



PowerPoint Slides and
Resource Pages
40 Reading Intervention Strategies

Elaine K. McEwan-Adkins Ed. D.

PO Box 70144

Oro Valley, AZ 85737

520-544-4088 (voice)

520-544-8764 (fax)

emcewan@elainemcewan.com

emcadkins@gmail.com

www.elainemcewan.com

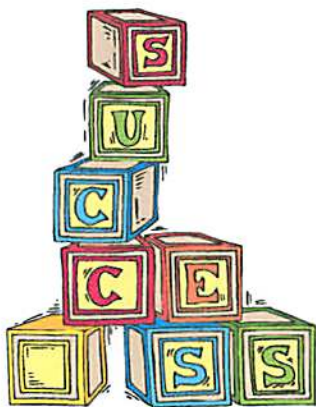
**Alaska Staff Development
Network**

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Teach Them All to Read

Elaine K. McEwan-Adkins Ed.D
PO Box 70144
Oro Valley, AZ 85737
www.elainemcewan.com
emcewan@elainemcewan.com



How to Cognitively Process

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.



What Have You Done This Week?

- Shared an idea or materials with colleagues?
- Used an idea or lesson from the webinar?
- Went looking for more information to increase your understanding?



Share What You Have Done

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.

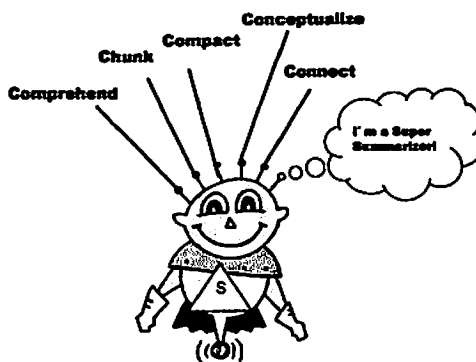


Loose Ends

40RIS and Teach Them ALL to Read

Choral Reading

Chunking Text



See Poster on p. 2A

What is chunking?

- Dividing up a large section of text into smaller, more manageable, sections
- Dividing up a large topic into various ideas or concepts
- Dividing up a story into its story elements
- Dividing up a long period of time into shorter periods of time

Chunk It



Fiction/Narrative

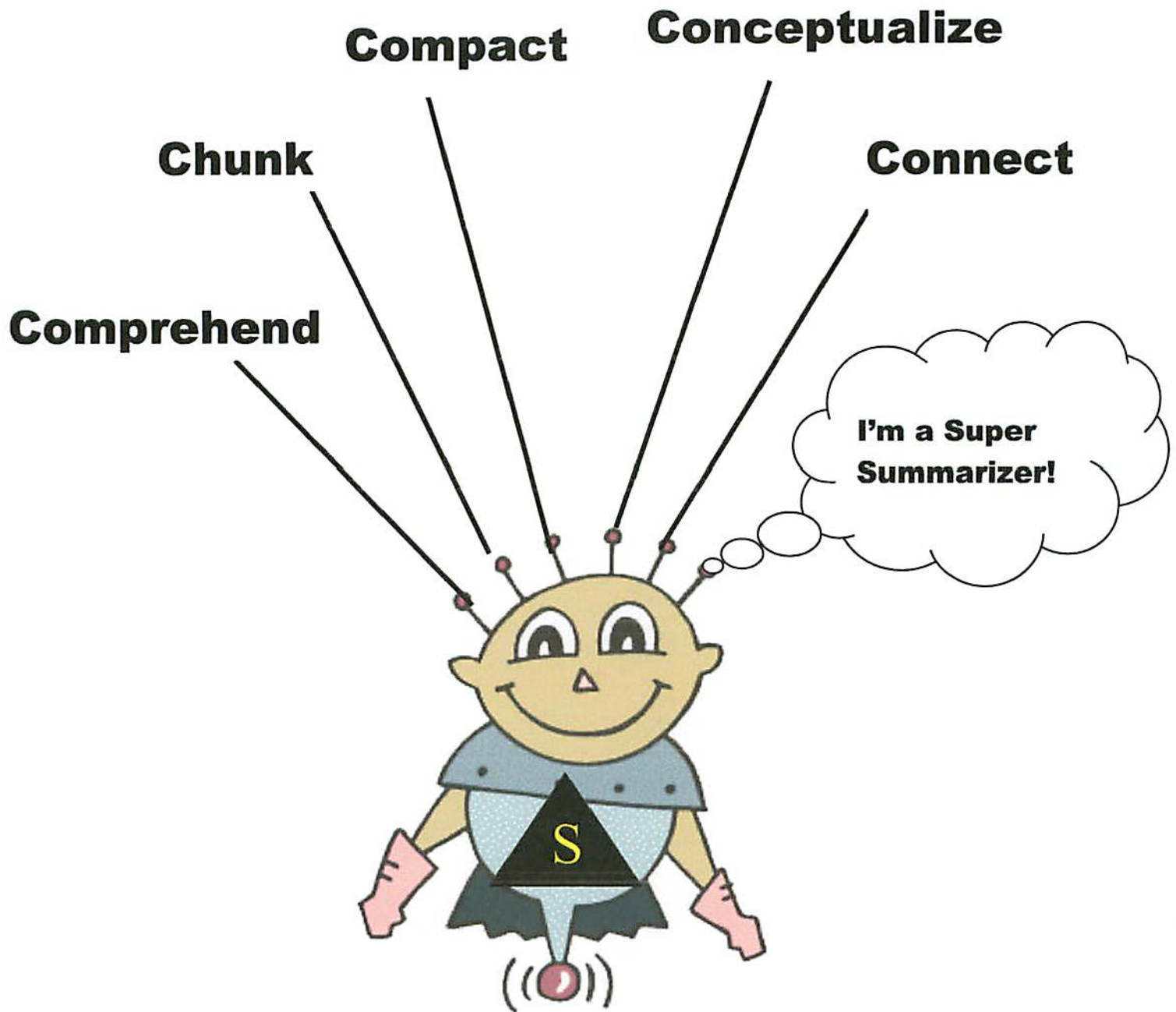


Non-Fiction/Expository



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The Summarizer's Five C's



Chunk it by topics

As you read, begin thinking about how you might chunk the text (divide it into smaller sections). If you are reading non-fiction (expository text), chunk it according to topics or ideas.

Chunk 1: The Causes of the Civil War
Chunk 2: Battles of the Civil War
Chunk 3: How the Civil War Ended




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Chunk it by life cycle phases

If you are reading non-fiction (expository text), chunk it according to phases in a life cycle.

Chunk 1: Egg
Chunk 2: Caterpillar
Chunk 3: Chrysalis
Chunk 4: Butterfly




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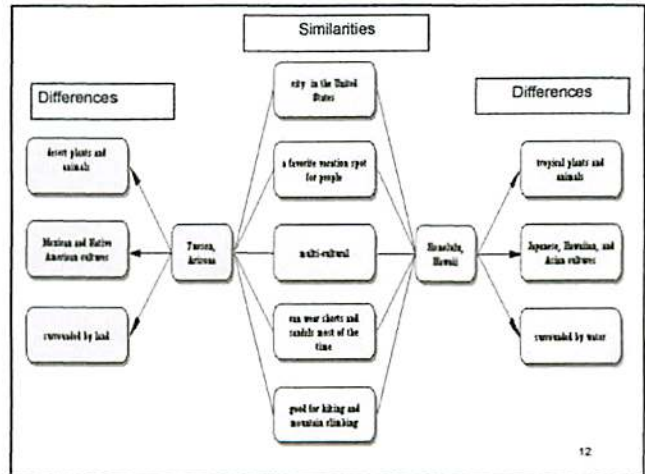
Chunk it by comparing and contrasting


If you are reading non-fiction (expository text), chunk it by comparing and contrasting the two main ideas of the text.

How are _____ and _____ alike?
 Compare _____ and _____ with regard to _____?
 What are the similarities between _____ and _____?
 How would you contrast _____ and _____?
 How are _____ and _____ different?



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Chunk it by comparing and contrasting

Chunk 1: (how alike) desirable and multicultural
 Chunk 2: (how unique) southwest desert
 Chunk 3: (how unique) tropical island paradise

Tucson, AZ, a southwest desert community, and Honolulu, HI, a tropical island paradise are desirable locations with a multicultural flavor in which to live and vacation.

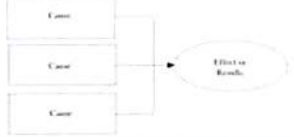



Chunk it by cause and effect

If you are reading non-fiction (expository text), chunk it by cause and effect.



What caused _____ to happen? What are the consequences of _____? What is the effect of _____?

How does _____ affect _____? What will be the result of _____? What do you hypothesize will be the outcome of his actions?




Chunk it by characters

If you are reading fiction, one way to chunk the text is by characters and their qualities or traits. For example, if you were chunking Cinderella by characters, you would describe Cinderella in a word, her stepsisters in a word, her stepmother in a word, the Fairy Godmother in a word, and the prince in a word.

Chunk it by story scenes

In a story with just one character, chunking into characters won't work. For example, in the book, *Hatchet*, by Gary Paulsen, the whole story is really about one character: Brian Robeson. So, to chunk this story, I would use various settings or scenes of action in the story: 1) The Airplane Ride and Crash; 2) Survival in the Wilderness: Part I; 3) Survival in the Wilderness: Part II; and 4) Rescue.

Chunk it by story elements



Main Character(s): Cinderella, ugly sisters, cruel stepmother

Setting: Imaginary Kingdom

Problem: Cinderella can't go to the ball because she doesn't have anything to wear

Solution: Fairy Godmother



Topics for Today's Session

- Intervention 34-Monitoring Silent Reading Comprehension
- Intervention 2: Reducing Cognitive Load and Increasing Cognitive Processing
- Real Reading versus Unreal Reading- Intervention 39 pp. 275-279
- Teaching Main Idea-Intervention 1
- A Sure-Fire Routine for the Literacy Block- Intervention 26

Monitoring-Clarifying

A habitual early-warning system that alerts readers to mix-ups in comprehension accompanied by a set of fix-up strategies that are routinely used to repair these mental mix-ups



Chauffeur

Resources for Clarifying

- Clarifying Tools (Figure 34.3 p. 247 *40RIS*; available online go.solution-tree.com/literacy) See p. 5A
- Sticky arrows or flags
- Annotations for sticky notes
- Sticky fringe
- Intervention 34: Teaching Students How to Monitor Their Silent Reading Comprehension (Grades 4-6), pp. 241-247 in *40RIS*

Figure 34.3

Clarifying Tools

<p>Is there something specific you don't understand: a word, phrase, concept, or idea?</p>	<ol style="list-style-type: none"> 1. Ask someone: an adult, an expert, a classmate, the author, or your teacher. 2. Look it up: in the dictionary, an encyclopedia, the index, the glossary, or on the Internet. 3. Make an inference based on your background knowledge: "This must be what the author means. I'm going to keep reading and see if I'm right." 4. Make an inference about the word's meaning based on the context or the word's structure.
<p>Is the text poorly written, disorganized, or very long?</p>	<ol style="list-style-type: none"> 1. Chunk it physically: divide the text into smaller sections, and work on one section at a time. 2. Chunk it conceptually: divide the text into big ideas or concepts that fit with the subject or the subject matter that you're reading. 3. Draw a picture, diagram, or graphic organizer.
<p>Are you confused about the meaning of the text?</p>	<ol style="list-style-type: none"> 1. Connect what you have read to your own experience: "This reminds me of the time that . . ." 2. Read the back cover copy, the blurb on the inside front jacket, the preface, a chapter summary, the introduction, or a review of the book on Amazon.com for more clues. 3. Read the text again or even two or three more times if necessary. 4. Stop and think aloud to yourself about what you have read. 5. Talk to someone: think aloud to a friend, family member, or classmate. 6. Ignore temporarily the part you don't understand and keep reading.

Source: Adapted from McEwan, 2007. Used with permission.

5A

Sticky Arrow Props



Understanding If you *don't get it*, put a red sticky arrow there and use a fix-up strategy.



Connections If you can *connect it* to something you already know, put a green sticky arrow there.



Mental Images If you can *picture it in your mind*, put a blue sticky arrow there.



Feelings If you have *strong feelings* about it, put a purple arrow there.

Sticky Flag Props



Understanding If you *don't get it*, put a pink flag there and use a fix-up strategy.



Connections If you can *connect it* to something you already know, put a green flag there.



Mental Images If you can *picture it in your mind*, put an orange sticky arrow there.



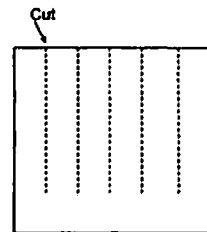
Feelings If you have *strong feelings* about it, put a yellow arrow there.

Reader Annotations for Sticky Notes

- ID=Important Detail
- R=Reminds me of Something
- S=Surprising
- C=Confused
- D=Disagree
- MI=Main Idea
- Q=Question
- B=Bored

Sticky Fringe

Show students how to create "sticky fringe" that can be torn off, annotated with a pen or pencil, and then applied to the text to signal lack of understanding, the activation of a connection, the creation of a mental image, or the generation of a strong emotion or feeling.



Sticky Edge of Note

Six Signals You Are Confused (see pp. 7A-7B)

- You are only pronouncing the words. You don't know what the text means.
- You can't visualize what is happening because the camera in your brain has shut off.
- Your mind begins to wander and you are thinking about something else.
- You can't remember or retell what you have read.
- You can't find answers to your clarifying questions (Where is this story happening? Who does this pronoun refer to?)
- Characters are reappearing in the text and you can't recall who they are.

What are the implications of the following statement for you as a teacher?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.



Students understand and remember ideas better when they have to transform those ideas from one form to another. Apparently it is in this transformation process that the author's ideas become [the] reader's ideas, rendering them more memorable. Examined from a teacher's perspective, what this means is that teachers have many options to choose from when they try to engage students more actively in their own comprehension: summarizing, monitoring... engaging visual representation, and requiring students to ask their own questions all seem to generate learning.

—Pearson and Fielding (1991, p. 847)

Think-Pair-Share Routine pp. 7C-7D

- Use the Think-Pair-Share Routine to process new vocabulary.
- Once you and your students have the routine mastered adapt it to other kinds of content.
- Do as many “we do it” or “togethers” as students need. Merely watching you do it once is not enough for mastery.

Figure 34.1: Sample lesson for teaching students how to monitor their comprehension.

Lesson Objective	Students will learn how to keep track of their comprehension using sticky flags.
Advance Organizer	<p>Teacher Says: I want to teach you a way to keep track of your comprehension while you are reading that I regularly use: sticky flags.</p> <p>Teacher Does: Show students a sample of a package of sticky flags that you have purchased at the office supply store. Tell them that you will be giving each of them a package to use when the lesson is over.</p> <p>Teacher Says: I keep the sticky flags in my purse or right on my desktop so when I am reading and I come to something that confuses me, I put one on that page. I'm going to show you how the process works and how it helps my reading comprehension.</p>
I Do It: Teacher Models Using Flags With Text	<p>Teacher Does: Put text on the overhead that contains some moderately challenging vocabulary and offers opportunities for teacher modeling of comprehension breakdowns.</p> <p>Teacher Says: When I am reading, it is very easy for me to get confused, especially if I am not focused or paying close attention. I know that happens to you, too. Using the sticky flags helps me to keep focused because I am doing something with my hands. It's much easier than taking notes, but it serves the same purpose. It makes me stop and think about my confusion. It forces me to fix up my mix-ups.</p> <p>Teacher Says: Look up at the screen. I read this book, <i>Rebecca of Sunnybrook Farm</i> [Wiggins, 1903], when I was a child, but I don't remember the story at all. On page 1, as you can see up on the screen, the text mentions "one passenger in the stagecoach—a small dark-haired person in a glossy buff calico dress." I don't know who this person is, so I'm going to put a sticky flag on that page to remind me that I need to keep track of this description in my mind. The text mentioned the stagecoach driver's name, Mr. Cobb, but not the name of his passenger. This person may be important to the story. As I turn the page and keep reading, I hope to find some more information about this person. But suddenly, the story shifts backward in time. These flashbacks are confusing. Now the story seems to be about a woman who was at the stagecoach stop earlier in the day. Then I begin to understand: the woman is the mother of a child. The child is the passenger on the stagecoach. But the author did a very clever job of making me wonder. In fact, I was so sure that the passenger was a woman that I turned back the page and reread the beginning of the story again. Then I peeled off my sticky flag and put it on my desk for the next comprehension problem I encounter.</p>

I Do It: Teacher Models Using Flags With Text <i>(continued)</i>	<p>Often you will put down a sticky flag because you were confused about something and find that your problem has been solved or your question answered further on in your reading. The physical act of putting the sticky flag right where the comprehension breakdown occurred will remind you to keep looking for the answer as you read. If you get to the end of a section or chapter and still haven't found the answer, it's time to get help from your teacher, a friend, or the Internet.</p> <p>Teacher Does: Continue modeling in the text you have chosen. Then select text that students will be reading and work together with them.</p>
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Figure 34.2: Sample lesson for teaching brain signals.

Lesson Objective	Students will understand the six brain signals as described in this lesson and be able to think aloud about using these signals for monitoring comprehension.
Advance Organizer	<p>Teacher Says: Do you ever get signals in your brain? I'm not talking about signals you can actually hear, but a thought will come to you about something important. Today I'm going to tell you about six different brain signals that I get while I'm reading, and then we're going to choose one of them to help us monitor our reading comprehension today.</p> <p>Teacher Does: Introduce the six signals described in the text.</p>
Explain to Students How the Brain Signals Work	<p>Teacher Says: Now, I want to make sure you understand that I am not hearing actual voices, but often I visualize exactly what I am reading about to help myself understand and remember what I read. These signals are very quiet, and it is very easy to ignore them and keep on reading. But if I ignore them, I will become totally confused.</p> <p>Does anybody else have that same experience of getting lost when they are reading? Tell me what it feels like to you.</p> <p>[Hopefully, if the group is small and you have been very transparent about your own comprehension breakdowns, your students will share their experiences with you.]</p>
I Do It: Teacher Models the Brain Signals for Students	<p>Teacher Does: Select text that you are reading and model for students what happens when your eyes glaze over and your mind starts wandering. Let them know that when that happens you know you need to stop reading and do something.</p> <p>When any of the brain signals kick in, students need concrete examples of what to do. That is when you can introduce the clarifying checklist (figure 34.3, page 247).</p>

Source: *Brain Signals* adapted from Tovani, 2000.

Once you have explained and modeled the Think–Pair–Share routine using the sample lesson, students will be ready to process a new word, concept, or skill in just minutes. If your mission is covering the content, you may be tempted to skip the prerequisite lessons on working with partners and brainstorming or even skip these important processing breaks. You do so, however, at the risk of leaving your struggling students (and quite a few others) behind.

Sample Lesson for the Think–Pair–Share Routine

The Think–Pair–Share routine can be adapted for any classroom activity or lesson in which you want students to cognitively process newly introduced material or concepts. The beauty of this routine is that, once mastered by your students, you can transition to implementing it with a quick reminder: “Today we’re going to use the Think–Pair–Share routine as we continue reading the story we started in class yesterday.”

Figure 2.1: Sample lesson for using the Think–Pair–Share routine to process new vocabulary.

Lesson Objective	Students will learn a routine to work with partners to process new information, specifically new vocabulary words.
Materials Needed for the Lesson	You’ll need copies of figure 2.2 (page 28) for students and an overhead transparency for the teacher.
Advance Organizer	Teacher Says: To remember new vocabulary words, you need practice in reading, writing, and talking about the words. Today we are going to use a process called Think–Pair–Share. You will work with a partner to write and talk about a new vocabulary word. I am going to teach you the steps to the Think–Pair–Share process so you can use it with other words or in other lessons.
I Do It: Teacher Models	<p>Teacher Does: Put up the overhead transparency or slide you have created with figure 2.2 (page 28), Think–Pair–Share Thinksheet. Choose a familiar word that students know well.</p> <p>Teacher Says: I’m going to model for you how the Think–Pair–Share routine works using the Think–Pair–Share Thinksheet. Who would like to be my partner for the modeling?</p> <p>Teacher Does: Choose a student who comes forward to the overhead or computer. Think aloud with the volunteer as you complete the following steps.</p> <ol style="list-style-type: none"> 1. Think: Take one minute to think about examples of the word in your life. As you think aloud, write your ideas as well as the volunteer student’s ideas on the transparency. Set the timer for sixty seconds.

<p>I Do It: Teacher Models (continued)</p>	<ol style="list-style-type: none"> 2. Pair: Work with a student volunteer for ninety seconds. Set a timer to keep the modeling moving. Together, think of new examples, and take turns writing them on the transparency. At the end of ninety seconds, choose your three most accurate or unique examples by writing 1, 2, and 3 next to your choices. 3. Share: Work with the student volunteer to choose your favorite example. Share it with the class. Have a third student act as the teacher and record the example on the board. Explain that when the whole class is playing the game, everyone will share an example and they will choose two or three examples to write at the bottom of their form.
<p>We Do It: Teacher and Students Work Together</p>	<p>Teacher Does: Choose a new vocabulary word. Have pairs of students work with you to complete the game following the steps you described and demonstrated during modeling. [You may be tempted to skip the We Do It step, believing that your students already understand the process. However, this is where many of us lose our students. Don't assume that because they have watched you do it that they are ready to do it independently. They need the We Do It step so they can try out the process under your watchful eye. After students have worked together with you, they may be ready to "play the game" on their own. However, make sure they can do so before you release the responsibility of following directions to them.]</p>

Source: McEwan & Bresnahan, 2008b.

How Many Opportunities to Read Are Provided in the Core Program?

- A research team carefully examined the various core reading program being used to determine how well they supported reading time for students. They discovered that the programs suggested many more reading-poor activities (I call this unreal reading) and the teachers' manuals devoted little space to time spent reading (see p. 276 40RIS).

How Much Time Do Struggling Students Get to Read?

- Children in low reading groups read as few as 16 words per week while their linguistically rich classmates in higher reading groups read as many as 1,933 words per week.
- A student at the 90th percentile of reading ability may read as many words in two days as a child at the 10th percentile reads in an entire school year outside of school.

Unreal Reading

- Rereading and memorizing predictable books
- Listening to adults read stories
- Writing original predictable books
- Looking at pictures in books
- Drawing pictures about stories
- Dramatizing books
- Coloring, cutting, and pasting (the "crayola curriculum")

REAL Reading

- Students are personally processing text at their independent reading level, building the number of words they can identify in under one second.
- Students must independently decode text correctly between 4-14 times so that a mental orthographic image of the word can be stored in the phonological loop of the brain where it can then be retrieved instantly.

Forms of Real Reading.1

- Repeated oral reading
- Guided or coached reading with a paraprofessional or teacher, in which stories at the student's instructional level are read together, with the student assuming a large share of the reading responsibility

Forms of Real Reading.2

- Reading in the regular reading group
- A period of shared reading with a reading buddy from another classroom two or three times per week
- Choral reading with two students in the intervention group reading together

Forms of Real Reading.3

- A period in the library reading along with a tape at the student's instructional level supervised by a volunteer in the library
- Reading aloud with a small group during the lunch hour (supervised by anyone who is available)

REAL Reading

- "Cold reading" in which students read text in a guided reading group without benefit of having heard it read aloud by the teacher
- Whisper oral reading
- Guided or coached reading with a paraprofessional or teacher in which students take a large share of the responsibility for decoding text
- Shared reading with a buddy (older student or more skilled reader)
- Choral reading with two or more students reading together

Designing a Lesson to Teach Main Idea

(pp.10A-10B)

- Write student-friendly definitions of important terms.
- Directly and explicitly teach those definitions.
- Find or write a short story.
- Follow the steps to writing a main idea sentence found on the next slide.

The Definition of Main Idea

- A main idea tells about a whole story in just a few words.
- A main idea may be explicit (there is a topic sentence that states the main idea).
- A main idea may be implicit (there is no topic sentence, only details) and students need to think about all of the details and then tell what the whole story is mainly about in their own words.

The Definition of Details

- Details are different parts of the story.
- The details are never the main idea.
- If the main idea is a table, the legs are the details.
- If the main idea is a building, the windows, doors, roof, rooms are the details.

Definitions of Explicit and Implicit

- An explicit main idea is directly stated in a topic sentence of the paragraph or story. The answer is right there.
- An implicit main idea must be inferred when there is no direct statement of the main idea in a topic sentence.

Figure 1.5: Sample lesson for teaching the main idea.

Lesson Objective	Students will be able to write a short summary sentence that tells the main idea when reading text that does not explicitly state the main idea.
Advance Organizer	Teacher Says: Today we are going to learn a skill that will help you become a better reader. We will learn how to identify the main idea of a story.
Direct Explanation of Definitions	<p>Teacher Says: The main idea tells about a whole story in just a few words. What is the main idea?</p> <p>Students Say: The main idea tells about a whole story in just a few words.</p> <p>Teacher Says: Every story has a main idea and details. The details are the different parts of the story. What are the details?</p> <p>Students Say: The details are the different parts of the story.</p> <p>Teacher Does: Write definitions for the terms <i>main idea</i> and <i>details</i> on the board, and students copy the definitions into their vocabulary notebooks. [AUTHOR'S NOTE TO TEACHER: <i>Main idea</i> and <i>details</i> are two important vocabulary words. Their definitions must be memorized.]</p>
I Do It: Teacher Models Picking Out Details	<p>Teacher Does: Put the story on the overhead.</p> <p>Teacher Says: First, I am going to read this short story and show you how to pick out the details in this story.</p> <p>Teacher Does: Read the story aloud while students follow.</p> <p>Teacher Says: Every year, cowboys come to town and ride bulls and rope calves.</p> <p>There is a big parade through the center of town.</p> <p>The children wear their western clothes to school.</p>
Review of the Definitions	<p>Teacher Says: First, I am going to pick out the details in this story. Details are the different parts of the story. What are details?</p> <p>Students Say: Details are the different parts of the story.</p>
Teacher Models Picking Out the Details	<p>Teacher Says: Read the first sentence with me.</p> <p>Choral Reading: Every year, cowboys come to town and ride bulls and rope calves.</p> <p>Teacher Says: "Every year, cowboys come to town and ride bulls and rope calves" is a detail. It tells only part of the story. Let's read the next sentence.</p> <p>Choral Reading: There is a big parade through the center of town.</p> <p>Teacher Says: "There is a big parade through the center of town" is a detail. It tells only part of the story.</p> <p>Teacher Says: Let's read the last sentence together.</p> <p>Choral Reading: The children wear their western clothes to school.</p> <p>Teacher Says: "The children wear their western clothes to school" is a detail. It tells only part of the story.</p>

continued →

<p>We Do It: Teacher and Students Pick Out Details Together</p>	<p>Teacher Says: What are details?</p> <p>Students Say: Details are different parts of the story.</p> <p>Teacher Says: Let's read the story and pick out the details together.</p> <p>Ready. First sentence: "Every year, cowboys come to town and ride bulls and rope calves." Tell me the first detail.</p> <p>Students Say: Every year, cowboys come to town and ride bulls and rope calves.</p> <p>Teacher Says: Let's read the second sentence: "There is a big parade through the center of town." Tell me the second detail.</p> <p>Students Say: There is a big parade through the center of town.</p> <p>Teacher Says: Let's read the last sentence: "The children wear their western clothes to school." What's the last detail in this story?</p> <p>Students Say: The children wear their western clothes to school.</p>
<p>Teacher Models Identifying the Main Idea and Writing a Main Idea Sentence</p>	<p>Teacher Says: Now I am going to show you how to identify the main idea. What is a main idea?</p> <p>Students Say: A main idea tells about the whole story in just a few words.</p> <p>Teacher Says: Right. Remember, a detail is never a main idea. So I have to look at the details and figure out what this story is about. To do that, I ask myself, "Who or what is being talked about in this story?" I can answer that question: "What is being talked about is a rodeo." Next, I have to ask myself, "What is this story saying about a rodeo?" One detail told me that the rodeo happens every year when cowboys come to town. I know that things that happen every year are important. Another detail told me that one of the activities was a parade. That tells me that when the rodeo is in town, people have lots of fun. Another detail told me that students get dressed up in their western clothes to go to school. That tells me that everybody in the town is involved.</p> <p>Now that I have thought about all of the things the story said about a rodeo, I am ready to identify the main idea in just a few words. I have to remind myself that the main idea tells about the whole story in just a few words and that the details are never the main idea. So I have to use my own words to identify the main idea. The story is about a rodeo, so I'm going to start my main idea with the words <i>the rodeo</i>. Then, I'm going to choose some other words that mean about the same thing as a rodeo. The words <i>celebration</i> and <i>event</i> work. Then, I'm going to choose some words that describe or tell what a rodeo is like—words like <i>exciting</i>, <i>western</i>, and <i>yearly</i>. Now I'm going to connect all of those words to write a sentence that tells the story's main idea. The rodeo is an exciting, western celebration that happens yearly in our town.</p>

Source: Baumann, 1984; Bursuck & Damer, 2007; Carnine, Silbert, Kame'enui, & Tarver, 2004; Dixon, Klau, Rosoff, & Conrad, 2002; Kame'enui, 1986; and personal communication with M. Damer, February 17, 2009.

Steps to Writing a Main Idea Sentence

- ① Think of one word that tells what the story is about.
- ② Think of other words that mean the same thing as your first word.
- ③ Now think of words that tell about those words.
- ④ Now, connect your words to make a sentence that tells the main idea of the story.

What is the Main Idea?

- Every year, cowboys come to town and ride bulls and rope calves.
- There is a big parade through the center of town.
- Children wear their western clothes to school.

Is the main idea of this story explicit or implicit?

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



How do you know that the main idea is implicit?

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



Explicit or Implicit?

- We know the main idea of this story is implicit, because every sentence contains a detail.
- There is no one sentence that tells us what the story is about.
- We have to infer (figure out, solve the mystery) of the main idea.
- The main idea is implicit.

Think of one word (noun) that tells what this story is about.

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



Who or what is being talked about in this story?

- This story is about a rodeo.



What are some other words that could stand for the word *rodeo*?

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



What are some words that could stand for the word rodeo?

- We could call a rodeo a celebration.
- We could call a rodeo an event.
- We could call a rodeo a competition.
- We could call a rodeo an experience.



What are some words that describe or tell what a rodeo is like?

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



What are some words that describe or tell what a rodeo is like?

- One word that describes a rodeo is *exciting* (a feeling).
- Another word that describes a rodeo is *western* (a location).
- Another word that describes a rodeo is *yearly* (a time frame)



Write a sentence telling the main idea of the story.

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



Write a short sentence telling the main idea of the story.

- The rodeo is an exciting, western competition that happens every year in our town.



What is the main idea?

- At midnight, the thunder began to crash.
- There was lightning and driving rain.
- The dog hid under the bed.
- The children ran to their parents' room.
- The parents grabbed candles and cell phones.



What is the main idea?

- What is the story mainly about (one word)?
- Think of other words that mean the same thing as your first word.
- Now think of words that tell about those words.
- Now, connect your words to make a sentence that tells the main idea of the story.

Who or What Is Being Talked About?

- This story is about a big storm.



What are other words that stand for the word *storm*?

- Other words that could stand for the word *storm* are *rainshower*, *thunderstorm*, *tornado*, *hurricane*, and *monsoon*.



What are some words that could describe these kinds of storms?

- Scary
- Deafening
- Exciting
- Awesome
- Terrifying
- Beautiful



Write a sentence about the main idea.

The monsoon (thunderstorm, hurricane, or tornado) was a scary and deafening storm that woke the whole family in the middle of the night.

What experiences in your students' lives or in the community could you write a main idea article about?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.



Agree or Disagree

- I mainly teach reading to my students using the guided reading lesson format. • Agree or Disagree
- All of the students in my guided reading group are at or above grade level in reading. • Agree or Disagree
- I would like another alternative for teaching reading that works. • Agree or Disagree

Daily Schedule for Scaffolded Reading Instruction

- See pages 16A-16B for the daily schedule.
- Is effective for special education students
- Is research-based
- Offers more opportunities for struggling students to do real reading with an emphasis on oral reading and fluency building in grade-level text.

In this intervention, the reading specialist, special education teachers, and classroom teachers designed what they called a pull-aside intervention. In this intervention, students left the regular classroom for reading instruction but continued to read the same story at the same pace as the students in the regular classroom. They constructed their intervention as an action research project around the following question (McCormack et al., 2004):

When children enter third-grade reading substantially below grade level, what are the effects of grouping children homogeneously for part of their literacy instruction and providing instruction using grade-level text in combination with explicit, systematic, and intensive instruction in both word and comprehension strategies? (p. 120)

The authors found that although teachers were expected to differentiate instruction for students who were struggling, they seldom did it with the intensity or the kinds of decoding and comprehension instruction that were required. Below-grade-level students often spent long periods of time simply listening or watching and not nearly enough time engaged in real reading.

This intervention was designed around the evidence from research in several key areas of reading instruction:

- Explicit, systematic, and intensive instruction in word-identification strategies (Adams, 1990, 1998; Ehri, 1997; Torgesen et al., 1997)
- Preteaching of vocabulary (Beck & McKeown, 1991)
- Discussion of background knowledge (Pearson & Fielding, 1991)
- Repeated readings (Dowhower, 1987; Rasinski, 1990; Samuels, 1979)
- Explicit instruction in reading comprehension strategies (Pearson & Fielding, 1991)

Daily Schedule for Pull-Aside Homogeneous Reading Groups

This is the sequence of events that took place daily in the pull-aside reading group taught by the reading specialist:

- Before reading, students reviewed and practiced retelling what they had read the previous day. All of the children in the group struggled with being able to retell stories from the beginning of the school year.

- The students were introduced to new vocabulary needed for comprehending the day's selection.
- Irregular words were introduced and practiced. (See Intervention 9 for a research-based approach to teaching irregular words.)
- Decodable words were introduced, and word-study strategies and activities were used. (See Intervention 10 for descriptions of two big word strategies.)
- The reading specialist read the text aloud while students followed along in their own copies of the book. As she read, the reading specialist used frequent think-alouds to model various comprehension strategies. (Many of the upcoming comprehension interventions have sample teacher think-alouds.)
- After the read-aloud, the students shared their reactions to the story, returned to and discussed their predictions, and attempted to answer any questions they had posed before reading.
- At this point, the students read the selection with a peer, using a variety of oral reading strategies, including echo reading, choral reading, Reader's Theatre, and buddy reading.
- After peer reading, students reread a small portion of the story to the reading specialist, either individually or in pairs.

This intervention offers far more opportunities for struggling students to do real reading with an emphasis on oral reading and fluency building in grade-level text than would have been possible in the heterogeneous large-group instruction. McCormack and colleagues (2004), the researchers who developed this intervention, concluded that “the fact that children achieved high levels of performance on text that was judged ‘too difficult’ for them reminded us that reading difficulty does not reside in the text alone, but that text difficulty interacts with the linguistic characteristics of the text and the actions of the teacher” (p. 130). Especially noteworthy from this study were the achievement results of special education students who were included in this scaffolded group.