

# Beginning "Readers"



Presented by:

Barbara Steinberg, M.Ed.

*Dyslexia & Educational Consultant*

PDX Reading Specialist, LLC

4380 SW Macadam Avenue, Suite 300

Portland, OR 97239

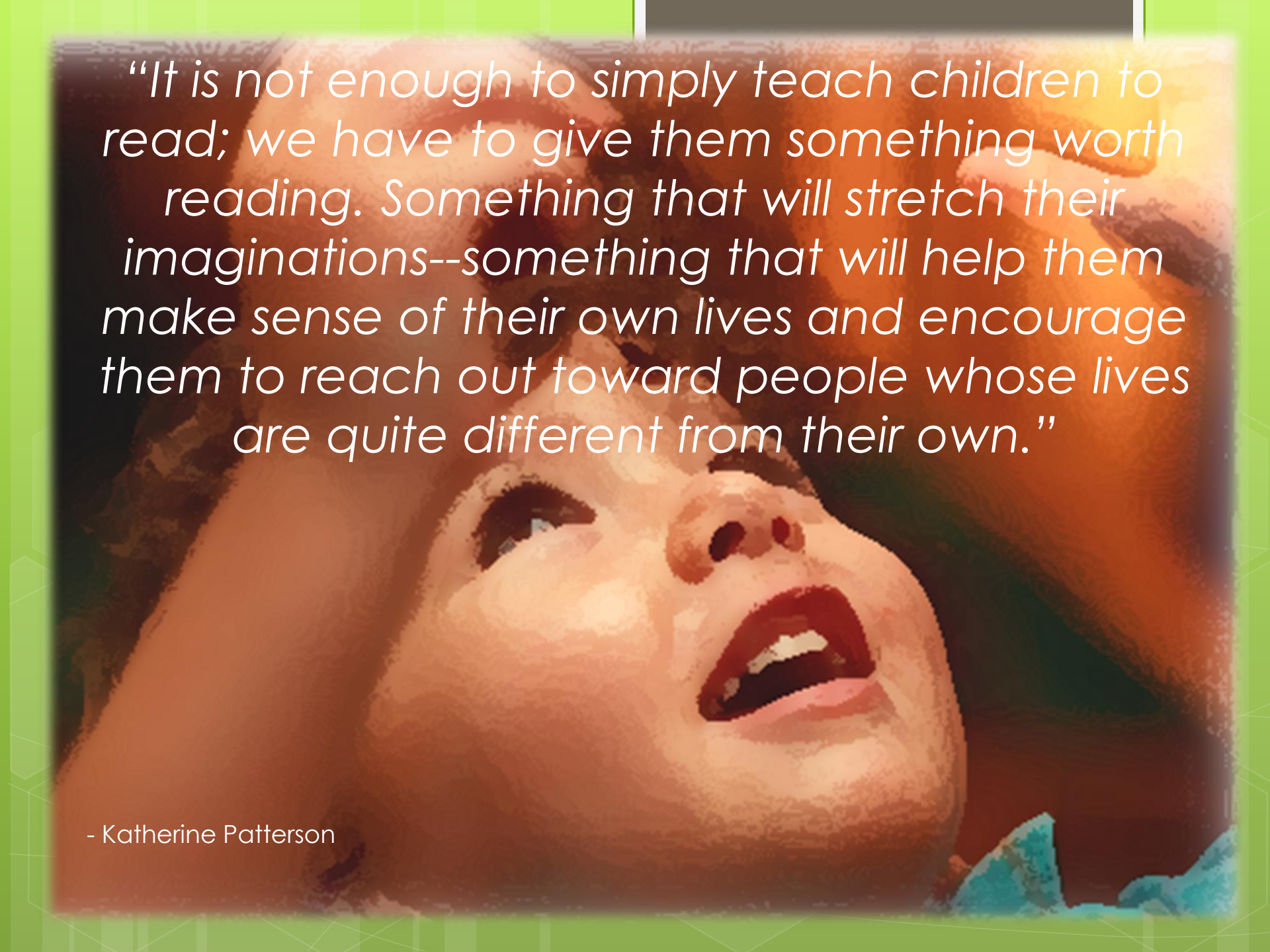
503.729.0110

[steinberg@pdxreadingspecialist.com](mailto:steinberg@pdxreadingspecialist.com)

[www.pdxreadingspecialist.com](http://www.pdxreadingspecialist.com)

# Quick Share...

- What Is Reading?
- What Features Makes an Early Reader/Picture Book “Quality”?



*“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.”*

- Katherine Patterson

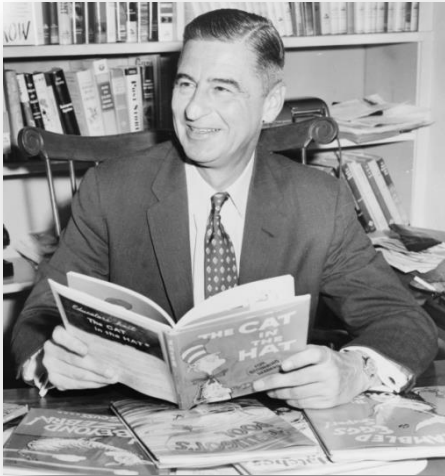
What makes a picture  
book/early reader “quality”  
depends on the reader’s  
purpose.



# A Few Truths...



Picture books are for readers at every stage of development!



Writing a great beginning reader is an art.

Often, early readers focus on decoding.  
We must teach decoding, text structure and comprehension  
**simultaneously.**



The purpose of reading is understanding.

## A Great Teacher + A Great Text=Exposure To...

Adjectives  
Adverbs  
Alliteration  
Author's Purpose  
Cause/Effect  
Character Traits  
Compare/Contrast  
Compound Words  
Dialogue  
Drawing Conclusions  
Making Inferences



Fact and Opinion  
Main Idea  
Making Connections  
Metaphor  
Nouns  
Persuasion  
Point of View  
Predicting  
Prepositions  
Pronouns  
Puns  
Sequencing  
Summarizing  
Setting  
Simile  
Verbs  
Visualizing

# TEXT

```
graph TD; TEXT[TEXT] --> Grammar[Adjectives, Adverbs, Nouns, Prepositions, Verbs, Pronouns]; TEXT --> Author's Purpose[Author's Purpose, Cause/Effect, Character Traits, Compare/Contrast, Fact and Opinion, Persuasion, Point of View, Puns, Sequencing, Setting]; TEXT --> Main Idea[Main Idea, Making Connections, Predicting, Questioning, Summarizing, Visualizing, Drawing Conclusions, Making inferences]; TEXT --> Figurative Language[Alliteration, Compound Words, Dialogue, Metaphor, Simile];
```

Adjectives  
Adverbs  
Nouns  
Prepositions  
Verbs  
Pronouns

Author's Purpose  
Cause/Effect  
Character Traits  
Compare/Contrast  
Fact and Opinion  
Persuasion  
Point of View  
Puns  
Sequencing  
Setting

Main Idea  
Making Connections  
Predicting  
Questioning  
Summarizing  
Visualizing  
Drawing Conclusions  
Making inferences

Alliteration  
Compound Words  
Dialogue  
Metaphor  
Simile

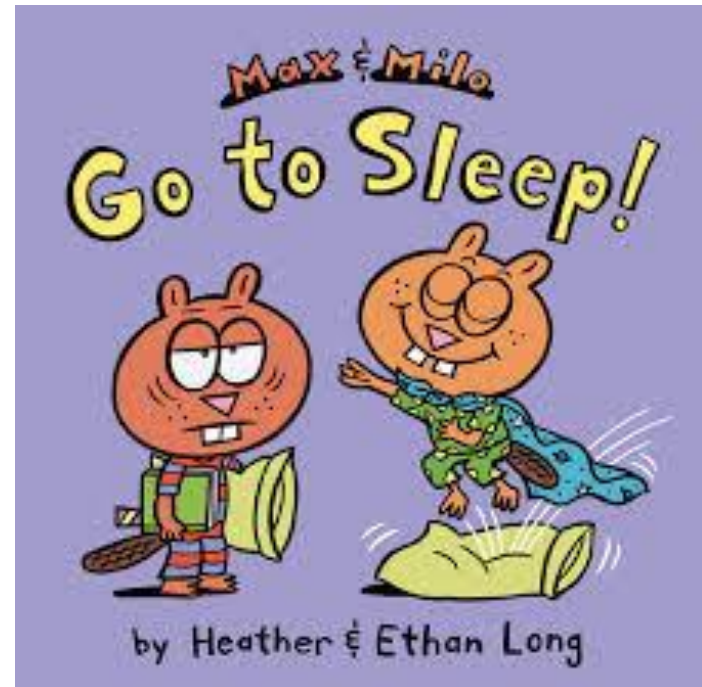


### Surface Structure:

- Easy to decode words
- Picture clues
- Short bursts of text

### Deep Structure:

- Problem/Solution
- Text to Self Connection:  
When I have a problem I  
can't solve...
- Settling our bodies... ;)



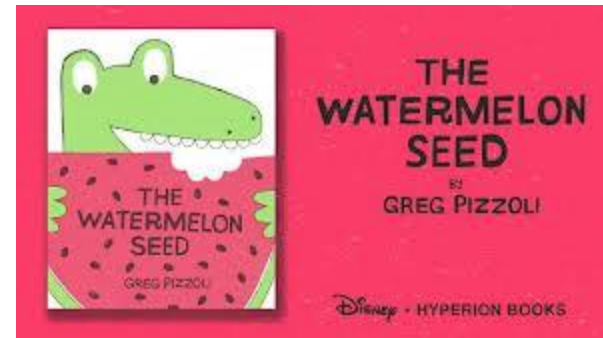
# The Watermelon Seed

Surface Structure

- Onomatopoeia

Deep Structure

- Temptation



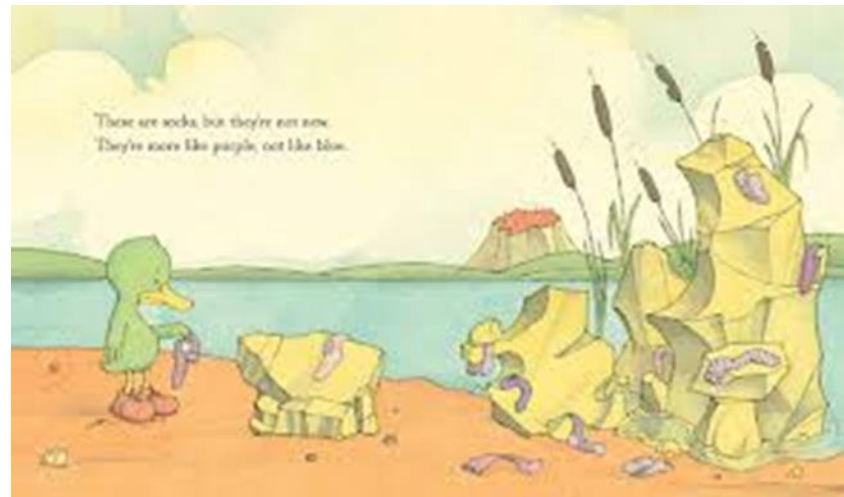
# Have You Seen My New Blue Socks?

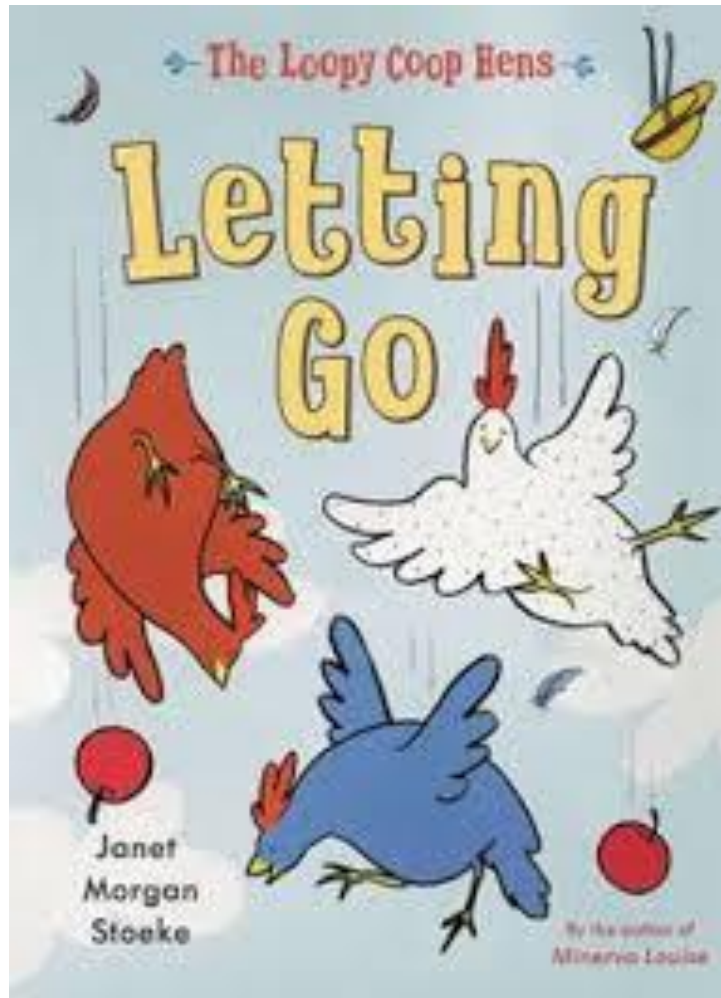
Surface Structure:

- Rhyme
- Repetition

Deep Structure:

- Vocabulary  
(depressed)



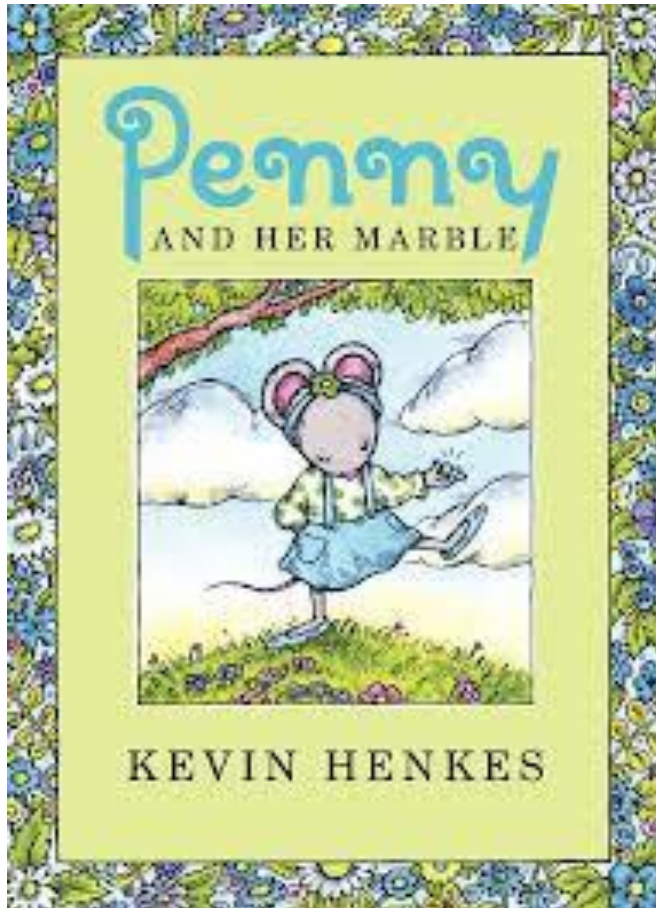


Surface Structure:

- Dialogue

Deep Structure

- Taking Risks



## Deep Structure

- Moral dilemma

“Penny bent down to get a better look. The marble seemed to say, “Take me home.”

- Simile

“The marble was so blue it looked like a piece of the sky”

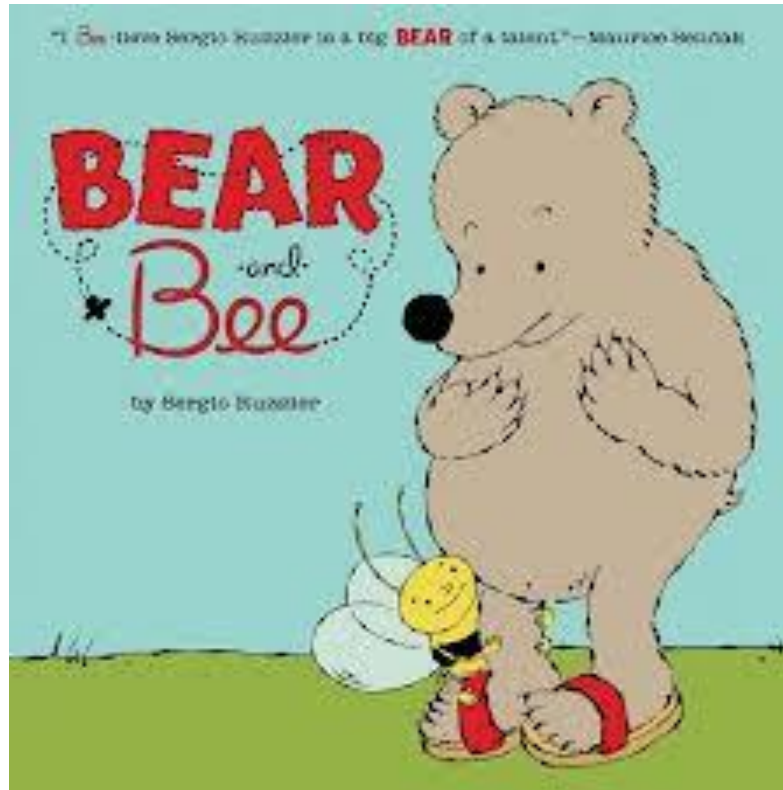
“I felt as heavy as a rock”

- Prediction

Penny didn't feel like eating...why?

- Text to Self Connection

Did Penny do the right thing?



## Surface Structure

- Descriptive language

## Deep Structure

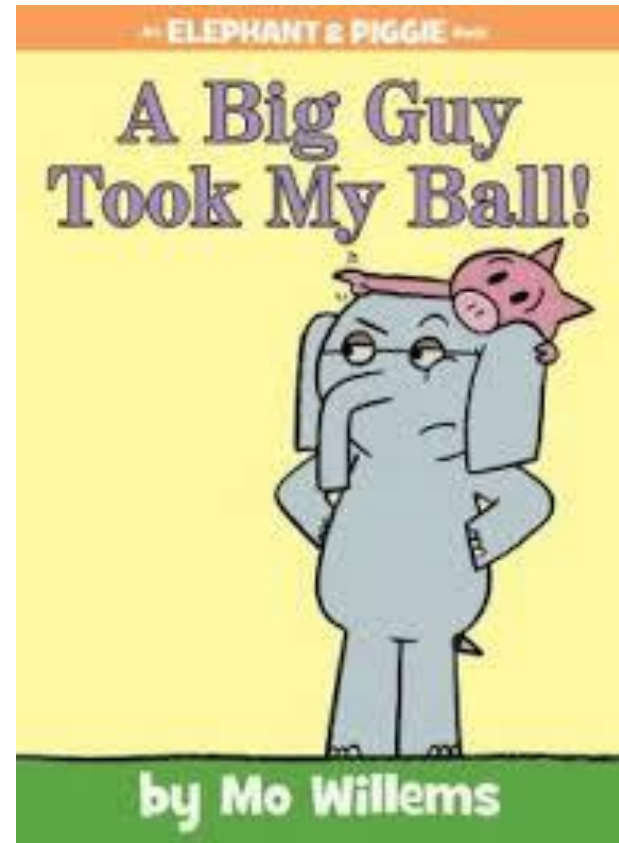
- Fixed vs. growth mindset

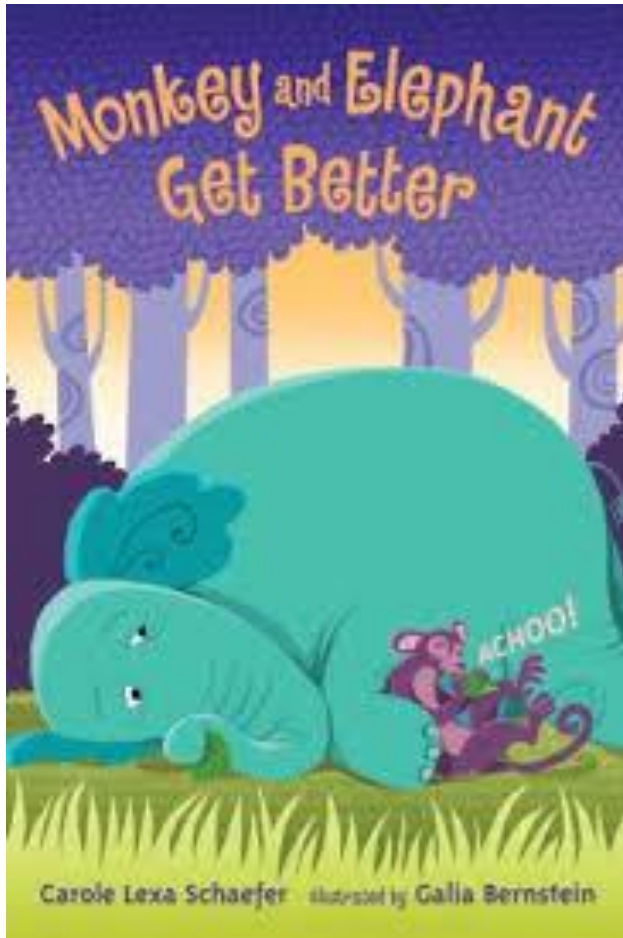
## Surface Structure

- Simplicity of words
- Size of text

## Deep Structure

- Wordless pages
- Semantics—what is “big”  
(theory of relativity)



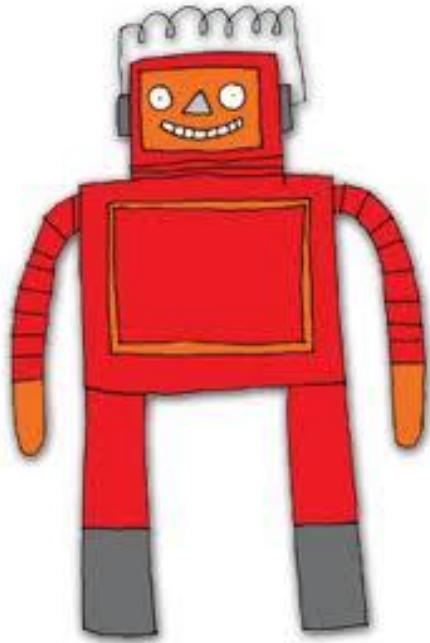


Friendship

Being and Individual



# Monkey & Robot



# Readers Have a “Strategy Tool Belt”

- Making Connections/Activating Prior Knowledge
- Predicting
- Questioning
- Visualizing
- Summarizing/Synthesizing

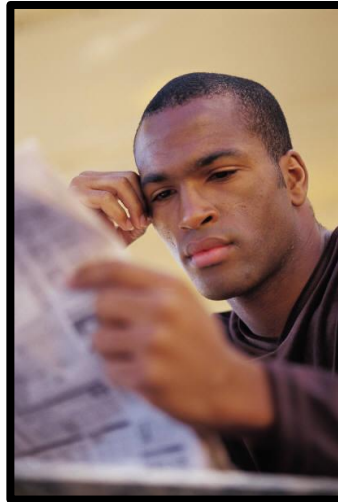


# Making Connections Activating Prior Knowledge

We Make Connections ALL The Time!

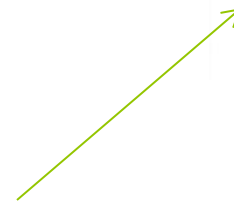
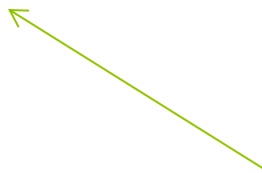
*“To every text, a reader brings his/her personality, present mood, and memories, making each person’s experience of text almost as unique as a fingerprint.”*

Laura Robb



- Text To Self
  - Text to Text
    - Text to World

*Me, Myself & I*



# Predicting

*“Predictions are the connecting links between prior knowledge and new information in the book. It’s the interaction of these processes that coalesce—much like sparks firing before the bright flame ignites. . .”*

(Gillett and Temple, 1990)

## **Why Predict?**

- Assesses students’ topic knowledge, domain knowledge, and knowledge of text structures and text (Cooper, Lipson, Pikulski)
- Sets a purpose for reading
- Provides motivation (student reads to confirm or contradict responses.)

The brain loves predicting! Humans naturally look for the pattern and try to fill in the “missing pieces”

# Questioning

*Hearing others' questions inspires new ones of your own; likewise, listening to others' answers can also inspire new thinking."*

-Debbie Miller



- Helps students establish a **purpose** for reading and be more focused.
- Encourages students' **curiosity** enough to stay with the material until they understand.
- Helps to make the **text clearer**.
- Takes students to **deeper meaning** to help them understand text.

Cris Tovani (adapted)

# Thinking Aloud

*“Last night I was reading this book and while I was reading, I found myself asking several questions about the text.”*

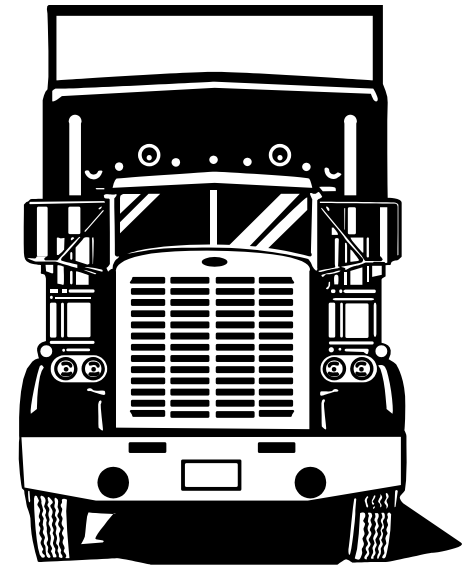
Let me read this passage to you ...

“The think aloud gives students the opportunity to see our thinking when we read, the connections we make, the questions we ask, our inferences and our predictions.”

“It is through the read aloud that teachers show students their thinking process when reading.”

# Using a Photo to Teach Questioning

- I wonder where the truck is going...
- I wonder what the truck is carrying...
- I wonder if the economy will allow truckers to keep their jobs...
- Tell a partner...
- “I wonder...”





# A Picture's Worth a Thousand Words...

Wordless picture books connect **visual literacy skills**, (learning to interpret images), **cultural literacy** (learning the characteristics and expectations of social groups) and **literacy with print** (learning to read and write language).



Koc, & Johnson, 2001).

# Visualizing

*“If I can’t picture it,  
I can’t understand it.”*

-Albert Einstein



When you visualize narrative text, you use sensory images like sounds, physical sensations, smells, touch, and emotions described in the story to help you picture the story.

The brain “sees” in order to store and process information.

# Summarizing/Synthesizing

*“The process of ordering, recalling, retelling, and recreating into a coherent whole the information with which our minds are bombarded every day. It is the uniquely human trait that permits us to sift through a myriad of details and focus on those pieces we need to know and remember.”*

(Keene/Zimmerman)



<http://www.youtube.com/watch?v=6GCJ-iGhTxA>



Hats Off To You!

# *Resources ~*

- *Strategies That Work ~ Harvey and Goudvis*
- *Mosaic of Thought ~ Keene and Zimmermann*
- *Supporting Struggling Reading and Writers ~ Strickland, Ganske, and Monroe*
- *I Read It, But I Don't Get It! ~ Cris Tovani*
- *Do I Really Have to Teach Reading? ~ Cris Tovani*
- *On Solid Ground ~ Sharon Taberski*
- *What Research Has to Say About Reading Instruction ~ Farstrup and Samuels*