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[BEING ACTIVE WITH ACTIVE READING STRATEGIES]

Current research about movement indicates that creating an atmosphere where students do not just sit increases student focus and motivation. Students who are motivated and focused are more likely to comprehend what they read. By adding movement to the instruction of reading strategies, students are able to internalize each strategy and recall how to use them and reasons for doing so.



REFLECTION

Q1: What reading strategies do you explicitly teach in your classroom?

Q2: How often do you teach reading strategies in your classroom?

Q3: What do you do for the struggling readers?

Q4: How do you know if students are understanding what is being read in the classroom?



Middle and high school teachers can and must teach students to be better readers of their course material. The material students encounter in secondary school is complicated and not understood by just "reading the words". It requires a variety of thinking processes, many of which need to be taught. Middle and high school students don't automatically know how to cope with rigorous reading material just because they've left elementary school.

-adapted from I Read It, But I Don't Get It, by Chris Tovani

Good Readers and Comprehension:

- -from "Effective Practices for Developing Reading Comprehension" by Duke and Pearson, 2008, p. 107
- •Good readers are *active* readers.
- From the outset they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.
- •When reading narrative, good readers attend closely to the setting and characters.
- •For good readers, text processing occurs not only during "reading" as we have traditionally defined it, but also during short breaks taken during reading, even after the "reading" itself has commenced, even after the "reading" has ceased.
- •Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive. To borrow a term from the decoding debate, comprehension instruction should be balanced. By this we mean that good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text. The components in our approach to balanced comprehension instruction are a supportive classroom context and a model of comprehension instruction.

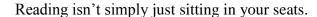
Important Tidbits about Teaching Reading Strategies

- •Skills must be re-enforced each time a student reads anything in class
- Modeling is crucial
- •Research points out the need for students to reflect on their reading and their use of reading strategies
- •It is important to point out reading strategies used in the classroom



Reading is...

ACTIVE!





In order to read effectively, it is necessary for you to interact with whatever you are reading.

You mind is constantly in motion when you read.

To fully understand what you read, you complete tasks

- Before you actually start to read a selection
- During the reading of the selection
- After reading the selection

In other words, you don't just pick up a book and read the words.

Metacognitive Awareness

-from Assessing Students' Metacognitive Awareness of Reading Strategies *Journal of Educational Psychology* Mokhtari & Reichard, 2002, p. 250

Researchers have shown that students' awareness of their own reading comprehension processes can be enhanced through systematic, direct instruction (Paris & Winograd, 1990). They concurred with other researchers that strategic reading can be taught to students who need it through carefully devised instructional techniques (e.g., Brown, Armbruster, & Baker, 1986). However, they cautioned that "metacognition should not be regarded as a final objective for learning or instruction." Instead, it should be regarded as an opportunity to "provide students with knowledge and confidence that *enables* them to manage their own learning and *empowers* them to be inquisitive and zealous in their pursuits" (Paris & Winograd, 1990, p. 22).

This work has been very important in prompting reading researchers to examine readers' own awareness of their cognitive and motivational processes while reading and the actions they use to monitor comprehension. In addition, such research has provided teacher educators and practicing teachers with practical suggestions for helping struggling readers increase their awareness and use of reading strategies while reading.



A Case for Movement in the Classroom

Many researchers recommend that all teachers use physical activity in their lesson because movement has a positive impact on student learning (Castelli, 2009; Mitchel, 2009).

Adolescents need to move

- Adolescents can become restless due to "fluctuations in basal metabolism"
- Adding movement helps students avoid restlessness
- -Adding movement can be beneficial for student learning and classroom management (Wiles and Bondi, 2007)

Physical activity may improve memory

- -Students who are able to focus longer on learning activities are less likely to disrupt class
- -Exercise helps with problem solving, memory, and reasoning (Medina, 2008).
- "Evidence is mounting that each person's capacity to master new and remember old information is improved by biological changes in the brain brought on by physical activity" (Ratey, "Users Guide" 2002, 178).
- The part of the brain used during movement activities is also used during learning (Jensen, 1998)

Physical activity may reduce stress

- -Exercise can control the feelings of stress by helping to reduce muscle tension and providing students with the opportunity to focus on something else other than what they are currently feeling or experiencing at a given time (Rathey, "Spark", 2008).
- -Adding movement to lessons can help reduce anxiety and stress

•Physical activity may improve focus

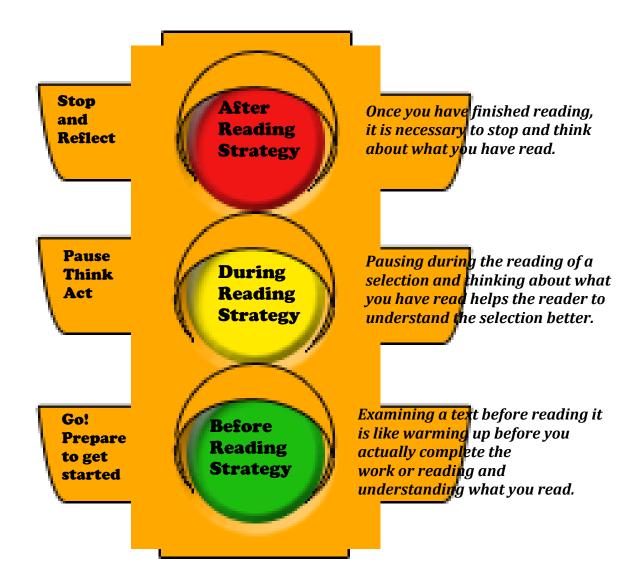
- -Adding movement adds variety to a lesson and provides motivation for students as well as brain stimulation.
- -This helps students remain focused on the learning at hand and results in the greater possibility for memory recall later (Jensen, 1998).

•Physical activity may increase student motivation

"Behavior problems tend to arise when students are frustrated, anxious, or confused. These are the students who may be better engaged by lessons that are taught with multiple learning-strength strategies." (Willi, 2009)



Active Reading Strategies





Before Reading Strategies

¤Review Text Features

¤Subtitles, photos and captions, graphs, diagrams, etc.

¤Ask Questions

¤What do you wonder about what you're going to read?

¤What do you already know?

Set Purpose for Reading

Activate Learning, Self-Questioning, and Reading Comprehension:

Background knowledge, active engagement with ideas in the text during independent reading, and questioning the author are powerful influences on comprehension (Beck and McKeown, 1999).



During Reading Strategies

¤Visualize

¤Quick Sketch ¤Mental Images

Make Connections- Marking the Text

¤Text to Self

¤Text to Text

¤Text to World

¤Ask Questions

¤Turn the information into a question that can be answered ¤Connect to QAR

¤Two-Column Notes/Flow Maps

¤Two-Column Notes for non-fiction ¤Flow Maps for Fiction and some non-fiction

Visualizing and Summarizing:

The combination of visualizing and summarizing significantly increases comprehension by integrating the right and left brain hemispheric functioning (Bell, 1991,2000).

Reading and Annotating:

Annotating or writing about what is read increases students' retention and comprehension (Myers, 1984; Moffett and Wagner, 1983).

Self-Questioning:

Students learn more effectively when they generate their own questions, summarize and exert choice in the lesson than when they do not (Andre and Anderson, 1978-79; Cohen, 1983).



After Reading Strategies

¤Summarize

¤Ask Questions

¤What questions do you still have?

¤Think About the Purpose

¤Were you able to address the reasons for why you were reading the selection?

Critical Thinking Exercises and Self-Questioning:

Students who are exposed to higher order questions understand more than students who are exposed to lower order questions (Redfield and Rousseau, 1981).



Before Reading Strategy: Set a Purpose

Title of Selection:		5
Author:		2
Is the selection you are about	to read a required assignment? Yes/No	9
	Statement Why do you <i>need</i> to read this	
selection? Explain.		
		_
Student Directed Purpose Storead this selection?	tatement What is the reason YOU want	
Look at the selection you are	e about to read.	
In the box below, sketch or wr able to learn (or find out) abou	rite notes about what you think you will but the selection.	e

Movement Strategies: Before Reading Stretch; Statues

Being Active with Active Reading St
During Reading Strategy: Quick Sketch tion:
raw a quick sketch of the section you have read. Nex
nago
page:
page:
page:

Movement Strategies: Sit/Stand; Statues; Move to Another Group



Movement Strategies

The following movement strategies were explained at length at the conference. Below is a brief description of each.

4 Corners

The purpose of the activity is to check for understanding during or after reading a selection. It can also be used as a critical thinking exercise. Because students move to different corners of the room based on selected answers to questions, this activity provides a clear visual of what the students are thinking and this visual can be incorporated into a healthy discussion about a reading selection.

Notes/Questions Around the Room

The purpose of the activity is to energize students and break up the monotony of staying seated for long periods of time. While the directions for this activity are for vocabulary words (Before Reading Strategy), questions about a text can also be posted, and students can answer questions based on what they have read. In this case, it might be used as a During Reading Strategy. The basic idea of the strategy is that students walk around the room to take notes on a particular topic.

Sit/Stand

This activity is designed as a way to ask a variety of questions and focus students on important information. This activity can be done as a Before, During, or After Reading Strategy. For this strategy, all students stand until they answer a question correctly, and then they sit down.

Move to Another Group

This activity is designed as an extension of a Think-Pair-Share activity. While it can be used as a Before, During, or After Reading Strategy, the intent is to discuss what is happening in a text. For this reason, it might be better suited as a During Reading Strategy. Students begin in groups of three and then progress to another group of three for an extended discussion.

Statues

This activity is designed check for understanding as a quick formative assessment. It is completed as a During Reading Strategy. At specific places in a selected text, students will stand and freeze in a position that represents part of the plot.