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Chapter 1 Notes

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| **Heading** | **Important Info** | **Personal Reaction** |
| Ensuring All Students Read, Write, and Think | 1. Students of the 21st century must be able to locate, understand, evaluate, and use written information in their personal and academic lives. 2. Students who struggle come from diverse backgrounds | In today’s society, it is harder to know those that are truly struggling with reading issues. Since reading problems effect all parts of education, it is essential that these students get as much help as possible. |
| Challenges to reading Effectively for Information | 1. The more complex the reading material, the need increases for comprehension strategies. 2. Lack of instruction can be attributed. | There is so much material that has to be covered that it reduces the amount of time that can be spent on proper instruction. A balance needs to occur to help these students to better understand. |
| Common Types of Informational Texts | 1. Teachers use textbooks, trade books, music and videos, web sites, poetry, newspapers and magazines, graphic novels, biographies and autobiographies, as well as diaries and letters. 2. These are utilized to build background knowledge, develop interest, and extend learning beyond the textbook. | It is essential that a variety of texts be used. All students learn differently and it is necessary to appeal to all interests. |
| What are the Characteristics of Informational texts? | 1. Explains info through definition, example classification, analysis and persuasion. |  |
| Common Expository Text Structures | 1. Exemplification (concept/definition)-describes people, places, or phenomena 2. Compare/Contrast-Shows how people are similar and different. Uses signal words such as although, both, yet and while. 3. Cause/Effect-relationships between phenomena. Uses signal words such as since, because, as a result. 4. Problem/Solution-seen frequently in mathematics. Uses signal words such as question, answer, thus and accordingly. 5. Sequential or temporal-use chronology or a sequence of events to inform. Signal words are first, next, last, and before. | Using a variety of text structures helps the students to better understand what they are reading. It is important to use a variety to accommodate all types of learners. |
| Text Features | Cues that help the reader to better understand the text. Headings, margin notes, bulleted items, photos and diagrams. | Not all students understand what they are reading. Pictures and examples are a great way to help the reader understand the author’s intention. |
| Common text styles | Different courses have a different style within the textbooks. This is not to confuse the reader, but it is intended to better explain the knowledge that is to be obtained. | I feel that it shouldn’t be so structured and maybe change the layout, especially in history and English. Make it more user friendly. |
| Critical Literacy and Its relation to Reading for Information | 1. Students need to learn not only how to read for information, but also how to read critically for information. 2. 4 dimensions of critical literacy 3. Disrupting the commonplace. 4. Interrogating Multiple Viewpoints 5. Focusing on Sociopolitical Issues 6. Taking Action and Promoting Social Justice 7. The key lies in the text selection and our instruction. | We must instruct, but then teach how to question what you have learned or read and teach how to apply it to their world. |
| Supporting Reading for Information | Comprehension Strategies   1. Questioning strategies 2. Summarizing strategies 3. Inferencing strategies 4. Self-monitoring strategies 5. Connection strategies 6. Predicting 7. Analysis strategies   Comprehension strategies are a key element in the effort to develop students’ ability to attend to their own learning. | I knew there were comprehension strategies, but I didn’t know that there were so many different ones. As teachers we have to be aware that they are taught together and not separate. |
| Developing Reading Comprehension | 3 approaches to developing reading comprehension   1. Building metacognitive awareness by teaching students what to do before, during, and after reading. 2. Developing their ability to formulate questions as they read 3. Providing intentional instruction in using strategies to support their comprehension | I was able to see this used in Developmental Reading. Ms. Burd demonstrated this often. She would read to the students and then ask questions aloud to herself to demonstrate how to formulate questions about what was being read. She made it look so easy. |
| The Benefits for English Language Learners | English learners need the same instructional attention in fluency, vocabulary, and grammar | I feel that English learners would get a better handle on reading because essentially they are blank canvas. |
| Conclusion | In order for students to be successful as adults in everyday life, they must learn to read for information. | Reading is not for just pleasure. We must feed our minds. I agree that students must continually feed themselves knowledge. |

**Summary**: This chapter discusses different strategies and tools to teach students how to become readers. Reading is more than just for pleasure. Since our lives are consumed by having to read, it is essential that students learn how to read properly and efficiently. Since knowledge is power, reading fits into that way of thinking. We now have to teach students how to read effectively. Utilizing different methods to reach the different interests and styles of learning. Essentially teachers must have an arsenal of different types of things for students to use to become a better and well rounded reader.