

# READING ACROSS THE CONTENT AREAS GRADES 6-12

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Activity Packet

## Anticipation/Reaction Guide

Here are ten simple statements about reading.  
Decide if you agree or disagree with each statement.

A=AGREE	D=DISAGREE	?=DON'T KNOW!!
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BEFORE READING	AFTER READING	
		1. Content reading strategies are only useful with printed text.
My notes from the text→		
		2. Many students have difficulty reading aloud and comprehending at the same time.
My notes from the text→		
		3. Learning to read, like learning a spoken language, is a natural ability.
My notes from the text→		
		4. Only trained reading teachers can teach struggling readers to read from grades 6 through 12 because it is too late to teach them how to read in their content classes.
My notes from the text→		
		5. Round robin reading or “popcorn reading” is an effective way to keep students actively engaged in reading a text.
My notes from the text→		

# SEASON PARTNERS

Find someone in the room for each season. You must both sign each other up for the same season. Try to match a season with someone who is NOT seated with you & NOT seen daily at school.

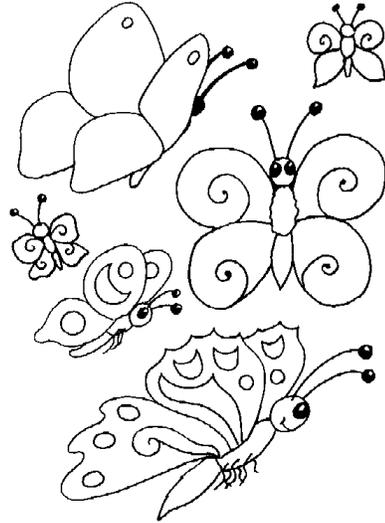
**Winter**

Name: \_\_\_\_\_



**Spring**

Name: \_\_\_\_\_



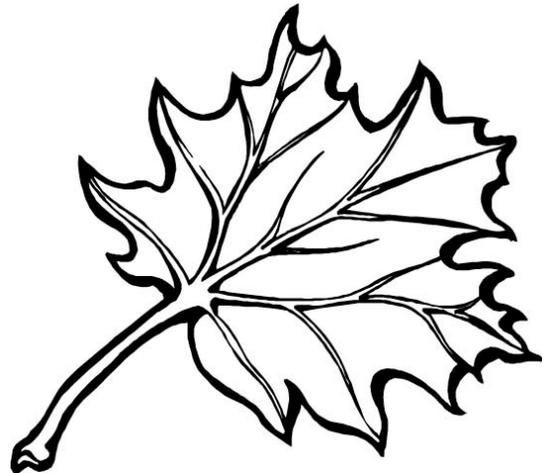
**Summer**

Name: \_\_\_\_\_



**Fall**

Name: \_\_\_\_\_



## What is reading??

Reading comprehension is a process that involves the orchestrations of the reader's prior experience and knowledge about the world and about language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meanings of vocabulary in context, monitoring one's own comprehension, and reflecting. The process also involves such affective factors as motivation, ownership, purpose, and self-esteem. It takes place in and is governed by a specific context, and it is dependent on social interaction. It is the integration of all these processes that accounts for comprehension. They are not isolable, measurable subfactors. They are wholistic processes for constructing meaning. (Bartoli and Botel 1988)

What this means...Many complex factors come into play when one reads difficult text. If students are to have any chance of becoming better readers, teachers must do more than simply assign questions at the end of each chapter or pull worksheets from a cabinet. There is a big difference between *assigning* students reading and *teaching* them how to read deeply. Even though you aren't a reading teacher, you have an obligation to teach reading.

## Five Reading Elements

<b>Element</b>	<b>Definition</b>	<b>example</b>
<b>Phonemic Awareness</b>	The ability to hear, identify, and manipulate the individual sounds in spoken words. It is part of phonological awareness	A child can speak, repeat, and use different words and sounds. He or she learns patterns in speech and repeat those, although sometimes grammatically incorrect, like think, thunk.
<b>Phonics</b>	Understanding the relationship between the letters and the spoken sounds	A child understands that letters and combinations of letters make specific sounds
<b>Fluency</b>	Orally reading with appropriate rate, expression, and phrasing	A child picks up a book and reads it as if in a conversation, with automaticity.
<b>Vocabulary</b>	Words for effective communication when listening, speaking, reading and writing	A child knows the words in a passage and the words' meanings without having to struggle
<b>Comprehension</b>	Understanding the meaning of print	A child is a fluent reader, knows the vocabulary, and can put in his or her own words what the passage is about.

# What Does the Research Tell Us About Reading?

- The bulk of older struggling readers and writers (grades 4-12) can read but cannot understand what they read.
- Many excellent third-grade readers will falter or fail in the later-grade academic tasks if the teaching of reading is neglected in the middle and secondary grades.
- The more active and concrete the activity and the student involvement, the more learning occurs.
- The two most critical elements needed to learn to read are vocabulary and prior knowledge/experience.
- It is never too late to teach a student to read!
- Reading is not a natural ability: “That the brain learns to read at all attests to its remarkable ability to sift through seemingly confusing input and establish patterns and systems. For a few children, this process comes naturally; most have to be taught.” David Sousa, 2005
- Many students cannot read aloud and comprehend at the same time.

## The Rationale for Teaching Reading Strategies in All Subject Areas

1. Students do not automatically transfer skills they learn in reading to content areas.
2. Teachers are experts in their content areas. They can identify key concepts, critical vocabulary, text features, and reading-thinking skills needed to learn in their content.
3. Content teachers can model the skills their students need to use and learn. They can create enthusiasm for their subjects.
4. Reading comprehension is basic to learning in every content area. The content teacher’s responsibility is to help students learn to use the reading strategies they need to understand specific content materials and concepts.
5. Teaching reading through content is not teaching phonics or other basic word attack skills. It is modeling and teaching specific reading-thinking skills that the teacher identifies as necessary for students to understand their content.
6. Content teachers become teachers who teach their students how to read their specific content and include the following:
  - Vocabulary development
  - Comprehension strategies
  - Fluency practice
  - Writing strategies

**Teachers should keep in mind that for a student to read a text independently, he or she must know about 95% of the vocabulary. However, with teacher support using before-, during-, and after-reading strategies, a student can comprehend text even though he or she knows only about 75% of the words (Beers, 2003).**

**When you have students read in your content... think of ways to help them read the text in three stages: before, during, and after reading.**

## **1. Before Reading**

- ❑ Build background knowledge and purpose for the lesson
- ❑ Pre-teach important terms or vocabulary
- ❑ Relate new information to previously learned information
- ❑ Interpret the visuals and the captions in the text (charts, graphics, maps, pictures, etc.)
- ❑ Go over the questions they are to answer before they read
- ❑ Have students predict what they might learn when they read.

## **2. During Reading**

**Reading is much more than just read the story or chapter silently and then answer the questions or do the worksheet when you finish. Reading is also much more than the old “round robin” read aloud. Try something different to get students actively involved in what they are reading.**

- ❑ Pair students and have them read aloud to each other or in unison
- ❑ Read aloud and have students follow along. At designated words or phrases the teacher pauses and the students fill in the missing words.
- ❑ Call on a student to read and then that student calls on the next person. Students have the right to pass and then call on another person.
- ❑ The teacher reads aloud and then one or more students echo what the teacher has read, using the same style and intonations.
- ❑ Pair students and have them read orally or silently and then take turns retelling the information in their own words. Partners should be told to elaborate or add any missing content.
- ❑ Have students keep learning logs or journals so they can think about what they are understanding or what they are *not* understanding as they read.
- ❑ Use chapter mapping, webs, semantic feature analysis.
- ❑ Use socializing—cooperative learning, peer editing, paired reading, writing a commercial, producing a radio play.
- ❑ Activate and use prior knowledge and reflect on new understanding.
- ❑ Teach students to set a purpose for reading.
- ❑ Teach fix-up strategies—predict, clarify, re-read the text, read on, question, and summarize.
- ❑ Read aloud to students from a variety of texts so they can gain fluency in the content.
- ❑ Pause during in-class reading to have students predict and summarize.

### 3. After Reading

- ❑ Discuss the content and synthesize the concepts that were learned.
- ❑ Review the significant terms or vocabulary.
- ❑ Extend the lesson through writing, projects, or some other type of enrichment activity.
- ❑ Assign students to dramatize and perform brief skits.
- ❑ Have students create games based on reading.
- ❑ Have students assume the personae of characters and engage in a panel discussion.
- ❑ Have students create illustrated flash cards for vocabulary terms.
- ❑ After reading informational texts, ask 5 questions:
  - 1) Did you find the answers to our questions or which questions did we find the answers to?
  - 2) What didn't we find the answers to?
  - 3) What else did you learn that we didn't think about?
  - 4) What is the most surprising/interesting thing we read?
  - 5) What do we now know that we didn't know before?

**“The challenge for the content area teacher is to determine what strategies will help students acquire the content knowledge while managing the wide range of differences in reading achievement.” (David Sousa, 2005)**

<b>R:</b>	<b>A:</b>
<b>F:</b>	<b>T:</b>
Writing assignment:	

# The House

The two boys ran until they came to the driveway. “See, I told you today was good for skipping school,” said Mark. “Mom is never home on Thursday,” he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. “I never knew your place was so big,” said Pete. “Yeah, but it’s nicer now than it used to be since Dad had the new stone siding put on and added the fireplace.”

There were front and back doors and a side door which led to the garage which was empty except for the three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. “Don’t worry, the nearest house is a quarter mile away,” Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn’t go to the basement because it had been damp and musty ever since the new plumbing had been installed.

“This is where my Dad keeps his famous paintings and his coin collection,” Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he’d discovered that his Dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother’s closet which was filled with furs and the locked box which held her jewels. His sisters’ room was uninteresting except for the color TV which Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters’ room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.

# STRATEGIES THAT WORK

- 1) **Before reading/learning instructional strategies to guide content learning** Preparing learners to be ready for content learning involves a variety of actions:
- *Activating prior knowledge* by considering what is already known about a content topic and linking new information to it in the brain.
  - *Setting purpose* and *generating questions* for learning, such as to gain information; read for pleasure; learn a step-by-step process; or understand the historical relevance.
  - *Previewing* to ascertain how text features, graphs and charts, appendices, and other text structures can contribute to the reader’s understanding.
  - Making *predictions* about what might happen; adjusting these predictions as new information is presented, and discarding them when faced with contradictory information.

<i>Before Reading</i>	
Teacher Instructional Practices	Sample Activities for Students
Teachers must: <ul style="list-style-type: none"> <li>• Help students activate their background knowledge.</li> <li>• Help students establish purposes for reading.</li> <li>• Encourage students to generate questions.</li> <li>• Ask students to make predictions about text.</li> <li>• Help students construct graphic organizers.</li> <li>• Connect reading and writing.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Brainstorm concepts, key words, and ideas.</li> <li>• Establish reading goals based upon purpose for reading.</li> <li>• Turn headings into questions.</li> <li>• Predict and verify based on scan or preview of content.</li> <li>• Construct a graphic organizer based on text structure to use during reading.</li> <li>• Write in a journal, vocabulary notebook, or other forms to connect with the text to be read.</li> </ul>

## Before-reading strategies/activity ideas:

- ✓ Anticipation Guide
- ✓ Admit Slip 3-2-1
- ✓ Word Storming (Alphaboxes)
- ✓ Probable Passage
- ✓ Give One-Get One
- ✓ Tea Party

# Probable Passage

Name(s): \_\_\_\_\_ Title of Selection: \_\_\_\_\_

**Words:** Troy, concert, drums, puke, bedraggled, subway platform, fortitude, embarrassed, lonely, suicide, The Dump, drug addiction, homeless, Kurt, fat

**Characters**

**Setting**

**Problem**

**I think this story/article/text will be about. . . .**

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**Outcomes**

**Unknown Words**

**To discover. . . .**

- 1.
- 2.
- 3.

2) **During reading/learning literacy instructional strategies to guide content learning** Helping learners comprehend content information and construct concepts and relationships involves a variety of actions:

- *Questioning* to clarify and deepen understanding.
- *Monitoring* understanding and using fix-up strategies when they do not understand, such as rereading, reading on, or examining a word more closely.
- *Making connections* when they use information from personal experiences, other texts, and knowledge of world issues to make sense of text.
- *Inferring* by using prior knowledge to get a deeper understanding of text and making valuable connections with the author’s intent when the answer may not be explicitly stated.
- *Drawing conclusions* and refining them as needed in light of additional information.
- *Summarizing* what they have read by stopping and reflecting during and after reading.
- *Creating mental images* or *visualizing* by “seeing” people, events, and relationships between concepts, but also using other senses (hearing, tasting, smelling, feeling) as they experience the meanings they build from text.
- *Analyzing* story structure and informational text structures and using these structures as supports for building meaning.
- *Synthesizing* by combining ideas and information within and across texts.

<i>During Reading</i>	
<b>Teacher Instructional Practices</b>	<b>Activities for Students</b>
Teachers must: <ul style="list-style-type: none"> <li>• Model metacognitive and cognitive processes.</li> <li>• Verify and/or formulate predictions.</li> <li>• Help students integrate new data with prior knowledge.</li> <li>• Get students to think about what they are reading.</li> <li>• Help students construct graphic organizers.</li> <li>• Summarize text.</li> <li>• Read aloud.</li> <li>• Think aloud.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Find answers to self-initiated questions.</li> <li>• Read silently.</li> <li>• Read with a partner.</li> <li>• Predict and verify.</li> <li>• Re-read if necessary.</li> <li>• Take notes.</li> <li>• Construct and use graphic</li> </ul>

**During-reading strategies/activity ideas:**

- ✓ INSERT
- ✓ Say Something
- ✓ Note-taking foldables
- ✓ Dialectical Journal

- 3) **After reading/learning instructional strategies to guide content learning** Helping learners reflect about the content involves a variety of actions:
- *Reflecting* about what was read on personal, emotional, and cognitive levels.
  - *Reviewing* information, ideas, relationships, and applications to real life by re-reading, summarizing, and deep discussion with others.
  - *Presenting* understanding of concepts learned through the informal and formal written and spoken word, including small group classroom venues and authentic audiences.

<i>After Reading</i>	
<b>Teacher Instructional Practices</b>	<b>Sample Activities for Students</b>
Teachers must: <ul style="list-style-type: none"> <li>• Encourage students to reflect on what they read.</li> <li>• Prompt students to evaluate predictions.</li> <li>• Examine questions that guided reading.</li> <li>• Require students to respond to text through discussion.</li> <li>• Require students to respond to text through writing.</li> <li>• Encourage retelling or summarizing.</li> <li>• Connect writing to reading.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Discuss.</li> <li>• Debate.</li> <li>• Respond to questions.</li> <li>• Verify predictions.</li> <li>• Construct a graphic organizer.</li> <li>• Write in a journal.</li> <li>• Retell.</li> <li>• Summarize.</li> <li>• Role play.</li> <li>• Research.</li> <li>• Read related materials.</li> </ul>

**After-reading strategies/activity ideas:**

- ✓ RAFT
- ✓ Cubing
- ✓ Concept definition mapping
- ✓ A to Z summary
- ✓ Shaping Up Review
- ✓ 3-2-1

# Vocabulary Instruction

What doesn't work	What works—a comprehensive program
<p><b>1. Looking words up in a dictionary</b>  <i>Children struggle when attempting to derive meaning from conventional dictionary definitions. Students need an accessible explanation using familiar language and an age-appropriate example that is relevant to children's own experiences.</i></p>	<p><b>1. Increase reading volume</b>  <i>Vocabulary grows as a consequence of independent reading and increasing the amount of reading time. Very important in terms of long-term vocabulary development; however, incidental word learning is an unpredictable process. Developing readers cannot be expected to simply “pick up” substantial vocabulary knowledge exclusively through reading exposure without guidance.</i></p>
<p><b>2. Using written context to figure out word meaning.</b>  <i>Teaching students the word level skills to successfully exploit context is vital to long term vocabulary acquisition; however, contextual analysis should never be utilized as the primary or exclusive instructional strategy. Research indicates the odds of deriving the intended meaning of an unknown word from written context is low, varying from 5% to 15%.</i></p>	<p><b>2. Direct teaching of important individual words</b>  <i>Students learn new words via various teacher-directed instructional strategies. Research shows that students who learn vocabulary through targeted instruction show considerable gains in vocabulary attainment, but students need a comprehensive vocabulary program that incorporates direct and indirect approaches to lexical development.</i></p>
<p><b>3. Unplanned, extemporaneous vocabulary teaching.</b>  <i>To prepare students for challenging reading, a teacher must first critically analyze the text to determine which words are most central to comprehension and thus warrant more instructional time.</i></p>	<p><b>3. Teaching independent word learning strategies</b>  <i>Students independently learn new word meanings when they learn to use word learning strategies, such as exploring context and analyzing word parts (prefixes, suffixes, roots.)</i></p>
	<p><b>4. Fostering “word consciousness”</b>  <i>Vocabulary develops when students engage in various activities to increase language play, word choice in writing, and sensitivity to word parts. Students apply their newly acquired vocabulary in academic speaking and writing contexts.</i></p>

## Vocabulary activity ideas:

- ✓ House Party
- ✓ Analogies
- ✓ Example/non-example
- ✓ If you could...
- ✓ Word sort

## Tips to teach new vocabulary:

1. **Pronounce**: Far too often, the teacher is the only person who pronounces and uses academic language. To teach a new term, guide students in correctly pronouncing the word. This will support learners in decoding the word confidently, while also supporting both auditory and muscle memory.
2. **Explain**: For students to understand a new word, they need a clear explanation of the meaning, using language familiar to the students. Provide a synonym or known phrase to solidify the connection between the new and prior knowledge. Don't simply present unintelligible dictionary definitions.
3. **Provide examples**: Students will usually need at least 2 or 3 examples of a new term (from a variety of contexts) to firmly grasp the meaning.
4. **Elaborate**: Learners understand and remember information better when they elaborate on it themselves, such as generating their own examples and visual representations.
5. **Assess**: both formative and summative assessments. Go beyond simple memorization or matching tasks. Require students to demonstrate some deeper level of thinking and understanding: discrimination tasks, focused questions, and generative tasks.

**\*Tip—Students will remember the words better if they generate a graphic representation of the word. If they have trouble with this task, here are some different types of pictures they could sketch:**

- **Draw the actual thing.**
- **Use a symbol.**
- **Draw an example.**
- **Represent the idea with graphics.**
- **Dramatize the drawing with cartoon bubbles.**

### **Marzano's Six Steps to Teaching Academic Vocabulary:**

1. Introduce the term authentically: provide description, explanation or example of the new term
2. Students restate the explanation of the new term in their own words
3. Students create a nonlinguistic representation of the term: picture, symbol, or a graphic to represent the word or phrase
4. Students periodically do activities that help them add to their knowledge of vocabulary terms
5. Periodically ask students to discuss the terms with one another
6. Periodically engage students in games that allow them to play with the term

**"Research has shown that academic vocabulary, in particular, is one of the strongest indicators of how well students will learn subject area content when they come to school. The relationship between academic vocabulary and academic achievement is well established." Dr. Robert Marzano**

- ✓ Every content area has its own vocabulary and style of being read.
- ✓ As you teach your content, make sure your students understand the words that you as a scientist, historian, mathematician, mechanic, etc. know are important to be successful in your subject.
- ✓ "The implication for teaching is strong: It takes more than definitional knowledge to know a word, and we have to know words in order to identify them in multiple reading and listening contexts and use them in our speaking and writing." Janet Allen

**Isabel Beck’s Three Levels of Vocabulary Comprehension**

**1. Established—Prior Knowledge:** Students know the word easily and rapidly. It is part of their prior knowledge and can be used to begin building on new word recognition. TRIP

**2. Acquainted—not normally used in daily life:** Students recognize the word and understand the basic meaning. The word is partially understood but clarification is needed. JOURNEY

**3. Unknown Words—academic vocabulary/content specific:** This is a new word and the meaning is not known. The word is not in the oral or reading vocabulary of the students but the new word represents known concepts. ODYSSEY

**\*Scaffold vocabulary by using level 1 words to describe level 2 or 3 words.**

**\*Spend time helping kids learn Tier 2 words.**

**Rating Scale:** ①=I don't know it at all ②=I've seen it before ③=I know it & use it

#	Word	Meaning	Example/Visual
1	<b>metacognition</b> Before ①②③ After ①②③		

Word	Example	Non example
<b>Risk means...</b>	<b>An example of an action that is a risk would be....</b>	<b>An action that is not a risk is....</b>
<b>Emergency means....</b>	<b>An example of an emergency is...</b>	<b>An example of something that is not an emergency is....</b>

## Analogies

Edible is to \_\_\_\_\_

As

\_\_\_\_\_ is to \_\_\_\_\_

Relationship??

## If you could vocab...

Edible
Superb
Cope
Dependent
Reliance
Ample
Brew
Extraordinary
Livelihood
Hurtle
Inspiration
Derive

1. If you could take only one of the vocabulary words with you on a deserted island, what word would it be? Why?
2. If you could use only one of the vocabulary words for the rest of your life, which would it be? Why?
3. If you could abolish one of one vocabulary word, which would it be? Why?
4. If you could earn money off one word, which would it be? How?
5. If you could use one word to praise or taunt someone, which would it be? How?

**Word sort. Put the above vocabulary words into categories. How are some of the words alike?**

## **IF THIS HAPPENS WHILE YOU ARE READING:**

- The inner voice inside the reader’s head stops its conversation with the text, and the reader only hears his voice pronouncing the words.
- The camera inside the reader’s head shuts off, and the reader can no longer visualize what is happening as she reads.
- The reader’s mind begins to wander, and he catches himself thinking about something far removed from the text.
- The reader cannot remember or retell what she has read.
- The reader is not getting his clarifying questions answered.
- Characters are reappearing in the text and the reader doesn’t recall who they are

## **THEN STOP & TRY THESE FIX-UP STRATEGIES:**

- Make a connection between the text and:
  - Your life.
  - Your knowledge of the world.
  - Another text.
- Make a prediction,
- Stop and think about what you have already read.
- Ask yourself a question and try to answer it.
- Reflect in writing on what you have read.
- Visualize.
- Use print conventions.
- Retell what you’ve read.
- Reread.
- Notice the patterns in text structure (how is it organized?)
- Adjust your reading rate; slow down or speed up.

## **TO FIGURE OUT THE MEANING OF AN UNKNOWN WORD:**

- Look at the structure of the word. Is there a familiar prefix, root, or suffix?
- Use the glossary or a dictionary if there is one.
- Read the words around the unknown word. Can another word be substituted? Take a guess. What word would make sense there?
- Write the word down on a sticky note. The next day in class, ask the teacher.

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From Cris Tovani’s *I Read It, But I Don’t Get It: Comprehension Strategies for Adolescent Readers*

## **6 skills students need to be successful readers:**

1. know their purpose of reading
2. recognize when they are confused
3. learn ways to repair confusion
4. make connections between what they read and what they already know
5. ask questions before, during, and after reading
6. make inferences

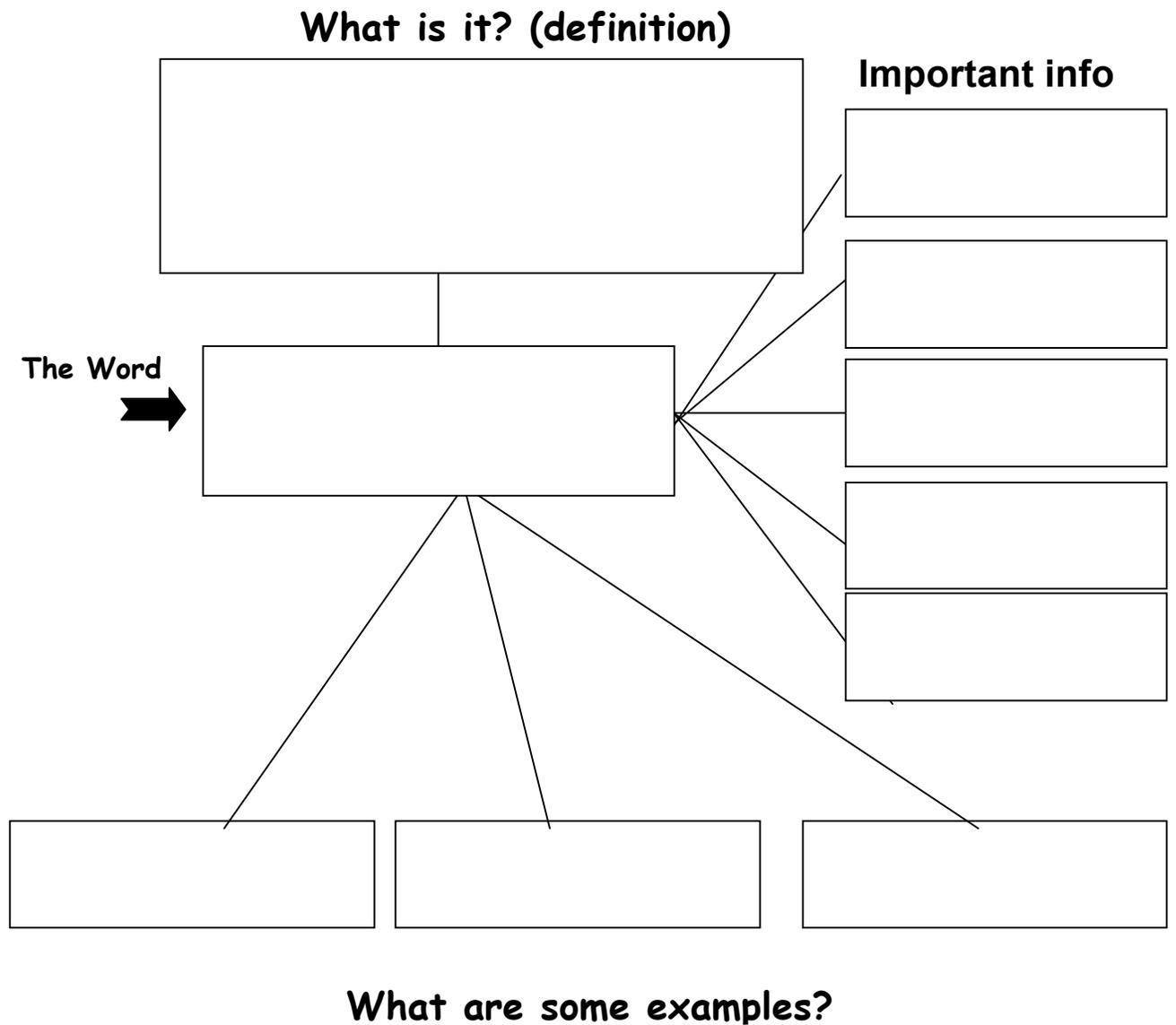
## **Some strategies to help students learn these skills:**

1. thinking aloud
  - select a short piece of text & make copies for students to follow along
  - foresee difficulty: consider what about the text may cause students problems
  - read the text out loud and stop often to share your thinking
  - point out the words in the text that trigger your thinking
2. marking the text
  - assign codes to the types of thinking in which you would like students to engage. Then as they read, they are to mark the codes next to the passages in the text that trigger these kinds of thinking and explain the connection.
  - Model the coding process for your students by thinking it through out loud. Mark the codes next to passages on a projected transparency and verbalize the mental process.
  - Give students accessible pieces to mark on their own—something within reach. If it's too hard, then students won't be able to practice.
  - If students can't write in their books, they can use sticky notes.
  - Use highlighters when they don't understand something and then write the fix-up strategy they used to clear up confusion.
3. double entry diaries
  - students divide a piece of notebook paper in half, lengthwise
  - in the left-hand column, students copy sentences directly from the text or summarize
  - in the right-hand column, students write down their inferential and critical thinking about the word, sentences, or summary they wrote on the left of the page. (Thinking options: "This reminds me of...." "I wonder...." "I infer...." "This is important because...." "I am confused because..." "I will help myself by...." "The picture in my head looks like...." "I think this means...,")
4. comprehension constructors
  - requires students to use two or more thinking strategies
  - introduced after students know how to mark text and use a double-entry diary
  - worksheet to guide students through difficult text, using a particular comprehension strategy
  - graded on both effort and completeness

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From Cris Tovani's *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*

# Concept Definition Mapping



## Stem Starters for Say Something comments

### Make a Prediction

- I predict that...
- I bet that...
- I think that...
- Since this happened (fill in detail), then I bet the next thing that is going to happen is...
- Reading this part makes me think that this (fill in detail) is about to happen...
- I wonder if...

### Ask a Question

- Why did...
- What's this part about...
- How is this (fill in detail) like this (fill in detail)...
- What would happen if...
- Why...
- Who is...
- What does this section (fill in detail) mean...
- Do you think that...
- I don't get this part here...

### Clarify Something

- Oh, I get it...
- Now I understand...
- This makes sense now...
- No, I think it means...
- I agree with you. This means...
- At first I thought (fill in detail), but now I think...
- This part is really saying...

### Make a Comment

- This is good because...
- This is hard because...
- This is confusing because...
- I like the part where...
- I don't like this part because...
- My favorite part so far is...
- I think that...

### Make a Connection

- This reminds me of...
- This part is like...
- This is similar to...
- The differences are...
- I also (name something in the text that has also happened to you)  
I never (name something in the text that has never happened to you)...

## Shaping Up Review

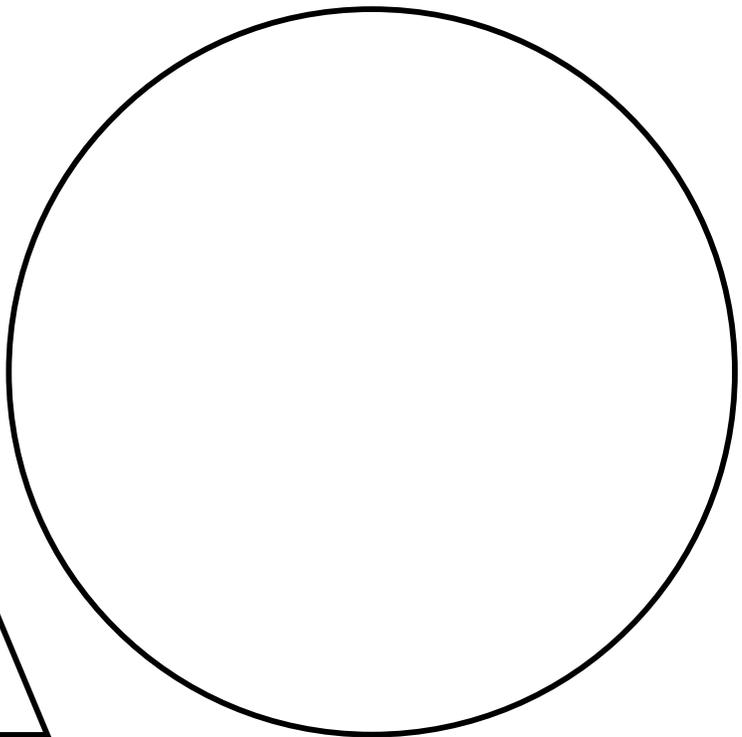
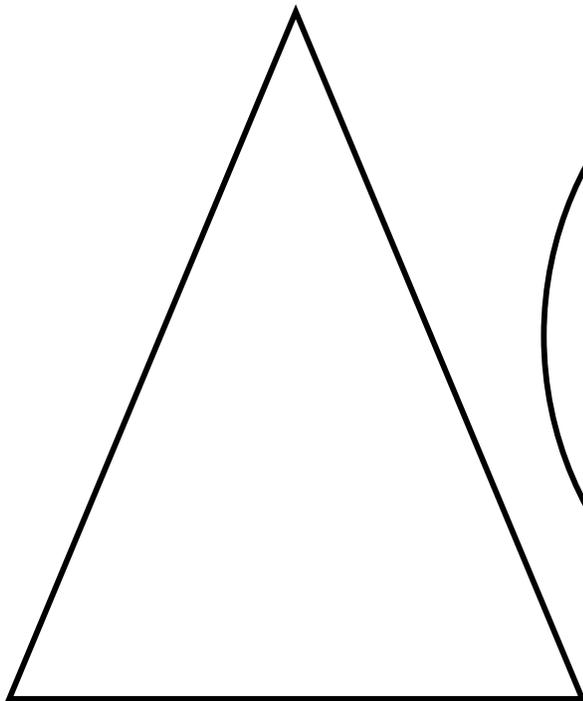
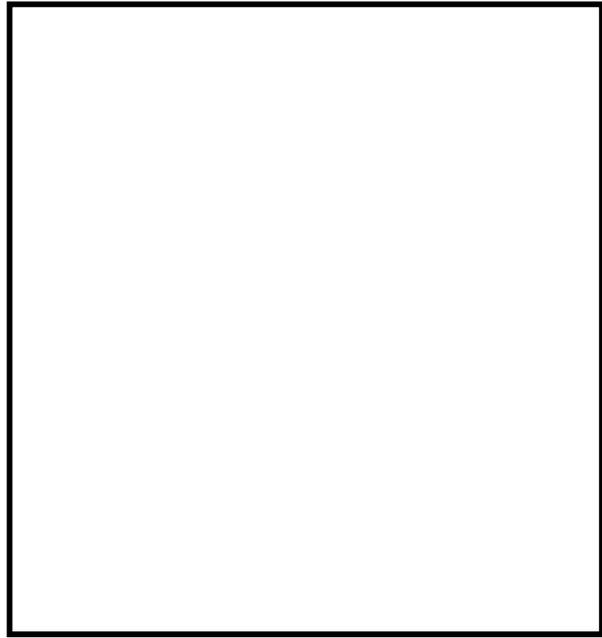
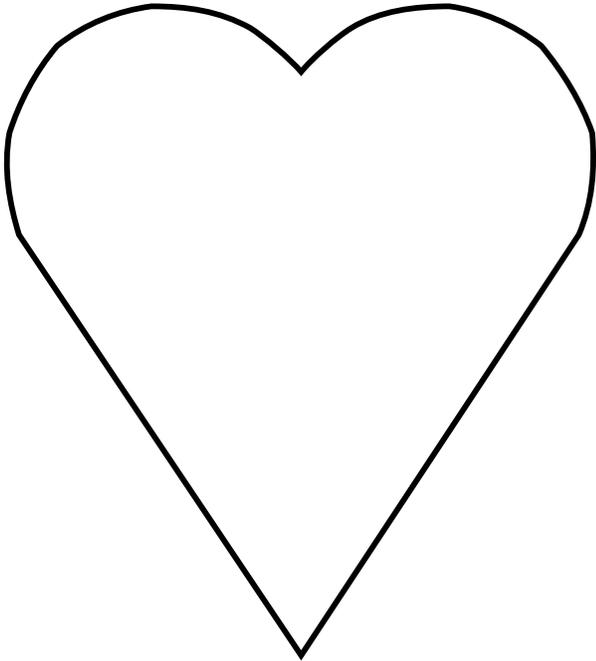
**Purpose:** To engage students in synthesizing major concepts in this summary strategy

**Description:** Using the Shaping Up Review, students will synthesize major concepts from the lesson using four different shapes. By varying the manner in which students visually summarize their learning, retention of the information learned is increased.

### **Procedure:**

1. Pass out the Shaping Up Review worksheet.
2. In the upper left-hand corner, "The Heart," have students write one thing that they loved learning about in the lesson being reviewed.
3. In the upper right-hand corner, "The Square," have students write four things that they feel are important concepts from the lesson being reviewed. One concept should be placed in each corner.
4. In the lower left-hand corner, "The Triangle," have students write the three most important facts they learned from lesson being reviewed. One fact should go in each corner.
5. In the lower right-hand corner, "The Circle," have students write one, all-encompassing (global- like the circle) statement that summarizes all of the important concepts and facts learned in the lesson being reviewed.

# Shaping Up Review



# Round-Robin Reading? Don't do it!!!

Posted on [April 4, 2012](#) Kelly Fisher-Bishop [msbinstructionalcoach.wordpress.com](#)

One of the most common ways to read text with high school classes is for teachers to pick individual students to read sections of the text aloud to the whole class. Research shows this is one of the most ineffective reading practices. Why?

- ✓ Round robin reading focuses on oral performance and decoding accuracy, not comprehension.
- ✓ It lowers the quantity of reading students do. (Research estimates that students actually read between two to six minutes in a typical round robin reading session. That's not much reading.)
- ✓ It is detrimental to fluency because students are asked to read texts that are too difficult, which leads to choppy models of what reading sounds like.
- ✓ Round robin reading causes anxiety and embarrassment.
- ✓ Students rarely pay attention when they are not the one reading aloud.
- ✓ It is about CONTROL, not about effective reading instruction.
- ✓ It assumes everyone should read the same book, at the same time, at the same rate.

## What are your alternatives?

1. **Teacher read-aloud**—You are the most fluent reader in the room. You know how to read at a proper level and rate with good expression, emphasizing the appropriate words. Your students will greatly benefit by hearing fluent reading. All the research out there proves the benefits of reading aloud to students. You can build enthusiasm for a text. You can engage your students and model expert reading for them.

2. **Silent reading**—If we want our students to engage in the reading, then students need the time to read texts independently. Teachers often worry that students won't actually read. If that's the case, then you need to problem solve. Is the text too long? Then you need to chunk the text into more manageable pieces. Did you provide them with support so they are prepared before they read? Have they previewed the vocabulary and text features? You also need to provide them with a purpose and a task during reading. And you need to give them an opportunity to talk or discuss or process the reading afterwards.

3. **Partner reading**—Although this alternative to Round Robin will take up the most class time, students can definitely benefit by working with a partner to read a text. This is the best way for students to practice fluent reading and reading out loud. Students will need the same before, during, and after-reading support as you would provide them with independent reading. You will need to closely monitor the pairs to ensure they remain on task. Consider having clear expectations established before the activity, and give students a task to complete during reading. For those kids who aren't comfortable reading with a partner, students could read out loud (in a quiet voice) to themselves. You will need to circulate and listen to all of the students reading. I always walk around with a clipboard with a class list & make stars by their names when I hear them reading to make sure I have listened to everyone.

# Words in Context Plus

Definition:

Is Not

Is

Is Not

Is Not

Is

Is

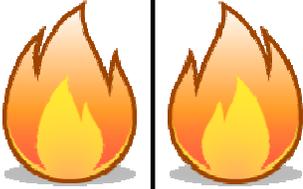
Ex.

Ex.

Ex.

Parts of Word I Know

Words in the Family



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# Wordstorming to Anticipate Content

A-B

C-D

E-F

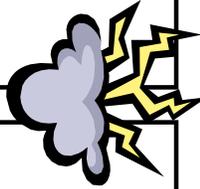
G-H

I-J

K-L

M-N

O-P



Q-R

S-T

U-V

WXYZ

Content Prediction:

Questions Article Should Answer:

# Power Strategies Overview

<b>Content/Specialized Vocabulary</b>	uses a variety of strategies to identify content-specific, specialized vocabulary words; chooses and uses appropriate content-specific, specialized vocabulary words to enrich nonfiction writing.
<b>Text Features</b>	identifies and uses text features to support comprehension and develop nonfiction pieces of writing that are considerate to readers.
<b>Text Structures</b>	recognizes organization features of expository and informational text structures: compare/contrast, question/answer, problem/solution, cause/effect, sequence/chronology, description. Recognizes and uses cue words writers use to cue readers to organization structure. Uses knowledge to support comprehension and as potential organizational tools for writing.
<b>Monitoring Comprehension</b>	recognizes importance of monitoring understanding during reading. Uses a variety of strategies to support comprehension before, during, and after reading (metacognition).
<b>Previewing Text</b>	uses a variety of strategies to establish purpose for reading; plans for reading; preview text; and, determines possible supports and challenges of text.
<b>Activating Background Knowledge</b>	uses strategies to assess current level of background knowledge; determines amount of background knowledge needed to assess the text; and, uses features of text to connect current background knowledge to information that will be gained during reading.
<b>Questioning</b>	questions the text, the author and him/herself as a way to focus, connect, predict, infer, analyze, and synthesize text; asks important questions to focus reading for information; uses questioning to anticipate readers' questions when writing.
<b>Noting, Organizing, and Retrieving Information</b>	uses strategies to note important information; organize information based on learning styles and purpose for use; retrieves information to use for demonstrating learning and other writing purposes.

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