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
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
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
“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
“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.”

From Strategies That Work: Guided 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).

“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.
"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)
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**