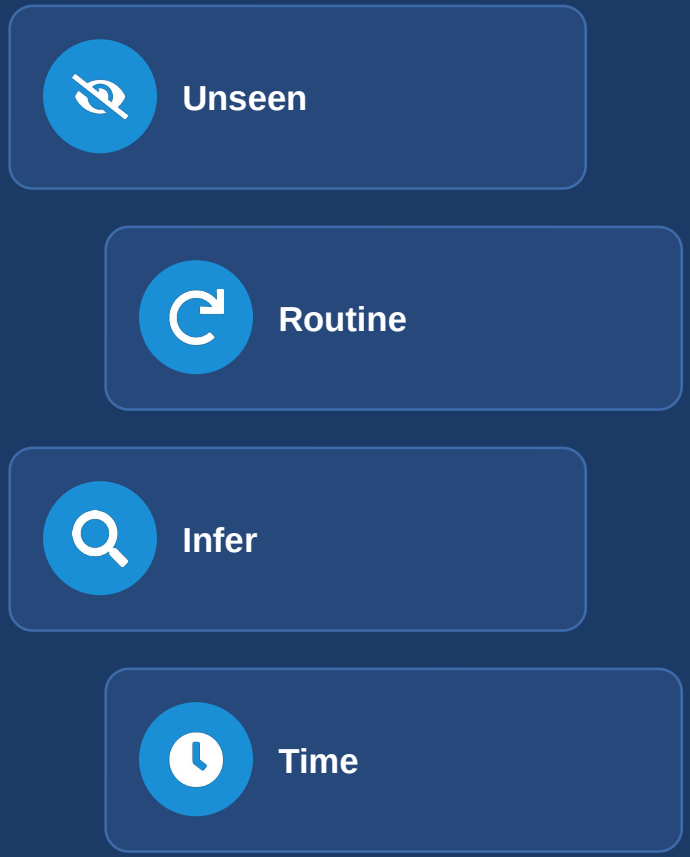
NBE3U Independent Study and Final, Lesson 5

Reading the Unseen

Sight text strategies



Today's goals

We are learning…

- A routine for analysing unseen texts.
- To support inferences about style and meaning with evidence.

I can…

- Use a five-step sight-reading routine.
- Make and support inferences about an unseen text.
- Analyse style and structure.
- Work out unfamiliar words from context.

Today's plan

Time	What we're doing	You will…
0–10 min	**Routine**	Note
10–40 min	**Practice**	Read and write
40–60 min	**Compare**	Compare
60–75 min	**Strategy**	Reflect

Big idea

On the final evaluation you will analyse a text you have never seen. A clear routine, and the questions this course taught you to ask (who is speaking, who is described, who was asked), make an unseen text manageable.

The five-step routine

Step	What
Before	Read the title and the questions first. Predict.
First read	Read for the situation: who, what, where, what changes.
Second read	Annotate: narrator, key images, repeated words, the ending.
Questions	Answer the easy ones first; quote for every inference.
Check	Reread your answers against the question words.

Questions this course taught you



Who speaks?

Whose point of view, and whose is missing?



Who is described?

Who looks, and who is looked at?



What repeats?

Patterns build meaning.



What changes?

Endings reveal the argument.

Question words

identify	Name it.
explain	Say how or why, with evidence.
analyse	Show how a choice creates meaning.
evaluate	Judge how effective it is, with reasons.

Practise the routine

Pages 1 and 2, 25 minutes:

1. Read the title and the questions first.
2. First read for the situation.
3. Second read: annotate.
4. Answer all six questions, quoting for every inference.
5. Check your answers.

The turn

At question six he stopped and asked me one.
“Do you know why the road out by the quarry bends like that?”
I didn't. It wasn't on the card.
“Because the creek used to,” he said. “Before they straightened it. The road remembers the creek. Nobody else does.”

From “Questions First,” an original practice text written for this course.

Think about it

What question wasn't on the card?

What does the road “remember”?

How does this change the interview?

Unfamiliar words

When a word stops you:

1. Reread the sentence before and after it.
2. Look for a clue: an example, a contrast, a definition.
3. Break the word into parts (survey + -or: one who surveys).
4. Test your meaning in the sentence.

Model: an inference

Task: Question 5 (original model answer).

The final line suggests the narrator has learned to listen before speaking. Writing “Find out who would know” shows the narrator recognizes that the creek's earlier name belongs to people who were never asked, and “Ask them first” echoes the title, “Questions First,” but reverses it: the first step now is to ask the people who hold the knowledge, not to read from a prepared card.

Why it works

- A clear inference.
- Two quotations.
- Links to the title.
- A final insight.

Compare and improve

With a partner:

1. Compare your answers with the key.
2. Where did you quote? Where didn't you?
3. Improve one answer.
4. Note one routine step you will keep.

What worked?



Which step of the routine helped you most? What will you do differently on the final?

Sentence starters

“The second read helped because…”

“Next time I'll…”

How it works

- Pairs, then share: 6 minutes.

Exit ticket

1. The five steps, in order.
2. Your strongest answer today.
3. One thing to practise before the final.

Next class: Course Review Stations.

Teacher reveal

Practice: model answers

Q1: A student interviewing a retired surveyor for a history project; first person, past tense, looking back on the interview.

Q2: At first the card controls the interview (“listening for the end of his sentences”); turning it “face down” shows the student choosing to listen instead.

Q3: The road keeps the creek's old shape after the creek was changed: the land holds a history that people have forgotten or erased.

Q4: The nine-second silence carries the surveyor's regret about never learning the creek's earlier name; the narrator values what is not said.

Q5: “Ask them first” suggests the narrator will look for the people who hold that knowledge rather than guessing, and will listen before writing.

Vocabulary: “Surveyor”: someone who measures and maps land (context: “mapped half the township”).