

Reading Strategies Workshop

Fiction and Nonfiction

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Drummond Faculty Meetings

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The Facts about Reading

- Nell Duke – reading specialist / researcher
 - Research showed that 3.6 minutes per day being spent with non fiction text in primary classrooms
- Research has shown that 50-85 % of text on most standardized tests is informational / expository / NON FICTION
- Approximately 85% of all reading done by adults is informational / expository / NON FICTION
- Reading of / exposure to NF texts in the primary grades → ‘
 - Increases comprehension in later grades (improve test scores)
 - Increases information literacy -> better researchers
- One way to increase exposure to NF texts in the primary grades is through PAIRED TEXT read alouds

Encouraging Enjoyment of Reading

- School library – weekly visits
- SSR – Sustained Silent Reading
- Reading aloud in classrooms
- Classroom libraries

Encouraging Reading

- Field trip visits to our local CPL branch
- Participation in Monarch Award
- Bookworm afterschool reading program
- Family Reading Night

Introduce Concept: *It Takes Two*

- Connects the curriculum to books by pairing fiction and nonfiction books
- Provides an authentic way of introducing content material
- Boosts students' understanding and enjoyment of reading

Reasons to Pair Texts:

Meet state standards and school curricular goals.

Excitement and retention

Background knowledge and connections

Comprehension

Vocabulary

Critical Thinking

Writing

Exposure to high quality literature and content area information

Discuss Research and Strategies

- *It Takes Two: Teaching with Twin Texts of Fact and Fiction*
- Break into 5 Strategy Groups (groups of 4)
 - Venn Diagram
 - K-W-L
 - DR-TA/DL-TA
 - Webbing
 - Activating Prior Knowledge

Read and Respond

- **All:** Read pages 400 through 402, through and including subheading *Classroom Applications of Twin Texts*
- **All:** Read page 407 subheading *Helping Students and Teachers Meet Challenges*
- **Strategy group:** Find your section within article and read

Strategy Group Response: Strategy Chart

- In your strategy group summarize the following:
- Definition of strategy
- General Procedures for Implementation
- Additional Comments

Applying the Strategies

Reading aloud Fiction and Nonfiction:

Little Penguin

Watch Me Grow



Strategy Group

But will it work?

- How could you apply your strategy for
Little Penguin
&
Watch Me Grow Penguin

Wiki of Ideas and Resources

<http://pairedtext.wikispaces.com/>

Paired Fiction and Non Fiction Texts

- [Read aloud tips and resources](#)
- [Pairs of titles \(grouped by subject area\)](#)
- [Non fiction text instructional resources](#)

It Takes Two

Classroom Teacher & Librarian

- Read twin texts in the classroom
- Read twin texts in the library
- Read twin texts in the classroom & library

Together we can make it happen!





TURN AND TALK

Guiding Conversations About Text
Across ALL Grade Levels

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Drummond Montessori

ALL students can engage in meaningful discussions of text:

- Higher order talk about text is a good thing to do even before students can decode and read independently.
- Students can discuss thematically complex texts which are read to or with them as well as on their own.
- Higher level talk centers around the text but can also contain some opinions and personal response.

Preparing students to participate in high-level discussions about text.

→ Make the goals and expectations of “book talk” clear.

→ **Explicitly** teach strategies (Model during read/ think alouds and shared reading):

Demonstrate *how to discuss* and *what appropriate responses sound like*.

→ Clarify the differences between classroom talk and out of school talk, ways that we take turns, etc.

“Fishbowl” student conversations

→ Provide guided **practice**.

Scaffold the discussions to support the development of high- level conversational skills:

→ Use questions to invite students to use their strategies and to enter conversation in appropriate ways.

→ Follow through by monitoring use of the strategy when students are working in small groups or independently.



Gradual Release of Responsibility

- Teacher Responsibility:
 - Read Aloud and Shared Reading (teacher modeling)
- Shared Responsibility:
 - Guided and Independent PRACTICE (students working together)
 - Guided reading and partner reading
- Student Responsibility:
 - Independent practice and application of strategy



Turn and Talk

- Students engage in conversation with one another during reading to foster reading comprehension.
 - ✓ Allows all students an opportunity to voice their thoughts.
 - ✓ Teacher as facilitator: observe, guide, and monitor conversations.
 - ✓ Use during read alouds, partner reading, small groups.



Preparing Text

- Questioning is a natural teacher behavior: selecting text, stopping points, and higher order questions, requires time and planning.
- When modeling and guiding students teachers select stopping points and develop questions.
 - As students develop skills they take on this responsibility.



Selecting Text

- Select text from all genres and all subject areas.
- For modeling and guided practice use text that is at the students **instructional level**.
- For independent work provide students with **independent or instructional** level text. (depending upon the level of support)



Recommended texts:

- A Day's Work by Eve Bunting
- An Angel for Solomon Singer by Cynthia Rylant
- Monarch Butterfly by Gail Gibbons
- Pink and Say by Patricia Polacco
- The Midwife's Apprentice by Karen Cushman