

Reading Strategically: Nonfiction Reading is Thinking!

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Goals of this session:

- Why? Theory of using content reading strategies across curriculum
- How? Who? When?
- Changes in structures to provide success for all children
- Kids need to read, talk, write and think across subject areas
- Empowering every teacher and student with content reading strategies: a whole school initiative
- Empowering our parents and community
- Materials to support your transition

Why Content Reading?

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- How? Who? When?
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Strategies used in all content areas

- Activate Schema
- Monitor their inner voice
- Make connections
- Ask questions
- Visualize meaning
- Infer
- Determine importance
- Summarize
- Synthesize
- Use fix up strategies to monitor and repair the process

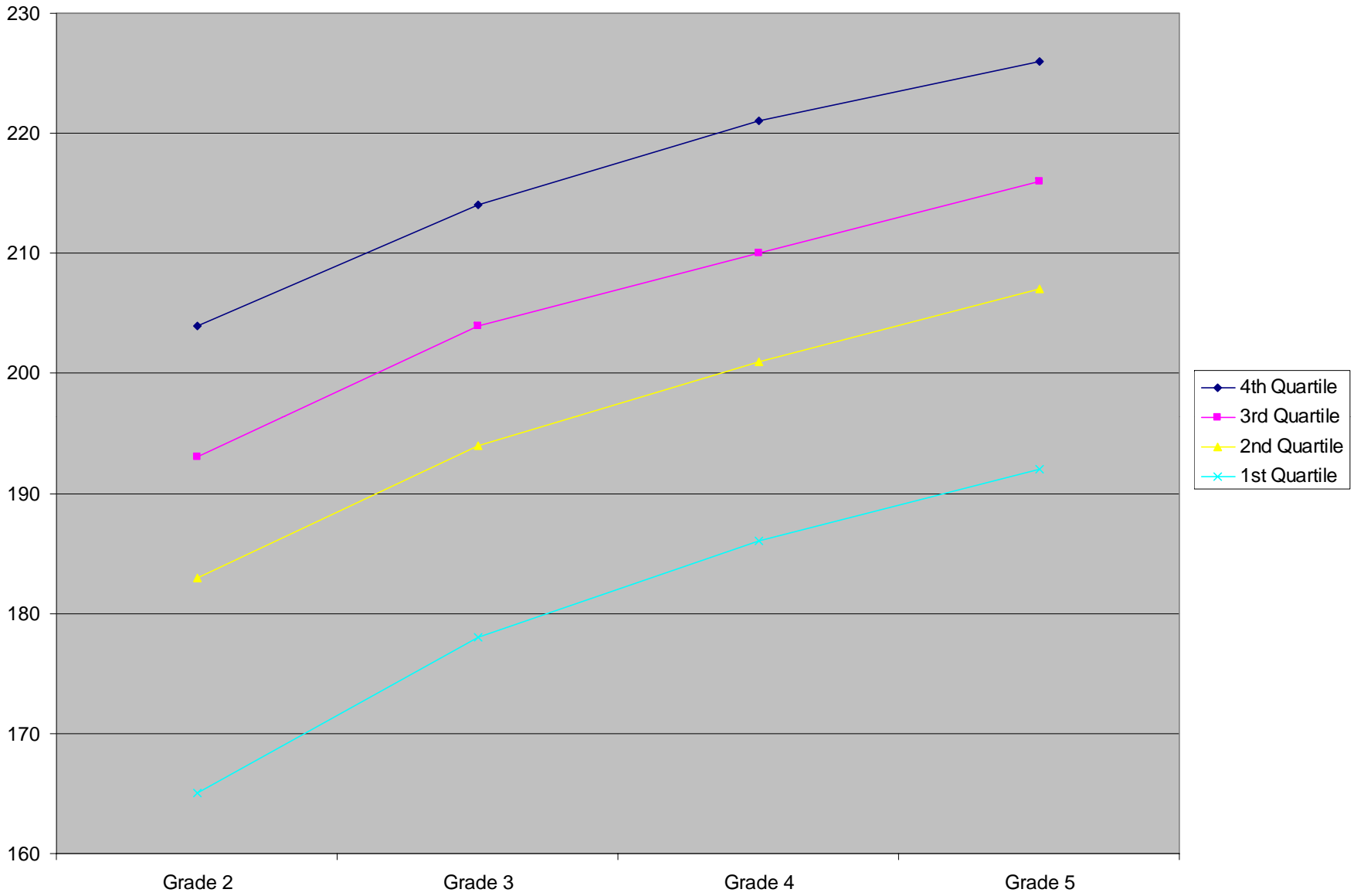
Strategies Work!

- We are all reading teachers: Building approach to literacy across the curriculum
- Common language used throughout the school, common strategies, common anchor charts, and graphic organizers, vocabulary strategies, word walls
- Problem-based Learning, Thematic teaching, block schedules providing more direct, eyeball to eyeball instruction with additional time for children needing to catch-up growth
- Additional time for children at-risk and those needing enrichment

TIME for LEARNING

- Measured Academic Performance Test
- A child finishes second grade in the 12th %, how will we catch him up to the 50th %?
- Daily minutes for annual growth in grade 3=80 minutes
- Daily minutes for annual growth in grade 4=80 minutes
- State Standard=50th %
- Child: - 12th %
- Difference = 38 %/ 13 points per year =2.9 years of growth
 - » 80 minutes per day for 13% points of growth
 - » Student needs 400 minutes of instruction a day to = 50th %, over a two-year period this will equate to 200 minutes of reading direct eyeball to eyeball instruction

NWEA National Reading Growth Chart



Apprenticeship: Active co-construction of meaning: a gradual release

High Support

Modeling Instructing	Sharing reading Guided practice Think pair-share	Practice: Small groups, individuals
Introduction of anchor charts (records of thinking) co-constructed	Co-operative groups	Application: using the strategy in a variety of contexts and genres
Mini-lessons	Text mapping LOW SUPPORT	Moving to independence with reg. feedback

Engaged Learning

- Children thrive in classrooms that are filled with books
- Thrive when allowed to choose own books and reread familiar books
- Have many opportunities for social interactions
- Thrive in classrooms where massive amounts of reading occur

ELL planning

- Sheltered English Operation Protocols
- Front loading lesson:
- Activate schema
- Introduce vocabulary with props and/or improvisational acting
- I can statement
- Model, Model, Model/Guided practice and independent practice
- Higher level thinking strategies
- Link and make connections
- Graphic Organizers
- In-flight assessments

Gaining Parent's Support

- Believe in parents
- Believe in how much they care
- Co-construct and create high expectations for their children
- Conceptualize parents role and break down the barriers
- Affirm their culture
- Need new structures for working with parents