

PRE-READING STRATEGIES FOR TODAY'S CLASSROOM

why the old way just won't work

activity: word association

***Word Association: Similar to brainstorming**

-based on the idea that if students know a great deal information about a specific topic or concept, they should be able to make a number of associations about it

Steps for Generating Word Associations

1. Select a keyword from a topic and tell students to write it on the margin of a piece of paper.
2. Give students 3 minutes to write down as many words as they can that are related to the keyword. (examples: things, places, events, ideas, etc.)

“one day your pants may power up your iPod”

- How does this work?
- Will there be pants with batteries built in?
- Can you wash them?
- Who invented it?
- Will there be different styles?

Interesting facts

- The Alliance for Excellent Education points to 8.7 million secondary students (one in four) who are unable to read and comprehend the material in textbooks.
- According to ACT, nearly 32% of high school graduates are not adequately prepared for college-level English composition courses (see following slide for more information).
- By the age of 17, only 1 in 17 students can read and understand specialized information such as the kind found in the science section of the local newspaper (Hispanic students - 1 in 50; African American students – 1 in 100).

2011/2012 ACT results booklet

□ **College Readiness**

ACT has identified the minimum score needed on each ACT test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding first-year college course.

ACT Test	ACT Benchmark Score	College Course
□ English	18	English Composition
□ Math	22	Algebra
□ Reading	21	Social Sciences/Humanities
□ Science	24	Biology

literacy is . . .

[www.dictionary .com](http://www.dictionary.com)

- the quality or state of being literate, esp. the ability to read and write

Elliot Eisner (1994)

- An individual's ability to construct, create, and communicate meaning in many forms (e.g., written text, mathematical symbols, all forms of the arts)

. . . The ability to read and think like a scientist, mathematician, historian, author, artist, etc.

the shift in literacy

- Until World War II, people who memorized poems, speeches, and soliloquies were considered literate
- Up through the late 1980s/early 1990s there was an increasing focus on analyzing text
 - Can anyone say Cliffs Notes or CliffNotes?
- Today, literacy is focused on making meaning and connections; multiple possibilities of any situation instead of one “right” solution (creative thinking)
 - Skill vs. Content

students should read because:

Gallagher, K. (2003). Reading Reasons: motivational mini-lessons for middle and high school. Portland, ME

- ❑ Reading is Rewarding
- ❑ Reading builds a mature vocabulary
- ❑ Reading makes you a better writer
- ❑ Reading is hard, and “hard” is necessary
- ❑ Reading makes you smarter
- ❑ Reading prepares you for the world of work
- ❑ Reading well is financially rewarding
- ❑ Reading opens the door to college and beyond
- ❑ Reading arms you against oppression

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literacy today

What does literacy look like in today's classroom?

What pre-reading strategies have you recently used in your classroom? Why did they work?



“The best way to get kids engaged in a subject is to reach into the required content, pull out whatever is most fascinating, puzzling, or provocative to students and begin with that.”

-Harvey Daniels
(Texts and Lessons for
Content Area Reading)

Harvey, S. & Steineke, N. (2011). *Texts and Lessons for Content-Area Reading*. Portsmouth, NH: Heinemann.

What is . . .

□ **Frontloading (Wilhelm)**

- Investing class time before reading to ensure better comprehension later.
 - ▣ Activates or builds knowledge
 - ▣ Assesses, motivates, sets a purpose, prepares or supports students
 - ▣ Is often used when discussing background knowledge

□ **Core knowledge**

- ▣ The information necessary to know in a core curriculum class
- ▣ The information necessary to build on student schema
- ▣ Special education and ELL students struggle with core knowledge

pre-reading strategies

- Promote personal responses
 - greater sense of connection and deeper appreciation
- Activate and build background knowledge
 - fundamental to comprehension
- Set purpose for reading
 - students are more actively engaged with the reading
- Spark student curiosity
 - especially important for reluctant readers
- Allow teacher to assess student knowledge

pre-reading strategies

Teachers learn what their students already know about a subject; fosters adequate prior knowledge; can also be used as a motivational tool

- *Word Association
- *Tea Party
- Background Knowledge
- *Quick Writes
- Anticipation Guides
- T-Chart
- Conversation Calendar
- Vocabulary

activity: tea party (beers 2006)

A mingling activity that encourages students to get out of their seats to work purposefully and quickly with eight to ten students (depending on the class size). The goal of the activity is for students to guess what the topic of the reading is about.

Materials include: a copy of the reading for each student and sentence cards. The average time for the activity is 7 minutes.

background knowledge

Research indicates that “...what students already know about the content is one of the strongest indicators of how well they will learn new information.”

-Robert J. Marzano, 2004

<http://www.youtube.com/watch?v=eHWXAJhmvU&feature=related>

schema theory & background knowledge

- Schema is described as a hierarchical representation of knowledge, connected to other related information
- Organized
 - ▣ Visual explanation of schema
(paper clips and a magnet)
- Conditionalized
 - ▣ Know when and where to use it
- Transferable
 - ▣ The application of new learning

what does a reader bring to the page?

- Reading comprehension drops when readers are reading unfamiliar information
- Study discussed by Hirsch in *The Knowledge Deficit* (2006)
- Remember: How much a reader already knows about the subject is probably the best predictor of reading comprehension.

reasons to build background knowledge

- Background knowledge affects comprehension
- Background knowledge is articulated through vocabulary
- Background knowledge involves the memory

how do I help students activate *useful* background knowledge?

- Set a purpose
 - Examples include:
 - For pleasure
 - To find something out
 - To figure out how to solve a problem or fix something
 - To talk about it (retell) with someone else
 - To find out what happens
 - To study for a test
 - To answer questions

Fisher, D. & Frey, N. (2009). *Background knowledge: The missing piece of the comprehension puzzle*. Portsmouth, NH: Heinemann

Student Questions for Purposeful Learning

- Purposeful learning equates to higher levels of engagement and achievement, leads to more focused attention, and engages students
 - ▣ English
 - Topic: Courtroom chapters in *To Kill a Mockingbird*
 - SQPL statement: Atticus is wasting his time defending Tom
 - ▣ Math
 - Topic: Measuring 3 dimensional objects
 - SQPL statement: With just a ruler I can tell you the distance around the earth
 - ▣ History
 - Topic: Communism in post WWII Europe
 - SQPL statement: People are happiest when government takes care of all their needs, and everyone is equal.

steps to creating a SQPL

- Based on the day's lesson, present a SQPL statement to students
- Based on the SQPL statement, encourage students to create small groups and come up with 2 or 3 questions they would like answered
- Choose one person from each group to share their questions; write their questions so all can see them
- Decide if you need to add some questions
- After the reading, go back and review the questions

how do I build background knowledge?

- Model through read-alouds (and think-alouds)
- Share personal stories
- Offer a wide reading selection
- Encourage independent reading
- Guest speakers (skype)
- Field trips

how can I harvest background knowledge?

- KWL (many modifications)
- Text Impression
 - ▣ Provide a list of words and have students create a piece of text using all the words in order
- Quick Write (see activity)
- Anticipation Guide (discussed at length in the presentation)
- Opinionaire
 - ▣ Provide a number of statements that are provocative or controversial; students agree or disagree with each statement
 - ▣ Can be used as pre and post-reading activity (change of opinion?), elicit information about a topic or theme



Background knowledge is one thing; retrieval of that information is another.

What or when do your students seem to remember best?

*Turn to a neighbor and discuss your response

activity: quick write

*Helps harvest prior knowledge and assess student knowledge

Based on the day's lesson, create a thought provoking question and allow 1 to 5 minutes for a written response (this allows an educator to see what students know and what don't know)

anticipation guides

Information from adlit.org

□ **What?**

- used before reading to activate students' prior knowledge and build curiosity about a new topic
 - Can be used with expository and narrative text
 - encourages students' interest in a topic and sets a purpose for reading

□ **How?**

- Identify the major ideas presented in the reading
 - Keep it to two or three so the guide won't be too long.
- What are your students most likely to hold misconceptions about?
- Write 5 to 10 general statements
 - Some fact based and some open-ended
 - Make sure you are creating statements that relate to larger concepts rather than isolated facts.
- Require students to respond to the statements with either a positive or negative (true/false, agree/disagree, likely/unlikely, or certain/impossible) response.

how can I use anticipation guides?

Information from adlit.org

- Introduce the text or reading material and share the guide with the students. **Model the process** of responding to the statements and marking the columns. The emphasis is not on right answers but to share what they know and to make predictions.
- Read the text aloud or have students read the selection individually. Bring closure to the reading by revisiting each of the statements.
- Have students read the text with their anticipation guide responses fresh in their minds so they can react to the text as they read. Encourage students to mark or write down where the text supports their initial reaction to statements, or causes them to rethink those reactions.
- After reading, ask students if any of them changed their position on any of the statements. Encourage students to share how they reacted to the text, given their initial responses captured in the anticipation guide. Make sure students share examples from the text where their initial responses were either supported or challenged.
- After students have finished the guide, encourage a class discussion centered around reactions to the statements; dig deeper than just the students' answers and get to their justifications.

conversation calendar

- Allows students and teacher to “talk back and forth”
- Allows the teacher to know students in several different ways
 - ▣ Likes, dislikes, struggles, successes
 - ▣ Assess curricular understanding
- Allows student and teacher to engage with each other (which can be the best pre-reading strategy)
- Can be used as a pre/during/and post reading strategy

did you know?

- Vocabulary knowledge has long been identified as one of the best predictors of reading comprehension, reading performance in general, and school achievement. In other words, the more words the reader knows, the easier it will be to read and understand what is read.
- “Without effective vocabulary instruction, struggling students may learn little, become disinterested, do poorly on tests, and ultimately disengage from school.” (Paris, S., Fisher, D. & Headley, K. (2009). Adolescent literacy, field tested. Newark, DE: International Reading Association.)
- 12 encounters with a word reliably improved comprehension, but 4 encounters did not. (McKeown, Beck, Omanson, & Pople, 1985)

how do we learn words?

- Experience
- Reading
- Direct instruction
- Multiple encounters in meaningful contexts
- Independent reading/use
- Actively involved in word learning
- Make personal connections
- Immersed in vocabulary
- Consolidate meaning through multiple information sources

how should I teach words?

- Teach fewer words well rather than many words poorly
 - Tell students you are intentionally leaving words for them to figure out on their own (fix up strategies)
 - Limit new words to 4-8 in one lesson and teach in depth
 - Too many new words can overwhelm struggling and ELL students
- Ask, rather than tell
 - What do you already know about this word?
 - What do you want to know to remember this word?
 - How did you learn that word?

three tiered vocabulary

□ 1st Tier

- Sight words or “Generic Academic Vocabulary”

□ 2nd Tier

- Words necessary for comprehension

□ 3rd Tier

- Technical words necessary for the specific discipline

vocabulary in the classroom

- Teach both vocabulary and context for its use simultaneously
 - Students are alerted to the definition of a new word, provided a definition, given an opportunity to refine their understanding through peer discussion, and then experience the word within connected text.
 - **Mathematic journals (Geometry)**
 - Real life: this is where I see _____ in the world
 - Summary of the geometric shape in just words
 - Photos that mimic the geometric shape
 - Diagrams, formulas, theorems

vocabulary in the classroom

Science

- Teach word parts (prefixes, roots, and suffixes)
 - word sorts (manipulation of a set of words)
 - 10 to 20 terms
 - Open or closed
- (closed sorting activities are performed using categories provided by the teacher)

Elective courses

- Quiz Me vocabulary cards (or quizlet.com)
 - Strung on a binder ring
 - Word and definition on one side of the card
 - The back of each card is space for 5 signatures
- 4 Square Vocabulary (word, picture, student definition, sentence)

the campfire effect

Keep the fire going!



Don't let the fire burn out.



turn and talk

Turn to a neighbor and discuss at least one way you are going to incorporate information from this session into your classroom next week.



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