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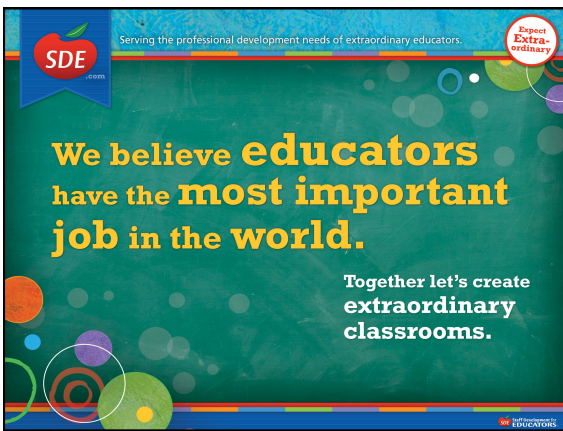
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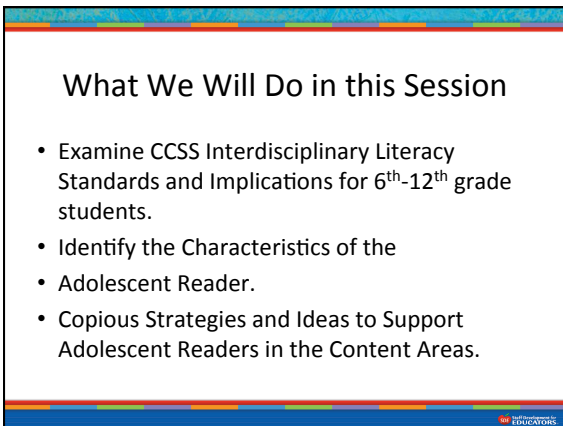
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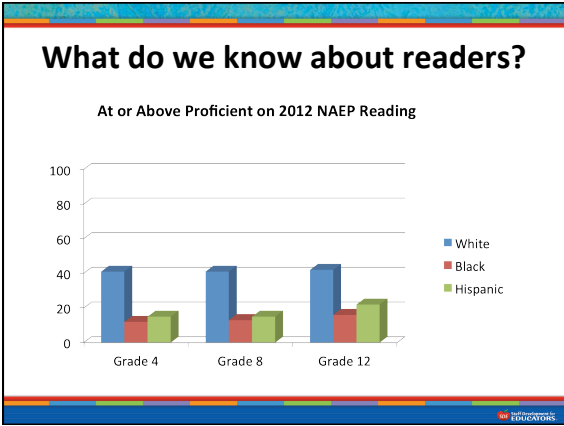
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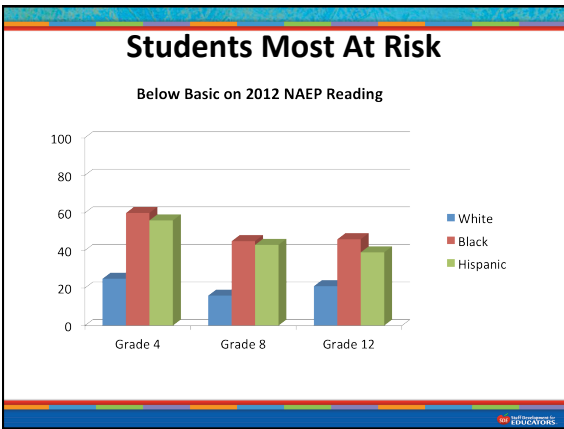
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### Components of Reading

**Alphabets:** understanding and using the sounds that make up words (phonemic awareness) and the letters that correspond to those sounds (decoding) and being able to relate the letters and sounds to the particular words they represent (word recognition)

**Fluency:** identifying words accurately in an effortless manner and being able to read them in text with appropriate intonation, stress and phrasing

**Vocabulary:** knowing and understanding the meanings of words and using them with flexibility and precision

**Comprehension:** the process and product of constructing meaning from what is read, involving an interaction between a reader and a text, for a purpose and within a context

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The difference between struggling and reluctant readers

- Motivating our students to actually read
- Creating choice and gathering engaging resources.



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**FOR ADOLESCENT READERS...**

**VOCABULARY**

**AND**

**COMPREHENSION**

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**COMPREHENSION IS FIRST...**

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**The Impact of Schema on Content Literacy**

**The Kingdom Of Kay Oss**

Once in the land of Serenity there ruled a king called Kay Oss. He wanted to be liked by all his people. So onx day thx bxnsvolxnt dxspot dxcidxd tht no onx in thcx country woukd bx rxspnslblx for anything. Zll of thx workrxrs rxstbd from thxir dzily lxbors. "Blxss Kzy Oss," thxy xxclzmxkd. Now, thx lzw mzkxrs wxrx vxry wvwx. But zs wvwx zs wthxy wxrx, thxy dxcvdxkd thzt thx bxsst form of govxrnmxnt wzs nonx zl zll.

Source: Alvermann, D. and Phelps, S. (2002). *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. (5th Ed.). Boston, MA: Allyn and Bacon.

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**More on Schema**

**The notes were sour because the seam split.**

Source: Alvermann, D. and Phelps, S. (2002). *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. (5th Ed.). Boston, MA: Allyn and Bacon.

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**More on Schema**

**The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one in four after another along with an occasional six. Not once did a ball look like it would hit their stumps or be caught.**

Source: Alvermann, D. and Phelps, S. (2002). *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. (5th Ed.). Boston, MA: Allyn and Bacon.

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**Read a Wide Variety of Texts**

Students must read in *every* class.

Provide students with varied and engaging texts.

Use strategies that support struggling readers.

Your classroom and school must provide abundant access of engaging and diverse reading materials.

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**Six Ways to Use Textbooks More Effectively**

1. Empathy- Do you remember when you had difficulty in a subject and the text was difficult?
2. Help the students to get started. We need to "front-load" our teaching.
3. Don't leave kids alone with their textbooks.
4. Choose wisely. Be selective with assignments. Be strategic about what is most important.
5. Supplement richly.




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**Cornell Notes**

Topic: Macbeth, Act IV, scene iii

Main Idea(s)	Details/Important Lines
<ul style="list-style-type: none"> <li>• Macduff, Ross, and Malcolm are talking. Macduff has a bigger reason to kill Macbeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor informs about a disease called "evil".</li> <li>• King of England can heal.</li> <li>• Ross tells the bad state of Scotland.</li> <li>• Ross lies to Macduff about family.</li> <li>• Ross tells Macduff about his dead family.</li> <li>• Malcolm says, "Man up."</li> </ul>

Look back at lines 145-159 about sickness and King Edward healing the sick. What does this story have to do with the play? Hint: Think metaphor. It is relevant because it is saying how Edward was a good king and technically "healing" Macbeth because he is only worsening his country.

**Sample from Macbeth**

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### Sticky Notes

Students select when to stop.

- Connection
- Question
- Comment

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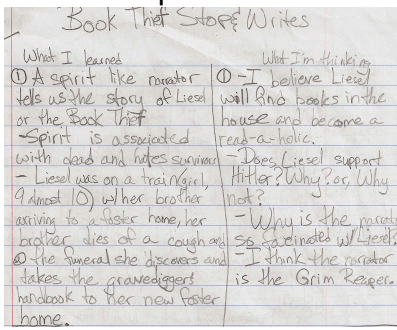
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### Stop and Write




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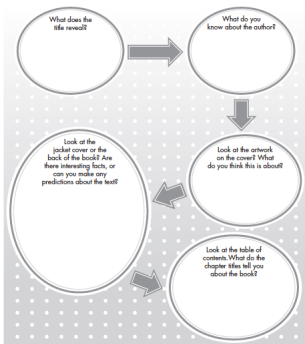
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Name \_\_\_\_\_  
Date \_\_\_\_\_

### TEXT STRUCTURES




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### SQ3R

1. **Survey.** Survey the chapter prior to reading. Look at the headings and subheadings, and skim the introduction and conclusion.
2. **Question.** Once you have identified the headings, turn them into questions.
3. **Read.** Read the selection and work on answering the created questions.
4. **Recite.** Once you have completed the reading, close the text and orally summarize what you just read. You should take notes in your own words.
5. **Review.** Study the notes and use them to remember what the reading was about.

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**SQ3R**

Name: Kyle Williams  
 Date: \_\_\_\_\_

Title: Survey, Question, Read, Recite, Review (SQ3R)  
 Topic: \_\_\_\_\_

**SURVEY** Look at the headings and subheadings. Make some predictions about what you will learn.

I will learn about the causes and the effects of the American Revolution. There were also a lot of important acts that protected the colonists to resist against British rule.

Questions and vocabulary	Answers
What were the different acts?	Sugar Act, Townshend Act, Quartering Act
What act was the most one to the colonists?	The Quartering Act was the worst because the soldiers had to stay living and eat in British soldiers.
What event started the fighting?	Major the Boston Tea Party. There were actually several things that started the fighting.
How did the revolution finally end?	The peace talks in Paris.

READ the text and write down the answers to your questions.
RECITE and check your answers with a partner.

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### DRTA

The Directed Reading and Thinking Activity develops the students purpose for reading a selected text. This activity helps students to become more active readers as questions are considered during their reading. When students use this activity, especially when they are reading textbooks, they are better able to focus on the content and main ideas and concepts.

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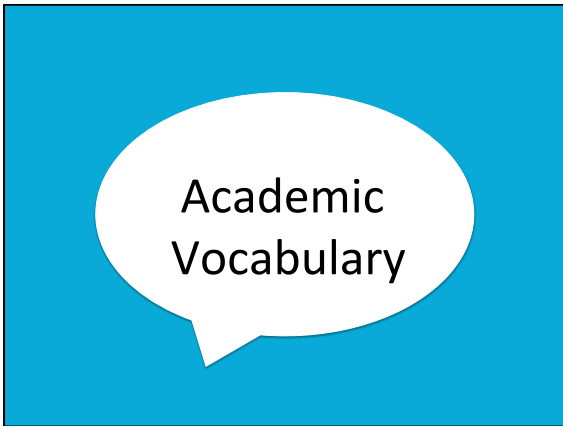
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**Vocabulary Slide Sample 1**

Name \_\_\_\_\_  
Date \_\_\_\_\_

**VOCABULARY SLIDE**

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Name \_\_\_\_\_  
Date \_\_\_\_\_

**WORD DETECTIVE**

**Word Detective**

**Define: Blueback Hake?**

**Context clue #1:** They are talking in a casual and blueback hake's behavior that clear are easy to guess answer.

**Context clue #2:** To make as if have you need to put together simple facts.

**Set or quote where the word was originally found:** "Elementary my dear Watson!"

**Word:** Elementary

**Part of speech:** Adjective

**Sentence:** The wacky to solve a crime is to use elementary knowledge.

**Definition:** Involving only the most simple and basic facts.

**Picture or Situation:**

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Name \_\_\_\_\_  
 Date \_\_\_\_\_

**SIX COLUMN VOCABULARY ORGANIZER**

Book Title: Miraflores

Word	Meaning	Part of speech	Synonym	Antonym	Picture or line drawing that represents the word
Miraflores	Leaving, activity	Adjective	Wild	Swiftness	
Occasionally	At times	Adverb	Sometimes	Never	
Inherent	Without help or outside aid	Adjective	Original	Partial	
Unconcerned	Unworried	Adjective	Aloof	Awful	
Uncomfortable	To lack comfort	Adjective	Awful	Calm	
Best	To make one	Verb	To explain	Applicable	
Formidably	Very powerful	Adjective	Unbeatable	Calm	

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Name \_\_\_\_\_  
 Date \_\_\_\_\_

**ABC BRAINSTORM**

Topic: \_\_\_\_\_

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

As students brainstorm information, the ABC framework helps them organize their thoughts. Because a fact or point of information must be recorded for each letter of the alphabet, the students must dig more deeply to retrieve information for this kind of brainstorm.

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**How to Reach Me:**

Email: [Katie@KatherineMcKnight.com](mailto:Katie@KatherineMcKnight.com)

Website: [www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)

Twitter: @literacyworld

Facebook: Katie McKnight Literacy

For more materials and updated powerpoint, see my blog at [www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)

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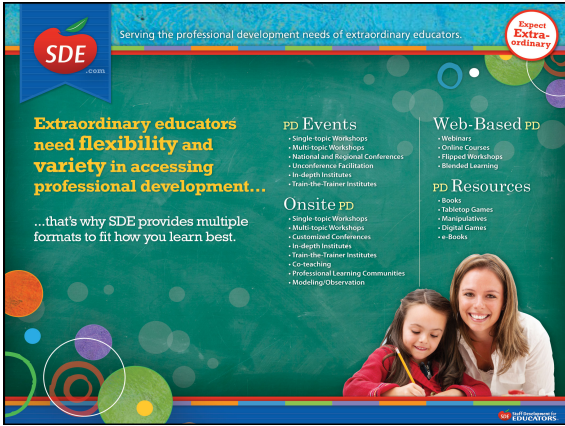
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- Manipulatives
- Digital Games
- e-Books

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