Teaching Reading Across Content Areas

Mary Hall
Virginia Beach, Va.
mbhall1@gmail.com
Karyn Niles
Fairfax County Public Schools
Karyn.Niles@fcps.edu

Warm-Up: "SIMILE Activity"

- Choose an object from the center of your table.

- Discuss how that object is similar to you as a reader.

   *"**When I read, I'm like a pencil because...**"*

Or

   *"**A good reader is like a pencil because...**"*

The Bad News…

Approximately:

- 40% of students across the nation cannot read at a basic level.

- Almost 50% of the students living in urban areas cannot read at a basic level.

- 70% of low-income fourth-grade students cannot read at a basic level

- *71% of eighth grade English Language Learners (ELLs) test considerably below grade level in reading, compared with 25% of non-ELL eighth graders*

(U.S. Department of Education, 2004)

Some Good News!
Research indicates…

Reading is a powerful means of developing a student's:

- Reading comprehension ability in ALL subjects

- Writing style

- Vocabulary

- Grammar

- Spelling

Reading also:

- Is pleasant

- Promotes cognitive development

- Lowers writing apprehension

From Stephen Krashen in *The Power of Reading*

More good news…

- It appears to be very easy to get children interested in reading, and the best way is the most obvious:

  ## *Exposure to good books*

- It's also easy to help create readers; all that's needed is:

  ## *One "home run" book experience*

Stephen Krashen in *The Power of Reading*

The rest of the good news…

- The more children read, the better their literacy development.

- Those who read more know more about history and literature; they can understand science and math better; and they even have more "practical knowledge"

- A little bit of independent reading **each day** can make a huge difference…

Adapted from: Stephen Krashen in *The Power of Reading*

Reading is important!

Students scoring in this percentile (%) on standardized tests…..	read an average of this many minutes a day (at home)	and have a comprehension of this many words
90th	40.4	2,357,000
50th	12.9	601,000
10th	1.6	51,000

from Anderson, Wilson & Fielding. (1988) Growth in Reading and How Children Spent their Time outside of school, Reading Research Quarterly, 23, 285-303.

Ways We Read

SURFACE STRUCTURE SYSTEMS	DEEP STRUCTURE SYSTEMS
Grapho-Phonic- letter sound, phonics, decoding	**Semantic-** word meanings/experiences, associations
Lexical- visual word recognition based on exposure and visual memory	**Schematic**- constructive meaning at the whole text level; prior knowledge, themes, etc
Syntactic- auditory understanding of language structure at the word, sentence and text level	**Cognitive Strategies-** probing ideas and extending meaning, reading deeply

To Understand-by Ellin Oliver Keene

Reading:

- ☐ Teaching them to Read
  (decoding → comprehension)

  Explicit teaching of reading strategies

  Exposing them to various genre

  Teaching higher order thinking skills

Connection

Language

Reading

Thinking

Carousel Brainstorming

- Count off as directed by the presenter
- Remember your number!
- When directed to do so, walk to the chart paper station with "your" number on it and select a "scribe" who will keep the marker for your group
- When time is called, "open" chart paper and begin brainstorming your response to the topic while scribe writes
- When time is called, **STOP WRITING**, walk quickly to the next chart-paper station, and read what previous group wrote
- Add to the list until time is called again
- Repeat until your group is back at its original location

Carousel Brainstorming,
continued

- At your original location, select a "reporter" (different from the "scribe") and review what all the groups have added

- Reach consensus on 2 or 3 **KEY** points to highlight to the entire large group. Agree on what the reporter will say and why.

- When done, everyone returns to their seats EXCEPT the reporter.

- Reporter summarizes the key points selected for the whole group

Researchers have found:

…when adult readers are asked to "**think aloud**" as they read, they employ a wide variety of comprehension strategies, including asking and answering questions before, during, and after reading.

(Pressley and Afflerbach 1995).

Proficient readers:

- Are aware of why they are reading the text
- Preview and make predictions
- Read selectively
- Make connections and associations with the text based on what they already know *(own experiences, other books, movies…)*
- Refine predictions and expectations; ask questions (of themselves; the author; even characters or content)
- Use context to identify unfamiliar words
- Clarify as they *read (know when something doesn't make sense and when it does)*
- Reread and make notes
- Evaluate the quality of the text
- Review important points in text and compare with other text
- Consider how the information might be used in the future

Contrasting Good and Poor Readers

- Before Reading:
  - Know their purpose for reading
  - Build background knowledge
  - Focus their attention
- During Reading:
  - Give their complete attention
  - Monitor what they know/take notes
  - Use fix-up strategies
- After Reading:
  - Check if purpose was achieved
  - Evaluate Comprehension
  - Summarize
  - Seek additional information

- Before Reading:
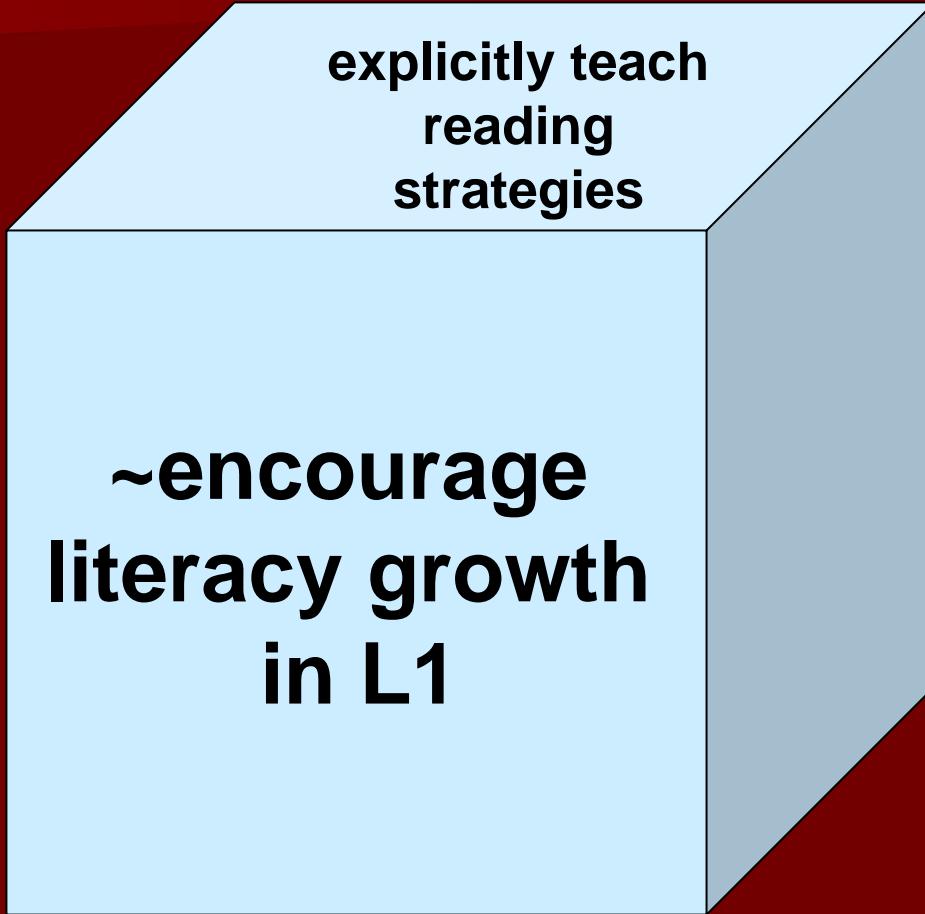 - Start reading without thinking
  - Do not know why they are reading
- During Reading:
  - Do not know if they understand
  - Do not monitor
  - Seldom use fix up strategies
- After Reading:
  - Do not know what was read
  - Do not self-check
  - No system for remembering content

~explicitly teach reading strategies

explicitly teach reading strategies

~encourage literacy growth in L1

Setting purpose

- **Good readers read for different purposes.**
- **Good readers can identify their purposes for reading.**
- **Having a purpose:**
  - **helps you remember what you read.**
  - **helps you determine what is important.**

Purpose is everything

- A reader's purpose affects everything about reading. It determines
  - what's important in the text
  - what is remembered
  - what comprehension strategy a reader uses to enhance meaning

Reading:

- **Read Aloud**-provides readers with a risk free opportunity to experience the appeal and charm of language and story. Use a variety of texts that are meaningful and informative.

- **Shared Reading**-gives students the opportunity to hear information and stories from a variety of genre and styles. A teacher does the decoding; students are able to focus on making meaning from text and connecting to text. Choose texts which will be meaningful to students. This provides a model of fluent reading.

Adapted from Janet Allen's *It's Never Too Late Literacy Institute*

Reading:

- **Guided Reading**-provides readers with reading support by *highlighting* or *teaching* a strategy which can be transferred to independent reading. Choose short texts which can be used to highlight a strategy such as prediction, summarizing, inferring, etc. but that are accessible to all readers in the group.

- **Independent Reading**- provides students with an opportunity to gain reading fluency by reading self-selected texts at their independent reading levels. Monitor student choice and commitment to reading.

Adapted from Janet Allen's *It's Never Too Late Literacy Institute*

Before Reading

- Know their purpose for reading
- Build background knowledge
- Focus their attention

Literature for Social Studies

World War II – <u>Faithful Elephants</u>

- Anticipation Guide - *(before reading)*

- *Visualizing and making connections*
 - (during reading)

- Anticipation Guide - *(after reading)*

FAITHFUL ELEPHANTS

A True Story of Animals, People and War

Yukio Tsuchiya

Translated by Tomoko Tsuchiya Dykes

Anticipation-Prediction Guide (before reading)

1. *Individually:* In the blanks marked "**me**," mark if you agree (+) or disagree (-) with each statement. There are no incorrect answers

2. ***In your groups:*** Discuss each item

   - Try to arrive at a general **<u>group</u>** consensus. Without changing your responses on the "me" column, fill in the "**we**" column with either (+) or (-)

     (When there are differences, share your opinion and explain/justify why you marked the "**me**" column the way you did.)

During Reading

– Give their complete attention

– Monitor what they know/take notes

– Use fix-up strategies

As we read:

- Notice what your mind is doing as you read/listen

- Think about your responses in the Anticipation-Prediction Guide…how do they fit with this story?
  - Consider the point-of-view of the author: **based on the story alone**, *how do you think the author would respond to the Anticipation-Prediction guide statements?*
  - Mark the **Author's** column ("A") with "+" or "-"

Anticipation-Prediction Guide
(during and after reading)

In your groups:

- Discuss your individual conclusions about the author's position or point of view.

- Share evidence from story to support your judgment (note page or passage).

Reading *IS* Thinking

Purpose of Reading=Understanding

Literature for English

Any Small Goodness and
The House on Mango Street

- The "hook" – What's in a name? *(before reading)*

- Read Aloud – Stem Starters "Say Something" *(during reading)*

- Plastic Loop Venn Diagrams -"Compare/Contrast" *(after reading)*

What's in a Name? (Before Reading)

Examples of Hooks:

- Think of someone in your family whose name evokes a strong memory or emotion. <u>Write the name and write about what it brings to mind.</u>

- Think about <u>your own name</u>. Write about it—it's history, what it means to you, what you like about it, etc.

- Take your name and create an Acrostic Poem with it

"Say Something"
(Harst. Short, and Burke)

- Begin by modeling to students through "Think Aloud"
  - Read and stop several times to say something about what you've read
  - Say a range of statements (simple/specific questions to making connections)
  - Explain procedure to students and share "rules"

Rules for "Say Something"

1. With your partner, decide who will say something first.

2. When you say something, do one or more of the following:

   ❑ Make a prediction

   ❑ Ask a question

   ❑ Clarify something you had misunderstood

   ❑ Make a comment

   ❑ Make a connection

3. If you can't do one of those five things, then you need to reread

Kylene Beers, When Kids Can't Read: What Teachers Can Do

Practice: "Say Something" with Chapter 1

1. Watch…listen…connect to modeling

2. Review the "Stem Starter" cards

3. Pair up and decide who will go first

The Big Picture…

As you read, consider the following:

- Plot, setting, characters

- Point-of-View - Narrator's style

- The author's use of figurative language

- Cultural allusions and code-switching

- …and anything else that comes to mind!

Start!

The House on Mango Street
by Sandra Cisneros
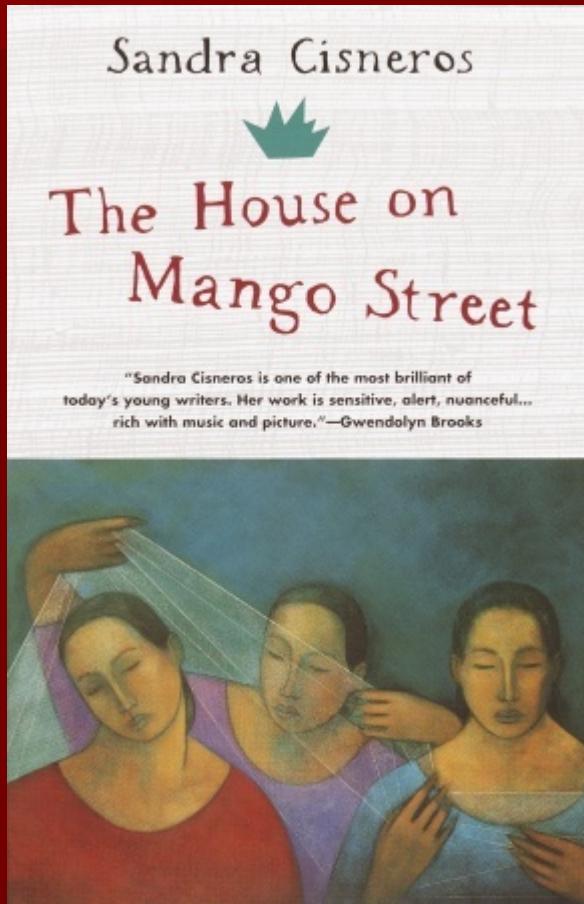
The House on Mango Street: *"My Name"*

Individually:

1. Read the chapter

2. As you read, consider the following areas:
   - Plot, setting, characters
   - Point-of-View - Narrator's style
   - The author's use of figurative language
   - Cultural allusions and code-switching
   - …and anything else that comes to mind!

Compare / Contrast: Venn Loops *(after reading)*

Any Small Goodness   **The House on Mango Street**
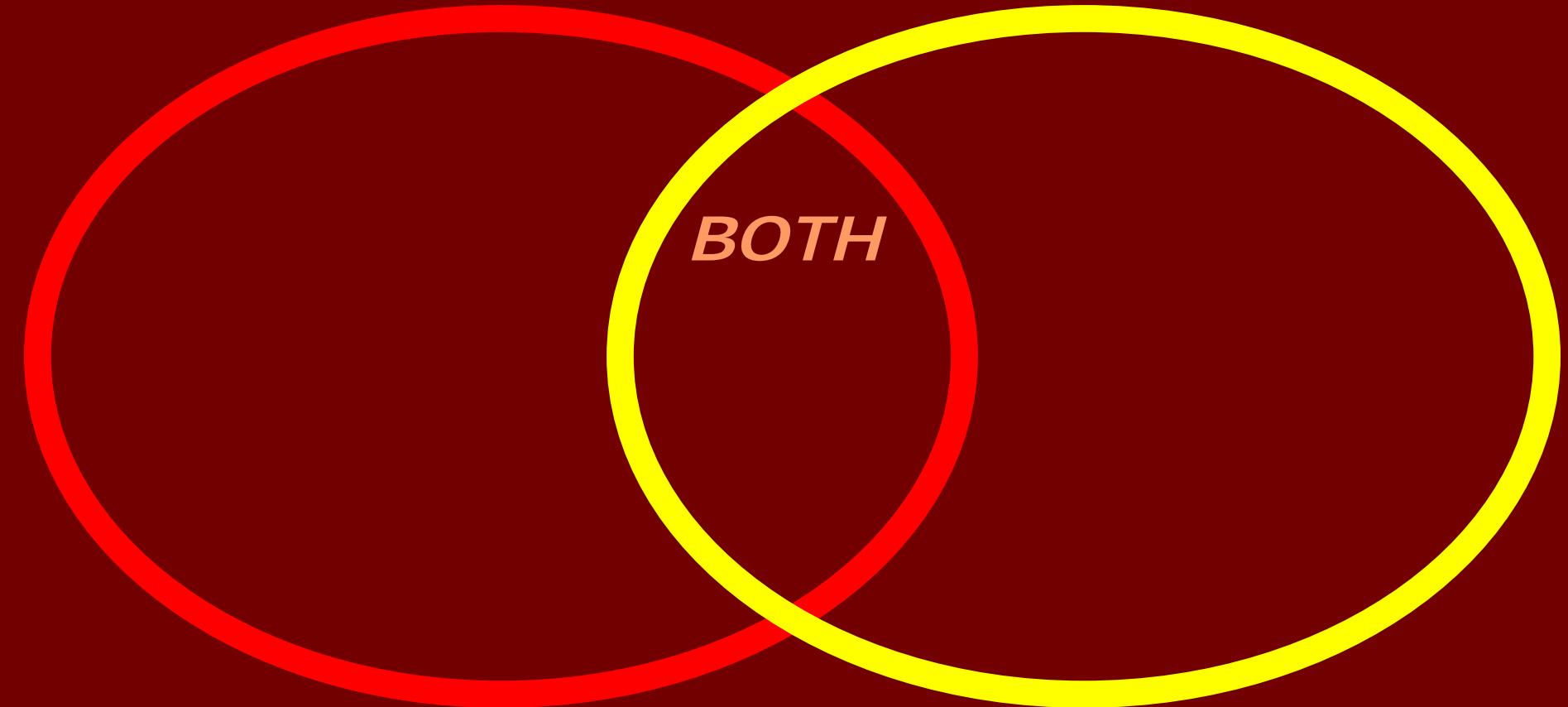
BOTH

Compare / Contrast: Venn Loops (after reading)

In groups at your tables:

1. Make Venn Diagrams with plastic loops

2. Use "Post-It-Notes" to write out observations from *Any Small Goodness* and the chapter from *The House on Mango Street.* Use the center section for observations that are true for **both** readings.

3. Whole-group debrief

- **Venn Circles**
  http://www.etacuisenaire.com/catalog/product?deptId=PRICEDROPS&prodId=5715

Reading *IS* Thinking

Purpose of Reading=Understanding

Literature for Math

Algebra – <u>Among the Evens and Odds</u>

- Vocabulary Building/Predictions – "A to Z" *(before reading)*

- Read Aloud – Questioning *(during reading)*

- Summarizing- "Somebody...Wanted...But...So" *(after reading) (vocabulary and summary- like predict and prove)*

Vocabulary Building *(Before Reading)*
Challenging Words

- civilization
- compliment
- distinct
- emphatically
- investigate

- peculiar
- predictable
- revel
- symmetry
- trekking

What words do you know? What prefixes and suffixes do you see? What parts of speech could these words be? Prediction sheet.

Wordstorming A⚡Z

| A-B	C-D	E-F	G-H
	civilization compliment distinct	emphatically	
I-J investigate	**K-L**	**M-N**	**O-P** peculiar predictable
Q-R revel	**S-T** symmetry trekking	**U-V**	**W X Y Z**

PREDICTION – before reading

- What can you predict about the story?

- How did you form this prediction?

Questioning (During Reading)

- Readers ask questions of themselves, the authors, and the texts they read.

- Students learn to use their questions to clarify and guide their reading.

Circling Back
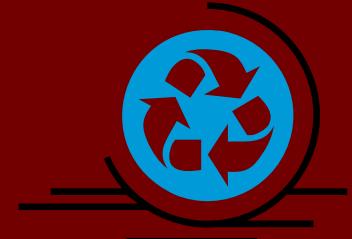
- What words did you see?

- What predictions were right?

Summarizing *(After Reading)*

Somebody	Wanted	But	So

Reading *IS* Thinking

Purpose of Reading=Understanding

Reviewing

Topics Covered:

- *Basic research and statistics*
- *Importance of teaching strategies*
- *Some modeling*
- *Before Reading: Purpose and Building Background Knowledge*

■ *Strategies we used:*

- *Carousel Brainstorming*
- *Anticipation-Prediction Guide*
- *Think Aloud:*
  - Making predictions
  - Making inferences
  - Questioning
  - Making connections
  - Visualizing
  - Compare/contrast
- *Vocabulary Building:* "A to Z"
- "Somebody...Wanted...But...So"

BREAK

Reading Success =

- Success in other subjects
- What is required on tests?
- Thinking!

Strategic Thinking

"True comprehension goes beyond literal understanding and involves the reader's <u>interaction</u> with text. If students are to become thoughtful, insightful readers, they must extend their thinking beyond a superficial understanding of the text."

Stephanie Harvey and Anne Goudvis
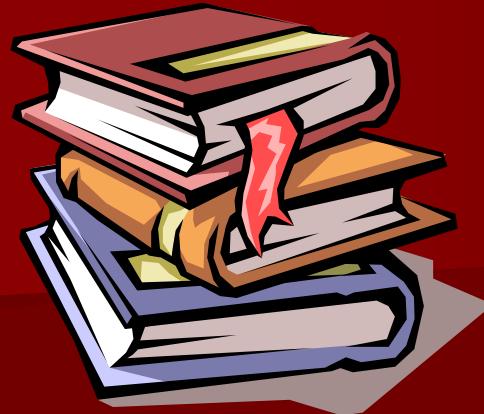
Why teach reading strategies?

"Once thought of as the natural result of decoding plus oral language, comprehension is now viewed as a much more complex process involving knowledge, experience, thinking and teaching."

(Linda Fielding and P. David Pearson, 1994)

Top 7 Reading Strategies + 3

1. Connect to the Text
2. Ask Questions
3. Sense It
4. Make Inferences then Draw Conclusions
5. Decide What's Important
6. Summarize and Synthesize
7. Check Your Understanding
8. *Predict and Prove
9. *Build Fluency
10. *Expand Vocabulary

Students are better readers and more engaged and invested in their learning if they have a way to monitor their own progress.
Reading Strategies allow students to do this.
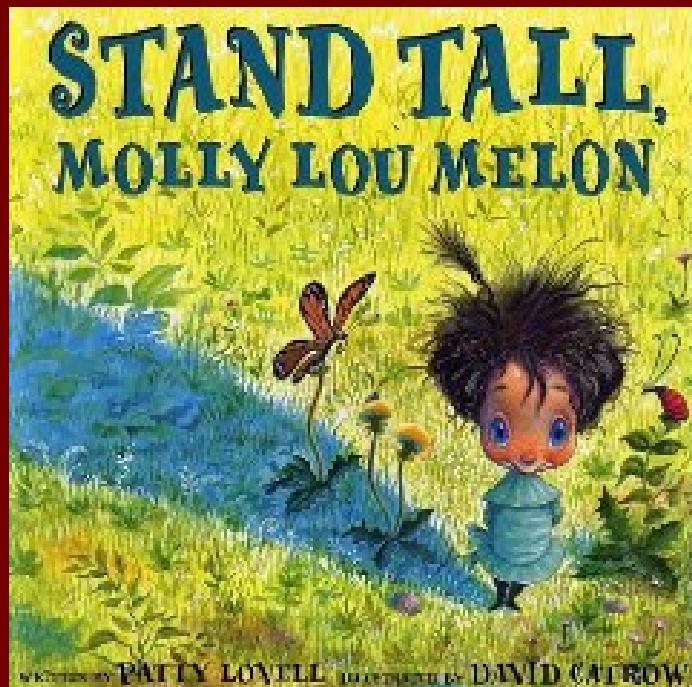
Strategy 1: Connect to the Text

Making Connections: A Bridge From the New to the Known

Text to Self

Text to Text

Text to World

Strategy 1: Connect to the Text

Molly Lou Melon is short and clumsy, has buck teeth, and has a voice that sounds like a bullfrog being squeezed by a boa constrictor. She doesn't mind. Her grandmother has always told her to walk proud, smile big, and sing loud, and she takes that to heart. But then Molly Lou has to start in a new school. A horrible bully picks on her on the very first day, but Molly Lou knows just what to do about that.

Strategy 1: Connect to the Text
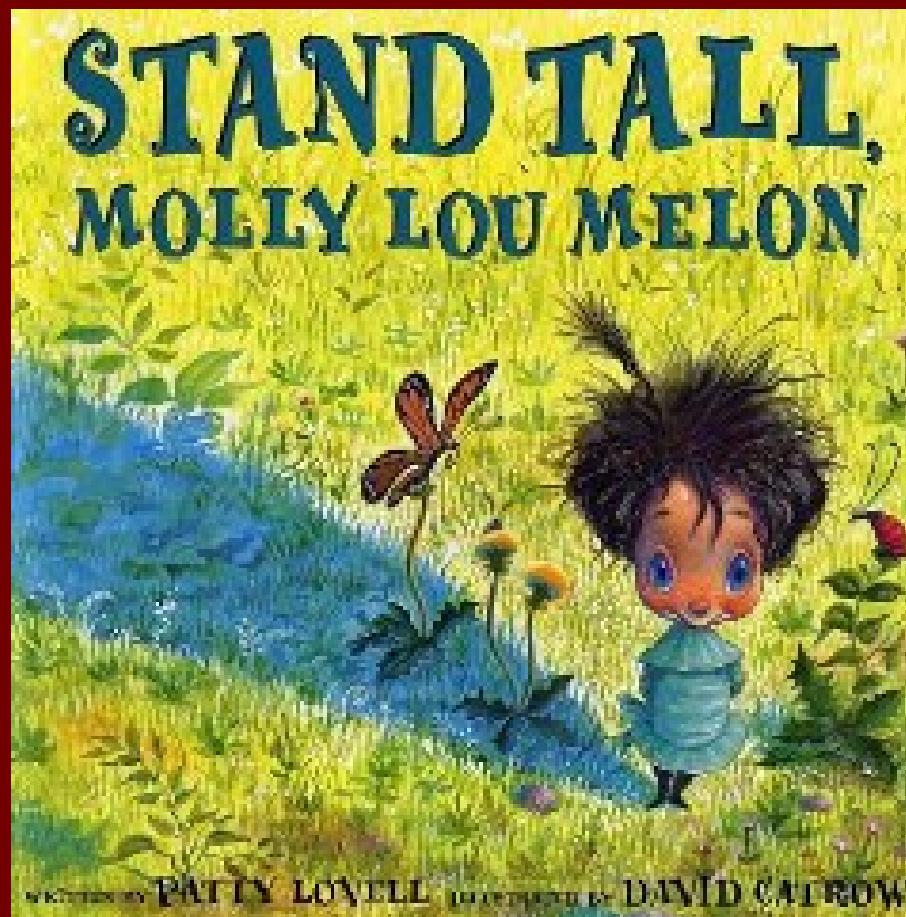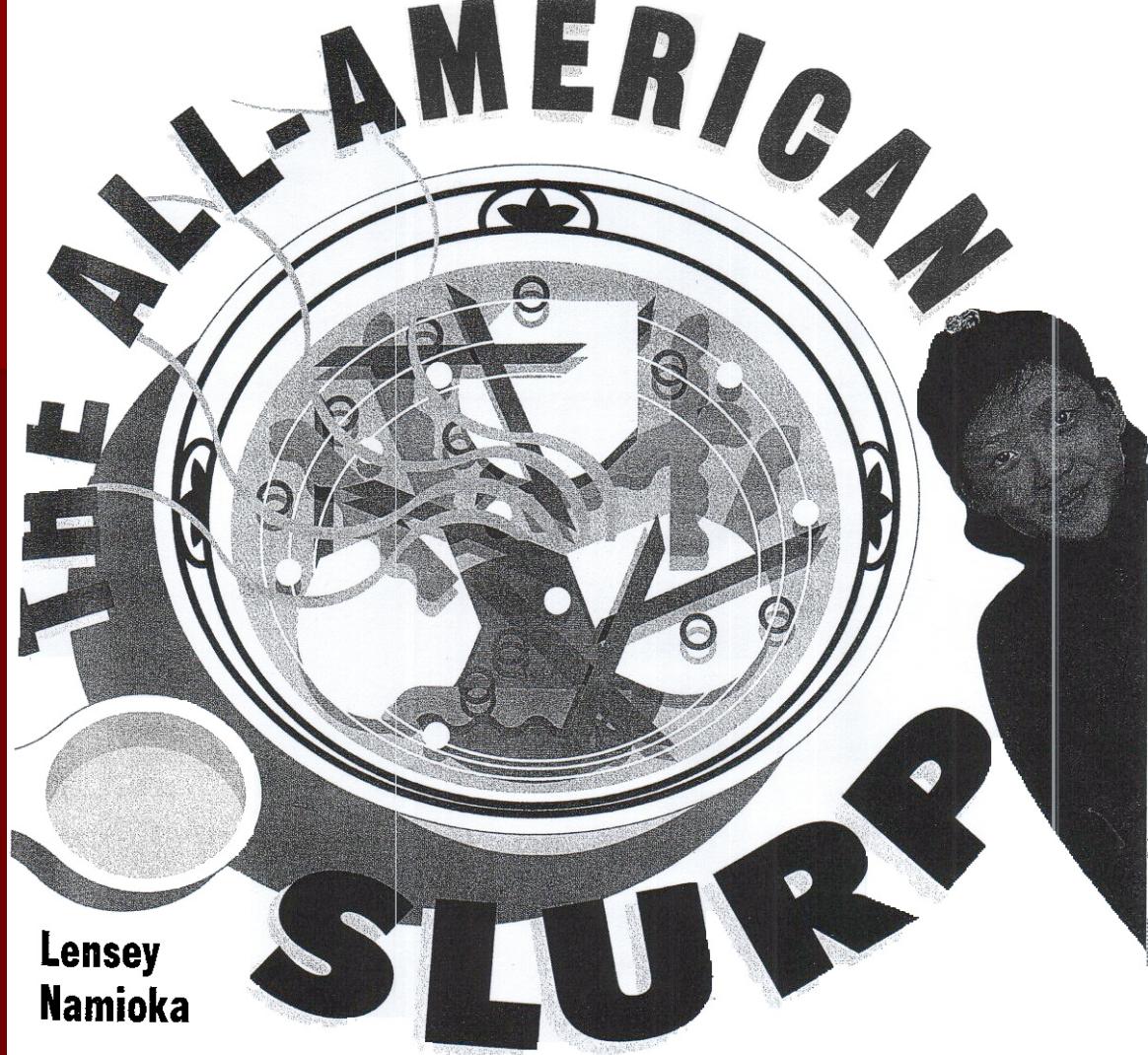
THE ALL-AMERICAN SLURP

Lensey Namioka

① The first time our family was invited out to dinner in America, we disgraced ourselves while eating celery. We had immigrated to this country from China, and during our early days here we had a hard time with American table manners.

In China we never ate celery raw, or any other kind of vegetable raw. We always had to disinfect the vegetables in boiling water first.

When we were presented with our first relish tray, the raw celery caught us unprepared.

We had been invited to dinner by our neighbors, the Gleasons. After arriving at the house, we shook hands with our hosts and packed ourselves into a sofa. As our family of four sat stiffly in a row, my younger brother and I stole glances at our parents for a clue as to what to do next.

Michelle
when I came to America
I got invited to dinner from
my aunt.

Because my parents
English was bad,
I had to do
everything (almost)
that requires advanced
english and when
I had to ask or
order I was died
at least fifty times.
But I knew I shouldn't
be embarrased, so I'm proud now

I have a younger
brother, 5th grade,
and he speaks
better than me
but I have more
knowledges than him
(better accent)

My mom really
couldn't speak any
English (seriously)
but after she starts
working, she always
asks me.
"Didn't I got
better? Right?"

(She's okay)

•**Kids can practice making connections to text with stickies**

Strategy 2:
Ask Questions

Asking Questions: The Strategy That Propels Readers Forward

"Questioning is the strategy that keeps readers engaged. When readers ask questions, they clarify understanding and forge ahead to make meaning. Asking questions is at the heart of thoughtful reading."

Harvey and Goudvis

1 For hundreds, maybe thousands, of years the Kazakh people of central Asia have hunted with golden eagles. Forty years ago, I saw a photograph in an old book of a Kazakh horseman with his eagle. Since then, I've collected everything I could find about these people and their birds. For a long time, people from Europe and the U.S. were not allowed to travel to western Mongolia, the Kazakh homeland. But in 1997, I was able to fulfill a lifelong dream, traveling there to ride with the Kazakh people and learn about their way of life.

2 I've been hunting with birds—a practice known as falconry—for 37 years. I was drawn to it by the beauty of the birds' flight and the challenge of training them. I caught and trained my first bird of prey, a little kestrel, when I was 13. I then graduated to a red-tailed hawk, a common bird you often see on the tops of roadside poles. Since then I've had one small eagle, many falcons, and a couple of goshawks.

Examples: Questioning

- The Lotus Seed   Sherry Garland
- How Many Days to America   Eve Bunting
- All I See   Cynthia Rylant
- An Angel for Solomon Singer   Cynthia Rylant
- Amelia's Road   Linda Allman
- The Wise Woman and Her Secret Eve Merriam
- Fly Away Home   Eve Bunting
- Monarch Butterfly   Gail Gibbons
- The Trumpet of the Swan   EB White
- The Stranger   Chris Van Allsburg
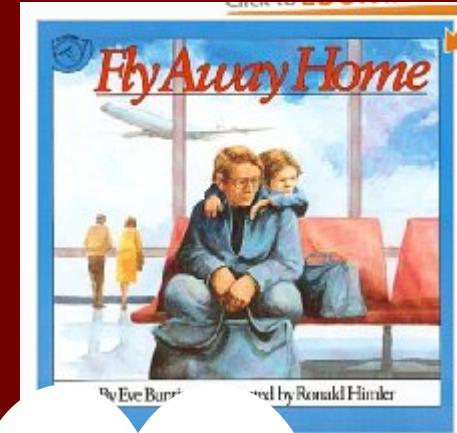
Fly Away Home
by Eve Bunting

- My dad and I live in an airport. That's because we don't have a home and the airport is better than the streets. We are careful not to get caught.
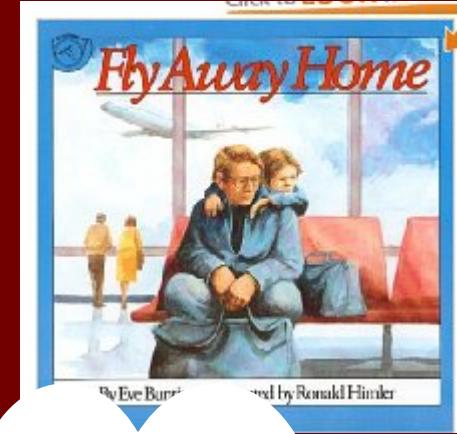
- Why don't you have a place to live?
- Did you always live in the airport?
- Where's your mom?

Fly Away Home
by Eve Bunting

- Mr. Slocum and Mr. Vail were caught last night.

- "Ten green bottles, hanging on the wall," they sang. They were as loud as two moose bellowing.

- •Are they your friends?
- •What does that song mean?
- • Were you nervous because they were so loud?

Fly Away Home
by Eve Bunting

- Dad says they broke the first rule of living here. Don't get noticed. Dad and I try not to get noticed. We stay among the crowds. We change airlines.
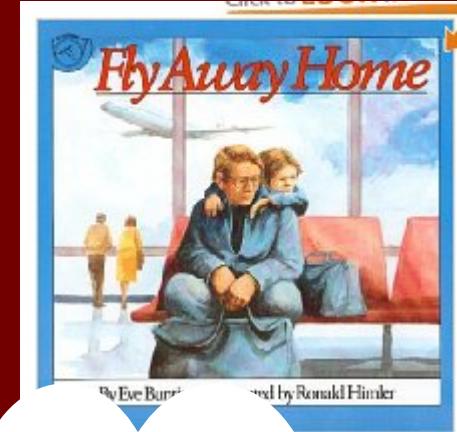
- Who made the rules?
- What happens at night?
- What happened to the Slocums?

Fly Away Home
by Eve Bunting

- "Delta, TWA, Northwest, we love them all," Dad says. He and I wear blue jeans and blue T-shirts and blue jackets. We each have a blue zippered bag with a change of blue clothes. Not to be noticed is to look like nobody at all.
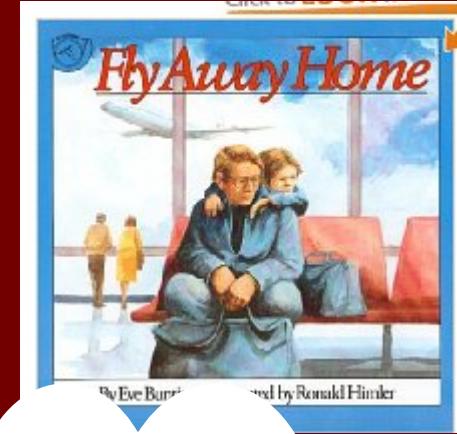
- Did you ever fly somewhere?
- Why blue?
- Where did you get your clothes?
- What do you eat?

Strategy 3: Sense It

Visualizing: A Tool to Enhance Understanding

"Visualizing is a comprehension strategy that enables readers to make the words on a page real and concrete."

Keene and Zimmerman

VISUALIZING
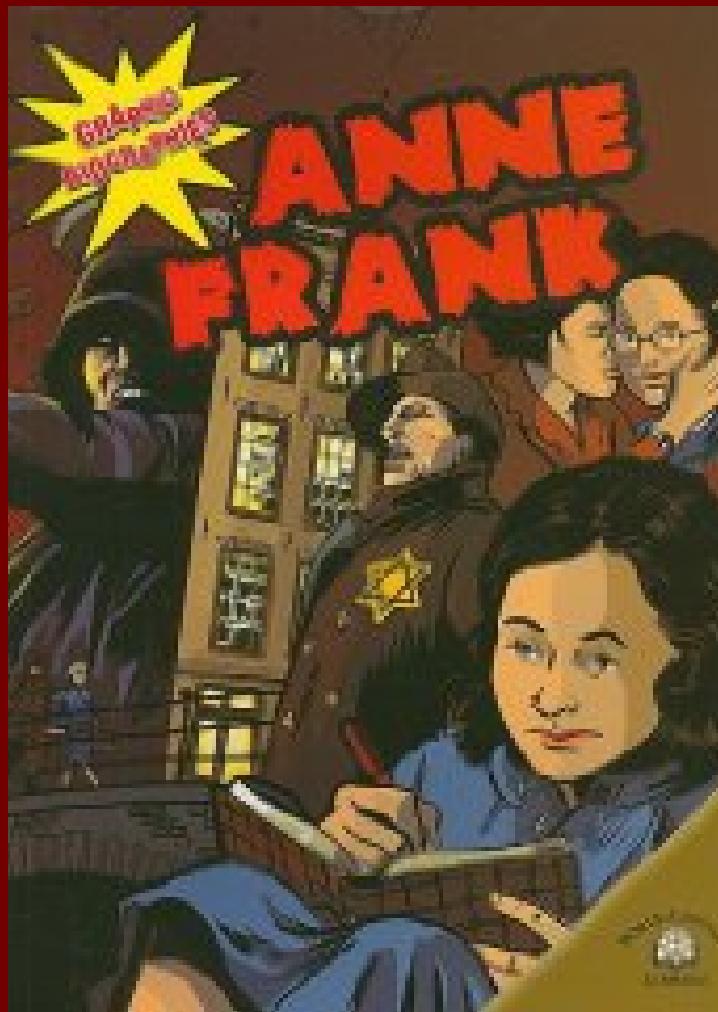
Strategy 4: Make Inferences Then Draw Conclusions

"Inferring is at the intersection of taking what is known, garnering clues from the text, and thinking ahead to make a judgment, discern a theme, or speculate about what is to come."

Harvey and Goudvis

- He put down $20.00 at the window.

- He put down $20.00 at the window. The woman behind the window gave him $4.00.

- He put down $20.00 at the window. The woman behind the window gave him $4.00. The person next to him gave him $8.00, but he gave it back to her.

■He put down $20.00 at the window. The woman behind the window gave him $4.00. The person next to him gave him $8.00, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn.

Butterflies

Make Inferences Then Draw Conclusions

The Other Side

Adapted from the book by Jacqueline Woodson

There was a fence. It stretched though the town. That summer it seemed bigger. We lived in a yellow house on one side of it. White people lived on the other.
Mama said, "Don't climb over that fence when you play."
She said it wasn't safe.

What can you infer about the people who live in the yellow house?
Why wouldn't it be safe?

I could see the fence. That summer I could see a girl in a pink sweater on the other side of the fence. Every morning she climbed up on the fence and stared at me. Sometimes I stared back. She was always alone. We just looked at each other.

What can you infer about the girl who climbs on the fence?
What can you infer about the girl from the yellow house?

One day my friends and I were jumping rope in our yard. She climbed up on the fence. She asked if she could play. My friend said no to her-but she didn't ask anyone else. She just answered. I don't know what I would have said. Maybe yes. Maybe no.

What can you infer about the friend?

Drawing Conclusions

Drawing conclusion is when you put together different bits of facts and then decide what it all means.

Fact 1
- On your way to school you start getting a headache.

Fact 2
- By first period you have a runny nose.

Fact 3
- Your forehead feels warm.

Fact 4
- Your stomach starts hurting.

Conclusion
- You are sick and need to go to clinic.

Fact 1
- The cold wind is blowing outside

Fact 2
- The weather is below freezing.

Fact 3
- The sky is very dark with heavy clouds.

Conclusion-

Tea Party (Before Reading)

Directions:

- Read your slip of paper to yourself.

- Stand up.

- When the "teacher" says start, find a partner, read your slip to your partner.

- Listen as your partner reads you his/her slip.

- Find a new partner.

- Repeat.

From When Kids Can't Read

Prediction
Debriefing the Tea Party

- What statements did you hear?

- How do the statements relate to each other?

- What do you think is the subject of this lesson?

Science: Water Dance
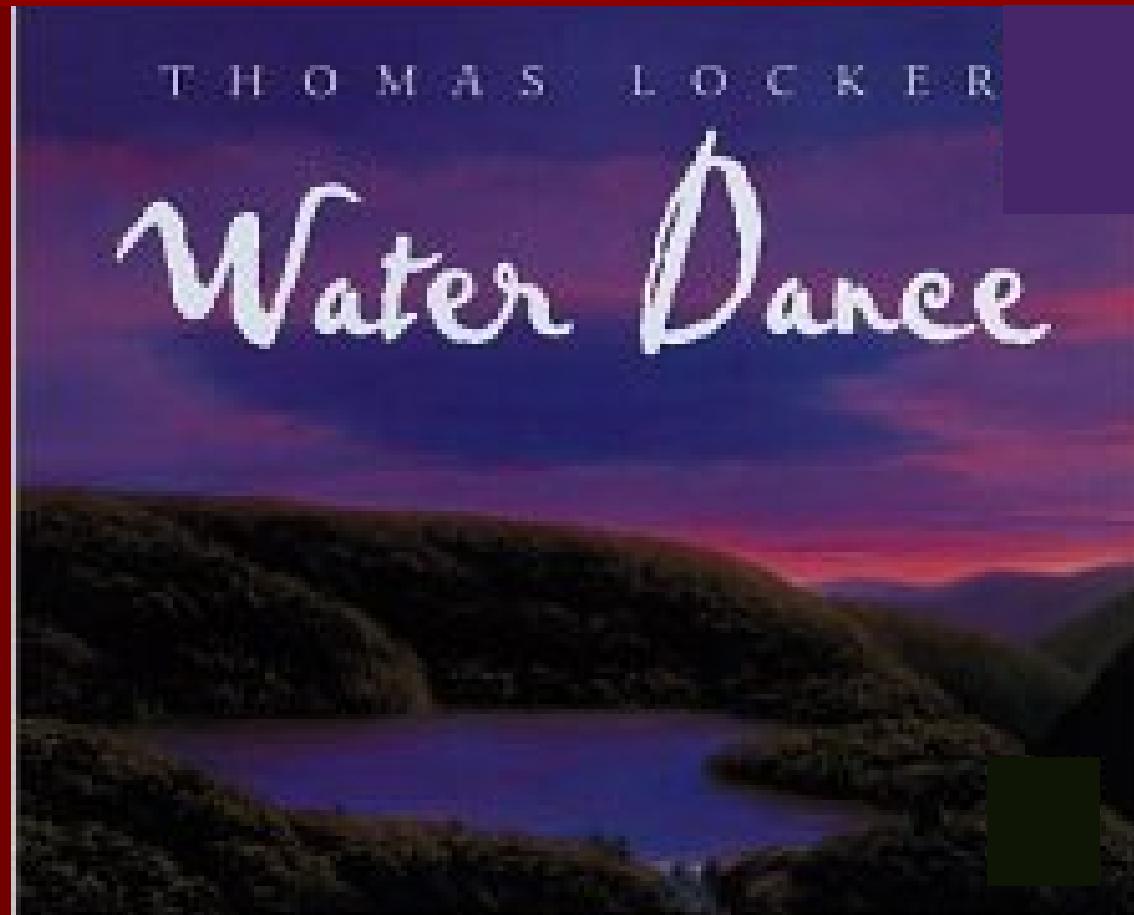
Water Dance (During Reading)

Inferring

Readers draw inferences from text by using their prior knowledge and textual information to draw conclusions, make critical judgments, and form interpretations from the text.

Inferring Activity

In your group:

- Look at the laminated book pages.
- Read the text.
- **Infer:** What is the card describing?
- **Discuss:** How did you make this inference? What *clues* did you use to infer?

Strategy 5: Decide What's Important

"Thoughtful readers grasp essential ideas and important information when reading. Readers must differentiate between less important ideas and key ideas that are central to the meaning of the text."

Harvey and Goudvis

Tarzan/Jane

TARZAN	JANE

→ **Another Brick in the Wall**

Strategy 6: Summarize and Synthesize

The Evolution of Thought

Synthesizing is putting together separate parts into a new whole….a process akin to working a jigsaw puzzle.

Harvey and Goudvis

History of Union Membership (1920-2000)		
Year	*Number* of Workers in Unions (millions)	*Percent* of Total Workforce (nonfarm)
1920	4	13
1930	3.4	12
1940	8.7	27
1950	14.2	32
1960	17	31
1970	19.3	27
1980	17.5	24
1990	16.7	16
2000	16.4	13

21. Based on the table, in which year was the *percent* of union membership among the workforce at its highest?

    a. 1945

    b. 1960

    c. 1950

    d. 1970

Students Must:

- 1)delete unimportant and redundant information,

- 2) categorize information,

- 3) select or create key idea statements,

- 4) synthesize ideas across paragraphs

~Marzano

Strategy 7: Check Your Understanding

"If confusion disrupts meaning, readers need to stop and clarify their understanding. Readers may use a variety of strategies to "fix up" comprehension when meaning goes awry."

Harvey and Goudvis

Strategy 8:
Predict and Prove
(Guess and Check)

"Research suggests that when students make predictions their understanding increases and they are more interested in the reading material."

Fielding, Anderson, Pearson, Hanson

Predict…..

- World War II-
- Kids know how WWI ended for Germany.
- Kids know what is happening with the economy in the world after the war.
- Kids can predict –what will happen- how did Germany feel- work on word "vulnerable"

Strategy 9: Build Fluency

"Fluency is important because it frees students to understand what they read."

Report of the National Reading Panel

The Piano

- Choral Reading

- What's Important?

Strategy 10: Expand Vocabulary

"The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text."

Report of the National Reading Panel

Reading difficulties begin here......

Actual Differences in Quantity of Words Heard

In a typical hour, the average child would hear:

Welfare	616 Words
Working Class	1,251 Words
Professional	2,153 Words

*data from the University of Oregon's research on early literacy

Frontloading Vocabulary

Reading
Assignment
Given

Independent
Reading

Discussion to see if
students learned the main
concepts

Vocabulary, Big Ideas,
Clarify Purpose, Mental
Anchors, Questions

Teacher Mediated Oral
and Silent reading

Read more than once

Chunk Text

Structured Dialogues

Activities to
reinforce &
extend
reading
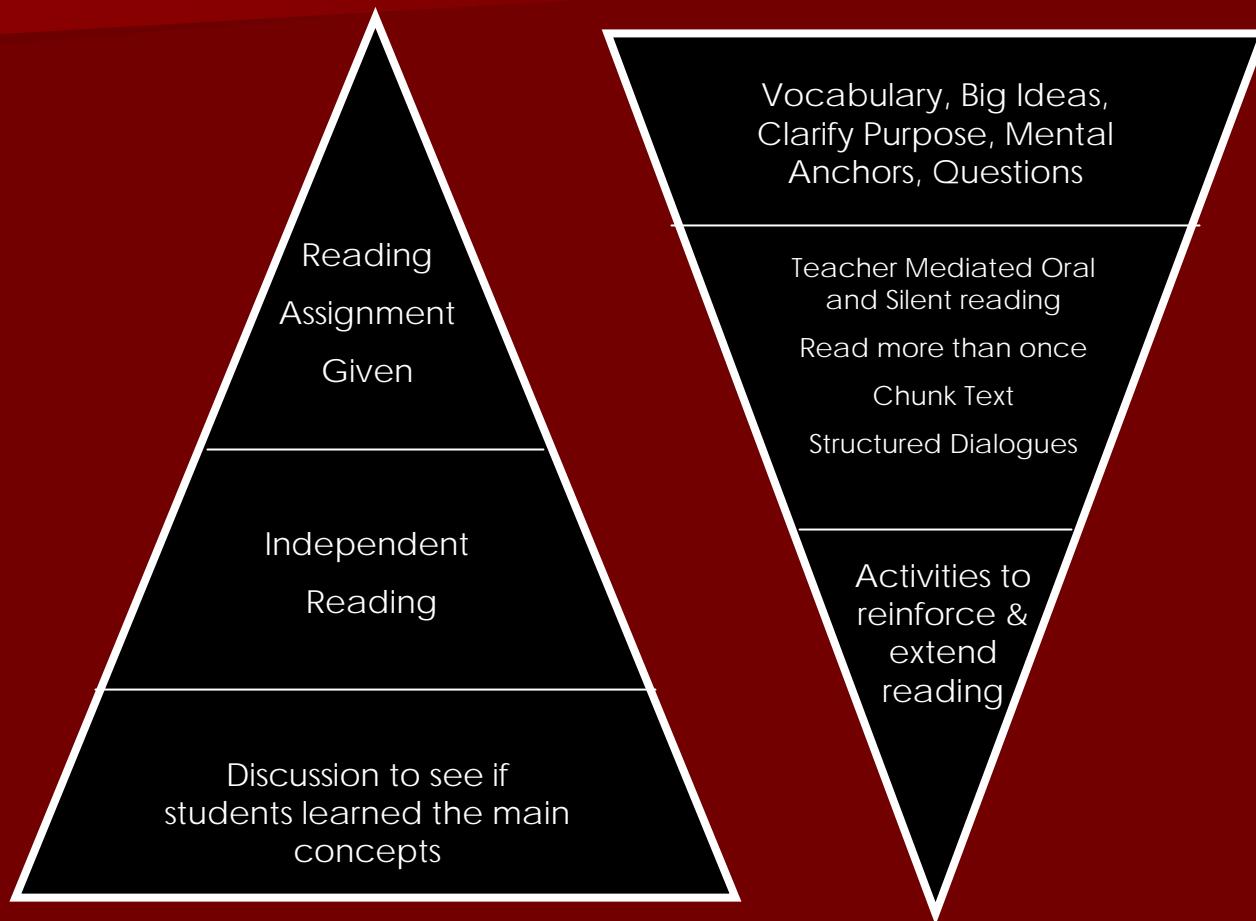
Frontloading Vocabulary

"It is hard to imagine tools more useful than words. Without them, talkers, philosophers, actors and writers would simply be out of business." Karly Kuskin

Word Lists – Short and Sweet

- Students learn more words when we focus on fewer words and use those words in our own speech.

  - Kylene Beers, When Kids Can't Read

Characteristics of Effective Direct Vocabulary Instruction

- Does not rely on the definition
- Students must represent their knowledge of words in linguistic and non-linguistic ways
- Involves the gradual shaping of word meanings through multiple exposures.

What do multiple exposures look like?

- Linguistic/non-linguistic representation
- Identifying similarities and differences – making connections to other words
  - Comparing
  - Classifying
  - Creating metaphors
  - Creating analogies

Characteristics of Effective Direct Vocabulary Instruction

- Students should play with words
- Instruction should focus on terms that have a high probability of enhancing academic success.

From Marzano, *Building Background Knowledge*

Name that Category

- $100,000 Pyramid
- The clue giver sees the category
- The clue giver lists words that fit the category
- Teamate(s) correctly identify the category name.

Level 1

US History
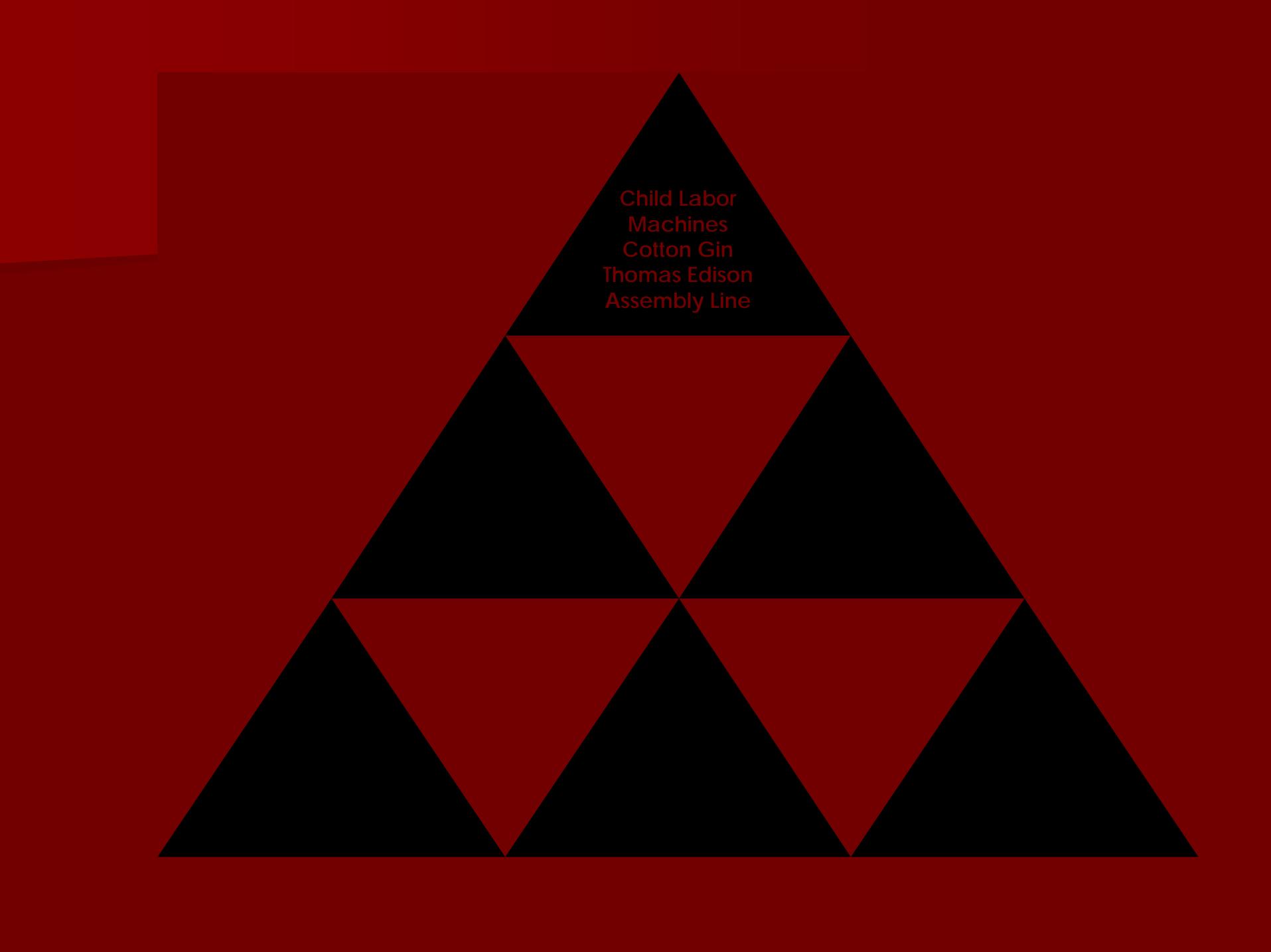
**Child Labor
Machines
Cotton Gin
Thomas Edison
Assembly Line**

**Jamestown
Tobacco Farming
Indentured Servants
Native Americans**

**George Washington
Boston Tea
Party
England**

**Abe Lincoln
Slaves
North and South
Economics
Emancipation
Proclamation**

**Ellis Island
Quotas
Statue of Liberty
Journey
Culture**

**Segregation
Passive Resistance
Ku Klux Klan
Brown vs. Board
Of Education**

Child Labor
Machines
Cotton Gin
Thomas Edison
Assembly Line

Talk a Mile a Minute

Marzano and Pickering, *Building Academic Vocabulary Teacher's Manual*

- Students given list of terms that have been organized into categories.

- Talker tries to get teammate(s) to say the words by quickly describing them.

- The student may not use any words in the category title or rhyming words.

Word Sorts

- Students are given categories to sort words on a word wall.

- Students make categories for words on a word wall.

- Students sort cards or complete sentence strips.

What it looks like...

Specific Strategies (Classroom Activitites)

e.g.
Think Aloud
Say Something
Tea Party
It Says I Say
SWBS

Develop Thinking Processes

e.g.
Inferring
Summarizing
Questioning
Visualizing
Predicting

By Sharpening Reading Skills

e.g.
Recognizing areas of confusion

Sequencing

Separating main idea and details

to foster COMPREHENSION

Reviewing the day...

We discussed:

- *Important Statistics*

- *Explicit Reading Strategies*

- *Literature samples to support:*

  - Social Studies

  - English

  - Math

  - Science

- What good readers do

- Vocabulary instruction

- "A key feature of effective planning is for the teacher to read the text that will be discussed in class while thinking about how the ideas in the text might be encountered by a young, less skilled reader." -Beck, Mckeown, Hamilton and Kucan

Before Reading Favorites:

- Anticipation guide
- A-Z Wordstorming
- Thinking aloud
- Shopping a text set
- Using graphic organizers

During Reading Favorites:

- Stem Starters
- Think Alouds
- Text Sets
- Say Something
- Choral Favorite

After Reading Favorites:

- Exit Pass
- Summarizer
- Bulls Eye
- Right Side of Notebook
- SWBS

10:2 Theory

- For every ten minutes of new information, learners need two minutes to process the information, e. g.
  - Think-pair-share with a partner
  - Participate in discussion
  - Write questions, make inferences

What Teachers Can Do...

- Demonstrate appreciation for literature
- Guide students in selecting literature
- Model reading strategies
- Facilitate literary discussions
- Plan mini-lessons
- Encourage reading of a wide variety of literature

Contact Information

Karyn Niles

Karyn.Niles@fcps.edu

Work: (703) 988-8176

- www.academicesl.com