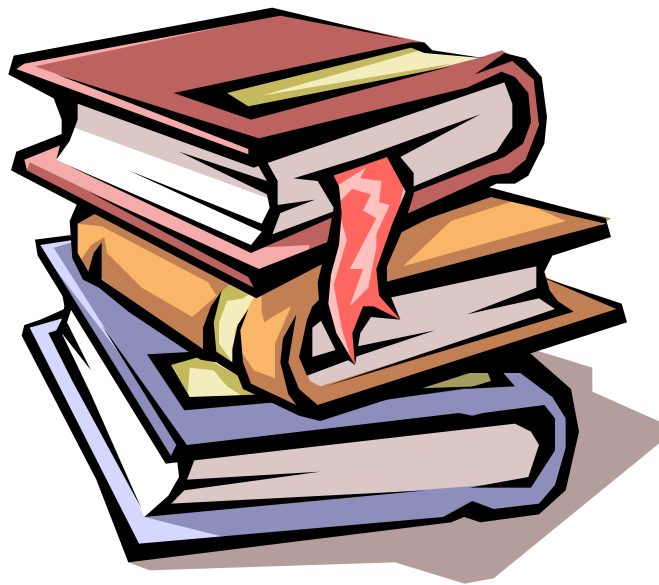


Reading for Literacy Development

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Early Intermediate: Recognize simple idioms, analogies, and figures of speech in literature and content areas texts.

All Quiet On the Western Front; Vocabulary for Chapters 1 - 4

IDIOMS _____

to put a spring in a (one's) step "That puts a spring in a man's step." (1)

Guess: _____

Definition: _____

Personal Sentence: _____ usually put/s a spring in my step.

to be a wonder "Where Tjaden puts it all is a wonder." (1)

Guess: _____

Definition: _____

Personal Sentence: _____ is a wonder to me.

to pay (someone/something) little mind "The cook paid us little mind, and we were hungry and tired of waiting." (2)

Guess: _____

Definition: _____

Personal Sentence: I pay _____ little mind when _____.

to give (someone) (somebody's) trust "At 18, we lads (young men) gave them our trust. And we did what they asked without question." (6)

Guess: _____

Definition: _____

Personal Sentence: I give _____ my trust when _____.

to keep on (doing) something "While they kept on preaching, we say the dead and dying." (7)

Guess: _____

Definition: _____

Personal Sentence: I kept _____ in _____ when I _____.

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to throw a fit "Then little Kropp throws a real fit." (9)

Guess: _____

Definition: _____

Personal Sentence: My mother/father threw a fit when I _____
_____.

to be a waste land "We are a waste land." (10)

Guess: _____

Definition: _____

Personal Sentence: _____ is a waste land because _____
_____.

to play the part of "We play the part of stone-age veterans." (18)

Guess: _____

Definition: _____

Personal Sentence: I play the part of _____ when _____
_____.

to get even "Tjaden thinks of nothing but getting even." (23)

Guess: _____

Definition: _____

Personal Sentence: I got even with _____ for what he/she did
(person)

by _____ ing _____
(verb-----what you did to get even)

to wake with a start "Once I fall into a deep sleep. I wake with a start." (29)

Guess: _____

Definition: _____

Personal Sentence: I woke with a start when _____.

List of Definitions for Idioms

Directions: Use this list to help you guess definitions for the idioms.

to continue doing something; keep on lecturing

to make a person feel energetic

to wake up instantly and with surprise

to be angry like a child

it makes a person ask questions and think why

to believe in another person; to give loyalty without question

to take revenge; to pay back evil with evil

a place or a people without a purpose

to imitate someone so that another will be pleased

to give little attention

Intermediate Standard: Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

Vocabulary for Segment Four of Night

Directions: Guess the part of speech and definition. Use a colored pencil to underline words that help you guess the definition. This is a contextual clue.

The camp looked as though it had suffered an epidemic: empty and dead. (45).

Guess _____
Definition _____

The head of our tent was a German. An assassin 's face, fleshy lips, hands like a wolf's paws (45).

Guess _____
Definition _____

Having once belonged to a Zionist youth organization, they knew innumerable Hebrew chants (48).

Guess _____
Definition _____

Guess _____
Definition _____

There were about twenty prisoners waiting in a queue in front of the door (49).

Guess _____
Definition _____

He was probably glad to see that I had come back of my own accord, as I had promised. He gave me another reprieve (50).

Guess _____
Definition _____

Intermediate Standard: Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

It was alleged that he had been running a private traffic of his own in the prisoners' gold teeth (50).

Guess _____
Definition _____

She gave me her mournful smile and slipped a bit of bread into my hand. She looked into my eyes. I felt that she wanted to say something but was choked by fear (51).

Guess _____
Definition _____

We left the Metro together to sit down on the terrace of a café. We spent the whole evening reminiscing (51).

Guess _____
Definition _____

At the warehouse, no one knew I could speak German. That would have aroused suspicions (51).

Guess _____
Definition _____

List of Definitions

Directions: In addition to the contextual clues, use the list below to help you guess the definitions.

to cause strong feelings

to claim without proof

remembering

deeply sad

temporary relief

a disease that spreads rapidly

a line

a killer

Jewish; national state of Israel

without number

Intermediate Standard: Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

Quiz on Segment Four Vocabulary

Directions: Choose the word that best fits in the sentence.

aroused reminiscing mournful alleged reprieve

1. Sometimes my teachers spend time _____ when they were in high school.
2. The _____ thief was not found guilty because the lawyer did not have any proof.
3. My teacher does not usually give us any _____ from our homework. We usually have it every night.
4. The teacher's suspicions were _____ when she noticed the same answers on two students' papers.
5. The _____ student cried when his best friend died.

queue Zionist epidemic assassin innumerable

6. Students wait in a long _____ for their lunches.
7. We do not have an _____ of polio here anymore because we have immunizations for that disease.
8. Hitler was an _____ because he killed Jews without any compassion.
9. In Israel, students belong to _____ youth organizations.
10. ELD students know _____ mini grammar lessons.

Flashcards: For each word make a flashcard exactly like this:

Front of Card

prefix
loves

root
mankind

suffix
one who

philanthropist

POS: noun

Sentence: The philanthropist gave money to the poor.

Back of Card

Definition: one who loves mankind

Reciprocal Teaching is Research Based

- Reciprocal Teaching, originally developed by Annemarie Palinscar and Ann Brown, has been shown to be more effective than basic skills instruction. At the end of Reciprocal Teaching instruction, 70% of students achieved criterion level as compared with only 19% of the students who were taught basic reading skills (criterion level was defined as the ability to correctly answer seven of ten comprehension questions on four consecutive criterion referenced assignments). (Palinscar, A., Dvid, Y., and Brown, A., “Using Reciprocal Teaching in Classrooms: A Guide for Teachers, 1989)
- In one year, fourth graders in the Highland Park, Michigan school district doubled their reading scores--from 14.4 to 28.8 percent, and more than doubled their scores in math. These students had received intensive reciprocal teaching tutoring as third graders. In 1995, 31.5 percent of fourth graders met or exceeded the state standard; and in 1996 the number was 39.6 percent. (Carter, C., Educational Leadership, 1996)
- A sample group of students using reciprocal teaching strategies demonstrated comprehension gains with many kinds of reading material and on the standardized reading-comprehension test. These higher scores were maintained on tests eight weeks later. The average increase in reading comprehension was more than one year. (Kelley, M., More, D., and Tuck, B., University of Auckland, New Zealand, 1994)
- School-wide, interdisciplinary use of reciprocal teaching/ reciprocal learning systems has resulted in enhanced reading abilities for advanced students as well as English Language Learners. (Game, L., ED384644, 1995)
- Although reciprocal teaching is not designed as a decoding strategy, fluency and word recognition improve noticeably as students attend to vocabulary and strategic reading activities. (Bottomless, D. ED361668, 1995)

What do Good Readers do?

Visualize

Clarify

Summarize

Question

explicit (above the surface)/implicit (below the surface)

Predict

What is Reciprocal Teaching?

Why was Reciprocal Teaching developed?

Annmarie Palinscar and Ann Brown, two researchers, developed the Reciprocal Teaching dialogue to enhance students' reading comprehension and provide opportunities for students to learn to monitor their own learning and reading.

What does it look like?

A group of students read a text together and then, through a focused, structured discussion, help each other understand the content. The students are responsible for collaborating together to make meaning.

How do they learn to do this?

The teacher explicitly teaches students to become good readers by showing them how to comprehend text using five key strategies: visualize, summarize, clarify, question, and predict.

How does Reciprocal Teaching fit into what the teacher is already doing?

Reciprocal Teaching is a process and a structure into which most comprehension strategies fit. There are a variety of ways to teach the five key strategies of: visualize, summarize, clarify, question, and predict. As long as discussion is structured around these five key areas, teachers should continue using all the great strategies they have used before. Placing all strategies under the umbrella of the five key areas will help both the students and the teacher remain focused.

Why is this important?

Through continued practice, students learn to monitor their reading comprehension, engage with text, and gain confidence in their reading ability.

When should it be used?

Reciprocal Teaching is appropriate for all content areas and forms of text, and provides for full participation by all students, regardless of reading ability levels.

Visualizing

- helps readers make pictures in their heads.
- can be expressed using symbols as well concrete images. Students should always write a sentence or two to explain their visual.

Clarifying

- helps us recognize the words we don't know.
- allows us to use context clues to determine the meaning of new words.
- helps us to think critically about words of ideas.
- enhances our understanding.
- connects new information to prior knowledge.

Summarizing

- means we can restate the text in our own words and learn to paraphrase.
- in words is a shortened version of a text, made up of only the most important ideas. A quality summary does not include unimportant details.
- helps us to understand the sequence and organization of the text.
- causes us to look at the text from the author's point of view.

Questioning

- what we read lets us test ourselves to see if we really understand.
- helps us figure out what's important and what's not.
- allows us to dig deeper into the text and challenge our thinking.
- helps us discover how to find the correct answer.

Who?	What?	When?
Where?	Why?	How?
Would?	Could?	Should?

Predicting

- requires that students utilize given information and background knowledge to form a hypothesis about where the text "is going."
- encourages thoughtful, strategic reading.
- lets us use what we already know by tapping into our prior knowledge-- things we have seen or heard about.
- gives us an important reason for reading and listening--we want to see if our predictions come true!

Writing a Summary

- Include the _____ point and major _____ details.
- Include *only* the _____ ideas.
- Keep the summary _____ than the original.
- _____ the *author's* _____.
- Use your own _____ and _____ style.
- Use the _____ words when there is no _____ or when you particularly like the author's phrasing. Use _____ when necessary, but do not _____ them.
- In the _____ sentence, include the _____ name, the _____ of the materials being _____, and the author's _____, _____, and/or _____.
- To achieve _____, repeat the _____ name with a _____ tense verb.

Lead-ins for Quotations; Verbs for Summaries

Ms. Taibi says, . . .

One expert notes that, . . .

In a recent *Times* article, Russell Baker observes, . . .

One expert writes, . . .

One authority reports, . . .

acknowledges

admits

affirms

argues

asks

believes

comments

considers

criticizes

declares

defends

explains

expresses

insists

mentions

proposes

refers

reveals

speculates

states

submits

suggests

testifies

writes

Leave In/Leave Out

Ideas to **Leave In** your summary

Ideas to **Leave Out** of your summary

Most

Half

Few

Leave In criteria:

Leave Out criteria:

Strategies to help ourselves Question better

We can ask questions to help us understand the text on two levels:

On-the-surface explicit questions. . .

- The answer can be found word-for-word in the reading
- The answer tells what happened or what was said
- The answer helps us retell the main ideas
- The answer helps us to explain the who, what, when, and where of the text

Under-the-surface implicit questions. . .

- The answer can be strongly implied by the text--we need to find the clues
- The answer can be inferred we must have background knowledge or we need to look in another source
- The answer can be based on our opinion--we need to defend why we think that way
- The answer helps us to explain the why and how of the content

Asking Questions

Question Word

Asks About

On/Below the Surface

•Who	•People/characters	•Above the Surface
•Where	•Places/setting	•Above the Surface
•When	•Time/date	•Above the Surface
•What	•Actions/Events/Plot	•Above the Surface
•How	•Facts/Actions/Reasons	•Above/Below theSurface
•Why	•Reasons/Analysis	•Below the Surface
•Would	•Predictions/Connections	•Below the Surface
•Should	•Reasons/Guesses	•Below the Surface
•Could	•Guesses/Connections	•Below the Surface
		•Below the Surface

Visualize

Draw a symbol or an important image to represent the chapter.

Write one sentence to explain your visual or symbol.

Example: The thunder and lightning demonstrate Gaspard's anger toward the Marquis for killing his son.

Summarize

Write five sentences about the most important events in the present tense.

Title of the Text

Question

One above the surface question in the present tense.
Answer the question.

One below the surface question in the present tense.
Answer the question.

Predict

Because _____,
something happens

I predict that _____.

When to . . . use Reciprocal Teaching

<p>In Math, when:</p> <ul style="list-style-type: none">• reading chapter introductions• reading procedure explanations• solving word problems• reading charts and graphs	<p>In Science, when:</p> <ul style="list-style-type: none">• reading the text book• reading lab manuals• reading experiments• reading maps, charts and graphs• watching films
<p>In Social Studies, when:</p> <ul style="list-style-type: none">• reading the text book• reading primary source documents• reading maps, charts, and graphs	<p>In Language Arts, when:</p> <ul style="list-style-type: none">• reading expository text• reading difficult literature• reading workplace documents• reading informational text• reading author biographies
<p>In Foreign Language, when:</p> <ul style="list-style-type: none">• reading difficult literature• learning grammar rules• reading articles about culture	<p>In Physical Education, when:</p> <ul style="list-style-type: none">• reading about games• reading articles about fitness and nutrition• learning about anatomy and physiology