Opportunities and Challenges: Literacy Practices for K – 12 Content Reading

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The move toward CCSS for reading...
• Positions comprehension as the centerpiece of reading
• Positions reading as the centerpiece of learning
• Overarching Goal: To enable all students to become more knowledgeable through text.

Defining terms
Text Complexity – teaching students with more challenging text will stretch their ability to meet the demands of reading more difficult text.

Defining terms
Close Reading – implies efforts on our part to help students pay close attention to the text and to provide evidence for their interpretations of the text.

CS call for 4 Major Shifts in Reading Instruction
1. Reading that is grounded in evidence from literary and informational text.
2. Building knowledge through content-rich informational text.
3. Regular practice with complex text.
4. Prompting students with questions that require close reading to unpack the unique complexity of any text.

(adapted from www.achievethecore.org)

• Reading achievement is less about ability than it is about opportunity to read.
Outliers: The Story of Success
By Malcolm Gladwell

Central Question: Why do some people succeed far more than others?

PRACTICE

Literally hundreds of correlational studies find that the best readers read the most and that poor readers read the least. These correlational studies suggest that the more children read, the better their fluency, vocabulary, and comprehension.

National Reading Panel, 2000

MOTIVATION TO READ
INFORMATIONAL TEXT

• Choice
• Collaboration
• Challenge

Oscar Ybarra, et al.
University of Michigan
February 2007
Personality and Social Psychology Bulletin

• What fosters cognitive functioning?

Social Interaction • Mental Exercise • TV

College Students Randomly Assigned to Three Groups:

1. 10 minutes engaging in social interaction (discussion)
2. 10 minutes doing intellectual exercises (reading, cross word puzzles, etc.)
3. 10 minutes of “Seinfeld”

Conclusions:

• Ten minutes of talking per day improves intellectual performance, particularly working memory.

• Regardless of age, the more social interaction (talking) the higher the level of mental functioning.

• Simply talking to one another enhances mental functioning.
Quick Share

What students read and then talk about is what they learn best and remember the longest.

Self-Selected Reading Time

The volume of independent, silent reading students do in school is significantly related to gains in reading achievement.

Cunningham & Stanovich, 1996

Book Basket

1. Balance narrative and informational text – give each its due.
2. Be as enthusiastic about informational texts as you are about narrative texts.
3. Bless a lot of books!
“What started you boys talking about Johnny Appleseed?” asked the stranger.

“He’s going to teach school next week. The master is sick,” said Sam. “And who wants to go to school to see an old tramp?”

“He’s not a tramp!” cried Henry.

“Well, now,” said the stranger, “if old Appleseed is going to teach your school, why don’t you wait? Decide later.”

The boys eyed one another. They did not like to give in. As the man watched them, he took from his pockets two red apples. He slipped one into the right hand of each boy just as that hand was closing into a fist.

Close reading of text helps students:
- concentrate on what is being read
- engage in sustained effort to understand
- develop critical reading and thinking skills
- become strategic and independent readers

Knew - New - Q
Read the attached story/article/text. As you read, use the following code to indicate the following.

K – Put a “K” in the margin if the information is something that you already knew.
N – Put an “N” in the margin if the information is new to you.
Q – Put a “Q” in the margin if you have a question about the information.

I am Triceratops. I am a dinosaur. I am big and strong.

I have three spiny horns on my head. I have a bony frill on my neck.

Triceratops (try-SER-ah-tops)
Knew - New - Q

Share with your partner:

• I already knew that…
• I learned something new. I learned that…
• I have question about…
• I wonder about…
• I’d like to know more about…

Knew - New - Q

1. Write 2 - 3 sentences summarizing the information you marked with an "N".

2. Write 2 - 3 sentences summarizing the information you marked with a “K”.

3. Write a question related to each statement marked with a "Q".

The Land Down Under
Chapter 1

Australia is called the island continent. It is the only country to occupy an entire continent by itself. You could call Australia the smallest continent or the largest island on earth. With approximately 3 million square miles, it is the sixth largest country in the world in area. Australia is also called the “land down under,” for it is entirely south of the equator. Therefore, its seasons are the opposite of ours. Australia’s summer lasts from November to April. Winter is from May to October.

Australia is located partly in the low latitudes and partly in the middle latitudes. Its location can be compared with that of Mexico and Central America, except that it is south of the equator instead of north. The city of Melbourne, on the southeast tip of the continent, is 37 degrees south—not as far south as Cincinnati, Ohio, is north. Australia is farther from the United States than any other major country. The air distances from San Francisco to Sydney, Australia is 7,500 miles.

The CCSS do not tell us how to teach, but they will help us figure out the knowledge and skills our students should have so that we can build the best lessons and environments for classroom learning.
“...why focus on reading for pleasure? Most research activities and policy developments have primarily focused on the cognitive aspects of reading, such as word recognition and comprehension. However, it has become increasingly apparent that purely cognitive accounts of reading are incomplete – just because someone is able to read does not mean that he or she will choose to do so.”