Reading in the Content Areas

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12th Annual Literacy Symposium
April 2, 2010
Agenda

- FCAT Demands
- Literacy
- Components of Reading
- Reading Strategies
How do we know where we are?
How does Florida measure success?
What do we really need to know about FCAT?

- What kind of reading are students required to do?
- What kinds of questions are they asked?
FCAT Reading Passages

- **Literary Passages:**
  - Poems (at least one)
  - Fiction
  - Essays
  - Short Stories

- **Informational Passages:**
  - Nonfiction articles
  - Textbook information
  - Reference Materials
  - Primary Sources

* Grade 7 & 8 Ratio – 60/40
# FCAT Reading Passages

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<tr>
<th>Grade</th>
<th>Literary Text</th>
<th>Informational Text</th>
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Levels of FCAT questions

Webb’s Level I:
A few FCAT Questions

Webb’s Level II & III:
Most FCAT Questions
What is your definition of literacy?

Think- Pair- Share
Definitions of Literacy

- “An individual’s ability to construct, create, and communicate meaning in many forms” (Eisner as cited by Jackson & Cooper, 2007, p. 248).
- “The essence of reading is making meaning” (Cohen, 2008, p. 16).
Florida’s Reading Formula

5+3+ii+iii

- 5 = phonemic awareness, phonics, fluency, vocabulary, and comprehension
- 3 = assessments including screening, diagnostics, and progress monitoring
- ii = initial instruction
- iii = immediate intensive intervention
Scarborough’s Reading Rope (2001)

**LANGUAGE COMPREHENSION**
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

**WORD RECOGNITION**
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

**SKILLED READING:**
fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
Phonemic Awareness

- What is it?
- How does this apply to my secondary classroom?
Phonics

- What is it?
- What is the difference between phonics and phonemic awareness?
- How does this apply to my secondary classroom?
Fluency

- What is it?
- How does this apply to my secondary classroom?
- Why is this important?
Vocabulary & Comprehension

- This is the point of teaching for a secondary classroom!
Classroom Implications
Stages of reading

- Before
- During
- After
Before Reading
Before reading

- It is important to develop background knowledge.
- Help to create interest in the text.
- Connect the text to the students’ lives (make it meaningful).
Before reading activity

Anticipation guide

- Analyze the material to determine the major ideas that the students should learn.
- Write those ideas in short, clear statements so the students are able to make connections from their own lives to those statements.
- Phrase the statements in a way that will require a prediction.
- Discuss the students’ predictions before reading the text.
- Assign the text to read and have the students evaluate the statements after reading.
- Compare and contrast the students’ predictions with the author’s intended meaning.
Anticipation Guide Examples

- Math
- Social Studies
- Electives
Math Example –
Anticipation Guide

Math: Trigonometry

Place a “L” for “Likely” if you believe that the statement has any mathematical truth. Place an “U” for “Unlikely” if you believe that it does not.

- Trigonometry deals with circles
- Angles have little importance in trig.
- Sailors use trig. in navigation
- Angles can be measured only in degrees
- Calculators are useless in trig.
- Trig. has no applications in the real world
- Trig. has scientific uses
Johnny Reb and Billy Yank were common soldiers of the Civil War. Before reading about some of their differences, place the initials JR or BY in front of the following statements:

- More likely to be able to read and write
- Best able to adjust to living in open areas
- More likely to be from a rural area
- More interested in politics
- More deeply religious
- Often not able to sign his name
- More likely to speak slowly
Electives Example – Anticipation Guide

- Computer Application: Web page design
  - Web pages are more easily designed in a different language
  - < and </ turn commands on and off
  - Graphics are easily incorporated into web pages
  - Web sites do not need to be hosted on a server to be found on the internet
  - The use of periods and commas are not important when creating web pages
  - Colors are determined by the use of numbers
How can this be included in your next lesson?
During Reading
During reading

- Visualize the material.
- Confirm or revise predictions.
- Students need to learn to monitor their own comprehension.
- What do you do when you realize you don’t understand?
During reading activity

- **ReQuest**
  - Both students and teacher silently read the text (no more than a paragraph at a time).
  - The teacher closes the book and is asked questions by the students.
  - Then, change roles; the students close their book and are asked questions by the teacher.
  - Repeat until enough text has been read to allow students to make predictions.
  - Students then read the remainder of the text independently.
  - The teacher facilitates a discussion at the end of the reading.
How can this be included in your next lesson?
After Reading
After reading

- What did you learn?
- Explain it
- Apply it
- Use it!
After reading activities

- Exit cards
- 3-2-1 activity
- One sentence summaries
Exit cards

- These are quickly completed at the end of class.
- They are given to the teacher as a “pass out the door” to show what the student has learned in class.
- They do not have to be written.
- They do not have to be graded.
- They can be used to determine what needs to be reviewed with that class next time.
Exit card: 3-2-1 example

- At the end of class, have students write 3 facts, 2 questions and 1 item they learned in class.
- The idea is that there are 3 things written; then 2 more things written; then 1 more thing written.
3-2-1 Examples

- Math
- Social Studies
- Electives
3-2-1 Example – Math

- Math
  - 3 facts about measurement learned today
  - 2 units of measure
  - 1 way centimeters relate to inches
3-2-1 Example – Geography

- Social Studies (Geography)
  - 3 cities in the country
  - 2 major landforms
  - 1 important industry
3-2-1 Example – Band

- Electives (band)
  - 3 roles of a conductor
  - 2 wind instruments
  - 1 percussion instrument
One sentence summaries

- Completed at the end of a reading passage.
- Summary must be correct and as complete as possible.
- This can be easily modified to multiple sentence summaries. The more sentences allowed, the easier the assignment.
How can this be included in your next lesson?
Other Comprehension Activities

- Many activities cross all three stages of reading.
- Two Examples:
  - KWL (what I Know, what I Want to know and what I Learned)
  - QAR (Question-Answer Relationship)
KWL

- Three columns on a sheet of paper (K, W, L)
- Before reading
  - Have students brainstorm everything they know about the topic. Write these things in the K column.
  - Do not correct misunderstanding at this point.
  - Generate questions from brainstorming and list in the W column.
KWL

During reading
- Have students read to find the answers to questions in the W column.

After reading
- Students write answers to the questions in the L column.

To extend this activity – have students research unanswered questions and share with the class.
QAR

- Students learn to identify and create four types of questions:
  - Right there
  - Think and search
  - Author and me
  - On my own
Types of questions

- Right there – lower level questions usually answered directly in the text.
- Think and search – higher level questions that are answered from the text, but not found in one place. The answer has to be put together from the text.
- Author and me – higher level questions that ask about author’s purpose and may use inference skills.
- On my own – usually found as writing prompts that do not require the student to have read the text.
QAR example

- Think of the story the Three Little Pigs.
  - Right there: What was the second pig’s house made from?
  - Think and search: Would the wolf be considered mean? Why or why not?
  - Author and me: Why did the author title the story the Three Little Pigs?
  - On my own: What materials would you use to build a house?
How can this be included in your next lesson?
Contact Information

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