


"A journey of a thousand miles begins with a single step."
—Confucius

A graphic of four footprints in a path, starting from the bottom left and moving towards the top right, symbolizing a journey.

Welcome!

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

What's Going to Happen Today...

- You will listen some today
- Read some today
- Watch videos
- Talk with each other
- Do group work
- See yourself as a reading teacher

- Katy Roede
- Educational Background
- Teaching Experience
- Administrative Experience

Every Teacher is a Reading Teacher

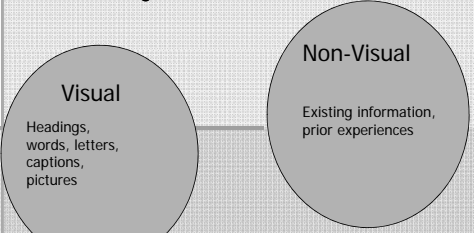
READING....ah, the mystery of it all

Try the "Chair Touch" Partner Communication Activity

- Tell them the date you learned to read!
- Tell them who actually TAUGHT you to read.
- Tell them the first literary piece you remember loving to read. STUMPED????
- Then, tell them approximately when you actually remember reading for the first time.
- Fast forward to the present...Tell them what do you love to read and what reading do you avoid?

Importance of Reading Strategies and Research

Reading is a process which DEMANDS building on a foundation and gains momentum...



Visual
Headings, words, letters, captions, pictures

Non-Visual
Existing information, prior experiences

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.

 **The Critical Components of Effective Reading Instruction**

Components	K	1st	2nd	3rd
Phonemic Awareness	✓	✓		
Phonics & Word Study	✓	✓	✓	✓
Fluency	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓
Comprehension	✓	✓	✓	✓

There are 3 Reading Areas

- **Before Reading**
 - *Activate background knowledge
 - *Preview
 - *Set a purpose
- **During Reading**
 - *Ask questions
 - *Predict
 - *Monitor understanding
 - * Make connections
 - *Fix misunderstandings
- **After Reading**
 - *Reread
 - *Remember
 - *Reflect

Literacy Essential Components

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Text Comprehension

Phonemic Awareness

- The ability to distinguish sounds in the everyday environment.
- Involves working with the sounds of language at the word, syllable, and phoneme level.

Phonemic Awareness Instruction

- Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills at a time, such as segmenting and blending.
- Link sounds to letters as soon as possible using letters as manipulatives for segmenting and blending activities.
- Use active teaching strategies such as modeling, demonstration, and explanation.

Phonics

- Effective Phonics instruction teaches students the alphabetic principle relating Reading sounds to letters.
- Learning to read unfamiliar but decodable words requires the use of phonics.
- The goal of phonics instruction is to teach students that there are systematic and predictable relationships between written letters and spoken sounds.

Phonics Instruction

- Provide explicit, systematic phonics instruction that teaches sound-symbol relationships in sequence.
- Provide explicit instruction in blending sounds to read words. Include practice in reading texts at the appropriate level.
- Provide ample opportunities for students to practice spelling words they can decode and decoding words they can spell.

Fluency

- The ability to read a text accurately and quickly.
- Fluency is important because it provides a bridge between word recognition and comprehension.

Fluency Instruction

- Provide opportunities for students to practice reading isolated words.
- Provide opportunities for students to practice repeated oral reading with guidance from teachers, peers (e.g., partner reading) and/or parents.
- Provide opportunities for students to read aloud in groups (e.g., choral reading) or to reread text independently (e.g., reading along with audiotape).

Vocabulary

- Two types: oral and print.
 - Oral vocabulary refers to words that are used in speaking or recognized when listening.
 - Print vocabulary refers to words we recognize and use in print.
- An important part of learning to read and of reading comprehension
- Can be developed in two ways: indirectly and directly

Vocabulary Instruction

- Provide direct, explicit instruction to help students learn word meanings.
- Introduce new vocabulary in multiple contexts.
- Engage children in daily interactions that promote using new vocabulary in both oral and written language.
- Actively involve students connecting concepts and words.

Text Comprehension

- Intentional thinking during which meaning is constructed through interactions between text and reader.
- Research suggests that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental pictures in their memory.

Text Comprehension Instruction

- Explicitly explain, model and teach comprehension strategies such as monitoring, use of graphic organizers, asking and answering questions, previewing and summarizing; use of multiple strategies (e.g., cooperative learning).
- Include pre-reading, reading, and post-reading comprehension activities during instruction.

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.

Vocabulary

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

Group Vocabulary Work

- Group work – vocabulary
- Share

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!

What Works?

- Provide a choice of reading materials. Don't limit students' ability to think about your content because the textbook is too hard. Collect accessible text related to your field.

What Works?

- Demonstrate how your content connects to the real world. Current events- whether local or international- can almost always be applied to concepts being taught in the classroom

What Works?

- Give student opportunities to read provocative text. If it is boring to you, it will be boring to them.
 - Good readers know when to abandon a text. They will not read text that has no information or use in their daily lives

What Works?

- Don't expect the textbook to do your job. You are the expert on the content. Use the reading material, including the textbook, to go beyond the learning in the classroom.

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

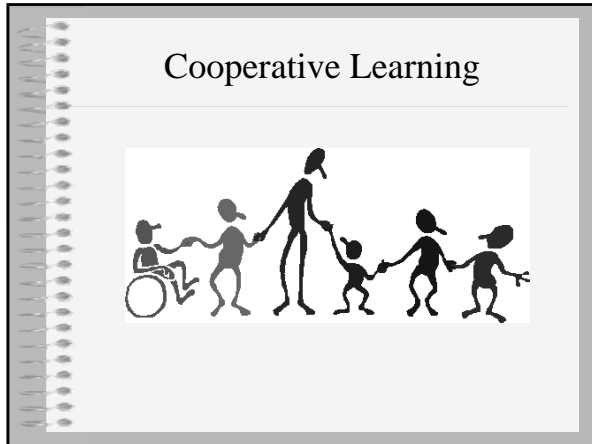
- www.ala.org American Library Assoc.
- www.tla.org Texas Library Assoc.
- www.slj.org School Library Journal
- www.hbook.com The Horn Book
- www.edutopia.com All Subjects

Thank you for choosing
teaching

"A journey of a
thousand miles
begins with a
single step."

—Confucius





Cooperative Learning

- A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.
- Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Students work through the assignment until all group members successfully understand and complete it.


Cooperative Learning

- Result in participants striving for mutual benefit so that all group members:
 - gain from each other's efforts. (Your success benefits me and my success benefits you.)
 - recognize that all group members share a common fate. (We all sink or swim together here.)
 - know that one's performance is mutually caused by oneself and one's team members. (We can not do it without you.)
 - feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

Why Use Cooperative Learning?

- Promotes student learning and academic achievement
- Increases student retention
- Enhances student satisfaction with their learning experience
- Helps students develop skills in oral communication
- Develops students' social skills
- Promotes student self-esteem
- Helps to promote positive race relations


Cooperative Learning



Elements of Cooperative Learning

Positive Interdependence
(sink or swim together)


- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities



Elements of Cooperative Learning

Face-to-Face Interaction
(promote each other's success)


- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding
- Discussing concepts being learned
- Connecting present with past learning



Elements of Cooperative Learning

Individual & Group Accountability
(no hitchhiking! no social loafing)


- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.



Elements of Cooperative Learning

Individual & Group Accountability
(no hitchhiking! no social loafing)

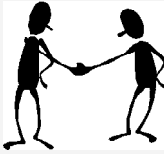
- Observing each group and recording the frequency with which each member-contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.



**Elements of
Cooperative Learning**

**Interpersonal &
Small-Group Skills**


- Social skills must be taught:
- Leadership
- Decision-making
- Trust-building
- Communication
- Conflict-management skills



**Elements of
Cooperative Learning**

Group Processing

- Group members discuss how well they are achieving their goals and maintaining effective working relationships
- Describe what member actions are helpful and not helpful
- Make decisions about what behaviors to continue or change



Cooperative Learning Roles

- Leader/Manager
- Recorder
- Reporter
- Monitor/Time keeper
- Wildcard (in groups of 5)

Cooperative Learning Roles

- **Leader/Manager**
 - responsible for keeping the group on the assigned task at hand
 - makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members
 - may also want to check to make sure that all of the group members have mastered the learning points of a group exercise

Cooperative Learning Roles

- **Recorder**
 - maintains the group files and folders on a daily basis and keeps records of all group activities
 - writes out the solutions to problems for the group to use as notes or to submit to the instructor
 - may also prepare presentation materials when the group makes oral presentations to the class

Cooperative Learning Roles

- **Reporter**
 - gives oral responses to the class about the group's activities or conclusions

Cooperative Learning Roles

- Monitor/Time keeper
 - responsible for making sure that the group's work area is left the way it was found
 - acts as a timekeeper for timed activities


Cooperative Learning Roles

- Wildcard (in groups of 5)
 - acts as an assistant to the group leader and assumes the role of any member that may be missing

Cooperative Learning Class Activities

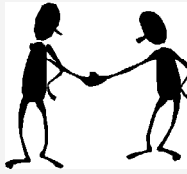
- Jigsaw
- Think-Pair-Share
- Round Robin Brainstorming
- Three Minute Review
- Number Heads Together
- Team, Pair, Solo

Jigsaw



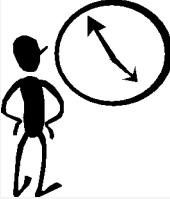
- Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

Think-Pair-Share



- Involves a three step cooperative structure. –
 1. Students think silently about a question posed by the teacher
 2. Students pair up during the second step and exchange thoughts.
 - 3) The pairs share their responses with other pairs, other teams, or the entire group.

Three-Minute Review



- Teacher stops any time during a lecture or discussion and gives teams three minutes to review what has been said, ask clarifying questions or answer questions.

Cooperative Learning Video

- What preparation is needed in order for Cooperative Learning to be implemented efficiently?
- What activities lend themselves to Cooperative Learning?
- What do I need to work on to implement Cooperative Learning in my classroom?

Literacy

A book is the only place in which you can examine a fragile thought without breaking it, or explore an explosive idea without fear it will go off in your face. It is one of the few havens remaining where a man's mind can get both provocation and privacy.

~Edward P. Morgan
