

The title is centered at the top of the slide. It is flanked by five circles: a solid light purple circle on the far left, a hollow light purple circle, a solid light purple circle, a hollow light purple circle, and a solid light purple circle on the far right.

Raising a Reader, Raising a Thinker

What can parents do to help children comprehend what they read?

Presented by Peggy Terrell

Turn the reading over to the child.

- Guide or support the reader. Using a text that is just right for the child, the grown-up listens to the child. When the child has a tricky word, the grown-up urges him or her to try to figure out the word. Our goal is to encourage the reader to become independent. This won't happen unless we let the reader grapple with the tricky parts and figure out new words for himself.



Who is doing the work?

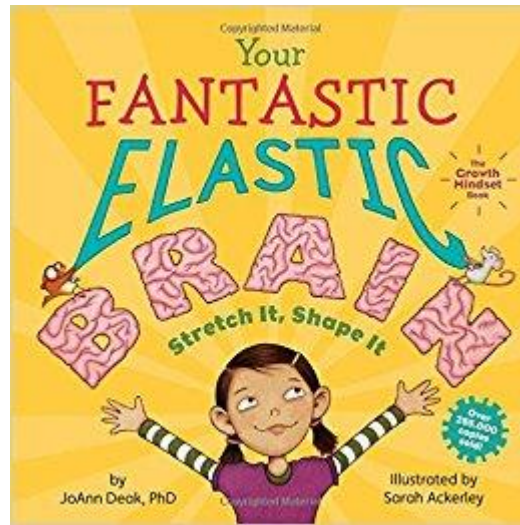
- The young reader can be successful at reading without much help.
- From the beginning, young readers figure out words by using the picture, the letters in the word, and the meaning of the text.
- When a child comes to a tricky part, they learn to rely on *themselves* to work to figure it out.
- Our goal is to help children become independent readers.



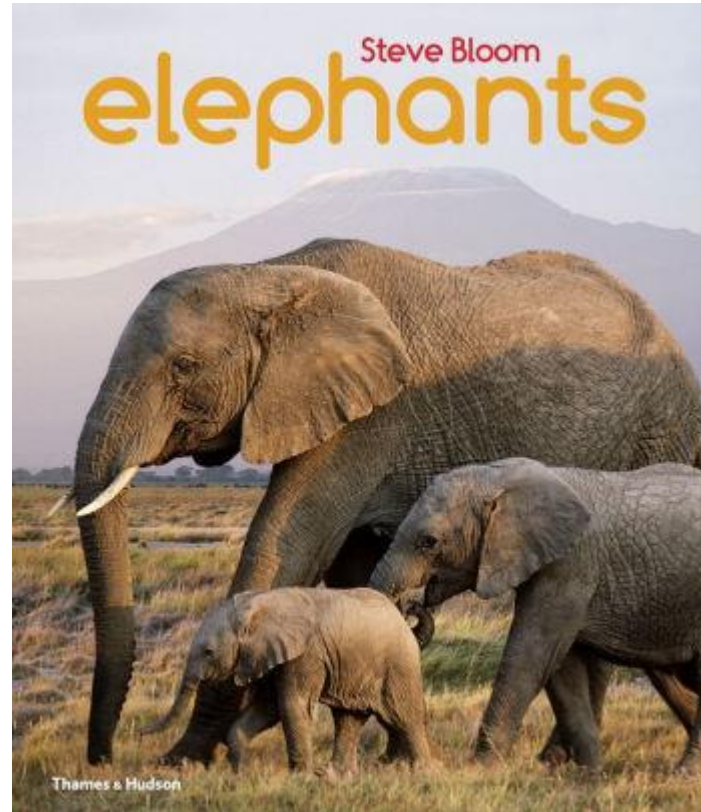
Readers need practice to become fluent.

- Books that are funny
- Books that are scary
- Books that teach us
- Books that are about a subject that we care about
- Books that we can talk to our friends about
- Books that make us think

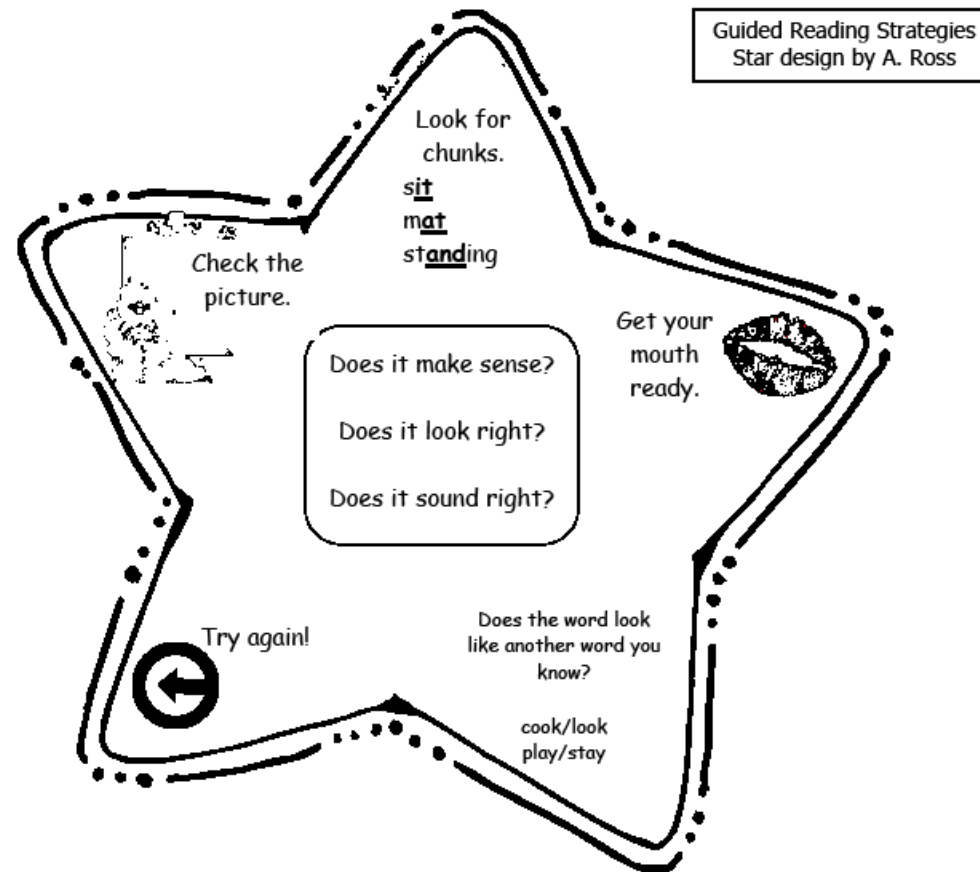
Train your brain.



Balance fiction and nonfiction texts.



Prompting Developing Readers to Figure Out New Words





Good readers do things as they read that help them to comprehend.

In the 1980's researchers in reading comprehension identified and systematically investigated the reading strategies that proficient readers used to understand what they read.

Readers who comprehend are *active*, not passive.

- Reading is not like watching TV. It is not like taking a shower. When you read, you must pay attention to your thinking.
- That's right, you have to *think about your thinking, or else you will miss out on a lot.*

THINKTHINKTHINKTHINKTHINK

Strategies Good Readers Use

- Think about what you already know
- Set a purpose for reading
- Make connections
- Create visual images-pictures in your mind
- Ask questions
- Reread confusing parts to clarify
- Predict/change predictions
- Summarize
- Read/pause/retell
- Read between the lines (Infer)



What's the result of this active reading?

- The reader gets smarter
- One text leads to another text
- The reader reads more
- Reading becomes more pleasurable

Make connections. I find myself thinking, “this reminds me of . . .”

- Text-to-self
- Text-to-text
- Text-to-world

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Text to self connections.

As I am reading and paying attention to my thinking and making the pictures in my mind, I notice that something in the text reminds me of something in my life.

Knoxville, Tennessee

Nikki Giovanni

- I always like summer
- Best
- You can eat fresh corn
- From daddy's garden
- And okra
- And greens
- And cabbage
- And lots of
- Barbeque
- And buttermilk
- And homemade ice cream
- At the church picnic
- and listen to gospel music
- outside
- At the church
- Homecoming
- And go to the mountains with
- Your grandmother
- And go barefooted
- And be warm
- All the time
- Not only when you go to bed
- And sleep

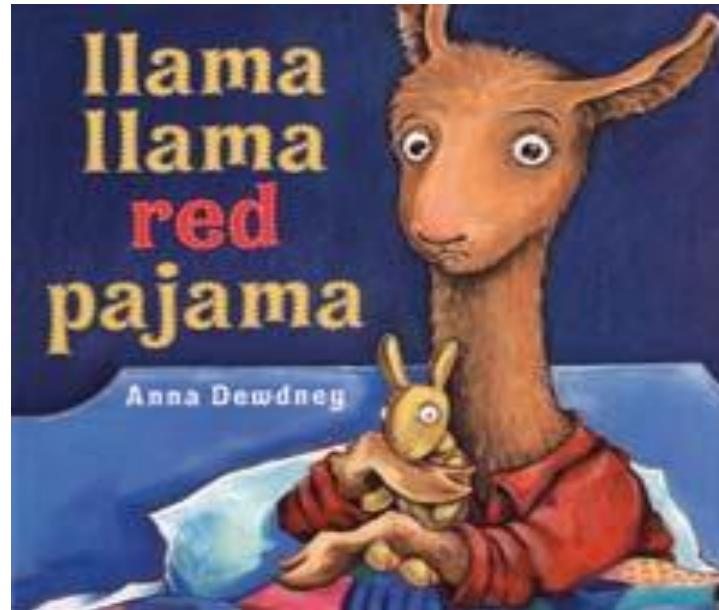
Text to Text Connections



- The more texts you read, the greater the chance that one text reminds you of another. When we monitor our thinking, we notice when this happens. Our active brain makes connections between the texts.

Mama, Mama, Red Pajama

Llama Drama: Somebody doesn't want to go to bed without Mama.



How to Stay up Late

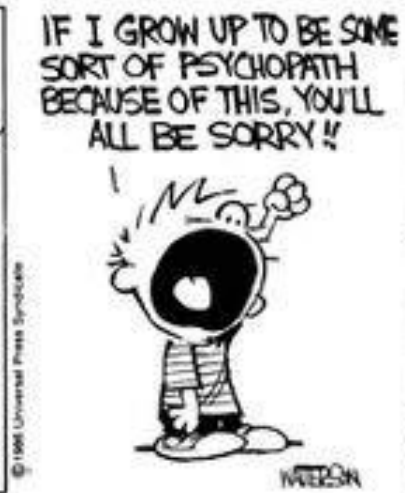
X.J. Kennedy

At night when grown-ups start to yawn
Beneath their reading lamps
Is when I whip my album out
To stick in foreign stamps.

And when pajama time draws near
I start to write the story
Of Lincoln's life, or set up school
Like Maria Montessori.

So kids, wise up. Unless you like
To go to bed too fast
Just save your most impressive play
Of all day long for last.

Text to text and world



NEW YORK TIMES BESTSELLER

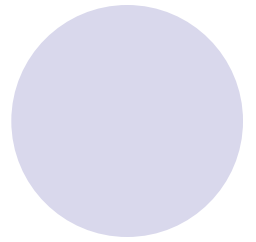
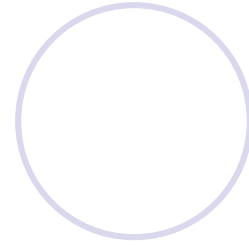
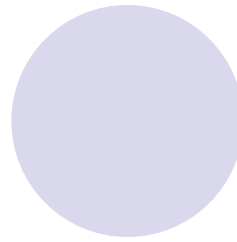
NEW YORK TIMES BESTSELLER

SHARON CREECH

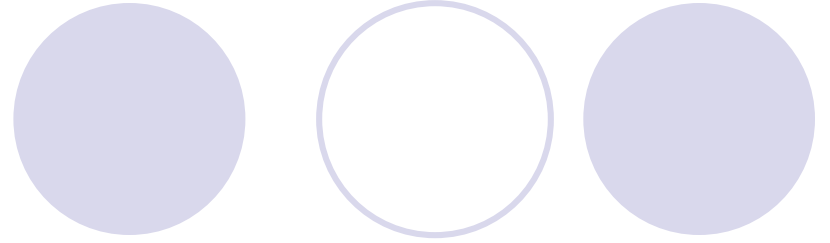
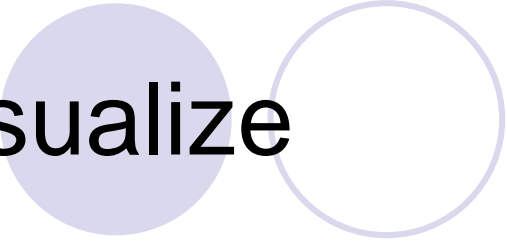
WINNER OF THE NEWBERY MEDAL FOR WALK TWO MOONS

MOO

a novel



Visualize



- Good readers make pictures in their mind.

Picture this.

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- The lump, we could now see was definitely a cow, and it wasn't all black. It was one of the Belted Galloways—black on its front and hindquarters and white in the middle—or at least white where it wasn't splattered with mud. It stared at us as we approached, making no movement except an occasional flick of its tail.
- And then came the sound, the low rumbling from deep inside and the long, drawn-out *Mooooo*. Its eyes were as big as apples and its nostrils gaping black caves. *Mooooooo*.
- From *Moo* by Sharon Creech

A little bit more to add to your picture.

From *Moo* by Sharon Creech

- “Watch out for Paulie—”
- The squealing hog that we’d seen on our first visit came barreling around the side of the barn, chased once again by the fat, golden cat. We plastered ourselves against the barn and let them pass.

Read like a writer. Look at the text again. Find at least **two words** that the author chose which make the picture clear.

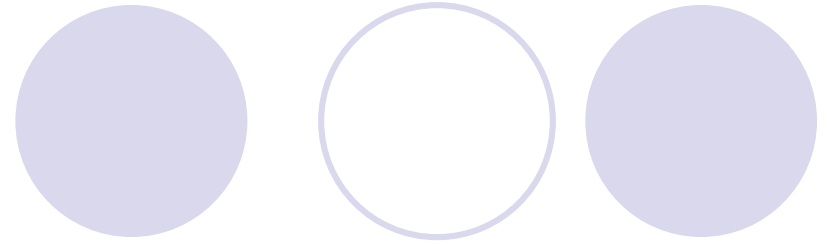
- The squealing hog that we'd seen on our first visit came barreling around the side of the barn, chased once again by the fat, golden cat. We plastered ourselves against the barn and let them pass.



Without the “just right” words.

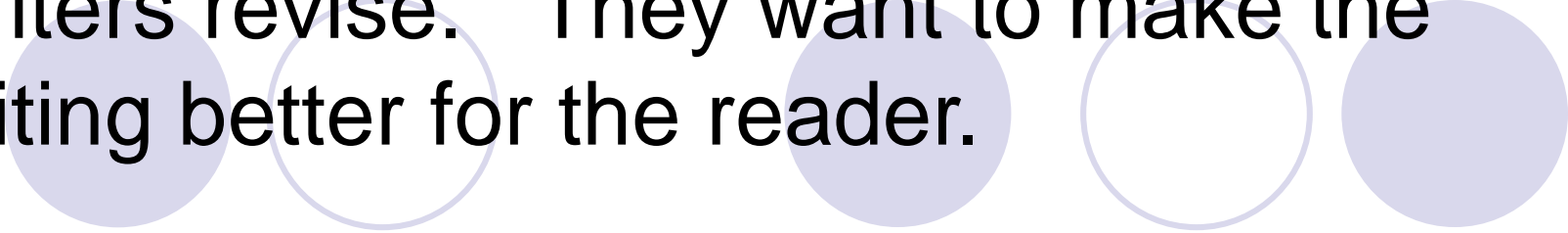
- The squealing hog that we’d seen on our first visit came running around the side of the barn, chased once again by the fat, golden cat. We stood back next to the barn and let them pass.

Write like a reader.



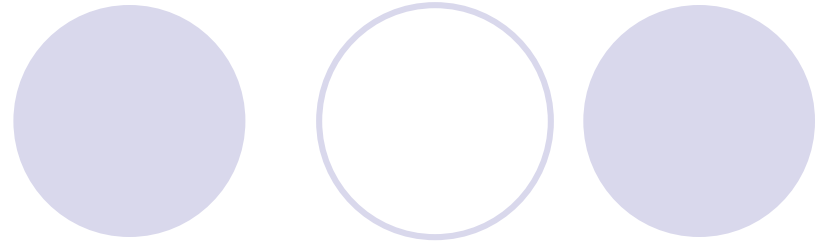
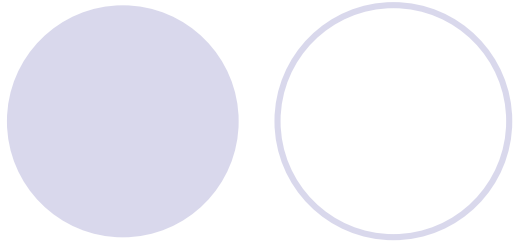
- When you write, look back at the verbs you used. Could you replace a weak verb with a strong one? Try it. Erasers are cheap.
- Now, read it with the strong verb. Is it better? If not, could you try a different verb?

Writers revise. They want to make the writing better for the reader.



Tomie dePaola said, “Writing is not like baseball. In baseball, you get three whacks and you are out. In writing, you can try again and again until you get it right.”

Whew! That gives us writers hope.



Writers choose words carefully. They ponder, think, scratch their head, think and work to find the *best* word to make the picture clear in the reader's mind.



Questions

“The research shows that children who struggle as readers tend not to ask questions at any time as they read--before, during, or after. They're inert as they read. They read--or they submit to the text, never questioning its content, style, or the intent of the author.”

Mosaic of Thought: Teaching Comprehension in a Reader's Workshop,
Keene and Zimmerman, Heinemann, 1997: 99.

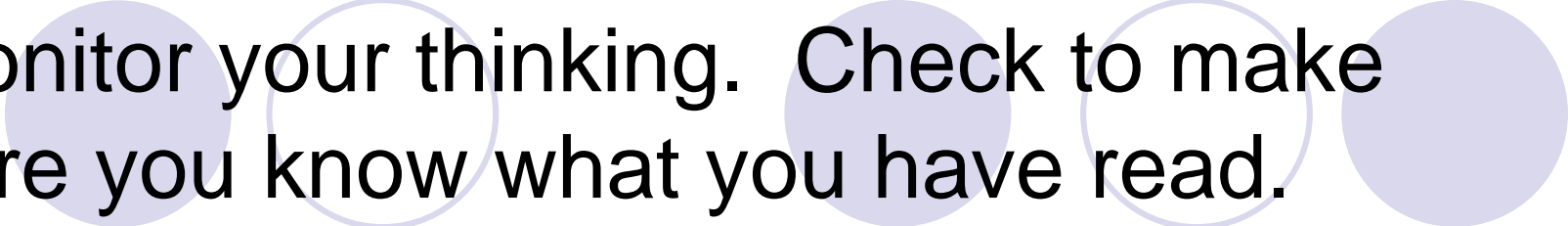
Good readers ask questions as they read.



What do you wonder?



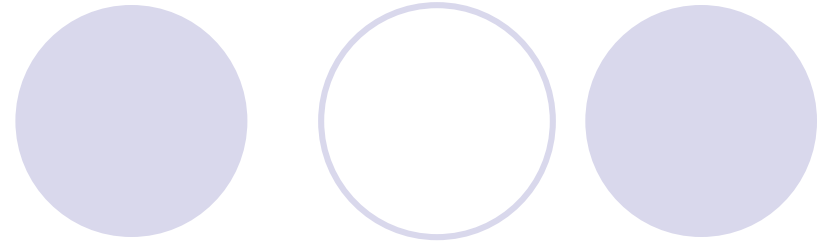
Scientists used to identify a blue whale's approximate age by using the waxy earplug found inside its ear canal. Just as we can tell the age of a tree by counting the rings of its trunk, scientists could figure out the age of a whale by counting the bands of wax that had built up over time. This method could only be used on captured whales, however, so it was eventually abandoned as *unethical*, as well as *unreliable*.

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Monitor your thinking. Check to make sure you know what you have read.

- This helps to eliminate NASCAR reading. Speed is not the goal. Getting the meaning, and summarizing what you are learning as you read is the goal. We read to get smarter. We do not read just to say, “I’m done.”

Read, pause, retell.



- Blue whales eat mostly krill, a tiny shrimp-like creature. During the summer months, they eat about 35 million krill each day, which is about four tons of food. But since they have narrow throats, they can swallow only a grapefruit-sized amount at one time.

The Blue Whale



- To eat, the blue whale takes a giant gulp of seawater and krill. It takes so much water into its mouth that the ventral pleats below its jaw and belly expand, like a huge accordion.
- When the blue whale is ready to swallow, it pushes all of the seawater back out of its mouth with its tongue through its bristly baleen plates. These plates catch the krill for the whale to swallow. Because krill are bright orange, so too is a whale's poo.

What do you wonder?

○ Blue whales sleep by taking very short naps while slowly swimming close to the ocean's surface. This is called *logging*. They sleep in this way because they have to remember to open their blowhole in order to breathe. Blue whales can never completely lose consciousness, not even in sleep, otherwise they would drown.

● From *The Blue Whale*

● -Jenni Desmond

Raise children who are curious.

I have no special talents, I am only passionately curious.”

-Albert Einstein

