

FIGURING OUT FIGURE 19

Volume II

lead4ward

Secondary



Anchor Chart

Genre Study

Book Club

Independent Reading

Book Talk

Read Aloud

Discourse

Reading Log

Drama

Reading Notebook

Reflection

Response

Questioning

Think Aloud

Writing

Read Aloud at a Glance

Building Reading Comprehension



Read Aloud

A text is read aloud for the purposes of enhancing the appreciation of text, providing opportunities to practice comprehension, building background knowledge, engaging all students in deep thinking, and supporting students' perspectives.

Procedures

Teacher reads a selected text.
Students do not have access to the text.
The text is read void of questions.
Students are provided an opportunity to think about what was read.
An open ended thinking prompt is presented.
Students respond to the prompt through speaking and /or writing.
Students share response in whole and small groups.

Discourse

Discourse is a form of communication either in spoken or written form which allows outward extension of thought. It helps in the process of arranging thought, linking one idea to another. Often discourse gives access to information or alternative ideas. Some types of discourse are discussions, asking and answering questions, storytelling, and debates.

Questioning

Questioning in reading is used to inspire thinking, support the development of critical thinking processes, and activate/increase schema. Effective questioning provides a framework to support deeper reading. An effective question recurs throughout learning, provokes and sustains interest, creates a sense of wonder and curiosity, and has no right or wrong answer.

Writing

Writing is an important life skill. It helps us shape and communicate our views of self, others, and the world. Writing allows more, deeper, and longer lasting learning. It can be used to learn, show and share learning.

Questioning at a Glance

Building Reading Comprehension



Questioning

Questioning in reading is used to inspire thinking, support the development of critical thinking, and activate/increase schema. Effective questioning provides a framework to support deeper reading. An effective question recurs throughout learning, provokes and sustains interest, creates a sense of wonder and curiosity, and has no right or wrong answer.

Oral questions posed during classroom situations are more effective in fostering learning than are written questions.

Questioning makes student thinking visible and provides immediate feedback to the teacher.

Recurs throughout learning

Effective Questioning Increases:

- On task behavior
- Number of relevant contributions
- Length of responses
- Speculative thinking
- Teacher expectations

3+ Second Wait Time:

- Improves learning
- Increases number of higher cognitive responses
- Increases number of unsolicited responses
- Increases amount of quality evidence used to support inference
- Increases number of questions posed by students

Teacher response to student answers will determine whether or not they continue to answer!

Acknowledge, Accept, Listen, Praise

Read Aloud

What is the author trying to say?

What struck you about the reading?

How is the author thinking about the world?

What did this make you think about?

What would you do about _____ and why?

What is the most interesting and why?

Read Aloud

What question would you like to ask the author?

What do you think the author is trying to accomplish?

What is essential to tell?

**Support, reject, or question the main idea.
Tell why?**

Why do you think this text was selected for today's reading?

How could you enter the author's perspective to appreciate what is being said?

Read Aloud

What are some other viewpoints or perspectives on this?

What does the author want you to believe?

What was the first thing that jumped out at you?

What are you learning about yourself from this reading?

How is this like something else you have read on this topic?

How would you have presented the information in a different way?

Discourse at a Glance Building Reading Comprehension

Discourse

Discourse is a form of communication either in spoken or written form which allows outward extensions of thought. It helps in the process of arranging thoughts and linking one idea to another. Often discourse gives access to information or alternative ideas. Some types of discourse are discussions, asking and answering questions, storytelling, and debates.

Procedures

A text is read (read aloud, shared, or independent).
An open ended thinking prompt/question/idea is presented or created.
Students respond to the prompt through speaking and /or writing.
Students share response in whole and small groups.

Questioning

Questioning in reading is used to inspire thinking, and support the development of critical thinking processes. Effective questioning provides a framework to support deeper reading. An effective question recurs throughout learning, provokes and sustains interest, creates a sense of wonder and curiosity, and has no right or wrong answer.

Accept that there is going to be more than one way to look at things.

Focus on the conversation and thinking, not the position.

The sole idea is to share ideas, not determine a definitive conclusion.



Allow students to talk but not too much. Find the *JUST RIGHT*.

Think, Pair, Share Think, Turn, Talk

Mystery Envelope

Each group is presented with an envelope with a different prompt to discuss. Each group shares and discusses with the class.

Deeper Reading
Kelly Gallagher
(Adapted)

Pairs, Trios, Quartets

Inside/Outside Circle

The teacher poses an open-ended (no right or wrong answer) question and allows time for students to respond on paper or note cards. Students then divide into two groups. The first group gathers in a circle facing outward. The second group encircles the first group and faces inward so that each student is partnered with a member of the opposite group. Students share their responses to the open-ended question for an allotted amount of time. On cue, the outside circle rotates to the clockwise so that each student is now partnered with a new member of the inner group. Students continue to share and rotate as applicable.

Written Dialogue

Students write a thought about the text on the top of a blank piece of paper. In groups, they pass their page to one another and write a response about what is written without talking. After the designated time, they record their name and pass it to the next student. This continues until the rotation has ended. Students are given an opportunity to read the response. Students engage in an open discussion. Each group shares something interesting with the whole group.

One Question, One Comment

Each student creates a question and a comment about the text. In random rows, each student (one at a time) presents their question and comment. The next person in the row must answer the question, respond to the comment, or present his/her own question or comment.

Comprehension Checklist



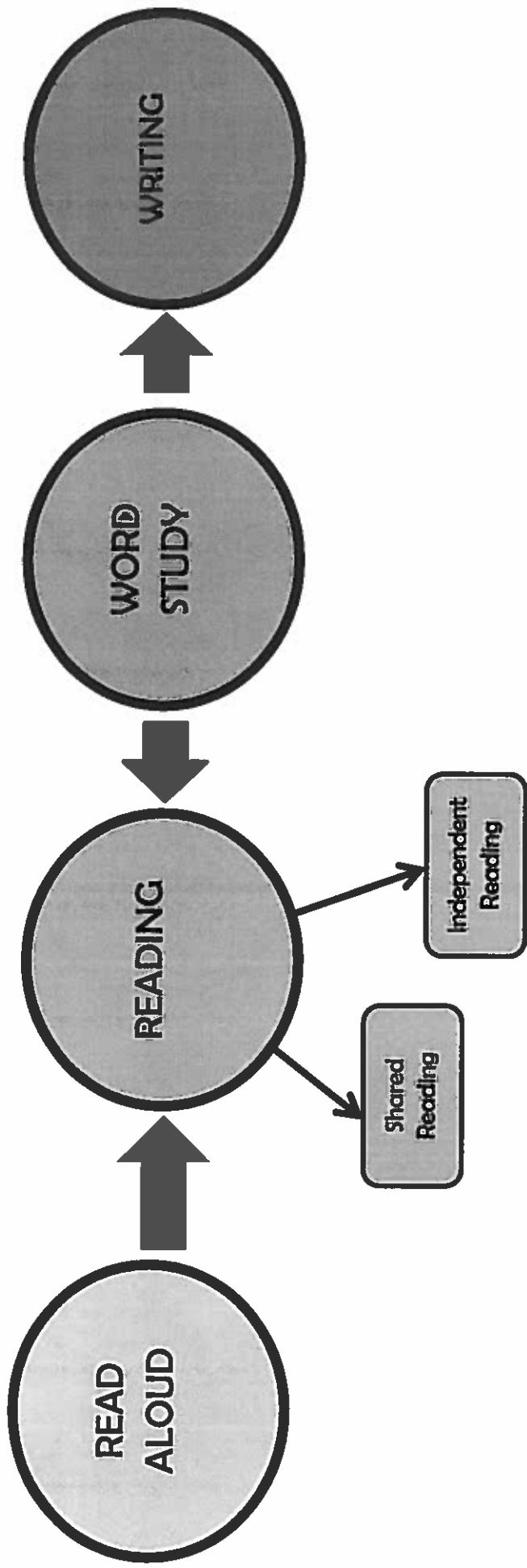
StudentName _____ Date _____

STRATEGY	M	TU	W	TH	F	OBSERVATIONS
Read fluently (accurate, smooth, phrased)						
Established purpose for reading						
Used context to determine the meaning of a word						
Summarized (internal memory)						
Ask questions to construct meaning, clarifying thinking and find answers						
Reread when needed						
Used background knowledge						
Created sensory images/experiences						
Made connections (personal, world, text)						
Made Inferences						
Followed Text Structure						
Synthesized Information						
Applied Information						
Accepted Some Ambiguity in Reading						
Active and Engaged						

COMMENTS:

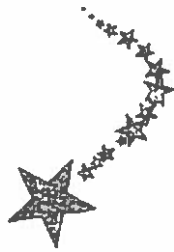
INSTRUCTIONAL COMPONENTS

English Language Arts and Reading



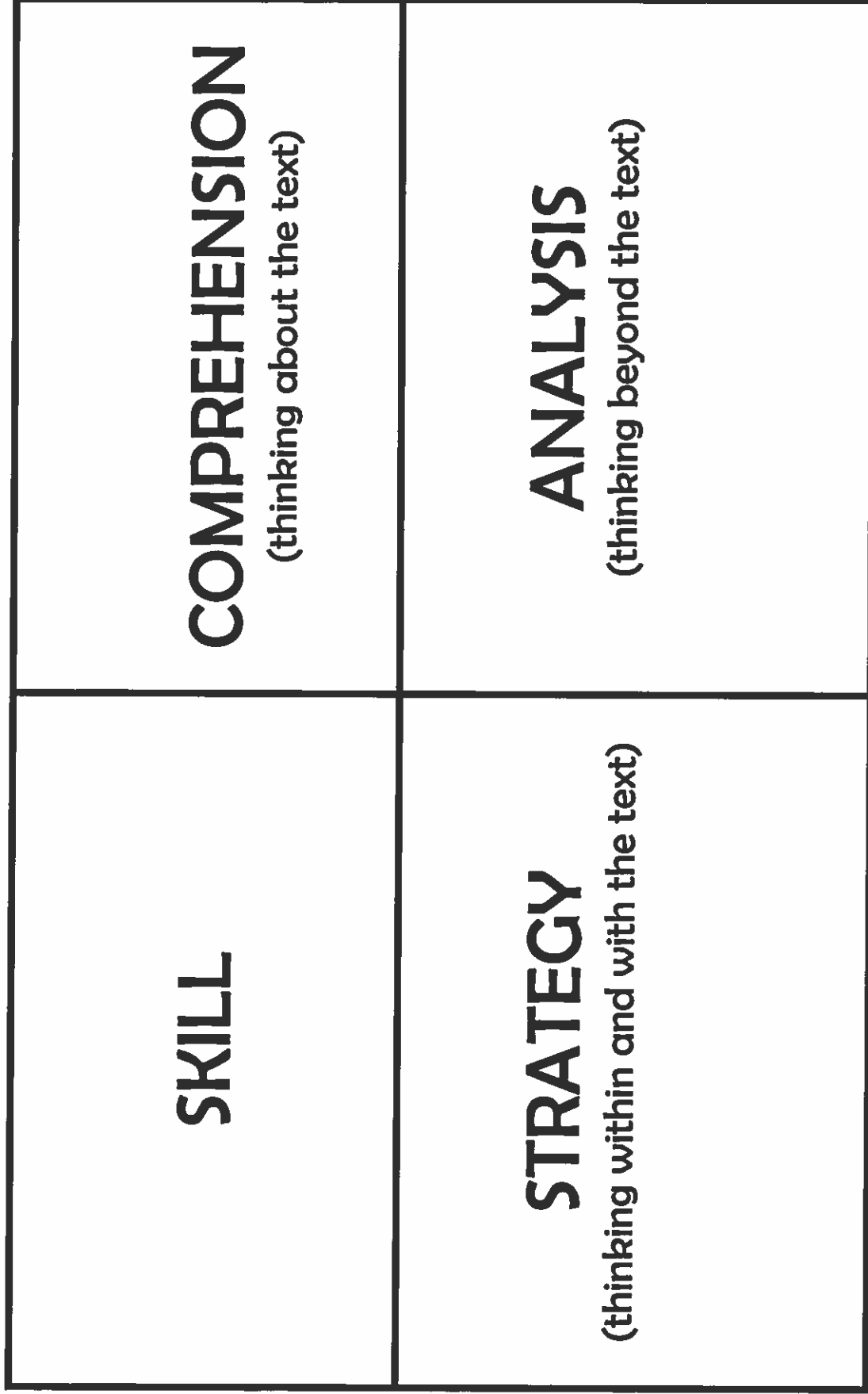
Figuring Out Figure 19 Volume II
www.lead4ward.com

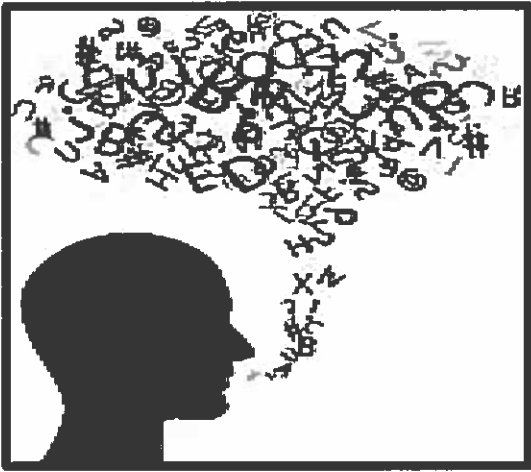
ELAR Weekly Schedule



	Monday	Tuesday	Wednesday	Thursday	Friday	# of Minutes
Read Aloud						
Word Study						
Application (Shared) Reading						
Transfer (Independent) Reading						
Writing						
TOTAL # of Minutes						

Four Squares-Reading





Fluency supports a smooth operating reading system.

Teach fluency in word study. Practice in shared reading. Transfer in independent reading.

Be aware of independent and instruction reading levels.

Fluency

Monday Morning Book Read

Locate words with specific phonics and spelling patterns in articles, excerpts, short stories, etc.

Number 1-10

Partner Read

**Match the Character
Match the Mood**

**Reader's Theater
Dramatic Presentation of the Text**

Fluency

Choral Read

Echo Read

Eye to Eye

Create Books on Tape

Break the Record

Students choose a text from a variety of available short reading passages. Before previewing the passage, the student reads aloud the chosen passage for one minute. Another classmate listens to the read aloud and calculates rate and accuracy. After the fluency check, the student practices reading aloud the passage for the purpose of increasing speed and accuracy. The student reads aloud again trying to break the previous score.

Using Context to determine the meaning of words.

Students understand new vocabulary and use it when reading and writing.

<p>Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words.</p>	<p>Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p>	<p>Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.</p>
<p>Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p>	<p>Determine what words mean from how they are used in a sentence either heard or read.</p>	<p>Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p>
<p>Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.</p>	<p>Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p>	<p>Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p>
<p>Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p>	<p>Use context of the sentence (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p>	<p>Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.</p>

Context

What did you do to determine the meaning of the word?

What did you notice about the word(s)?

Have you seen this word before?

Is there another word that could be used here?

Why do you think the author used this word?

What do you think is the most important word you read today and why?

Museum Walk

Before reading, groups of students select an unfamiliar word from the text. Students research the meaning and create a visual of the word from clay or Play dough. Display the images and words. Students engage in a museum walk to view the visual forms of the words. Each team shares why they chose the way they did to represent the word.

Four Corners

Using new words from the reading create a four corners page. Place the word in the middle and provide the following in each corner of the page:

Description in your own words
Example (Newspaper Headline)
Picture or drawing
Dictionary definition or opposite word

Vocabulary Club

Divide students into small groups and tell students that each group is a vocabulary club. The clubs meet each week to share unique and interesting words from the books they are reading. They discuss what the words mean, how they know what they mean, and how they would use them in everyday conversations or writing. The club can keep a vocabulary club notebook and students can record interesting words in his/her personal dictionary.

Adapt: Genre Club

Knowledge Rating

Provide a list of selected words before reading. Students rank their knowledge level about the word (no idea of meaning, I've heard of it, I've seen it, I know it, It means) before reading and after reading.

Word Game

Provide a word from a text (before, during or after reading). Ask students to discuss why the word is important or why the author used the word.

Vocabulary Search

Each student folds a notecard in half and writes a word (from the text read) on one side of the card and a description of the meaning of the word on the other side of the card. Each student cuts his/her card apart in a puzzle shape. The teacher collects the cards, mixes the cards, and redistributes the cards- one card for each student (face down). The students (without looking) place the card on his/her forehead. The class mingles and asks questions to other class members to match the cards.



Students establish purposes for reading based on their own and other's outcomes to heighten comprehension.

Purpose

How and when did you enter the text?

Did the first pages meet your expectations?

How do you think it will end? How do you want it to end?

When you first saw the book what kind of book did you think it was going to be? What made you think this?

What were your feelings when you first saw the book? How might these feelings influence your reading?

Do you know anything about the book, author, or genre? How might this knowledge influence your reading?

Purpose

Last Word

Each student copies on chart paper in large letters a passage (section) he/she finds thought provoking. Taking turns, each student holds the chart so that the group members can read it and respond orally, one at a time. After each group member has responded, the student who selected the passage tells why it was chosen.

Kathy Short
Jerome Harsta
Carolyn Burke

Guiding Question

Opinionaire

Drama acts that foreshadow events and scenarios that will might in the reading.

Recast

Rewrite for a different purpose.

Write a notebook entry that author might have used in writing the text.

Questions

What questions do you still have?

What kinds of questions did you ask yourself?

What kinds of questions did you ask the author?

What were you thinking when_____?

Were you satisfied with the information from the reading? Why? Why not?

Questions

Jot Down Three

Question Booklet

Students write a question for each page as they preview the text. As students read, they answer their questions or they trade booklets and answer someone else's questions.

Silent Exchange

Students read a passage or chapter and write an evaluative or universal question at the top of a blank piece of paper. In groups of 5 or 6, they pass their page to one another and answer each question with no talking. After two minutes, they record their name and pass it to the next student. This continues until the rotation has ended. Students are given an opportunity to read the responses. Students engage in an open discussion.

Deeper Reading
Kelly Gallagher

Beat the Teacher

Students work in small groups to read a short text, stopping to generate questions. The goal is to generate questions the teacher has to answer. The teacher also reads the text and generates questions. The teacher takes a seat and the students take turns asking questions. If the teacher answers a question correctly, he/she gets to ask the students a question. (Points can be given.)

Sensory

What words painted a picture in your mind?

What do you think _____ looks like?

What lingers with you? Why?

What most vividly sticks out about the reading?

Cut Outs

Students create cut outs of characters, authors, props, ideas, images, and forces that played a role in their understanding the text. They use the props to explain the text to a classmate.

Visualize This

Read aloud a text without showing the visuals. Students write an initial response. Students create and share the visuals they would have included had they been the illustrator and explain why they were chosen. Display the visuals from the text. Students compare the visuals from the text and their created visuals. They write about how each impact the meaning of the text in similar and different ways.

Putting It All Together How High Can You Go?



1. What is important? What is trivial?
2. What does it say? What does it mean? Why does it matter?
3. What is the author trying to say?
4. What was most interesting? Why?
5. What was the first thing that jumped out at you?
6. How is this like something else you have read on this topic? How is it different?
7. What questions do you still have?
8. What most vividly sticks out about the text?
9. How and when did you enter the text?
10. What did you notice about the words?
11. What do you think is the most important word? Why?
12. What is the author thinking?
13. What ordinary object would you connect to the text?
14. What did this make you think about?
15. What should be done next? Why?
16. How could you enter the author's perspective to appreciate what is being said?
17. What question would you like to ask the author?
18. What are some other viewpoints on this?
19. What was the best part? Why?
20. What are you going to do with the information/idea you learned?
21. What were your feelings when you first saw the book?
22. What are three important points, actions, or ideas?
23. What lingers with you? Why?
24. What words painted a picture in your mind?
25. What was most believable? Why?
26. What was the first thing that jumped out at you?
27. What questions do you still have?
28. What lingers with you? Why?
29. What did this make you think about?
30. What were your feelings when you first saw the book?
31. How is this like something else you have read on this topic? How is it different?
32. What most vividly sticks out about the text?
33. What question would you like to ask the author?
34. What was the best part? Why?
35. What are you going to do with the information/idea you learned?

Summary

What are three important points or ideas?

What is essential to tell?

What is important? What is trivial?

What do you know so far?

What is the most important word?

What do you want to remember about this book?

Inference

**What does it say?
What does it mean?
Why does it matter?**

What should be done next and why?

What is the author thinking?

**How would the story change
if _____?**

**How is the author thinking about the
world?**

**Speculate on how you community would
change it _____.**

Connections

What did you read today that seemed to be the most believable? Why?

What connections are there between what you learned today and your life?

What ordinary object would connect to this book?

What was familiar about the text?

How does this book compare to other books of the same genre?

Menu for Planning Reading

Select one from each column to plan varied instruction and assessment.

Reading Strategies

Genre	Text	Process	Evidence	
Fiction	Fable, Legend, Myth	Use Context	Vocabulary Search	Song
	Short Story	Follow Structure	Mini Mural	Written Dialogue
	Novel	Use Background Knowledge	Think, Pair, Share	Museum Walk
Expository	Article	Create Sensory Experiences	Analogy	Cartoon
	Documentary	Ask Questions	Pairs, Trio, Quartets	Cut Outs
	Product Labels	Sequence	Timeline	Word Game
	Textbooks	Paraphrase	Letter	Think, Pair, Share
Literary Nonfiction	Autobiography	Summarize	Recast	Question Booklet
	Biography	Make Inferences	Inside/Outside Circle	Poem
	Documentary	Make Connections	One Question, One Comment	Silent Exchange
	Memoire	Synthesize	Movie Script	Reading Symbols
	Diary		Last Word	Illustration
	Free Verse Poem		Mystery Envelope	Double Entry Log
Poetry	Lyrical Poem		Brochure	Poster
	Narrative Poem			
	Humorous Poem			
	Movie Script			
Drama	Play			
	Speech			
Persuasive	Advertisement			

Strengths Finder
by Tom Rath

Provides an excellent insight into strengths



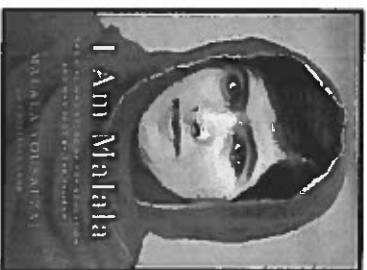
Si-cology
by Si Robertson and Mark Schiaback

"95% of my stories are truthful... It isn't a lie if you think it's true."



I Am Malala
by Malala Yousafzai and Christina Lamb

When the Taliban took control of Swat Valley, one girl spoke out.



the Fast Diet
by Michael Mosley and Miri Spencer

Is it possible to eat normally, five days a week, and become slimmer and healthier? Simple answer: Yes.



The Help
by Kathryn Stockett

A black maid in 1962 in Mississippi, raising her 17th white child-She is left with a bitterness she can no longer hold back.



The Letters of Ernest Hemingway

The letters of Hemmingway document the life and creative development of a gifted artist.



**the perks of being a
wallflower**

by Stephen Chbosky

Charlie is caught between trying to live his life and trying to run from it.



**Tuesdays with
Morrie**

by Mitch Albom

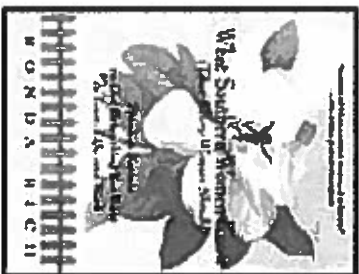
Mitch rediscovered Morrie in the last months of the older man's life. Morrie visited with Mitch in his study every Tuesday, just as they used to back in college.



**What Southern
Women Know**

by Rhonda Rich

Explains the mystique of southern women and why they always get what they want



Body for Life

by Bill Phillips

Straightforward guidance about exercise, nutrition and living with strength



**You are What you
Eat**

by Dr. Gillian McKeith

The mysteries of food have been unravelled so that you can use food for other benefits rather than just appeasing hunger.





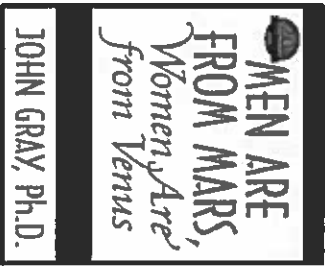



Red Rabbit

by Tom Clancy

Nothing has prepared Ryan for the lethal game of cat and mouse between the Soviet Union vs the United States.



<p>1001 Recipes</p> <p>Includes dishes suitable for every kind of meal and occasion, from soups, snacks and main dishes to desserts, breads, cakes and bakes.</p>		<p>The Road Less Traveled by M. Scott Peck, M.D</p> <p>Life is difficult.... a guide through the hard and painful process of change toward a higher self</p>	
<p>Romeo and Juliet by William Shakespeare</p> <p>A tragedy about two young star-crossed lovers whose deaths ultimately reconcile their feuding families</p>		<p>The Adventures of Tom Sawyer by Mark Twain</p> <p>A young boy growing up in a small Mississippi town</p>	
<p>MEN ARE FROM MARS, Women Are from Venus by John Gray, Ph.D.</p> <p>The most famous relationship book ever published</p>		<p>The Complete Stories and Poems by Edgar Allan Poe</p> <p>Edgar Allan Poe's dark obsessions and fascination with the supernatural find a perfect match in this offering of Poe's complete output of poetry in addition to his most important critical essays on the form.</p>	

Curious George Goes to School
by Margaret Rey

Story of George going to school and wants to paint a picture



Clifford and the Grouch Neighbors
by Norman Bridwell

Story of Clifford the dog wanting to win over grouch neighbors



Three Little Pigs
by Paul Galdone

Story of three little pigs who set out to seek their fortune



Horton Hears a Who
by Dr. Seuss

On the fifteen of May
In the jungle of Nool
n the heat of the day
In the cool of the pool...



Goldilocks and the Three Bears
by Jan Brett

Story about a little girl who makes herself at home in a bear's cabin



The Very Hungry Caterpillar
by Eric Carle

Story about a caterpillar's journey from a little egg to a beautiful caterpillar



What are some other viewpoints or perspectives on this?

What does the author want you to believe?

What is essential to tell?

**Why do you think this text
was selected for today's
reading?**

**Were you satisfied with the
information from the
reading? Why? Why not?**

**What was the best part
about something you read
today?**

What most vividly sticks out about what you remember about this topic, author, or genre?

How and when did you enter the text?

Do you know anything about the book, author, or topic? How might this knowledge influence your reading?

What do you think is the most important word you read today and why?

What words painted a picture in your mind?

What are three important points or ideas?

What is essential to tell?

**What do you want to
remember about this
information/story?**

**What does it say?
What does it mean?
Why does it matter?**

