HELP!
My Kids Won’t Read the Textbook!

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THE BIG GOAL: OWNING THE CONTENT

Inventory of how we build or bridge content into long-term memory:

- Lecture with note taking
- Group activities
- Worksheets
- Pre-Quiz
- READ?
CONTENT-AREA READING

- Read Aloud (Round Robin – Popcorn) one or two paragraphs.
- Short Passage/question – supplemental materials skips the reading – goes straight to the questions.
- Chapter Assignments rather wait for you to teach it.
When given an at-home reading assignment with follow-up questions, (if you do the work) you

- A. read and do the questions.
- B. skip the reading and skim back for answers.

And the data says

45% Read the assignment and do the questions.
55% Skip the reading and skim back for answers.
I DON’T TEACH READING!

- Shouldn’t they know how to do that?
- Teaching students to read is not my job.
- The bottom-line, do they know the content or not.
- There isn’t enough time to do that (read).
FCAT Reading: Below Level 3 – 2009

- 6th grade – 33%
- 7th grade – 33%
- 8th grade – 46%
- 9th grade – 53%
- 10th grade – 64%

As reported by fldoe.org
THE CHALLENGE: BUILDING A BETTER READER

- Increases Reading Confidence
- Increases Independent Acquisition of Knowledge
- Increases Potential Academic Output
A busy book can be a big distraction for some students.

“The key is to engage without distracting. Seductive details can capture the reader’s interest, such that nothing is remembered except the decorations” Hemosa, 2006.
Whose responsibility is it to teach students how to use and read the textbook for any given class?

And the data says overwhelming – teacher of the subject
THE FIRST STEP IN STUDYING A TEXTBOOK: PREVIEWING

“The first step toward the successful completion of any course is to preview the textbook. Ideally, you should make this preview before the end of the first week of class. The textbook has been designed by the author as a tool for mastering the subject. Besides the text itself, it offers you special help such as the headings, italics, and footnotes to improve your efficiency in using the book.”

_Cuesta College: Academic Support_  
http://academic.cuesta.edu/acasupp/as/602.htm
Scavenger Hunt


Textbook Preview Questions

- [text book preview sample.docx](text book preview sample.docx)
“How to Mark Your Textbook”
North Carolina State University
www.ncsu.edu/tutorial_center/download/pdfs/readingtext.pdf
Graphics, charts and graphs: don’t assume your students are proficient at reading these.
The Best Reading is Active Reading!

Examples:
- Expository – packet pg 9
- Narrative – packet pg 10
SURVEY QUESTION

On a scale of 1–5, when asked to read silently in class, how often do you actually read?

- 1 – Never
- 2 – Sometimes
- 3 – About half the time
- 4 – Most of the time
- 5 – Always

And the data says

Half the time you assign it, 2/3 will not read it.
STUDENT: BENEFITS to Writing while Reading

- Helps to sustain focus.
- Reduces stress.
- Improves recall.
- Improves speed and accuracy when responding to questions.
- Heightens intellectual processing.
TEACHER: BENEFITS of a Student Writing while Reading

- Proof – They are READING, not Skimming!
- Snapshot of comprehension.
- Increases student response accuracy.
- Maps/outlines the passage content.
- Works with any content–area reading.
POSTING AND POST-ITS

- Acquire a supply of Post-its.
  - Student supply list

- Collect and hand out as needed.

- Cut the Post-its in half – perpendicular to the gum edge.

POSTING: THE MODIFIED CORNELL FOLD

- Fold loose leaf paper “hotdog style”/vertically; insert paper next to passage; record notes to paper. Use as inside and outside margin extensions.
If...

every teacher gave one less worksheet and did an additional reading activity with an assessment once a week...

Please – I beg you! Put me out of a job!
ASSESSING A READING

NON–TRADITIONAL
POSTING NOTES – MIS IS BEST!
ILLUSTRATING/STORY BOARD (POEM/NARRATIVE)

TRADITIONAL
POST–READ QUIZ

End of chapter questions are not indicators that reading occurred.
FAILING TO ASSESS

Reward Denied

- “Wait for the Movie”
- Unlikely to Do the Reading Next Time
READING IS NOT AN OPTION!

- Start the year/course with a textbook guide.
- If you assign it, assess it!
- Start small – 20 minutes, in-class reading with an assessment.
- Model what you want in notes – teach posting, post-it, and the modified Cornell.
- If you can’t read it in 20 minutes, they can’t. Know what you are asking... 30 minutes of content a night is adequate (regular/remedial students).
Share the Responsibility and Build an Autonomous Learner in the Process

**Lesson Plan – Hexapods**

- Section 1.1 – Introduction to sub-topic
  Making Predictions Activity/worksheet
- Section 1.2 – Teacher Lecture
- Section 1.3 – Vocabulary Activity – Groups
- Section 1.4 – In-class Read with Assessment
- Section 1.5 – Making Models – label body sections