

Welcome to *Hidden Sparks Without Walls*. We will be starting shortly...

- If you are using a speaker phone, the rest of us will hear everything going on in the room you are in. Speaker phones can also cause echoes and other extraneous sounds. Please avoid using them if possible. If that is not possible, make sure you are in a quiet room, and keep electronic gadgets as far from the phone as possible.
- While we are waiting to begin please **practice using the chat** feature by sharing your name, school and location. Activate chat by **clicking the “Chat” tab below the attendees list** on the right of your screen. Enter your communication and click on “Send.”
- If you have any clarifying questions about the format or the topic, you **may click on the “Q&A” tab below the presenter list** and enter your questions. Feel free to use the hand raising feature, by clicking on the little yellow hand on the right side of the screen.
- Don't hesitate to engage as active, full participants. Your contributions may help others.
- Be aware of your air time.

hiddensparks
without walls

Effective Strategies for Reading Text

With Jane Gertler, Ed.D.

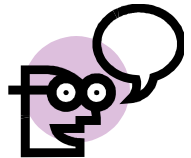
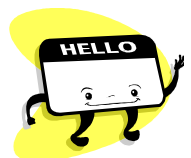
April 14, 2010



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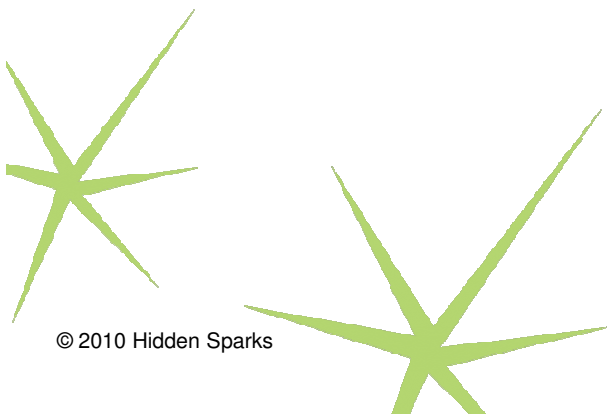
Welcome & Conference Etiquette

- **Below are some tips that will help make this conference call successful.**
- **Use the right phone.** - Cell phones can be included in conference calls, but some can also cause static on the lines. Try to use a landline phone if possible. Speakerphones pick up a lot of background noise. If you use one, mute it whenever possible.
- **Participate in a quiet, undisturbed room.** – Background noise can be heard through the phone and will disturb others in the conference. If you can't find a quiet room, use your phone's mute button until you want to speak – and avoid distracting noises such as humming, scraping chairs, tapping a pencil, etc.
- **Never Put a Conference Call on Hold!** - Participants will be forced to listen to your on-hold music or they will not know that you have stepped away and may continue to address you while you're gone.
- **Call Waiting** - The sound of your call-waiting beep can be disruptive and confusing to conference call participants. Quite often the Call Waiting function can be temporarily suspended by touching *70 prior to the call.
- **Identify Yourself** - When you first enter the call and when you ask a question please identify yourself by name and school or state on-line.
- **Chat Room & Question/Answer Box** – Those participating on line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. We will offer regular opportunities for those joining by phone only to participate as well.



Our Guest:

Jane Gertler, Ph.D., is the Director of The Churchill Center, the Professional Development Center of the Churchill School, a K - 12 school for students with learning disabilities in New York City. Dr. Gertler spent more than 20 years as a school administrator in Westchester, serving as Director of Special Education in Irvington, prior to becoming the Director of Curriculum, Assessment and Professional Development in Edgemont. She is a member of the Board of Education for the Mount Pleasant Cottage School, a residential and day school for special needs students in Pleasantville. She holds a B.S. from Cornell University, a master's in education from New York University, and a doctorate in school administration from Fordham University.



Overview of the Session

- Prerequisite skills for effective comprehension
- Strategies that proficient readers use
- Modeling mental processes that are essential for comprehension
- Active reading



Session Goals:

The goal of this webinar is to begin to answer the following questions:

1. What are the prerequisite skills that facilitate reading comprehension?
2. What do proficient readers do?
3. How can you model effective reading strategies?
4. What are “think-alouds,” and how do they facilitate comprehension?
5. What are some specific strategies for reading comprehension that require explicit instruction?

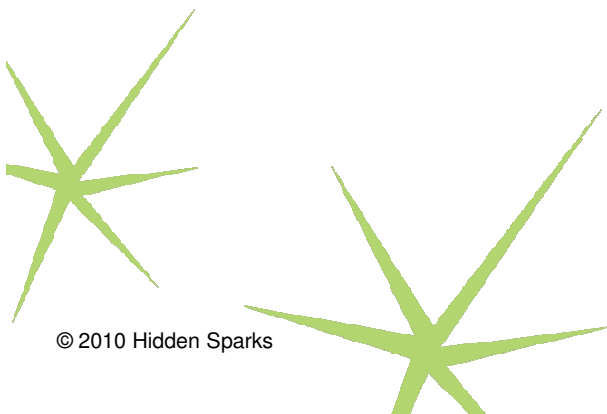
What prerequisite skills and conditions facilitate comprehension?

- Phonemic awareness
- Word recognition
- Decoding
- Fluency
- Vocabulary
- Activation of prior knowledge
- Understanding of text features and organization



Research Supporting Reading Comprehension Instruction

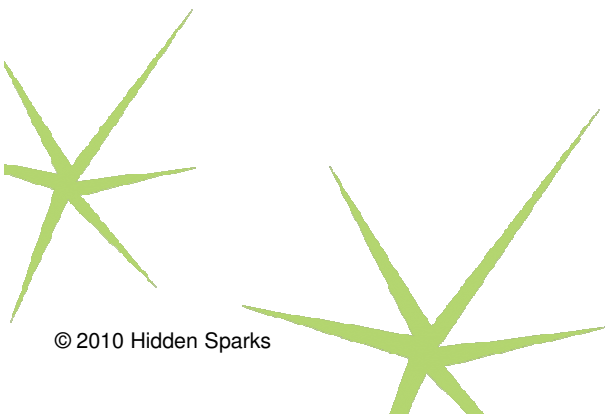
- Explicit instruction results improved comprehension (Stahl, 2004)
- Activities that support the understanding of students' texts results in improved comprehension (Pearson & Duke, 2002)



What about “struggling” readers?

- Low expectations give students an excuse to opt out of improving.
- Struggling readers need confidence, or they won't take risks.
- Having reasonable expectations and providing scaffolding with strategy instruction may not be flashy.....but it's effective.

- *Cris Tovani (2009)*



What do proficient readers do?

- Use prior knowledge
- Monitor meaning – know when it breaks down
- Ask Questions
- Draw inferences
- Use sensory and emotional images
- Determine what is important in text
- Synthesize information

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Mosaic of Thought by Keene & Zimmerman



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How can you model proficient reading strategies?

THINK-ALOUDS

**“When teachers make the invisible mental processes visible, they arm readers with powerful weapons.”
(Tovani, 2000)**



How do Think-Alouds help?

- **Slow the reader down to reflect on his/her understanding and interpretation of text**
- **Help the reader identify and summarize the multiple meanings they make while reading**
- **Give the reader effective strategies to “fix-up” comprehension rather than saying, “This story is stupid!”**



Think-Aloud Basics

- **Teacher does/Students watch/listen**
- **Teacher does/Students help**
- **Students do/Teacher helps**
- **Students do/Teacher provides a *Stop, Fix, Ask* Checklist**

- *Navigating Meaning: Using Think-Alouds to Help Readers Monitor Comprehension* by Jeffrey Wilhelm



Think-Aloud Strategies

Predict

- I wonder if/who....
- I bet I know what comes next....
- I think we will learn about....
- At the end, I think....will happen
- I think this problem will be solved by....

Question/Clarify

- I don't understand...
- Hmm, it didn't make sense when...
- Where did I lose track...
- I think I need to reread this section because I'm confused...
- I wonder what it means when...

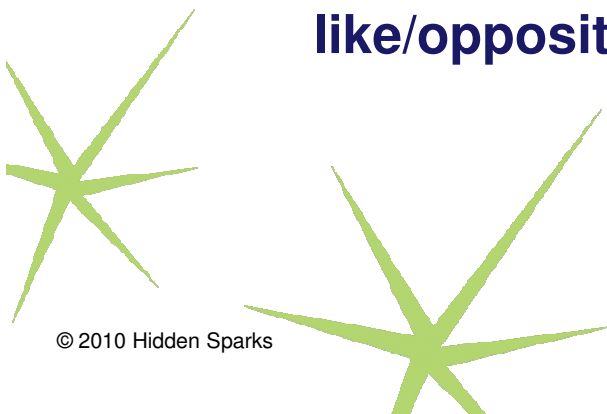
Think-Aloud Strategies

Connect

- This reminds me of....
- This is like what happens at home when...
- We don't have....in NY, but instead, we have....
- I remember what happened to me that is almost like/opposite this....

Make mental pictures

- In my mind “picture,” I can see...
- I can imagine what it is like to....
- I can almost hear/taste/smell...
- Even though it isn't in this picture, I can see/imagine....



Think-Aloud Strategies

Summarize

- In this story I learned that...
- So far in this story....
- The most important idea is...
- Even though it isn't exactly stated, I think that...

Evaluate

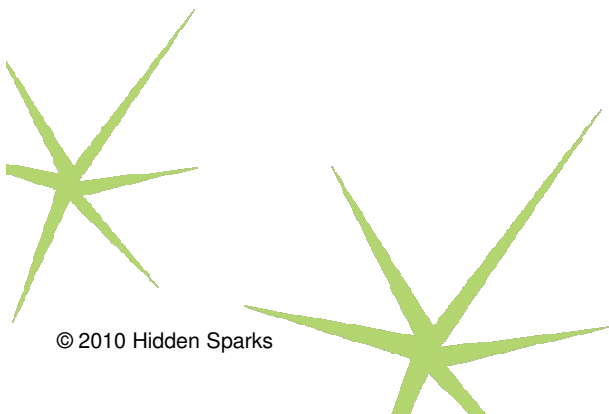
- My favorite part was...
- My least favorite part was...
- If I were him/her, I would...
- I wish I could... like...
- It was really interesting to learn that...



When students observe a Think-Aloud:

Strategy	How often did your teacher demonstrate the strategy?
Make a prediction	
Ask a question	
Clarify something that was confusing	
Comment on something read	
Connect new information to background knowledge	
Reread to clarify something that was confusing	
Monitor comprehension: Stop and ask, "Do I understand?"	
Make mental pictures of what is read	
Compare new information to previous learning	

**Activate Prior Knowledge to Make Connections Before,
During and After Reading**



B-D-A Strategy

<u>Before</u> List everything you know about this topic before reading	<u>During</u> Briefly note new information you find during your reading	<u>After</u> Write a summary and key questions to quiz other students or use for future study

Write a one-sentence main idea statement:

B-D-A Strategy

<u>Before</u>	<u>During</u>	<u>After</u>
<ul style="list-style-type: none">•Preview text structure•Make connections	* Marks the Spot	<ul style="list-style-type: none">•Share•Clarify•Reflect•Connect

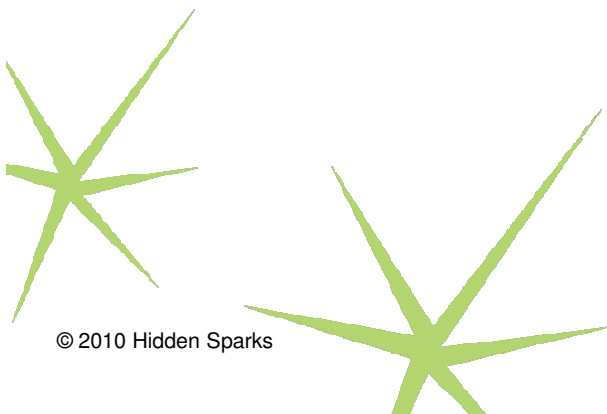
*** Marks the Spot * During Reading**

*** = Important information**

? = Questions (author, text, self)

! = New facts, connections, information, and “ahas”

- **Retell what you’ve read**
- **Adjust reading rate**



Anticipation/Reaction Guide

- **Activate** prior knowledge
- **Assess** class knowledge before beginning a unit or lesson
- **Establish** a purpose for reading
- **Develop** analytic skills



Anticipation/Reaction Guide

Sample Format

INSTRUCTIONS: Respond to each question twice. If you agree with the statement, put an “A” in the column. If you disagree, put a “D” in the column.

Response before reading	Statements about topic	Response after reading

What do proficient readers gain from B-D-A or Anticipation-Reaction Guides?

- Use background knowledge.....
- Combine with evidence from text....
- **Make inferences and draw conclusions**

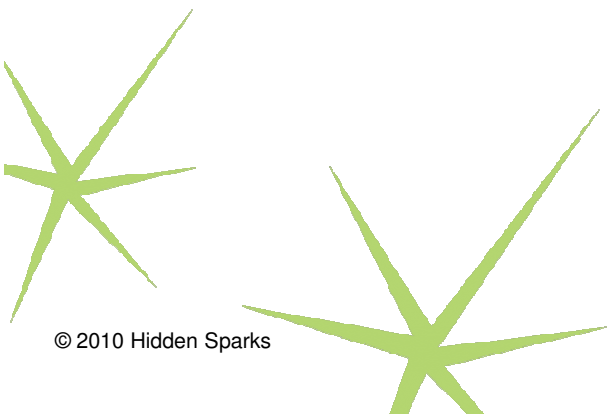


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Ask Questions

- **Ask questions before, during and after reading for better comprehension.**



RAP - Q

- **R = READ**
 - Read a paragraph or a section
- **A = ASK**
 - Ask what the main ideas are
- **P = Paraphrase**
 - Put the main ideas in your own words
- **Q = Questions about the reading**
 - Based on your paraphrasing of the main ideas, write a question on the front of a notecard
 - Answer the question on the back of the notecard



SQ3R

- **S = Survey and look for clues**
 - Determine structure of the chapter
 - What does the **title** tell you?
 - Read **main headings** (boldface type)
 - Read the **introduction**
 - Read the **summary** (relationship among main ideas)
 - Read **questions** at end of chapter



SQ3R

- **Q = QUESTION**
 - Turn each heading into a question
 - Use the words *who, what, where, when, why or how*
 - Write the questions on the *left* side of a split-page.



SQ3R

R, 1 = READ

- Read the text that follows the heading
- Look for the answers to your questions

R, 2 = RECITE

- Answer the questions in your own words
- Write the answer on the *right* side of the split-page
- Write any new vocabulary

R, 3 = REVIEW

- Review your questions and answers
- Create a summary
- See if you can answer the questions without looking at your notes
- Define the new vocabulary words



Active Reading

- *Pre-read and use print conventions*
Read title, headings, note pictures and diagrams or questions
- *Read and visualize*
Highlight main ideas, supporting details, and new vocabulary.
- *Margin notes*
Paraphrase important ideas; write in margin
- *Monitor for meaning*
Use **fix-up strategies** when coming to unknown words or confusing text (Keene & Zimmerman)
- *Summarize*
Create summary, outline or concept map that reflects main ideas in the text

Active Reading, Highlighting, Margin Notes

Spartacus The Rebel Slavery in Ancient Rome

Spartacus was born into a world of comfort and freedom. His father may even have been a nobleman. Yet Spartacus died a Roman slave.

Ancient writers give us only a sketchy outline of Spartacus's early years, but he was probably born in Thrace on the eastern fringe of Rome's huge empire. He served in the Roman army for a while but then deserted. Now instead of fighting to defend Rome, he became a rebel and a robber.

When the Romans captured him, they made him a slave and put him on the auction block. Whoever offered the most money would own him. Like all slaves in ancient Rome, Spartacus could be bought and sold as easily as a pottery bowl or a bundle of grain.

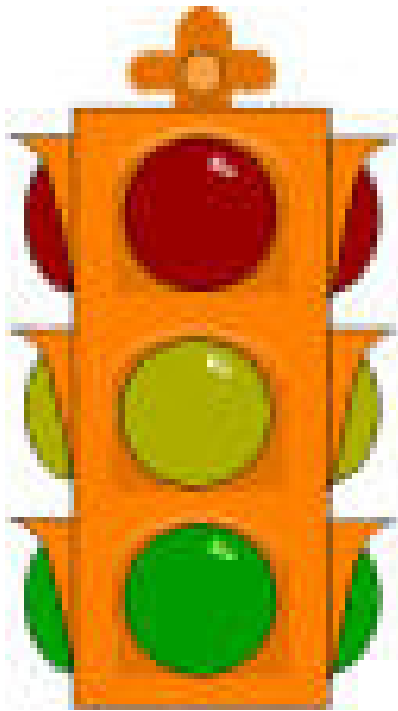
Margin notes:

SPARTACUS

- Spartacus born free
- S. deserts Roman army
- S. captured and auctioned as a slave

Heading Main idea Details Vocabulary

Traffic Light



Stop:

- **Make predictions.**
- **Set a purpose for reading**

Slow Down:

- **Monitor comprehension.**
- **Apply strategies**

Go:

- **Continue reading for more information.**

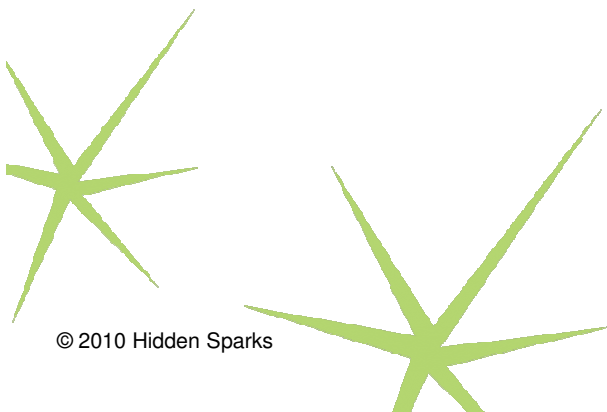
Professional Development Resources

- **Building Background Knowledge** by Robert Marzano
- **Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy** by Fountas and Pinnel
- **I Read It, But I Don't Get It** by Cris Tovani
- **Mosaic of Thought, 2nd edition** by Keene and Zimmerman
- **Nonfiction Matters: Reading, Writing, and Research in Grades 3 – 8** by Stephanie Harvey
- **Strategies That Work, 2nd edition** by Harvey and Goudvis
- **Tools for Teaching Content Literacy** by Janet Allen

Upcoming Hidden Sparks Without Walls Sessions

Monday, May 3, 2010	Cooperative Learning: A Way to Differentiate Your Instruction and Enhance Your Students' Engagement, with Harriet Lenk, Ph.D.
Monday, May 10, 2010	

For more information visit: www.hiddensparks.org



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About Hidden Sparks

Hidden Sparks is a non-profit fund whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit. Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 21 Jewish Day Schools/Yeshivot in New York and 7 in Boston, through a partnership with Gateways: Access to Jewish Education.



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