

An Educator's Guide For Assuring Literacy

**Arkansas Reading Association Conference
Thursday, November 19, 2009
2:15 – 3:15 p.m.**

**Judy Smith, presenter
stljudys@earthlink.net
636-795-4711**

The Basis for the Strategies

The partial article below recounts the success of a district reading initiative which gave birth to the strategies that follow:

St. Louis Post-Dispatch

April 30, 2001

ROCKWOOD STUDENTS MAKE STRIKING READING GAINS

Author: By Carolyn Bower

Of The Post-Dispatch

Edition: FIVE STAR LIFT

Section: METRO

Page: E1

District officials say results of a new reading program have more than doubled and tripled expectations at some grade levels.

When ninth-grader Tim Peterson joined a special reading class at Rockwood Summit High School in Fenton in September, tests showed he read on a sixth-grade level. Recently a retest put his reading at a 10th-grade, five-month level.

"This class has helped me a lot," Tim, 15, said recently on a break from the class.

Tim is not alone. Test scores show remarkable gains for the more than 1,000 secondary students attending special reading classes in the first year of a district-wide reading initiative in the Rockwood School District.

At many grade levels, students doubled or tripled the district's expected gains in reading. Last spring the district found 1,199 students in the bottom quartile on a reading test. This spring the district identified about half as many students in the bottom quartile.

When Students Read: Three Times to Intervene

- ✓ **Pre-reading** -- helping students
 - either access or build prior knowledge
 - understand vocabulary
 - preview or set up an anticipation guide
 - **set purpose**
 - set rate
 - understand structure
- ✓ **During reading** -- teaching students to
 - connect,
 - visualize,
 - predict,
 - infer,
 - question ,
 - **find the main idea**
 - follow cause-effect
- ✓ **Post-reading** -- teaching students to
 - reflect
 - **see similarities and differences**
 - respond
 - analyze
 - draw conclusions

Pre-Reading – Setting Purpose Reading for Information

Example of Helping Students Understand That They Read for Information

From *The Language of Literature* page 608

Are You Sure??

Directions: Read this passage carefully as it contains 7 factual mistakes. See if you can figure out the errors.

Humble Origin Abraham Lincoln rose from a simple beginning to become president of the United States. The son of college-educated parents, he was born in a log cabin and raised on the Kentucky and Illinois frontier. Young Lincoln completed high school; he educated himself by diligent study of the few books available to him. Encouraged by his stepmother, Lincoln read and re-read the Bible, John Bunyan's *Pilgrim's Progress*, Aesop's *Fables*, and Harper Lee's *To Kill a Mockingbird*, as well as history books and biographies.

President of the United States Lincoln's election as president coincided at the first secessions of Northern states from the Union. During his third term in office, he led the nation through its most divisive period – the Civil War. Despite strong opposition, he issued the historic Emancipation Proclamation in 1863, freeing the slaves in Confederate-held territory. The letters and speeches of Lincoln's presidency are characterized by a simple, touching eloquence. "In times like the present," Lincoln told a wartime Congress, "men should utter nothing for which they would not willingly be responsible through time and eternity."

Assassination A few weeks into Lincoln's fifth term, and five days after General Robert E. Lee surrendered to General Ulysses S. Grant at Appomattox, Lincoln was shot and killed by Sirhan Sirhan while attending a theatrical performance in Washington.

For practice A Separation of Powers

From *Six Way Paragraphs Introductory Level* page 38 – 4th Grade

The United States Constitution was written in 1787. The writer, James Madison, wanted a strong government. It would have three branches. One would be the president. A second would be the courts. A third would make laws. This third branch would represent the people.

How many representatives would there be? Madison said the numbers should reflect how many people live in a state. New Jersey had few people. These people did not agree. They said each state should have the same number of representatives. The people of Connecticut wanted a compromise. They said the law-making branch should have two parts. In one part, each state would have the same number of members. In the other part, the number of members from a state would vary. Large states would have more members. Small states would have fewer. The states agreed.

The three branches balance each other's power. No branch has all the power. The states adopted this plan in 1789. Here is what each branch does.

The executive branch is the office of the President. (It also includes his or her cabinet). This branch enforces federal laws. It appoints federal officials. It deals with foreign countries. The President is commander of the armed forces.

The judicial branch includes the Supreme Court. It also includes the lower Federal Courts. It decides cases of law.

The legislative branch makes laws. It also amends and repeals laws and collects taxes. One part of this branch is the Senate. It has 100 members. Each state has two senators. The other part is the House of Representatives. It has 435 members. Each state sends a number of representatives based on its population.

During and Post- Reading -- Finding the Main Idea

In one or two words, what is this about? _____

Specific Details

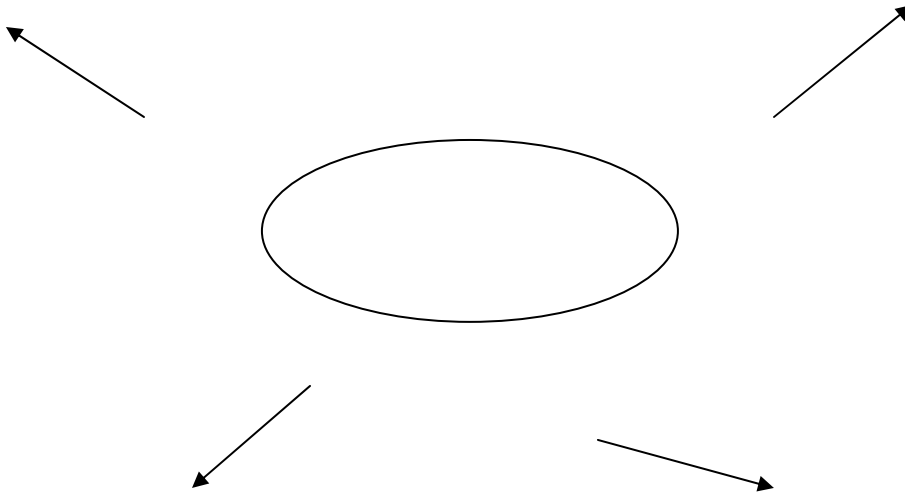
Main Idea -- What is the author saying about the topic? _____



To Write a Summary

1. Use the main idea as the topic sentence.
2. Put the ideas into sentences, making sure that students don't add back details.
3. Web for a concluding sentence

Example:



To Move to Academic Writing

1. Look at the specific details
2. Ask and answer one of the following questions:
 - So what?
 - What does that prove or show?
 - Why did you choose that fact?

Your Inference:

During and Post-Reading
Thought Development: Using an Inductive Process
Teaching Inductively -- Making Data Sets

1. Identify what you want the students to learn.
2. Collect and present the data or pieces to the concept.
3. Students examine the data
4. Students form concepts by classifying and finding similarities (for low achieving students) and differences (for high achieving students).
5. Students generate and test conclusions.
6. Students consolidate and transfer the new knowledge for application to future learning events.

When To Use

1. Before the learning as a pre-assessment.
2. During the learning as practice to manipulate the information and use the most powerful type of practice -- elaborative.
3. After the learning to check for understanding.
4. As a post-assessment.

Example

Long years ago in a humble little village there lived a fine looking girl named Maria. Some say she was the most beautiful girl in the world! And because she was so beautiful, Maria thought she was better than everyone else. . . .

Nervous – very, very nervous I had been and am. But why do you say that I am mad? the disease had sharpened my senses – not destroyed or dulled them. Especially sharp was the sense of hearing. I heard all things in heaven and on earth. I heard many things in hell. How, then, am I mad? Listen! See how clearly and calmly I can tell you the whole story.


The old man lived in a weather-beaten shack on the road that led to the river. He had seen many good times as well as bad times. The fires of life had made him hard and wrinkled. The old man had one dream. That dream was to return to his home, a small town named Meoqui in Chihuahua, Mexico. But the old man was poor. And so, he had to accept a life of hardship and exile.

It was that time of year again. The strawberry sharecropper, whose name was Ito, did not smile. The time for picking strawberries was almost over. The workers were not picking as many boxes as they had in June or July.

A great deal of time has passed since it happened. Still, I cannot remember the scenes which I am about to describe without certain emotions. They are a mixture of horror and amazement at the incredible destiny that saved me and my companions from a horrible death.

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking along, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight, and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

I first saw snow one Christmas. I was nine years old, living in the high desert of Owens Valley in California. It was during World War II. It was the first winter my family and I spent at Manzanar. When the first flakes of snow fell down, they looked like bits of coconut. They danced on the wind. I ran out between the barracks. I danced in circles. I opened my mouth to catch the icy flakes. The snow was like cotton candy – very light – and gone with one lick of the tongue.

$\frac{1}{2}$.25
$\frac{2}{3}$	
$\frac{3}{3}$	33%
$\frac{3}{5}$	$\frac{1}{5}$
67%	1.0
.6	.50
.2	$\frac{4}{4}$
$\frac{1}{4}$.667
33%	60%
100%	$\frac{1}{3}$
50%	20%
80%	$\frac{4}{5}$
.20	25%

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