

# Welcome!

## Supporting Your Child's Reading Life

If everyone can read, then what am I supposed to teach?

Deeper thinking and comprehension skills, independence



# How do I motivate my child to read?

- Stay positive
- Prioritize
- Libraries, Scholastic, and book stores
- Celebrate!
- The bottom line is ***you***.



# What Should My Child be Reading?

- Books that are not too easy or too difficult
- High interest texts
- Kindle, Nook, e Readers
- Comics/Graphic Novels—Yes I said that.



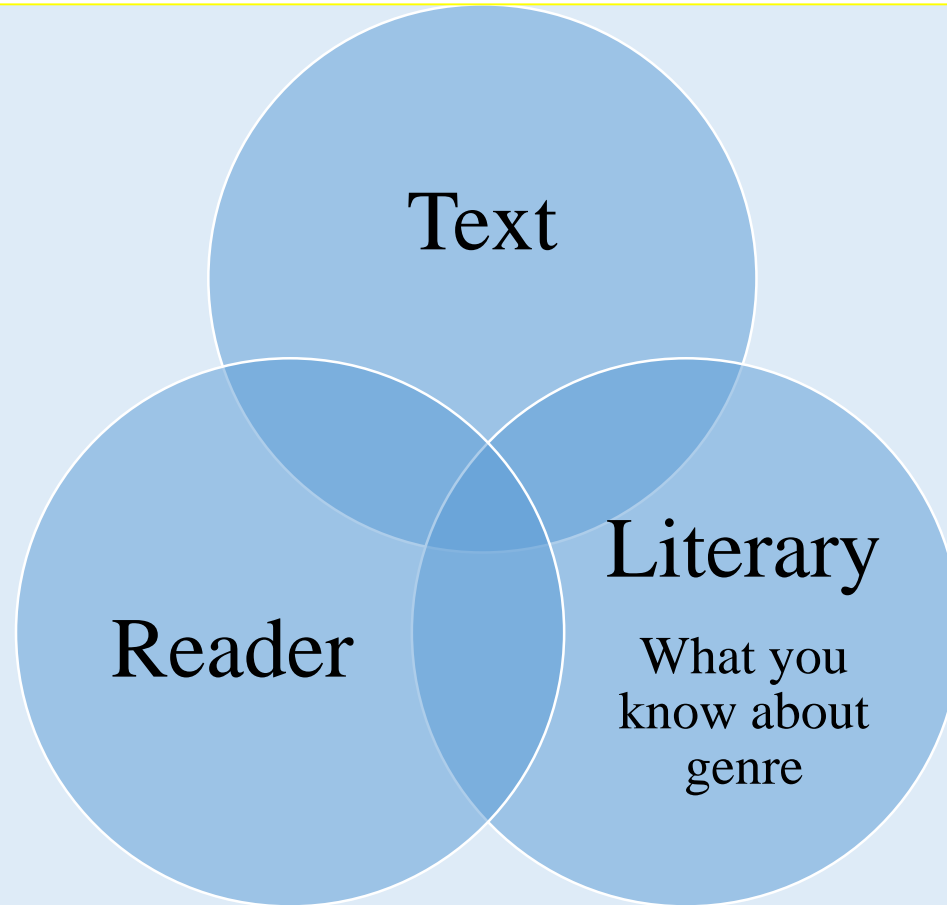
# Using multiple modes to acquire meaning from graphic novels and comic books.

- Multimodal meaning resources to consider: images, print, design, dialogue. Specific comic features include framing of information within each frame; and organization of frames on the page, size, design and shape of frames. Visual resources also include use of call outs, dialogue balloons, lines, shapes, color, angles and visual characterization.
- Graphic novels are fiction or nonfiction books presented in comic book format that require multimodal literacy for understanding.





# Sources of Knowledge for Monitoring





# Vocabulary

- READ
- Conversation
- Car Trips – word games, Mad Lib



# Grade 6 NJSLS Anchor Standards for Reading

## Key Ideas and Details

- NJSLSA.R1. Read closely to **determine what the text says explicitly** and to **make logical inferences and relevant connections from it**; **cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
- NJSLSA.R2. **Determine central ideas or themes of a text** and **analyze their development**; **summarize the key supporting details and ideas.**
- NJSLSA.R3. **Analyze** how and why individuals, events, and ideas **develop and interact over the course of a text.**



# READING WORKSHOP

**Book Talk >> 4-5 minutes>Expose many good books across the year & generate interest in reading.**

**Interactive Read Aloud >> 20 minutes**

**Writing About Reading>> 20 minutes>RACERS.**

**Minilesson >> 10-15 minutes**

**Read, Read, Read! >> 25 minutes**

**~Independent Reading**

**~Book Clubs\***

**~Written Response to reading\***

**~Stations\***

**~Reading Conferences**

**~Small Group Strategy Lessons/Guided Reading**

**\*Activities are interchangeable & depend on current unit of study and other factors.**

**Share/Reflection >> 5 minutes**

**~Total time >> 90 minutes**

# Interactive Read Aloud

## The Foundation of Balanced Literacy

### Prosody



The rhythm and intonation of speech - a direct correlation to comprehension.

### Background



Up to 81% variance in posttest scores is due to having sufficient prior knowledge.

### Enjoyment



Developing a positive emotional outlook about reading is critical for motivation.

### Thinking



Interactive read alouds provide opportunities to develop higher order thinking skills.

[http://ismuse.org/teamhistory/onlinebackgroundpapers/background\\_knowledge%20by%20Diana%20Lafont](http://ismuse.org/teamhistory/onlinebackgroundpapers/background_knowledge%20by%20Diana%20Lafont)

## Elements of an Interactive Read Aloud

- Preview the book
- Scaffold on prior knowledge
- Model vocabulary development
- Teach reading fluency
- Emphasize elements of the story
- Ask purposeful questions
- Use think-alouds to assist comprehension
- Summarize the story to bring closure



54% of children in poverty are not read to everyday.

The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it. -Jim Trelease

[www.k5chalkbox.com](http://www.k5chalkbox.com)

# Close Reading

“Close reading is when a reader **independently** stops at moments in a text to **reread** and **observe** the **choices** an author has made. (S)he **reflects** on those observations to reach for **new understanding** that can color the way the rest of the book is read and thought about.”

Chris Lehman and Kate Roberts

We want students to notice elements of the text that are surprising, or confusing or contradictory so that they can pause and *take note*, think carefully, reread, analyze—read **closely**.

# The 6 Literary Signposts

## 6 SIGNPOSTS TO Notice & Note

*Notice and Note* signposts are particularly noticeable points in a text that stand out as a significant moment in the story. They provide insight into or raise questions about literary elements such as character, setting, conflict, and theme. And because these signposts are consistently found in a majority of books, they support students as they read a wide range of literature—and even nonfiction texts.

### 1 CONTRASTS & CONTRADICTIONS

When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, STOP and ask, "Why is the character doing that?" The answer will help you make predictions and draw inferences about the plot and conflict.

### 2 WORDS OF THE WISER

When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, "What's the life lesson and how might it affect the character?" This lesson is probably the theme of the story.

### 3 AHA MOMENT

When a character realizes, understands, or finally figures out something, STOP and ask yourself, "How might this change things?" If it is about a problem, it tells you something about the conflict; if it is a life lesson, it tells you something about the theme.

### 4 AGAIN & AGAIN

When you notice a word, phrase, or situation mentioned over and over, STOP and ask yourself, "Why does this keep happening again and again?" The answer will tell you about the theme and conflict, or will foreshadow what might happen later in the story.

### 5 MEMORY MOMENT







When the author interrupts the action to tell you about a memory, STOP and ask yourself, "Why might this memory be important?" The answer will tell you about the theme and conflict, or will foreshadow what might happen later in the story.

### 6 TOUGH QUESTIONS

When a character asks himself a very difficult question, STOP and ask yourself, "What does this question make me wonder about?" The answer will tell you about the conflict, and help you think about what might happen later in the story.

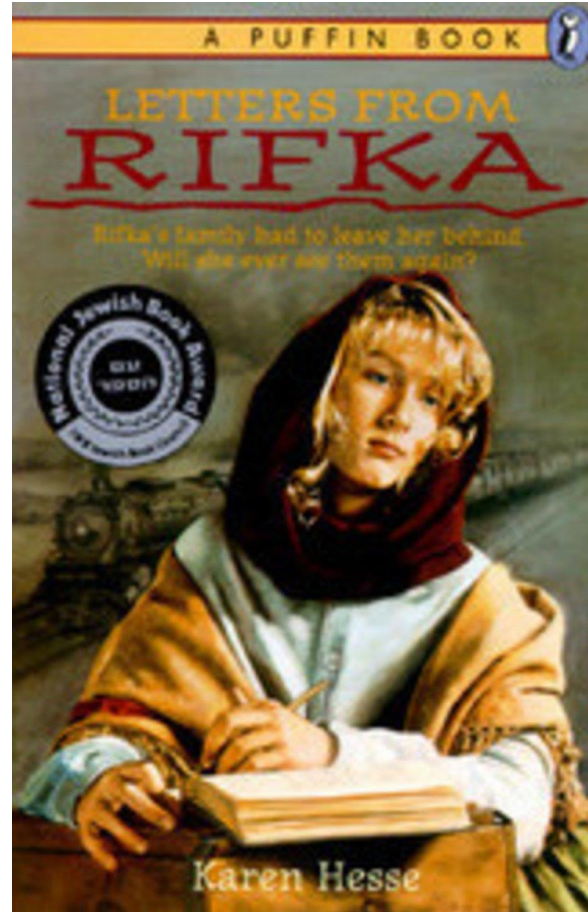


# Signpost Book Mark

SIGNPOSTS BOOKMARK	
	<u>AGAIN &amp; AGAIN</u> When you notice a word, phrase, or situation mentioned over & over, ask, " <b>Why is this repeated again and again?</b> "
	<u>AHA MOMENT</u> When a character suddenly realizes, understands, or figures out something, ask, " <b>How might this aha moment change things?</b> "
	<u>CONTRASTS &amp; CONTRADICTIONS</u> When a character does or says something that is the opposite of what you'd expect, ask, " <b>Why is the character saying or doing this?</b> "
	<u>MEMORY MOMENT</u> When the author interrupts the action to tell you about a memory, ask, " <b>Why might this memory be important?</b> "
	<u>TOUGH QUESTIONS</u> When a character ponders a very difficult question, ask, " <b>What might the answer to this question be?</b> "
	<u>WORDS OF THE WISER</u> When an older or wiser character takes the main character aside and offers serious advice, ask, " <b>How might this lesson affect the character?</b> "

CRAFT A POST-IT RESPONSE	
Name: _____	
<b>CRAFT A POST-IT RESPONSE</b>	
1. Write the title of the signpost and the page number where you found the signpost at the top of the post-it. You can abbreviate:	
AA AHA CC	MM IQ WW
2. Think about your answer to the signpost anchor question.	
3. Write your answer using the following in your response: <b>I think... because...</b>	
4. Conclude your post-it response with one of the following reading strategies: <b>I predict... I infer... I wonder... I feel...</b>	
<b>SAMPLE RESPONSE</b>	
AA	page 1
<b>I think</b> the author repeats the word "Words" over and over <b>because</b> using words must be very important to the narrator. <b>I wonder</b> what it must feel like to be unable to communicate using words.	

Using an interactive read aloud to introduce and teach the Literary Signposts and how to close read.



# Writing About Reading

RACERS stands for:

- **R**ephrase/**R**estate the question
- **A**nswer the question clearly
- **C**ite evidence and examples from the text
- **E**xplain, **E**xtend, and **E**laborate on how your evidence helps answer the question
- **R**e-read and **R**evise your writing
- **S**um it up with a concluding statement that refers back to the question.

# *What were the positive aspects to come out of the Lost Boys' terrible situation?*

**R**ephrase/**R**estate the question

*Even though the Lost Boys experienced a very terrible situation, there were positive aspects to come out of their experience.*

**A**nswer the question clearly

*In Brothers in Hope by Mary Williams, some of the positive times were when the boys changed from strangers to become more like brothers.*

**C**ite evidence and examples from the text

*For example, right after the boys lost their families and their villages, they started to learn to take care of one another. On page 1, the author writes...*

**E**xplain, **E**xtend, and **E**laborate on how your evidence helps answer the question  
**R**e-read and **R**evise

*This shows that the boys took care of each other by designating older boys as leaders. The older boys adopted and looked after the younger ones. Additionally, they helped to find food and encouraged each other to stay hopeful. The most important part about their brotherhood is that they always looked out for the safety of all.*

**S**um it up with a concluding statement that refers back to the question

*In the end, the brotherhood of hope that the boys created was a very positive aspect of their hardship.*

→ *You COULD repeat the A, C, and E before the final S*



# Questions? Discussion?



# Exit Slip

- What was your biggest take-away from this evening's presentation?



- Thank you for coming!