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C8 Delivering Reading Instruction in Your Diverse Classroom

Katie McKnight, Ph.D.

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What We Will Do in this Session...

- Understanding the textual complexity model and how it impacts reading instruction.
- Strategies for Close Reading

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Textual Complexity

What makes a text complex?
What are factors that can make a text challenging for students?

Determining Textual Complexity is focused on these three areas:

- QUANTITATIVE MEASURES:**
- QUALITATIVE DIMENSIONS:**
- READER and TASK CONSIDERATIONS:**

QUANTITATIVE MEASURES

and factors are those aspects that are difficult or impossible for a person to evaluate efficiently.

Examples include word length or frequency, sentence length, and text cohesion. These are typically measured by computer software.

Qualitative Measures

Levels of Meaning (literary texts) or Purpose (informational texts)
Structure
Language Conventinality and Clarity
Knowledge Demands

READER AND TASK CONSIDERATIONS

Include motivation, knowledge, and experiences, while tasks to be considered take into account purpose, complexity, and questions.
Assessments made on reader and task considerations are best done by the teacher who understands the student's knowledge and experiences.

Think Aloud/Sticky Notes

- **Think Aloud/Sticky Notes**
- This activity encourages students to pay attention to their personal insights, connections to, and questions about a text. It can include elements of visualization, too.

- Younger students typically do the activity verbally, during pauses in a read aloud. Older students can record their thoughts on sticky notes as they read independently. These sticky notes can just be stuck onto the pages as the students make their way through the text.

One of the things that good readers do is that they pay attention to the voices and pictures in their head when they read. I'm a good reader and I listen to voices in my head as I read. Those voices will comment about what I'm reading, ask questions about what I'm reading, or sometimes make connections to what I'm reading. The pictures in my head when I'm reading are important too. When the author describes a place, I can imagine what that place looks like. When the author describes a character, I can imagine what that character looks like. Right now, we are going to read a passage from *Tik-Tok of Oz* by L. Frank Baum. He's the man who wrote the *Wizard of Oz*. But I'm not going to read straight through. I'm going to pause to talk about the comments, questions, and connections and maybe the pictures that are in my head."

"Gently the raft grated on the sandy beach. Then Betsy easily waded ashore, the mule following closely behind her. The sun was now shining and the air was warm and laden with the fragrance of roses."

Visualization

This close reading activity encourages students to visualize the picture that an author or poet has painted with words. This activity can be used for poetry, or descriptive passages from stories or dramas. And when using this activity to explore poetry, the class can discuss the appearance of the poem itself. Because unlike prose, where the words appear in different places in different editions, a poet made a decision about how the words appear on the page each and every time.



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