1

2

3

4

5

6

Slide 7

GearPicks Pack
Book Subscription Service
United Library Services

gpp@uls.com

7

Slide 8

8

Slide 9

FREE Book Talk!

rb.gy/dn9wp

9

Slide 10
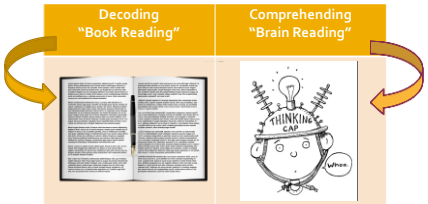
Let's talk about READING….

10

Slide 11

A proficient reader…

Decoding "Book Reading"	Comprehending "Brain Reading"

11

Slide 12

Reading Skills

"Book Reading"	"Brain Reading"
Decoding: • Phonological Awareness • Phonics • Sounding Out • Self correcting • Automatic recognition of familiar words	**Comprehension** **Thinking** **Metacognition** • Making Predictions • Literal Re-tell • Making Connections
Fluency: • Pace • Phrasing • Punctuation • Intonation	• Asking Questions • Visualizing • Inferring • Transformed Thinking

12

You can't build a great
building on a weak foundation.
Gordon B. Hinckley

13

Class Reading Goals:

BOOK READING
We can…

☐ **Decode words using**
- letters and sound
- chunks and blends
- patterns

☐ **Read fluently using…**
- pace
- punctuation
- intonation
- phrasing

BRAIN READING
We can…

☐ **Understand the words**
- Pay attention to our thinking
- Make connections
- Visualize
- Ask questions
- Infer (what is the author trying to tell us?)
- Transform our thinking

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Reading Skills

Decoding
- Letters, sounds
- Chunks, blends
- Phonological awareness
- Phonemic awareness
- Fluency

Comprehension
- Thinking
- Understanding
- Constructing meaning
- Meta-cognition (awareness of thinking)

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Foundational Phonics Programs:

- ☐ Heggerty – phonological and phonemic awareness program
- ☐ Bridge to Reading – Heggerty phonics program
- ☐ UFLI – University of Florida Literacy Institute (Ontario)
- ☐ Secret Stories – multi-sensory phonics program
- ☐ Jolly Phonics – phonics, spelling, grammar
- ☐ Really Great Reading - phonemics awareness, phonics, fluency
- ☐ McCracken Spelling Through Phonics –– 30th edition (an oldie but a goodie!)
- ☐ www.ateachableteacher.com –– Great website with recommended resources and games for phonemic and phonics skills
- ☐ *5 Shockingly Free Phonics Websites for Kids*
- ☐ Decodable books   https://rolls.bublup.com/abctutor/free-decodable-books
- ☐ More decodables

17

BUT…

No matter how important code is, it is not the point of reading.

- P. David Pearson

18

Reading Skills

Decoding

Comprehension

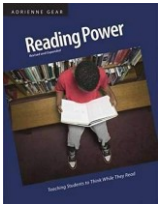- Letters, sounds
- Chunks, blends
- Phonological awareness
- Phonemic awareness
- Fluency

- Thinking
- Understanding
- Constructing meaning
- Meta-cognition (awareness of thinking)

19

What is Reading Power?

Reading Power

Reading Power

2006

2013

20

Thinking Strategies Used by Proficient Readers
(Based on the research of P. David Pearson, 1990's)

A proficient reader, interacting with text, is able to …

- Make Connections
- Ask Questions.
- Visualize.
- Draw inferences.
- Determine Importance.
- Analyze and Synthesize.
- Monitor Comprehension.

21

The Five Reading Powers

- **Connect**
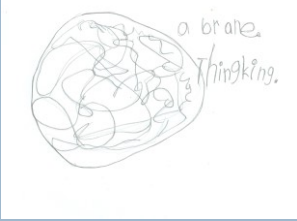- **Question**
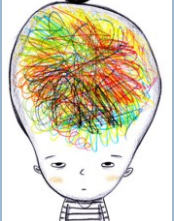- **Visualize**
- **Infer**
- **Transform**

22

What is Meta Cognition?

➤ Awareness - "I'm aware of my thinking"
➤ Thinking -   "I can think about my thinking"
➤ Articulating - "I can talk about my thinking"

23

What does thinking look like?

24

What does thinking LOOK like?

25

26

Famous People Thinking!
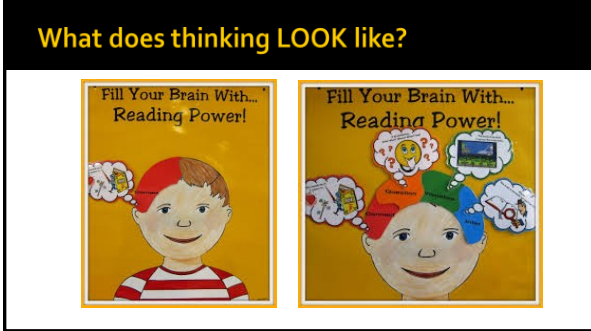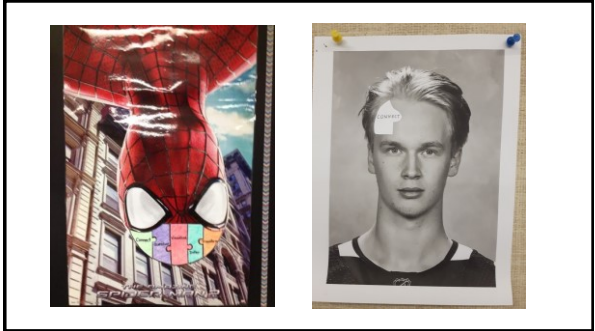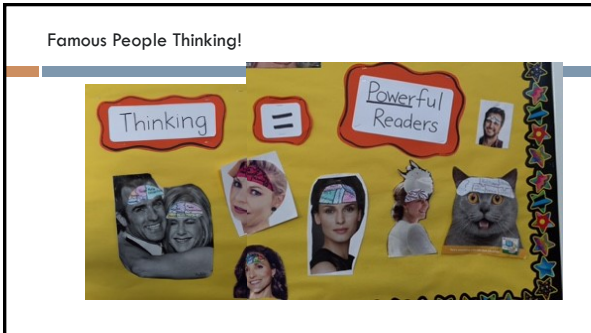
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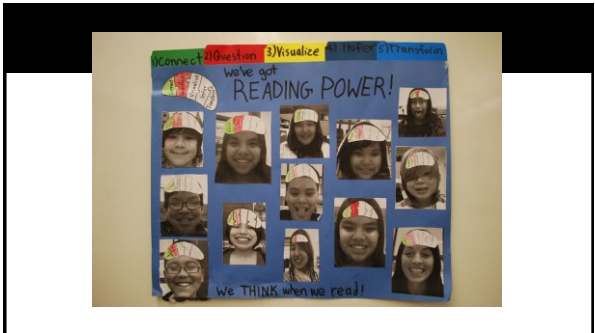
28

What does thinking SOUND like?

- Create a "common language" for thinking about and talking about reading
- Everyone one your staff uses the same language to talk about comprehension
- Common language in math: "add", "subtract", "multiply", "divide"

29

Essential Teacher Modelling

Show your thinking!
Read aloud – Think aloud
"This reminds me of…"
"I'm wondering about…"

30

Thinking bubble post-its and head-bands!

31

TALK MATTERS! - Building Oral language and Talk

32

1,2,3... TALK!

- Think for 1
- Talk for 2
- Share for 3

33

Reading Power Book Collections

➢ Using authentic children's literature selected to provide support in each of the strategies

➢ Anchor Books
➢ Mentor Texts

34

Reading Power Book Bins

35

Library Collections

36

Reading Power – PHASE 1
ISOLATE

- SEPTEMBER, OCTOBER – Connect (F and NF)
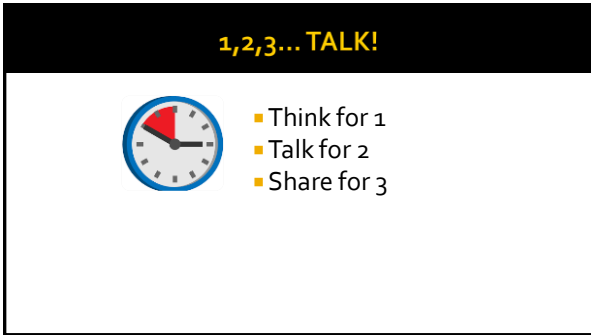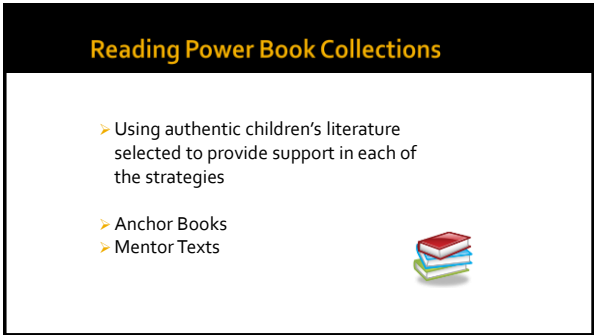- NOVEMBER, DECEMBER – Visualize (F)
- JANUARY, FEBRUARY – Nonfiction – ZI and DI
- MARCH, APRIL – Question/Infer (F and NF)
- MAY, JUNE – Transform (F and NF)

- Teach the concept first, then apply it to both books.
  What does this look like when we read fiction?
  What does it look like when we read nonfiction?

37

The Power to

CONNECT

"No story sits by itself. Sometimes stories meet at corners and sometimes they cover one another completely, like stones beneath a river."

- Mitch Albom, Five People You Meet in Heaven

38

Making Connections

39

40

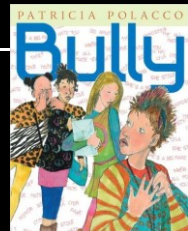
Worry Connections

41

When all else fails...

42

The Power to

Visualize

When your head's full of pictures,
They have to come out.

- Incredible Ned, Bill Maynard, 1997
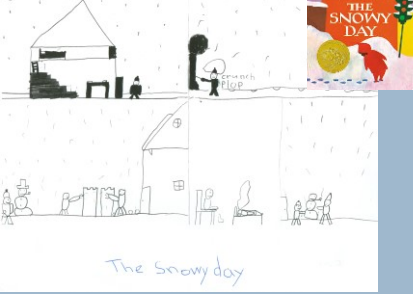
43

Cover the cover!

44

The Snowy day
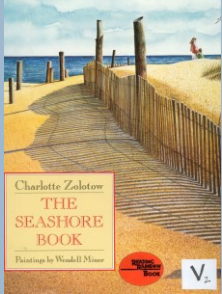
45

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Reading Power – PHASE 2
INTEGRATE

Expand and integrate the metacognitive strategies and language of thinking that help students deepen their understanding of text into ALL areas of the curriculum.

- art
- gym
- music
- math
- social studies
- science

47

Using "Reading Power" in Art Class

What are you wondering about this painting?

What connection do you have to this picture?

What does it remind you of?

What are you wondering about the artist who painted it?

48

Thinking Power in Sports…

Visualizing the movement finally got me over the top after months of practice

The Importance of Visualization in Sports

49

Thinking Power in Music Class

What does this music make you think about?

What connection are you making?

What are you visualizing?

What is the story of this piece of music?

How does this music make you feel?

50

Thinking Power in Math

Word Problem

12 people are watching the otters at the zoo. 7 people are watching the giraffes. How many more people are watching the otters?

What are you visualizing? Can you draw a picture?

What connections are you making?

What are you wondering?

51

Thinking Power in Science…

What are you thinking might happen?

What connections are you making?

What are you wondering?

What are you thinking now that you hadn't thought about before ?

52

Reading and Thinking Across Canada

53

What's New in Reading Comprehension Research?

- Constrained and Unconstrained Reading Skills

- Language comprehension

- Knowledge building

54

9

1. Constrained and Unconstrained Reading Skills

CODE (words)
- Represents "**constrained skills**"
- Mastery based - Once we learn them, we know them.
- Alphabet, letters, sounds, etc.
- Act as a bridge to take readers towards meaning
- Often used to assess reading proficiency and determine when a child "can read"

COMPREHENSION (meaning)
- Represents "**unconstrained skills**"
- We continue (throughout our life, not just when we reach level 30!) to learn and grow into them.
- Vocabulary, background knowledge
- The development of these skills is **ongoing**, continually evolving – even as adults we use what we know to try to make sense of what we don't understand

(Paris, Scott, 2005; Fisher, Frey, Akahan, *This is Balanced Literacy Grades K-6*, 2020

55

2. Language Comprehension

Language Comprehension	Reading Comprehension
• Ability to derive meaning from **spoken words**	• Ability to derive meaning from **print**

Language comprehension is a key aspect of reading comprehension that is currently being overlooked in many classrooms. - Dr. Matthew Davies

56

Language comprehension impacts reading comprehension

*"Even the best phonics-based skills program will not transform a child into a strong reader if the child has **limited knowledge of the language**, **impoverished vocabulary**, and **little knowledge of key subjects**." (p. 15).*

Dr. Matthew Davis, *Reading Instruction: Two Keys* (2006)

57

Language Comprehension

- Successful reading comprehension often depends on **the language of a text** because the greater a reader's "funds of knowledge", or background knowledge, about a topic is, the stronger their comprehension will be.

- Students from disadvantaged backgrounds may struggle with reading comprehension, despite being able to decode accurately and read fluently. They are often believed to have poor reading comprehension ability when in fact, it is their **lack of language comprehension** (less overall knowledge and vocabulary) which is the root cause.

58

3. Knowledge

*"…Among the most important factors critical for literacy development is **knowledge**. Knowledge is necessary to comprehend what we read. Foundational skills are **literally meaningless unless readers can make sense** of words and texts. This sense-making requires knowledge that must be systematically built (not just activated!) **through instructional experiences and curricula that evoke curiosity and the desire to learn more**. In short, knowledge matters."*

Looking to Research for Literacy Success
ASCD – Association of Supervision and Curriculum Development
The Knowledge Matters Campaign Scientific Advisory Committee

59

Background Knowledge vs Building Knowledge

Background Knowledge	Building Knowledge
• Knowledge a child **brings** with them into the class (from home) • "Funds of Knowledge"	• Knowledge a child **builds** in class. • Knowledge is not literal facts but facts PLUS thinking

60

Building Knowledge

The scientific research on reading and writing is clear: foundational skills including phonemic awareness, knowledge of sound-letter relationships, decoding and spelling skills, and fluency are necessary, but not sufficient for students to become fully literate.

Research shows that the importance of foundational skills is beyond dispute and should no longer be a source of discord. However, building knowledge of the natural and social world is also essential to developing strong readers who can not only decode words but also comprehend what they are reading.
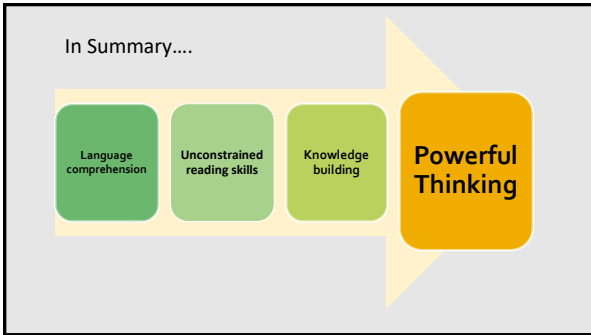
Looking to Research for Literacy Success
ASCD – Association of Supervision and Curriculum Development
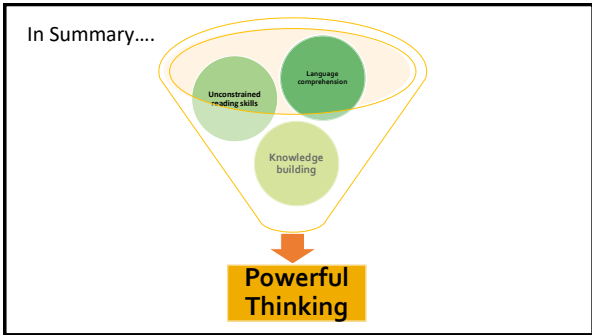*The Knowledge Matters Campaign Scientific Advisory Committee*

61

Don't delay! Build knowledge today!

Building knowledge need not—and should not—wait until students possess some level of foundational reading skills.

62

In Summary….

| Language comprehension | Unconstrained reading skills | Knowledge building | **Powerful Thinking** |

63

In Summary….

Unconstrained reading skills / Language comprehension / Knowledge building

Powerful Thinking

64

Teaching Reset…

- *Reading Power* lessons have, up to now, been primarily used during LITERACY BLOCKS and most often we rely on fiction anchor books.
- Why limit this "brain reading" instruction to just our LITERACY LESSONS?
- What if we brought more CONTENT-RICH texts into our CONTENT LESSONS?
- What if used "texts as tools" and merged "brain reading" practice into our CONTENT UNITS?
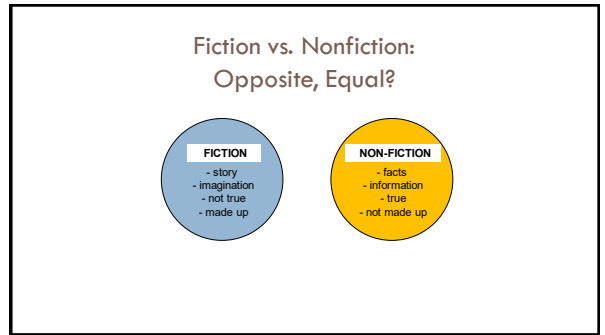
65

What does it look like? (Adrienne's favorite part!!!)

- **Nonfiction Texts as Tools** - Increase information/nonfiction texts in our classrooms to help students develop language and build knowledge.
- **Content-Rich, Interactive Read-Alouds** – Give content-rich read alouds a central role in your classroom
- **Talk Matters** – Lead and engage students in interactive discussions during and conversations that promote student talk and thinking
- **Literacy Rich Curriculums** – integrate literacy practices into your content classes (science and social studies)
- **TEACH!!!** - Explicit, targeted reading and writing instruction to help students construct meaning (comprehension), think more deeply about content, and write to explain their thinking
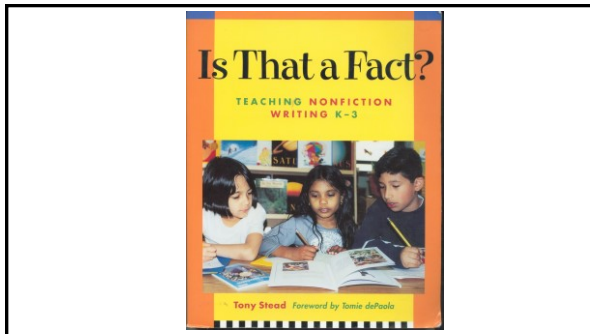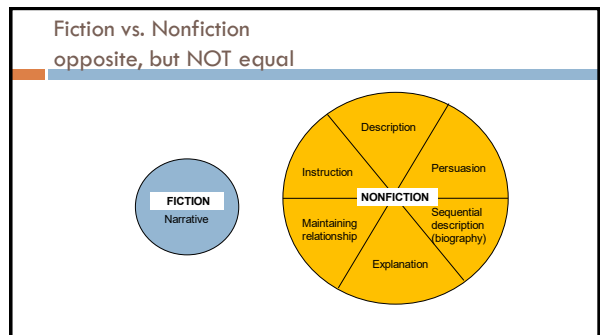
66

Where are your scales sitting?

FICTION   NON-FICTION

67

Fiction vs. Nonfiction:
Opposite, Equal?

FICTION
- story
- imagination
- not true
- made up

NON-FICTION
- facts
- information
- true
- not made up

68

Is That a Fact?

TEACHING NONFICTION
WRITING K-3

Tony Stead   Foreword by Tomie dePaola

69

FICTION
"story"

- Narrative
- picture books, chapter books, novels, graphic novels
- Fable/Folk Tale/Fairy Tale
- Myth/Legend

NONFICTION
"NOT story"
(everything else!)

Blogs	Menus
Letters	Memos
Texts	Graphs
Newsletters	Labels
Bulletins	Agendas
Maps	Schedules
Labels	Surveys
Reports	Bills
Captions	Reviews
Calendars	Definitions
Cartoons	Brochures
Advertisements	Maps
Games	Reviews
Lists	Poetry
Recipes	Facebook, Instagram, et
Instructions	Newspapers
Invitations	Emails
Cards	
Questionnaires	
Resumes	
Directions	

70

F	Narrative	stories, myths, legends, fables, fairy tales
NF	Description	reports on countries, animals, plants, insects, wanted poster, poetry, blogs, Facebook
NF	Instruction "How to"	recipes, directions, games, maps, rules, experiments, lists, letters, poetry
NF	Explanation "why or how something happens"	Scientific explanations, phenomenon, elaborations, illustrations, captions, oral traditions
NF	Persuasion "convince me to do something"	Advertisements, travel brochures, debates, catalogues, posters
NF	Biography	Non-fiction narrative, retelling about a person or past event
NF	Maintain relationship with others	Cards, letters, invitations, poetry interviews, questionnaires, emails

71

Fiction vs. Nonfiction
opposite, but NOT equal

FICTION
Narrative

NONFICTION
Description
Persuasion
Instruction
Sequential description (biography)
Maintaining relationship
Explanation

72

12

73

FLY GUY Presents…

74

Who Would Win? Series
Jerry Pallota

75

TWO TRUTHS AND A LIE

76

ELISE GRAVEL – DISGUSTING CREATURES

77

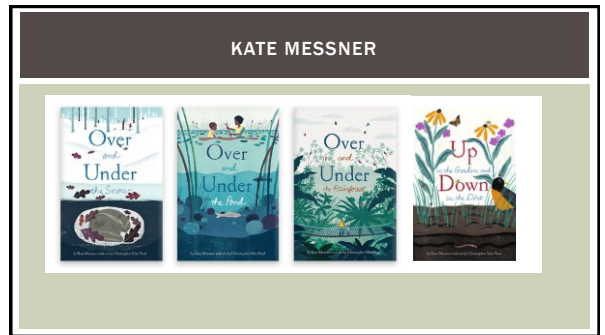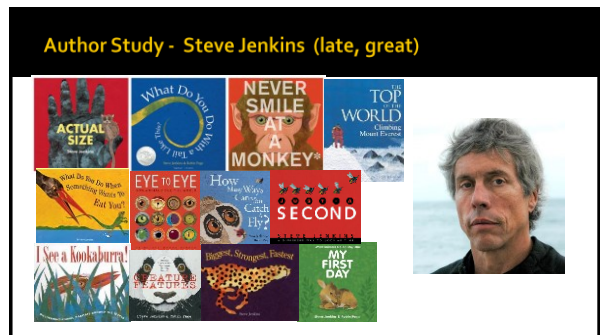SCOTT RITCHIE

78

FIRST BOOK OF FAMILY HERITAGE

79

Mothers of Xsan Series

80

81

JEANETTE WINTER

82

LITTLE PEOPLE, BIG DREAMS SERIES

83

KATE MESSNER

84

I'm Trying to Love… Bethany Barton

85

Scholastic Canadian Biographies

86

Eric Carl

87

Jez Alborough

88

The Fan Brothers

89

Author Study - Steve Jenkins (late, great)

90

15

For younger readers

91

Nicola Davies – Author Study

92

Flip and Flap …. Uncover and Discover….

93

April Pulley Sayre
"Spotlighting the wonders of science and nature"

94

Content-Rich Interactive Read-Alouds

Young students can engage with more complex ideas and vocabulary than what they can yet read themselves, building the knowledge they need to engage with more sophisticated texts in the future.

95

"Interactive" Read Aloud

Teacher interacting with the book

Teacher interacting with the students

Students interacting with the teacher

Students interacting with the book

Students interacting with each other

96

"Content-rich" interactive read-alouds support…

- Knowledge building
- "Brain reading" (thinking!)
- Oral language
- Vocabulary building
- Listening Comprehension
- Student interest and engagement

97

Content-Rich Texts AKA - "The Dinosaur Effect"

The "dinosaur effect" refers to the capacity for young children to capitalize on their passionate interests and retain **astounding stores of knowledge.**

Not only that, but large, multi-syllabic vocabulary they encounter connected to their topics seem to stick the instant they are exposed to them. With their huge bank of background knowledge, these children are **motivated to use their emerging decoding skills and immerse themselves in high level texts about their passion.**

But put that same child in a guided reading group and give them an isolated decodable or leveled text on a random topic for **which interest and background knowledge is non-existence,** the child demonstrates anything but proficiency in reading.

98

What does that tell us?

1. STUDENT ENGAGEMENT - When children are engaged in topics they are interested in, they are far more motivated to want to read, write, speak, and engage in learning.

2. EXPOSURE TO TEXT SETS - The impact that exposure to multiple related texts students read (or have read to them) has on deepening their engagement, knowledge, vocabulary and comprehension.
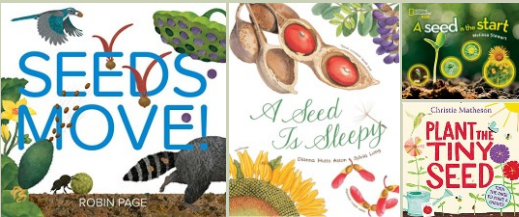
99

Literacy Rich Curriculums!

- Gather "text sets" of "content rich" books connected to your units of study (social studies, math, science)
- Use them (often!) for "interactive read-alouds" during content classes OR literacy blocks.
- Invite students to "Turn and TAT" (Talk About Thinking!)
- Model a variety of thinking strategies before, during, and after reading!
- Have a KNOWLEDGE BUILDING table for displaying books

100

SEEDS

101

SIMPLE MACHINES

102
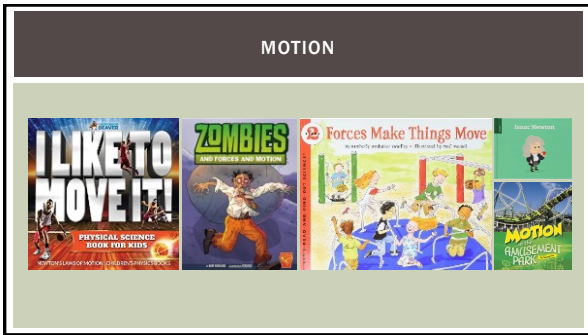
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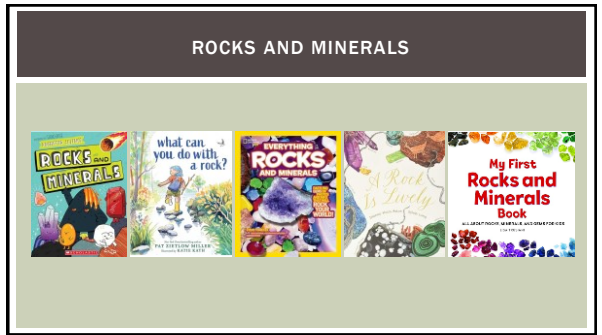
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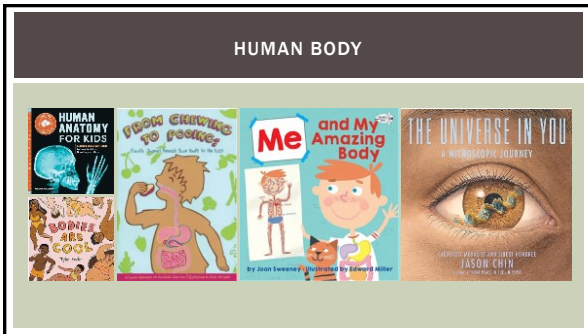
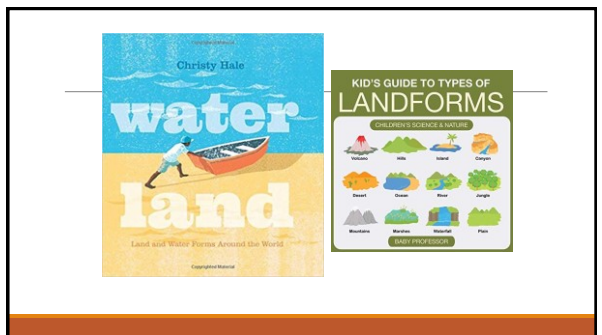105
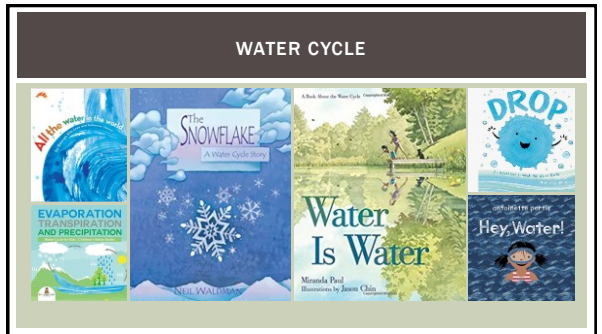
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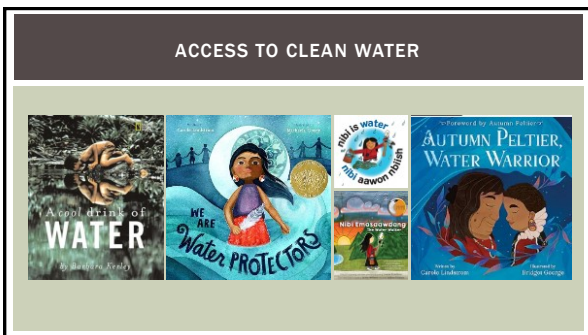
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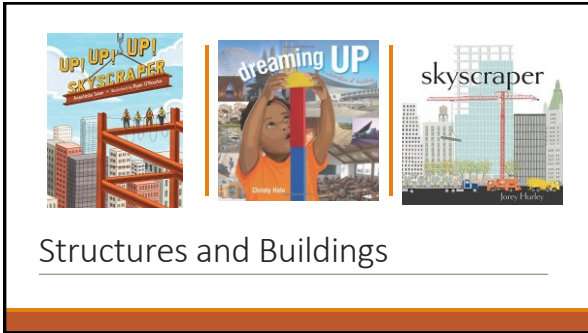
Structures and Buildings

109

EXPLORERS

110

FIRST CONTACT
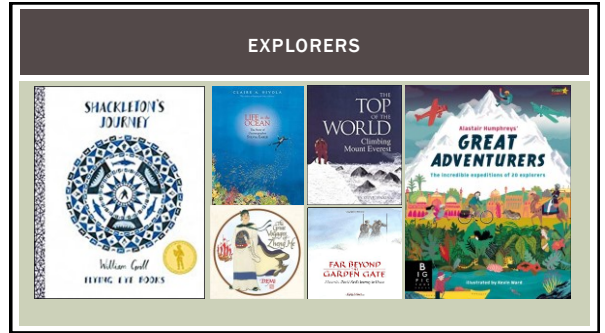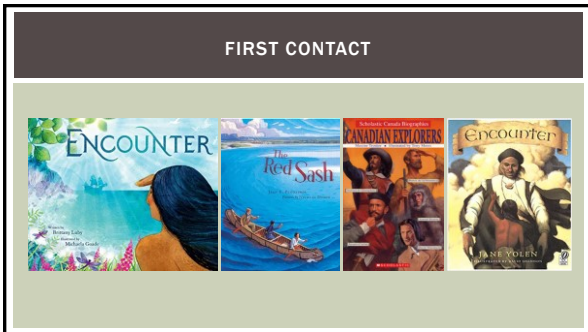
111

Now what?

You are …
- using more content-rich texts
- engaging students in more "content-rich, interactive read-alouds"
- encouraging students to "turn and talk" – share their thinking

112

All that's left to do is… DRUM ROLL PLEASE….

TEACH!!!

113

TEACH! Lessons to BUILD KNOWLEDGE and NUDGE THINKING before, during and after your read-aloud!

- One Word
- Knew New
- Fact React
- What? So What? Now What?

114

Lesson Idea:

One Word
Activity

115

Transform - "One Word" activity

present

116

present

117

118

present

119

present

120

One Word Activity…

121

One Word Activity

122

One Word Activity

123

One Word with Information Text (to Build Knowledge!)

124

One Word Activity – "straw" Grade 1

125

One Word with Information Text (to Build Knowledge!)
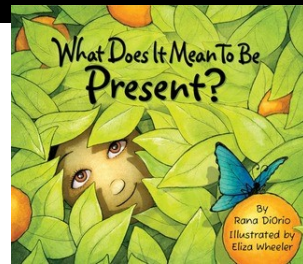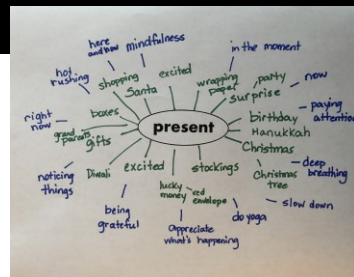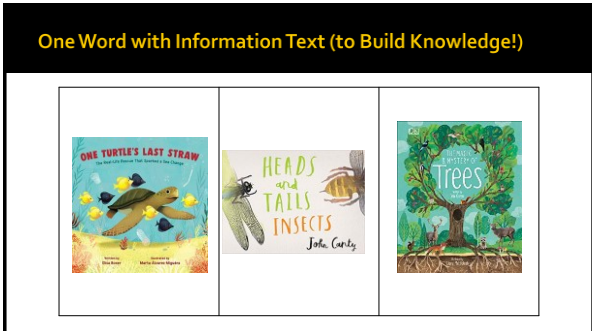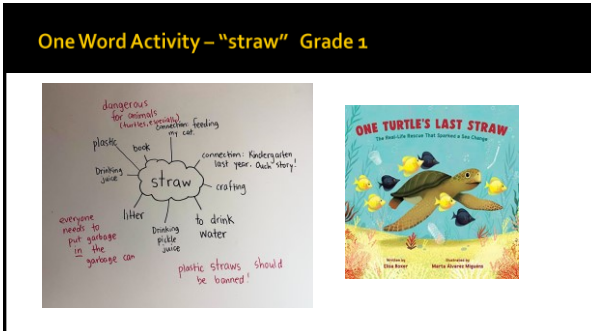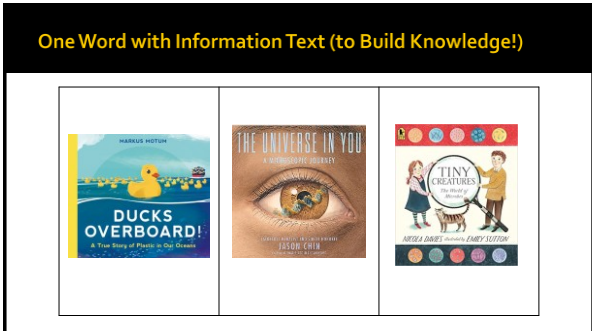
126

Lesson Idea:

Knew-New

127

The "Knew-New" Connection

Name: _____

Title: _____
Topic: _____

KNEW that already!	This is NEW to me!

128

Making Connections to Information

This reminds me of...

129
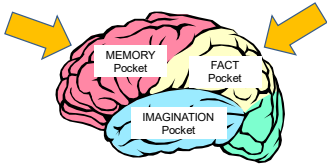
Making Connections to Nonfiction — Same or Different?

FICTION

- characters
- feelings
- experiences
- memories

NONFICTION

- characters?
- feelings?
- experiences?
- memories?

130

BRAIN POCKETS:
The storage place for our thinking

Where do your **CONNECTIONS** come from?

MEMORY Pocket   FACT Pocket

IMAGINATION Pocket

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Making Connections

FICTION

- characters
- feelings
- experiences
- memories

NONFICTION

- Background knowledge
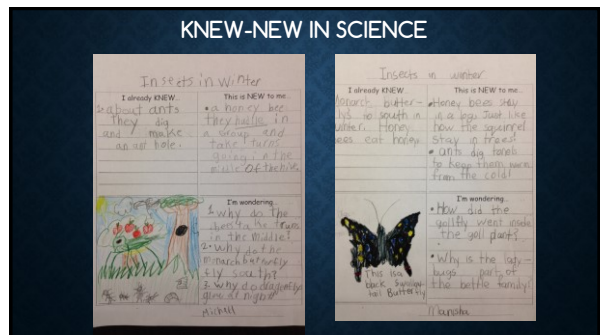- Things I already know about the topic
- experiences

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KNEW-NEW IN SCIENCE

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KNEW-NEW IN SCIENCE

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Lesson Idea:

WHAT?
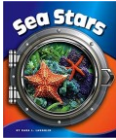SO WHAT?
NOW WHAT?

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Levels of Understanding

Literal
Strategies required: Summary, Re-tell, recount, main idea,

Interactive
Strategies required: Connect, Question, Visualize, Infer

Reading Power Strategies!!!

Extended
Strategies required: Transform, Synthesize, Re-think

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What? - Exploring Facts

WHAT?
Here's what the text says so far…

• Starfish arms grow back if they get cut off.

• Process called "*re-generation*"

Sea Stars

147

What? So What?

WHAT? Here's what the text says so far…	SO WHAT? Here's what I'm thinking…
• Starfish arms grow back if they get cut off. • Process called "*re-generation*"	• How long does it take for the arm to grow back? • Does it only happen once for each leg and then they're out of luck? • That reminds me of worms cuz when you cut them in half they grow again.

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BRAIN STRETCH

STRETCH YOUR THINKING!
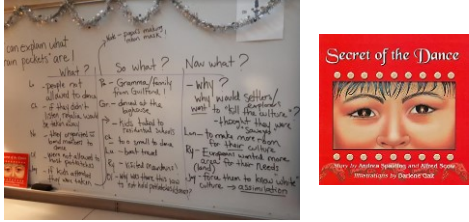
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What? So What? Now What?

WHAT? Here's what the text says so far…	SO WHAT? Here's what I'm thinking…	NOW WHAT? Here's what I'm thinking now that I hadn't thought of before…
• Starfish arms grow back if they get cut off. • Process called "*re-generation*"	• How long does it take for the arm to grow back? • Does it only happen once for each leg and then they're out of luck? • That reminds me of worms cuz when you cut them in half they grow again.	• Too bad that doesn't happen to soldiers. If it did, I bet soldiers wouldn't be so scared to go to war.

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*Don't judge the think
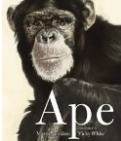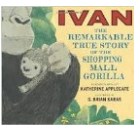by the ink!*

*LEAN IN
LISTEN*

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" …The equity piece was a big one for me. I have a very diverse class. So to explore more ways of supporting them in communicating their understandings without the expectation of "written output" is so important for me. Your "What? So What? Now What?" format is *perfection*.. we tried this today after reading "Secret of the Dance," and I was so pleased to see how engaging it was for learners! Everyone had the opportunity to share their thinking, while I recorded their answers on the board"
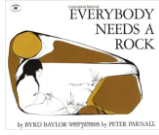
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Different Levels of Thinking

Explore	Interact	Develop

Literal	Interactive	Extended
Main Idea	Connect	Transform
Summary	Visualize	Synthesize
	Question	
	Infer	

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Different Levels of Thinking

What?	So What?	Now What?

Literal	Interactive	Integrated
Main Idea	Connect	Transform
Summary	Question	Synthesize
	Infer	
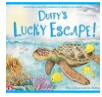
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WHAT?   SO WHAT?   NOW WHAT?
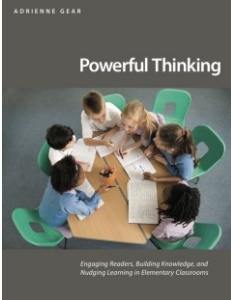
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Deepening Our Understanding of Oceans

What?	So What?	Now What?
Explore	Interact	Develop
Gather facts	What is happening to our oceans?	Call to action
Learn about the Oceans	What connections are you making?	What can we do?
	What are you wondering?	

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What will you try?

- **Nonfiction Texts as Tools** - Increase information/nonfiction texts in our classrooms to help students develop language and build knowledge.
- **Content-Rich, Interactive Read-Alouds** – Give content-rich read alouds a central role in your classroom
- **Talk Matters** – Lead and engage students in interactive discussions during and conversations that promote student talk and thinking
- **Literacy Rich Curriculums –** integrate literacy practices into your content classes (science and social studies)
- **TEACH!!!** - Explicit, targeted reading and writing instruction to help students construct meaning (comprehension), think more deeply about content, and write to explain their thinking

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Thank you!

THE END

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