Reading Continuum Part 2 Reading to Learn

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"In readers who have acquired enough facility in ... word-level skills (i.e., word recognition and letter-sound decoding), "Then ... language comprehension and related skills, such as vocabulary knowledge and syntactic competence, account for more of the variance in reading comprehension." (Snow, 2002, pp. 102-103)
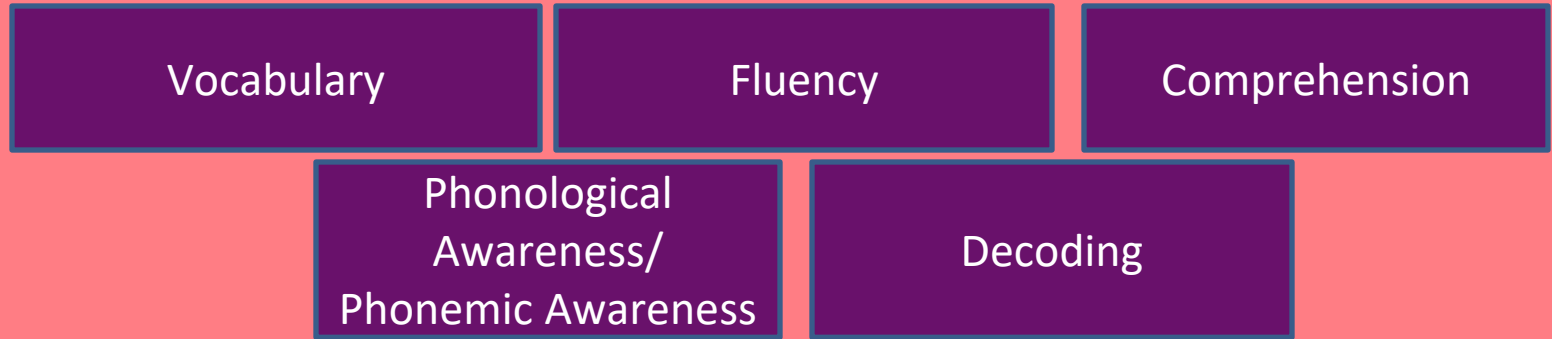
Literacy

Successful use of printed material is a product of two classes of skills:

- Word-level reading skills
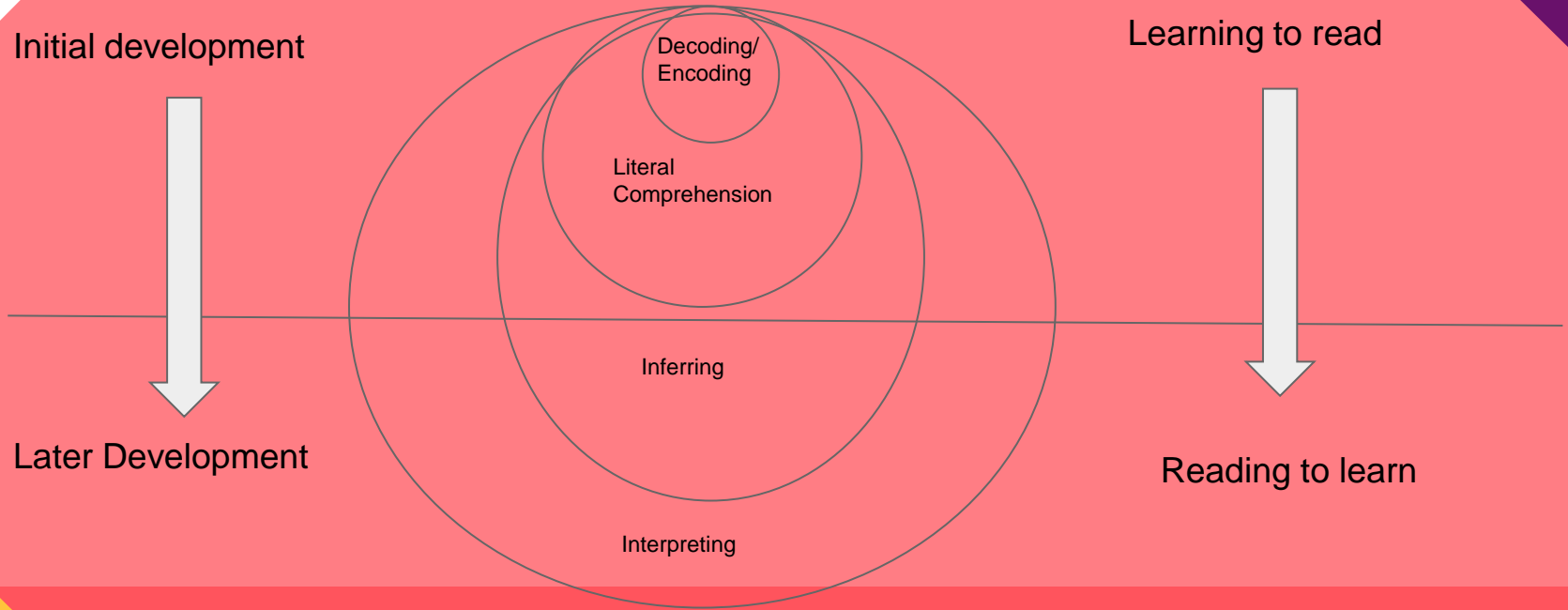- Higher level literacy skills (language and text comprehension)

The continuum of learning to read is not grade or age based, it is skill based. We need to meet the students where they are.

Building Blocks of Reading

Vocabulary

Fluency

Comprehension

Phonological Awareness/ Phonemic Awareness

Decoding

Levels of Processing for reading and writing

Initial development

Learning to read

Decoding/Encoding

Literal Comprehension

Inferring

Interpreting

Later Development

Reading to learn

Bridging Phonic Skills to Text
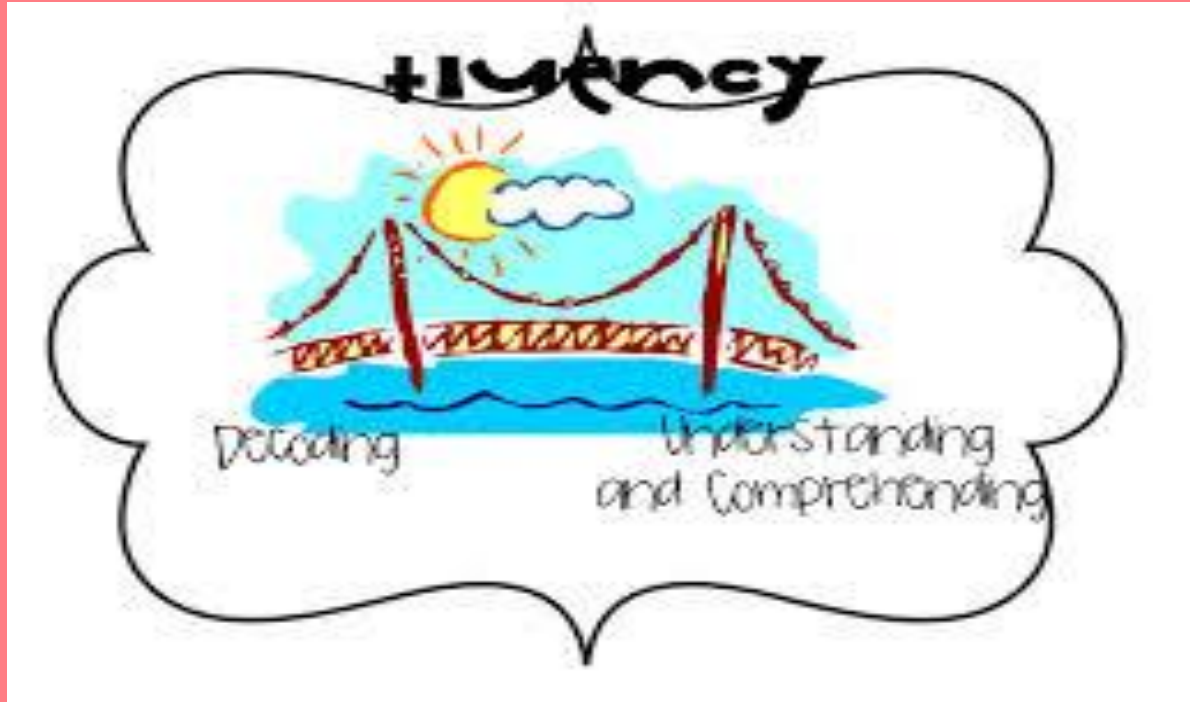
Fluency

Automaticity: Results when words are recognized immediately without having to decode sounds or syllables

Prosody: Interpreting cues such as punctuation, italics, and boldface words with appropriate pauses, stops, intonation, and pitch variation

Rate: The speed of reading

Fluency: *The ability to read text **quickly, accurately**, and with **expression***

Fundations Fluency Activities

1. Reading words in isolation
2. Reading words in phrases
3. Reading words in sentences
4. Reading words in passages/stories

Fundations Examples
Fluency Passage with scoops

Fluency Activities

Taped Books

Have students listen to books while reading along either online or in their own book. This provides a model for students.

Cold/Hot Reads

*Choose Fluency passage

*Cold read vs. hot read

*Doesn't need to be grade level passages for fluency work.

Read & Freeze

Students read a passage while moving around the room. When they get to punctuation they freeze.

WPM

Students can graph their words per minute (wpm) from their cold and hot reads

https://www.meadowscenter.org/files/resources/RTS_Ch8.pdf
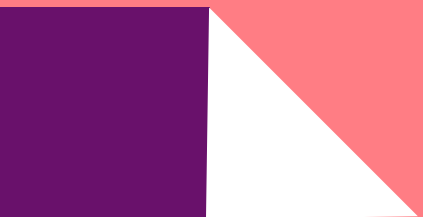
Vocabulary

There is a significant correlation between vocabulary and reading comprehension of both non-fiction and fiction text.

To fully understand text one should know 95% - 98% of the words

Understanding vocabulary is much more than knowing the definition of the word.

Students best understand words and their meanings when they can connect the word to a personal experience.

Vocabulary Activities

Best place to learn new words are in trade books.

- **The importance of connecting the words to real life experiences and images.**
- **Talking about the words when reading stories with students.**
- **Talking about vocabulary in categories and pairing it with real life connections**

Example: anxious

<u>Vocabulary Activities</u>

Morphology

Morphemes: the smallest unit of language that carries meaning

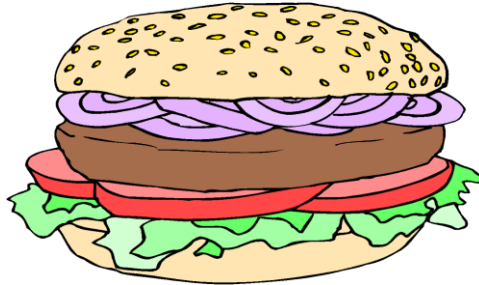Bases words: words that can stand alone
Roots: greek/latin, carry meaning
Affixes: prefixes and suffixes

Using morphology is a powerful way to teach vocabulary.

Prefix

Base Word

Suffix

Dissecting Words

Word: reconstructing

Dissect the word into its parts

Label each part by color--prefix= green root=yellow syllable=orange suffix=pink

Re	con	struct	ing

Write the meaning of each part

To do again	together	build	happening now

Write the meaning of the word.

Building something together again -- putting something together again now

Reading Comprehension

Explicit (literal) Questions: questions whose answers are right there in the text.
(Who, What, Where, When questions)

Implicit (inferential) Questions: questions that require the reader to make inferences based on information in the text, the author doesn't explicitly state the answer.
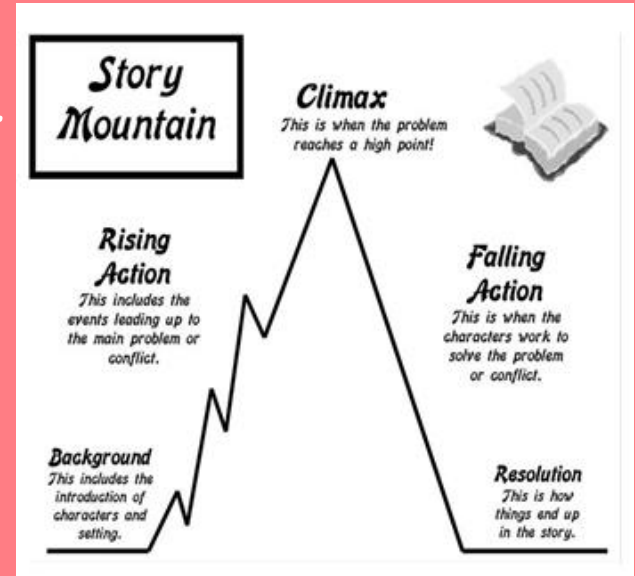(Why and How questions)

It's important for the students to master literal comprehension before inferential comprehension.

Fiction Text

Follows a specific structure/organization or skeleton which elements all "hang" on
Elements:
setting, characters, problem, solution…

Story Mountain

Climax
This is when the problem reaches a high point!

Rising Action
This includes the events leading up to the main problem or conflict.

Falling Action
This is when the characters work to solve the problem or conflict.

Background
This includes the introduction of characters and setting.

Resolution
This is how things end up in the story.

Order of Skills for Comprehension

1. Monitoring for Meaning
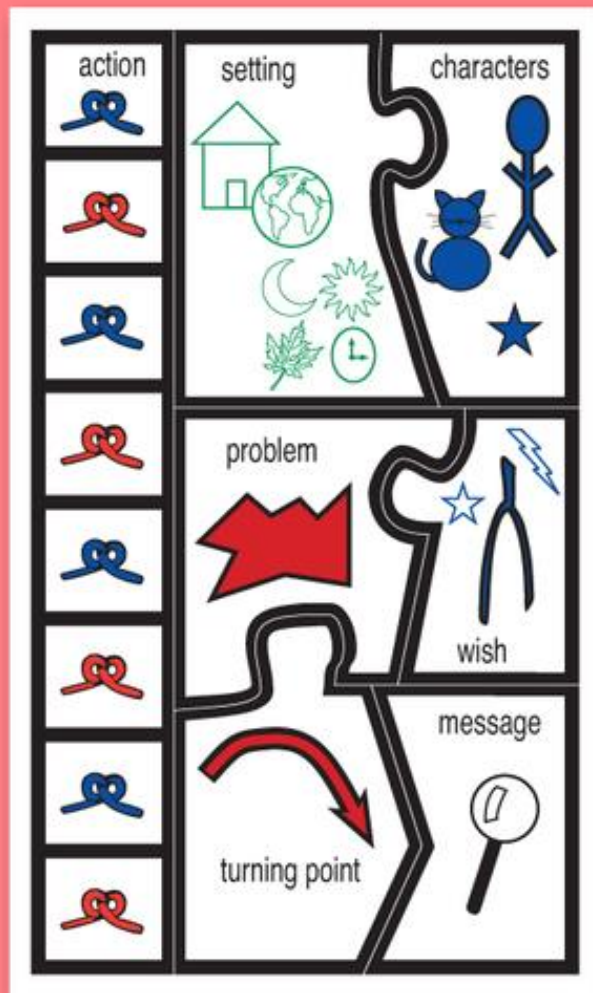Prerequisite skills: Knowing story elements

2. Retelling
Prerequisite skills: Students have to monitor

3. Summarizing
Prerequisite skills: retelling mastered and can monitor

Story Map

QUESTIONS FOR THE PLOT CHART

I.   TITLE
   A.   What purpose or purposes does the title serve?

    B.   Suggest a possible title of your own.

II.   SETTING
    A.   What is the geographic location? Does it shift?

    B.   What is the period of the story?
        Is the period stated directly or implied?
        If it is implied, point out the parts that "*hint*" at
        this period.

    C.   Point out the passages that best describe the setting.

    D.   What is the mood of the story?
        Point out passages that best create the mood.
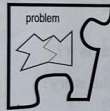
III.   CONFLICT
    A.   What is the basic conflict?

    B.   Point out the inciting force or forces.

    C.   Point out the turning point or climax of the story.

    D.   What is the outcome of the conflict?

    E.   What do you think of the outcome of the story?

IV.   CHARACTERIZATION
    A.   Name the cast of characters.

    B.   Who is the main character (protagonist) and name the person
        or thing with whom he is in conflict.

    C.   What are the chief character traits of the protagonist?

    D.   Did any character change in the story by becoming wiser,
        braver, or more villainous?
        Which one changed? Why did he change?

    E.   Did the characters act in a believable way?
        What makes you think so?

    F.   What if any character would you choose for a friend.

Non-Fiction Text

Unlike fiction, nonfiction deals with facts that are categorized into: what, when, where, why, who and how or the 5WH + IH elements

Arrangement and relationship of these type of facts to each other is determined by the manner author builds his main idea within a paragraph and the manner with which paragraphs relate to each other within the text
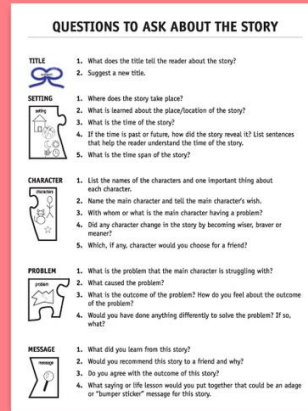
Events, descriptions, what a person did **WHAT**	**WHERE**	**WHEN**

WHO	HOW	WHY

Questions to Ask Your Child While Reading

[Reading Prompts for Fiction and Nonfiction text](#)

[Questions for Fiction Texts](#)

[Questions to Ask About the Story](#)

Helpful Websites

RESOURCES

If you have any questions…

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