

RDA

Recommended Daily Activities

To Make Strong Readers!

Presented by
Carol Reimann
Assistant Director
Southeast Regional
Professional Development
Center

AGENDA

➤ What Strategic Readers Do

➤ Linking to Prior Knowledge

➤ Vocabulary Development

RIVET
PICTURE RIVET
VOCABULARY FOUR SQUARE
KNOWLEDGE RATING GUIDE
VOCABULARY CHART
VOCABULARY BINGO



➤ Visualizing

VISUALING CONTEXT

➤ Graphic Organizers

K-W-L CHART
STICKMAN CHARACTERIZATION ORGANIZER
WHAT IS IT?
WINDOW PANE PROCESSING

➤ Prediction and Preview

PROVE IT!

➤ Reading Non-fiction

CLUES TO NON-FICTION MEANING
PYRAMID GRID
ASKING YOURSELF QUESTIONS

➤ Final Ideas

SQ3R
CONTENT BRAINSTORMING
MIND MAP

➤ WRAP UP AND EVALUATION

What Strategic Readers Do

Reading strategies in the intermediate grades which build upon "What Good Readers Do"

- Use prior knowledge
- Make predictions
- Confirm predictions
- Summarize
- Use picture clues
- Use graphic aids
- Create graphic aids
- Use phonetic clues for unknown words
- Use contextual cues syntactically for unknown words
- Use graphic organizers
- Use typographic clues (headings, italics, bold print, quotation marks, captions)
- Visualize (form a picture in the mind)
- Read ahead (skim)
- Reread (sentences and paragraphs to gain additional meanings)
- Self-Question
- Adjust reading rate to fit material being read (fiction, nonfiction)

The meaning of a text is constructed by the reader by making what he thinks is a logical, sensible connection between the new information that is read and what is *already* known about the topic.

The questions that p_____ face as they raise ch_____ from in_____ to adult life are not easy to an_____. Both fa_____ and m_____ can become concerned when health problems such as co_____ arise any time after the e_____ stage to later life. Experts recommend that young ch_____ should have plenty of s_____ and nutritious food for healthy growth. B_____ and g_____ should not share the same b_____ or even sleep in the same r_____. They may be afraid of the d_____.

RIVET

1. Choose six to eight important words, including important names and words likely to be difficult for your students to decode.
2. Draw lines on the board to indicate the number of letters in each word.
3. Write the letters in each word, one at a time, pausing for a second after you write each letter and encouraging students to guess the word. When a student guesses the word, finish writing it.
4. When all the words are written, have students use as many of the words as possible to make predictions about what is going to happen in the selection. Record these predictions.
5. Have students read the selection and determine which of their predictions actually happened.



PICTURE KIVET #1

WORD: _____

This picture will help me remember:

WORD: _____

This picture will help me remember:

WORD: _____

This picture will help me remember:

with pictures by



WORD: _____

This picture will help me remember:

WORD: _____

This picture will help me remember:

WORD: _____

This picture will help me remember:

WORD: _____

This picture will help me remember:

Vocabulary Four Square

Vocabulary Word	Personal association
Meaning	Does Not Mean



Knowledge Rating Guide

	I Know This One	I Have Seen This	No Clue
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Before Reading X
During Reading _____
After Reading _____

Vocabulary Chart

Vocabulary Word	Illustration	Definition
Burgeoning		Growing or expanding rapidly
Colleague		A person somebody works with, especially in a professional or skilled job
Consumed		To eat or drink something, especially in large amounts
Diabetes Type 2		The body's delicate balance between insulin production and the ability of cells to use insulin goes awry. Symptoms include repeated infections or skin sores that heal slowly or not at all, generalized tiredness, and tingling or numbness in the hands or feet.
Dietetic--		Study of food and nutrition and its relation to people's health
Roughly--		As a guess without any claim to exactness
Saturated fat--		A kind of fat, often found in meat and other animal products
Stem--		To hinder, obstruct, or stop something

VOCABULARY BINGO

A fun way to review those necessary vocabulary words for spelling practice or content meaning

MATERIALS

- *a copy of a bingo board for each student
- *list of vocabulary words
- *definitions of words
- *words cut into sentence strips

METHOD

1. Give each student a blank copy of the bingo board. Draw one containing any number of boxes you want or use a computer program(Microsoft Word) to create and print a table.
2. Show them a list of vocabulary words on the board or overhead.
3. Students copy all words in mixed order into the boxes.
4. Before the game you should have already typed or written the words' definitions on small strips of paper. Fold strips and place into a bag.
5. Playing the game. When everyone is ready, pull out the first definition.
6. Read it aloud and ask students to match correctly. Instead of marking their boards with an X or marking like regular Bingo, they must write the definition in the box. Play until someone wins and then keep playing. My students don't usually want to quit until all definitions are covered.

Visualizing

Teaching children to construct their own mental images when reading helps them stop, think about, and visualize text content.

Visualizing:

- ❖ Links past experiences to the words and ideas in the text
- ❖ Stimulates imaginative thinking
- ❖ Strengthens a reader's relationship to the text
- ❖ Heightens engagement with text
- ❖ Brings joy to reading!

Visualizing Context

See	Hear
Where: When:	
Touch	Smell/Taste

Hello!

Let's talk about my picture.

Today I heard the story

Below is a scene from the story.



K-W-L Chart

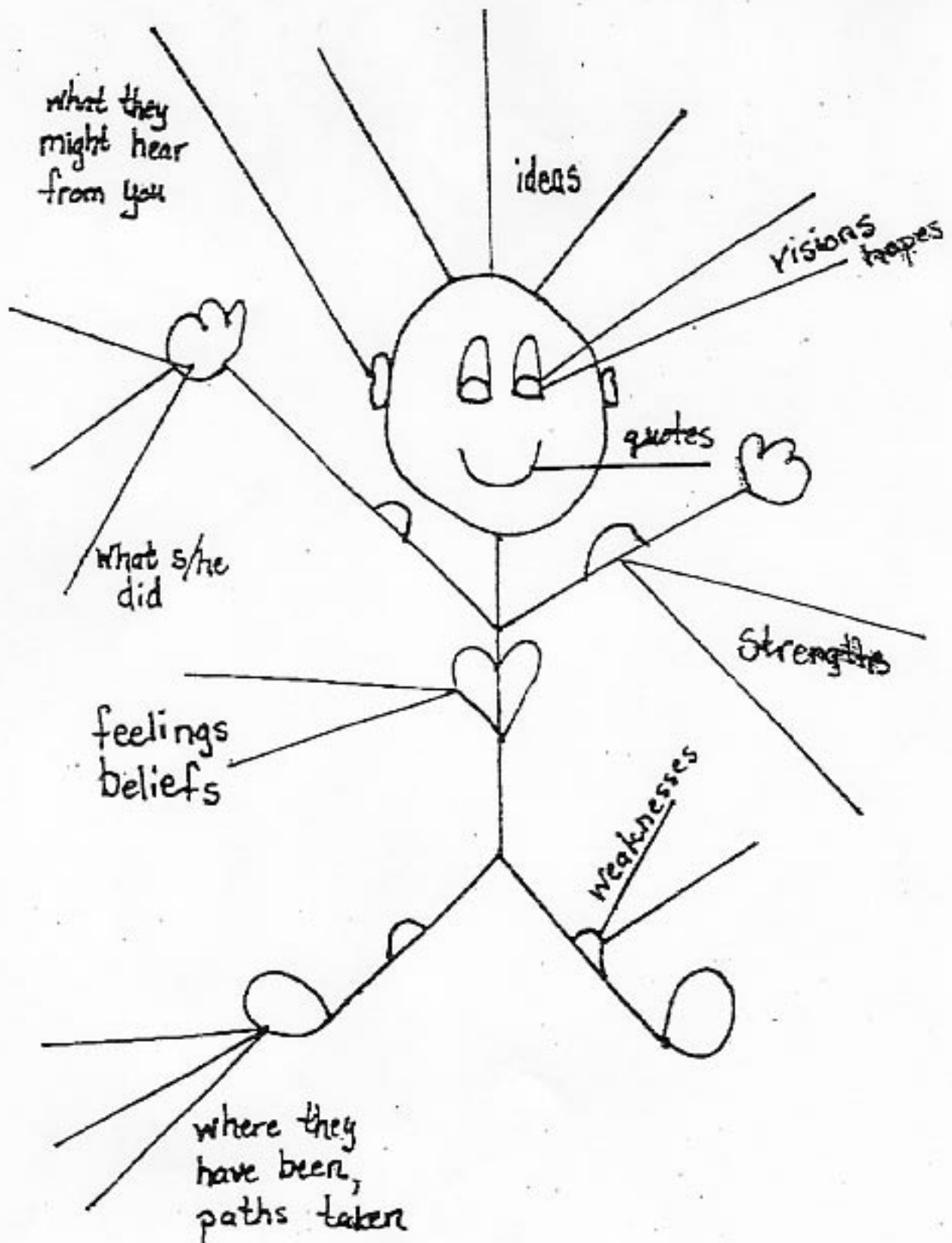
Name _____

Date _____

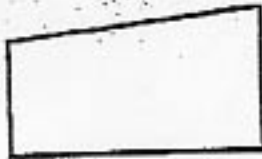
What ^K (I) we know	What ^W (I) we want to find out	What ^L (I) we learned

STICKMAN CHARACTERIZATION ORGANIZER

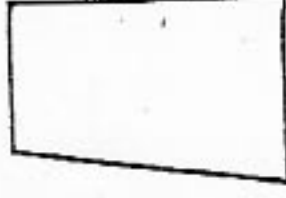
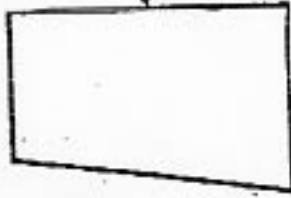
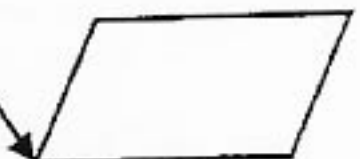
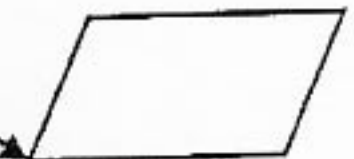
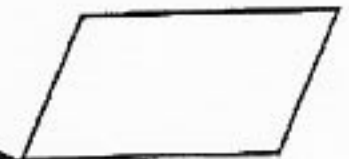
(for describing people or groups)



What is it?

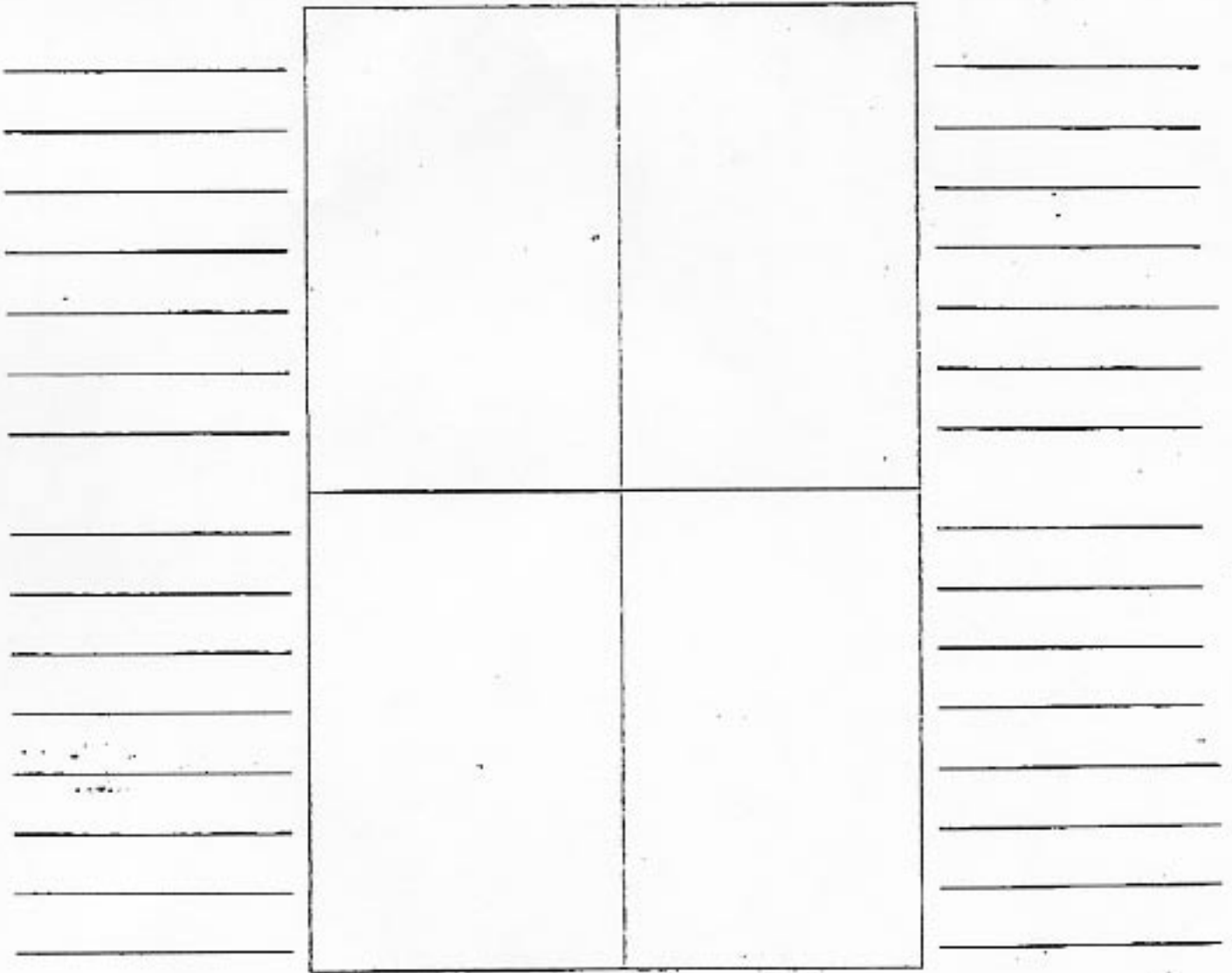


What is it like?



What are some examples?

Window Pane Processing



PROVE IT!

Based on title, cover, table of contents, and bold print, I predict:

After reading		Proof
True	False	
True	False	
True	False	
True	False	
True	False	
True	False	
True	False	
True	False	

Based on pictures, charts, graphs, and other illustrations, I predict:

After reading, turn on the back...

Here are new things I've learned from reading:

	Could I have predicted this?		Proof
	Yes	No	
1.		No	
2.	Yes	No	
3.	Yes	No	
4.	Yes	No	
5.	Yes	No	
6.	Yes	No	
7.	Yes	No	
8.	Yes	No	
9.	Yes	No	
10.	Yes	No	

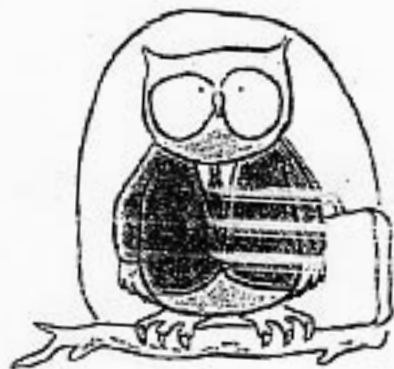
Prove It


"Prove It" is a strategy designed to have students make predictions about what they will be reading based on the cover, title, table of contents, and/or bold print (headings and subheadings) of the text. Have the students make these predictions and write them down. Then have the students make predictions based on the visuals, charts, graphs, etc. included in the text and record those. After the prediction phase, the students are then to read the text and validate whether their predictions are "true" or "false". As they find this information, they circle "True" or "False", and record in the "Prove It" column the page they feel helps to prove or disprove their prediction.

IMPORTANT

CLUES TO MEANING OF NON-FICTION!

- Fonts and Effects
 - Bold print words
 - Headings
 - Italics
 - Captions
- Cue Words and Phrases
 - For example
 - For instance
 - In fact
 - In conclusion
 - Most important
 - But
 - Therefore
 - On the other hand
 - Such as
- Illustrations and Photographs
- Graphics
 - Diagrams
 - Cut-away pictures or models
 - Maps
 - Tables
 - Graphs
- Text Organizers
 - Table of Contents
 - Index
 - Glossary
- Text Structures
 - Compare/contrast
 - Question/answer
 - Cause/effect





Directions

Choose a chapter from one of your current textbooks. Use the Reading Pyramid on page 40 as a guide to complete the following grid about your chapter.

Pyramid Grid

1 Chapter Title

2 Review pictures. Write questions about pictures.

3 Review boldface words. Write questions about the words.

4 Read questions at the end. Write key words from the questions.

5 Read the opening paragraph and the summary. Write an answer to the question *What will this chapter be about?*

6 Read the chapter once. Can you answer all your questions? Did you find the key words? Was your prediction correct? Read the chapter again to answer anything you missed the first time.

EXPOSITORY
Text Structure

How is the information in this book, chapter or passage presented?

- It gives the information in a specific order such as: in order of the times things took place or in order of how something must be done.
- It just gives a list of information.
- It compares something or tells how things are different.
- It tells what causes something to happen and then tell how that effects something.
- It tells about a problem and about a solution to the problem.
- It has a main idea or topic and then gives details to support the idea or topic.

EXPOSITORY
Content

As you read ask yourself:

- What topic(s) does this book or chapter describe?
- Is the information easy for me to understand? Why?
- What facts do I like learning about the most? Why?
- What information would I like to share with someone else?
- Would I like to read more books about this topic? Why?
- What else would I like to know about this topic? How can I find this out?

EXPOSITORY
Illustrations

As you read ask yourself:

- Did the author include illustrations with the book?
- Are the illustrations helpful or not helpful? Why?
- What illustrations or pictures are the most interesting?
- What could the author have done to make the information easier to understand?

EXPOSITORY

Accuracy

As you read ask yourself:

- Who is the author? What qualifies the author to write this information?
- What would I ask the author if I ever met him or her?
- What kind of research did the author have to do to write this information?
- Does this book provide recent information? Is there a better source of information?
- Give some examples of specific clue words the author uses that let me know he or she is stating an opinion or a fact.

EXPOSITORY

Style

As you read ask yourself:

- Do I understand what the author is saying? What information is the easiest to understand or the hardest to understand? Why?
- Would I like to learn more about this topic? Why?
- Would this book or information be different if it were written 10 years earlier?
- By reading, did I discover anything that could help me outside of school?
- Is this book like any other book I have ever read? How is it alike or different? Which one do I like better? Why?

SQ3R

Name: _____ Date: _____

Text: _____

1. SURVEY

What is the title of the chapter? _____

What are the main headings? _____

a. _____ e. _____

b. _____ f. _____

c. _____ g. _____

d. _____ h. _____

Describe in a sentence or two what you think the chapter will be about.

2. QUESTION

List questions for each of the main headings and subheadings. Use who, what, when, where, why, and how in each question.

a. _____ e. _____

b. _____ f. _____

c. _____ g. _____

d. _____ h. _____

3. READ

Read one section of the text at a time. Think about what you have read. List any points that surprise you or that you think you don't understand.

4. RECITE

Recite what you learned from the passage. Use memory techniques to remember what you learned. List what you think you need to remember here.

5. REVIEW

Review the entire chapter. Were you able to answer your questions? If not, reread those parts. Then write the main points of the passage without looking at your text.

Content Brainstorming

Chapter Title: _____

Key Words

Headings

Subheadings

Picture Walk: What predictions can you make about the contents based on visuals?



Captions: _____



Captions: _____



Captions: _____

Connections and Questions

What predictions and connections could you make about what you will learn in the chapter based on above text supports?

What questions could you ask that would focus and guide your reading?

Reading
in the Content Area
Mind Map

