

Ohio Literacy Conference for K-3rd Grade Teachers

December 8, 2011 - December 9, 2011

C-5 Differentiated Reading Strategies (Gr. 1-3)

Terri Berning

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Reading Log

[illegible]



ZPD = reading level zone

[illegible]

Tune into Interesting Words!

C – context clues

T – teacher

P – pictures

F – friend

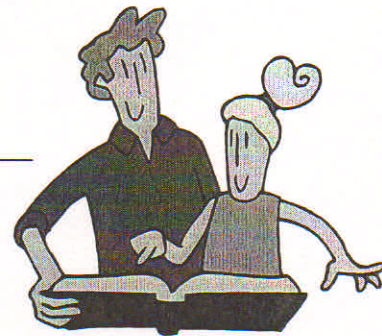
D – dictionary

A – affix knowledge

[illegible]

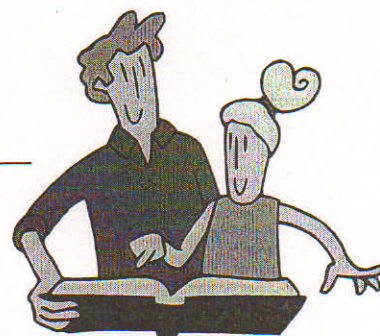
NAME _____ AGENT # _____

What strategy did you use today? Explain in detail how you used it.



NAME _____ AGENT # _____

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Great Adjectives for **Character Descriptions**



adventurous

aggressive

artistic

athletic

bossy

capable

cautious

cheerful

comical

confident

considerate

cooperative

courageous

creative

daring

dependent

energetic

foolish

friendly

generous

gullible

helpful

honest

hostile

humorous

imaginative

independent

intelligent

inventive

optimistic

organized

patient

persevering

polite

respectful

studious

successful

trustworthy

unselfish

witty

TYPES OF GENRE

FICTION – MADE UP

MYSTERIES

REALISTIC FICTION

HISTORICAL FICTION

SCIENCE FICTION

MYTHS

FANTASY

FAIRY TALES

FOLK TALES

TALL TALES

FABLE

POETRY

NON FICTION – FACTUAL AND TRUE

EXPOSITORY NONFICTION

HOW TO WRITINGS

PERSUASIVE WRITINGS

PERSONAL NARRATIVE

BIOGRAPHY

AUTOBIOGRAPHY

ALL REFERENCE MATERIALS:

ENCYCLOPEDIA

DICTIONARY

ATLAS

ALMANAC

INDEX

THESAURUS

MAGAZINE



FICTION – MADE UP

Mystery – a story in which a character unravels a series of clues to solve an unexplained situation.

Realistic fiction – a fictional story that could happen in today's age

Historical fiction – a story that takes place in a historical setting; characters can be real from the past or made up with a real event

Science fiction – a story that relies upon invention or extension of nature's laws

Myth – a story that explains something about the world and typically involves gods or goddesses or other supernatural beings

Fantasy – a story where the characters have magical powers, foolish situations, and animals are often personified

Fairy tale – recognized stories beginning with "Once upon a time . . ."

Folk tale – a story with no known author, which originally was passed on from one generation to another by word of mouth

Tall tale – an exaggerated, far-fetched story that is obviously untrue, but is told as though it should be believed

Fable – a story which is made up to teach a lesson; characters are usually talking animals

Poetry – words in lines making up stanzas usually having rhythm and ending rhyme

NONFICTION – FACTUAL AND TRUE

Expository Nonfiction – writing that explains information and ideas

How-to-writing – writing that teaches the reader how to do something

Persuasive writing – writing that tries to make the reader believe what the author believes

Personal narrative – a true story about something important to the author

Biography – writing written about someone's life other than the person

Autobiography – the story of a person's own life written by himself

Reference materials – books that provide a wide selection of information or help

Responding to FICTION

CHARACTERS

Does a character in this story remind you of anyone else you have read about or watched on television? Explain.

Who is the main character? Why is this character important in the story?

Did any of the characters change? If so, how?

If you could be any character in this story, who would you be? Why?

The character I admire/like/dislike most is ... because...

PLOT

Tell the main events that happened in the story.

What was the conflict in the story? How was it solved?

Were you able to guess what was going to happen in the end? How else might the author have ended the story?

What do you think was the funniest part? Saddest part? Most exciting part?

Would you change the ending of the book? Tell how and why.

SETTING

When and where does the story take place? Describe the place.

Have you ever been to a place like this? If you have, how was it like the place in the story?

How did the place affect what happened in the story?

THEME

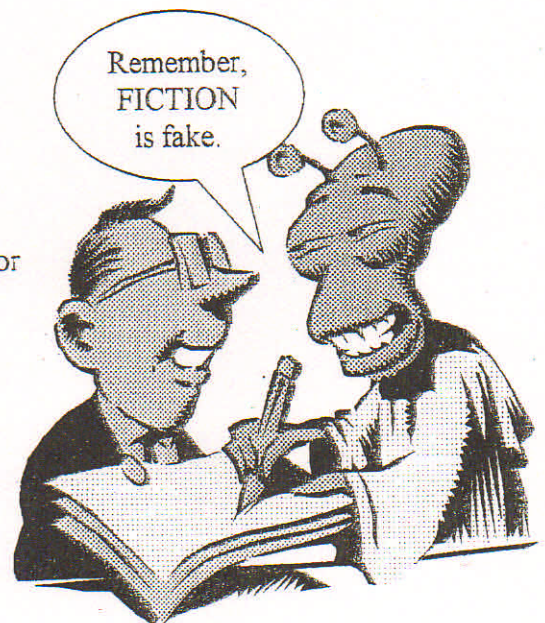
What was the author's message or theme of the story?

IN GENERAL

Would you like to read something else by this author? Why or why not?

If you were a teacher, would you want your students to read this book? Why or why not?

Does this book remind you of another book you have read? Tell the book's title and write about the connections.



Responding to NONFICTION

What were some of the most surprising facts you learned?

If you were a teacher, would you want your students to read this book? Why or why not?

What additional text supports did the author provide to help your understanding? (examples: charts, pictures, graphs, bold headings, glossary, phonetic respellings, etc.)

How could this information be useful to you?

The big ideas in this book are...

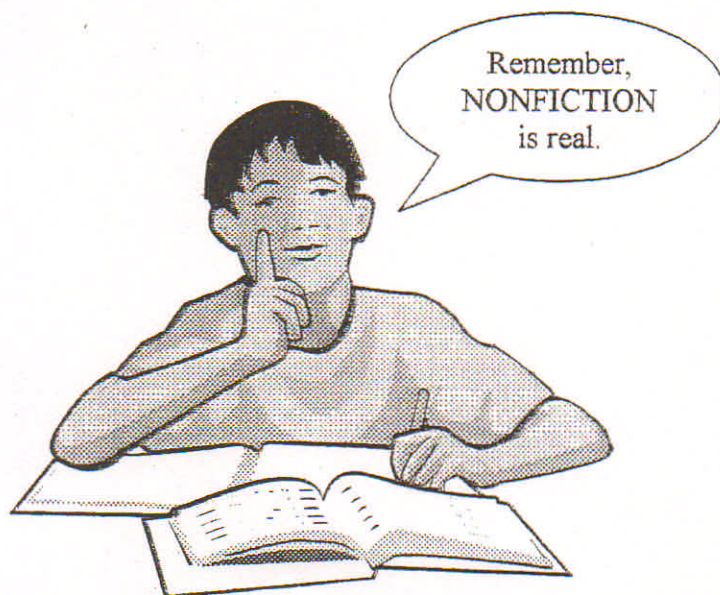
What I want to remember about this book is...

To summarize the text, I would say...

This book helped me to ...

Do you think the title is appropriate? Why?

Does this book remind you of another book you have read? Tell the book's title and write about the connections.



READING INFORMATION YOU MUST KNOW...

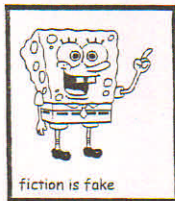
Two things I need to do whenever and wherever I pick up a book.

1. think about the genre
2. look at the text supports.

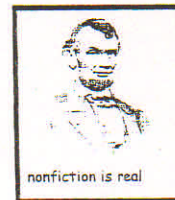
After I do these two things, I **predict**. Predicting means to decide what you think will happen. You read the selection to confirm with text or find out whether your prediction is true.

CAFE

- Comprehension means I understand what I read.
- Accuracy means I know all of the words.
- Fluency means I can read accurately, with expression, and understand what I read.
- Expanding vocabulary means I know, find, and use interesting words.



GENRES are types of writing.
Fiction is fake, and nonfiction is real.

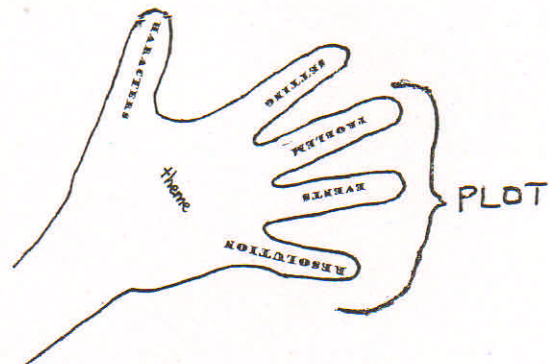


Reference sources are books that help you such as a dictionary, thesaurus, encyclopedia, atlas, and almanac.

High 5 for Fiction

Characters, setting,
conflict, events, resolution, (plot)
theme...the message of the story.

You must infer to figure out a theme.



A **main idea** is what everything is about. It needs supporting details. It can also be called the central idea.

Scooping means I read about four to seven words in one breath.

It is important to **stop at punctuation** when I read so that I don't confuse ideas from the sentences.

When I **self-monitor**, I am watching over my reading to make sure what I read makes sense to me. If it doesn't, I use the three fix up strategies. The three **fix up strategies** are to back up and reread adjusting the reading rate thinking more carefully, read on to see if the information will become clear, and ask for help.

When I **infer**, I use what the text says and my background knowledge.

Checking for understanding means I ask what is happening in the story and who it is about.

I **visualize** to make a picture in my mind to see what is happening in the story.

When I use the **cross checking strategy**, I ask if the word looks right, sounds right, and does it make sense.

Prefixes come at the beginning of a base word, always change the meaning of the base word, but will never change the spelling of the base word.

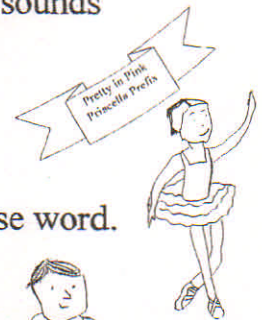
A **base word** is a basic word for what you want to say. It may also be called a root word.

Suffixes come at the end of a base word, always change the meaning of the base word, and will sometimes change the spelling.

Author's Purposes

1. to entertain
2. to inform
3. to persuade
4. to give directions

Reading is thinking!
Remember, a
physical workout is
to be going on in
your brain when you
read.



MORE READING INFORMATION YOU MUST KNOW...

Text supports include captions, diagrams, maps, graphs, charts, pictures, titles, table of contents, glossary, index and anything else that supports the text. Sometimes they are also called text features.

Make **connections** to comprehend!

- To self
- To world
- To another text

This reminds me of...



Causes are why



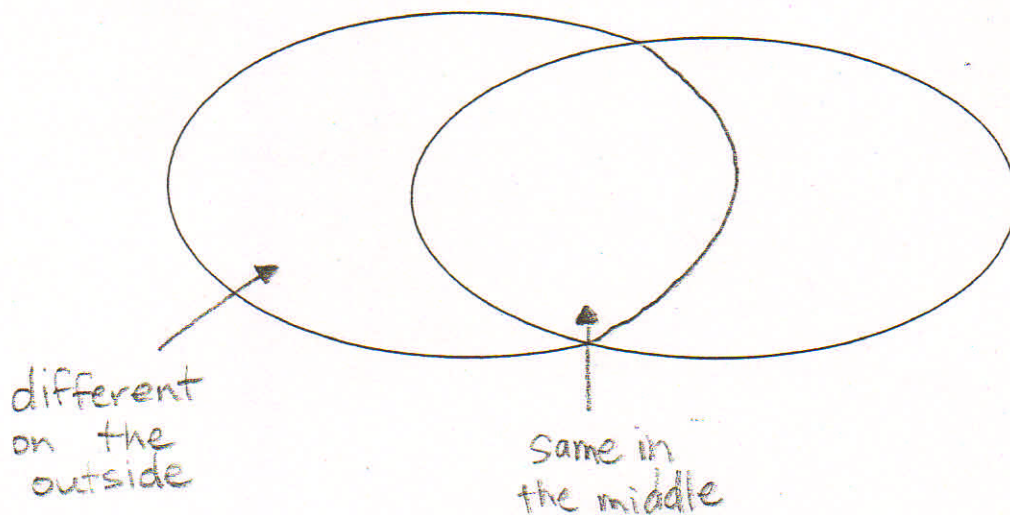
effects are what's happening!



Sequencing means putting the events in the correct order as they happen in the story. It is important to check the story many times to be sure you're correct.

Comparing means stating similarities, and **contrasting** means stating differences.

Meet Mr. Venn Diagram!



Synonyms are words that have **similar** meanings.

Antonyms are words that have **opposite** meanings.

Homophones sound alike but have different spellings and meanings.

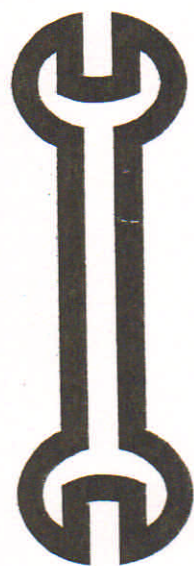
Example: their, there, they're

Homonyms are words with many meanings.

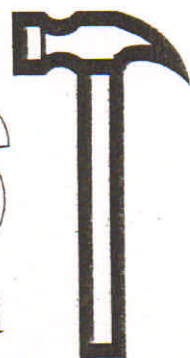
Example: bat (an animal or an object you hit with)

It is important to read Just Right books so that you can work on comprehending what the text says. As you become a better reader, your Just Right books will advance.

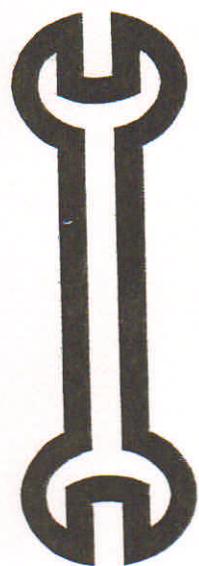
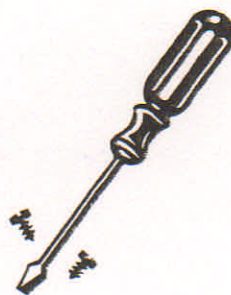
To practice fluency, reading poetry is a good idea. It helps you to "play" with the words so that you can read accurately, with expression, and understand what you read. It is wise to read a poem over and over until it sounds like it's ready to be performed to an audience.



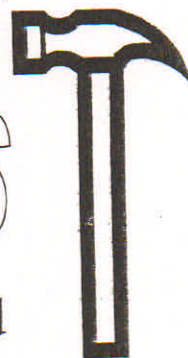
FIX UP STRATEGIES



- Back up and reread adjusting reading rate and thinking more carefully.
- Read on to see whether the information becomes clear.
- Ask for help.



FIX UP STRATEGIES



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LIST OF RELATED CITATIONS

“DIFFERENTIATED READING STRATEGIES”

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