

September is:

National Childhood Cancer Awareness Month

National Hispanic Heritage Month (USA; September 15 to October 15)

National Recovery Month

National Wilderness Month

Poly-cystic Ovarian Syndrome

October is:

Black History Month (United Kingdom)

Breast Cancer Awareness Month

Domestic Violence Awareness Month

LGBTQ History Month (U.S.)

National Breast Cancer Awareness Month

National Hispanic Heritage Month (U.S.; September 15 to October 15)

Polish American Heritage Month

Vegetarian 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: Marking up the text

Remember when you were in college and you sat with your textbook and a highlighter? What kinds of things did you highlight? If you were like me and most people you highlighted anything in **bold** or anything in *italics* or anything that you thought might be on the test. Right?

We mark up the text for 2 purposes: 1. to refer back to the information as needed at a later time and 2. to help us remember and understand what we read (and lets face it, we also did it to make us look smart!).

It is no surprise to us now that it means more than just highlighting. The ultimate goal of marking up the text is to NOT have to refer back (unless it is for a re-

search paper) to the text. When reading you should not only have a highlighter but a pencil/pen as well. Marking up the text is all about active reading. What is



Active Reading? It is exactly as it sounds: being an active participant in the reading process; not just passively reading. When actively reading we have a voice in our brain that talks to us (yes, you have to listen to the voices in your head!). The voice says things like: "what does that

mean"; "I didn't think that was going to happen"; "this reminds me of..".

As that voice is talking to you you should be writing down what it says as well as highlighting the text it is referring to.

How can we teach this skill to our students? Well one of the best ways to teach anything is to model, model, model. Take what you are reading and put it up on the whiteboard and highlight and take notes yourself. Think aloud and tell them what you are thinking as you write.

I have a great lesson on how to teach students to mark up the text that I would love to come into your classes and teach. Call me!

Literacy Tip: Proofreading is in the CUPS

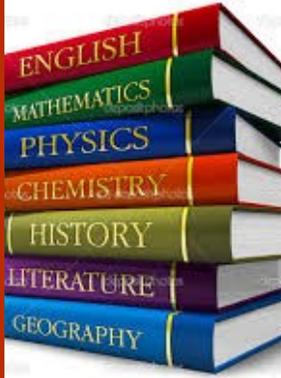
When students are ready to proofread a piece of writing, have them write the word **CUPS** in large letters at the top of the page. The **C** reminds them to check for Capital letters. When they've done that, they cross out the C. Next they check for Understanding

and cross out the **U**. They continue proofreading, checking for Punctuation (**P**) and Spelling (**S**) in the same way. Reading for only one thing at a time is very accurate. Crossing out CUPS shows you they have done proofreading on their own. Then have them exchange papers with a peer and

do some peer editing. This will eliminate many errors in their writing and save you time while editing essays and other writing pieces.



Content Corner: Vocabulary



10 Dos and Don'ts for Vocabulary Instruction

Adapted from *Vocabulary Strategies that Work: Do this—Not that!* By: Lori G. Wilfong

DO THIS:

Select words to teach

Use strategies to engage students in word study.

Help students to come up with their own definitions using the words in context.

Assess student use of words in authentic writing and speaking.

Teach students morphological strategies to figure out words they do not know such as analyzing parts of speech and word roots.

Use symbols and pictures to help bring vocabulary to life.

Highlight and use a word in classroom instruction.

Use and apply vocabulary words regularly (as opposed to isolated practice).

Allow opportunities for wide reading so students are exposed to words all of the time in a variety of works.

Model the use of academic language at all times.

DON'T DO THIS:

Assign long lists of words (6—8 per week is recommended).

Have students look up lists of words

in a dictionary, write arbitrary sentences or copy words multiple times.

Have students simply copy definitions.

Give students matching tests that only show memorization.

Tell students to use only context clues to figure out unknown words.

Lack the use of visual cues in the classroom to assist with vocabulary instruction,

Lack or misuse a word wall.

Spend a large chunk of language arts time working on vocabulary in isolation.

Teach only from a "vocabulary" book.

Use "kid" language around students and allow them to use "kid" language back.

"Be careful about reading health books. You may die of a misprint."

Mark Twain



Problem/ (Possible) Solution: basic sentence structure

Through my conversations with different teachers I have heard the same complaint many times: students are missing the basic skills to write a basic sentence.

It has been my experience that students writing has 3 basic problems: sentences are too simple, sentences are run on sentences or fragment sentences.

Here is a strategy to address this issue.

Have your students quickly identify and underline simple sentences (one subject and one predicate) in their own writing. Then they need to work to see if they can combine that sentence with the one before or after it. While doing this

they may also identify a fragment (missing a subject or predicate). They then can do the same thing and combine the fragment with the sentence before or after it.

In order to identify run on sentences they need to circle all of their punctuation that ends a sentence (?!). They then need to identify the sentences that seem to go on forever. Can these sentences be broken down into smaller sentences? If time permits (and you are feeling ambitious) this would be a good time for a mini lesson on compound and complex sentences.

(Compound sentences: two independent clauses joined by a comma and a conjunction or a semicolon. Complex sentences: an independent clause preceded by or followed by a dependent clause.) Good writing should contain all 3 types of sentences.

I think if you first focus on eliminating fragments, run ons and blending simple sentences you will find this eliminates many issues. This is a topic that will need to be addressed quickly with each writing assignment. However, if you commit one class period to reviewing these types of sentences it should only take a few minutes each class to remind your students.

Writing tips: Evaluating and writing a thesis statement.

What is a thesis statement?

Whenever you write a paper it always has a topic. The sentence that describes your position on the topic is what we call a thesis statement.

A thesis statement should include the topic of the essay as well as your position about the topic of

the essay.

Here are some questions to pose to your students after they have written their thesis statement.

- Have I included relevant points (more important for longer essays; not as important for shorter essays)?
- Is the thesis statement relevant?
- Does it answer the topic

question, assigned or unassigned?

- Is the thesis statement stated correctly?
- Have I taken a position that others might challenge or oppose?

A strong thesis statement will guide an essay. It is an integral part of the writing process and should be taught directly.

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

- ⇒ More information on any of the information here.
- ⇒ Model a lesson on **MARK-ING UP THE TEXT.**
- ⇒ Ideas for future issues of the Reading Eagle

Mrs. Kelly Latka M.A.

Reading Specialist

Egg Harbor Township High School

latkak@eht.k12.nj.us

(609) 653 - 0100 Ext. 5775

Resources:

Reading Strategy: Marking up the text:

<https://sites.google.com/site/highschoolreadingstrategies/home/during-reading/text-markup-strategies>

http://www.csun.edu/~krowlands/Content/Academic_Resources/Reading/Useful%20Articles/Beyond%20the%20Yellow%20Highlighter.pdf

Content Corner: Vocabulary

<http://www.teachthought.com/featured/10-dos-and-donts-for-teaching-vocabulary-in-any-content-area/>

<http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0201-sep2012/VM0201Why.pdf>

Problem/^(Possible) Solution:

<http://www.time4writing.com/uncategorized/sentence-structure-worksheets/>

<http://www.brighthubeducation.com/high-school-english-lessons/22352-good-sentence-structure-in-writing/>

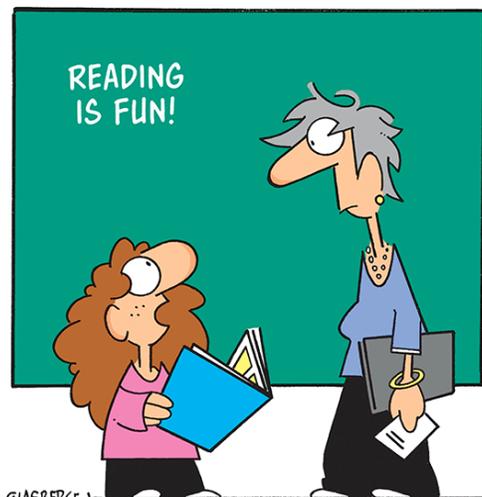
Just for Fun!

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"Why was she roaming the forest looking for porridge?
A girl her age should know how to microwave a breakfast sandwich!"

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"I tapped the page, but nothing happened!"