Reading the Unseen: Sight text strategies

NBE3U, Unit 7: Independent Study and Final, Lesson 5. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Students learn a five-step sight-reading routine, practise it on a short original practice text about listening, answer questions in the style of the final evaluation, work out unfamiliar words from context and compare their answers with model responses.

Curriculum expectations

Code	Students will…
C1.4	make and explain inferences of increasing subtlety about texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts
C2.3	identify a variety of elements of style in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, in relevant texts from non-Indigenous sources, and explain, with increasing insight, how they help communicate meaning or reflect a world view and enhance the effectiveness of the text
C1.2	select and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts
C3.2	use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty, in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, in relevant texts from non-Indigenous sources

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning a routine for analysing unseen texts. • We are learning to support inferences about style and meaning with evidence.	• I can use a five-step sight-reading routine. • I can make and support inferences about an unseen text. • I can analyse style and structure. • I can work out unfamiliar words from context.

© 2026 K9solutions

Materials and preparation

- **Slides:** Reading the Unseen deck.
- **Handouts:** Practice Text (page 1) and Questions (page 2).

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–10	**Routine**	Five steps.	Note.	
10–40	**Practice**	Read and answer.	Read and write.	Inferences supported.
40–60	**Compare**	Model answers.	Compare.	
60–75	**Strategy**	What worked?	Reflect.	

Differentiation

- **Support:** Annotated copy of the practice text.
- **ELL:** Glossary of question words.
- **Challenge:** Write an extra analysis question for the text.

Assessment

Type	Tool	Purpose
Assessment for learning	Practice answers	Comprehension strategies (C1.2), inferences (C1.4), style (C2.3) and decoding (C3.2)

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”).

© 2026 K9solutions

Teacher notes

- The practice text is original, short and told by a non-Indigenous narrator; the final evaluation uses a different original text.
- Original model texts in this course were written for the lessons by K9solutions. They are written from a student's or a teacher's point of view and never imitate an Indigenous person's voice, story or teachings.

Coming up

Lesson 6, Course Review Stations.

© 2026 K9solutions