PRESENTERS:

Ms. Lisa Atkison
Ms. Heather Connor
Ms. Jillian Deible

Ms. Michelle Weismann
Ms. Shelly Wild

District Reading Specialists
TOPICS

- Strategies for Decoding and Understanding Difficult Words
- Comprehension Strategies
- Engaging Readers in Purposeful Conversation
- How to Promote Higher Order Thinking Skills at Home
- Book Suggestions and district resources
Strategies for Decoding and Understanding Difficult Words
WORD KNOWLEDGE: ATTACKING LONGER WORDS

1. Is there a prefix at the beginning of the word?
2. Is there a suffix at the end of the word?
3. Is there a small word hiding in the big word?
4. Do I see a word part I already know?
5. Chunk the parts.
6. Put the chunks together to say the word.
Since the hurricane, we are in the process of reconstructing our house.
Word knowledge: meaning

- Vocabulary is one of the 5 key components of the reading process.

- The more word meanings a reader knows, the better he/she comprehends the text.
Most new words are learned from context. During the school year, the average student learns about 4,000 words but only 400 of these words are taught through direct instruction.

Students use the words/sentences surrounding the unknown word to figure out meaning.
Types of Context Clues

1. Direct Definition
   
   Omnivores are animals that eat both plants and meat.

2. Appositive (meaning is set off by commas)
   
   A country imports, or brings in, products from other countries.

3. Example (group of items in a category)
   
   The animals feed on grasses, leafy plants, shrubs and other vegetation.
Types of Context Clues

- **Synonym** (similar meaning is in text)
  
  A beaver uses its **big front teeth** to gnaw trees. These **incisors** continue to grow as they are worn away.

- **Antonym** (opposite meaning is in text)
  
  Unlike animals that hunt during the day, **nocturnal hunters** must find their way in the darkness.
Using the meanings of word parts to determine the meaning of a longer word is a powerful strategy that can open the doors to thousands of new words. More than 60% of words in an English dictionary stem from Latin and Greek roots.

My favorite quadruped is a horse.

Would a philanthropist be benevolent or malevolent?

A list of common prefixes, suffixes and roots is provided.
Reference Materials

- Dictionary
- Thesaurus

Besides a list of definitions, online dictionaries also provide the pronunciations of words!
Comprehension strategies

A plan to make sense of the text
Good Readers:

- Are purposeful and active
- Know what they do or do not understand
- Use strategies when they do not understand
Self-Monitoring

- Clarify purpose
- Adjust reading rate
- Look back/reread
- Look forward
- Restate the text
- Chunk the text
Summarizing

What is important?

- Main idea
- Key Details
- Eliminate the unnecessary information
- Remember what is read
Stop and Think

- What am I thinking?
- What happened?
- What did I learn?
- Is there a word or part of the text that I do not understand?
Answer Questions

Think Actively

- Identify type of question:
  - Right there
  - Think and Search
  - Author and You
  - On Your own

- Fiction: 4–5 events in sequential order
  - character, theme

- Informational: 3–4 facts
  - main idea, text features
**Text Structure**

**Organization**

- Fiction Text: Story Elements
  - setting
  - characters
  - problem/solution
  - plot

- Informational Text:
  - Description
  - Sequence
  - compare/contrast
  - cause/effect
  - problem/solution

- Text Features
Graphic Organizer

- Visual representations

- Universal for any text
Engaging Readers in Purposeful Discussions
Talking about a book is not merely a tool for students to recall what they have read.
When students are actively engaged in purposeful talk about a book:

- Generate New Ideas
- Clarify Confusion
- Build Learning & Comprehension
- Transform & Deepen Their Thinking
- Generate New Ideas
When students reason together through talk, they learn!
<table>
<thead>
<tr>
<th><strong>Evaluation</strong></th>
<th><strong>High-Press Talk</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers have found that students engage more in conversations about a book when teachers and parents do not evaluate their responses by saying things like “Good,” “Right,” or “Not quite.”</td>
<td>High-press talk involves examining students’ responses and “pressing” them to take their ideas further by:</td>
</tr>
<tr>
<td></td>
<td>● Clarifying</td>
</tr>
<tr>
<td></td>
<td>● Elaborating</td>
</tr>
<tr>
<td></td>
<td>● Explaining</td>
</tr>
<tr>
<td></td>
<td>● Providing evidence</td>
</tr>
</tbody>
</table>
High-press Talk

Clarify - “What do you mean?”

Elaborate - “Can you say more about that?”

Explain - “Why do you think so?”

“How did you figure that out?”

Provide Evidence - “What did you see in the text that made you think that?”

“Can you give an example from the book?”
Fiction Questions

Before Reading:

- Does this cover or title of this book remind you of anything?
- Does this story look real or imaginary? What makes you think this way?
- What is a question you’re wondering before reading this story?

During Reading:

- What do you predict will happen next based on clues from the author?
- What are some possible solutions to the problem?
- How does the main character feel in this situation? How do you know?

After Reading:

- What is the author’s purpose for writing this story?
- How did the character(s) change from the beginning to the end?
- Would you recommend this text to someone else? Why or why not?
Nonfiction questions

Before Reading:
- What clues does the title/subtitles reveal?
- Does this topic/subject interest you? What do you know about it?
- Do you notice any bold print or highlighted vocabulary? How will previewing those words help you with the text?

During Reading:
- What is the main idea of paragraph _____/page #_____?
- Have you found a contradiction to your thinking?
- What do you think is the most important fact on this page? Why?

After Reading:
- What information could be researched to deepen your understanding of this book?
- Who would this topic appeal to? Why?
- What is your opinion about this topic after reading this piece of text?
How to Promote Higher Order Thinking Skills at Home
Higher Order Thinking Skills Overview

Most of us don’t think about thinking. We just do it!

- Higher Order Thinking Skills or H.O.T.S. is more than memorizing facts or retelling.
- It is doing something with the information.
- It is understanding concepts, inferring, making connections, analyzing, and creating.
Higher order thinking skills at home

- **Encourage Questioning**
  Your child should be encouraged to ask questions before, during, and after reading. You can ask, “What are you wondering as you look at the cover and title of this book?”

- **Connect concepts**
  Some children need help identifying basic concepts in a text. Once they can identify a concept in the text, move towards making connections between concepts. For example if they are going to be reading a chapter on electricity, ask them what they already know about electricity.
Higher order thinking skills at home

● Make inferences
● Use “Mind Movies”
● Model your thinking
● Use post-it notes to annotate
● Ask Higher Level Thinking Questions
● Elaborate answers
Book Suggestions and District Resources
Make a Connection with a Book

Readers...

- **Notice book covers that are captivating**
- **Want to find books that can inform, intrigue, and have a lasting impact**
- **Can make a powerful connection with an author or favorite series**

Sometimes, it just takes just **one book** to make that connection!
Book suggestions that hook Readers

Third Grade Favorites:

- **A-Z Mysteries** by Ron Roy
- **Dogman** by Dav Pinkey
- **I Survived** by Lauren Tarshis
- **Ivy and Bean** by Annie Barrows
- **Eerie Elementary** by Jack Chabert
- **The Chocolate Touch** by Patrick Skene Catling
- **The Littles** by John Lawrence Peterson
- **Diary of a Minecraft Zombie** by Zack Zombie
- **Star Wars: Jedi Academy** by Jeffrey Brown
- **The Bad Guys** by Aaron Blabey
- **The Yeti Files** by Kevin Sherry
Book Suggestions That Hook Readers

Fourth Grade Favorites:

- How to Train Your Dragon by Cressida Cowell
- Secrets of Droon by Tony Abbott
- The Spiderwick Chronicles by Holly Black and Tony DiTerlizzi
- Tales of a Fourth Grade Nothing by Judy Blume
- Bunnicula by James Howe
- Encyclopedia Brown by Donald J. Sobol
- A Series of Unfortunate Events by Lemony Snicket
- Clementine by Sara Pennypacker
Book suggestions that hook readers

Fifth Grade Favorites:

- The Homework Machine by Dan Gutman
- Smile by Raina Telgemeier
- Wonder by R.J Palacio
- The City of Ember by Jeanne DuPrau
- All Four Stars by Tara Dairman
- Belly Up by Stuart Gibbs
- The Babysitter’s Club by Ann M. Martin
- The Lightning Thief by Percy Jackson
- The Doll People by Ann N.Martin
- The Green Ember by S.D. Smith
- The Penderwicks by Jeanne Birdsall
Book Suggestions that Hook Readers

Sixth Grade Favorites:

- **Artemis Fowl** by Eoin Colfer
- **Ranger in Time** by Kate Messner
- **Flora and Ulysses** by K.G. Campbell
- **Foxcraft** by Inbali Iserles
- **Amulet** by Kazu Kibuishi
- **The Glass Sentence** by S.E. Grove
- **The Greenglass House** by Kate Milford
- **One Came Home** by Amy Timberlake
- **The Chronicles of Narnia** by C.S. Lewis
- **Eragon** by Christopher Paolini
- **H.I.V.E.** by Mark Walden
- **The Alchemyst: The Secrets of the Immortal** by Michael Scott
FINDING BOOKS USING THE DISTRICT WEBSITE: MCINTYRE
Finding books using the district website: McIntyre

Click here for a more detailed search
Finding books using the district website: McIntyre
Finding books using the district website: Ross

North Hills School District
PRIDE · TRADITION · EXCELLENCE

Ross Elementary Library

Ross Library Links

Online Card Catalog
Click the link above to find a book in Ross Library.

Reading Counts Book Expert

Click Here
Finding books using the district website: Ross
Finding books using the district website: Ross

Looking for a Reading Counts Book?

Search by:

- interest level
- reading level
- topics and themes
Finding books using the district website: HighCliff

Need Help Finding Another Great Book?

The Book Seer
Enter the title of the book you just finished to get new recommendations!

What Should I Read Next?
Enter a book you like and the site will analyse our huge database of real readers' favorite books to provide book recommendations and suggestions for what to read next.
Please complete the survey -
we value your feedback!

Thank you for coming!