

35th Day of Reading Conference

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1. Before Reading:



How do I make meaning when reading non-fiction texts?

Thinking about Reading

- Participants take reading strategies inventory
- Turn and talk to the person on your right about strategies you use while reading informational texts.
- Review “Reading Informational Texts We...”
- Reflection: What are ways we get our kids to practice this during our class time?
- Share out


Tea Party -- You are invited to a Tea Party!

Making Predictions and Asking Questions

- **Step 1:** Each guest is given a strip of paper or index card with a sentence or phrase.
- **Step 2:** Guests move about the tea party introducing their sentence and sharing predictions and questions about what they might be learning.
- **Step 3:** Guests should try and meet as many other guests as possible.
- **Step 4:** When instructor signals, divide into small groups and discuss what you have learned so far.
- **Step 5:**  **On big paper**, work together to write a prediction paragraph starting with “We think that this passage will be about...”
- **Step 6:** After writing paragraph, work together to develop 2 or 3 questions or “I wonder” statements your group might have regarding content.
- **Step 7: SHARE OUT:** Groups share and explain their paragraphs and questions.
-  **Debrief Strategy:** Classroom connections? Adaptations? Extensions?

2. During Reading:

Mark-up Text or Coding Text

- A quick way for students to record mental responses to the text as they are reading.
-  **Practice** using Mark-up Text with Chapter from *A Young People’s History of the United States*.

Classroom Considerations for Marking Text:

- Students/classrooms can create their own symbols to mark the document
 - Importance
 - Key points
 - Questions
 - Specific ideas that relate to what you are studying
 - Questions
 - Connections
- If using materials that cannot be marked up students can use post-its for quick marks and then in the review process, they can transfer their notes to a notebook.



Double-Entry/Triple Entry Journal

- Activate thinking while reading using Double-Entry / Triple Entry Journals
 - Practice/ experiment with using double/triple entry journal.
 - Please note the prompts and the importance of teaching kids about them and providing practice time for them to help them try on new ways of thinking about and “doing” reading.

3. After Reading:


Written Conversation

Conversation Prompt: **What new information did you learn about while reading? What information in the chapter took your attention? What are you curious about?**

- **Step 1:** In groups of 4, each participant has a piece of paper and pen.
- **Step 2:** Using the writing prompt, each person begins writing for about 2-3 min. 
- **Step 3:** When facilitator signals, switch papers with the person to your right.
- **Step 4:** Read over what the person has written.
- **Step 5:** After reading, write a response to what you just read. 
- **Step 6:** When facilitator signals, switch papers with the person to your right.
- **🎯 This process continues until you get your own paper back.**

Written Conversation Part 2

- **Step 1:** Each group will be given a card representing a person, place or event from something just read.
- **Step 2:** Each group looks over the picture. Someone from the group reads the words aloud.
- **Step 3: Look Back/Review Reading.** As a group, go back to the reading and find a reference in the text that correlates with the information on your card. Read the reference together.

 **Step 4:** Conversation Prompt: What does this make you think? NOW, participate in another round of written conversation by sharing what this new information made you think, feel, or wonder. Share your thinking in writing.

When Reading Informational Texts We...

- Use prior knowledge and text clues to make predictions and to monitor and clarify or extend predictions.
- Use internal and external features to predict and monitor understanding.
- Generate Questions before, during and after reading.
- Generate Elaborations about texts
- Organize and reorganize texts
- Summarize Texts
- Combine information across texts
- Reflect critically and personally on informational reading
- Use oral and written language to formulate, express and reflect on ideas

(Classroom Application: How do these translate into classroom practice? What does it look like? What are we already doing? What are some new ideas?)

What do I do to understand and remember what I read?

Reading Strategies Inventory

Before Reading I ...

- ___ think about the cover, title, and what I know about the topic
- ___ skim, looking at and thinking about pictures, graphs, charts
- ___ read headings and captions
- ___ read the back cover and/or print on the inside of jacket
- ___ use the five finger method to see if the book is just right for me
- ___ ask questions
- ___ make predictions
- ___ visualize
- ___ build background knowledge
- ___ set a purpose for reading

During Reading I ...

- ___ make movies in my mind's eye.
- ___ identify confusing parts and reread them.
- ___ use pictures, graphs, charts to understand confusing parts.
- ___ identify unfamiliar words and use context clues to figure out their meanings.
- ___ stop and retell to see what is remembered.
- ___ take notes on key ideas.
- ___ predict and adjust or confirm predictions.
- ___ ask questions and read on to discover answers.
- ___ talk or write about what is understood so far.
- ___ relate to what is happening in the text.
- ___ use background knowledge to help understand reading.

After Reading I...

- ___ think about what was just learned.
- ___ share new information with a friend or family member.
- ___ discuss or write about reaction to reading.
- ___ think about the characters, setting, events or new information.
- ___ reread to find support for questions.
- ___ make new predictions.
- ___ skim to find details.
- ___ draw or write about new information learned.
- ___ watch a video related to new information learned
- ___ Do something related to new information learned.

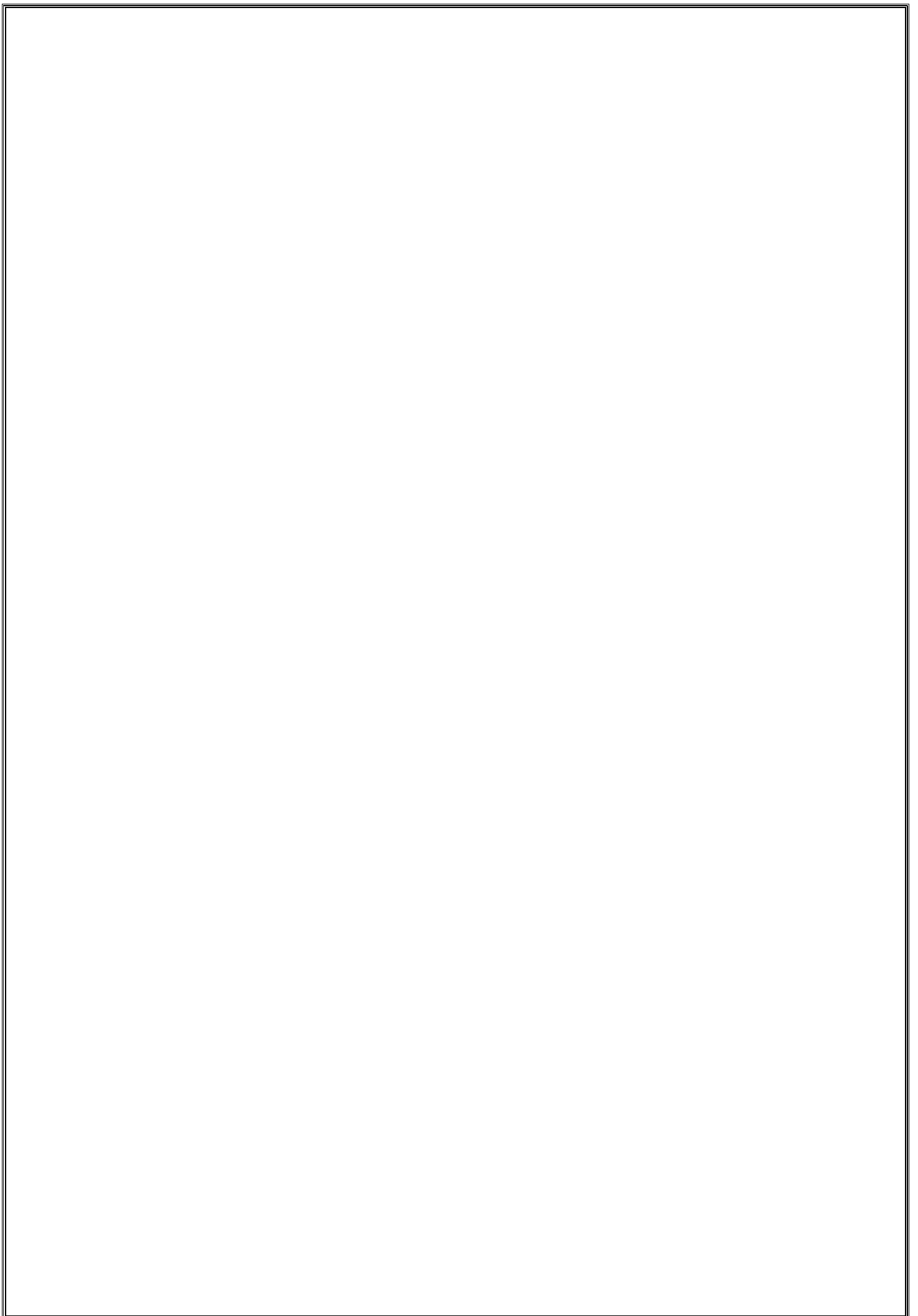
Double Entry Journal

From The Text

(quote, summary, pg.#)

My Thinking

(questions, connections, reactions,
predictions, I wonder statements,
new thinking)



Written Conversation

Step 1: Gather in groups of 3 or 4. You must have your own paper/pen. Read conversation prompt provided by instructor.

Step 2: Write for 2-3 minutes based on prompt. There is no speaking.

Step 3: When the instructor signals "TIME," stop writing and pass your paper to the right.

Step 4: With new paper in hand, read what the person before you wrote. Think for a minute, and then write in response to what was written.

Repeat steps 3 and 4 until your original paper returns.

Step 5: When original paper has returned to you, silently read through the written conversation.

Step 6: Share Out