How to Get Kids to Read?

REALLY READ!

Sue Kaiser, Hacienda la Puente School District

1. Sally Ride: 1st Woman Astronaut, Ph.D. Science
2. Improving Adolescent Literacy: Effective Classroom and Intervention Practices, IES Practice guide, What Works Clearinghouse, NCEE U.S. Department of Education, 2008
	1. 69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text at their grade level
	2. 26% of students read below the basic level
	3. Reading ability is a key predictor of achievement in mathematics and science
	4. Many teachers report feeling unprepared to help their students or do not think that teaching reading skills in content-area classes is their responsibility.
	5. For more than 50 years the realities of student reading difficulties and teacher lack of preparation to address them have been met by calls for more instruction in higher-level reading skills for adolescents and for professional development in content-area reading instruction for middle and high school teachers.
	6. Researchers have found that some teachers circumvent the need for student to read texts by adjusting their assignments or methods of presenting content, rather than helping students learn the discipline-specific strategies needed for content-area work.
3. Lexile Levels of Books: 2011
	1. Advancing Our Students’ Language and Literacy, by, Marilyn Jager Adams, American Educator, Winter 2010-11
	2. SAT scores are declining
		1. From 1962-1980 ELA scores have fallen 54 points
		2. Analysis of 800 schoolbooks pubished between 1919 and 1991 found that the difficulty of the text had been significantly reduced. What a 7th grader was reading in 1963, a 12th grader was reading in 1991.
4. Lexile of the spoken word
	1. What Reading Does for the Mind, Ann E. Cunningham and Keith E. Stanovich, Journal of Direct Instruction, reprinted from the American Educator, Vol. 22, No. 1-2
	2. Rare words found in
		1. Printed texts
			1. Scientific articles 128/1000
			2. Comic books 53/1000
			3. Children’s books 31/1000
		2. Television texts
			1. Prime time 22/1000
			2. Sesame Street 2/1000
		3. Adult speech
			1. College graduates to friends and spouses 17/1000
	3. Words found in print that do not appear in oral language:
		1. Display
		2. Dominance
		3. Dominant
		4. Exposure
		5. Equate
		6. Equation
		7. Gravity
		8. Hormone
		9. Infinite
		10. Invariably
		11. Literal
		12. Legitimate
		13. Luxury
		14. Maneuver
		15. Participation
		16. Portray
		17. Provoke
		18. Relinquish
		19. Reluctantly
	4. Amount of Independent Reading and reading achievement
		1. 65 minutes a day, 4,358,000 words per year and children score at the 98th %
		2. 4.6 minutes per day, 282,000 words per year and children score at the 50%
5. Common Core
	1. The Common Core State Standards are scheduled to be implemented in California in 2014
	2. The Common Core will replace the current California Content Standards
	3. Language Arts and Mathematics will be tested as well as other subject areas
	4. Students will benefit from instruction that assists with proficient reading of expository and procedural texts to gain maximum knowledge (all teachers in a sense are reading teachers)
6. How to Teach: Text Structure
	1. Over the past 60 years, reading instruction moved from mastery of skills/subskills to focus on reading strategies
	2. One efficient strategy is training in text structure to facilitate comprehension of expository texts and narrative texts
	3. Most expository texts are structured to help guide students through their reading, narrative texts are usually structured along a sequence or timeline
	4. Text structures can help readers locate and organize information in the text (e.g., headings)
	5. Expository text structures
		1. Description – the author describes a topic
		2. Sequence – the author uses numerical/chronological order of events or items
		3. Compare/contrast – the author compares and contrasts two or more similar events, topics, or objects
		4. Cause/effect – the author delineates one or more causes and then describes the ensuing effects
		5. Problem/solution – the author poses a problem or question and then gives the answer
	6. How to teach expository text structure
		1. Introduce an organizational pattern
		2. Give students opportunities to work on the text
		3. Invite students to write paragraphs using each text structure pattern
	7. The teacher starts by modeling all procedures
		1. Introduce the text structure
		2. Introduce and work on a single text structure in each lesson
		3. Prepare short passages for the text structure being worked on
		4. Highlight and emphasize the signal words and phrases in each text (description, sequence, compare/contrast, cause/effect, problem/solution)
		5. Once familiar with signal words, ask students to find these clues in the text
		6. Complete graphic organizers to create images of ideas and their interrelationships
		7. Give incomplete graphic organizers for students to complete
		8. Give blank graphic organizers for them to complete
7. Focus
	1. Mike Schmoker has written a book titled “Focus” (2011)
	2. He creates 3 viable arguments for how we ought to be doing business
		1. Know the standards that we teach, focused, simple and straight forward
		2. Place our teaching in a structured lesson plan – predictable for students
		3. Read and write about everything, especially using authentic text, teaching text reading and handling in a direct a explicit way
8. The Missing Piece
9. Conclusion
	1. So what is next?
		1. Re-examine our practice
		2. Make adjustments
		3. Teach forward
		4. Our students only get one ride!