

November is:

Pancreatic Cancer Awareness

World Pancreatic Cancer Day

Alzheimer's Awareness Month

National Novel Writing Month

Epilepsy Awareness Month

Native American Heritage Month

Prematurity Awareness Month

Lung Cancer Awareness Month

RSD/CRPS Awareness Month

Transgender Awareness Month

December is:

National Malena Awareness Month

Egg Harbor Township Literacy Goal for 2015—2016:

To continue to build capacity of all teachers to implement literacy strategies across all grade levels to improve student achievement

Reading Strategy: Setting the Purpose for Reading

When you read a book you have a purpose. You may not realize it but you do. If you are reading expository text you are constantly asking and answering questions as you read. If you are reading fiction you are also asking and answering questions as you read. It is something good readers do without even realizing it.

As I meet with teachers and discussing their strategies for reading that are being used in the classroom, I am finding that the most overlooked strategy is having students set their purpose for reading BEFORE they begin reading. Often we ask students to read a selection either independently or aloud and have them answer questions after they read. A much more

effective strategy would be to ask students guiding questions you want answered BEFORE they read. The questions (or purpose for reading) that they are to answer can come from the teacher, the titles and subtitles



that are in the textbook or can come from the students themselves. The ultimate goal being the latter.

Why is this important?

Reading, particularly reading in the content area is a skill that must be acquired, taught and fine tuned as time goes on. The ability to question and comprehend while reading is a higher level skill. Students who are actively reading a text are constantly asking themselves questions, answering questions, making connections and visualizing what is being read. These skills help keep them engaged in their reading and helps the teacher to quickly assess each students understanding.

For some ideas on how to implement more active reading in your classroom contact and we can come up with some ideas together!

Literacy Tip: Using Think Alouds

Have you ever brainstormed an idea or problem with a friend and you pause and say "I'm just thinking aloud..." and eventually you solve the problem? This is essentially what a Think Aloud is.

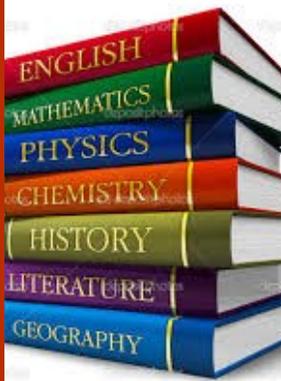
Reading is a very complex process that involves thinking about what is being read and making sense of it simultaneously.

When students are also being asked to complete an assignment based on their reading they need to do more than just read. A think aloud is exactly what it sounds like. It is teachers using difficult text and reading it to the class and stopping to share their own thoughts as they read. We question ourselves as we read,

we make connections, we make predictions and we decipher new words. A quick way to help struggling readers to better understand and decipher text is to model YOUR thought process and your strategies as you are reading. Pause often and ask yourself questions.



Content Corner: 10 Ways to Use Sticky Notes to Check Comprehension



Sticky notes are a quick tool that is easy to use and provides little waste. Here are 10 strategies for using Post It notes in your classroom to check comprehension.

1. While working in small groups with text give each student a sticky note and ask them to answer a quick question you wrote on the board on the sticky note. This ensure they have read the required materials and will not be relying on their peers. They can hold up their note when they are done and you collect them.
2. While reading silently in class have students write one word they do not understand on the sticky note and place that note on the board. You can then move them around on the board and see what words are most common.
3. While reviewing material from multiple choice questions have students write A B C ... on sticky notes. They then hold up the answer that they thought was correct.
4. While reading independently write one or two questions they are seeking to answer on the board and have them write their answers on the sticky note. You can collect them or sort the answers on the board for further discussion.
5. Make a "Parking Lot" space on your board. As you are teaching a lesson or during class in general students can write questions on the sticky notes and put them in the Parking Lot. Provide time at the end of class for Parking Lot questions.
6. When reading long difficult text students place a sticky note with a few words on it to summarize each paragraph.
7. Use sticky notes as exit slips.
8. For a vocabulary review have students write the word on one sticky note and the definition on another and find creative ways to match them up.
9. Write several different concepts/categories on the board and ask students to write responses/examples on the sticky notes and place them under the correct concept/category.
10. Use sticky notes to put things in chronological order or to put steps of a process in their proper order.

Problem/ (Possible) Solution: Tier 3 Vocabulary Instruction

The push with the new Common Core standards as well as PARCC is to teach vocabulary in context, and not in isolation. This has always been a more effective and authentic teaching method. The routine of assigning a list of vocabulary words on Monday and quizzing on Friday is all but extinct. Research says students should only be presented 6—8 new vocabulary words per week and they should be presented in an authentic way, i.e. in context. For most Tier 1 and Tier 2 vocabulary this is an effective strategy. However at the high school level many content areas are dealing with Tier 3 vocabulary. Tier 3 vocabulary is defined as words that are not frequently used except in spe-

cific content areas or domains. Medical, legal, biology and mathematics terms are all examples of these words.

Tier 3 vocabulary is difficult to teach in context as it is so specific and rarely used in everyday speech. So how do we approach this level of vocabulary WITHOUT copying and memorizing definitions?

One effective strategy is to start teaching the etymology of a select few words. What is etymology? Lets break it down. We know -ology means *study of*; and ety- comes from etumos meaning *real* or *true*. Etymology is the study of

word origins. Many Tier 3 vocabulary is filled with Greek and Latin roots that can be taught directly. When students have a bank of word roots to pull from, vocabulary can become easier and more of a puzzle to solve.

Some ideas for application:

- Create a word wall of common Greek and Latin roots that appear in your subject matter.
- Each week study one words etymology more closely.
- Write one vocabulary word on the board and brainstorm other known words with the same roots.

Need more ideas or information? Give me a call and we can brainstorm together!

"Reading is to the mind what exercise is to the body."

— Joseph Addison



Writing tips: How important is Pre-Writing

Often students begin their writing sitting in front of a computer. For some students this strategy works very well. However our struggling readers and writers would benefit greatly from more strategic planning before beginning to write.

Pre writing is the first stage of the writing process and unfor-

tunately is being over looked more and more. This stage gives students the opportunity to map out their thoughts and get all of their ideas on paper. If a student spends enough time in this phase of the writing process, their final essay is practically written for them. This gives them the opportunity to focus more on correct sentence structure, spelling and grammar as they write

their final essay.

Some poplar strategies for pre writing include...

- Bubble map or detail wheel – topic in the center, details about the topic around the center.
- 5 "W"s – Who? What? Where? When? Why? (And how?)
- Outline – Brainstorm ideas to be included. Organize the ideas into related groups.

Contact me for more ideas!

Please feel free to contact me for any of the following:

- ⇒ More information on any of the information here.
- ⇒ Model a lesson on any topics in this issue.
- ⇒ Ideas for future issues of the Reading Eagle

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Resources:

Reading Strategy: Setting the Purpose for Reading:

<http://www.weareteachers.com/blogs/post/2014/10/23/questions-that-set-a-purpose-for-reading>

<http://www.readwritethink.org/professional-development/strategy-guides/reading-with-purpose-content-30514.html>

Content Corner: Post Its

<http://www.huntingenglish.com/2012/12/08/post-it-note-pedagogy-top-ten-tips-for-teaching-learning/>

<http://www.edutopia.org/blog/sticky-note-teaching-tool-ben-johnson>

Problem/(Possible) Solution: Tier 3 Vocabulary

http://www.fun-with-words.com/etym_explain.html

<http://elaokteachers.com/teaching-word-origins/>

Just for Fun!

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"My school holiday concert has been cancelled. Frosty the Snowman has the same name as a drug dealer, Rudolph is a victim of bullying, Jingle Bells denies global warming and White Christmas is racist."

