

# READING in the middle



A MONTHLY UPDATE FROM YOUR MIDDLE SCHOOL  
READING INTERVENTIONISTS

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## 2018 Wrap Up

As 2018 comes to a close, we reflect on the first four months of our intervention program. We spent a lot of time on close reading strategies in order to boost our comprehension skills. We watched our students begin with having minimal annotations on their text to having overwhelming confidence and being able to express their thoughts on their papers. They love participating and sharing in small groups. We have had overwhelming success with the use of our FQR Chart. This basic reading skill is both a comprehension tool as well as an assessment strategy for examining a piece of text. Students use a three-column chart to label areas in the passage that either represent factual information, elicit questions, or generate personal reactions; hence the acronym is FQR. These three elements provide a basis for class discussion and can be used with both fiction and nonfiction passages.

### TAKE A PEEK!

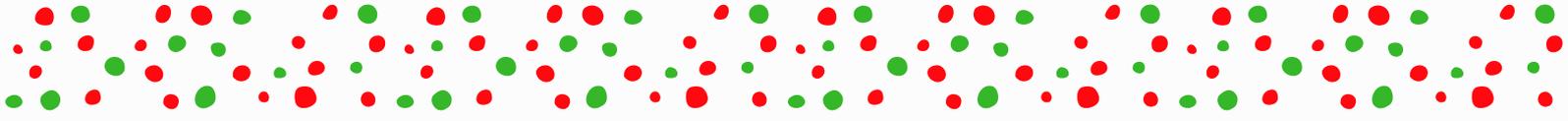
2018 WRAP UP - 1 & 2

COMING IN  
JANUARY - 2

HOLIDAY WISHES - 2

You can check out this resource [here](#) and use it with your child while reading together. It is amazing to see the progress and their ability to connect and summarize information and ideas read.

TITLE:		
FACTS	QUESTIONS	RESPONSES



## 2018 Wrap Up Continued

\* Students learned that good readers ask questions before, during and after reading, which is something that comes naturally, but takes some practicing and recognizing at first.

\* Students were prompted to focus on asking a variety of questions that prompt higher level thinking. Although it is important to know the main character's name, or the setting of the story, the real learning takes place when they can do something with that information, such as compare the main character's attitude at the beginning of the story to the end of the story, or to decide which character suffered the most, as these questions promote students to pull from personal opinions, prior knowledge, as well as from the literature.

## Coming in January

In January we will begin the SQ3R reading strategy. We will use a metaphor to show students that we approach an informational text the same way we set our table for dinner. If we simply sat down to eat dinner without first setting out the dishes, condiments, silverware, etc. we would constantly have to go back to the kitchen and start all over. If we do not set our text up for reading by scanning the text features, accessing prior knowledge, and asking questions to give us a purpose, we will constantly have to go back to the beginning of the passage and start all over to try and understand what we are reading about. Students will be able to choose passages of interest to practice the strategy, ask questions, and react to the text. Some of our high-interest, controversial issues to read about include teen smoking, the ethics of sneaking food into the movie theater, how the flu virus is spread, and how much TV Americans watch today. When students are interested in what they are reading, they are apt to get more out of it.

For More Info on [SQ3R](#), [Click here!](#)



Wishing you and your family a  
warm holiday season and a joyful  
New Year!

