepts.

### **Note successful strategy use**

- Acknowledge students who stopped to question themselves and utilize fix-ups when they realized comprehension had broken down. For example, *Celina mentioned to me that she was confused at the part about giving away old electronic equipment. She decided to reread that section of the text and it made sense to her the second time through. The same thing happened to Marshall. However, he felt that he had to slow down and really think about what he was reading. These are both terrific examples of self-monitoring your understanding.*

## **FOCUSED REREADING**

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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 6 Literacy Support Guide*.

### **Written**

- Have students write a letter to the author explaining how the visual literacy features in the poster were helpful to them in understanding the author's message, referring to specific features and information they imparted.

### **Artistic**

- Students can create a poster promoting the recycling and responsible management of used cell phones. They might wish to tailor the poster for a country of high per capita cell phone use, as cited in the bar graph.

### **Oral/dramatic**

- In pairs, have students create a news report about the importance of properly managing cell phone and electronic waste. During their report have students cite the information in two of the visual literacy features from the text. Students should deliver their report with fluency and good use of expression and tone—as would be seen on an actual news report.

**Self-monitoring and Visual  
Literacy Features**

**Synthesizing**

**Synthesizing**