

Secondary Reading League

Volume 3 Issue 3
October 20, 2013

An Exclusively Secondary Literacy Conference
For All Teachers & Administrators of Grades 6 and Up
Tinley Park Convention Center, Tinley Park, IL

37th Day of Reading

Saturday, November 2, 2013

Featured Speakers:

~JAY ASHER~

Young Adult Author, International Speaker

- ~ Author: *Thirteen Reasons Why; The Future of Us*
- ~ NY Times bestseller; Best Books for Young Adults (YALSA)
- ~ Movie release of *13 Reasons Why*-TBA

Breakout- No Bookmarks Allowed

Breakout- The Role of Literature in Discussing Serious Issues

~CRIS TOVANI~

Internationally Known Staff Developer, Consultant

- ~ High school reading specialist/English teacher
- ~ National acclaim for work in reading comprehension
- ~ Author: *So What Do They Really Know?; I Read It, but I Don't Get it; Do I Really Have to Teach Reading?*

Keynote- The Energy to Teach: Matching Instruction to Our Beliefs

Breakout- Feedback is a Two-Way Street

Breakout- CCSS Literacy Strands: Using the Companion Texts to Anchor Learning

Pre-Conference Workshop

Friday, November 1, 2013

9 am - 3pm

with Cris Tovani

"Harnessing Literacy Instruction to Meet the Demands of the Common Core"

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Team Discounts Available

www.dayofreading.org

In the Classroom with Patti Tylka

Working in the Learning Center at the College of DuPage, I have recently rediscovered the benefits of paired reading of difficult text. Here's how it works: (The teacher should first model the entire procedure for the class by partnering with a student.)

Students work in pairs and sit side-by-side.

Student 1 reads a short section aloud as student 2 follows along. After every few sentences, the reader stops to paraphrase. Student 2 helps to clarify the meaning and/or adds his own ideas. In a brief conversation, students might make connections, ask questions, clarify meaning, make predictions, and/or draw conclusions. If students have learned how to highlight or annotate, they should add or make notations. Sometimes a graphic organizer will help. After every paragraph, the readers switch, giving each student equal turns as a reader. At the end of each section (or every few paragraphs), the pair should stop to discuss what the passage means to them. As the students read, the teacher circulates, listening to the conversations, facilitating the discussions, and assessing what students need for further instruction. Paired reading allows students to struggle with the content and practice comprehension strategies in a safe, productive environment. Having watched a model and rehearsed with a partner, students are more likely to be successful when they finish reading the passage on their own.

Helpful language frames for getting students started include:

- Basically, this is saying that... -I think this means that...
- The main point is... -I wonder why...
- I'm not quite clear on... -I think this is like...
- I wonder if this means that... -So now I understand that...
- Something else I'd like to know is...
- This makes sense to me now because...
- This word (phrase) is important because...
- This part is significant because . . .

Paired Reading has been an excellent way for me to guide students through difficult psychology, economics, and biology texts!

For Your Professional Library, May We Suggest...

Cris Tovani's *So What Do They Really Know*

By Patti Tylka

"Never, in a million years, did I think I would write a book on assessment," says Tovani in Chapter 1 of *So What Do They Really Know, Assessment That Informs Teaching and Learning*; we're so glad she did! In her personalized approach, Tovani reminds educators that assessment must be continual as students are working on an assignment, allowing teachers to adjust instruction to the students' needs. "My hope is that teachers will recognize that many of the tools they already use, when given a slight tweak, can serve as powerful assessments that will inform instruction and improve achievement."

Tovani brings readers inside her classroom and workshops, illustrating her struggles, strategies, and reflections. Using a coaching model, she describes how to structure a class period that shows students that "ultimately they the ones in charge of their comprehension." She provides student samples as well as strategy instructions. Most valuable, however, is her openness with her own reflection: *So What Do They Really Know* is a think aloud that lets readers see how an expert uses assessment as an effective teaching tool.

So What Do They Really Know is published by Stenhouse, and will be available for purchase (and autographing by Cris Tovani) at the 37th Day of Reading Conference.