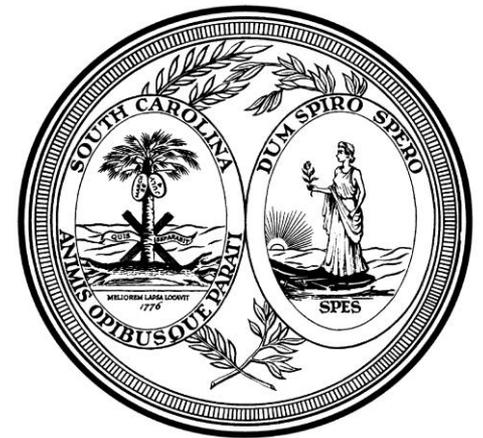


READING FUNDAMENTALS

English 1 - English 4
Professional Learning
Day 2



Digital Parking Lot

Padlet (Grades 9-12)

Review



Make Appointments



Small Group Objective

- **I can model the use of the Fundamentals of Reading as I teach the Reading-Literary and Reading-Informational Text Standards.**

If secondary students have trouble making meaning when confronted with difficult text, what can we do?

Time to Read!

MS2 Phage Coat Protein – RNA Interaction



Test Time

1. **How many reasons are there for studying this system?**
2. **What is the nature of the *in vitro capsid assembly reaction*?**
3. **Current research focuses on what details of sequence-specific recognition?**
4. **How many “hot spots” dominate the affinity?**
5. **In what form are there examples of RNA where affinity and specificity are defined by structural elements?**

Return to the Reading

What strategies did you use as you tried to comprehend the text?

Make a list at your table.



FUNDAMENTALS OF READING

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.



Reading-Literary Text and Reading- Informational Text Standards



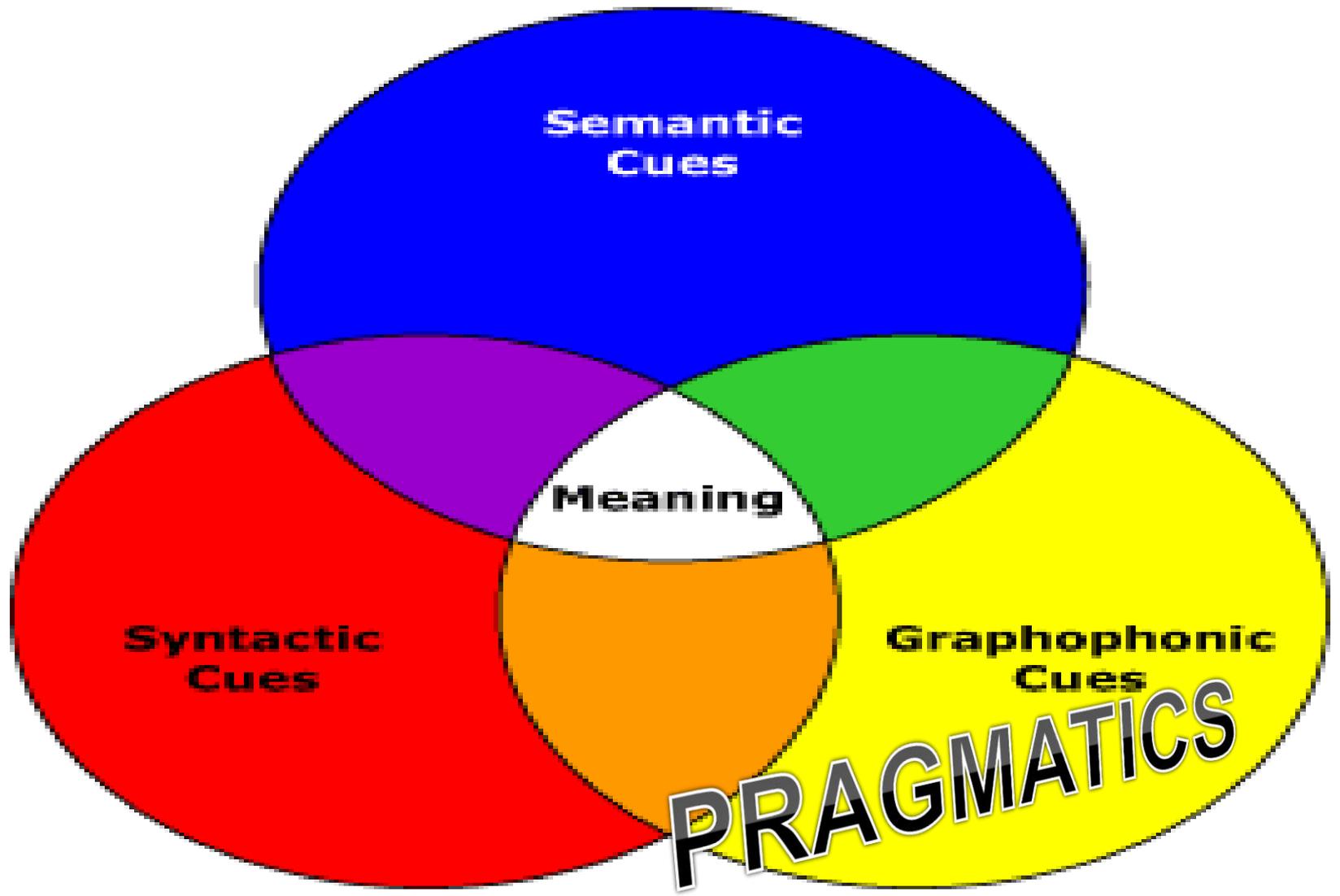
SUCCESS

Fundamental of Reading

Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.

MSV: Cueing Systems

Marie Clay observed good readers' behaviors and analyzed the substitutions and self-corrections made while reading. Meaning, structure, and visual (MSV) cues are the basis for this important analysis.



WHAT'S THE *MOST* IMPORTANT?

- **Meaning (Semantics)**
- **Structure (Syntax)**
- **Visual (Graphophonics)**

Visual (Graphophonics)

Does it look right?

- Visual sources of information can, for beginning readers, be the hardest source of information to access.
- The letter-sound relationship of written language and the conventions of print can be a rich source of information to use when reading.



Structure (Syntax)

Does it “sound” right?

- **By preschool age, children have encountered and internalized many language structures unique to their home language.**
- **Children who have had the opportunity to listen to stories told or read aloud have internalized some features of “book language”**

MEANING
IS EVERYTHING!

Understanding Readers

- Does the error make sense?
- Does the error sound right?
- Does the error look right?
- What does the student tend to use when encountering an unknown word?
- When the student self-corrects, what cueing systems most likely helped him to self-correct?
- What cueing system(s) is the student not using consistently?

Example of Student Miscues

Correct – My grandmother sings in the *choir* at church.

Miscue - My grandmother sings in *a chorus* at church.

Miscue - My grandmother sings in the *chair* at church.

What you notice?

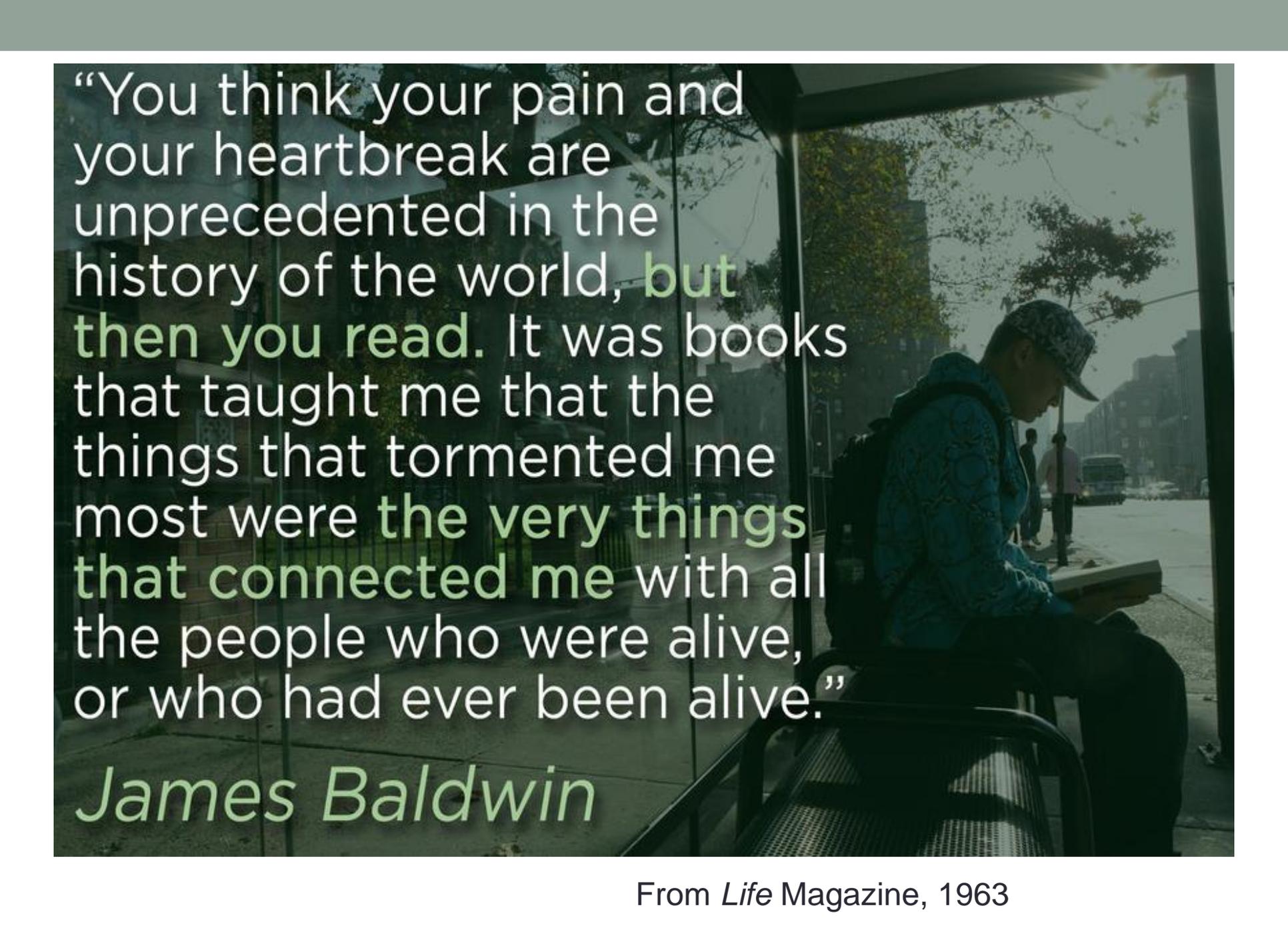
- **What cueing systems did you notice the student relied on?**
- **What does this lead us to believe about this student?**

Try it

Correct - The captain dropped the *anchor* in the water.

Miscue - The captain dropped the *angel* in the water.

Miscue - The captain dropped the *rope* in the water.

A photograph of a person sitting on a metal bench in a public space, possibly a bus stop or transit station. The person is wearing a blue jacket, a cap, and a backpack, and is looking down at a book they are holding. The background shows a city street with buildings and trees. The image has a dark, slightly desaturated color palette.

“You think your pain and your heartbreak are unprecedented in the history of the world, **but then you read.** It was books that taught me that the things that tormented me most were **the very things that connected me** with all the people who were alive, or who had ever been alive.”

James Baldwin

From *Life Magazine*, 1963

Fundamental of Reading

Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.

My Papa's Waltz

The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.

We romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself.

The hand that held my wrist
Was battered on one knuckle;
At every step you missed
My right ear scraped a buckle.

You beat time on my head
With a palm caked hard by dirt,
Then waltzed me off to bed
Still clinging to your shirt.

By Theodore Roethke

Source: Process adapted from S Blau 2003

Reflection Process

Personal Response:

Take a minute to list strategies you used while reading as you went through this process.

Small Group Response:

Share strategies and structures.

Whole Group:

Chart what do effective readers do? What do ineffective readers do?

Deeper Personal Response:

Consider your students, how will you plan for students to meet grade-level indicators?

Question to Consider

What does a proficient reader look and sound like?

What does an ineffective reader look like?

Reading Strategies

- **Monitoring**
- **Searching**
- **Confirming**
- **Cross-Checking**
- **Rereading**
- **Self-correcting**

Fundamental of Reading

Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.



Source: Jackdaws.com

Taking it all in...

- **What questions do you have?**
- **What does this make you think about?**
- **What is the most important thing you see?**
- **Is there anything you find confusing?**
- **What connections can you make?**

Pulling It All Together

- **What Reading (RI and RL) Standards can you apply to what we just did?**
- **What Inquiry-Based Literacy Standards can you apply?**

Reading Strategies

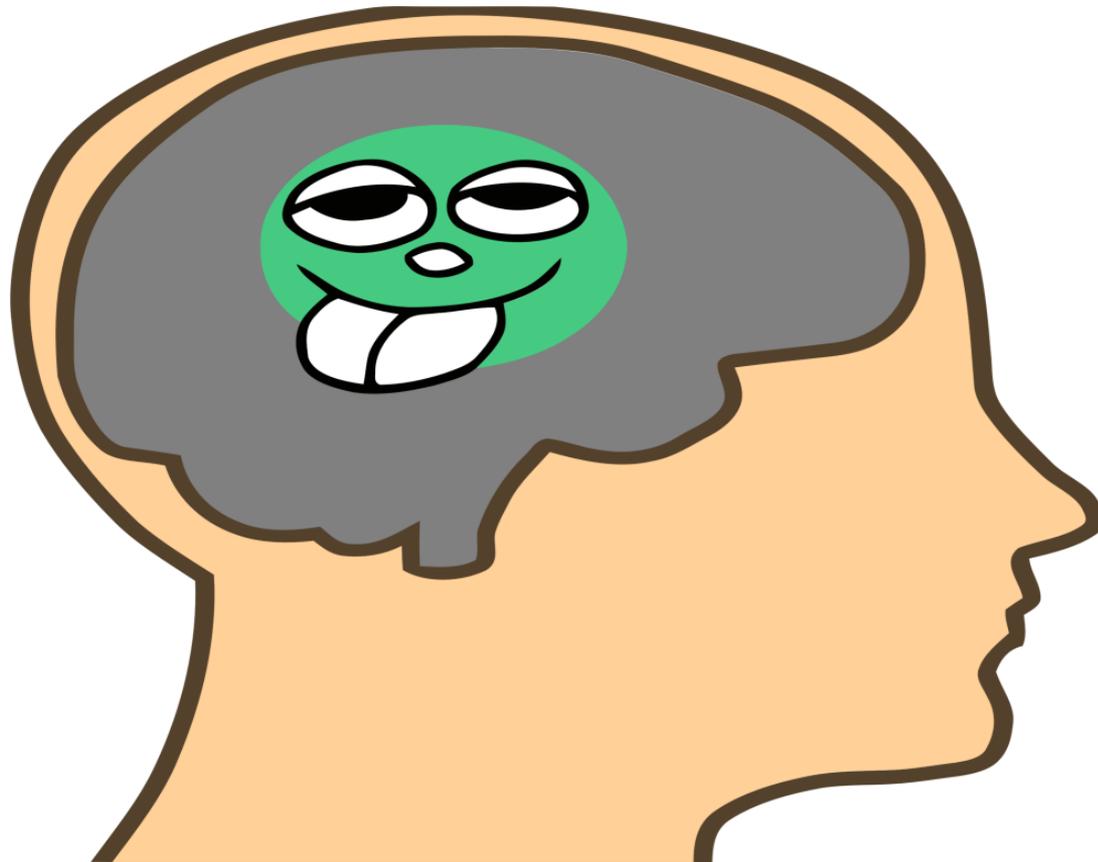
- **Making connections**
- **Questioning the text**
- **Drawing inferences**
- **Determining importance**
- **Creating mental images**
- **Repairing understanding when meaning breaks down**
- **Synthesizing information (integrating new understandings)**

Fundamental of Reading

Use metacognition to monitor meaning and adjust strategies while reading.

Metacognition: What is it?

[Thinking about Thinking](#)



“Thinking About Your Thinking”

Instructional Strategy:

- **Develop a plan before approaching a difficult piece of text.**
- **Monitor understanding; use “fix-up” strategies when meaning breaks down.**
- **Evaluate thinking after completing the task.**

I feel that this award was not made to me as a man, but to my work -- a life's work in the agony and sweat of the human spirit, not for glory and least of all for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin. But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.

William Faulkner Speech Accepting the Nobel Prize in Literature
originally delivered December 10, 1950 in Stockholm Sweden

Fundamental of Reading

Notice and analyze the styles and techniques authors use to help readers construct meaning.

When I Heard the Learn'd Astronomer

**When I heard the learn'd astronomer,
When the proofs, the figures, were ranged in columns
before me,
When I was shown the charts and diagrams, to add,
divide, and measure them,
When I, sitting, heard the astronomer where he
lectured with much applause in the lecture-room,
How soon, unaccountable, I became tired and sick,
Till rising and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars.**

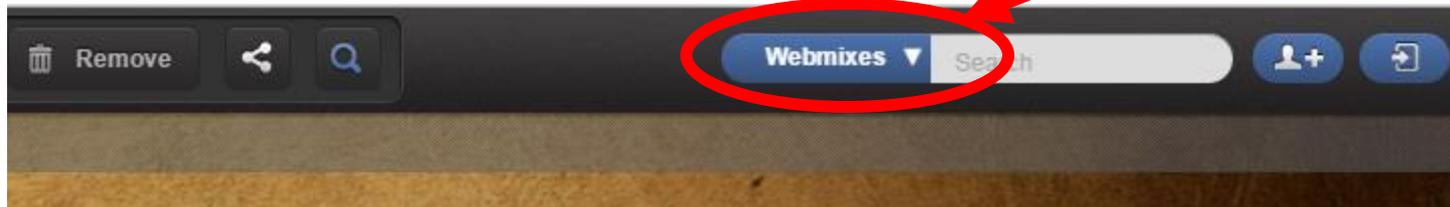
Text - Poem

- **Analyze author's craft**
- **Notice and note**



Symbaloo/Text

- To find additional resources, please go to www.symbaloo.com
- Click the magnifying glass to do a search. Make sure you are searching under “Webmixes” on the drop down next to the search box.



- Use the following search terms with the quotation marks:
 - “Summer 2015 PLO”
 - “Reading Strategies HS”

Reflection

- **How are the Fundamentals of Reading evidenced in your current setting?**
- **How will you use the Fundamentals of Reading with the Reading-Literary Text and Reading-Informational Text Standards?**

End-of-Days 1 & 2 Evaluation

Please complete before you leave

<https://scde.formstack.com/forms/hsendofdayeval>



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