

Reading Workshop



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Topics of the Morning



- Close Reading
- Fluency
- Comprehension
- Vocabulary

Close Reading



- ✧ Since Common Core, Close Reading has been generalized as the act of; rereading for the purpose of recognizing details of text that may go unnoticed during a cursory first read, so that new understandings and insights may reveal themselves.
- ✧ Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension.

Strategy 1: Number the paragraphs



- ❧ Common core requires students to cite and refer to text
- ❧ Paragraphs, sections, or stanza in the left hand margin
- ❧ Helps to state what paragraph they are referring to
- ❧ Quickly find the text

Strategy 2: Underline & Circle with a Purpose



- ❧ Very specific things
- ❧ What information do you want students to take from the text?
- ❧ Look for those elements
- ❧ Ex: Circle key terms in the text that are defined and repeated through text.
- ❧ Ex: Poetry: students could underline the imagery they find throughout the poem
- ❧ Ex: studying an argument, ask the students to underline “claims” (identify claims as beliefs statements that the author is making)

Strategy 3: Chunk the Text



- ❧ A lot of text= Overwhelming
- ❧ Smaller sections or “chunks” makes the page more manageable
- ❧ Draw horizontal line between paragraphs
- ❧ No right or wrong way to chunk
- ❧ Justify why you grouped certain paragraphs
- ❧ Give responsibility to children

Fluency



- ❧ What is fluency? Accurate and automatic reading
- ❧ Appropriate expression and phrasing
- ❧ If a child is not fluent, he/she will not comprehend what is being read because most effort will be used to decode words.

Fluency Strategies



❧ Phrased Readings

- ❧ Find short phrases such as “into the ocean” and “may the force be with you” and have your child read it in funny voices.
- ❧ Write these phrases on a notecard and have your child choose a voice. They have 30 seconds to read as many phrases as possible in that voice.
- ❧ Poems are also good for phrased reading.
- ❧ <http://www.nwr1.k12.mo.us/education/components/docmgr/default.php?sectiondetailid=9773&>

SOMETHING TOLD THE WILD GEESE

By Rachel Field

**Something told the wild geese
It was time to go,
Though the fields lay golden
Something whispered, "snow."**

**Leaves were green and stirring,
Berries, luster-glossed,
But beneath warm feathers
Something cautioned, "frost."**

**All the sagging orchards
Steamed with amber spice,
But each wild breast stiffened
At remembered ice.**

**Something told the wild geese
It was time to fly,
Summer sun was on their wings,
Winter in their cry.**

Noodles

from Good Luck Gold by Janet Wong

Noodles for breakfast,
Noodles for lunch,
Noodles for dinner,
Noodles that crunch,
Noodles to twirl,
Noodles to slurp--
I could eat noodles
all day! Burp!

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Fluency Strategies



- ❧ Model
- ❧ Students need to hear what good, fluent reading sounds like before they can read fluently.
- ❧ Read to your child. When reading to your child, read books that would be slightly too hard for them to read alone.

Fluency Strategies



- ❧ Repeated Readings
- ❧ Pick a passage that is not too difficult for you child to read.
- ❧ Read it to you child.
- ❧ Then read it together and decode and difficult words.
- ❧ Then have your child read it aloud to you and anyone who will listen MULTIPLE times.
- ❧ For extra fun, record your child reading aloud and have him/her listen for fluent reading.

Comprehension

Making Connections

- ❧ Help your children make these connections so they can have some background knowledge on the subject
 - ❧ Text to Self
 - ❧ Text to Text
 - ❧ Text to World

Questioning



☞ Have your children think

☞ Who

☞ What

☞ When

☞ Where

☞ **WHY?**

☞ **HOW?**

Bookmark



- ❧ Make a book mark with your child
 - ❧ This inspires them to want to read
 - ❧ This also allows them to stop and take a moment to think about what they have read
 - ❧ On the back of the book mark, have blank spaces for them to fill in with their favorite quote from the book

Vocabulary



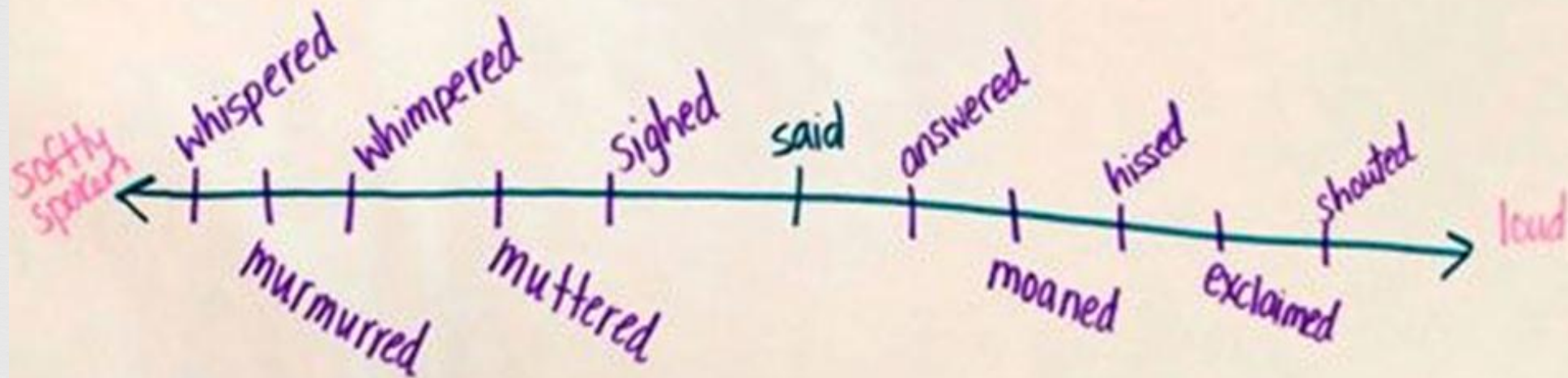
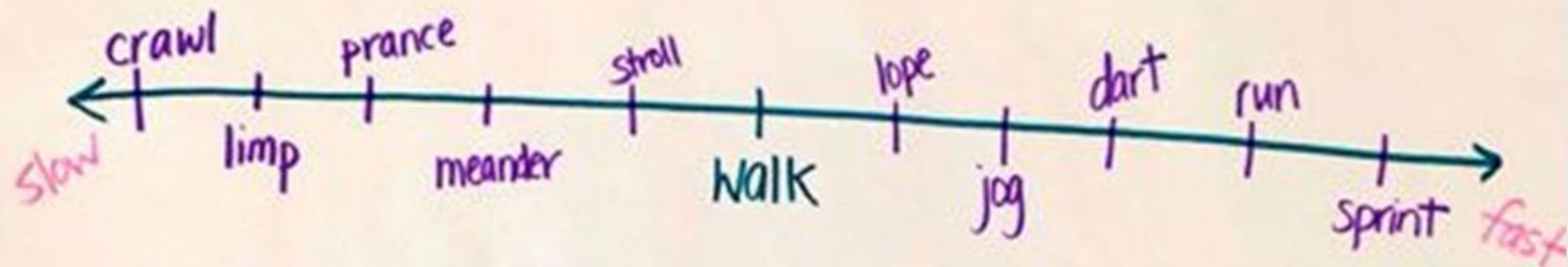
- ❧ Vocabulary plays an important part in language learning and reading
- ❧ Teaching children vocabulary helps them become better readers AND writers.

Vocabulary Gradient



- ❧ This strategy involves taking words of varying degrees of meaning and having students arrange them in a continuum. (Ex.: words for hot could be arranged “warm, toasty, hot, scorching, fiery, etc.”)
- ❧ This strategy helps students because they are able to distinguish between nuances of meaning, which in turn, helps them both in reading and in writing
- ❧ It also helps students add to their vocabulary bank of words they can use in their personal writing.

Word Gradients



Context Clues



- ✧ With this strategy, you can help your child figure out the meanings of unfamiliar words in a text by using the words and situations around the word to make sense of it.
- ✧ This deepens a student's understanding of vocabulary more than simply telling the child what the word means.
- ✧ Have the child underline the word, read the sentences around to come up with synonyms and antonyms for the word, and make predictions as to what they think the word means.

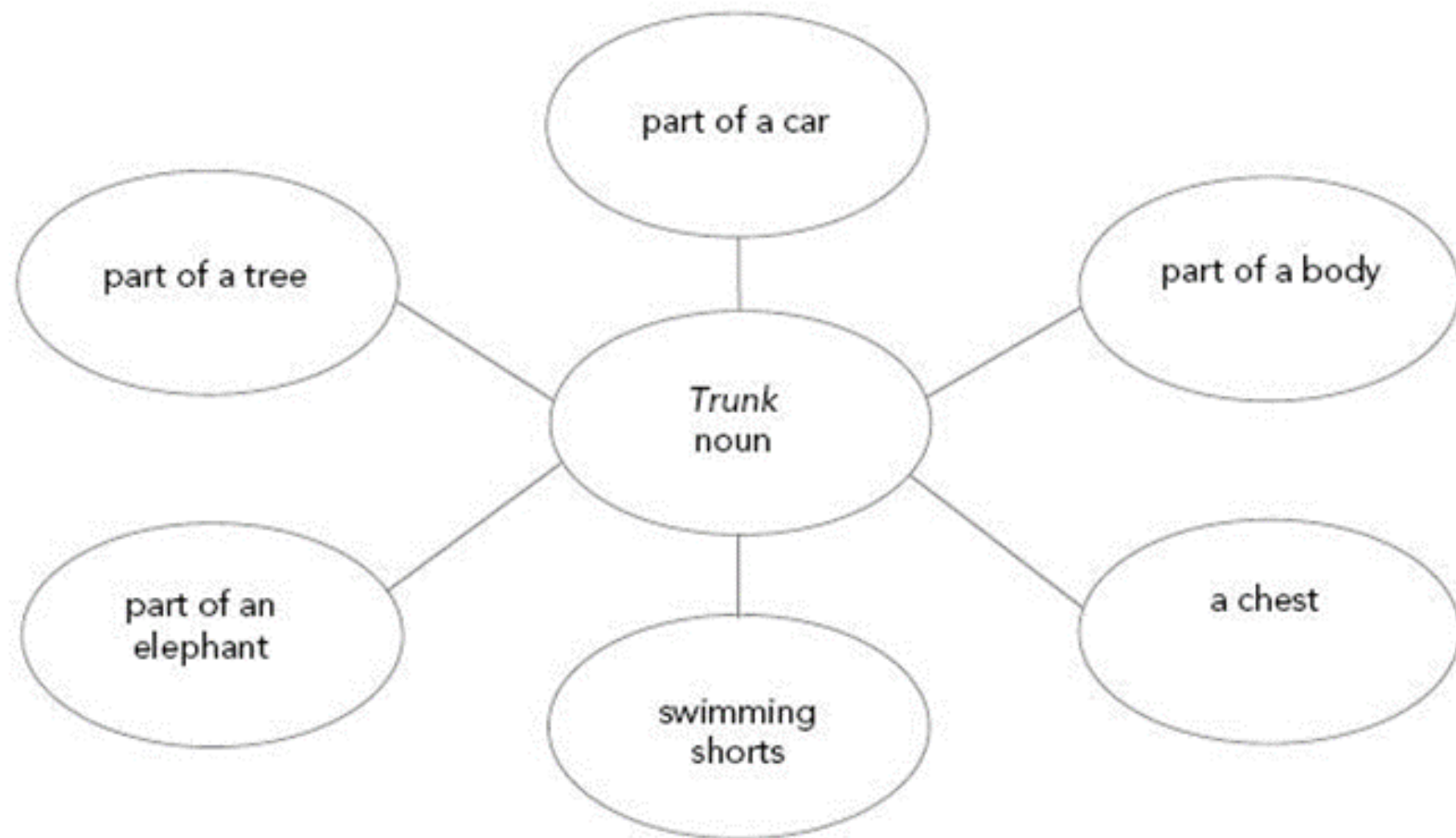
Discussion Starter Webs



- ❧ This vocabulary strategy involves the use of webbing to have students think about new words that they are learning.
- ❧ They write the word in a bubble, then branch off with words that are related to the subject in order to deepen their understanding of words and make connections to previous knowledge.

Figure 2

The Multiple Meaning Web Displays the Many Meanings of a Word



An elephant inhales through its trunk.



Finding Your 'Just Right' Book

Think about these questions before you read a book...



Too Easy

- Do you know all of the words in the book?
- Are you reading too fast?
- Can you retell the story easily?
- Have you read this book lots of times?

Did you answer **yes**?
Try more difficult book



Just Right

- Do you know most of the words in the book?
- Do you understand what you are reading?
- Are you reading at a steady pace?

Did you answer **yes**?

**This book is
'just right' for you!**

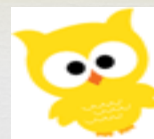


Too Hard

- Are there lots of tricky words in the book?
- Do you forgot important information from the story?
- Are you reading too slowly?



Did you answer **yes**?
Try an easier book



I PICK



P

Purpose: why do I want to read?

I

Interest: Does it interest me?

C

comprehend: Do I understand it?

K

Know: Do I know most of the words?

www.cuteclassroomcreations.blogspot.com



Books to Consider



3rd Grade

“The Starving Times” By: Patricia Hermes

“The One and Only Ivan” By: Katherine Applegate

4th Grade

“Stuart Little” By: E.B. White, Garth Williams, Rosemary Wells

“Uncle Pirate” By: Douglas Rees

5th Grade

“Pippi Longstocking” By: Astrid Lindgren, Florence Lamborn

“Coraline” By: Neil Gaiman, Dave McKean

6th Grade

“The Giver” By: Lois Lowry

“Surviving the Applewhites” By: Stephanie S. Tolan

Books



Read Aloud Books

- ❧ Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst; Ray Cruz, illus.
- ❧ Ira Sleeps Over by Bernard Waber

Read on Your Own Books

- ❧ Frindle by Andrew Clements
- ❧ The Water Horse by Dick King-Smith
- ❧ Because of Winn-Dixie by Kate DiCamillo
- ❧ The Indian in the Cupboard (series) by Lynne Reid Banks

Libraries in the Area



☞ Florence –Lauderdale Public Library



☞ Muscle Shoals Public Library



Apps & Websites



- ❧ Finding Information on Great Books
- ❧ Five Close Reading Strategies to Support Common Core
- ❧ <http://pbskids.org/games/reading/>
- ❧ <http://www.readingrockets.org/>
 - literacyapps- comprehension & vocabulary
 - Teaching reading: fluency, vocabulary, comprehension etc.
- ❧ List of Apps to Help Readers
- ❧ Search for Best Apps in Each Area of Reading
- ❧ **Toontastic** is a great app to recreate a favorite scene in the story
- ❧ **EPIC** is a great app to find books for students to read
- ❧ **Popplet** is a great app to organize thoughts about passages and books