Successful strategies for sixth grade students

Joan Brennan Molinaro

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SUCCESSFUL STRATEGIES
FOR SIXTH GRADE STUDENTS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Reading Option

by
Joan Brennan Molinaro
September 1997
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Approved by:

Joseph Gray, First Reader

Sharon Henish, M.S., Resource Specialist, Second Reader
Abstract

To function in the diverse American culture, students must have the ability to read and make meaning of all types of text. Many older students arrive in the upper grades lacking this necessary ability. They have not been taught to manage their own learning. They do not have the necessary strategies for success.

Teachers of older students have relied on their primary teaching predecessors to teach reading. Primary teachers have done that. But reading is not a passive activity that can be done to you; it is a highly personal, meaning-making system. The reader must take ownership, must take risks, must have the tools to make the connections necessary to become an effective reader.

Whole language, according to Henke and Weaver (1992), "is based upon respect for the learner: respect for each learner's ability to make meaning from his or her experience..." Whole language teachers are continually searching for new ways to assist their students in this meaning making process. It was such a search that fostered this project.

Upper grade teachers have highly scheduled curricular days. Most districts expect a great deal of material to be covered in the average six hour day. As a sixth grade teacher, I have been faced with the reality that even though my students sound like good readers, they are not making the necessary connections to comprehend the text. This is especially true when they are required to make meaning from text book materials.

Appendix A is a collection of strategies, taken from various sources, that work well with older students. There are strategies to use
before reading, while reading, and after reading. Motivation is an ever important aspect of student learning, especially in the upper grades. A few motivational strategies are also included.

Appendix B contains a few classroom management suggestions, some samples of format for some of the mentioned strategies, and a few other relevant teacher helps.

A reference section is included to assist in your personal research of any of the included strategies.
In loving memory of my mother,

Connie Lisano Brennan,

who taught me the value of being

a life-long learner.
# Table of Contents

Abstract ........................................ iii

Theoretical Beliefs ................................ 1

Review of Related Literature .................... 10

Project Focus and Limitation .................... 20

Appendix A: Introduction to Reading Strategies .... 21
   Prereading Strategies ........................... 22
   Strategies to Use While Reading ............... 34
   After Reading Strategies ....................... 46
   Motivation Strategies .......................... 54

Appendix B: Teacher Helps ....................... 60

References ....................................... 69
Theoretical Beliefs

Reading has always been the center of my personal system of knowledge acquisition. I have always loved reading, all types of books and magazines, and I assumed that everyone else felt the same way. Books were my best friends; they were always there for me. If there was something that I wanted to know or needed to know, I would look it up in a book. Reading always marked the starting point for me. I thought that if you could not read to learn, or read to enjoy, that your life would be somewhat lacking. I never considered that different people come from varying situations, and may not have enjoyed the luxury of having books as companions. I never knew that some people had negative feelings about reading.

I have been teaching in an elementary school classroom, full-time, for about eight years now, at various grade levels. I started my full-time classroom employment in the first grade. To say that I was baffled at how I would teach my first graders to read by the end of the year, would be an understatement. My education and original credential had prepared me for teaching high school English. I was suddenly charged with what seemed to be a monumental task, and I was not certain that I was up to the challenge. Amazingly, by some wonderful dose of beginner's luck, all but one of my students were able to read by the end of that year.

Now that I teach sixth grade, reading is not the only thing that I am expected to teach, but it does impact all other subjects that I am responsible for. If my sixth grade students cannot make meaning out of what they read when they enter my classroom, I will have great difficulty trying to teach them the challenging and diverse curriculum that my district requires.
There has been so much emphasis lately, about the teaching of reading in the primary grades. Some of this is linked to the state of California’s class-size reduction plan. Some of it is the direct result of the California State Board of Education and their findings on the successes and weaknesses of California students. They have made a few reports available to schools: Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three. (Adams at al., 1996) and the extensive paper entitled Every Child a Reader: the Report of the California Reading Task Force (1995). The state of California has jumped on the early reading bandwagon. What about the students that I teach? They are a group who entered first grade in the early years of the California whole language movement, around 1989. Most teachers and school districts were not comfortable with this ‘new’ style of teaching; they were not even sure what it was. Most of the information about Whole Language came to us from text book companies. Many teachers thought that the whole in whole language referred only to whole group instruction. Small reading groups were frowned upon; we were only to group heterogeneously, if at all. Other teachers thought it meant that they needed to throw out all the successful strategies that they had accumulated, ones that had been helpful to students in the classroom. Still others felt that they did not need to teach reading at all, that it would simply happen, if students were immersed in a print-rich environment. Some teachers readily embraced this notion that they were no longer responsible for their students’ successes or failures in reading. It meant less work for them, no more grading workbooks, or teaching prepared spelling lists. Reading would
simply happen to all students with little or no instruction on our parts. Never once did anyone mention the three cueing systems, how they are interrelated, or how to balance instruction. Student-centered, meaning-centered, portfolio assessment, and the thematic approach were all misconstrued. Many teachers had serious questions from parents, and they were not comfortable enough with what they were being asked to do to answer those questions. Whole language, to many people, has now come to be a phrase associated with everything that is thought wrong with education in California schools.

My students have been left out; they did not learn skills or phonics, either in or out of context. They were really never immersed in Whole Language. They have never been allowed to make meaning of what they read. They have focused on 'sounding good' during oral reading. Of my thirty-three students, nine have great difficulty with the reading assignments; reading is something that they dread. Five more have some difficulty; they read only what they have to. Only four of my students are able to easily read anything that the sixth grade requires. My remaining students sound as if they can read, but have varied results with understanding, or making meaning, of what they have read. They understand the words on a very literal level. These students were never grouped in interests groups, discussion groups, or groups of any kind. They were only graded on how their reading sounded, never on their understanding of the story, or their understanding of the author’s purpose, or how that purpose related to their own lives. Their comprehension level was based on the product that they were able to produce, the number of questions that they were able to answer
correctly in the un-workbooks that the District purchased. They were read to in a large group, they read round-robin, or 'popcorn read'. Their un-workbook pages contained homogenized comprehension pages. While they were touted as an integral part of this 'new' process, they were only dumbed-down, skills model work. Savage states "Comprehension is not a product but a process" (1989, p.49). So now I have thirty-three sixth graders, who have never been effectively taught to read. Some have taught themselves, or been helped along by their parents or older siblings, but far too many are not able to read the work expected of them in the sixth grade. They have no strategies to use when they come to an unknown; instead, they come to a complete halt. They have never thought about the story; they do not know how to make connections between their lives and the lives of the characters. They do not know how to read for information, and how that is different from reading for enjoyment. They are only interested in the sounds of the words, not the meaning of the words. So many of these students, the less prepared readers, have been subjected at this late age to programs such as "Hooked on Phonics". Their parents recognize that there is a problem, and they are hoping that structured phonics instruction at the age of eleven will be a quick remedy to their difficulties. Generally, this is not an effective strategy, especially in isolation. What these students need is a focus on effective, student tested strategies. These strategies need to be readily available and student friendly. They should be specific to the needs of my older students.

Whole language was only a catchy phrase that was heard at different teaching conferences when I started teaching full time. This was
that same year that I enrolled in classes at Cal State San Bernardino. After my first course in reading, in 1989, I was intrigued with the idea of whole language. I did not really understand it with any depth, but some of the surface ideas were appealing. I was certainly ready to jump on the whole language bandwagon! I liked the ideas of student-based instruction, of a print-rich environment, and integrated instruction. I was intrigued by the focus on books, as I am an avid bookaholic. As Goodman stated "Whole language starts where the learner is" (1989, p.208). This allowed for diversity, both in ethnicity and life circumstances; something that I feel must be considered in any learning situation. Best of all, I even thought that I had an in, as I had taken one reading course, and had actually heard of whole language before my fellow team members.

Many years have passed since that first reading course, and I am firmly convinced that the Whole Language Philosophy is the best course for my students. Students need to take ownership of their learning; they need to learn how to make decisions that effect their lives. As I have aged, and the longer that I have taught students who are not competent readers by the sixth grade, the more I question my own teaching methods and motivations. Am I teaching reading at all to my sixth graders? Why have I allowed this most important component to be missing from my curriculum? I admit that I have spent more time labeling my struggling readers, referring them for special services, than I have spent actually helping them learn to read. How do I best incorporate the strategies that I have learned through course work and research, into my existing Language Arts Curriculum? Do I need to
totally rework my curriculum?

Many teachers feel that the lack of direct phonics instruction is the main reason that we have so many unprepared readers in the upper grades. Some even long for the old basals with their structured drill and skill activities. Prepackaged reading programs with anthologies, workbooks, and skill sheets, are very teacher friendly. They take very little teacher time to implement. This desire to return to the tried and true springs from a sense of frustration. I can empathize with that frustration. Districts want measurable results; they want to see a rise in standardized test scores that they can report to site councils and school boards. Teachers want something that will work; they want what is going to work for their students. Most teachers do not care what the program is called, as long as it helps their students. Those who are ready to go back to the methods of their own training are only trying to find a comfort zone, a return to the familiar. We need a way to tie the old comfortable ways in with the proven successes of a whole language program.

Is the whole language approach at work anywhere in my school, or is the process still not understood by the teachers? Are we truly fostering child-centered instruction, or are we simply modifying the skills model to allow for big books and book talks? We have abandoned the process that we never truly understood, only to jump on the newest bandwagon of small, leveled books, and running-records; we are trying to meld the best of both approaches in these new, and supposedly improved, state-recommended programs. How should this effect what I teach my sixth graders?

I am faced with a dilemma. My upper grade students need to
learn to become successful readers before they leave for the junior high school, and then on to high school. It has always been assumed that students would know how to read by the time they reached fourth grade, certainly by the time they reached sixth grade! Our school site literacy goal, modeled after a goal in the State of California's recent literacy document (1996), is that every student who entered our school in kindergarten, will be reading at grade level by the end of third grade (Stork, 1996). This is a great goal, but is does not take into account the simple fact that many of my students have entered our school after the third grade. Since we do not teach reading after the third grade, what can be done to help my non-reading sixth grade students? Many upper grade teachers in my district have not had intense instruction in the meaning and methods of reading instruction. Most things that we have heard of and been shown, have been written for the very young, emergent readers. Those teachers who may have been interested in learning new methods and approaches, have not found much geared to the specific problems of older students. Either the teacher must personally try to adapt the primary type lessons, or they will use the district purchased materials. Yes, more novels are being read in the upper grades, but they are read whole group, an art project accompanies them, and the students then take a vocabulary test or a comprehension test of five or six questions. There is no time allotted for the actual teaching of reading strategies; there is no room for student-centered learning; students are not allowed any freedom of choice. Teaching reading takes too much time in our over-scheduled and preplanned days. We have a certain number of novels to read, several different writing styles to teach, and an anthology to wade
through. We have eight to ten units of Ancient Civilizations to teach, as well as science, family life, math, art, music appreciation, and physical education. Our students need to be computer educated, and they need to know how to use the library-media center to their best advantage. Where, oh where, do I find the time to teach reading; where does a sixth grade teacher begin? There has to be a way to integrate more fully and thoroughly, so that the teaching of reading will seem effortlessly woven into the curriculum. If this is to be successful, teachers and students need to both take part in this proposed reform.

As stated earlier, I lean towards the holistic end of the continuum. Most teachers in my district are most comfortable with variations of the skills model. Is there a way that I can help myself and my fellow sixth grade teachers? I certainly can't expect them to embrace whole language with outstretched arms. Many will not even be interested in teaching reading to their sixth graders, even though it will be expected of them in some format. My colleagues and I already feel over burdened. It is normal to try to resist 'one more thing I have to teach', unless it is made somewhat painless. The goal of this project is to help create that seamless plan.

Literacy is our district's main focus. Much money and a great deal of time has been allotted to teaching reading in the primary grades. Our first and second grade teachers are absent at least two days a month, attending training sessions and conferences. Our entire teaching staff has been inserviced on the state's findings, as reported in their recently published documents. While this 'new' method of teaching is touted as an integral part of a whole language program, it focuses heavily on skills and decoding, with
a dash of whole language thrown in. How will I find a comfortable starting point to establish a reading program that will help my own sixth grade students as well as my fellow sixth grade teachers? Whole language teaching takes a great deal of teacher buy-in; it is not a ready-made, store bought program; teachers and students need to make decisions together.

Recently our district allowed us an on-site inservice day. Our focus was literacy across the grade levels. We met in grade level appropriate teams to discuss the direction that we need to take in the teaching of Language Arts. Each team listed all the things that they do to teach reading, writing, listening, and speaking, the four components of our Language Arts grade on our report cards. Two of my own teammates were unable to name any lessons other than reading from the grade level chosen novels, and writing summaries. They have never considered that they should actually be teaching reading. In order to assist my fellow sixth grade teachers, my students, and ultimately myself, I will have to meet them on common ground. I will need to reeducate my team mates about the value and methods of Whole Language, add to their knowledge of reading strategies, organize these strategies in an easy to use manner, and make a plan that will reschedule our busy days to better facilitate the teaching of reading at our grade level. I hope to reorganize and reprioritize our language arts instructional time. We will need to survey our students, evaluate their interests and needs, and find a way to demonstrate the importance that reading has, and will continue to have, in their lives.
Review of Related Literature

Effective primary teachers use a plethora of methods and strategies to teach reading. They combine all the newest approaches with the tried and true methods of their years' experience, along with the strategies used for their own early learning. The State of California has been focused on Early Literacy for the past several years, and has written curriculum plans and expectations for these early grades (State of California, 1996). Publishers spend millions of dollars devising beautifully packaged reading programs for use in the early grades. There are leveled book sets, big books, phonics charts, pocket charts, puppets, and various other attractive and tempting devices to teach those emergent, early readers. Unless upper grade teachers have had experience and training in teaching emergent, early readers, they are very limited in their grab bag of strategies. Unless teachers have an understanding of the reading process, how will they be able to help their students read?

The ability to read and make meaning of the written word is an essential element for success in our culture. According to Harste (1989) "there are no cultures in the world in which language is not a dominant mode of thought and learning" (p.245). Guthrie, Bennett, and McGough reaffirm this importance " a large proportion of the communities and subcultures in the United States rely on the written word to maintain their group identities and conduct their business" (1996). The State of California has drawn attention to this importance in the recently published document Teaching Reading: A Balanced Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three (1996).
It reports:

It is critical that the children of California be provided with the most effective instructional methods and materials possible and then be held to high standards of achievement. It is also crucial that the teachers and instructional leaders of California be provided with the most effective professional development programs and appropriate follow-up support and be held accountable for their teaching of reading. (p. 25)

This accountability is a subject that has many teachers pleading for tried and true methods and strategies that will work throughout the various grade levels, and across the curriculum. The need for these methods and strategies is most prevalent among teachers of older students. There is an abundance of materials, teacher workshops, and support groups for those who teach reading in the primary grades. Teachers of older students are discovering that they, too, need to actually teach reading. They need methods that have been tailor made, or adapted to, the needs of their older learners; they need ways of motivating these older learners, to take responsibility for their own learning; they need learner-specific strategies.

Who are these learners and why are they still struggling to do something that is expected to be second nature to them by the sixth grade? Many of these students have given up on reading. They have identified themselves as less than proficient readers, and thus have very negative feelings about the reading process that will stay with them into their adult life. Spiegel (1981) reports that "Statistics from the American Book Industry show
that many adults actively choose not to read books once they leave school because of their negative school experiences with reading". Many students have enough knowledge of the system that they are supposed to fit into, to realize they cannot keep up. No one has focused on their reading in several years, except to identify them as ‘below grade level.’ They wonder why, if reading is so important to future success, hasn’t anyone helped them?

Graves remarks "I need to look at what I think my students need for the life they will lead" (1991, p.12). Students need to know that we value them and will assist them to become successful. “Empowered learners act with authority. They become authors of their own lives” (Burke and Short, 1991).

**Strategies**

When whole language theory was first explained to many teachers in California, by the Houghton-Mifflin Publishing Company (1989), teachers were told that they would need to bring their students “into, through and beyond,” in order for them to gain the most from literature based reading. What this referred to can also be termed predicting or prereading strategies, strategies to use during reading, and after reading, or reflective strategies. Frank Smith notes “Reading depends more on what is behind the eyes - on non visual information than on the visual information in front of them” (1985). Students can make the much needed connections when they know that reading is much more than words on the page, when they have the necessary strategies to make meaning. What are strategies and why are they so important? A strategy, according to *Webster's New World Dictionary* (1968), is “a skill in managing or planning” (p.734). In reading terms, a
strategy is a way that readers can manage their learning. While some students seem to simply read, with no formal instruction or extra help, the vast majority of learners need some help in managing their learning. “We know that we are not meeting the literacy needs of many children in the U.S., in spite of massive infusions of money into the public schools” (Spiegel, 1995). These students need a variety of strategies.

Prereading strategies are an important way to help readers of all abilities and experiences. During this phase “Readers made initial contacts with the genre, content, structure, and language of the text based on personal, recursive interactions between reader and text” (Fuhler, 1993). These strategies give the student a frame in which to view the story or text. Some of these strategies are as simple as viewing the title and illustrations, and making predictions about the story (Gray, 1997). Some are a bit more complicated, and involve reading the title, and the first and last sentence of the story, or of the chapter, if it is a longer book. Several strategies begin with the student writing or discussing all the things that they already know about the book or topic. The reader may write a list of questions that they would like to have answered by the story or text. This gives the reader something to be looking for, a sense of focus. These strategies have names as varied as Guided Reading, Gist Strategy, and ReQuest (Mc Rel, 1996). Others have interesting acronyms such as K-W-L, RAM, SIP, and RIPS (Dana, 1989). These will be described in detail in Appendix A.

While reading text, a student should be paying attention to more than the actual words on the page. While graphophonemic clues are important to reading fluency, and can be used to help identify words within
words, thus aiding vocabulary understanding, there are other strategies that help during the reading process. One strategy that seems to be very effective is called Active Reading (Mind Tools, 1995). In this strategy, students mark the text as they are reading, with pencil, of course. They underline important phrases and write notes and questions in the margins. This again, gives them some focus, and enables them to easily find areas that may need more in-depth explanation. Many readers find help in looking for context clues; this is sometimes called the guess strategy or skip-it strategy. The student needs to substitute another word that they think will work in the text to make sense. They then continue reading, and see if their chosen word makes sense.

To make meaning of what has been read, several strategies focus on summarizing, questioning, and reflecting. Semantic mapping, revisiting or rereading text, attribute webbing, character studies, and response journals, all lend themselves nicely to making meaning of what has been already read.

Methods
Identifying strategies, and there are many, would seem to be the easy part. Integrating them, or putting them in place in the curriculum, choosing which ones might work for individual students, modeling them for students, and monitoring their successes should prove much more challenging. By instituting student-centered curriculum, establishing reading circles, authoring circles, and other learning centers, and individualizing instruction, as needed, these strategies can be woven into the curriculum.
Student-centered learning allows the student to take a more active part in planning topics of study, and choosing books to best learn about their chosen topics. Steve Benjamin remarks in his article in *Educational Leadership*, "students must be more active in determining the nature of their own educational programs" (1989). He quotes Freinet:

Children know up to what point school is a continuation of real life. They arrive with wide eyes, confident voices, and hands full of riches which they must leave in the street. It is life, with all of its complexities, that comes as an invisible tide to collide with the walls and the doors of the school. (Freinet, 1979)

Students must be encouraged to ask themselves what they want to know, what they need to know, and how they are they going to find the information. By actively participating in curriculum choices, the student should have a greater sense of ownership and buy-in. This seems like a pretty radical change from the teacher as supreme authority, that has been the norm of most traditional style learning environments. Short and Burke (1991) state:

In the past, the roles of researcher, teacher, and learner were always seen in a hierarchical relationship to each other. If we take a collaborative perspective on curriculum, then we have multiple roles available to each of us. Research is not an activity reserved for university scholars. We define research as systematic inquiry which develops from being interested in the world, asking questions about aspects of the world that are puzzling, and investigating those questions and possible solutions. Both teachers and children should be involved in learning and
researching, in searching out the questions that are significant in their lives. (p.56)

While this may not seem entirely practical for the early primary grades, it should play a more prominent part in curriculum planning in the upper grades. As this is new to most teachers, parents, and students alike, starting with choices on a smaller scale may be most comfortable for all involved. Teachers may have certain themes to teach, which have been predetermined either by school districts or site teams. These should allow the students choices within the theme, selecting books and other resources to discover knowledge about their proposed topic.

Literature circles, learning circles, or reflection groups, are an important part of a student's meaning making experience. In these circles or sharing groups, students can discuss their own feelings about a text or subject, and they can learn if others have interpreted meaning the same way. Lehman and Scharer (1996) state that by exposing students to discussion groups "we learn what some of the possible readings are by hearing and seeing what other readers' demonstrations of their readings" (p.31). Students are taught to expect and accept the viewpoints of others; they are not told that there is one right answer or interpretation. These groups also offer a chance for diverse grouping strategies: grouping by interests, needs, themes, or in a more random fashion as in table groups. These small groups may also be the perfect setting for remediation, when needed.

Instruction may need to be individualized, especially in cases where direct remediation strategies are needed. The need for individualized
instruction may develop from student or parent request, or may be proposed by the teacher. In either case, "the teacher and learners plan cooperatively in order to set objectives capable of being achieved" (Casteel, Johnson, 1989). In Strategy Families for Disabled Readers, Dana (1989) suggests that "through self-monitoring and teacher guidance, they eventually discover which strategies work best for them" (p.33).

Individualized instruction may also be used for the otherwise special needs student, who is beyond the majority of students and would benefit from working on an independent project.

Journals are another method that can help to strengthen a student's understanding of literature. Like learning circles, journals are a way of reflecting thought (Williams, 1993). There are several types of journals: buddy journals, response journals, reading journals, as well as subject specific journals such as science journals and math journals. Whatever they are called, they are variations on the same theme. Journals free the writer to express their reactions and responses to the subject at hand, whether it be a complex math problem or a new character in a novel. In journaling it is not the product that is most important, it is the process. Journals offer the student a safe place to organize their thoughts, and to try to make meaning of complex processes and feelings. Journals are often used as a catalyst to inspire reading discussions, and as a means of review of important events in a story. They can be used as a means of communication between student and teacher, or student to student, as in buddy journals (Bromley, 1989).
Motivation

Strategies and methods are the tools of successful reading instruction, but in the upper grades, there is another topic that warrants some exploration. This topic is student motivation. Gambrell (1996) states “Teachers have long recognized that motivation is at the heart of many of the pervasive problems we face in educating today’s children” (p. 17). In upper grade classrooms the gap has widened between the apparent ability of the students and the difficulty of the assigned reading materials. Many of these students are not willing to take risks; they are reluctant to be 'wrong'. They do not see a worthwhile purpose for reading. Reading is something to be avoided, if possible. In order to pull reluctant readers back into the process, reading must have some importance to their lives. Reading can be shown to have a purpose, one that reluctant readers see as valuable to their own lives. Collins (1997) remarks:

There are many reasons for students lacking motivation in reading. However, a wide variety of teaching materials and teaching techniques help provide for differences in students' ability to learn. Supplementary materials like newspapers, magazines, games, films, and audio and video tapes, offer additional ways for students to acquire information. Any medium which stimulates students' interests and involvement is worthy of consideration.

Reading can be shown to play an important part in their future success. Through the varied use of 'real life' reading materials, such as newspapers and magazines, students may be more motivated to look at reading as a
necessary component of that future success.

Through all of this, teachers can reevaluate their role. The traditional mode of the teacher as dispenser of knowledge needs some adjustment. If teachers choose to be one of the learners, they become the managers of learning instead of the dictators. Students need to see teachers interact with print; modeling is an important teaching tool. Whole language teaching has this vision, a "teacher is not an authoritarian but a resource, coach, and co-learner who shares power with the students and allows them to make choices" (Gursky, 1991).

Reading is the center of learning. Our students need to see and value the role of reading in their lives. Our society expects all its members to be competent readers by the time they reach adulthood. A partnership between student learner and teacher learner is paramount if students are to master the needed survival skills of our culture. Reading instruction should not cease until that goal has been accomplished.
Project Focus and Limitations

Most upper grade teachers are concerned with the reading abilities of their students. Some have attended workshops, conferences, and other various trainings to acquire new reading strategies and methods proven effective with upper elementary students. Many teachers, however, have not had those opportunities. The focus of this project is to compile a variety of reading strategies that have been proven effective with older students. These strategies will be presented in four main categories: strategies to use before reading, during reading strategies, after reading strategies, and motivation for reading. The fifth section will offer a sample classroom management plan for using these proposed strategies in an upper grade classroom, specifically a sixth grade classroom. The project will include a suggested daily schedule, some strategy sample pages gathered from various sources, and some record keeping time savers. The final section is devoted to references.

While this project attempts to be comprehensive, it cannot be all inclusive. It will contain a variety of strategies, some of them may come from philosophies other than whole language. This may not cause alarm to some of my readers, but the philosophy will be explained along with each strategy, when indicated. Due to time constraints, not all of the listed strategies will have been tested in my classroom. This will also be noted in the Appendix.
Appendix A: Introduction to Reading Strategies

One of my most unsettling discoveries when I moved from teaching third to sixth graders, was that some of my students were still not fluent readers. There was no provision for this fact in the required curriculum of the grade level. The sixth grade curriculum was rigorous, and each minute was already assigned. Where would I find the time to teach my students to read? What would I cut out of the program so that I would be able to teach reading? What strategies should I teach them, and where would I find these strategies?

This project is the result of my limited research. I decided to gather reading strategies that could be used with older students. Many of them will sound very familiar to you, though the names might be a bit different. Several of them are overlapping, and may seem redundant. I included most that I read about, only because what works for one may not work for another. The cute name or acronym attached to a strategy may be the one thing that encourages a student to try it. A few of the suggestions may seem a bit too complicated to be useful to students. I prefer to think that the students should choose which strategies have meaning to them, so I will present even the difficult ones. Some of the strategies are easily self-taught; others will take an investment of teacher time to become successfully implemented.
Prereading Strategies

This first portion of this project will deal with strategies that are best used with students before reading. These are referred to as prereading strategies. Whole language referred to them as ‘into’ strategies. Many of them will probably be very familiar, while others may be new. Some of these strategies, while contained in the prereading section, will work equally well throughout the reading process. Reading is not an easy process for some students. They need help to prepare and focus themselves on the task at hand.
Brainstorming or Webbing: Using Prior Knowledge

This process consists of tapping into the prior knowledge of the students about a particular topic or theme. If you were to be starting a unit on friendship, you might ask students to list all the characteristics of a good friend. This strategy can be adapted for use with any curricular area. To construct meaning from text, students need to see beyond the actual words on the page. They need to tap into their prior experiences and make connections. As students have more non-visual information in their heads, they have less cause to rely on visual information.

Brainstorming, or webbing, is effective as an independent activity, but also as a whole class or group process. If used as an independent activity, it would benefit the students to discuss what they know from their personal web with other students, either whole group, or in their smaller reading circle group.

This strategy may be organized many ways. In its simplest form it consists of a list of phrases or words that come to mind regarding a certain topic. Another more visual approach is to put the topic or theme in the center of the page or board, with spokes extending from it, similar to a wagon wheel. Each spoke would then contain a fact about the topic.

Webbing is also a great strategy for reviewing what has been read. The student may put the topic in the center position and list major points around that topic in a wheel-like pattern. A sample webbing diagram is included in Appendix B.
Brainstorming or Webbing: Using Prior Knowledge

This process consists of tapping into the prior knowledge of the students about a particular topic or theme. If you were to be starting a unit on friendship, you might ask students to list all the characteristics of a good friend. This strategy can be adapted for use with any curricular area. To construct meaning from text, students need to see beyond the actual words on the page. They need to tap into their prior experiences and make connections. As students have more non-visual information in their heads, they have less cause to rely on visual information.

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Webbing is also a great strategy for reviewing what has been read. The student may put the topic in the center position and list major points around that topic in a wheel-like pattern. A sample webbing diagram is included in Appendix B.
REQUEST: Questioning

Re Quest is a strategy that was first used by hearing impaired students. It has students focus on visual clues to make sense of their reading. First, the title of the work or chapter is read. Then the first sentence is read. If there are pictures, charts, or graphs, they are studied. Students will then make assumptions about the text and will propose questions that they hope to have answered by the text. Students question the teacher, and the teacher models different types of questions. This strategy is repeated for each section or chapter of text. For younger students, or less experienced readers, this may have to be repeated at the paragraph or even the sentence level. By looking at the structure of the work, the student is often able to find patterns that will help with understanding.


What I Know: Prior Knowledge

This strategy is very similar to brainstorming. It delves a bit more deeply into prior knowledge as it asks the student to list everything that they already know about the topic or theme. This strategy is best used first as an independent activity. It is also useful to fold a paper length wise, making two columns. The first column is where the student should list everything that they already know about the topic. In the second column they will list all the new things that they have learned at the end of the story. This task may also be done in a journal. The second column may also be used to record information as they read the story, and then referred to as a study guide. Some students have adapted this to a three columned paper, one column for before, one for during, and one for after reading reflection. The third column may also be used to record "What I still want to know," or "Questions I have."
Book Talk: Predicting

This is a strategy that is very often used with younger students. It is very easily adapted to chapter books, and also to text study, therefore, it is a valuable tool to use with older readers. The cover, title, and any illustrations are studied by the student with the teacher's help. The first and last lines of the chapter or section may be read for clues to the main ideas the author wants to convey. Students are taught that authors often place main ideas in the first line of text, and may also summarize in the last sentence or two of text. Based on the information gathered, the student may then make predictions about the story or text. It is a good way to show a student how to focus on visual clues while making inferences about the text. This is a strategy that may be used in whole group, small group, or individually.
Set a Purpose for Reading

Students should always know why they are reading a certain piece. Sometimes the reason is for simple enjoyment, but often there is a distinct purpose to a reading assignment, such as answering test questions. Setting this purpose really helps students to focus on the task at hand. It helps them to know what clues they are looking for, and what parts of their reading assignment they should be concentrating on. This strategy often takes the form of prereading questions. These questions often focus on the central ideas of the piece, or chapter. By giving students these questions in advance, they may feel more connected to the assignment, and will have a better defined purpose for reading. Instead of teacher directed and generated questions, students may pose their own questions, things that they will try to answer through their reading assignment.

This is also an excellent test taking strategy. On reading comprehension tests, students should be taught to preread the questions before they begin reading. This will help them to focus, and will aid them to discover and make meaning of the story and the test questions.
This strategy is one that is used throughout the reading process, but is first used prereading. This is another visual strategy first used by deaf students. Concept, C, is closely related to using prior knowledge. The teacher needs to assess the student's understanding of the material and background knowledge of the topic. If the students understand the topic, then they move to the next item. Text, T, refers to setting a purpose for reading the text. Again, purpose for reading is important. Many good readers do this step automatically, but others need to have it spelled out for them. The student will then read the text independently. Application, A, is the last step; this is where the student evaluates the material and their personal understanding of it. They apply the new knowledge to their lives and try to make connections. This is another strategy from Schirmer (1994).
Strategy Organization: Classroom Chart

Ask the students to brainstorm all the things that they do when they come to something that they do not understand in their reading. It may be a word that they cannot figure out, or a section of their reading that they cannot quite understand. Create a large chart of these ideas or suggestions to be prominently displayed in the classroom. Many students are under the mistaken impression that they are the only ones who have any difficulty with reading. Not only does this collection of strategies open up their eyes that everyone sometimes has difficulty with reading assignments, but it offers them a variety of new things to try. It is also helpful if the teacher has some personal strategies to add to the chart after the students have listed all theirs. Be sure to explain that using strategies is not cheating, but rather the intelligent thing to do. One of the strategies that will be sure to come up is “Ask the teacher.” This is a valid strategy, but students should be encouraged to try a few others from the chart before they resort to the ask teacher strategy.

Establish Reading Groups: Comfort Zone

So much time was spent over the past several years, convincing teachers to do all their lessons whole group. This was touted as the only way to teach in a Whole Language classroom. The reality of the matter is that group discussions seem to evolve best from smaller groups. Smaller groups serve many functions. First of all, and possibly most importantly, they create a safe place that students can discuss the story or assignment. They give students the security to take a few risks. If the students are instructed in the purpose of small group interaction, they will often open up more in that type of setting. Small groups allow each student to be heard and to participate more fully.

Another important role of small groups is that students may be placed in groups with others who have similar interests. By allowing students more freedom in book or topic choice, groups should have a common bond.

Smaller reading groups may allow students to be monitored more easily for assessment purposes. As a teacher, it is much easier to listen to students read and discuss in a small group setting than it is in a whole group format. This may help to facilitate direct instruction when needed, or raise topics for further mini lessons.
In K-W-L strategy the K stands for "What do I know?" Again, this is to tap into prior knowledge; what does the student already know about the topic. The W represents "What do I want to learn?" This sets a purpose for reading and also allows the reader to have a sense of focus. The students pose questions that they hope to have answered by the assignment. The L is used after reading to assess "What have I learned?" This entire strategy may be done independently, possibly in conjunction with journal writing, or it can be used in small or whole group settings. This is a very popular strategy as it was mentioned in several different sources. It seems to be an easy one for students to learn and use.


RAM: Prepares Readers

The RAM strategy family is used to prepare students for the reading process. The R stands for Relax. Many less prepared readers have a great deal of anxiety when they are expected to read something new. They need to be taught to relax, take a deep breath, or perhaps even do some simple muscle relaxing techniques, before reading. The A represents Activate Purpose. This is another strategy that expects the reader to tap into their background knowledge, and to then set a purpose for reading. When students know the purpose, comprehension of the assignment is enhanced. The M stands for Motivation. The students need to take responsibility for their own learning. Many less prepared readers expect everyone else but themselves to take responsibility for their learning.

Strategies to Use While Reading

These strategies are to assist students while they are reading. They help them within the text and help them to self-monitor their reading. Often less prepared readers need extra help in this area; sometimes even 'good' readers need some helpful hints. So often the only strategy that students know to use while reading is to sound it out. There are so many more effective strategies to teach children.
Buddy or Paired Reading

Reading fluency is often improved when students read with a buddy. When students read in groups of two, there is less apprehension on the part of either reader. These pairings may be arranged in many ways: paired with a reader of like ability, paired randomly, paired with someone who has similar interests, or paired with someone who is a much less able reader. Through these pairings, students usually gain confidence, and have more practice actually reading. The readers may take turns reading the text, or may choose to break the assignment into smaller pieces, with each partner taking an assigned part.

Another form of buddy reading is when an older, less able reader, is paired up with a much younger reader. The older reader chooses appropriate material to read to the younger student, practices reading it over and over, thus improving their own fluency, and then performs it for that younger child. An excellent article on this type of buddying can be found in the February, 1990 Reading Teacher.

Visualizing: Creating Pictures in the Mind

Most good readers are able to effortlessly create mental pictures while they are reading. They have very well defined ideas about the appearance of the characters and setting. Less prepared readers often are so focused on the print on the page, that they do not visualize what is happening in the story. As they are not creating these mental pictures, they do not have anything for their minds to latch on to, and thus have trouble making meaning out of text. In this strategy the student reads or listens to text, a selection with strong imagery is best. They are instructed to try to make a mind picture of what is being read. The next step is for them to verbalize what they are picturing in their mind. This strategy is often successful in share/pairs. Two students will share their own visualization of the story. In this way the teacher can more easily check for understanding. Some students who really seem to struggle with this idea may need to start by viewing a picture and verbally describing it to the teacher, or a partner, in as much detail as possible. By doing this, the teacher is able to point out anything that has been missed by the student. When the student is comfortable with the picture description method, they are probably ready for working with actual text.

G I S T: Generating Interactions between Schemata and Text

After reading each section of a non-fiction text, the student needs to generate a summary sentence. This procedure is repeated throughout the reading assignment. Students should check their summaries frequently with other members of their reading group, or the teacher. Through this process, the students will have an overall summary of the assignment that may be used in reviewing. The teacher may choose to use seven prompts to model and coach students.

Before reading:

1. What do you think this material is going to be about?
2. What do you think the text is going to tell you?

After reading:

3. Did you find evidence that supports your prediction?
4. Did you find evidence that does not support your prediction?
5. Do you want to change your prediction at this point?
6. Do you want to make any changes in your statement of what this is about?


SIP Strategy

This strategy helps the student to remain focused on the text. They attend to this strategy throughout their reading. Again, this helps set a purpose for reading. The S stands for the reminder to Summarize. The student needs to summarize the contents of each page or section of their assigned reading. Next comes I, Imaging. The student needs to form an internal visual display of the content while they are reading. They need to make pictures in their heads. Successful readers often admit that they had a certain picture of a character in their head while reading. This helps the reader to make a more personal connection. This is again, to help them focus on their purpose for reading, and to continue to make meaning. The P is a reminder to continue to Predict. Successful readers continually predict what will be happening next. Less prepared readers need to practice this; it does not come naturally to them. Their predictions often encourage students to read on to find out if their predictions were correct, thus giving them an added motivation to continue reading. As this strategy keeps the reader actively involved, it is often very successful.

This method is used during and after reading. The R stands for Read On. The student should keep reading if they come to something that they do not understand. If necessary, they should reread the section. The I stands for Image the Content. Again, making mental pictures helps the student to connect to what they are reading. The P represents Paraphrase. This is another method of summarization. The students need to put the content into their own words. This is especially helpful in sections of the reading that are difficult for the reader. The S stands for Speed Up, Slow Down, or Seek Help. The reader needs to self-monitor. If they are reading too slowly, they will not be able to make meaning from the selection. The same is true if they are reading too quickly. They might miss some important information that is needed to comprehend the selection. If slowing down or speeding up does not help, they need to seek help from the teacher, or someone else in their reading group.

Journaling: Organizing Thoughts and Information

Journals are used successfully throughout the reading process. This is a very useful strategy to students because they are allowed to put their thoughts and questions about their reading in their journals. Some students also choose to draw diagrams, design word webs, or sketch illustrations to help them make meaning of their reading. Successful journaling allows the student to make connections to their own lives, to organize their thoughts and questions, and to take risks with a minimum of fear. Journal notes may be used to start reading group discussions, to study for tests, and to reflect on the assigned reading. There are many types of journals, such as buddy journals, response journals, and journals for each curricular areas. Journals may be used before reading to make predictions, or pose questions, during reading to record feelings and observations, and after reading to organize reflection.

There are many valuable articles and books on the journaling process. I have listed a few that I have found helpful.


CORI: Concept Oriented Reading Instruction

This is more of a program of reading instruction, but it does contain some very helpful ideas. It is a combination of several strategies already discussed. In this program students have specific steps that they walk through to make meaning of what they have read.

1. Use the pictures, diagrams, charts and graphs provided to help focus and make predictions.
2. Refer to student generated questions.
3. Look up unknown vocabulary.
4. Break the text into manageable parts, and then reassemble.
5. Ask peers for opinions.
6. Form mental images.
7. Reread the text.
8. Slow down or speed up.
9. Consult their own background knowledge.

Students also need to be taught to take notes while reading and to reflect on the reading that they have done.

Sketch to Stretch

Many students are more comfortable drawing than with any other medium. In the Sketch to Stretch strategy, students are asked to draw or sketch what they feel is happening in the text. They may draw a summarizing picture for each section, as the story is being read to them. They may draw their predictions about the story. This strategy can be very helpful to those students who have trouble putting their thoughts into sentences, but do not have trouble putting their thoughts into pictures. This is a great way to aid students who are having trouble with visualization.
JIGSAW: Comprehension Strategy

This method of reading divides a difficult or long reading assignment into manageable parts. Each part is then assigned to a cooperative group. The group skims the material for important information, and summarizes it. They may be asked to design a presentation of some kind to help explain their section of the assigned reading. The summaries are then shared with the whole class. Like a jigsaw puzzle, the text is reassembled by the students. This strategy helps to keep students from being overwhelmed by demanding reading assignments. Each student is then responsible for note taking on all the other presentations. They will then have an overall summary of the text without needing to do all the work themselves.
Students need to be aware of what they are reading and should often stop, and check that what they are reading makes sense. Some students substitute a word for an unknown word in text, and keep on with their reading. This can be a helpful strategy, but only when they check themselves frequently to see if what they are substituting makes sense. To check for meaning, the student may need to reread a portion of the text. They then may want to check their understanding with someone who they consider to be the best reader in their reading circle or group.
Close or Cloze Procedure

Students need to choose a semantically appropriate word to substitute when coming to a word that they do not understand. Often times the teacher will select a text and purposely cover chosen words. The student is then taught how to choose an appropriate substitute word. Sometimes they look for phonemic clues, as to beginning and ending letters, often they look for context clues, what makes sense, but usually they read on and try to think of a word that makes sense in the written text.

Luft, P. *Hearing Impaired Education*, Kent State University.
After Reading Strategies

When students are finished reading a selection, they need to gather all the pieces together to make sense and meaning. Students need to reflect on what they have read. They need a way to bring it all together, to make connections to their lives. This section of strategies deals with ways to help students with the reflection and connection process; they need to reflect on their reading and make connections to their prior experiences and everyday lives.
C D I : Curriculum Dialogue Instruction

This is a structured conversation between the teacher and the student. It was developed to help at-risk middle school students. It consists of seven core questions:

1. What are the facts, and what do you know for sure after reading?
2. What were you thinking as you read?
3. What were you feeling?
4. What is the most important question that occurred to you?
5. What is the most important thing that you learned?
6. What did we overlook in our conversation?
7. What have you learned and how can you apply it to your life?

While this strategy, as presented, takes a great deal of teacher input, it can easily be modified to be part of small group interaction, and even as an independent activity. This would also work well as a chart on the inside of a journal. It gives some focus questions to aid students to make sense of their reading.
Retelling

This is a strategy that may be used by an individual student, or by cooperative groups. In this strategy the student or group retells the story in their own words. The story should have been read at least two times before a retelling is attempted. The student or students then summarize the story and retell it in their own words. This strategy calls on the students to synthesize the authors words and make them into words that are easily understood by all the people in their group. An extension of this strategy has the students giving the story a different ending or a bit of a twist. Some students choose to act out the story.
Rereading: Revisiting The Text

This seems like such a common sense strategy, that its importance is often overlooked. Most readers automatically reread a phrase or sentence to clarify or recheck their understanding of written text. In this strategy the student is asked to reread for a specific purpose. It may be to answer questions or to check meaning. It may be to draw illustrations that reflect the sequence of events in the story. It may be to reflect more fully on the story and to confirm details. Rereading should not, however, be overused. If students are asked to reread everything, especially older readers, they will resist doing it over because it would be viewed as boring.

After reading the text, the students take the story a step further. For example, if the students had read Cinderella, they might want to write an invitation to the Prince's Ball. This might lead to a discussion of the features of the genre, for example invitation writing. They might write a continuation of a story, or rewrite the ending. They might write the story over with themselves as a main character. Students may choose to act out the story. This is a valid strategy because the student must really understand the story to make adaptations to it. This is also a great activity to do in cooperative groups.

Story Board

After reading, the student will reflect on the sequence of events in the story. They will then recreate the story by drawing pictures and writing captions that summarize the main events of the story, in sequence. This can be done on a piece of construction paper divided into four or eight sections. Long strips of paper, such as sentence strips, are also ideal for this activity. This may be accomplished individually or in cooperative groups. It is an easy way to check for comprehension.
Attribute Web

This is an organizational strategy that helps students to compare the various attributes of the main characters of a story. Each of the main characters becomes the center of a web. Four branches extend from each character's name, and are labeled: Acts, Feels, Says, and Looks. On these lines the students will write facts and impressions about the characters, revisiting the text as needed. This strategy helps them to focus on the characters and to realize their importance to the story. It is a great tool to help students to compare and contrast different characters and their actions and importance in the story. A sample attribute web is included in the Appendix B.
Jigsaw: Comprehension Strategy

This method of reading divides a difficult or long reading assignment into manageable parts. Each part is then assigned to a cooperative group. The group skims the material for important information, and summarizes it. They may be asked to design a presentation of some kind to help explain their section of the assigned reading. The summaries are then shared with the whole class. Like a jigsaw puzzle, the text is reassembled by the students. This strategy helps to keep students from being overwhelmed by demanding reading assignments. Each student is then responsible for note taking on all the other presentations. They will then have an overall summary of the text without needing to do all the work themselves.
Motivation Strategies

Young children do not seem to need as much specific motivation to read as older students. Young students are busy acquiring the needed concepts of print. Most books designed for young readers are colorful and full of pictures. The books themselves are often enough motivation. Books for older students have fewer illustrations, are less colorful, and may seem overwhelming to the less prepared reader. Older students need to have a reason and purpose for their reading.
By the time students reach the upper elementary grades, they have very set ideas about their own weaknesses and strengths. If an older reader does not perceive themselves as a ‘good’ reader, they will often feel inadequate when it comes to choosing books for their personal reading. Many of these students choose comic type books, or revert to reading old time favorites they they read in a much earlier grade. These students need to be made aware that there are books that are appropriate for them to read, ones that are not too difficult for them to read on their own. Many publishers are listing a grade appropriate reading level on the back cover of paperback texts. Students and teachers alike need to know that these ratings vary from publisher to publisher, and cannot be relied on for any great consistency. Teachers may choose to group classroom texts either by subject or by difficulty. Students should be taught how to check if a book is too difficult for them. When in the primary grades, many students were taught the five word rule. This indicated that they should choose a book to read, open to any page, if they came to five words that they did not know or understand, they should choose a different book. This is still a valid strategy. The student may find that a book that they really want to read does not pass the five word test. This does not mean that they may not read it, only that it will be more of a challenge for them, and that they will probably have to look up some of the words to make meaning from the text. The most effective way to handle this situation, is for the teacher to have a variety of texts for students to choose from.
Goal Setting

Many students are self-motivated. Others need to see a purpose or set a specific goal. Some students need help in setting realistic goals for themselves. They set goals that are too lofty, and thus set themselves up for failure. Small steps of achievement are the most attainable, so if students set a lofty goal, the teacher may need to help the student to break that goal into manageable, reachable steps. As each small step is reached, some small reward will help the student to stay motivated to reach for the next step. We would all like to think that a job well down is its own intrinsic reward, but the reality of it is that children need to become more able readers before that take joy in the reading process.
Supportive Environment

Students who are having difficulty reading are often reluctant readers. They are afraid that someone will hear them make a mistake, and thus consider them 'dumb'. This is especially true in older students. They are very self-conscious about their reading. By establishing a safe and supportive environment for learning, the student may feel more comfortable taking risks. Smaller reading circles are perfect for creating a less stressful environment for less prepared readers. These groups may be arranged heterogeneously, by student interest, or by random selection. If they are kept to a small number of students and remain constant for a period of time, they create an atmosphere of trust and comfort.
Choice

Very often in the classroom, the teacher makes all decisions about reading topics and texts. Reluctant readers often complain that they have little or no interest in the assigned reading. By allowing students to make decisions about their learning, they have a much increased interest in the whole process. When feasible, students may be allowed to choose topics of study that are related to the core curriculum that is expected in each district, and at each grade level. The students may then research or choose books that relate to the chosen topic. Sometimes the student’s choice is a bit more limited, as when they are expected to read a mystery book or a non-fiction text. In those cases the student may still pick the actual title, but must choose within the genre. Again, the teacher will need to have available a large of selection of titles, and levels, from which the student may choose.


Theme Cycles

Theme cycles are somewhat related to student choice. A theme cycle is often a topic selected by the teacher that relates to specific curriculum that needs to be covered. The student then works with a team of others to design research, a project, and a presentation to share with the class. What is most wonderful about a theme cycle is that the students have a wide variety of how they may choose to present their information. I have had students who presented a self-created video presentation, a full course meal presentation, a scale model of an entire civilization, and a play written, costumed, and performed by students. Students tap into their own gifts and interests, and thus are very motivated to finish the assignment. They are so excited to share with the class, and to be entertained by the other members of the class.
Appendix B: Teacher Helps
SAMPLE DAILY SCHEDULE: Language Arts

8:45 - 9:00 Cursive practice, daily oral language sponge activity.
9:00 - 9:20 Spelling lesson
9:20 - 9:40 Sustained Silent Reading
9:40 - 10:00 Mini lesson of strategies or writing help
10:00 - 10:25 Reading Circle groups
10:25 - 10:45 RECESS
10:45 - 11:05 Continue Reading Circle Groups
11:05 - 11:30 Social Studies-literature integration
(Student Self Evaluation)

Am I developing as an independent reader?

Name: __________________________
Year: __________________________

Choosing My Books:

* Do I choose at the right level?
* Do I choose varied materials?
* Do I listen to the suggestions of others?
* Do I use all sources available to me?

Reading Independently

* Do I enjoy reading quietly?
* Do I enjoy daily reading time?
* Do I choose to read at other times?
* Do I read different books for different purposes?
* Do I know what to do when I don't understand something?
* Do I know what to do when I don't know a word?

Taking Part in Conferences:

* Do I prepare myself for the conference?
* Do I speak freely about my reading?
* Can I talk about what the author means?
* Do I listen to what others say?
ATTRIBUTE WEB: The topic or character is listed in the center oval. The spokes radiating from the oval contain information about the character or the topic.
Story Board: Story Grid
Story Map:

Title/Author: ____________________________________________

Setting: ________________________________________________

Main Characters: _________________________________________

Problem: ________________________________________________

Events: _________________________________________________

Solutions: _______________________________________________

Story Theme: ____________________________________________
SELF EVALUATION

NAME: ____________________________________________
BOOK: ____________________________________________

1. What did you learn during group discussion that you didn't
realize before? ____________________________________________

2. Was there a character that you felt a personal connection to?
Please explain. ____________________________________________

3. What is the most important thing that you shared with your circle
group? ____________________________________________

4. From which character did you learn a
lesson? ____________________________________________


_____________________________________________________

_____________________________________________________

_____________________________________________________

66
### K - W - L Strategy Sheet

<table>
<thead>
<tr>
<th>K</th>
<th>What we know</th>
<th>W</th>
<th>What we want to know</th>
<th>L</th>
<th>What we learned</th>
</tr>
</thead>
</table>
References


Luft, P. Hearing impaired education. Kent State University.


