

Welcome!

The goal for today is for you to leave seeing yourself as a reading teacher.

Defining Learning

Preferred	Learning Zone	Non-Preferred
•Comfortable		•Uncomfortable
•Easy		•Hard
•Automatic		•Had to think
•Fast		•Slow
•Has Flow		•No Flow

**Cooperative Learning
VIDEOS**

Take a moment to reflect

- **What are ways you could use Cooperative Learning Groups in your class or in the lesson you designed? (Which ones would you use?)**
- **Compare and contrast two different Coop. Learning group activities... see your notes and handout**

Looking at Yourself as a Reader handout

- Take a few minutes to answer these questions
- *****
- Turn to your partner

Every Teacher is a Reading Teacher

Kindergarten-High School

- Reading means getting meaning from print.
- Reading is thinking.
- Hearing books read aloud is a key to learning to read.
- **READ, READ, READ!**

Is Reading Important?

- The more you read, the more you know
- The more you know, the smarter you grow
- The smarter you are, the longer you stay in school
- The longer you stay in school, the more diplomas you earn, and the longer you are employed- thus more money you earn in a lifetime
- The more diplomas you earn, the higher your children's grades will be in school
- The more diplomas you earn, the longer you live.

- Regardless of sex, race, nationality,, or socioeconomic background...
- Students who read the most, read the best, achieve the most, and stay in school the longest.

NAEP: National Assessment of Educational Progress 2005

- 60-70% of adolescents are reading below grade level. While the literacy skills of the average 9 year old have increased significantly over the past 30 years.
- There have been no significant change in the reading performance of our nation's 13 or 17 year olds since 1971.

Grade 8 Reading

- 29 % of all students are proficient / advanced
- 42 % of all students are at the basic level
- 29 % are below the basic reading level

70% of US Middle and High School students

- Require differentiated instruction which is instruction targeted to their individual strengths and weaknesses (Reading Next study)

It is Your Responsibility!

- You are not just a content area teacher...
- You are a teacher.
- If your kids can't read, do not wait for someone else to fix the problem.
- You must be an advocate for the kids...no matter what subject you teach.

All Teachers K - 12

- Reading
- Writing
- Math
- Science
- Social Studies
- The Arts

Every Teacher is a Reading Teacher

Reading Aloud to Kids

- The single most important activity – experts say – is reading aloud to kids. More important than worksheets, homework, assessments, book reports, and flashcards.
- It's one of the cheapest, simplest, and oldest tools of teaching and it is better than anything else.

Why do we read to kids?

- So we can condition the child's brain to associate reading with pleasure
- Create background knowledge
- Build vocabulary
- Provide a reading role model

Reading Aloud to older kids:

- Helps with vocabulary and background knowledge
- It helps with Writing, Spelling
- Math, Science
- Everything in the curriculum rests upon reading...books, magazines, newspapers, comics,

Middle School kids

- Their limbic system or “emotional brain” is particularly active during early adolescence – so it is important to build the curriculum around topics that are of interest to them. Themes that have emotional content and that engage students’ feelings in a gripping way is important.
- Textbooks tend to be boring. So link literature to their feelings, memories, or personal associations.

Types of Reading

- **Read Aloud** – The teacher reads a book, article, or an excerpt aloud to the students. The focus is on enjoyment, but a wide variety of other learning goals can also be met.

- **Interactive Read – Aloud** – As he reads aloud, the teacher pauses to pose questions that will enhance meaning and student connections.

Think – Aloud / Shared Reading -

The teacher reads a section of text aloud, and then pauses to explain how she used a particular reading strategy, such as predicting, to help her more fully comprehend the material. In shared reading, the students will have a copy of the text being read aloud.

▪ **Fluency** - the Teacher coaches students to help them read smoothly, with good phrasing and expression, at a conversational pace. One way to accomplish this is to provide students with an excerpt to practice reading orally.

▪ **Guided Reading** - The teacher works with small, leveled groups of students to teach specific reading skills, using appropriately leveled texts.

Sustained Silent Reading

▪ is Reading Aloud's - Natural Partner

The more you do it the better you get at it. Being read to and reading for pleasure impacts scores more than anything.

Call it " the easiest time of day" for your kids.

▪ **Book Clubs / Literacy Circles -**

These are student led groups that choose books to read from a selection offered by the teacher. The group members read and then discuss what they have read.

▪ **Independent Reading –**

Students select texts that interest them and read for pleasure and to answer questions that they may have. The books they didn't get a chance to peruse in their book clubs or as guided reading selections make excellent choices.

Research –

Students choose a topic that they'd like to learn more about and then select books that will answer their questions. They read and gather information, then report back to the class.

Reflection

It's the simplest of all instructional innovations. Adding reflection logs to a student's routine moves students to new levels of thinking.

- "What led you to do things that way?"
- "How did you come to that conclusion?"

Literature Circles

- Children pick the books
- Everyone doesn't read the same book at the same time.
- Typically 5 member groups each reading a different novel.
- Groups are temporary and based on student interest – from children's, young adult, and classic literature.

- Kids ask their own questions and don't follow the teacher or the textbook study questions.
- The teacher is a facilitator and documenter.
- Kids make the assignments, raising the questions, doing the talking and working.

▪ Ask students to “think of a time in your life when you...

“How would you handle the problem differently now?

Help students develop their own voices through poetry, journal writing...

Why do readers struggle?

▪ Comprehension...bulk of older struggling readers can read (decode), but cannot understand what they read.

▪ Reading for secondary students...in fact, reading for students beyond the primary grades...gets relatively little attention!

Two ways to support struggling readers...

1. Effective Instruction of Comprehension

2. Vocabulary Strategies

Effective Comprehension and Vocabulary Instruction...

- Are essential for struggling readers.
- Should be intentional and purposeful.
- Must be taught in such a way so that all students have the opportunity to achieve academic success.

Effective Comprehension Instruction

“Think Alouds”:

1. Predict
2. Note most important information in text
3. Imagery
4. Question
5. Connect
6. Clarify
7. Summarize
8. Reflection

Strategies to Enhance Comprehension

- Teacher models the Think Aloud process. Continue process until students become proficient.
- Note taking while reading.
- Text mapping using graphic organizers. (Google graphic organizers)
- Partner read and discussion.

Background Knowledge

Read this to yourself:

Piazza and Robin Ventura singled to start the eighth inning. After a Braves pitching change to bring in Mike Remlinger, Melvin Mora – the first of a series of pinch hitters – came to the plate for Benny Agbayani. Mora bunted, moving Piazza and Ventura over.

Now read this:

Kalis and Rhodes put on 84 but, with the ball turning, Mark Waugh could not hit with impunity and his eight overs cost only 37. The runs still had to be scored at more than seven an over, with McGrath still to return and Warne having two overs left, when Rhodes pulled Reiffel to Beven at deep square leg.

Was there a difference in your comprehension?

- The first was probably easier...a baseball game in 1999.
- The second came from an account of the World Cricket Championship in the same year.

- Confusion comes because the less we know about a subject or vocabulary associated with it, the slower we read, comprehension goes down.
- Children who read the most or travel the most bring the largest amount of information to the table and understand more of what the teacher or book is teaching.

Activate Prior Knowledge

- Consciously (or unconsciously) summon information or background that have relation to the topic.
- Provides a foundation for the reading.

Set a Purpose/Reason/Goal for Reading

- What do the students expect to get out of the reading?
- Pleasure or entertainment
- Gather information
- To support a thesis
- To answer an essential question

Decode Text into Words and Meanings

- Define unfamiliar words using context clues or word parts (prefixes, suffixes, roots)
- Secondary teachers must continue to work on decoding as text become more sophisticated.

Make Predictions

- Look at things such as...title, table of contents, number of pages, photographs, book jacket, size of font, etc...they make predictions about the contents and quality.
- As reading progresses they continue to revise initial reactions and predictions.

Predictions

- During Shared Reading time: The teacher reads a section of the text aloud while kids follow along with their copy of the text. The teacher then pauses to explain or ask:
 - What will happen next?
 - What is the author trying to help me learn?
 - Can I draw some conclusions?

Visualize

- Powerful tool!
- Fictional text...create mental picture of setting, characters, visual world of the story
- Non-Fiction...abstract...create visual symbols, concept webs, mind maps to organize information

Imagery

- Can I see the characters, setting and action?
- Can I see images of cause effect or sequence?
- Can I make mental pictures or sensory images?
- Can I see the process being described by the text? (water cycle, War of 1812, perimeter)

Ask Questions

- Questions about the text, the writer, their own responses, opinions, and reactions to the reading
- Questions that voice their internal confusion and need for clarity
- Powerful for students to see/hear someone work through their confusion

Questioning

- Actively wonder and ask questions
- Does this new fact make sense?
- Why is the author talking about Huck Finn in this chapter on the Reconstruction period?
- Who, What, Where, When, Why and How?

Make Personal Connections

- Skilled readers ask themselves the following questions as they read...
- How is this like/unlike something I know or have experienced?
- How can I connect the ideas here to other texts I have read?
- How is this text useful or relevant to me?

Connecting

- Make a connection from what they are reading to prior knowledge and experience.
- Can the student link to their own experience, to events in the world, to other readings?

Connecting

- How is _____ like _____ ?
- How is the war in Iraq like the Revolutionary War?
- How is a rectangle like a square?

Clarifying

- When the information does not make sense, ask for clarification or reread.
- Do I have questions that can be answered if I reread the text?
- Read the sentence or paragraphs...Does it make sense? Can I recall what I just read?

Summarize

- Can I summarize the information that I just read?
- Can I retell the story?
- Can I remember information?

Monitor Understanding and Summarize

- “Invisible Folder” of information while reading text...drop items as they read
- If something does not make sense they take a closer look
- Review collected items to move toward understanding, synthesis and evaluation of text

Apply What Has Been Learned

- Ask themselves...
- How can I use this information?
- What does this story mean to me?
- How can I apply this in my own life?

Effective Comprehension Instruction

Think Alouds:
What Skilled Readers Do When They Read

1. Activate prior knowledge
2. Set a purpose/reason/goal for reading
3. Decode text into words and meanings
4. Make predictions
5. Visualize
6. Ask questions
7. Monitor understanding and summarize
8. Apply what has been learned

Strategies to enhance comprehension

- Teacher models the Think Aloud process. Continue process until students become proficient. (See handout)
- Note taking while reading.
- Text mapping using graphic organizers. (Google graphic organizers)
- Partner read and discussion.

When students are taught effective comprehension strategies they tend to want to read more.

Our goal is to help create life long readers.

Powerful influences in students vocabulary growth

- Reading, reading, reading!!!!!!
- High interest reading materials.
- Wide variety of reading materials.

Effective Vocabulary Instruction

- Make learning words fun!
- Explain new vocabulary. Draw attention to distinctive features of written language.
- Use an online thesaurus.
- Having students look up the word in the dictionary and write the definition is ineffective...instead...
- Have students draw pictures or use hand gestures to illustrate a new word or just talk about the word.

Proof of Success in building Academic Vocabulary

- The ability of comprehend subject matter
- No vocabulary instruction **50%**
- Direct vocabulary instruction on content words **83%**

Teaching Vocabulary is Fun

- Mnemonics is a fancy word that means "assisting the memory"
- Experts say that mnemonics are just about the best way to remember anything

▪ Most words we work with don't make a picture in our mind

▪ So we find substitute words that do make pictures in our heads and use them for words that do not

Here's a famous rhyming mnemonic:

▪ "Columbus sailed the ocean blue in fourteen hundred and ninety two"

Visual Mnemonics:
Pictures in your mind

▪ They say a picture is worth a thousand words

▪ For most people it's easier to remember pictures rather than sounds that they hear

▪ It's like we have a built in camera in our brains. When we read banana our mind makes a mental picture of it

Make a Science or Math come alive...

- Wrap the facts and figures, dates and battles, in flesh – and – blood novels.
- Read *My Side of the Mountain* by Jean Craighead George
- Read *Woodson* by Gary Paulsen to your Science class
- Open a history class with five minutes from *My Brother Sam Is Dead* by James and Christopher Collier

Reading Aloud...to All Students...K to 12

- Helps with vocabulary and background knowledge
- Helps with all content areas
- Provide a reading role model

Every Teacher is a Reading Teacher!

- Be a model for your kids...show them that reading is important.
- Bring literature into your content area...Remember those Anticipatory Sets!

Excellent 16 Volume Series of Biographies

- It's called Great Lives (Atheneum)
- Each volume contains more than 2 dozen 15 page profiles on famous persons in American Government, exploration, sports, human rights; nature and the environment; American literature; world religions; the American frontier, technology, medicine, culture, painting, journalism.

Comprehension Information

- LARC Literacy Achievement Research Center
- Zimmerman, S. & Hutches, C. (2003). 7 Keys to Comprehension: How to help kids read it and get it! New York. Three Rivers Press

Helpful Websites

- www.ala.org American Library Assoc.
- www.tla.org Texas Library Assoc.
- www.slj.org School Library Journal
- www.hbook.com The Horn Book
- www.edutopia.com All Subjects
