

Reading Success

Strategies for Second Grade and Up

Elevate Teacher Conference
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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

- 1. All Students Proficient and Showing Growth in All Assessed Areas**
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
- 4. Every School Has Effective Teachers and Leaders**
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



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Session Norms

- Silence your cell phones
- Please check and/or reply to emails and texts during the scheduled breaks
- Do not hesitate to ask questions
- Be an active participant



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Session Goals

In this session, participants will...

- examine the simple view of reading
- define reading comprehension
- explore reading comprehension strategies
- and complete an action plan



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Ice Breaker



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A-B-C Brainstorming



What do you read?

Simple View of Reading

Simple View of Reading

The **Simple View of Reading** formula is:

$$\text{Decoding (D)} \times \text{Language Comprehension (LC)} = \text{Reading Comprehension (RC)}$$



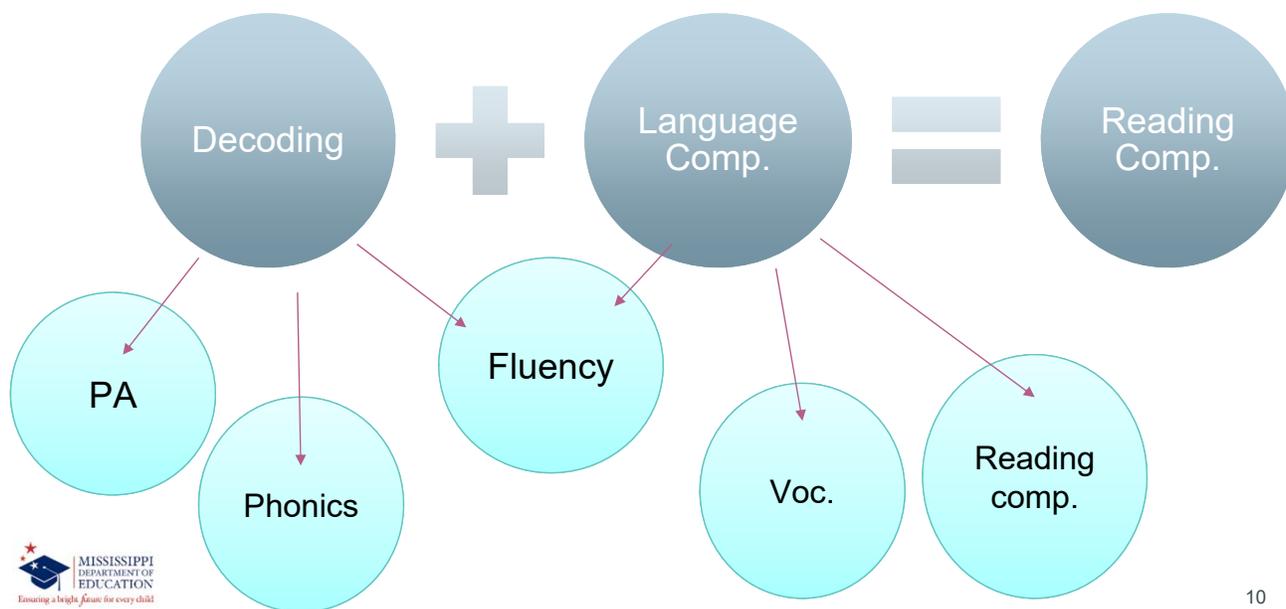
$$D \times LC = RC$$

$$1 \times 1 = 1$$

$$0 \times 1 = 0$$

$$1 \times 0 = 0$$

Simple View of Reading



How do you define Comprehension?

Comprehension Defined

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language

-RAND Reading Study Group

Comprehension Defined

The construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text

-Harris and Hodge, 1995

Comprehension Defined

Teaching Comprehension Strategies

The National Reading Panel indicates that there are large statistical differences in performance between students who are supported in their comprehension development by instruction and those who are not.

Teachers can be taught to teach comprehension strategies effectively; after such instruction, their proficiency is greater, and this leads to improved performance on the part of their students on awareness and use of strategies, to improved performance on commonly used comprehension measures and sometimes, to higher scores on standardized reading tests



-Williams, 2002

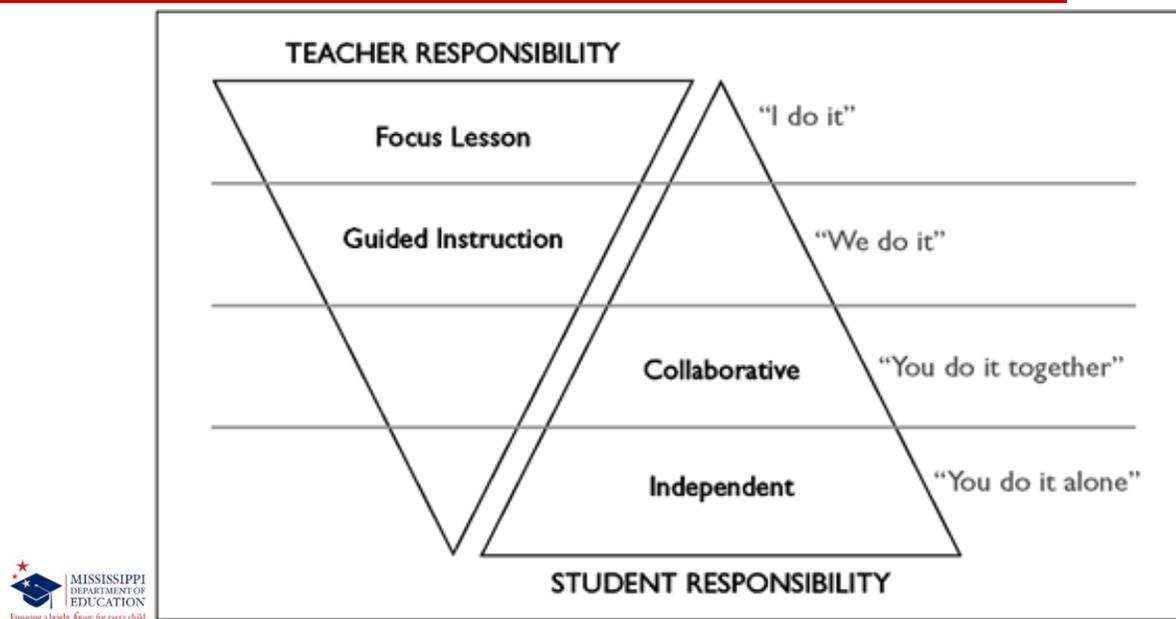
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Comprehension Strategies

Clarifying/ Monitoring Comprehension	Being actively aware of whether one is, or is not, understanding the text and then dealing with the problems as they arise
Making connections	Linking knowledge that stems from previous experiences with ideas in the text
Predicting	Making an informed guess about what will come next in a reading, based on word knowledge and clues from the text
Recognizing Text Structure	Identifying the way text is organized
Asking questions	Asking oneself questions about the text being read
Answering questions	Finding and using information from text to answer teacher questions
Visualizing	Forming mental pictures in one's head as one reads
Summarizing	Distilling information into a concise, synthesized form

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The Gradual Release Model



Comprehension Instruction

- **Explicit Strategy Instruction**

Direct explanation

Modeling

Guided practice

Independent practice

- **Scaffolding**

Process: shifting responsibility for learning from teacher to student

Tools: graphic organizers, prompts, cooperative learning, read-aloud methods

- **Contextualized Instruction**

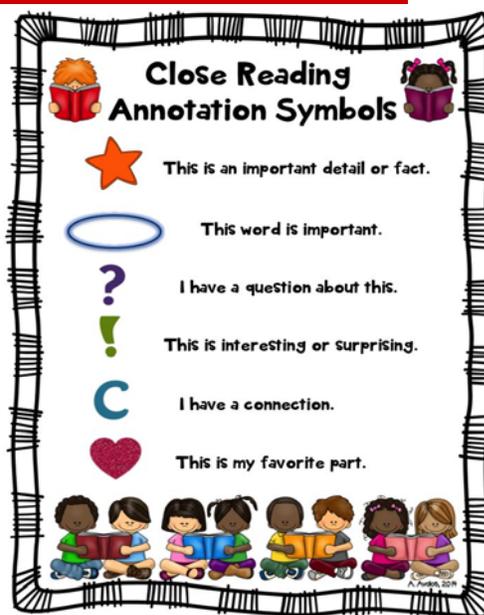
Occurs in the context of reading conceptually challenging, relevant, high-interest texts

-Honig, Diamond, Gutlohn, 2013

Strategies

Text Annotations

- Find the *Reading Comprehension* handout.
- Read the first section with **pen in hand**, making annotations as you go.
- Discuss your findings



Paragraph Shrinking

THE LITTLE BLUE ENGINE

by [Shel Silverstein](#)

The little blue engine looked up at the hill.
His light was weak, his whistle was shrill.
He was tired and small, and the hill was tall,
And his face blushed red as he softly said,
“I think I can, I think I can, I think I can



Share your
predictions with a
partner.

So he started up with a chug and a strain,
And he puffed and pulled with might and main.
And slowly he climbed, a foot at a time,
And his engine coughed as he whispered soft,
“I think I can, I think I can, I think I can.”

What words may need clarifying for students?



With a squeak and a creak and a toot and a sigh,
 With an extra hope and an extra try,
 He would not stop — now he neared the top —
 And strong and proud he cried out loud,
 “I think I can, I think I can, I think I can!”



What questions could you ask the students at this point?
What are your final predictions?



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He was almost there, when — *CRASH! SMASH! BASH!*
 He slid down and mashed into engine hash
 On the rocks below... which goes to show
 If the track is tough and the hill is rough,
 THINKING you can just ain't enough!



Use the paragraph shrinking method to create a summary of this passage.

Hint:

State who or what the passage is about. Include the most important information.

Make the summary 10 words or less.



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Paragraphing Shrinking Activity

- **Who or what:**
The Little Blue Engine
- **Most important information about the who or what:**
 - The engine tried very hard to make it up the hill
 - Even though the engine tried very hard, he didn't make it
- **Main-idea statement:**



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Reflection

How could you use these strategies in your classroom?
Would you have to change anything to make it fit?



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Activity

1. Read the article
2. Choose the standards you want to teach (limit to 1 or 2)
3. Develop 3 leveled questions to assist students with comprehension
4. Write lesson on chart paper
5. Hang your chart paper on the wall



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Making Connections

Text-to-Text

A connection made to a previously read text

Text-to-Self

A connection made to the reader's life

Text-to-World

A connection made to something that occurs in the world



"Text to text, text to self, text to world... Leave it to school to take the fun out of texting."



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Making Connections

Text-to-Text	Text-to-Self	Text-to-World
What does this remind me of in another book I've read?	What does this remind me of in my life?	What does this remind me of in the real world?
How is this text similar to other things I've read?	What is this similar to in my life?	How is this text similar to things that happen in the real world?
How is this different from other books I've read?	How is this different from my life?	How is this different from things that happen in the real world?
Have I read about something like this before?	Has something like this ever happened to me?	How did that part relate to the world around me?
	What were my feelings when I read this?	

Visualizing

Visualizing

Making mental images in your mind
 Use the five senses to better understand the text.

What do you see?
 What do you hear?
 What do you smell?
 What do you feel?
 What do you taste?



References

DeVries, B.A. (2011). *Literacy assessment & intervention for classroom teachers*. Holcomb Hathaway.

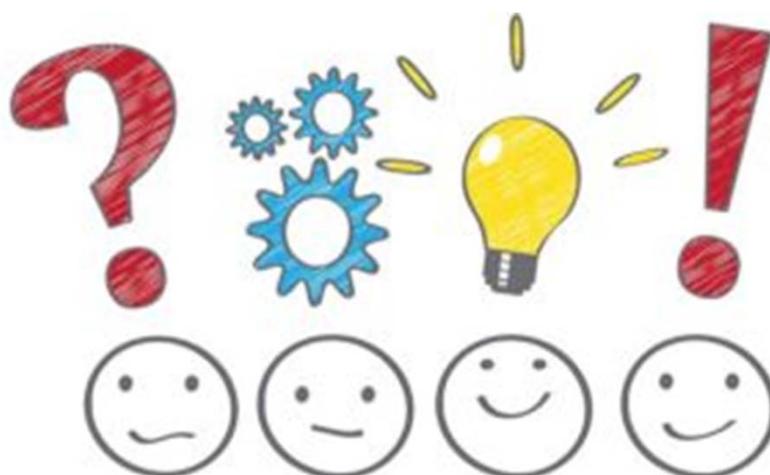
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Questions and Comments



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