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Kathy Perez

Sunday 25 May

**Using Strategies to Engage
All Learners and Increase
Comprehension**

Session 1

KATHY PEREZ



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Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

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Printed in Australia

CODE: 11KP0301
0514

Using Strategies to Engage ALL Learners *and Increase Comprehension!*



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The Reading Process

Expert readers use skills strategically to construct meaning before, during and after reading.

Required Reading

Math
English
Science
Foreign Languages
Art
History
Government
Geography
Technology
Physical Education
Music

Before Reading

What is the selection about?
What do I already know about it?
What do I need to find out?
What is my purpose for reading?
How should I read to meet my purpose?
What speed(s) should I use?
Do I need a graphic organizer?

During Reading

What have I read about so far?
Do I understand it?
If not, what can I do?
What is the author saying and what do I think about it?

After Reading

Have I learned what I needed to learn?
If not, what should I do?
How can I use what I read?
How can I connect what I've learned with what I already knew?



"Induction Icing"

Carburetor icing is one of the facets of induction system icing (the effects on fuel-injected engines will be discussed later). It is commonly caused by refrigeration effects inside the carburetor coupled with appropriate atmospheric conditions. The refrigeration effect comes from a combination of lowered air pressure inside the carburetor throat and the vaporization of fuel, which drops the temperature of both the air flowing through the carburetor and the carburetor itself. The drop can be as much as 70 degrees Fahrenheit.



ANTICIPATION GUIDE

The following anticipation guide is designed to raise questions. Please begin by indicating your response to each statement. You may use the following key: SA for “strongly agree”; A for “agree”; U for “uncertain”; D for “disagree”; and SD for “strongly disagree.”

1. It is helpful to put students in learning situations that create doubt, puzzlement, perplexity, contradiction, ambiguity and conceptual conflict.
2. Reading response theory tells us that meaning comes from the reader and not the text.
3. The single most important activity for building the knowledge required for eventual success in reading is reading aloud to students.
4. Readers, as well as writers, construct meaning.
5. Readers who might otherwise be considered non-proficient can often demonstrate excellent understanding during literature discussions.
6. The greatest single influence on comprehension is prior knowledge of the subject.
7. Cooperative learning is a teaching strategy where students work collaboratively in structured heterogeneous groups towards a common goal while being held individually accountable.
8. Guessing/predicting strategies really only help good readers.
9. Independent silent reading is the major source of vocabulary growth, fluent reading and gains in reading achievement.
10. For new vocabulary and concepts to be learned they must always be related to concepts/vocabulary that are already know.



What is a Strategic Reader?

Pairs Read Strategy

1. With a partner preview the assigned reading
2. With your partner decide who will be the reader and who will be the listener/summarizer for Part 1
3. Reader reads Part 1 highlighting key words, short phrases
4. Listener reads to self and summarizes section in writing –
 - This section is mostly about ...
 - The overall idea shared is ...
 - The main idea in this part is ...
5. Reverse roles for each part, read the section, and record summary statement on the handout
6. Working with your partner create and record an Overall Summary Statement in the box on the handout
Strategic readers ...
Be ready to share your summary with team members!!
7. Read the Pairs Read strategy and discuss applications.

Developing Strategic Readers

No subject of study is more important than reading . . . all other intellectual powers depend on it. - Jacques Barzun

Reading can be a mystery; some students get it easily while others struggle. Years of focusing on literacy have taught me that readers are born every day. Readers are born when children of all ages have opportunities to read independently, can self-select materials, are read aloud to, read during the school day in all content areas, talk with others about what they read, and use instructional strategies that help them comprehend.

Our goal must be to develop strategic readers in all content areas—readers who engage in thinking as they read and have ongoing inner conversations that help them make sense of what they read. When approaching a passage strategic readers are equipped with instructional strategies they can draw upon to increase comprehension. This chapter will define what a strategic reader is, explain strategic reading, clarify the rationale for using strategies, and present a framework for strategic reading in the content areas.

What is a Strategic Reader?

Learning to read is a never-ending task because there are always new goals to reach, new horizons to explore, and new interests to expand. As Goethe said, "I have been learning to read all my life and I cannot yet say I have achieved the goal."

- Alberto Manguel

How would you define a strategic reader? What causes you to be one? Perhaps you set a purpose for reading, visualize as you read, or read with a pencil in hand. Maybe you like to do Internet searches for the best price when refinancing your home or buying a car. You would be classified as a strategic reader; you are focused and in charge of your reading. Strategic readers are active, independent thinkers, who read to learn.

A Strategic Reader works actively to construct meaning. Strategic readers are metacognitive; they think about text and are aware of their thinking as they read. They know that reading has to make sense, so they develop a toolkit of formal and informal strategies to assist comprehension. As readers in the content areas, strategic readers use strategies to focus thinking before, during, and after reading to make meaning from all kinds of texts. Strategic readers comprehend text by making connections to self, to other texts, and to the world, asking questions, determining importance, visualizing, making inferences, and synthesizing information (Keene & Zimmerman, 1997).



Pairs Read

Why Use the Strategy

Students are able to support each other's learning with the Pairs Read strategy. Working in pairs, students read the text aloud to each other. By working together they increase their understanding of the selection read. While one student reads a section aloud, the other student listens carefully in order to summarize the main idea of what was heard. Students find the Pairs Read strategy especially helpful when a selection is hard to understand.

How to Use the Strategy

Choice 1 - Read to Understand

- 1) The teacher determines the selection to be read with a partner.
- 2) Students work in pairs with one student as the reader and the other assuming the role of the listener. Depending upon learning style, the listener may or may not read along silently with the text in front of him. Auditory processors have a tendency to listen while kinesthetic learners read along and highlight main points.
- 3) The reader reads the first section aloud to the listener. The length of each section to be read aloud is determined by the difficulty of the selection. The more difficult the selection, the greater the need to divide the reading into shorter sections so that students can stop to summarize their understandings more often.
- 4) The listener summarizes the main idea of the section read. For better understanding the listener and the reader paraphrase and discuss ideas learned. Encouraging students to develop examples relating to the topic increases comprehension.
- 5) Students then reverse roles and the new reader reads the next section aloud and the listener summarizes the main idea. Students continue to alternate the reading and listening until the entire selection is read.
- 6) After the selection is read, each pair cooperatively summarizes in writing the main idea of the entire selection. Students are encouraged to create their written summary in any format, for example, graphic organizer or paragraph.

Choice 2 - Read to Analyze

- 1) Determine the selection to be read with a partner.
- 2) Students work in pairs with one student as the reader and the other assuming the role of coaching partner.
- 3) Each student in the pair reads the first paragraph silently. The length of each section to be read silently is determined by the difficulty of the selection. Students might stop in the middle of the paragraph to discuss the hard to understand ideas.
- 4) The reader summarizes the main idea of the section read aloud. To push for analytical thinking, the coaching partner asks clarifying, probing, and inferential questions.
- 5) Students reverse roles and both read the next section silently. The reader summarizes for the coaching partner with the coaching partner asking questions.
- 6) Continue reading, summarizing, and asking analytical questions for the entire selection. For example:

“As you see Joe's behavior, what do you believe he is feeling?”

Framework for Strategic Reading in the Content Areas
Traits of a Strategic Reader
Group Summarizing strategy

Traits 1: Reading the Lines for Recognition - "Code Breaker"

This trait is mostly about ...

Specific teaching examples are ...

Trait 2: Reading Inside the Lines for Meaning - "Meaning Maker"

This trait is mostly about ...

Specific teaching examples are ...

Trait 3: Reading Between the Lines for Application - "Text User"

This trait is mostly about ...

Specific teaching examples are ...

Trait 4: Reacting Beyond the Lines for Creation - "Text Critic"

This trait is mostly about ...

Specific teaching examples are ...



Developing Strategic Readers

What Good Readers Do to Make Sense of Text

Determine importance

Summarize Information

Draw Inferences

Generate Questions

Monitor Comprehension

Before Reading

- Think about what he/she already knows about the topic.
- Predict what the text will be about or what will happen next

While Reading

- Ask questions
- Look for answers to the questions they have
- Predict or speculate on what will happen.
- Relate what is being read to background/prior knowledge
- Check for meaning by rereading the parts that aren't making sense.
- Use context clues to determine a new word or meaning of a word.
- Retell parts of the text
- Describe the pictures made in his/her mind.
- Use graphic organizers to make sense of text
- Draw conclusions and inferences based on what is read—"Fill in the Gaps,"
"Read between the lines"

After Reading

- Summarize or retell the important things in the text
 - Dramatize a chunk of the text
 - Transmediate the story: into another time, with other characters, into another genre, etc.
 - Visualize the most important part
 - Graph and chart
-

Ways to Develop Strategic Readers!

Some examples of teaching strategies which can be incorporated into thematic units (and which build strategic readers) include:

1. **Determining importance:** the ability to judge author-based importance (Note: this goes beyond “find the main idea” because the reader must reflect on why something in the text is important.)
 - a. In response journals, with narrative or expository text, have students determine the most important event or concept presented by the author. The reader must support his/her selection.
 - b. Discussion Web: In response to reading either narrative or expository text, students, preferably in cooperative groups, must determine both sides of an issue central to the text. For example: “Should Little Willy have entered his dog in the race?” (from *Stone Fox*). Students must consider all reasons for a “yes” response and for a “no” response. They must come to consensus within their groups as to one position or the other.
 2. **Summarizing Information** (synthesizing important ideas and creating a coherent text)
 - a. GIST (generating instruction between schemata and text) procedure: In an expository passage, identify 10-20 key words or concepts. Model the writing of several summary statements with these words or concepts. Together, as a class, write one overriding summary statement of the passage. This process should be practiced frequently.
 - b. Model with students, especially in expository text, how to determine important key concepts through highlighting transparencies of the text material. This is a perfect opportunity to scaffold: (a) teacher models first; (b) in subsequent texts, students and teacher model; (c) in additional text, students model themselves. The important point here is that the teaching strategy is not practiced in isolation but within the thematic unit and the literature being read.
 3. **Drawing Inferences** (filling in details omitted in text in order to elaborate what is read)
 - a. One of the best ways to teach and reinforce inferencing is through prediction. Simply by starting a new story with, “With a title like this, what do you think this story will be about?”, and then accepting and building upon all predictions, students have the opportunity to later confirm/disconfirm their own predictions. The teacher stops periodically throughout the selection to ask, “What will happen next? Why do you think so?” or “Turn to your partner and each of you say what you think will happen next.” This type of active reading reinforces inferential thinking throughout the story.
 - b. Model responding to a passage out of a piece of literature where the answer to the question is an inference. Practice with ones that are fairly easy to “fill in the gaps” and then move to more difficult responses with the whole class.
-



4. Generating Questions (Using self-generated questions to guide reading)

- a. Related to prediction, strategic readers frequently question as they read. A simple teaching strategy is to ask the students to brainstorm questions they have about a story title or subject prior to beginning the reading. A modified K-W-L can be used when the "What I Want to Know" section is turned into "Questions I Now Have about the Topic."
- b. During the reading, "stops" can be built into the story or chapter. At these points, students can generate with partners or groups questions they have about the events or characters in the story or the subjects in the chapter. Students can read to answer their own questions; questions "left over" can be used for individual or group research.

5. Monitoring Comprehension (controlling and adapting strategic process while reading)

- a. Again, the K-W-L can be used when, after the reading, students are asked, "What do you still want to know? What do you still not understand?"
- b. At the end of each lesson, especially when dealing with expository text, students, in groups or with a partner, generate one question they have about the topic studied in today's lesson. These questions are shared; how to find the answers is discussed.
- c. Think-Alouds: The teacher systematically models what good readers do to make sense of text. Think-alouds can be spontaneous, but they also need to be carefully planned. Example: "When I began reading this paragraph, I thought...Then, when I read this part, I realized that...It all didn't make sense to me until I..."

From "Developing Cross-curricular Units"
J.D. Cooper, K.V. McLain, ME Vogt, 1993

Focused Listing: *Strategies I Use to “Read to Learn”*

In the space provided below, first list strategies you would use to prepare yourself to read a challenging and extremely important twenty-page article. Take into consideration the various ways in which you would prepare yourself, including psychologically, physically, and environmentally. Then, list the strategies you would use to identify and retain the most critical information from this article.

Strategies to get ready to read challenging informational text:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Strategies to identify and retain critical information from text:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



GIVE ONE & GET ONE:

Ways Teachers Can Make Reading More Engaging and Manageable

Name: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.



Best Practices in Literacy Instruction

Increase

Reading aloud to students
Time for independent reading
Student's choice of their own reading materials
Teacher modeling and discussing his/her own reading processes
Teaching reading as a process: Use strategies that activate prior knowledge Help students make and test predictions Provide after-reading applications
Social, collaborative activities with much discussion and interaction
Silent reading followed by discussion
Teaching skills in the context of meaningful texts
Writing before and after reading
Evaluation that focuses on holistic, higher-order thinking processes
Measuring success of reading program by students' reading habits, attitudes and comprehension

Decrease

Round-robin oral reading
Teacher selection of all reading materials for individuals and groups
Teacher keeping her own reading tastes and habits private
Teaching reading as a single, one-step act
Exclusive stress on whole class or reading-group activities
Teaching isolated skills in workbooks or drills
Little or no chance to write
Evaluation focused on individual, low-level sub skills
Measuring the success of the reading program only by test scores



Successful Readers

Before Reading

- * think about what they already know about the subject
- * know their purpose/are motivated
- * have a general sense of how the BIG ideas will fit together

During Reading

attend to both words and meanings
concentrate well while reading
willing to “risk” -- guess, fill in
meanings using context clues
stop and use “fix it” strategies
when confused
construct efficient strategies to
monitor comprehension

After Reading

understand how the pieces of
information fit together
able to identify the BIG ideas and
why they are critical
interested in reading and finding out
more, asking questions, raising issues

Struggling Readers

Before Reading

- * begin to read without thinking about the topic
- * do not know why they are reading/
lack of motivation
- * have little sense of how the
BIG ideas will fit together

During Reading

- * overattend to individual words --
miss meanings
- * trouble concentrating
- * read slower, stop frequently
- * easily defeated by difficult words
and text
- * seldom use “fix it” strategies,
just plod along--just finish
- * unable to monitor their
comprehension

After Reading

- * do not understand how the parts form
the whole
- * often focus on details--don't see
what is essential
- * view reading as “no fun”,
just what to be done

Teaching Implications

Before Reading

- * help students form a reading
“roadmap” before beginning
- * Introduce the book through the cover
illustration, pose questions

During Reading

- * use student reading level books to
promote fluency
- * encourage students to read
like talking
- * teach “fix it” strategies
- * pose questions to encourage frequent
student comprehension checks

After Reading

- * lead student discussion of :
 - * literary elements
 - * main idea
 - * cause and effect
 - * sequencing
 - * prediction








Steps for Reading Informational Texts

1. Consider what you may already know about the topic.
2. Preread/Preview the assigned material.
3. Break difficult material into smaller, more manageable chunks.
4. Read one section at a time and take some form of notes before moving on to the next section.
5. Turn each section heading and topic sentence into a guide question to focus your reading.
6. Make predictions about the key content that will follow as you read each paragraph.
7. Read carefully to identify the main idea and supporting information.
8. Don't stop to look up new words while you are reading a paragraph. First use the context to try to determine the word's meaning, then check in your glossary/dictionary at the end of the paragraph if you still have no idea what it means.
9. Reread a paragraph if it is long or difficult.
10. Summarize the key points within each paragraph before moving on to the next, either aloud or silently.
11. organize the most important information in some form of review aid: e.g., notes, study cards, a summary, a graphic organizer.



Interactive Think Aloud Lesson Menu

Lori Oczkus (2009)

<p>Connect</p>  <p><i>I think I already know...</i> <i>This reminds me of..</i></p> <ul style="list-style-type: none"> •Connection Chains •One Minute Book Look 	<p>Infer</p>  <p><i>I can tell that... because..</i> <i>Book clues....</i> <i>My clues...</i></p> <ul style="list-style-type: none"> •I can tell that... because.. •Feelings Check
<p>Predict</p>  <p><i>I think I will learn.. because..</i> <i>I think.. will happen .. because</i></p> <ul style="list-style-type: none"> •Cube it! •So Far, Next! 	<p>Summarize</p>  <p><i>This is about.... First, next, then, finally.</i></p> <ul style="list-style-type: none"> •Pantomime a scene. Bewitched frozen scenes. •Hand Motion Summary •Cover, Remember, Retell (Hoyt)
<p>Question</p>  <p><i>I wonder... Who</i> <i>Who, What, When, Where, Why,</i> <i>How Why do you think?</i></p> <ul style="list-style-type: none"> •Flip It- •Ask the Author 	<p>Synthesis</p> <p><i>I now think... because..</i> <i>My "ahha" is.. because...</i></p> <ul style="list-style-type: none"> •Write a free verse poem. •Key word dance (Preble)
<p>Clarify/ Monitor</p>  <p><i>I didn't get the so I.....</i></p> <ul style="list-style-type: none"> •One Word, One Idea •Pause, Rewind, FF •Can You See it? 	<p>Evaluate</p>  <p><i>I rate... because....</i> <i>I agree/disagree with.. because..</i></p> <ul style="list-style-type: none"> •Rate and rank the reading •Judge it, Award it, Score it!

Books and Materials by Lori Oczkus

www.lorioczkus.com

Interactive Think Aloud Lessons: 25 Ways to Engage Students and Improve Comprehension (book and DVD- Scholastic, 2009 and IRA)

Guided Writing: Practical Lessons, Powerful Results (Heinemann, 2007)

Super Six Comprehension Strategies: 35 Lessons and More for Reading Success (Christopher Gordon, 2004)

Reciprocal Teaching at Work (book and DVD-International Reading Association, 2003)

Fabulous Four Reading Comprehension Puppets (*Primary Concepts*, 2008)

Ready... Previewing Activities

Establishing Prior Knowledge and Building Background



Before reading a text, it's important to establish prior knowledge, build background knowledge, motivate the reader, and set an explicit purpose for reading. Therefore, many of the activities and discussions that one might reserve as a follow-up to reading a text are often more effective in the front end, prior to reading. Here are some ideas for how to do this:

Establish prior knowledge:

- Ask students to do a **timed quick-sketch**, in which they draw as many associated thoughts, ideas, topics etc. as possible (alternately they may write instead of draw, or be given the option to do either)
- **Anticipation guides:** the teacher creates a written list of statements about important information from the text to be read. Students agree or disagree with each, and then may discuss the statements or individually respond to them. After reading students adjust or modify their responses.
- **Plus-Minus-Interesting (P-M-I):** This is a good technique when working with potentially controversial topics. The teacher presents a statement from the text or a main idea. Students react to the statement in groups by listing pluses, minuses, and interesting thoughts related to the statement. Students can review and revise their lists after reading.
- **KWL charts:** Ask the group and scribe their responses: "What do you know?" "What do you want to know?" and after reading, "What did you learn?"). *A caution about KWLs: make sure to revisit any false concepts students may have about the topic and compare them to the original responses, or students may stay with the original misconception*
- **Brainstorming:** Place students in pairs or small groups and have them brainstorm ideas around a prompt or question related to the topic of the text. Share out with the whole class.
- **Picture this:** Show a picture depicting a topic related to the text. Ask students to make predictions about the picture. You may want to assign different questions or questions stems (i.e. what, who, when, how, etc.) to each pair or group of students and have them make up their own question regarding the picture, which they then try to answer. Not only does it get the students thinking about the topic, in addition when the picture is closely related to the text, students become interested in whether or not their predictions turn out to be true.

**Building background:**

- **Pictorial input chart:** (*adapted from Brechtel, Bringing it all together*) Students love this strategy because they watch carefully as clues as to the identity of the picture are slowly revealed. Post a large piece of butcher paper on the wall, on which you have previously lightly drawn in pencil the outline of the figure you'll be drawing in marker in front of the class (*you may want to use an opaque projector or an overhead projected onto the butcher paper to trace around prior to the day of the lesson.*). Group the information you'll be discussing regarding the background knowledge necessary to understand the new topic. As you trace around the outline of the shape (i.e. the figure of a conquistador if you're studying the conquest of the Americas), discuss important background information. (*for example, as you draw the head, discuss factors motivating the Spanish and Aztecs and how they were different. As you draw the arms discuss the difference in weapons between the two groups, etc. You can also use this as an opportunity to activate prior knowledge by asking anticipatory questions about each sub-topic.*)
- **Gear them up with a movie, pictures, or realia.** (If it's a movie and the vocabulary is much too advanced, turn the volume just low enough for you to hear or off, and use simple sentence structure and your target vocabulary to narrate the video.)
- **Use graphic organizers, such as Venn Diagrams, Brainstorming Webs, Structured Overviews**
- **Simulation games:** have a small mini-skits or simulation around the topic of the text. Placing students in roles related to the topic is a powerful way to build background around the topic.
- **Field trips and films:** "Virtual" field trips, in which the teacher asks students to close their eyes and imagine the scene as the teacher describes it, or showing a picture, taping a drawn figure or photo of a student(s) inside the photo, and relating the events of the "field trip" is a low-budget way to travel.
- **Experiments:** in addition to the traditional science experiments (which are excellent for building background), experiments in which we explore, for example, the range of *human* reactions to a particular stimulus (i.e. when someone calls someone unflattering names) can be a good way to build background ideas and vocabulary prior to reading a text, particularly for social studies themes.
- **Preview guides:** This guide directs students to pre-read titles, headings, subheadings, descriptions of related figures, and summaries. Students can preview and make predictions about content in pairs, followed up by a whole-group discussion.

VIP

(Very Important Points)

Give students a Post-it note that has been cut into 5 or 6 parts. Model this strategy on the overhead with a one page story or informational text. As you are reading out loud, take a sticky note and begin marking the points that you find important. If you run out of sticky notes before you have finished reading, you will have to weigh the importance of what you have already marked and move a sticky note. After you finish reading, tell the students why you picked each VIP. Giving reasons why the points were picked requires a higher-level of thinking. Then paraphrase the VIP's to create a summary of the selection.

Coding the Text

Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes include:

- ? = I have a question about this
- A = I agree with this
- D = I disagree with this
- ! = Interesting or important point
- C = Confusing
- R = This reminds me of

Matching Headings

- Cut off the titles from newspaper articles, or titles and subtitles from informational text.
- Have students match the titles and subtitles with its text

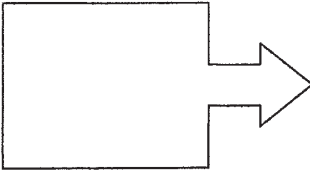
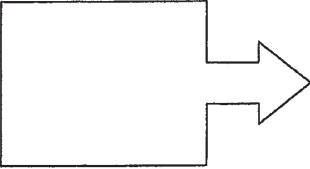
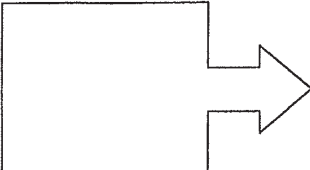
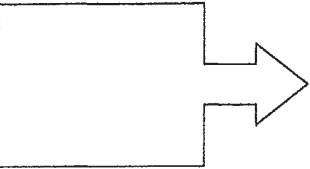


Key Points & Details

1. Read one paragraph at a time.
2. Determine the key point and 2-4 details about that key point.
3. Write the key point and details in the chart below.
4. Repeat #1-3 for each paragraph.
5. Turn your paper over, add up your main ideas, and write a summary of the selection read.

KEY POINTS

SUPPORTING DETAILS

	<div data-bbox="630 857 646 880">10</div> _____
	<div data-bbox="630 891 646 913">10</div> _____
	<div data-bbox="630 925 646 947">10</div> _____
	<div data-bbox="630 958 646 981">10</div> _____
	<div data-bbox="630 1077 646 1099">10</div> _____
	<div data-bbox="630 1111 646 1133">10</div> _____
	<div data-bbox="630 1144 646 1167">10</div> _____
	<div data-bbox="630 1178 646 1200">10</div> _____
	<div data-bbox="630 1337 646 1359">10</div> _____
	<div data-bbox="630 1370 646 1393">10</div> _____
	<div data-bbox="630 1404 646 1426">10</div> _____
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Reading and Writing Across the Curriculum

School Preliminary Assessment

Questions for Reflection	Possible data sources
1. Do our students engage daily with quality texts in a variety of genre?	Each teacher on the team selects one student and charts his/her reading for one day or week (interview, observation, assignment logs) <hr/> <hr/>
2. Are students regularly involved in asking and answering questions that require text information? (Discussion and writing to sources)	Review lesson plans Review video-taped lessons Examine writing activities <hr/> <hr/>
3. Do students routinely write from sources to inform, explain or support an argument?	Analyze samples of classroom writing assignments across the content areas <hr/> <hr/>
4. Are students able to identify questions worth researching and use a variety of sources in collecting their data, checking for reliability and currency?	Collect and examine copies of student reports and research projects. Also reflect on the feedback they received. <hr/> <hr/>



List of Citations

“Keeping It Real: Innovative Ideas for Innovative Texts”

Compiled by: Dr. Kathy Perez
kperez@stmarys-ca.edu

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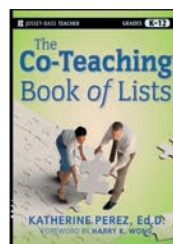
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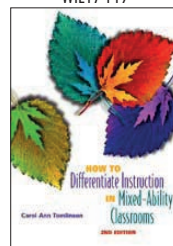


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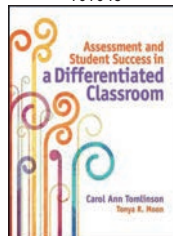
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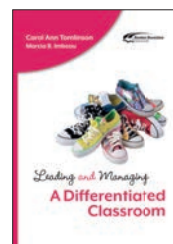
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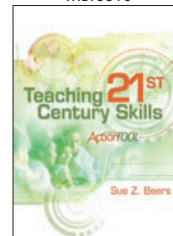
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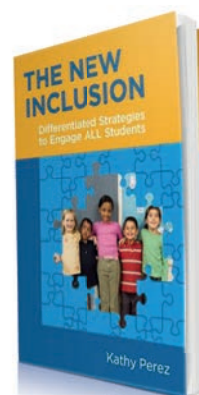
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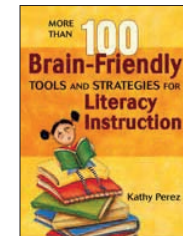
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