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Introduction to Inquiry Clubs

“We read to transact with the ideas of a text — to converse with other consciousnesses to find meaning that confirms or transforms the way we think about the world.”

— Wilhelm, Wilhelm, and Boas,
Inquiring Minds, p. 26

What do you do after reading a great novel, an interesting non-fiction text, or a thought-provoking magazine article? What do you do after viewing a movie or examining a photo essay or watching a YouTube video? Evidence would suggest that most of us want to talk to someone about what we’ve read or seen. We want to share our impressions, reflect on the content, make connections, delve into the accuracy and believability of the text, and raise issues, questions, and concerns. It is through discussion that we deepen our understanding, modify our ideas, or strengthen our opinions. And what do we do once we have talked ourselves out? We go and find another text to read or view.

“In a very real sense, reading is power. Being a lifelong reader means you can use literacy to fulfill purposes in your life. It’s a key to success.”

— Fountas and Pinnell,
Guiding Readers and Writers,
p. 368

Effective literacy teachers understand the importance of creating real-world reading experiences to assist students in becoming independent and powerful readers. To this end, they schedule daily independent reading time for students to read self-selected texts — ones they can and want to read. Reading for a sustained period of time gives students sufficient opportunity to “get lost in a book” and delve into a text at a deeper level. Students are also given ample time to respond to their reading through talking, writing, or drawing. Often readers are involved in adult-like book clubs or literature circles where they discuss, argue, compare ideas, and build understanding of a commonly read text. At the same time, students are shown how to understand texts using the gradual release of responsibility model of instruction, where comprehension strategies and higher-

order thinking are stressed. This instruction teaches students to analyze, synthesize, and evaluate information, data, and multiple points of view — all crucial literacy skills for success in the 21st century.

It is the purpose of this guide to outline a powerful and authentic way for students to talk about and explore texts — Inquiry Clubs.



TEACHING TIP

This guide explains how to use *The 10 Discovery Series* for Inquiry Clubs; however, *The 10* collection could be incorporated in various ways during independent reading. Students could individually read and respond to the text, or groups of readers may read and discuss the texts in self-selected book clubs.

What Are Inquiry Clubs?

Independent Reading

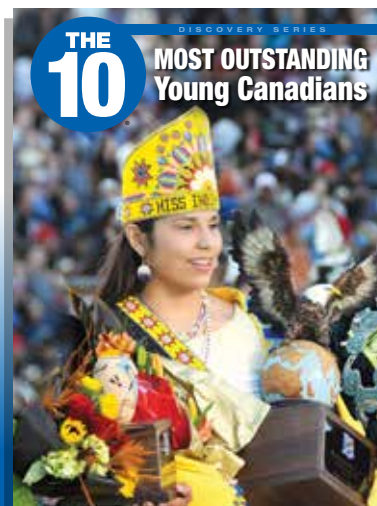
Inquiry Clubs are small, student-led discussion groups that form around the reading of an inquiry-based text. They allow students to deepen their understanding of a topic/issue, broaden their perspective and viewpoint, and develop effective listening and speaking skills. Similar to book clubs or literature circles, Inquiry Clubs are an option during independent reading time, which encourages students to delve deeper into texts.

Inquiry-Based Learning As the name suggests, Inquiry Clubs are about inquiry; a process involving the conceptual “uncovering” of a topic and the active construction of new understandings. Inquiry promotes engagement, motivation, and a context for reading. Evidence suggests that students become more competent as readers, composers, and learners when topics and learning strategies are taught using inquiry (Wilhelm, Wilhelm, and Boas, 2009). During Inquiry Clubs, students begin the inquiry process by reading one of the titles from *The 10 Discovery Series*, a collection of books featuring engaging topics from areas such as Sports and Games, Places, Health, Science and Technology, and Our Canada (see Inquiry Club Texts below). Although initial reading and discussions focus on this topic, Inquiry Clubs invite further inquiry far beyond the original topic.

Small-Group Discussion Because of the small-group setting, Inquiry Clubs encourage thoughtful dialogue and open debate in comfortable, non-threatening environments. Participants come to the discussion with their own unique way of viewing the selection; then they try to build on their views through a sharing of ideas. Students gain experience in communicating, supporting, and expanding their thoughts. They learn to give full consideration to the ideas of others, to weigh the merits of opposing arguments, and to modify their initial opinions as other evidence is presented.

Inquiry Club Texts

The 10 Discovery Series has been written to promote the essential elements of inquiry. Each text begins with an overarching inquiry question that hooks readers into considering the big ideas, issues, and problems surrounding the topic and creates a personal connection for students. The texts are written in “Top 10” countdown style, and readers are encouraged to form their own opinions about the author’s criteria, ranking, and choice of content. Throughout the texts, students encounter other open-ended questions specific to the information being discussed. These questions help readers to make connections and may stimulate further investigation far beyond the initial topic. At the conclusion of each text, as a culminating activity, students are challenged to take a stand about the author’s criteria, ranking, and choice of content using data from the text as well as any research they have done on their own, thus, setting a new cycle of inquiry in motion.



Inquiry Club Process



TEACHING TIP

Students involved in Inquiry Clubs for the first time may require organizational support. You may wish to create student groupings and choose an appropriate text for each group to assist students when getting started or to meet other needs.

The Inquiry Club Process is a simple one — students choose a text that interests them, read the text independently, respond to their reading, and then meet with club members who have read the same text to discuss their findings. As students read and respond, they apply comprehension strategies, such as predicting, analyzing, making connections, inferring, evaluating, and synthesizing. Higher-order thinking is emphasized as facts

and ideas are combined and used to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation. Following discussions, students reflect on their contributions and consider any remaining questions they may have or further investigations they may wish to do.

To provide structure and to ensure student success with Inquiry Clubs, suggest an organizational process such as:

Wonder

Prior to reading a text, proficient readers always activate their background knowledge about the topic. Students should ask themselves: *What do I think I know about this topic?* A helpful organizer when reading a non-fiction text is Tony Stead's RAN chart (Reading and Analyzing Non-fiction). You may direct students to use this organizer to keep track of their thinking before and during the time they are reading (see the RAN Organizer on page 44). What they think they know is either confirmed in the text and a check mark is placed under the "C," or a misconception is realized, and a check mark is placed under the "M" heading. New facts are recorded along with any questions or wonderings that arise during reading.

What I Think I Know	C	M	New Facts	Wonderings

Key: C — confirmed information M — misconceptions

(from Stead, Tony. *Good Choice! Supporting Independent Reading and Response*, K-6, Stenhouse Publishers, 2008)

The RAN Organizer could also be used to keep track of students' thinking for each of the 10 rankings. In the Content section, they would record the title of each ranking and then think about what they know about this specific topic.

Content	What I Think I Know	C	M	New Facts	Wonderings
#10 – Mountain Pine Beetle	- insect that eats pines that grow in mountainous areas in Canada	→			
#9 – Norway Rat					

Key: C — confirmed information M — misconceptions

(from Stead, Tony. *Good Choice! Supporting Independent Reading and Response*, K-6, Stenhouse Publishers, 2008)

To support students in thinking about the text prior to reading, you may wish to provide the Before Reading Prompts found in the Inquiry Club Prompts (see page 41). The prompts target various pre-reading comprehension strategies and may focus students' thinking on the text they are about to read.

Prior to reading the text, students need to meet with their club members to decide on how they will read the text. Present various options for reading the text, such as the following:

- All group members read the introductory section of the text. Then, divide the text into sections so that each group member reads only parts of the text.
- All group members read the whole text and then meet to discuss the entire text.
- All group members read the introductory section and then meet to discuss this section. They then continue reading the remainder of the text before meeting again.

Coding the Text

- ✈ already knew that
- 📖 new learning
- ❓ question
- 😊 connection
- ! exciting or surprising information
- ?? confusion
- 📌 important information
- R research required

Read

As students are reading independently in Inquiry Clubs, they need to be aware of the difference between information they are gaining from the text and their thinking about the text. Coding the text is a particularly helpful strategy to assist students in becoming more aware of their "inner voice" while reading. Students use sticky notes and various codes to delineate what the text is about and what the text makes them think about. Making jot note annotations to track thinking is also helpful. You can support students with this aspect of the inquiry process by modelling

how to code and annotate texts while reading (see Key Lesson Part B: Recording Your Thinking as You Read on page 18).

During Inquiry Clubs, students read non-fiction texts with a variety of text features. It is important for students to pay attention to the text features and how they help readers to gain information about the topic being discussed in the text. To help students in understanding various text features and forms used in *The 10 Discovery Series*, see Key Lesson Part C: Exploring Text Features and Forms on page 22.

To support students in thinking about the text during reading, you may want to refer them to the During Reading Prompts on the Inquiry Club Prompts BLM (see page 41).

Respond

Writing helps students become aware of their responses and think more deeply about what they are reading. It helps them to capture and reflect on their initial reactions. It also enables students to analyze and synthesize what they read rather than merely recalling it. Inquiry Clubs are dependent on the extent to which students think about what they read. Students are in a much better position to contribute constructively to discussions when their thoughts have been articulated in writing prior to meeting in the club. Students who have written are also in

a better position to listen to and appreciate the ideas of others. They have an established viewpoint from which to consider other alternatives.

There are a number of ways that students can record responses to the text. For example, some readers may prefer to keep an Inquiry Notebook filled with lined paper to record and organize factual details, key ideas, and their further reactions, connections, inferences, and wonderings. They may use the Before, During, and After Reading Prompts (see Inquiry Club Prompts on page 41) to think about the text and to focus their written responses. Other students may require the support of graphic organizers to record their understandings about the text. Several graphic organizers have been included with this guide; some are focused on supporting a position or opinion (Collecting My Thinking on pages 45–46), and some are more open-ended (My Inquiry Club Notes on page 47, and the RAN Organizer on page 44). In addition, consider modelling how to organize your annotations, and collect evidence to support your opinion (see Key Lesson Part B: Recording Your Thinking as You Read on page 18).

You may want to direct students to keep track of the “making connections” questions as they read the text (see Questions to Consider on page 48). Students might investigate questions that interest them. Students’ responses to these questions would make for lively conversation during Inquiry Club discussions. If your students have access to computers or tablets, you may suggest using blogs or wikis to support student writing and the sharing of ideas.

Discuss

When students talk regularly about what they read, their responses are likely to become more sophisticated and substantive. Discussion forces more explicit thinking and an awareness of what in the text triggered a particular response. Students learn to relate what they read to their own lives. Inquiry Club discussions enable students to try out their understanding of the text using evidence from the text to support their opinions. The give-and-take of a discussion allows readers to share their ideas with others, listen to other readers’ views, and modify or strengthen their own opinions. To support students in generating ideas for Inquiry Club discussions, prompting questions have been provided (see Inquiry Club Prompts on page 41). The prompts focus on the Before Reading, During Reading, and After Reading stages and promote student use of specific comprehension strategies. If you have students who can initiate discussions without this kind of support, then the prompts don’t need to be used. However, most students can benefit from the structure the prompts provide, especially during the initial experience in an Inquiry Club.

Students should take a stand about the inquiry questions, criteria, and ranking specific to their texts. Students may also wish to discuss some of the content-specific questions posed in each section of the text (e.g., see Questions to Consider for *The 10 Most Dangerous Animals in Canada* on page 49). These questions might offer alternative directions for Inquiry Club discussions and promote the creation of mini-inquiries before and after the club meetings.

Reflect

After students have completed their final discussion, provide an opportunity for reflection on the Inquiry Club experience. Students can self-assess their contributions to discussions and also determine how reading the text affected them personally. As many of the texts in *The 10 Discovery Series* raise controversial issues and challenges facing today's world, students may emerge from their inquiry inspired to take a stand or make a difference in some way. You will want to know you can help facilitate their next inquiry.

Have students consider questions such as the following:

"When we teach kids to think about content, wonder about information, and actively use knowledge, they are far more likely to take action."

– Harvey and Daniels,
*Comprehension and
Collaboration: Inquiry Circles
in Action*, p. 32

- How did you contribute positively to Inquiry Club discussions?
- What changes would you make to your behaviour during the next Inquiry Club?
- What would make Inquiry Club discussions more productive?
- Do you have any remaining questions or wonderings?
- Has reading and discussing this text changed your thinking in some way?
- Has this text inspired you to do something?
- What do you want to investigate or do as a result of having read this text?

(adapted from Harvey and Daniels, *Comprehension and Collaboration: Inquiry Circles in Action*, Heinemann, 2009, p. 203) See Inquiry Club Reflection on page 59.

Learning Goals

It is essential that students understand the learning goals that are expected during Inquiry Clubs. After the initial teacher-led introduction and instruction, students operate independent of the teacher. Students should do the following:

- read their chosen text independently
- record their thinking about the text
- meet in a small group to share opinions, ideas, and questions
- justify their opinions with evidence from the text
- use effective listening and speaking skills to promote productive discussion
- demonstrate responsibility as a group participant and while working in a leadership role
- research and read further to learn more about the topic

Benefits of Inquiry Clubs

Inquiry Clubs develop and enhance several areas of literacy skill development: reading, writing, oral language, critical thinking, collaboration, and inquiry.

Reading Skills <ul style="list-style-type: none"> • use pre-reading strategies • generate questions about the text • make generalizations and draw conclusions • gather information to answer the inquiry question • summarize information • discuss interpretations of the text • cite evidence to support ideas • read with fluency • gain exposure to a wide range of vocabulary • use context to decipher word meaning • read with a purpose and take notes to monitor comprehension • practise using a variety of reading strategies 	Critical Thinking <ul style="list-style-type: none"> • ask questions • generate ideas about the inquiry question and criteria • support ideas with relevant evidence • respond to other students' ideas, questions, and arguments • revise ideas and evidence based on discussion • modify an argument to incorporate other students' ideas • question other students' perspectives • compare and weigh evidence • evaluate ideas for sense and evidence • present ideas logically and persuasively
Writing Skills <ul style="list-style-type: none"> • take notes about information in text • record personal responses before and after discussions • use discussion to generate and develop ideas • record personal questions for further inquiry • record evidence from the text to support inferences and ideas 	Oral Communication Skills <ul style="list-style-type: none"> • listen actively and carefully to others; listen to differing ideas • ask for clarification • respond to other students' questions • participate in discussion • state ideas clearly • agree and disagree constructively • explain and defend arguments
Collaborative Skills <ul style="list-style-type: none"> • develop confidence in taking a leadership role • encourage sharing, participation, and cooperation with others • show responsibility while working as a group participant 	Inquiry Skills <ul style="list-style-type: none"> • identify questions for inquiry • collect appropriate resources • analyze and evaluate information • synthesize information to form a conclusion • present research findings in a suitable form (optional) • reflect on the inquiry process

Getting Started

Teacher's and Students' Roles

Although students take control of their own reading during Inquiry Clubs, the teacher's role as facilitator is vital. You provide access to reading materials — setting the scene to promote the selection of appropriate texts by each student. You provide uninterrupted reading time and opportunities for responses and small-group discussions. You also provide support through mini-lessons (whole class and small group) and via individual conferences with students.

When run independently, students are responsible for Inquiry Clubs, including selecting the book they are going to read, setting the sections/schedule for reading, recording their written responses, and initiating and sustaining discussions. Students also have a say in group configurations; however, you may want to create groupings so that all students have a positive group experience.

Timing	Teacher's Role	Student's Role
Before Inquiry Clubs	<ul style="list-style-type: none">• Teach key lessons on Inquiry Clubs and how to read <i>The 10 Discovery Series</i>• Provide opportunities for students to practise Inquiry Club behaviours• Introduce and provide texts• Assist students in choosing texts and creating Inquiry Club groups	<ul style="list-style-type: none">• Participate in whole-group lessons• Practise helpful reading strategies and small-group discussion behaviours• Choose a text that interests him/her
During Inquiry Clubs	<ul style="list-style-type: none">• Confer with individual students• Assess group interactions• Conduct mini-lessons as required to promote solutions	<ul style="list-style-type: none">• Follow Inquiry Club Process• Prepare for and participate in discussions• Monitor own behaviour while discussing with peers
After Inquiry Clubs	<ul style="list-style-type: none">• Promote reflection about Inquiry Club Process• Assist students with further investigations• Provide alternative methods for students to share their findings, for example, in Jigsaw groups (optional)	<ul style="list-style-type: none">• Reflect on Inquiry Club Process and text• Consider changes in his/her beliefs or behaviours based on reading of the text• Take action through writing, speaking, community work, or advocacy (optional)• Conduct further investigations (optional)

Organizational Tips

The following tips may help to organize your classroom for small-group inquiry.

1. Provide Texts

- Provide small sets of texts for student use. Leave these sets in a pre-arranged location so that students can browse and make selections.

- Discuss how to select a text for Inquiry Clubs. Suggest that an appropriate text is one students are interested in reading, with a topic they may have some background knowledge about, and which they feel confident about reading. Explain to students that some of the content and vocabulary may be challenging; however, they will be supported in their understanding of the text through Inquiry Club discussions.

2. Determine Groups

- Depending on the age and communication skills of the students, group sizes between four and six are usually the most effective.
- A good discussion needs enough participants for a wide variety of ideas and interpretations to be expressed, but not so many participants that students don't have adequate opportunity to share their ideas.
- Encourage students to work with classmates they haven't worked with before.
- If you think boys-only or girls-only groups will be a problem, initiate a rule where each group has to be mixed and have at least two boys or two girls.

3. Organize Inquiry Clubs

- Students will follow the Inquiry Club Process: Wonder, Read, Respond, Discuss, and Reflect. However, students will decide for themselves how the book will be read, how many pages the group will read before discussing the text, and when the meetings will occur.
- Provide students with a copy of Organizing Your Inquiry Club on page 50 to record their plans.

4. Discuss Possible Ways to Read the Texts

- Everyone reads the whole text. Inquiry Club members decide when they will meet during the reading of the text.
- Everyone reads the introduction, which explains the inquiry question and the author's criteria. Inquiry Club members meet and divide the text into equal parts. Each group member becomes an "expert" on the sections read, reporting information to the whole group during discussions (e.g., in a group of five students, each student reads two sections).

5. Arrange Seating in a Circle

- An arrangement in which students can see, listen to, and talk directly to one another encourages genuine interaction and stimulates discussion.

6. Appoint an Inquiry Club Leader

- Have students appoint a daily leader in the Inquiry Club who manages and leads the discussion. The leadership of the group should be on a rotational basis so that all group members have the opportunity to try this role.

Encouraging Responsible Group Behaviour

Oral language development and comprehension of texts are enhanced if the interactions within an Inquiry Club are positive and productive. Effective group dynamics enable all students to participate to get the maximum out of the Inquiry Club experience. Students need to learn how to be responsible Inquiry Club members and how to engage in appropriate oral interactions with others if learning is to be optimal.

You may want to create an anchor chart of key behaviours that help Inquiry Clubs to function well. Ask students to suggest possible guidelines for working together in small groups. Your chart might look something like the following:

Be a Collaborative Inquiry Club Member

1. Read the group-assigned reading before the meeting.
2. Come prepared to participate with responses completed and notes in hand.
3. Bring at least one question to promote discussion.
4. Practise attentive listening and effective speaking.
5. Show tolerance and respect to others — no put-downs.
6. Settle problems within the group.

Post the guidelines as a reminder for students. It might be wise to discuss how students will solve any problems that arise when working in Inquiry Clubs. For example, if students are not contributing during the discussion or if someone does not complete the assigned reading before the meeting, how will the group deal with the situation? Brainstorm possible appropriate consequences of not following the guidelines.

Encouraging Productive Communication

During Inquiry Clubs, students need to clearly share their ideas and opinions and understand those of others. Teaching students strategies for effective speaking and active listening helps them to become proficient communicators and successful collaborators. Provide opportunities for students to talk with a partner, focusing on actions that contribute to good dialogue. Ask students to provide suggestions for an anchor chart, highlighting “look-for” behaviours of effective communication.

Active Listening	Effective Speaking
<ul style="list-style-type: none">• Make eye contact with the speaker.• Nod, smile, and use other friendly body language.• Look interested, and lean in or sit close.• Think carefully about the speaker’s key points.• Ask clarifying questions to clear up confusion (e.g., <i>Do you mean ...?</i>; <i>Could you please explain your thinking?</i>).• Take notes, if helpful.	<ul style="list-style-type: none">• Speak clearly and loudly enough so that all group members can hear.• Take turns talking so that only one person speaks at a time.• Address one another respectfully.• Stay on topic.• Wait for pauses to enter the discussion and avoid interrupting.• Adopt a positive tone and manner.• Monitor the amount of talking you are doing. (Are you talking enough? Too much?)• Stick to the point currently under discussion. Make notes about ideas you want to come back to.

In order to foster productive discussion during Inquiry Clubs, it is important to teach students to respond thoughtfully and respectfully to group members. One way to improve responses during discussions is to provide the actual language attached to a positive action. Create classroom posters for student reference, or provide individual copies of Responding During Discussions (see page 42), which outlines characteristics of highly effective dialogue.

Preparing for Inquiry Club Discussions

As stated earlier, Inquiry Clubs are dependent on the extent to which students think about what they read. Students are in a much better position to contribute constructively to discussions when their thoughts have been articulated in writing prior to meeting in the club. During the inquiry process, students are encouraged to code and annotate their thinking while reading and then organize their annotations to prepare for the club meeting. You might want to provide the following reminders to ensure students are ready for the discussion:

- Summarize the important information you have learned from reading the text.
- Consolidate your reactions, inferences, connections, and questions about the text.
- Ask yourself, "What is my opinion about the author's criteria, ranking, and choice of content? Do I agree or disagree? What evidence supports my thinking? What information/research will I bring forward during the discussion?"
- Record a question that you think will help initiate discussion or debate in your club meeting.

After each Inquiry Club session, encourage students to reflect on the discussion so that they are prepared for the next time they meet with group members. Use questions such as the following:

- What points stood out as the most valuable to you?
- Did you change your opinion during the discussion? If so, why?
- What would you do differently next time in the Inquiry Club?

Key Lessons

The purpose of the following lessons is to introduce the concept, layout, features, and forms found in the texts of *The 10 Discovery Series*. This will prepare students to successfully read the texts on their own. The lessons are based on the book *The 10 Most Dangerous Animals in Canada*; however, you can use any of the titles from *The 10* collection for the introductory lessons. Slight modifications may need to be made to the lesson when discussing unique text features. Each lesson will take approximately 15 minutes to complete.

Part A: Introducing *The 10 Discovery Series*

READ ALOUD TEACHING PLAN

THE 10 MOST DANGEROUS ANIMALS IN CANADA

Written by Jennifer Morgan

Summary: This text prompts readers to think about Canada's most deadly animals — large and small. The criteria considered in ranking the animals include: aggression; killer instincts and prey; hunting strategies; abundance in Canada; and threat to humans/animals. The ranking from tenth to first (most dangerous) is: Mountain Pine Beetle; Norway Rat, Rattlesnake; Wolverine; Atlantic Walrus; Bison; Wolf; Orca; Cougar; and Polar Bear.

Inquiry Question: Which traits make an animal the most dangerous of them all?

Text Features/Forms:

- photographs with captions
- articles
- fun facts
- pro/con chart
- fact cards
- profiles
- timeline

Materials:

- *The 10 Most Dangerous Animals in Canada* (or a substituted text)
- chart paper or interactive whiteboard
- sticky notes

Assessment Opportunities

Note how individual students and/or the class as a whole are able to demonstrate the following:

- participate in partner and whole-class discussions
- make predictions about the text
- identify criteria and the inquiry question

BEFORE READING

Activating and Building Background Knowledge

- Introduce students to the concept of Inquiry Clubs. Explain that during independent reading time, students will form small inquiry groups to read, research, and discuss texts. During discussion, students will share opinions, evaluate conclusions, and pose questions about the information presented in the text. Discussions allow readers to gain insight and understanding as they hear other people's viewpoints.
- Share some of the titles from your collection of *The 10 Discovery Series*, and explain that these texts promote inquiry and research into interesting topics.
- Show students the cover of *The 10 Most Dangerous Animals in Canada*. Read aloud the blurb on page 2, and discuss the premise of the series to encourage students to think about the content of the texts and to form opinions about the criteria, rankings, and information presented. Explain that during Inquiry Club discussions, students will be able to support or challenge the author's ranking.
- Invite students to activate their background knowledge about the topic and make predictions about which animals have been included in the text and why they have been chosen. Have students turn and discuss their ideas with a partner (Think-Pair-Share). Record students' ideas on chart paper or an interactive whiteboard.
- You may want to model the use of the RAN Organizer (see page 44) to activate students' background knowledge. (See the Wonder section of the Inquiry Club Process on page 6 for more details.)
- Explain that each of the books in *The 10 Discovery Series* begins with an introduction that provides the criteria used to determine the top 10 choices. It also contains an inquiry question to focus reading and thinking. Then the author presents information about each of the choices and counts down from number 10 to number 1, which is considered the most dangerous or amazing or revolutionary.

We have some new exciting books in our classroom library that are part of a collection called *The 10 Discovery Series*. When you are reading independently, you will be joining with others who are reading the same text and meet together in Inquiry Clubs to share opinions about the text.

What criteria do you think the author used in determining the most dangerous animals in Canada? Which animals would be on a top 10 list? Of these animals, which one do you think would be the most dangerous animal?

As you read the text, think about the inquiry question. Reading with a question in mind helps you to notice specific information while screening out unimportant details. It makes you actively engage with the text and consider the information on a deeper level.

Setting a Purpose for Reading

- Instruct students to listen for the criteria and inquiry question and to compare the author's criteria to the class predictions.

DURING READING

- Read aloud the introductory section on page 5 of the text.
- Pause to "think aloud" about some of the questions that are coming to mind as you read the text. Model writing the questions on sticky notes or a graphic organizer to keep track of your thinking. These questions could be brought forward during Inquiry Club discussions.

I am wondering: Which of these dangerous animals are endangered? What caused this to occur? What happens to the ecosystem if one of these animals becomes extinct? What measures are in place to ensure the survival of these animals?

AFTER READING

- Review the criteria the author used when ranking the animals as dangerous. Have students compare the author's criteria with their predictions.
- Introduce various graphic organizers, such as Collecting My Thinking on pages 45–46, that students can use to record their thinking. Demonstrate how to record factual details, thinking (reactions, connections, inferences), and wonderings.

Example:

Title of Text: The 10 Most Dangerous Animals in Canada	
Inquiry Question: Which traits make an animal the most dangerous of them all?	
Author's Criteria: <ul style="list-style-type: none">• aggressive• killer instincts when hungry• kills lots of prey• uses smart hunting strategies• found in various parts of Canada• threat to other animals or humans	My Questions: <ul style="list-style-type: none">– Which of the animals are endangered? How did that happen?– What happens to the ecosystem if one of these animals becomes extinct?– What measures are in place to ensure survival of these animals?
My Thinking: <ul style="list-style-type: none">– I would explain "threat" – I think it means harm.	My Predictions for the Top 10:

Part B: Recording Your Thinking as You Read

SHARED READING TEACHING PLAN

Materials:

- *The 10 Most Dangerous Animals in Canada*
- sticky notes for making annotations
- enlarged graphic organizer or interactive whiteboard
- Mountain Pine Beetle BLMs on pages 20–21

Assessment Opportunities

Note how individual students and/or the class as a whole are able to:

- make predictions
- analyze information

BEFORE READING

Activating and Building Background Knowledge

- Review the author's criteria for ranking the most dangerous animals in Canada. Have students consider the criteria and make predictions about the animals that might be found in the text. Instruct students to share their predictions with a partner.

Using the criteria outlined in the introductory section, predict the animals that might be considered dangerous. Share your ideas with a partner. Choose one of the animals, and explain why this animal would be on the list of "most dangerous."

- Record some of the students' predictions on chart paper or an interactive whiteboard.
- Explain that today, as you read the text, you are going to make a record of your thinking using codes or symbols. Coding or annotating thinking helps readers to learn, understand, and remember what they read. Coding engages complex thinking skills and promotes deep reading of informational text. Readers can use sticky notes, underlining, highlighting, or annotations in the margins to keep a record of their thinking.

Setting a Purpose for Reading

- Instruct students to consider the criteria as you read the number 10 ranking, Mountain Pine Beetle.

DURING READING

Coding the Text

- ✈ already knew that
- 🔍 new learning
- ❓ question
- 😊 connection
- ! exciting or surprising information
- ?? confusion
- 📌 important information
- R research required

- Read aloud page 7 from the section about the mountain pine beetle. Model your thinking as you read by annotating/coding the text using sticky notes (see the coding symbols).

You may wish to display the codes on a chart for the students.

- Provide each student with sticky notes and a copy of the Mountain Pine Beetle BLMs (see pages 20–21).

Explain that students will practise coding and recording their thinking while reading the text. Students can record using sticky notes directly on the BLMs.

- Read the text together orally.

I'm going to put a check mark on a sticky note and place it beside the first paragraph as I already knew that fact. As I read the part about colder weather, I was wondering if this winter in B.C. was warmer or colder than usual. I will place a Q with my question beside that section of the text.

AFTER READING

- Review examples of your annotations. Have students share their examples with a partner.
- Model how to organize your annotations to note factual details (information that relates to the inquiry question) and your reactions, connections, inferences, questions, and wonderings. You can demonstrate using one of the organizers, such as Collecting My Thinking on pages 45–46, or create columns in an Inquiry Notebook.

Author's Ranking	My Notes (factual details)	My Thinking (reactions, connections, inferences, questions, wonderings)
10 - Mountain Pine Beetle	<ul style="list-style-type: none"> - cold weather kills beetles - 61% of pines destroyed by 2021 - beetles carry fungus – kills trees faster - turn red 	<ul style="list-style-type: none"> - Was this a colder/warmer winter than usual? - How do we stop these beetles? This will affect the environment – trees produce oxygen. - picture – shocking – lots of dead trees
9		
8		

MOUNTAIN PINE BEETLE

ARMED AND DANGEROUS

The mountain pine beetle is about the size of a grain of rice. But don't let its size fool you. These little bugs have killed countless victims. Their saw-toothed teeth can cut right through bark. The beetles will eat a layer between a tree's bark and its wood. That cuts the tree off from its water and food.

And it gets worse for the tree! Adult beetles carry the blue stain **fungus**. When the beetle bites, this deadly fungus infects the tree, staining the wood blue and killing it even faster.

fungus: organism that helps nature break down rotting things



WATCH OUT!

A single beetle might not do much harm. But a large group can cause major damage.

Each female lays over 60 eggs every year. When those eggs hatch, the young beetles (called larvae) feed off the host tree for a year. Then they grow wings and fly off to a fresh tree and lay new eggs. Those eggs grow up to be beetles and lay more eggs. Pretty soon, there are enough pine beetles to kill the entire forest.

The Expert Says ...

“When you have thousands of these attacking a tree, they overwhelm the tree ... and we have trillion of beetle sons.”

— Leo Rautkin, forest insect scientist



If you were in charge, what would you do to stop the mountain pine beetle?

Quick Fact

Trees killed by mountain pine beetles turn red. If these trees weren't evergreen, you might think the red colour was just the leaves changing colour.

10

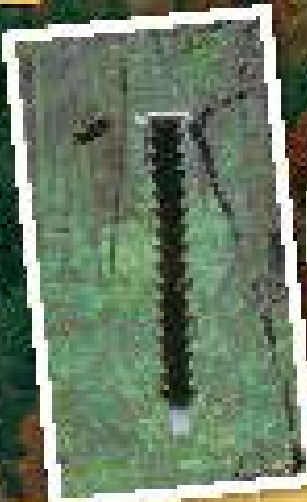


Battle of the Beetle!

The infestation is huge, but we're fighting back. These photos show some of the ways people are trying to fight mountain pine beetles.



Spraying trees with pesticide to kill the beetles



Using traps that lure the beetles to areas where they can be destroyed



Cutting down healthy trees before the beetles reach them



Burning trees that are infested with beetles



Debarking logs to kill off the beetles still living under the bark

Take Note

Their big appetites and their huge marks are helping these little bugs crowd into the #10 spot on our list. They're killed more victims than any other animal in this book!

• These bugs don't attack humans, but they're changing the landscape here in. Imagine what Canada would be like without pine trees. List some ways this would affect Canadians.

5

4

3

2

1

Part C: Exploring Text Features and Forms

READ ALOUD TEACHING PLAN

Materials:

- *The 10 Most Dangerous Animals in Canada*
- enlarged version of the Common Text Features Chart on page 43

Assessment Opportunities

Note how individual students and/or the class as a whole are able to do the following:

- identify various text features and forms
- understand how text features help the reader



TEACHING TIP

Features of non-fiction texts can include: organizational features (e.g., table of contents, index, glossary, appendix); graphic features (e.g., timelines, illustrations, photographs, charts, maps); textual features (e.g., title, headings/subheadings, topic sentences, introductory and summary paragraphs, captions); and meaning features (e.g., phrases such as ‘for example’).

BEFORE READING

Activating and Building Background Knowledge

- Begin by discussing the importance of accessing information through the features found in *The 10 Discovery Series* texts. Explain that features can include organizational features, graphic features, textual features, and meaning features. Ask students to present examples of features from their own reading.

Think about some of the non-fiction texts you have read in the past or are currently reading. What features have you encountered? What type of feature would this be? How did this feature help you as a reader?

Setting a Purpose for Reading

- Ask students to think about the text features in the Mountain Pine Beetle section and consider how to use these when reading.

DURING READING

- Reread the text, and point out the features that students will consistently see in *The 10 Discovery Series* (e.g., Introductory Questions, Words in Pink Font, The Expert Says ..., Question Boxes, Quick Fact, Number Line, and Take Note).
- Model how to make sense of a specific feature.

At the top of the page, there are introductory questions: “What’s the danger?” and “Where in Canada?” The questions are located at the top of the page and are in bold, capitalized font. The author wants me to read the questions and summary statements first so that I can be thinking about their importance as I read the remainder of the text.

AFTER READING

- Review the text features and how they help readers to access information about the topic.
- Use students' suggestions to create an anchor chart outlining the text feature, its importance, and how to use this feature when reading. You may choose to add an example from the text. (See the Common Text Features Chart on page 43.)

Common Text Features Chart

Text Feature	Importance	How to Use	Example
Introductory Questions <ul style="list-style-type: none"> capitalized 	<ul style="list-style-type: none"> includes a question with a brief summary statement 	<ul style="list-style-type: none"> Read the questions, and consider the importance of the statements. 	
Words in Pink Font <ul style="list-style-type: none"> in-text glossary 	<ul style="list-style-type: none"> defines specialized vocabulary used in the text 	<ul style="list-style-type: none"> When you encounter the pink word, read the definition at the bottom of the text box, then go back to the text and reread the sentence thinking about the meaning of the word. 	
The Expert Says ... <ul style="list-style-type: none"> quote from an expert 	<ul style="list-style-type: none"> provides an expert voice to the text 	<ul style="list-style-type: none"> Read the quotation and the expert's information, and determine whether this adds support to the author's case. 	
Question Boxes <ul style="list-style-type: none"> thought-provoking, open-ended question 	<ul style="list-style-type: none"> promotes personal connections to the text and critical thinking may suggest or inspire further research 	<ul style="list-style-type: none"> After reading each section of text, think about the question or questions by connecting what was written in the text with your background knowledge. 	
Quick Fact <ul style="list-style-type: none"> very specific information about the topic 	<ul style="list-style-type: none"> gives additional information that does not relate to the criteria 	<ul style="list-style-type: none"> This can be read at any time. 	
Number Line <ul style="list-style-type: none"> found across the bottom of the two-page spread 	<ul style="list-style-type: none"> provides a visual ranking 	<ul style="list-style-type: none"> Decide whether you agree with the ranking of the chosen topic. 	
Take Note <ul style="list-style-type: none"> quick explanation of the ranking given to the topic thought-provoking question, research suggestion, or activity option 	<ul style="list-style-type: none"> encourages readers to think about the criteria and form an opinion includes a question, research suggestion, or activity option to promote critical thinking 	<ul style="list-style-type: none"> Read and reread this text box, and determine if you agree based on what you have read and your own knowledge. Consider an answer for the question posed. 	

- Explain that the authors of *The 10 Discovery Series* have used a variety of text features and forms to provide information for the reader. Flip through the remainder of the text and point out other text features and forms that students will encounter as they read (e.g., photographs with captions, pro/con chart, profiles, articles, fact cards, timeline, and fun facts in text boxes).
- Discuss the importance of paying attention to text features and forms while reading and self-monitoring reading by asking yourself questions.

When should I read this section? Why has the author used this feature? What is the purpose? What information does this feature contain? Why might the author have chosen to include this form? Would another form have worked as well?

Part D: Practising the Skills of Effective Small-Group Discussion

READ ALOUD TEACHING PLAN

Materials:

- *The 10 Most Dangerous Animals in Canada*

Assessment Opportunities

Note how individual students and/or the class as a whole do the following:

- participate in small-group discussions
- understand the inquiry question
- make connections
- present opinions and reasoning based on textual evidence

BEFORE READING

Activating and Building Background Knowledge

- Introduce the Inquiry Club Process using an enlarged version of the Inquiry Club Process chart or by providing individual student copies (see Inquiry Club Process on page 40).

Inquiry Club Process

Wonder

Examine the book cover. Activate what you already know about the topic. Make predictions about the content of the book. Use the Before Reading Prompts to help you think about the text. Decide with your group how you will read the book — in parts or the whole text.

Read

Read the text independently to investigate the inquiry question. Code/annotate your thinking as you read. Pay attention to the text features and how they help you understand the text. Use the During Reading Prompts to help you think about the text.

Respond

Respond to clarify your thinking. Record factual details, key ideas, and your reactions, connections, inferences, and wonderings so that you are ready to share during discussions. Use the After Reading Prompts to help you think about the text. Investigate any questions that interest you.

Discuss

Meet with Inquiry Club members to discuss your ideas about the text. Use evidence from the text and your research to support your opinions. Take a stand about the inquiry question, criteria, and the ranking. Compare notes and discuss conclusions. Use the After Reading Prompts to help you think about the text.

Reflect

Record your responses to, and reflections of, the Inquiry Club discussion. Think about what you may want to investigate or do next.

- Explain that over the last few lessons students have been involved in the first three stages of the Inquiry Club Process. The focus for this lesson is discussing the text in small groups.
- Divide the class into groups of four to six students. Have students brainstorm the behaviours they think are important for successful Inquiry Club discussions. Instruct students to share their ideas and come to a consensus about the top three behaviours.
- Consolidate students' ideas on an anchor chart showing what Inquiry Club discussions look like and sound like.

Possible Anchor Chart: Inquiry Club Discussions

What It Looks Like	What It Sounds Like
<ul style="list-style-type: none"> • everyone facing one another • one person speaking at a time (respectful) • listeners showing interest by leaning forward • everyone listening carefully when someone is sharing • taking turns and including all group members in the discussion • group members offering ideas, comments, and questions 	<ul style="list-style-type: none"> • agreeing with others' ideas • disagreeing politely • piggybacking on other people's ideas • encouraging others to share • supporting ideas with information from the text (evidence) • posing questions and wondering why • responding to other students' ideas, questions, and arguments • revising ideas and evidence based on discussion

- Explain to students that every discussion has its own tone or flavour. Sometimes their discussions will be fast and lively, while others might be more thoughtful and slow; some will be more cooperative when group members agree, and others may be a little more combative; some discussions will be deep and serious, while others might be light and humorous. No matter what kind of discussion, group members should ensure that the discussions are valuable to all.

Setting a Purpose for Reading

- Ask students to think about the criteria for this text (aggression, killer instincts and prey, hunting strategies, abundance in Canada, and threat to humans/animals) as they listen to the rereading of the Mountain Pine Beetle section.

Why did the author rank the mountain pine beetle as number 10 of Canada's most dangerous animals? Based on the criteria outlined in the introduction, do you think the author makes a good case for the mountain pine beetle to be considered dangerous?

- Point out that students should be collecting evidence from the text to help them form an opinion, which they will bring forward in their small-group discussion.

DURING READING

- Reread the text, and encourage students to record their ideas in their Inquiry Notebooks or using one of the graphic organizers provided (see RAN Organizer on page 44, Collecting My Thinking on pages 45–46, or My Inquiry Club Notes on page 47).

AFTER READING

- Review the guidelines for Inquiry Club discussions. In each group, appoint one student to lead the discussion by stating the author's reasons for ranking the mountain pine beetle as number 10 and then providing his or her own opinions and justifications.
- Continue until each group member has had the opportunity to respond.
- Hold a class discussion to share opinions and justifications. Have students reflect on the Inquiry Club Process by using questions. Questions and reflection time give students an opportunity to recognize what they have learned from and with their peers.

What did it feel like when you were discussing? What kinds of things did you say and do? Did your thinking change as you were discussing? Are there lingering questions you would like to explore?

Mini-Lessons

As Inquiry Clubs evolve in your classroom, you may consider doing mini-lessons (10 minutes in length) to assist students with specific problems or to make Inquiry Clubs operate more smoothly. Depending on your students' needs, you may want to focus on one of the following mini-lessons.

Encouraging Responsible Behaviour

The success of Inquiry Clubs relies on all group members being prepared for discussions.

Procedure:

1. Begin by stating how effective group dynamics enable all students to get the maximum out of the Inquiry Club experience.
2. Have students brainstorm ideas with a partner. Hold a whole-group discussion, and record students' suggestions on an anchor chart. Leave room for additions or amendments to the list. Post the guidelines as a reminder for students.

Inquiry Clubs require you to work in small teams where each group member will be responsible for the success of your club. What behaviours are essential for each team member to make Inquiry Clubs run smoothly and efficiently?

Be a Collaborative Inquiry Club Member

1. Read the group-assigned reading before the meeting.
2. Come prepared to participate with responses completed and notes in hand.
3. Bring at least one question to promote discussion.
4. Practise attentive listening and effective speaking.
5. Show tolerance and respect to others — no put-downs.
6. Settle problems within the group.

3. Model strategies to solve problems that may arise with responsibilities. For example, think aloud and describe how you didn't have time to finish reading the assigned section of the text and now you have to attend your Inquiry Club discussion. You will have to pretend to join in when you haven't read the entire reading.
4. Ask students to think about how this action will affect the group and how the group might solve this problem. Brainstorm and discuss potential solutions, such as the following:
 - being quiet in the Inquiry Club as you haven't read all of the section
 - thinking about why you didn't complete the reading
 - apologizing to the group and asking for assistance in making a plan for next time that will help you to finish on time
5. Role-play other problematic situations that might arise when working in Inquiry Clubs, for example, if students are not contributing during the discussion or if someone arrives without questions to promote the discussion.
6. Brainstorm possible solutions.

How will your group deal with the situation? What would be an effective consequence?

Developing Effective Communication Skills

While working in groups, it is important that students listen carefully to others and speak with clarity and precision. Explicit introduction to effective listening and speaking skills ensures success in small-group discussions.

Procedure:

1. Group students into pairs, and assign A and B roles. Give students a discussion topic, and explain that they will have two minutes to hold a partner conversation.
2. Instruct Partner A to begin the discussion while Partner B listens.
3. Signal students to stop after one minute.
4. Ask students who are in the role of listener to comment on the effective behaviours exhibited by the speaker during the conversation. Record the ideas on a T-chart under the heading "Effective Speaking."
5. Ask the speakers to comment on the listening behaviours exhibited by their partners, and record suggestions on the T-chart under the heading "Active Listening."
6. Have students switch roles and continue their partner conversations.
7. Hold a class discussion about additional suggestions for active listening and effective speaking in a group situation. Add these ideas to the T-chart. Post the chart for student reference during Inquiry Club discussions. (See page 13 for a possible anchor chart.)

Responding Appropriately During Discussions

The major goal of Inquiry Club discussions is to develop positive attitudes and interests in reading that will encourage students to be lifelong readers and inquirers. Also, holding discussions about the text deepens understanding as readers share their thoughts, questions, and interpretations. Learning to respond to others appropriately, in a respectful and thoughtful way, is imperative to achieve these goals.

Procedure:

1. Provide copies of a short non-fiction text that the class has previously read. Reread the text together.
2. Gather a small group of students and create a "fishbowl" situation where the group will hold a brief discussion while the rest of the class observes.
3. Refer to the anchor chart of effective communication (see Developing Effective Communication Skills mini-lesson above), and encourage the fishbowl group to use these behaviours while discussing the text. Instruct the observers to listen carefully to the language (how something is stated) during the discussion.

4. Create a list of actions of highly effective dialogues, and have students suggest sentence starters that promote the actions. Add students' suggestions to the chart. Your chart might look like the following:

Responding During Discussions

What to Do	What to Say
Begin with a positive comment.	<ul style="list-style-type: none"> I liked your idea about _____ because _____.
Build on others' related ideas.	<ul style="list-style-type: none"> My idea is similar to yours. I also think _____.
Disagree politely, focusing on ideas not personality.	<ul style="list-style-type: none"> I had a different reaction. I thought _____. I see your line of thinking; however, _____. I see your point, but what about _____. Wow. I thought of something totally different. I think _____.
Offer opinions in a respectful way.	<ul style="list-style-type: none"> I agree with _____, and I also think _____. I better finish my point and let someone else talk.
Invite others to give opinions.	<ul style="list-style-type: none"> Can you restate your comments about _____? Can you show me evidence for your line of thinking? How is your conclusion different from mine? What did you take into account that is different from what I have considered? Here is my view and how I arrived at it. How does it sound to you? How did you arrive at your view?
Ask questions in a polite manner.	<ul style="list-style-type: none"> I have a question about _____. What led to your belief about _____? How do your reasons support _____?
Support your ideas with information/evidence from the text.	<ul style="list-style-type: none"> It seems clear in the text that _____. According to the book, _____. I discovered from _____ that _____. I believe _____ because _____. Right here on page ____, it says that _____.

5. You may want to provide students with a copy of the above chart (see Responding During Discussions on page 42).

Summarizing Non-fiction

In order to prepare for Inquiry Club discussions, students need to summarize the main points or ideas from their reading. Summarizing helps students remember what they read and to pay attention while they are reading.

Procedure:

1. Place a copy of a short non-fiction text (possibly one you have used previously in Shared Reading) on an overhead or interactive whiteboard, and reread it together.
2. Explain that sometimes you just need a summary of the main points after you've read something, especially when discussing in Inquiry Clubs. When you summarize, you need to leave out the small details.
3. Think aloud, and model how to summarize the non-fiction text. Demonstrate by underlining or highlighting words and phrases directly on the text.
4. Demonstrate how you might use a graphic organizer (see the Fishbone Map to Summarize on page 52) to record your thinking. Use vocabulary and prompts that will be helpful to students, such as the following:
 - The overall article is about ...
 - The main picture is ...
 - It's mainly about ...
 - The most important information I learned ...Post the prompts on a chart for student reference.
5. Group students into pairs, and provide each pair with four sticky notes.
6. Read another short non-fiction piece together. Review the elements of summarizing by referring to the prompt chart and your modelling.
7. Ask students to reread and jot down three to four main points on their sticky notes with their partners.
8. Provide a fifth sticky note for each pair, and ask them to write a one- to two-sentence summary of the whole non-fiction text. Students can share their summaries with other pairs.
9. Conclude the lesson with a class discussion of the summaries and a review of helpful strategies for summarizing.

Usually titles and headings give me main ideas and an overall picture. In non-fiction, the first and last sentences in paragraphs and the last paragraph in the article or section often give me main points, too.

Using Prompts for Written Responses

The Before, During, and After Reading Prompts (see Inquiry Club Prompts on page 41) have been provided to assist students in focusing their written responses.

Procedure:

1. Explain to students that you are going to demonstrate how to write a response to the text you are reading from *The 10 Discovery Series* using the Inquiry Club Prompts. Most often students will use the After Reading Prompts for the written response.
2. Examine the prompts.
3. Model by thinking aloud as you write your response.
4. Consider developing an anchor chart with the students to highlight effective writing, such as the following:
 - Write in complete sentences.
 - Assume the reader has not read the text.
 - Use interesting or specific words.
 - Reread your response to make sure it makes sense.

Responding to Questions From the Text

Each section of *The 10 Discovery Series* contains questions to assist students in making connections to the topic or content. Students may make connections to their personal lives, to other texts, or to the world. Some questions may inspire students to investigate further.

Procedure:

1. Review how making connections to a text (both digital and print) enables the reader to understand the text on a deeper level. Remind students that they can make connections to their personal lives, to other texts read or viewed, or to events happening in the world.
2. Distribute copies of Questions to Consider for *The 10 Most Dangerous Animals in Canada* (see page 49). Read the questions together. Discuss how some of the questions promote personal connections, some may make you think of other texts read or viewed, some may make you think of other world events, and some might inspire further research.
3. Model by thinking aloud how you would respond to the question from the number 10 ranking. Record your response in written form.
4. Point out that the Questions to Consider would be helpful prompts during Inquiry Club discussions.

If you were in charge, what would you do to stop the mountain pine beetle? If I were in charge, I would stop the mountain pine beetle by ...

Using Prompts to Promote Discussion

It is important that students understand how to engage in a discussion to lead to further understanding of the text. Using the Inquiry Club Prompts (see page 41) can help students focus on meaningful topics.

Procedure:

1. Explain to students that they can use the prompts (see Inquiry Club Prompts on page 41) to help guide their Inquiry Club discussions.
2. Model how to select one of the prompts, such as "What looks interesting about this text?" from the Before Reading section. Model your thinking in response to this question.

I found the title of the text *The 10 Most Dangerous Animals in Canada* to be interesting because it piqued my curiosity, and I started listing all the animals I thought would be considered dangerous.
3. Explain that this question might be a good way to begin an Inquiry Club discussion. You could state the question, provide your response, and invite other group members to add their answers to this question.
4. Refer to the Inquiry Club Prompts, and have students read through the list of prompts.

Which of these prompts do you think would stimulate lots of group discussion and would enable everyone to participate fully in the discussion?
5. Explain that the group leader for the day might want to have the list of prompts handy during Inquiry Club discussions to ensure continuous conversation.

Reflecting on the Inquiry Club Experience

After each Inquiry Club session and at the end of the final meeting, students should reflect on the discussion so that they are prepared for the next time they meet with group members.

Procedure:

1. Provide students with a copy of a short non-fiction text previously read during Shared Reading. Reread the text together, and discuss the content in a whole-group situation.
2. Distribute copies of My Inquiry Club: How Did I Do? on page 58. Read through the list of behaviours to familiarize students with the criteria.
3. Invite a small group to role-play an Inquiry Club discussion in a "fishbowl" situation. Instruct some of the group members to contribute positively to the discussion and others to act out examples of unacceptable behaviours.
4. Instruct class members to choose one of the Inquiry Club members and to observe the contributions of this club member during the discussion.

5. Refer to the list of behaviours, and assess each group member's contribution to the discussion using suggestions provided by the observers.
6. Discuss possible goals for each of the group members.
7. Invite students to use this reflection tool following their group discussions.

Continuing the Inquiry Process

After reflecting on their Inquiry Club experience, students may be inspired to continue the inquiry process in a number of ways. Students may want to do the following:

- undertake more research about a topic from their current text
- research a question that arose from their reading — either individually or in small groups
- read another text from *The 10 Discovery Series* and pursue research on their own
- read another text from *The 10 Discovery Series* and form another Inquiry Club to begin another inquiry

You may want to meet with each Inquiry Club to help students determine next steps in their inquiry process. Have students refer to their Inquiry Notebooks or graphic organizers to review wonderings and lingering questions. Help students to identify questions worthy of investigation and facilitate the inquiry process by assisting students to procure resources to support their investigation. For those students who want to undertake further research, provide assistance with the Conducting Research Checklist on page 51. Students may choose to use the Fishbone Map to Summarize on page 52 to record their information.

Assessment of Inquiry Clubs

Assessment *for* Learning

Inquiry Clubs offer rich settings for monitoring student growth and instructional needs and for student self-assessment. The data you collect from your observations during Inquiry Club sessions not only helps you instruct individual students as they attempt to read independently but also helps you decide on mini-lessons.

The following assessment tools are provided to assist you in checking student progress and in making decisions about future teaching needs. Students grow as readers when they are provided with specific feedback that is intended to help strengthen their skills. For example, you might say, "Next time, remember to include evidence from the text to support your opinion." Or "During your next discussion, try to ensure everyone has equal 'airtime' to share opinions." Comments such as these serve as a clear guide to improvement. Self-assessments also foster students' involvement in their own progress as they reflect on their contributions and set goals for future improvement.

Observation During Inquiry Club Discussions

As students are involved in Inquiry Club discussions, you will be able to observe how they interact with one another and determine each student's competence in discussing the texts they are reading. The rubrics provided aid in tracking students' behaviours, skills, and understandings. Note that the rubrics have space for you to add your own criteria for assessment and monitoring.

As you observe students during an Inquiry Club meeting, take note of student participation by charting and tallying the number of times each student joins the discussion. You can also script what students say by recording ideas, questions, and "memorable quotes." Once you have completed your observation, hand over the notes to the group, and have them analyze the data so that effort and airtime are equalized. Make sure you check back with the group to listen to their plans to make changes/modifications to their group interaction.

- Discussion Interaction Rubric, page 53
- Comprehension Rubric for Inquiry Clubs, page 54
- Observing Group Interactions, page 55

Written Responses

As you read through the students' written responses, you can check on their personal understanding of the text they are reading. The rubric can be used to evaluate responses. It does not need to be completed for each response a student makes, but responses can be checked periodically throughout the duration of the Inquiry Club.

- Written Response Rubric, page 56

Conferences During Inquiry Clubs, you will want to conference with individual students or small groups. Conferencing allows you to learn about students' interests, monitor students' understanding of texts they are reading, and discuss future reading goals. Examining and analyzing data from observations and written responses during a conference helps students sort out their behaviour and their thinking. You may find the following assessment tool helpful in keeping your conferences focused:

- Conference Record for Inquiry Clubs, page 57

The following questions promote reflection about the Inquiry Club experience:

- What do you like and dislike about Inquiry Clubs?
- How might you do them differently (or would you do them differently)?
- What did you learn from your involvement in an Inquiry Club?
- What have you learned from your reading? What would you like to learn next?
- Are there people in your group that you especially liked working with? Why?

(adapted from Pollack Day, Spiegel, McLellan, and Brown, *Moving Forward with Literature Circles*, Scholastic Inc., 2002, p. 170)

Student Self-Assessment Metacognition is "thinking about one's thinking." It consists of two basic processes occurring simultaneously: monitoring your progress as you learn, and making changes and adapting your strategies if you perceive you are not doing so well. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress are metacognitive in nature. As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. Independence leads to ownership as students realize they can pursue their own intellectual needs and discover a world of information at their fingertips. This is a key aspect in assessment as learning.

Self-assessment is particularly important for Inquiry Clubs because of the student-led nature of the Inquiry Club Process. In addition to your observations of discussion, students need to reflect on how they think their group is working together and how their individual contributions assist in the group's success. The following self-assessment tools help students to focus on key areas in discussions and responses:

- My Inquiry Club: How Did I Do?, page 58
- My Inquiry Club: Written Responses, page 59
- Inquiry Club Reflection, page 60 — to be used after the completion of an Inquiry Club

Student self-assessments need not occur after every group discussion or completion of a written response but are helpful on occasion to keep students on track and to remind them of the criteria for success. It is helpful to use self-assessments with clubs experiencing difficulty with group dynamics. Hearing their views assists you in organizing interventions and necessary small-group mini-lessons (see pages 28–34).

Assessment *of* Learning

Assessment of learning is considered “evaluation” or putting a value/grade on students’ work. It is based on a substantial body of evidence accumulated from ongoing and authentic assessments. Evaluation only occurs after students have had time to practise and internalize the strategies and skills taught. A grade holds students accountable for what they have learned. It is a good idea to use rubrics that directly correspond with and measure what has been taught.

The data that you collect during Inquiry Clubs gives a partial picture of a student’s reading abilities and, therefore, contributes to the “body of evidence” required for evaluation. It is important to gather information from a variety of reading experiences (e.g., guided reading, book clubs, independent reading and reader responses, conferences, and so on).

Blackline Masters Reference List

Student Reference

Inquiry Club Process	40
Inquiry Club Prompts	41
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Inquiry Club Process

Wonder

Examine the book cover. Activate what you already know about the topic. Make predictions about the content of the book. Use the Before Reading Prompts to help you think about the text. Decide with your group how you will read the book — in parts or the whole text.

Read

Read the text independently to investigate the inquiry question. Code/annotate your thinking as you read. Pay attention to the text features and how they help you understand the text. Use the During Reading Prompts to help you think about the text.

Respond

Respond to clarify your thinking. Record factual details, key ideas, and your reactions, connections, inferences, and wonderings so that you are ready to share during discussions. Use the After Reading Prompts to help you think about the text. Investigate any questions that interest you.

Discuss

Meet with Inquiry Club members to discuss your ideas about the text. Use evidence from the text and your research to support your opinions. Take a stand about the inquiry question, criteria, and the ranking. Compare notes and discuss conclusions. Use the After Reading Prompts to help you think about the text.

Reflect

Record your responses to and reflections of the Inquiry Club discussion. Think about what you may want to investigate or do next.

Inquiry Club Prompts

Before Reading

- What will this text be about?
- What do you think you know about this topic?
- What looks interesting about this text?
- What criteria do you think the author will use to rank the top 10?
- Predict who/what will be on the top 10 list.
- What questions do you have before reading the text?

During Reading

- What is the inquiry question? What are your reactions to this question?
- What criteria is the author using to rank the top 10 list? Do you agree with the author?
- What are the most important or most interesting things you have found out?
- Are your questions being answered? Do you have any new questions?
- Is there anything you find surprising in this text? Why is it surprising?
- What is the main message the author is trying to tell you?
- What's your opinion about the author's message?
- What special text features are found in this text? How do they help you to access information?
- Does the information in the text remind you of something you know?
- Have you changed your mind about anything so far?

After Reading

- Did you enjoy the text? Why or why not?
- How did this text make you feel? What parts made you feel this way?
- What are your thoughts about the inquiry question? Do you agree with the author?
- Did you agree with the author's ranking of the top 10 list? Why or why not?
- What was the most important or most interesting thing you learned?
- Is there anything you'd change in the text? Why?
- There are several thought-provoking questions posed by the author. Do any of these questions appeal to you?
Would you like to do further research on one of these questions or take action of some kind? Explain your thinking.
- Do you have any lingering questions that would lead to further research?
- Were you right about the author's main message?
- Whose voice was missing in this text?
- Who else may enjoy reading this text?
- Would you recommend this text to someone else? Why or why not?
- Would you consider reading other texts in this series? Why?
- If the author of this book were in our classroom right now, what would you say to or ask that person?

Responding During Discussions

What to Do	What to Say
Begin with a positive comment.	<ul style="list-style-type: none"> I liked your idea about _____ because _____.
Build on others' related ideas.	<ul style="list-style-type: none"> My idea is similar to yours. I also think _____.
Disagree politely, focusing on ideas not personality.	<ul style="list-style-type: none"> I had a different reaction. I thought _____. I see your line of thinking; however, _____. I see your point, but what about _____. Wow. I thought of something totally different. I think _____.
Offer opinions in a respectful way.	<ul style="list-style-type: none"> I agree with _____, and I also think _____. I better finish my point and let someone else talk.
Invite others to give opinions.	<ul style="list-style-type: none"> Can you restate your comments about _____? Can you show me evidence for your line of thinking? How is your conclusion different from mine? What did you take into account that is different from what I have considered? Here is my view and how I arrived at it. How does it sound to you? How did you arrive at your view?
Ask questions in a polite manner.	<ul style="list-style-type: none"> I have a question about _____. What led to your belief about _____? How do your reasons support _____?
Support your ideas with information/evidence from the text.	<ul style="list-style-type: none"> It seems clear in the text that _____. According to the book, _____. I discovered from _____ that _____. I believe _____ because _____. Right here on page ____ it says that _____.

Common Text Features Chart

Text Feature	Importance	How to Use	Example
Introductory Questions <ul style="list-style-type: none"> capitalized 	<ul style="list-style-type: none"> includes a question with a brief summary statement 	<ul style="list-style-type: none"> Read the questions, and consider the importance of the statements. 	
Words in Pink Font <ul style="list-style-type: none"> in-text glossary 	<ul style="list-style-type: none"> defines specialized vocabulary used in the text 	<ul style="list-style-type: none"> When you encounter the pink word, read the definition at the bottom of the text box, then go back to the text and reread the sentence thinking about the meaning of the word. 	
The Expert Says ... <ul style="list-style-type: none"> quote from an expert 	<ul style="list-style-type: none"> provides an expert voice to the text 	<ul style="list-style-type: none"> Read the quotation and the expert's information, and determine whether this adds support to the author's case. 	
Question Boxes <ul style="list-style-type: none"> thought-provoking, open-ended question 	<ul style="list-style-type: none"> promotes personal connections to the text and critical thinking may suggest or inspire further research 	<ul style="list-style-type: none"> After reading each section of text, think about the question or questions by connecting what was written in the text with your background knowledge. 	
Quick Fact <ul style="list-style-type: none"> very specific information about the topic 	<ul style="list-style-type: none"> gives additional information that does not relate to the criteria 	<ul style="list-style-type: none"> This can be read at any time. 	
Number Line <ul style="list-style-type: none"> found across the bottom of the two-page spread 	<ul style="list-style-type: none"> provides a visual ranking 	<ul style="list-style-type: none"> Decide whether you agree with the ranking of the chosen topic. 	
Take Note <ul style="list-style-type: none"> quick explanation of the ranking given to the topic thought-provoking question, research suggestion, or activity option 	<ul style="list-style-type: none"> encourages readers to think about the criteria and form an opinion includes a question, research suggestion, or activity option to promote critical thinking 	<ul style="list-style-type: none"> Read and reread this text box, and determine if you agree based on what you have read and your own knowledge. Consider an answer for the question posed. 	

Reading and Analyzing Non-fiction (RAN) Organizer

Method 1: Whole Text

What I Think I Know	C	M	New Facts	Wonderings
Key: C — confirmed information M — misconceptions				

Method 2: Each Section of Text

Content	What I Think I Know	C	M	New Facts	Wonderings
Key: C — confirmed information M — misconceptions					

(from Stead, Tony. *Good Choice! Supporting Independent Reading and Response, K-6*, Stenhouse Publishers, 2008)

Collecting My Thinking

Title of Text:			
Inquiry Question:			
Author's Criteria:		My Questions:	
My Thinking:		My Predictions for the Top 10:	
Author's Ranking	Notes (factual details)	My Thinking (reactions, connections, inferences)	My Questions/ Wonderings
10			
9			
8			
7			

Collecting My Thinking *(continued)*

Author's Ranking	Notes (factual details)	My Thinking (reactions, connections, inferences)	My Questions/ Wonderings
6			
5			
4			
3			
2			
1			

My Inquiry Club Notes

Notes (what the text is about)	My Thinking (what it makes me think about)

Questions to Consider

Ranking	Questions	My Ideas
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

Questions to Consider for *The 10 Most Dangerous Animals in Canada*

Ranking	Questions	My Ideas
10	If you were in charge, what would you do to stop the mountain pine beetle?	
9	Some people keep Norway rats as pets. Would you want a pet like this?	
8	How do you feel when someone scares or surprises you? How do you react?	
7	Why do you think wolverines try so hard to keep their food? (Hint: Think about where they live.)	
6	Walrus like to hang out on the Arctic ice. With that ice melting, what do you think will happen to the walrus in the future?	
5	Bison run from danger. How do you deal with dangerous situations?	
4	Wolves survive by working together. What kinds of things are easier for you to do with other people?	
3	Just like the orca, humans rely on culture. What kinds of cool skills have you learned from older people?	
2	Why do you think young, hungry cougars are especially dangerous?	
1	Polar bears have natural tools to help them survive in the Arctic. What methods do humans use to survive cold temperatures?	

Organizing Your Inquiry Club

Checklist:

- ☐ Select a text that you are interested in reading.
- ☐ Find others who are interested in reading your text, and create your Inquiry Club (no more than six members).
- ☐ Meet to discuss the organization and responsibilities of club members:
 - Read the pages the group assigns.
 - Respond to your reading before the group discussion.
 - Meet to discuss the text, bringing at least one idea to initiate discussion.
 - Share ideas with others, using positive and productive communication.
- ☐ Complete the “Wonder” part of the Inquiry Club Process.
- ☐ Plan out the first section of independent reading, and record the pages and the meeting dates and times.
(Record the next set of pages and meeting times at the end of each discussion.)

Title of the Text:

Group Members:

Pages to Read	Meeting Date: _____ Time: _____
Pages to Read	Meeting Date: _____ Time: _____
Pages to Read	Meeting Date: _____ Time: _____
Pages to Read	Meeting Date: _____ Time: _____
Pages to Read	Meeting Date: _____ Time: _____
Pages to Read	Meeting Date: _____ Time: _____
Pages to Read	Meeting Date: _____ Time: _____

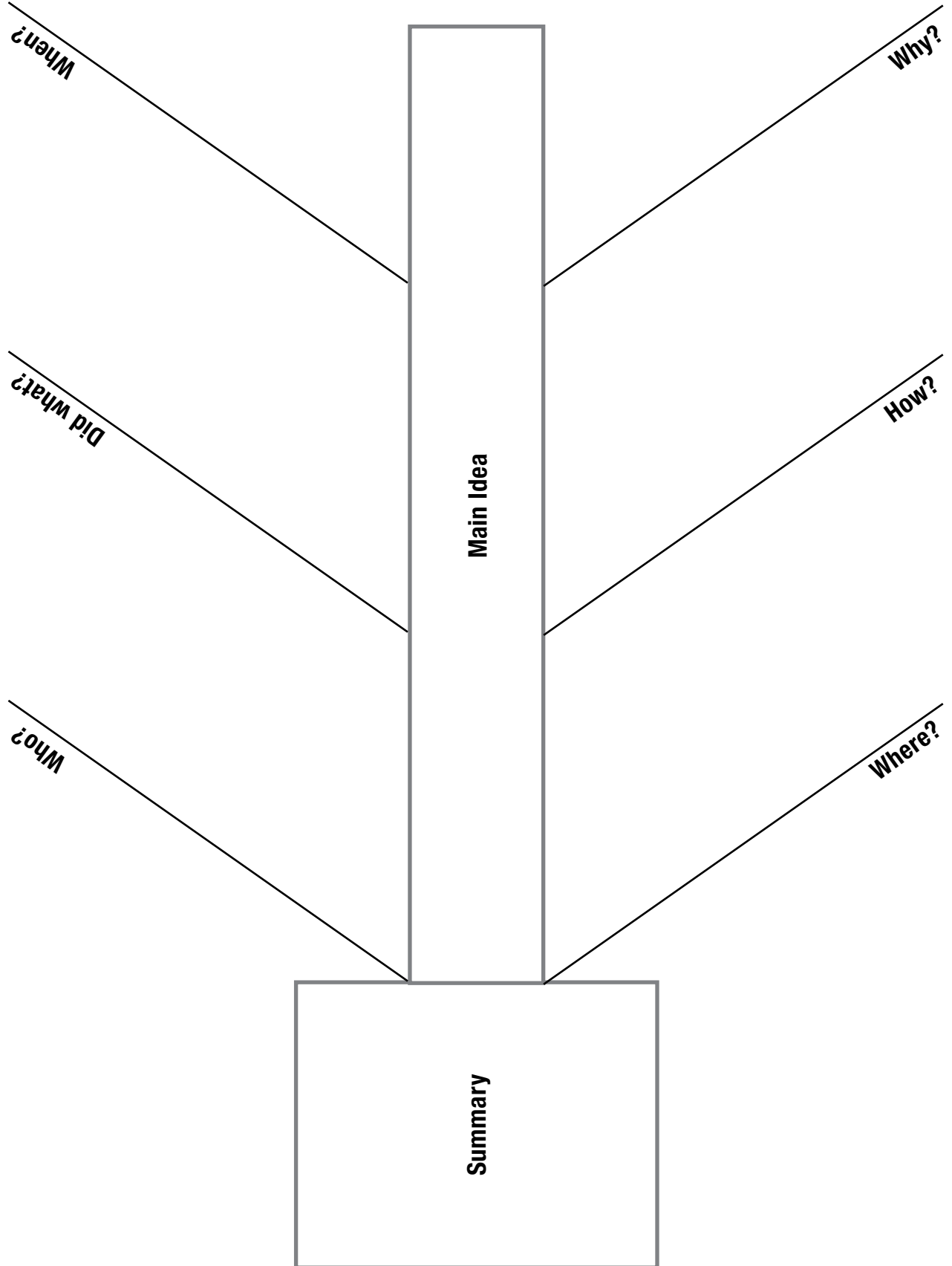
Conducting Research Checklist

My Topic/Question: _____

Follow these steps:

- ☐ Think about what you already know about the topic.
- ☐ List specific questions you will be investigating.
- ☐ Collect resources and materials that might prove helpful in answering your questions (e.g., books, articles, websites, videos, expert interviews, surveys, questionnaires).
Make sure your materials are accurate, fair, and reliable.
- ☐ Read, talk to others, listen, and view to gain information. Ask yourself:
 - Does this information come from a respected author or organization?
 - Is this information credible?
 - Is it up-to-date?
 - Do other articles, web pages, or books confirm the information? If not, what is different and why?
 - Is the material biased?
 - If there are different sides to the topic, does the author cover them all?
 - When you trace the links, ownership, or other materials in this source, what do you learn?
- ☐ Target key ideas and supporting details. Use a graphic organizer or note cards to record your information.
- ☐ Develop a point of view, create an outline using your notes, and prepare a rough draft.
- ☐ Decide on how you want to share your learning (e.g., posters, models, essays, picture books, tableaux, poetry). Will you take action through writing, speaking, community work, or advocacy?
- ☐ Reflect on your inquiry process.

Fishbone Map to Summarize



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Discussion Interaction Rubric

Student's Name: _____

Inquiry Club (Text Title): _____

Observe students while they are interacting with group members within their Inquiry Clubs.

During Inquiry Club discussions, the student demonstrates the following:	Ratings and Comments			
	1 = not evident	2 = weak/inconsistent	3 = adequate	4 = strong
	Date	Date	Date	Date
• initiates discussion				
• listens actively and responds to the ideas of others				
• contributes to discussions by offering information, clarifying details, and providing opinions				
• maintains eye contact with others when speaking and listening				
• presents ideas logically and persuasively				
• takes turns in discussions				
• sustains discussion by adding points				
• asks questions to clarify points				
• stays on topic				
• maintains a positive manner and tone				
• disagrees in an appropriate way				
• offers positive feedback to other club members				
Comments				

Comprehension Rubric for Inquiry Clubs

Student's Name: _____

Inquiry Club (Text Title): _____

Listen to students' contributions to Inquiry Club discussions.

During Inquiry Club discussions, the student demonstrates the following:	Ratings and Comments			
	1 = not evident	2 = weak/inconsistent	3 = adequate	4 = strong
	Date	Date	Date	Date
• talks about content from the text				
• summarizes information				
• makes connections to own life, other texts, and world events				
• expresses opinions and backs them up with relevant evidence from the text				
• understands the ideas of other group members				
• affirms or summarizes another's viewpoint and adds fresh information				
• reconsiders own opinions when new evidence is presented				
• modifies his/her argument to incorporate other students' ideas				
• asks basic questions and higher-level thinking questions				
• shows an interest in finding out more about the topic				
• considers "big ideas" around the inquiry question				
• adds new insights by moving beyond textual details				
Comments				

Observing Group Interactions

Date: _____

Inquiry Club (Text Title): _____

Club Member: _____			Club Member: _____		
Initiates	Asks a Question	Shares Ideas	Initiates	Asks a Question	Shares Ideas
Club Member: _____			Club Member: _____		
Initiates	Asks a Question	Shares Ideas	Initiates	Asks a Question	Shares Ideas
Club Member: _____			Club Member: _____		
Initiates	Asks a Question	Shares Ideas	Initiates	Asks a Question	Shares Ideas
Club Member: _____			Club Member: _____		
Initiates	Asks a Question	Shares Ideas	Initiates	Asks a Question	Shares Ideas
Conclusions:					
Next Steps:					

Written Response Rubric

Student's Name: _____

Inquiry Club (Text Title): _____

Written responses reveal that the student is able to do the following:	Ratings and Comments			
	1 = not evident	2 = weak/inconsistent	3 = adequate	4 = strong
	Date	Date	Date	Date
<ul style="list-style-type: none"> activate background knowledge about the topic (optional) 				
<ul style="list-style-type: none"> identify important information, main ideas, and supporting details 				
<ul style="list-style-type: none"> describe reactions to the text 				
<ul style="list-style-type: none"> make connections to own life, other texts, and world events 				
<ul style="list-style-type: none"> make logical inferences 				
<ul style="list-style-type: none"> question ideas presented in the text 				
Comments				

Conference Record for Inquiry Clubs

Name: _____ Date: _____

Inquiry Club (Text Title): _____

	Comments
Discuss the instructional goal initiated during the last conference.	
Look at and discuss the current text selection.	
Check a written response, and discuss the student's opinion of the text.	
Check understanding of the text through the student's summarizing of key information learned from the text.	
Listen to the student read a section from the text (check for fluency).	
Discuss the student's impressions about the Inquiry Club experience. Ask: <ul style="list-style-type: none"> • <i>What do you like and dislike about Inquiry Clubs?</i> • <i>How might you do them differently (or would you do them differently)?</i> • <i>What did you learn from your involvement in an Inquiry Club?</i> • <i>Are there people in your group that you especially liked working with? Why?</i> 	
Provide feedback on reading successes.	
Establish an area for focus (learning goal) with the student.	
Discuss future actions. <ul style="list-style-type: none"> • <i>What have you learned from your reading?</i> • <i>What would you like to learn next?</i> 	
New Learning Goal:	

My Inquiry Club: How Did I Do?

Name: _____ Date: _____

Inquiry Club (Text Title): _____

During Inquiry Club discussion, I demonstrated the following:	Needs Work	Okay	Strong
• listened carefully to other club members			
• took turns and shared the “airtime”			
• looked people in the eye when I was listening or speaking			
• expressed my opinions using evidence to support my opinion			
• brought a discussion point to the club meeting			
• asked clarifying questions to ensure I understood the speaker’s ideas			
• added ideas to other members’ ideas			
• used a positive, respectful tone even if I disagreed with someone			
• gave positive comments to other club members			
My goal for the next discussion:			

My Inquiry Club: Written Responses

Name: _____ Date: _____

Inquiry Club (Text Title): _____

When completing my Inquiry Club Responses, I did the following:	Needs Work	Okay	Strong
<ul style="list-style-type: none"> recorded what I thought I knew about the topic (optional) 			
<ul style="list-style-type: none"> identified important information, main ideas, and supporting details 			
<ul style="list-style-type: none"> made connections to my own life, to other texts, and to the world 			
<ul style="list-style-type: none"> described my reactions to the text (my feelings, thoughts, wonderings) 			
<ul style="list-style-type: none"> made inferences by filling in gaps when the author didn't tell me something 			
<ul style="list-style-type: none"> recorded questions I had while reading 			
Comments: 			

Inquiry Club Reflection

Name: _____ Date: _____

Inquiry Club (Text Title): _____

After reading and discussing your text in your Inquiry Club, use the following questions to help you reflect on your experience.

My Contributions to the Inquiry Club:

- How do I feel I contributed positively to Inquiry Club discussions?
- What changes would I make to my behaviour during the next Inquiry Club?
- What would make Inquiry Club discussions more productive?

Inquiry Questions:

- Do I have any remaining questions or wonderings?

My Thoughts Now:

- Has reading and discussing this changed my thinking in some way?

Actions I Am Going to Take:

- Has this text inspired me to do something?
- What do I want to investigate or do as a result of having read this text?

(adapted from Harvey and Daniels, *Comprehension and Collaboration: Inquiry Circles in Action*, Heinemann, 2009, p. 203)

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The 10 Discovery Series

Text Summaries

Health

THE 10 BEST MODERN MEDICAL MARVELS

Written by Angie Littlefield and Jennifer Littlefield

Summary: This outlines new medical treatments and procedures that have been invented to keep people healthy in the face of new threats to health. The criteria considered in ranking the procedures as “best medical marvels” include: improving people’s health; new technology; using an old idea in a new way; and changing medicine for the better. The ranking from tenth to first is: Smart Bacteria; Face Transplants; HeLa Cells; Protective Hypothermia; “Pogo Stick” Rebuild; Artificial Bones and Limbs; 3-D Surgery; 3-D Bioprinters; “Tooth-in-Eye” Surgery; and Recapitation.

Inquiry Question: Are the results of new medical procedures worth the risks involved?

Text Features/Forms:

- article
- pro/con chart
- timeline
- guides
- profiles
- descriptions
- report
- quotes
- labelled diagrams

THE 10 BEST SAFETY INVENTIONS

Written by Lisa Cheung

Summary: This text invites readers to consider safety inventions and the role they play in keeping people safe. The criteria considered in ranking the inventions include: prevents accidents from happening; prevents injuries during an accident; minimizes damage; saves lives; and is used all over the world. The ranking from tenth to first (best) is: Mosquito Zapper; Safety Saw; Crash Test Dummy; Robotic Lifeguard; Parachute Recovery System; Traffic Collision Avoidance System; Life Jacket; Airbag; Smoke Alarm; and Three-Point Seat Belt.

Inquiry Question: Which safety invention has had the biggest impact on my life?

Text Features/Forms:

- descriptions
- articles
- labelled diagrams
- recount
- fact cards
- list of facts
- interview
- headlines and summaries

THE 10 BEST SUPERFOODS

Written by Glen Downey

Summary: This text encourages readers to think about the best superfoods for good health. The criteria considered in ranking the foods as “super” include: fighting the effects of aging and disease; contributing to healthy living and a longer life; and having a large number of vitamins, minerals, and other nutrients. The ranking from tenth to first (best) is: Avocado, Dark Chocolate, Chili Pepper, Walnut, Apple, White Tea, Açai Berry, Broccoli, Quinoa, and Blueberry.

Inquiry Question: How do superfoods add to overall good health?

Text Features/Forms:

- fact cards
- articles
- fact sheet
- instructions
- descriptions
- list of facts
- comparison chart
- report

THE 10 COOLEST MOVES TO STAY FIT

Written by Elizabeth Siegel

Summary: This text explores fun fitness moves that can help improve your balance, coordination, and endurance. The criteria considered in ranking the moves include: fitness benefits; easy; fun; interesting background; and looks cool. The ranking from tenth to first (coolest) is: Skateboard Ollie; Trampoline Bounce; Handstand; Soccer Juggling; Martial Arts Butterfly Kick; The Warrior Pose; The Six-Step; Cartwheel; Hula Hooping; and Jumping Rope.

Inquiry Question: Why is it so important to stay fit?

Text Features/Forms:

- photo sequences
- list of facts
- account
- game descriptions
- definitions
- profile
- timeline
- guide
- report
- fact cards
- article

THE 10 HEALTHIEST PLACES ON EARTH

Written by Jennifer Harvey

Summary: This text prompts readers to think about the healthiest places and what makes them healthy for people. The criteria considered in ranking the “healthiest places” include: living a longer, healthier life; being happy and having little stress; eating healthy, fresh, and local foods; active lifestyle with an emphasis on exercise; green spaces and low pollution rates; and a good health-care system. The ranking from tenth to first (healthiest) is: Vancouver, Canada; Gers, France; Reykjavik, Iceland; Vilcabamba, Ecuador; Malm, Sweden; Copenhagen, Denmark; Sardinia, Italy; Ikaria, Greece; Okinawa, Japan; and Nicoya Peninsula, Costa Rica.

Inquiry Question: What can I do to lead a healthy life?

Text Features/Forms:

- fact cards
- chart
- list of facts
- report
- sample menu
- guide
- Q&A (questions and answers)

THE 10 MOST INCREDIBLE MEDICAL INNOVATIONS

Written by Sandra Quan

Summary: This text explores modern innovations in medicine — techniques and special machines that help doctors to save lives. The criteria considered in ranking the innovations as “incredible” include: saves lives that could not be saved in the past; patients get well and live longer; improves quality of patients’ lives; provides important information; and is a major medical advancement. The ranking from tenth to first is: Video Game Technology; Tissue Regeneration; Virtual Autopsy Tables; Pill Cameras; Microchip Eye Implants; Wireless Biosensors; Bionic Artificial Limbs; Molecular Imaging; Cellphone Microscopes; and Brain-Computer Interfaces.

Inquiry Question: What makes a medical innovation truly incredible?

Text Features/Forms:

- fact cards
- summaries with diagram
- Q&A (questions and answers)
- articles
- labelled diagrams
- descriptions
- comparison chart
- new stories

THE 10 MOST SERIOUS HEALTH RISKS

Written by Lisa Cheung

Summary: This text prompts readers to consider the health risks of not taking care of our bodies. The criteria considered in ranking the “seriousness” of these health threats include: makes life more difficult; makes people sick enough to require medical care in a hospital; leads to many serious health issues; and causes early death. The ranking from tenth to first is: Too Much Sun; Junk Food; Alcohol Abuse; Drug Abuse; Being a Couch Potato; Smoking; Stress; Obesity; Superbugs; and Pollution.

Inquiry Question: What can I do to stay healthy?

Text Features/Forms:

- lists
- X-ray image
- headlines and summaries
- summaries
- statistics
- labelled diagram
- articles
- fact cards
- cross-section illustration

THE 10 MOST SIGNIFICANT INNOVATIONS IN FOOD

Written by Jennifer McGilchrist

Summary: This text explores innovations in the foods we eat as well as in food preservation, preparation, and transportation in the last 100 years. The criteria considered in ranking the innovations include: impact on what we eat; changes what we eat, for better or for worse; and alters how we live and work. The ranking from tenth to first (most significant) is: Smart Kitchens; Hydroponics; Fish Farming; Fortified Foods; Factory Farming; Modern Transportation; Genetically Modified Foods; Food Processing; Household Refrigerators; and Food Preservation.

Inquiry Question: How do these food innovations affect my life?

Text Features/Forms:

- fact cards
- chart
- descriptions
- article
- headlines and article excerpts
- timeline
- summaries
- numbers and facts
- list of facts

THE 10 MOST SURPRISING FOOD FACTS

Written by Alison Edwards

Summary: This text invites readers to consider some surprising facts about the foods they eat. The criteria considered in ranking the facts as “surprising” include: involves common foods; is a well-hidden secret; and can seriously affect our health. The ranking from tenth to first is: Hidden Sugar Shockers; Consumption; Food Additives; Food Allergies; Undercover Foods; Not Just for Eating; Strange Food Reactions; Creepy Food Colouring; Bone Goo; and Bugs and Hair in Food.

Inquiry Question: What do I need to know about the foods I eat?

Text Features/Forms:

- fact cards
- Q&A (questions and answers)
- explanations
- article
- comparison chart
- lists
- descriptions

THE 10 MOST SURPRISING THREATS TO HEALTH

Written by Sandra Quan

Summary: This text invites readers to think about common items and activities that pose serious health threats. The criteria considered in ranking the threats to health include: often overlooked; everyday exposure; difficult to avoid; and hurts a large number of unsuspecting people. The ranking from tenth to first (most surprising) is: Plastic Containers; Dehydration; Dust Mites; Video Games; Staying Out of the Sun; The Media; Earbuds; the Internet; Minor Hits to the Head; and Sodium.

Inquiry Question: Do you know what it takes to stay safe?

Text Features/Forms:

- timeline
- lists
- chart
- labelled diagram
- report
- headlines and summaries
- Q&A (questions and answers)
- quotes
- summaries

Our Canada

THE 10 COOLEST CANADIAN CELEBRATIONS

Written by Stephanie Kim Gibson-Hardie

Summary: This text focuses on some of the most famous celebrations held in Canada. The criteria used to rank these celebrations include: being known around Canada for its distinctiveness or importance; representing Canada and its people in an interesting way; having a unique history; and involving many different people. The ranking from tenth to first (coolest) is: Icelandic Festival of Manitoba; Victoria Day; Saint-Jean-Baptiste Day; Wiarton Willie Festival; Canadian Aboriginal Festival; Canadian Tulip Festival; Arctic Winter Games; Quebec Winter Carnival; Calgary Stampede; and Canada Day.

Inquiry Question: Which is the most amazing celebration of them all?

Text Features/Forms:

- fact cards
- article
- chart
- quotes
- biography
- reports
- numbers and facts

THE 10 COOLEST CANADIAN WORKS OF ART

Written by Heather Miller

Summary: This text showcases some of the most interesting works of art by Canadian artists. The criteria used to rank these works of art as “cool” include: the story told by the artwork; any unusual materials that were used; whether the piece inspires the viewer to ask questions; and if the piece stirs strong feelings in the viewer. The ranking from tenth to first is: *Long Wave*; *Trick or Treaty*; *Cozy*; *It Rains Cocoons*; *Vanitas: Flesh Dress for an Albino Anorectic*; *Earth (1977–)*; *Nickel Tailings #30*, Sudbury, Ontario; *Androgyny*; *Running Horses*; and *The Raven and the First Men*.

Inquiry Question: What makes a piece of art cool to me?

Text Features/Forms:

- article
- list
- statistics
- numbered steps
- T-chart
- interview
- photograph with quote
- descriptions
- account

THE 10 GREATEST CANADIAN ENVIRONMENTALISTS

Written by Mark Lambert

Summary: This text describes the lives and work of some of the most famous Canadian environmentalists. The criteria considered in ranking these environmentalists as “great” include: how long they have been doing environmental work; if they’ve taught people about nature; how famous they are; if they’ve inspired others; and their impact on the planet. The ranking from tenth to first is: BJ Bodnar; Robert Bateman; Grey Owl; Margaret Atwood; Neil Young; Sheila Watt-Cloutier; Paul Watson; Elizabeth May; Maude Barlow; and David Suzuki.

Inquiry Question: Why is it our job to protect Earth?

Text Features/Forms:

- interview
- quotes
- summaries
- lists of facts
- charts
- speech excerpts
- Q&A (questions and answers)
- personal message

THE 10 MOST DANGEROUS ANIMALS IN CANADA

Written by Jennifer Morgan

Summary: This text prompts readers to think about Canada’s most deadly animals — large and small. The criteria considered in ranking the animals include: aggression; killer instincts and prey; hunting strategies; abundance in Canada; and threat to humans/animals. The ranking from tenth to first (most dangerous) is: Mountain Pine Beetle; Norway Rat; Rattlesnake; Wolverine; Atlantic Walrus; Bison; Wolf; Orca; Cougar; and Polar Bear.

Inquiry Question: Which traits make an animal the most dangerous of them all?

Text Features/Forms:

- photographs with captions
- pro/con chart
- profiles
- articles
- fact cards
- timeline
- fun facts

THE 10 MOST IMPORTANT DECISIONS IN CANADIAN HISTORY

Written by Glen Downey

Summary: This text focuses on decisions that helped shape modern Canada. The criteria considered in ranking these decisions include: how controversial it was; whether it united the country; if it changed the future of all Canadians; and whether it changed how Canadians or the rest of the world viewed Canada. The ranking from tenth to first (most important) is: Adopting the Maple Leaf Flag; Setting Up the Royal Commission on Aboriginal Peoples; Adopting Two Official Languages; Joining NATO; Voting in the 1995 Quebec Referendum; Patriating the Constitution; Building the Canadian Pacific Railway; Forming the Canadian Corps in WWI; Bringing Forward the Persons Case; and Confederation.

Inquiry Question: How would Canada be different without these decisions?

Text Features/Forms:

- images and descriptions
- headlines and summaries
- excerpts from legal documents
- timelines
- list of facts
- article
- chart
- descriptions
- maps

THE 10 MOST INSPIRING ABORIGINAL LEADERS

Written by Jan Beaver

Summary: This text highlights some of the most important Aboriginal leaders in Canadian history. The criteria considered in ranking these leaders as “inspiring” include: vision and courage; overcoming obstacles; making sacrifices; changing the lives of others; helping their community and strengthening Aboriginal culture. The ranking from tenth to first is: Carey Price; Helen Mamayaok Maksagak; Chief Dan George; Tomson Highway; Sharon McIvor; William Commanda; Roberta Jamieson; Elijah Harper; The Peacemaker; and Louis Riel.

Inquiry Question: Which of these leaders will inspire you to step up and make a change?

Text Features/Forms:

- photo essay
- labelled diagram
- speech excerpt
- fact cards
- profiles
- timeline
- articles

THE 10 MOST OUTSTANDING CANADIAN IMMIGRANTS

Written by Glen Downey and Anita Griffith

Summary: This text highlights some Canadian immigrants that have achieved great things. The criteria used to rank these people include: challenges they faced; their impact on Canada or the world stage; their effect on Canadians; improving the lives of others; and raising awareness of social and human rights issues. The ranking from tenth to first (most outstanding) is: Donovan Bailey; Urszula Tokarska; Stanley Ma; John Furlong; K’naan; Deepa Mehta; Michael Ondaatje; Lalita Malhotra; Nazanin Afshin-Jam; and Michaëlle Jean.

Inquiry Question: How do people overcome obstacles to make a difference?

Text Features/Forms:

- labelled photograph
- Q&A (questions and answers)
- descriptions
- numbers and facts
- article
- charts
- timeline
- report
- fact cards

THE 10 MOST OUTSTANDING YOUNG CANADIANS

Written by Anne Burke

Summary: This text introduces Canadians who have achieved success before the age of 30. The criteria considered in ranking these people as “outstanding” include: personal attributes; success at a young age; being a role model; effect on others; and positively influencing their own field. The ranking from tenth to first is: Sabrina Matthews; Thomas Sierzycki; Mélanie Watt; Dakota Brant; Matthew Corin; Shad; Patrick Chan; Coco Rocha; Severn Cullis-Suzuki; and Jennifer Corriero and Michael Furdyk.

Inquiry Question: What does it take to be outstanding in what you do?

Text Features/Forms:

- summary
- articles
- timeline
- journal entries
- interviews
- quotes
- list of facts
- speech excerpt

THE 10 MOST REMARKABLE PEOPLE IN CANADIAN HISTORY

Written by Elizabeth Siegel

Summary: This text introduces 10 people who have had a lasting impact on Canada. The criteria considered in ranking these people include: making a difference in Canada or abroad; extent of their impact; inspiring others; overcoming obstacles; and whether they risked their own safety to protect others. The ranking from tenth to first (most remarkable) is: Lucy Maud Montgomery; Group of Seven; Claire Culhane; Willard Boyle; Irma LaVasseur; Crowfoot; Josiah Henson; Terry Fox; The Famous Five; and Lester B. Pearson.

Inquiry Question: What makes a person remarkable?

Text Features/Forms:

- list of facts
- labelled diagram
- book excerpt
- timeline
- quotes
- chart
- poem
- report
- article
- fact files

THE 10 MOST SIGNIFICANT EVENTS IN EARLY CANADA

Written by Barbara Wood

Summary: This text prompts readers to think about the most important events in Early Canada. The criteria considered in ranking these events as “significant” include: bringing people together; having a strong impact; contributing to Canada becoming a nation; impacting Canada’s national identity; and affecting the lives of Canadians today. The ranking from tenth to first is: Cartier’s First Voyage; Launch of Canada’s First Newspaper; Underground Railroad; Founding of the Hudson’s Bay Company; Arrival of the Loyalists; Grand Trunk Railway; War of 1812; Rebellions of 1837; Ottawa Named the Capital of Canada; and Battles of the Plains of Abraham.

Inquiry Question: What does it take to build a nation?

Text Features/Forms:

- maps and descriptions
- descriptive list
- list of events
- newspaper
- biographies
- excerpts
- fact cards
- timeline
- essay

Places

THE 10 COOLEST CASTLES

Written by Jennifer Morgan

Summary: This text describes 10 of the most impressive castles or castle-like buildings from around the world. The criteria considered in ranking these castles as “cool” include: how and why it was built; what role it played in history; and how it was, or is, used. The ranking from tenth to first is: Hatley Castle; Hearst Castle; Bran Castle; Wartburg Castle; St. Michael’s Castle; Alnwick Castle; Agra Fort; Carcassonne; Himeji Castle; and Tower of London.

Inquiry Question: Which castle has the coolest history?

Text Features/Forms:

- descriptions
- fact cards
- comparison chart
- timeline
- account
- article
- numbers and facts
- Q&A (questions and answers)
- labelled photograph

THE 10 GREATEST EARLY CIVILIZATIONS

Written by Glen Downey and Nigel Samuel

Summary: This text prompts readers to think about some of the greatest civilizations in early history. The criteria considered in ranking these civilizations include: factors that made the civilization great; power and size; how long it lasted; and if it still affects our lives today. The ranking from tenth to first (greatest) is: Indus Valley Civilization; Aztec Empire; Babylonian Empires; Minoan Civilization; Mayan Civilization; Achaemenid Empire; Ancient Egypt; Han Dynasty; Ancient Greece; and Roman Empire.

Inquiry Question: How do great civilizations have a lasting impact?

Text Features/Forms:

- fact cards
- account
- lists
- reports
- timeline
- step-by-step guide
- quotes
- glossary of terms

THE 10 MOST AMAZING LOST CITIES

Written by Gwen McCutcheon

Summary: This text describes some of the most interesting lost cities in history. The criteria considered in ranking the cities include: its story of loss and discovery; how it captures the imagination; its rich culture and history; how it offers a glimpse into a fascinating world; and how it attracts archaeologists and tourists. The ranking from tenth to first (most amazing) is: Atlantis; Troy; Chaco; Yin Xu; Mapungubwe; Mausoleum of Qin Shi Huang; Harappa; Petra; Pompeii; and El Mirador.

Inquiry Question: What can we learn about history from these lost cities?

Text Features/Forms:

- article
- timeline
- visual guide
- reports
- numbers and facts
- fact cards
- guide
- profile

THE 10 MOST AMAZING PLACES IN CANADA

Written by George Homatidis

Summary: This text provides information about the top 10 sites that the author considers to be the most awesome spots in Canada. The criteria used to rank the various places as “amazing” include: “wow” factor; takes your breath away; international notoriety; large tourist or visitor base; and important to Canada’s culture and history. The ranking from tenth to first is: Toronto Waterfront; Alberta Badlands; Hôtel de Glace; Green Gables; Butchart Gardens; Whistler; Bay of Fundy; Nahanni National Park Reserve; Niagara Falls; and Banff National Park.

Inquiry Question: What makes a place truly amazing?

Text Features/Forms:

- maps
- guides
- fact file
- report
- profile
- timeline
- fact cards
- article
- numbers and facts

THE 10 MOST AWESOME SCENIC SITES ON EARTH

Written by Frederick Koh

Summary: This text highlights the most beautiful spots from around the world. The criteria considered in ranking these sites include: how stunning and impressive it is; how it inspires wonder; its remarkable origin or history; its awesome size or scale; and if more than its beauty attracts visitors. The ranking from tenth to first (most awesome) is: Lake Louise; Jiuzhai Valley; Harbour of Rio de Janeiro; Bora Bora Island; Banaue Rice Terraces; Grand Canal; Great Barrier Reef; Serengeti National Park; Iguazú Falls; and Grand Canyon.

Inquiry Question: Which scenic site would I most want to visit?

Text Features/Forms:

- numbers and facts
- fact cards
- Q&A (questions and answers)
- headlines and descriptions
- article
- descriptions
- summaries
- legend (story)
- timeline

THE 10 MOST EXTRAORDINARY GREEN HOMES

Written by Jennifer Meghan Jenkins

Summary: This text showcases some of the most unique green homes in the world. The criteria considered in ranking these green homes as “extraordinary” include: generating renewable resources; using renewable or recycled resources; having green features that can be replicated; using less energy and building materials; and being affordable to live in. The ranking from tenth to first is: Beijing Egg; Orchid House; Domestic Transformer; Tiny Houses; Dome Houses; Zigloo Domestique; Accordion House; Mud Houses; Hobbit House; and Earthships.

Inquiry Question: What can we do to make our homes green?

Text Features/Forms:

- Q&A (questions and answers)
- lists
- labelled diagram
- interview
- articles
- guide

THE 10 MOST EXTREME ANIMAL HABITATS

Written by Jack Booth

Summary: This text highlights some of the most unique habitats from around the world. The criteria considered in ranking these habitats include: interesting adaptations needed to live there; difficulty finding food, water, shelter, or space; and extreme danger or threats. The ranking from tenth to first (most extreme) is: Pantanal: Jaguar; Ituri Forest: Okapi; Rocky Mountains: Mountain Goat; Rupecica Cave: olm; Salt Marshes: Saltwater Crocodile; Urban Jungle: Raccoon; Arctic: Polar Bear; Midnight Zone: Deep-Sea Anglerfish; Sahara Desert: Fennec Fox; and Hydrothermal Vent: Giant Tubeworm.

Inquiry Question: Why are some animals at home in extreme habitats?

Text Features/Forms:

- fact cards
- descriptions
- labelled photograph
- numbered steps
- article
- report
- pictures and descriptions
- chart
- instructions
- Q&A (questions and answers)

THE 10 MOST FUTURISTIC CITIES

Written by Sean Donaghey

Summary: This text provides information about some of the most technologically savvy and green cities from around the world. The criteria considered in ranking these sites as “futuristic” include: advanced technology for education, transportation, or health care; futuristic vision in planning or design; projects that maintain a green environment; and creative or groundbreaking research programs. The ranking from tenth to first is: Toronto; Curitiba; Berlin; Tianjin; Copenhagen; San Francisco; Singapore; Seoul; Tokyo; and Shanghai.

Inquiry Question: How do technology and green ideas work together to improve a city?

Text Features/Forms:

- descriptions
- list of facts
- fact cards
- summaries
- profile
- numbers and facts
- Q&A (questions and answers)
- article

THE 10 MOST GROUNDBREAKING JOURNEYS

Written by Claire Kelly

Summary: This text describes journeys that broke boundaries and impacted the world. The criteria considered in ranking these journeys include: broke geographical, physical, or cultural boundaries; tested what people thought was possible; made amazing discoveries; involved brave men and women; and changed the course of history. The ranking from tenth to first (most groundbreaking) is: Around the World (Amelia Earhart); Conquering Everest (Sir Edmund Hillary and Tenzing Norgay); Across the Muslim World (Ibn Battuta); Exploring the American West (Lewis and Clark); Voyages of the Calypso (Jacques-Yves Cousteau); Voyage of the HMS Beagle (Charles Darwin); Viking Explorations (Eric the Red and Leif Ericsson); China’s Naval Voyages (Zheng He); Travels to the Far East (Marco Polo); and Out of This World (Yuri Gagarin).

Inquiry Question: How do groundbreaking journeys inspire people?

Text Features/Forms:

- headlines and summaries
- brief notes
- pro/con chart
- articles
- guide
- note cards
- interview
- map
- summaries

THE 10 MOST REMOTE LOCATIONS IN THE WORLD

Written by Jennifer Moskal

Summary: This text focuses on some of the most isolated spots in the world. The criteria considered in ranking these locations include: difficulty in reaching the location; distance from major towns and cities; if it's harsh or lonely; how many people live there; and if it's a place for scientific research and discoveries. Ranked from tenth to first (most remote) is: Motuo County; Krubera Cave; Alert; Kerguelen Islands; Pitcairn Island; Tristan da Cunha; Foja Mountains; Vostok Station; Surtsey; and Mariana Trench.

Inquiry Question: What drives some people to seek our remote places?

Text Features/Forms:

- article
- reports
- list of facts
- timeline
- maps
- fact cards
- labelled illustration
- profiles

Science and Technology

THE 10 BEST THINGS ABOUT THE INTERNET

Written by Sunniva Buskermolen

Summary: This text encourages readers to think about all the ways we use the Internet and how many people have come to rely on it for a variety of purposes. The criteria considered in ranking aspects of the Internet as "best" include: popularity with individuals and businesses; changing the way people interact; and improving our social and work lives. The ranking from tenth to first is: Cloud Computing; E-learning; Video Calls; Blogs; Online Shopping; Massively Multiplayer Online Games; Streaming Media; Instant Messaging; Search Engines; and Social Networking Sites.

Inquiry Question: Why is the Internet so important to people?

Text Features/Forms:

- reports
- note cards
- flow chart
- fact cards
- list of rules
- article
- safety tips
- news stories

THE 10 COOLEST EVERYDAY INVENTIONS

Written by Glen Downey

Summary: This text takes a look at some of the most innovative inventions we use in our everyday lives. The criteria considered in ranking these inventions include: if the invention makes life easier; if it improves communication; how fun and entertaining it is; and if it uses technology creatively. The ranking from tenth to first (coolest) is: Motion-Sensing Video Games; Retinal Scanners; Digital Cameras; Smart Phones; LASIK; Hybrid Electric Vehicles; GPS Navigation Devices; Tablet Computers; Robots; and Social Media.

Inquiry Question: How do cool inventions change our everyday lives?

Text Features/Forms:

- article
- report
- descriptive list
- comparison chart
- photographs and descriptions
- fact cards
- timeline
- headlines and summaries
- flow chart

THE 10 MOST AWESOME ECOSYSTEMS

Written by Sunniva Buskermolen

Summary: This text takes a look at some of the most incredible ecosystems found around the globe. The criteria considered in ranking these ecosystems as “awesome” include: interesting interaction between living and nonliving things; habitation for many different plants and animals; and animal and plant adaptations for survival. The ranking from tenth to first is: Great Lakes Alvars; Florida Everglades; Galápagos Islands; Longleaf Pine; Sonoran Desert; Mount St. Helens; Gomantong Caves; Lo’ihi Seamount; Great Barrier Reef; and Amazon Rainforest.

Inquiry Question: Why is it important to understand ecosystems?

Text Features/Forms:

- articles
- fact cards
- true or false quiz
- photographs and descriptions
- reports
- Q&A (questions and answers)
- numbers and facts

THE 10 MOST BIZARRE SPACE EXPERIMENTS

Written by Lisa Cheung

Summary: This text prompts readers to think about experiments conducted to teach us more about how things work in space, and sometimes, to give us information to improve our lives on Earth. The criteria considered in ranking the experiments include: it was a first; it surprised people and raised eyebrows; it hasn’t been successfully repeated; it made people ask “Why?”; and it taught us new things about space. The ranking from tenth to first (most bizarre) is: LEGO on the International Space Station; Six-Legged Astronauts; Newts in Space; Cola Wars; Mars500; The Bedrest Experiment; Balloon Jump From Space; Moon Bricks; Space Underwear; and Telepathy From Space.

Inquiry Question: What bizarre experiment would you do if you were blasting into space?

Text Features/Forms:

- articles
- report
- headlines
- science experiment flowchart
- journal excerpts
- Q&A (questions and answers)
- photographs with explanations
- summary
- fact cards

THE 10 MOST EXCITING SPECIAL EFFECTS ONSCREEN

Written by Jennifer Littlefield

Summary: This text highlights some of the best special effects in cinematic history. The criteria considered in ranking these special effects as “exciting” include: the effect being the first of its kind; it redefined possibilities; it won awards; and the special effects artists had to do something special. The ranking from tenth to first is: Puppet Control System; Special Effects Makeup; Go Motion; Digital Morphing; Dinosaur Input Device (DID); Bio-Phase Shifting; Photorealistic Motion Capture; Emotion Capture; Computer-Generated Pyrotechnics; and Volumetric Effects.

Inquiry Question: What makes a special effect exciting?

Text Features/Forms:

- Q&A (questions and answers)
- chart
- descriptions
- timeline
- articles
- movie review
- fact cards
- guide

THE 10 MOST INCREDIBLE HIGH-TECH VEHICLES

Written by Glen Downey

Summary: This text invites readers to learn about cutting-edge, high-tech vehicles and what makes them so incredible. The criteria considered in ranking the vehicles include: great advancements in design; new technologies making the vehicle faster and more efficient; and outstanding performance. The ranking from tenth to first (most incredible) is: 2011 Bugatti Veyron 16.4 Super Sport; 2003 Dodge Tomahawk; Koga Kimera; 2011 Peraves MonoTracer; Shanghai Maglev Train; Apache AH1; Mars Exploration Rover; Solar Impulse; Virgin Oceanic Submarine; and Multi-Purpose Crew Vehicle.

Inquiry Question: What makes one high-tech vehicle more incredible than another?

Text Features/Forms:

- descriptions
- Q&A (questions and answers)
- headlines and summaries
- article
- diagram and descriptive list
- table with statistics
- numbers and facts
- fact boxes
- labelled diagram

THE MOST POWERFUL FORCES OF NATURE

Written by Karen Uhler

Summary: This text highlights the most destructive forces of nature. The criteria considered in ranking these forces as “destructive” include: if the force causes other forces of nature; if it can be predicted; if it can occur anywhere in the world; if it causes a lot of damage and injuries; and if it causes environmental issues. The ranking from tenth to first (most powerful) is: Blizzards; Wildfires; Floods; Droughts; Avalanches; Tsunamis; Tornadoes; Hurricanes; Volcanoes; and Earthquakes.

Inquiry Question: Which force of nature frightens me the most?

Text Features/Forms:

- personal account
- flow chart
- quotes
- photographs and descriptions
- report
- timeline
- numbers and facts
- scale
- descriptions
- annotated illustration
- headlines and summaries

THE 10 MOST REMARKABLE ROCKS AND MINERALS

Written by Lisa Cheung and Nigel Samuel

Summary: This text provides information on some of the most remarkable rocks and minerals found on our planet. The criteria considered in ranking these rocks and minerals include: usefulness in our everyday lives; unusual characteristics; special qualities; and rarity. The ranking from tenth to first (most remarkable) is: Agate; Marble; Obsidian; Granite; Quartz; Gypsum; Salt; Gold; Diamond; and Pumice.

Inquiry Question: What rock or mineral do you think is the most remarkable?

Text Features/Forms:

- chart
- reports
- Q&A (questions and answers)
- list of facts
- photographs and descriptions
- fact cards
- numbers and facts
- diagram and descriptions
- numbered steps

THE 10 MOST REVOLUTIONARY HIGH-TECH ENTREPRENEURS

Written by Brooke Moore

Summary: This text looks at the world of technology and the people who are behind major changes in today's world. The criteria considered in ranking these entrepreneurs as "revolutionary" include: creative thinking; breakthrough innovations; improvement to society; changes in how things are done; and success in overcoming challenges. The ranking from tenth to first is: Brenda Gershkovitch and Kristen Forbes; Dr. Paul Hawkins; Peter Fraenkel; Robin Li; Caterina Fake; David Kobia and Juliana Rotich; Bertin Nahum; James Cameron; Mark Zuckerberg; and Steve Jobs.

Inquiry Question: What would drive someone to push the limits of technology?

Text Features/Forms:

- Q&A (questions and answers)
- interview summary
- description
- quotes
- explanation
- chart
- illustration with facts
- labelled diagram
- bar graph

THE 10 WORST COMPUTER-RELATED DISASTERS

Written by Catherine Rondina

Summary: This text highlights some of the worst computer-related disasters in history. The criteria considered in ranking the disasters include: confirmed computer-related disaster; severity of damage; amount of people affected; and if it was accidental or intentional. The ranking from tenth to first (worst) is: Y2K; Mariner 1 Blow-Up; LAX Network Failure; Soviet Satellite Mishap; Hartford Civic Center Roof Collapse; Exploding Laptops; AT&T Service Outage; Trans-Siberian Pipeline Explosion; PlayStation Network Hacking; and The ILOVEYOU Virus.

Inquiry Question: Why are computer-related disasters so dangerous?

Text Features/Forms:

- reports
- descriptions
- account
- table
- fact cards
- headlines
- descriptive list
- blog post
- article

Sports and Games

THE 10 BEST INNOVATIONS IN SPORTS

Written by Charles Boocock

Summary: This text takes a look at some of the best innovations in sporting history. The criteria considered in ranking these innovations as "best" include: it changed the sport; it helped athletes perform better; it made the sport more exciting and popular; and it helped athletes avoid injury. The ranking from tenth to first is: Fosbury Flop; Twenty20 Cricket; Golf Ball Dimples; High-Tech Swimsuits; Ice Hockey Goalie Masks; Toe-Release Ski Bindings; Lowering the Pitcher's Mound; Basketball's Shot Clock; Football's Forward Pass; and Instant Replay.

Inquiry Question: What innovations would you like to see in a sport you play?

Text Features/Forms:

- interview extract
- photographs and descriptions
- headlines and summaries
- comparison chart
- labelled photograph
- descriptions
- diagrams with explanations
- articles
- fact cards

THE 10 GREATEST COMEBACKS IN SPORTS

Written by Trish Hurley

Summary: This text prompts readers to think about some of the greatest comebacks in sporting history. The criteria considered in ranking these comebacks include: how big the comeback was; if it depended on an unbelievable moment; if it broke a record; and if it made headlines around the world. The ranking from tenth to first (greatest) is: Elizabeth Manley (1988); Michael Chang (1989); Boston Celtics (2008); Jack Nicklaus (1986); Lasse Virén (1972); Buffalo Bills (1993); New York Giants (1951); West Germany (1954); Toronto Maple Leafs (1941); and Boston Red Sox (1994).

Inquiry Question: Why do sports fans love a comeback story?

Text Features/Forms:

- quotes
- timeline
- game-call transcript
- short accounts
- report
- articles
- fact cards
- statistics
- diagram and descriptions
- chart

THE 10 GREATEST TRADITIONS IN SPORTS

Written by Robin Koo

Summary: This text provides information about 10 of the best traditions in sports. The criteria considered in ranking these traditions include: how old it is; how important it is to the sport; how well it connects athletes and fans; and how important it is to the athletes. The ranking from tenth to first (greatest) is: Collecting Baseball Cards; Playoff Beards; Detroit Octopus; Tailgate Parties; All-Star Games; Haka; Seventh-Inning Stretch; Hat Trick Celebrations; Ceremonial First Pitch; and Retired Jersey Numbers.

Inquiry Question: Why do fans and athletes love sports traditions?

Text Features/Forms:

- fact cards
- statistics
- explanation
- photographs and captions
- timeline
- countdown
- descriptions
- Q&A (questions and answers)
- quotes

THE 10 MOST INSPIRING FEMALE ATHLETES

Written by Judi-Lynn Laman

Summary: This text introduces some of the best female athletes in their fields. The criteria considered in ranking these athletes include: they're at the top of their sport; they overcame great odds; they made their sport more popular; they excelled in more than one sport; and they work to help others. The ranking from tenth to first (most inspiring) is: Misty May-Treanor; Jennie Finch; Marta Vieira da Silva; Jackie Joyner-Kersey; Dara Torres; Bethany Hamilton; Annika Sörenstam; Lisa Leslie; Martina Navratilova; and Clara Hughes.

Inquiry Question: How do athletes inspire us to do our best?

Text Features/Forms:

- glossary of terms
- fact cards
- list of facts
- comparison chart
- statistics
- quotes
- timeline
- article
- descriptions
- report

THE 10 MOST LEGENDARY SPORTS HEROES

Written by Cameron Lindsey

Summary: This text focuses on some of the greatest athletes in history. The criteria considered in ranking these sports heroes as “legendary” include: overcoming challenges; being good at their sport; giving back to their sport or community; improving the popularity of their sport; and inspiring others. The ranking from tenth to first is: Jim Thorpe; Marilyn Bell; Michael Jordan; Muhammad Ali; Billie Jean King; Pelé; Mario Lemieux; Jackie Robinson; Jesse Owens; and Mildred Didrikson Zaharias.

Inquiry Question: What makes an athlete a true sports hero?

Text Features/Forms:

- descriptive list
- charts
- Q&A (questions and answers)
- summaries
- maps
- quotes
- report
- photographs and captions
- article
- headlines and summaries

THE 10 MOST POPULAR BOARD GAMES

Written by Ben Katz

Summary: This text provides information on some of the most popular board games. The criteria considered in ranking these board games include: popularity; how long it’s been around; how challenging it is; and if it can be played by people of all ages. The ranking from tenth to first (most popular) is: Snakes and Ladders; The Settlers of Catan; Twister; Checkers; Trivial Pursuit; Pictionary; Cranium; Monopoly; Scrabble; and Chess.

Inquiry Question: Why do people love playing board games?

Text Features/Forms:

- guides
- comparison chart
- report
- Q&A (questions and answers)
- biographies
- explanations
- fact cards
- descriptions

THE 10 MOST POPULAR SPORTS IN THE WORLD

Written by Kimberley Mitchell Hughes and Melanie MacFarlane

Summary: This text highlights the most popular sports around the world. The criteria considered in ranking these sports as “most popular” include: how long the sport has been played; how many people play and watch the sport; what makes the sport exciting; and how accessible the sport is. The ranking from tenth to first is: Badminton; Ice Hockey; North American Football; Volleyball; Baseball; Tennis; Rugby; Basketball; Cricket; and Soccer.

Inquiry Question: What makes a sport popular?

Text Features/Forms:

- comparison charts
- rules
- statistics
- report
- trading cards
- profile
- photographs and captions
- quotes
- fact cards

THE 10 MOST UNFORGETTABLE OLYMPIC MEDALLISTS

Written by Glen Downey

Summary: This text highlights some of the most incredible athletes to medal at the Summer or Winter Olympics. The criteria considered in ranking these medallists include: whether the medallist did something never seen before; if they attracted media attention; and if their performance affected their sport. The ranking from tenth to first (most unforgettable) is: Ben Johnson; Jamie Salé and David Pelletier; US Men's Olympic Hockey Team (1980); Alice Coachman; Abebe Bikila; Clara Hughes; Michael Phelps; Nadia Comăneci; Jesse Owens; and Canada Men's Olympic Hockey Team (2010).

Inquiry Question: What makes a medallist memorable?

Text Features/Forms:

- reports
- headlines and summaries
- game-call excerpt
- quotes
- fact cards
- labelled photograph
- photographs and descriptions
- comparison chart

THE 10 UNLUCKIEST TEAMS IN SPORTS

Written by Glen Downey

Summary: This text focuses on teams that have experienced some bad luck. The criteria considered in ranking these teams as “unlucky” include: if more than one thing went wrong; if their bad luck cost them a game or a season; if superstition was attached to the team's bad luck; and if the unlucky events had a lasting impact. The ranking from tenth to first is: 2007–08 Fordham Rams; 1992–93 Toronto Maple Leafs; 2009 Saskatchewan Roughriders; 2011 Canadian Women's National Soccer Team; 1990–91 Buffalo Bills; 1969 Chicago Bulls; 1994 Colombian National Soccer Team; 1972 US National Basketball Team; 1986 Boston Red Sox; and 1982 Stanford Cardinals.

Inquiry Question: Can a team make its own luck?

Text Features/Forms:

- list of statistics
- summary
- FAQs (frequently asked questions)
- account
- fact cards
- article
- photographs and captions
- quotes
- timeline
- game-call transcript

THE 10 WACKIEST GAMES

Written by Jack Booth

Summary: This text provides information about some of the most unique games people play. The criteria considered in ranking these games include: whether special skills or abilities are needed; whether fans are inspired to be wacky; if objects not usually found in games are used; whether there's a silly or serious prize; and how long the game has been going on and if its popularity is increasing. The ranking from tenth to first (wackiest) is: Sport Stacking; Competitive Grocery Bagging; Cheese Rolling; Sport Egg Throwing; Punkin Chunkin; Bathtub Racing; Bog Snorkelling; Extreme Croquet; Underwater Hockey; and Bossaball.

Inquiry Question: Why do people invent and play wacky games?

Text Features/Forms:

- instructions and diagrams
- descriptions
- timeline
- fact cards
- headlines and summaries
- blog post
- photos and captions
- FAQs (frequently asked questions)