**Titanic Diagnostic Example - Unpacked**

Teachers ask all students to read, graph their comprehension and answer the questions.

Conference with the marker students, and/or those who had very little writing, and audio-record students’ answers, for the team to be able to listen and understand those students’ current strengths and needs, to plan for the next steps. What literacy support do these students need?

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| **Activity or question** | **Purpose - what are we trying to understand? (see** [**Competent Readers Chart**](https://drive.google.com/open?id=0BxpFHOOWHO5iNDAyWnJfekRvMjFYckNoZzFaZjZqT21LM1k0)**)** |
| Comprehension graph  Need to pick a grade-appropriate text - the OSSLT is a grade 8 or 9 reading level, should also be relevant and important to the subject | Self-Regulation   * Monitor comprehension * Maintain stamina to keep reading difficult texts |
| What images came into your mind as you were reading this text? | Cognitive Processes   * Visualize text * Connect text to prior experiences |
| Can you answer the title question: Was the tragedy of the Titanic nature, fate or human weakness? Why do you think that is the answer? | Cognitive Processes   * Compare and contrast * See causal relationships |
| What is something you don’t understand? What is a question that you have? | Self-Regulation   * Monitor comprehension   Cognitive Processes   * Question for clarification |
| What are some words that you find confusing? | Linguistic Processes   * Figure out lexically and syntactically dense text * Figure out abstract, technical and academic vocabulary |
| Summarize this reading in one or two sentences | Cognitive Processes   * Summarize main ideas |
| What reading strategies could you use to help you understand this text better? | What reading strategies have students learned in the past?  Can they apply them in new contexts? |

**To consider as a team:**

Will we use this diagnostic as is, or do we have something else already in place?

Do we want to use this thinking to revise a current diagnostic?

Will we select a more subject-relevant text? Should all teachers use the same text?

What questions and areas of the competent readers chart are most relevant to our learners?