

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

The difference between struggling and reluctant readers

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



FOR ADOLESCENT READERS...

VOCABULARY

AND

COMPREHENSION

COMPREHENSION IS FIRST...

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 bxnrvolxnt dxspot dxcidxd thx no onx in thx country would bx rxponsible for anything. Zll of thx workerxs rxstxd from thxir dzily lxbors. "Blxss Kzy Oss," thxy xxclzmxd. Now, thx lzw mzkxrs wxrx vxry wvwx. But zs wvwx zs wthxy wxrx, thxy dxcvdx thz 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.

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.

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.

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.

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.



Academic Vocabulary

Vocabulary Slide Sample 1

Name _____
Date _____

VOCABULARY SLIDE

synonym: **Discourage** antonym: **Persuade**

part of speech: **Verb**

Sentence using the vocabulary word: *I discouraged my friend who wanted to go to the beach to not go for it was raining.*

Name _____
Date _____

WORD DETECTIVE

Define (checklist below)

Circle the #1: They are talking in circles and checklists below them. Check one easy to check answer.

Circle the #2: To define is to have you need to put together simple facts.

Definition: involving only the most simple and basic facts.

Phrase or Sentence:

Word Detective

Name _____
Date _____

Book Title: Midnight Sun

SIX COLUMN VOCABULARY ORGANIZER

Vocabulary word	Sentence (Always a full sentence)	Part of speech	Synonym	Antonym	Phrase or sentence (Always a full sentence)
Mysterious	Exciting, scary	Adjective	Trick	Scaring	
Occasionally	All times	Adverb	Sometimes	Never	
Inconceivable	Without logic or meaning	Adjective	Digested	Partial	
Unconscionable	Unaware	Adjective	Asleep	Awake	
Uncomfortable	To lack comfort	Adjective	Answered	Call	
Best	To break open	Verb	To replace	Available	
Surrounding	Very painful	Adjective	Unbearable	Call	
