Wisconsin Department of Public Instruction Welcome to the CLC WisLine Web

Today's DPI's Presenters

As you enter the conference please feel free to announce your school district and name

Slide 3

Problem Solutions / Options

- Stick with sound or web access only
- Use the static power point and follow along
- Send an email to Stan or Steve
  - Stanley.j.potts@uwrf.edu
  - Steven.fernan@dpi.state.wi.us
- Call Stan or Steve
  - Stan 715 425 3759
  - Steve 608 266 3889
- Refer to the help page –
  - http://www.wi-communityed.org/21_train/21.htm

4

Problem Solutions / Options

Background Noise

- Please mute your microphone
- Keep the background noise to a minimum
- Cover up your speaker if you are unable to mute
- Please move back from the phone…don't breathe into or near the phone

5

Background Noise

Teleconference Etiquette

- Limit verbal questions.
- Please use the e-version chat for questions
  - Private responses
- If you cannot gain access to the web based program stay on the phone

6

Teleconference Etiquette

Summary Agenda

- Welcome
- Technical Support
- Overview of the Teleconference
- Overview of reading Strategies
- Questions
- Focus on three strategies
  - Visualizing
  - Questioning
  - Making Connections
- Reading Resources
- Questions and Comments – Feedback
- Adjourn

7

Summary Agenda

Linking Reading To The After School Program

Jacque Karbon

Reading Consultant, DPI

jacqueline.karbon@dpi.state.wi.us

608-267-9268

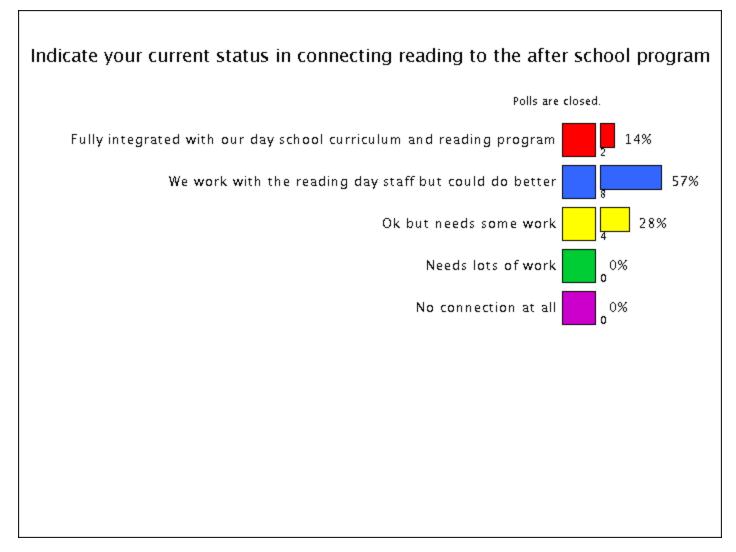A QUALITY EDUCATION FOR EVERY CHILD

New Wisconsin Promise

8

Linking Reading To The After School Program

Purposes of Session

1. Highlight consensus in reading comprehension strategies

2. Suggest resources related to improving reading instruction

3. Describe evidence-based reading comprehension strategies

9

Purposes of Session

Indicate your current status in connecting reading to the after school program

Polls are closed.

Fully integrated with our day school curriculum and reading program ▮ 14%
2

We work with the reading day staff but could do better ▮ 57%
8

Ok but needs some work ▮ 28%
4

Needs lots of work ▮ 0%
0

No connection at all ▮ 0%
0

Reading

Purposes of Session

One —Highlight consensus in reading comprehension strategies
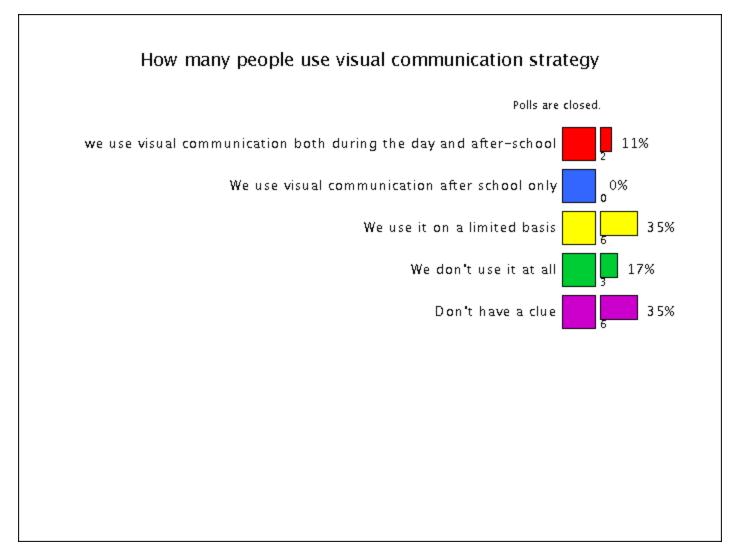
11

Purposes of Session

Finding Consensus in Reading Comprehension Instruction

- Use imagery (Allington)
- Visualizing (Buehl, Harvey & Goudvis)
- Visualizing (McLaughlin)
- Use mental imagery/Use graphic and semantic organizers (NRP Report)

12

Finding Consensus in Reading Comprehension Instruction

How many people use visual communication strategy

Polls are closed.

we use visual communication both during the day and after-school — 11%
2

We use visual communication after school only — 0%
0

We use it on a limited basis — 35%
6

We don't use it at all — 17%
3

Don't have a clue — 35%
6

How many people use visual communication communication strategy

Activities Related to Strategies

xxx Guided imagery

Download this strategy at IRA Web site at www.reading.org

Buehl, Doug. *Classroom Strategies for Interactive Learning.* 2nd ed. IRA, 2001.

look for sample chapter

14

Activities Related to Strategies

Wisconsin
Literacy
Education and
Reading
Network
Source
(WiLEARNS)

http://www.wilearns.com

15

http://www.wilearns.com

A Sharing slide

[Share A]

Semantic webs

Graphic organizers

Word maps

Readence et al. *Prereading Activities for Content Area Reading and Learning.* IRA, 2000.

16

Slide 16

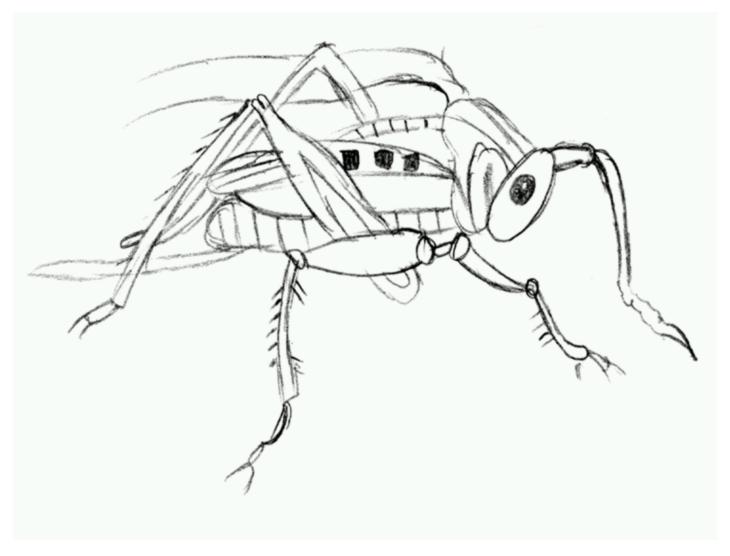# Sketching/drawing for Specific Purposes

Enhances comprehension

Sharpens observation skills

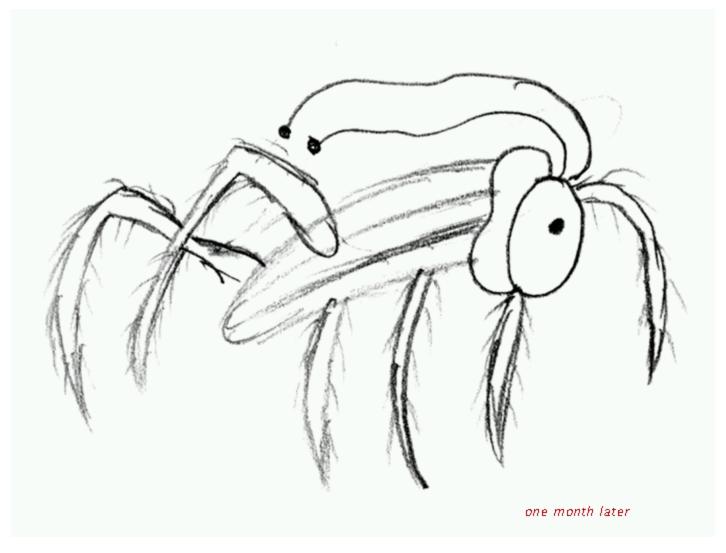Expands knowledge base

Organizes and clarifies thinking
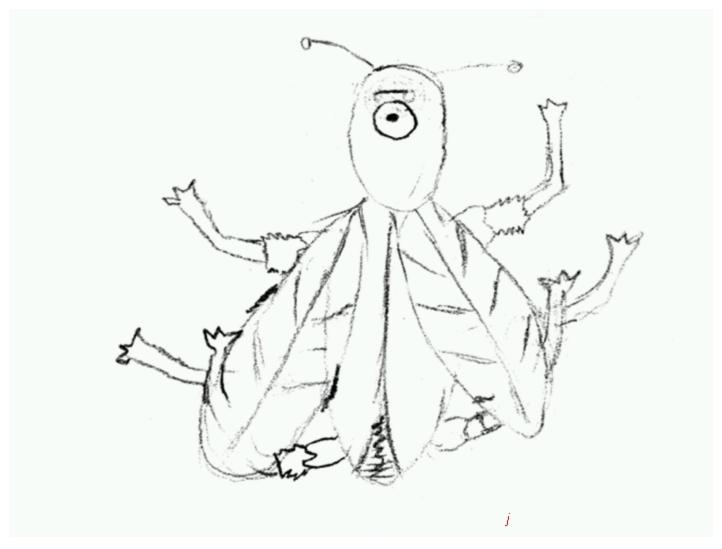
17

Sketching/drawing for Specific Purposes

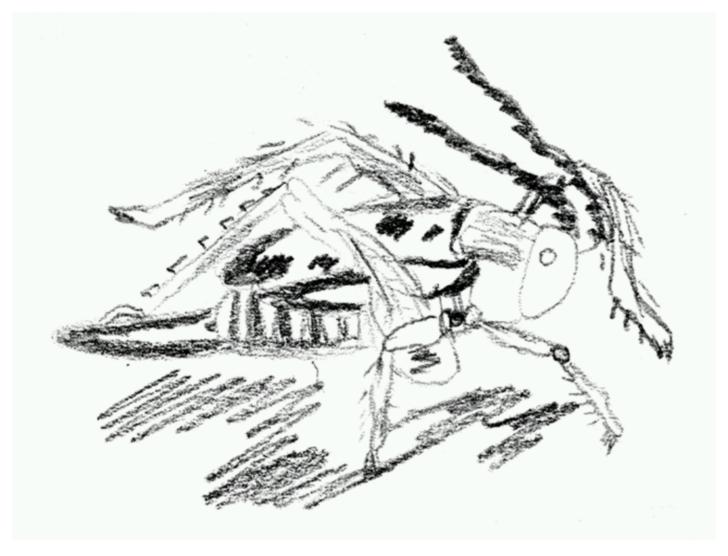**Slide 18**

Slide 19

one month later

Slide 20

Slide 21

Slide 22

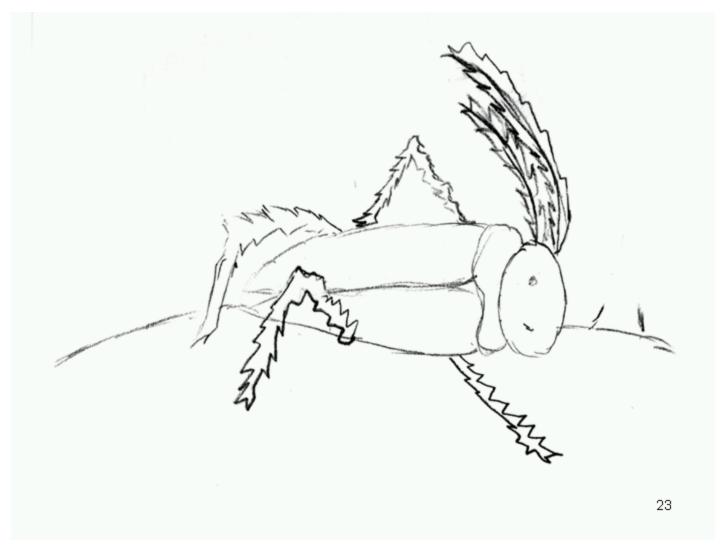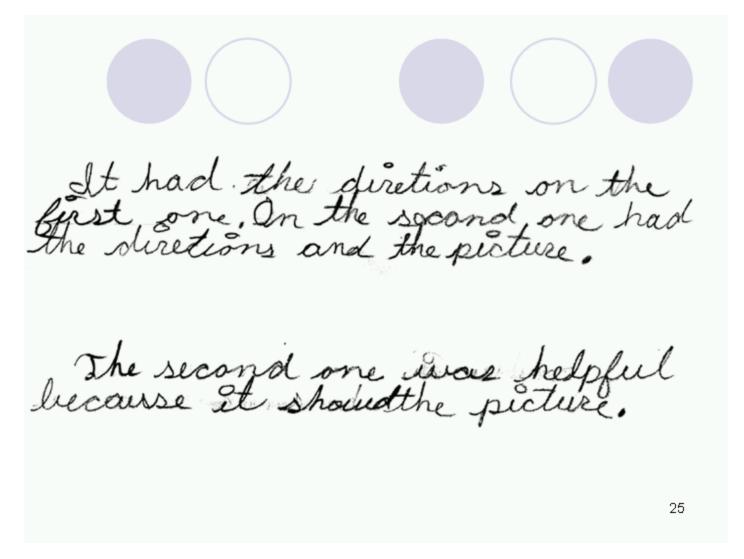**Slide 23**

They were better because it showed me what words ment.
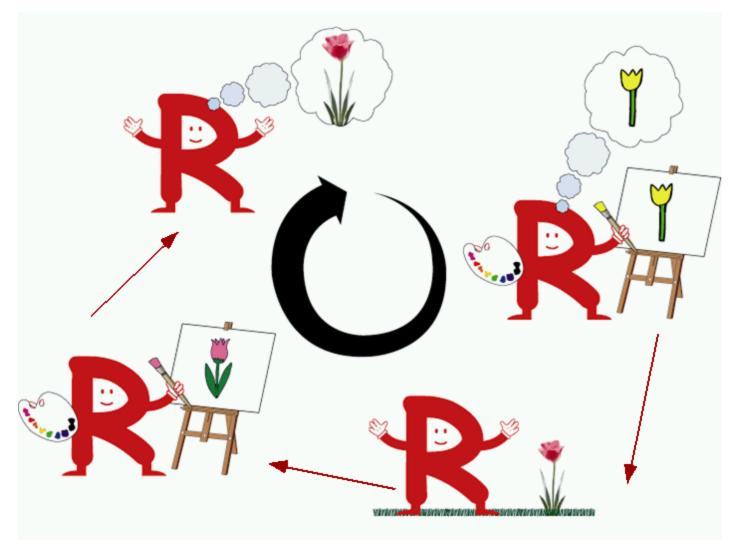
The picture was helpful because then I know what shapes to use.

It was really helpful because I could kind of get an idea about it.

24

Slide 24

It had the diretions on the first one. On the second one had the diretions and the picture.

The second one was helpful because it shoud the picture.

25

Slide 25

Slide 26

Observing, analyzing, and creating visuals

Enhances comprehension

Sharpens observation skills

Expands knowledge base

Organizes and clarifies thinking

Improves communication

Stimulates creative thinking

Motivates learning

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Observing, analyzing, and creating visuals

Questions

don't hit the blue clear button

we *use the terra nova beginning & ending of year*
  What is the terra nova?
  terra nova is a norm referenced test similar to WKCE

28

Questions
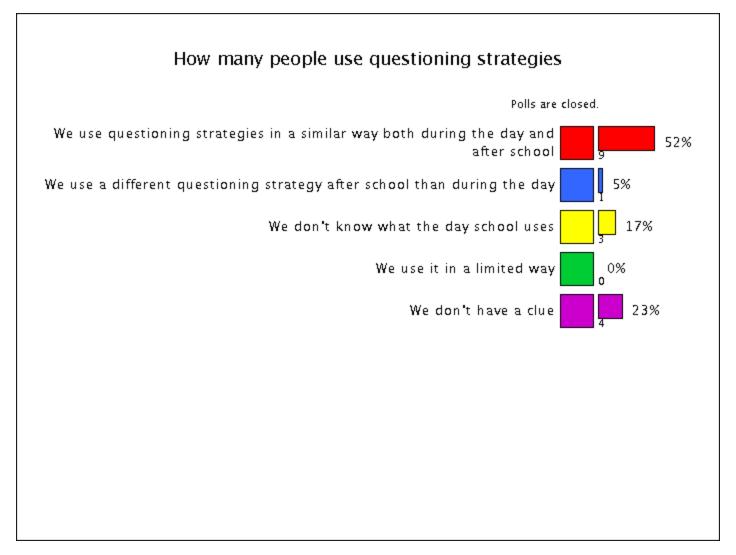
Finding Consensus in Reading Comprehension Instruction

- Generate questions (Allington)
- Questioning (Buehl, Harvey & Goudvis)
- Self-questioning (McLaughin)
- Generate questions/answer questions (NRP Report)

29

Finding Consensus in Reading Comprehension Instruction

How many people use questioning strategies

Polls are closed.

We use questioning strategies in a similar way both during the day and after school ██ █████ 52%
9

We use a different questioning strategy after school than during the day ██ █ 5%
1

We don't know what the day school uses ██ ██ 17%
3

We use it in a limited way ██ 0%
0

We don't have a clue ██ ██ 23%
4

Poll: How many people use questioning strategies

Slide 31

Langer, Judith, et al. *Guidelines for Teaching Middle and High School Students to Read and Write Well.* CELA 2000.

Guidelines draw upon research reports and case studies

Designed for middle and high school teachers and administrators who wish to improve their programs

32

Slide 32

Langer, Judith and Elizabeth Close. *Improving Literary Understanding Through Classroom Conversation.* CELA, 2001.

Shares some of the most effective strategies, drawing on the research and classroom examples

33

Slide 33

Guiding Questions To Deepen Understanding

- What is the character feeling? How might this affect her actions?
- How does the setting help you understand the character's feelings?
- What might you do in a similar situation?

Adapted from Langer & Close

34

Guiding Questions To Deepen Understanding

Why do you think the character did it her way?

How did the character change from the beginning to the end of the story?

Did the change strengthen or weaken the character?

How did your understanding of the characters change during the reading or discussion?

35

Slide 35

- What questions do you have?
- What do you wonder about?
- What would you like to discuss?
- What were you thinking as you were reading?
- What did this remind you of in your own life? How did it differ?
- What would you ask the writer?

36

Slide 36

- How might others understand the text?

- What experiences might they have had to affect how they understand the text?

- What other texts does this remind you of? Why?

- Does anyone understand this text in a different way? What way and why?

37

Slide 37

Literature Circles

- Small, temporary discussion groups of students who discuss literature

- Each member takes specific responsibilities during discussion sessions

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom.* Stenhouse Publishers, 1994, [38]

Literature Circles

Possible roles: discussion leader or director, literary luminary, connector, artist, illustrator, word master, character captain, investigator, researcher, summarizer, travel guide or tracer
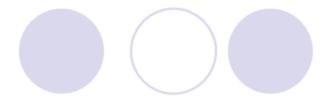
Adapted from *Literature Circles: Voice and Choice in the Student-Centered Classroom* by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994

39

Slide 39

All America Reads (AAR) is an ongoing nationwide project designed to encourage reading and discussion

www.allamericareads.org

Lesson plans/During reading strategies/Literature Circles

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Slide 40

Questions

on the American reads are the lesson plans detailed for questioning only or other things to

what isthe cela we address?   web address?

In a literature circle, would you have an adult facilitating each circle?

thanks

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Questions

[White Board A]

"http://cela.albany.edu/

[Text Slide A]

Finding Consensus in Reading Comprehension Instruction
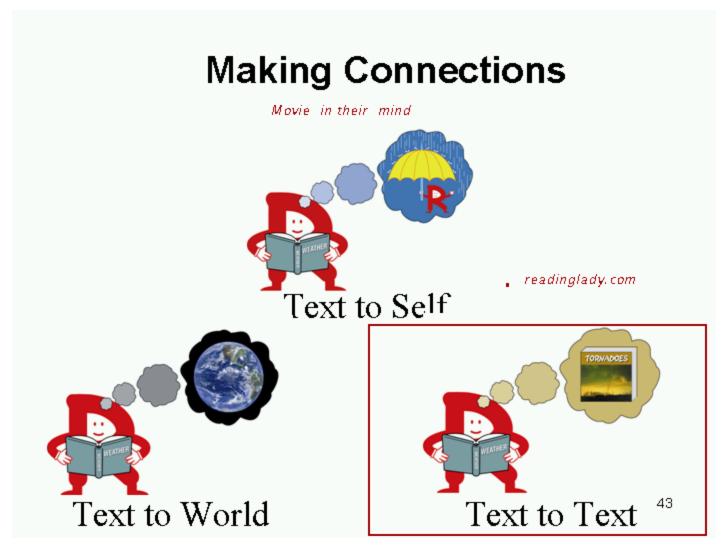
- Making connections (Buehl, Harvey & Goudvis)
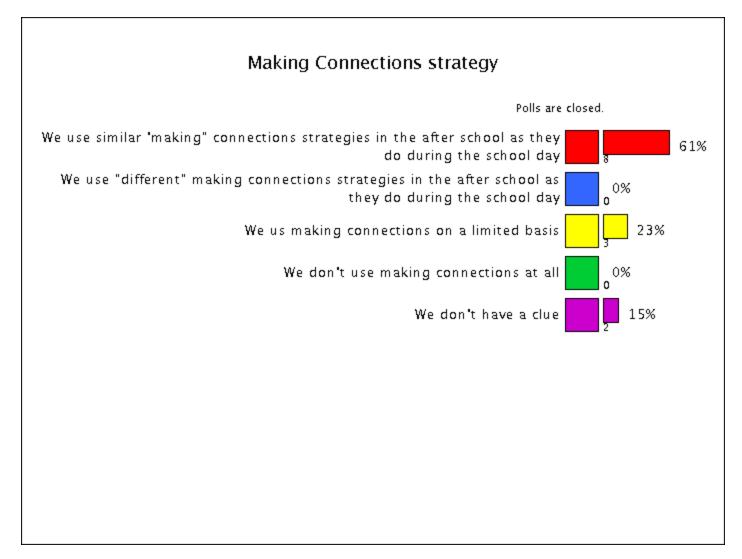
- Making connections (McLaughlin)

42

Finding Consensus in Reading Comprehension Instruction

Making Connections

Making Connections strategy

Polls are closed.

We use similar "making" connections strategies in the after school as they do during the school day — 61% — 8

We use "different" making connections strategies in the after school as they do during the school day — 0% — 0

We us making connections on a limited basis — 23% — 3

We don't use making connections at all — 0% — 0

We don't have a clue — 15% — 2

Poll: Making Connections strategy

Comprehension Strategy Instruction

- Use direct explanation
- Model
- Guide and assist during practice until students can apply
- Use cooperative learning
- Help students use strategies flexibly and in combination

45
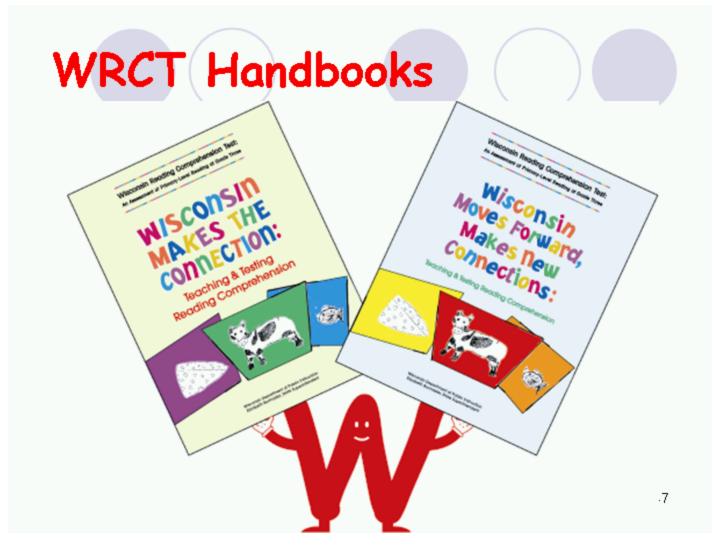
Comprehension Strategy Instruction

Purposes of Session

Two--Suggest resources related to improving reading instruction

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Purposes of Session
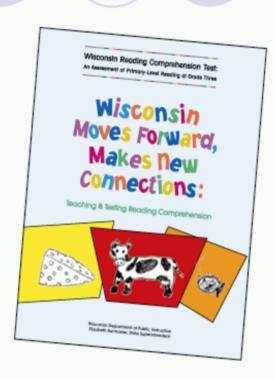
WRCT Handbooks

Main Focus of Blue Handbook

Two major sections:
- Visual Communication
- Paired Passages

Wisconsin Reading Comprehension Test:
An Assessment of Primary-Level Reading at Grade Three

Wisconsin Moves Forward, Makes New Connections:

Teaching & Testing Reading Comprehension

Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

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Main Focus of Blue Handbook

Main Focus of Yellow Handbook

Wisconsin Reading Comprehension Test:
An Assessment of Primary-Level Reading at Grade Three

WISCONSIN MAKES THE connection:

Teaching & Testing Reading Comprehension

Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

Two major sections:
○ Fiction
○ Nonfiction

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Main Focus of Yellow Handbook
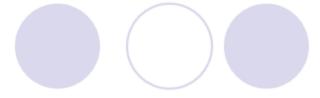
Wisconsin Reading Comprehension Test (WRCT):   An Assessment of Primary-Level Reading at Grade Three
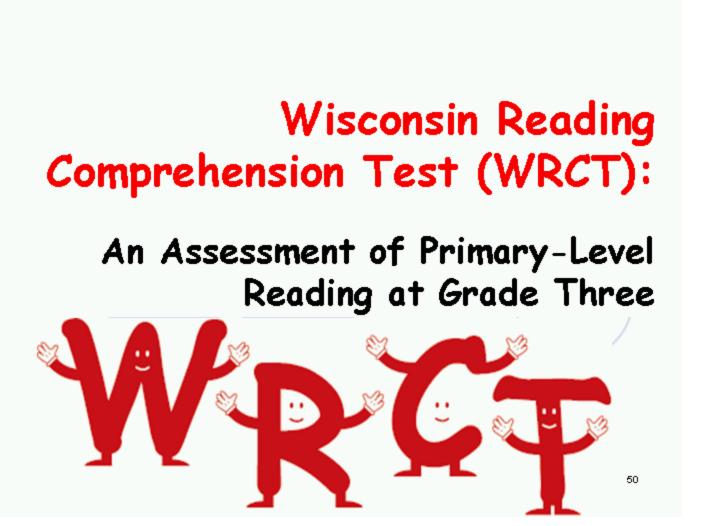
www.wrct.net

WRCT Dates

- Materials shipped – Feb 23-27
- Administration – March 8-26
- Return material – April 2
- Results returned in two shipment
  - May 21 – shipping date
  - June 25 – shipping date

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WRCT Dates

March 2004 WRCT

- **What will be different:**

  - Two reading passages instead of three

  - Reading passages related to each other

  - No passage in session 3 = less time needed

  - Session 3 will have 10-15 questions about the two paired passages in sessions 1 & 2

  - Students will look back at paired passages to answer questions in session 3

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March 2004 WRCT

March 2004 WRCT

● What will be different:
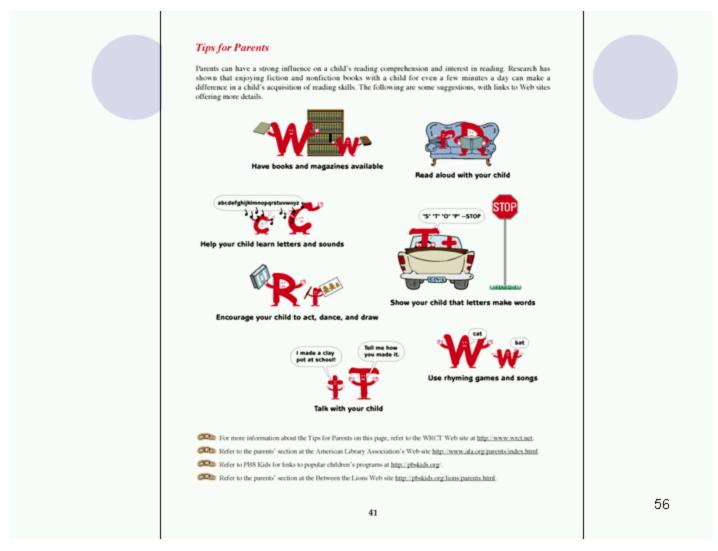
  ○ More authentic formatting and images to reflect high quality children's literature
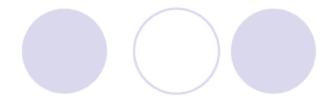
54

March 2004 WRCT

Slide 55

Tips for Parents

Parents can have a strong influence on a child's reading comprehension and interest in reading. Research has shown that enjoying fiction and nonfiction books with a child for even a few minutes a day can make a difference in a child's acquisition of reading skills. The following are some suggestions, with links to Web sites offering more details.

Have books and magazines available

Read aloud with your child

Help your child learn letters and sounds

Show your child that letters make words

Encourage your child to act, dance, and draw

Use rhyming games and songs

Talk with your child

For more information about the Tips for Parents on this page, refer to the WRCT Web site at http://www.wrct.net.

Refer to the parents' section at the American Library Association's Web site http://www.ala.org/parents/index.html.

Refer to PBS Kids for links to popular children's programs at http://pbskids.org/.

Refer to the parents' section at the Between the Lions Web site http://pbskids.org/lions/parents.html.

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Slide 56

Questions

will the background of the WRCT stark white or buff/ thanks fot iyr students

are the handbooks free to order?
     don't be embarrassed. it's okay

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Questions

Web Resources

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Web Resources

Between the Lions

http://pbskids.org/lions/

- About the series
- Kids stuff
- Literacy resources
- Communicating
- Related Projects

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Between the Lions

Slide 60

Cooperative Children's Book Center

http://www.soemadison.wisc.edu/ccbc/   *site map*

The CCBC is a unique and vital gathering place for all who are interested in youth literature. But the CCBC's reach extends far beyond the walls of the library. Here on the CCBC web site, you can find: **original bibliographies** created by CCBC librarians, **book reviews**, **webcasts** of CCBC-sponsored speeches by children's and young adult book creators, and many more unique resources for librarians, teachers, university students and others. And of course, we have links to a wealth of internet resources on literature for the young throughout the site.

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Cooperative Children's Book Center

ReadWriteThink

IRA/NCTE/MarcoPolo

http://www.readwritethink.org/

- Free website offering standards-based lesson plans and online resources
- K-12 reading and language arts instruction
- Lessons, standards, Web resources, student materials
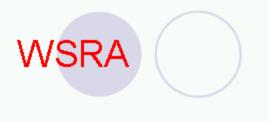
62

ReadWriteThink

WINNS

http://www.dpi.state.wi.us/sig/index.html

Wisconsin's Information Network for Successful Schools

This electronic resource has been created to help educators, parents and community members who have an interest in educating the hearts and minds of all children. The Standards and Assessment, Data Analysis, Continuous School Improvement and Best Practices sections guide users to key local, state and national information about success in education as found on the DPI Web site and other valuable resources.

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WINNS

WSRA

- The primary mission of the Wisconsin State Reading Association is to promote excellence in reading.
- http://wsra.org/

www.wsra.org

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WSRA

Author Web Sites

http://www.janbrett.com/

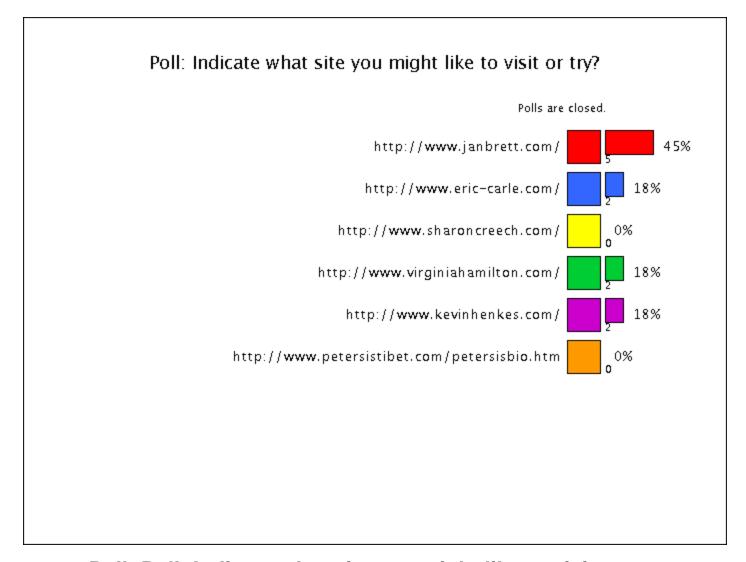http://www.eric-carle.com/

http://www.sharoncreech.com/

http://www.virginiahamilton.com/

http://www.kevinhenkes.com/

http://www.petersistibet.com/petersisbio.htm

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Author Web Sites

Poll: Indicate what site you might like to visit or try?

Polls are closed.

Site		
http://www.janbrett.com/		45% 5
http://www.eric-carle.com/		18% 2
http://www.sharoncreech.com/		0% 0
http://www.virginiahamilton.com/		18% 2
http://www.kevinhenkes.com/		18% 2
http://www.petersistibet.com/petersisbio.htm		0% 0

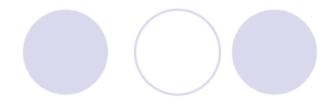**Poll: Poll: Indicate what site you might like to visit or tr...**

Additional Resources

- DPI curriculum guides
- Professional organizations, WSRA, IRA, NCTE, WCTELA, WASCD, ASCD
- More Web sites, WINSS, CCBC, Marco Polo, ECB, children and young adolescent author sites
- Educational Communications Board educational programming

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Additional Resources

Questions

thank you jacque!

I agree, this was super

thanks for all the reading skills

thank you for helping the clcs

68

Questions

Purposes of Session

Three--Describe evidence-
based reading comprehension
strategies

69

Purposes of Session

- Use imagery
- Generate questions
- Activate prior knowledge
- Summarize
- Understand story grammar
- Think aloud

Allington, Dick. What Really Matters for Struggling Readers. Longman, 2001.
http://www.teachersread.com

70

Slide 70

- Making connections
- Questioning
- Visualizing
- Inferring
- Determining importance
- Synthesizing

Buehl, Doug. Classroom Strategies for Interactive Learning. International Reading Association, 2001.

71

Slide 71

- Making connections
- Questioning
- Visualizing
- Inferring
- Determining importance
- Synthesizing Visualizing

Harvey & Goudvis. Strategies That Work.

72

Slide 72

- Previewing
- Making connections
- Self-questioning
- Visualizing
- Evaluating
- Summarizing
- Knowing how words work
- Monitoring

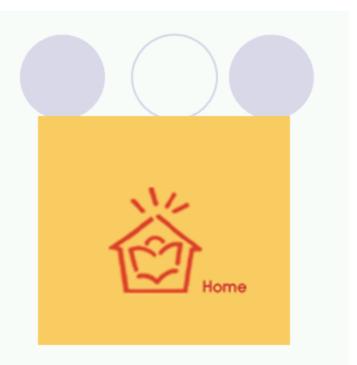McLaughlin. Guided Comprehension in the Primary Grades. IRA. 2003

73

Slide 73

- Monitor comprehension
- Use graphic and semantic organizers
- Answer questions
- Generate questions
- Recognize story structure
- Summarize
- Use mental imagery
- Make use of prior knowledge

Report of the National Reading Panel, 2000
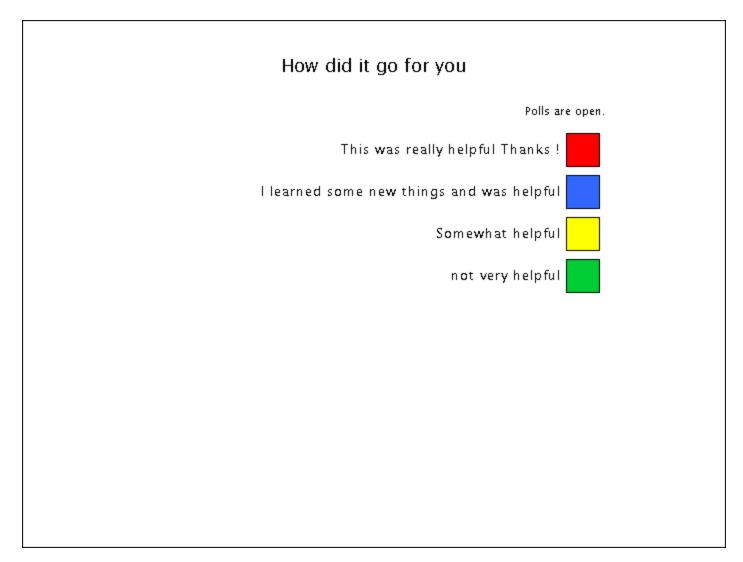www.nationalreadingpanel.org

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Slide 74

Report of
the
National
Reading
Panel

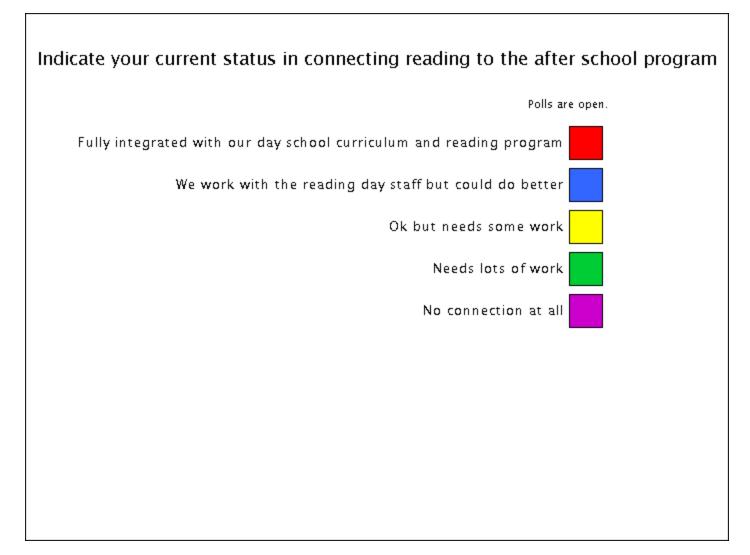http://www.nationalreadingpanel.org

75

http://www.nationalreadingpanel.org

How did it go for you

Polls are open.

This was really helpful Thanks ! ■

I learned some new things and was helpful ■

Somewhat helpful ■

not very helpful ■

Poll: How did it go for you

Indicate your current status in connecting reading to the after school program

Polls are open.

Fully integrated with our day school curriculum and reading program ■ (red)

We work with the reading day staff but could do better ■ (blue)

Ok but needs some work ■ (yellow)

Needs lots of work ■ (green)

No connection at all ■ (magenta)

Reading