Using the LitLinks Resources with the English Textual Concepts and their Learning Processes to Teach Narrative

Engaging personally:

Students respond to the text, explaining what they were interested in or enjoyed, and any personal significance in a text and the way it is constructed. They might comment on how they identify with characters, situations, ideas and voice; they might comment on the text's aesthetic qualities; or they might recognise and appreciate the power of language to express human experiences and communicate ideas.

Read and respond to the text:

You Speak-I Listen
Story Sharing
Think-Pair-Share/Square
Retellings

Chat Charts
Anticipation Guide
Noisy Round Robin
Choral Readings

Connecting:

Students recognise relationships between texts and between texts and students' own lives. Texts can be connected in many different ways: through identifiable links to students' own personal worlds; through exploring common experiences, stories and ideas; through sharing the same context; and through sharing the same style, genre and codes and conventions.

Make connections to the text:

Jigsaw
Placemat
Affinity Diagram

Before, During, After (BDA) Chart
Where do you stand?

Understanding:

Students develop understanding of narrative concepts. For example at years 9-10 (Stage 5), students understand that stories represent broad aspects of humanity, society and culture, made particular and personal to interest the responder.
See http://englishtextualconcepts.nsw.edu.au/content/narrative
Students gradually generalise upon this knowledge and transfer it to new contexts.

Develop an understanding of narrative concepts:

Pros, Cons, Questions (PCQ) Charts
Main Ideas Graphic organiser
Plot Maps
Theme Mind Maps
Venn Diagram

Perspectives chart
Three Level Guide
Character Inferring Charts
Theme Tracking Charts

Engaging critically:

Students make judgements about a text based on systematic analysis and recognising the critical framework through which these judgements are made. For example, it could be to see the texts as reflecting reality and address issues of truth in that depiction. Or it could be to identify power relationships, who/what is marginalised, and how it suppresses or promotes certain interests.

Analyse the text:

Think-alouds
Character and Values Charts
Style Annotations
Pros, Cons, Questions (PCQ) Charts
Author Hot Seat

Context Chart
Character Ranking
Senses Text Annotation
Open Mind Portrait

Experimenting:

Students apply knowledge and skills creatively and critically in order to develop deep understanding. They manipulate language, form, mode and medium to express ideas, values and opinions in innovative and meaningful ways. Experimenting is a demonstration of critical and imaginative faculties and, through the interdependence of these, students engage in thoughtful recreation and innovation.

Create new texts:

Text Innovation (Changing sentences, paragraphs, the whole text)
Micro Story/Narrative
Multimodal Group Text
Choose another narrative from LitLinks and complete an annotated analysis of the writer's style.

Reflecting:

Students think about what they have learned, how they have learned, what they feel about the learning. They draw conclusions about their own learning processes and the value of their learning. Reflecting involves understanding one's own personal capacities and processes and fosters a problem exploring disposition; this encourages student curiosity leading to a recursive process of experimentation.

Reflect:

Gallery Walk and Feedback
Read Alouds
Posts in Discussion Forum Reflections/Discussions
3:2:1 Reflections

For more tools see http://www.pz.harvard.edu/thinking-routines and https://newlearningonline.com/learning-by-design/the-knowledge-processes