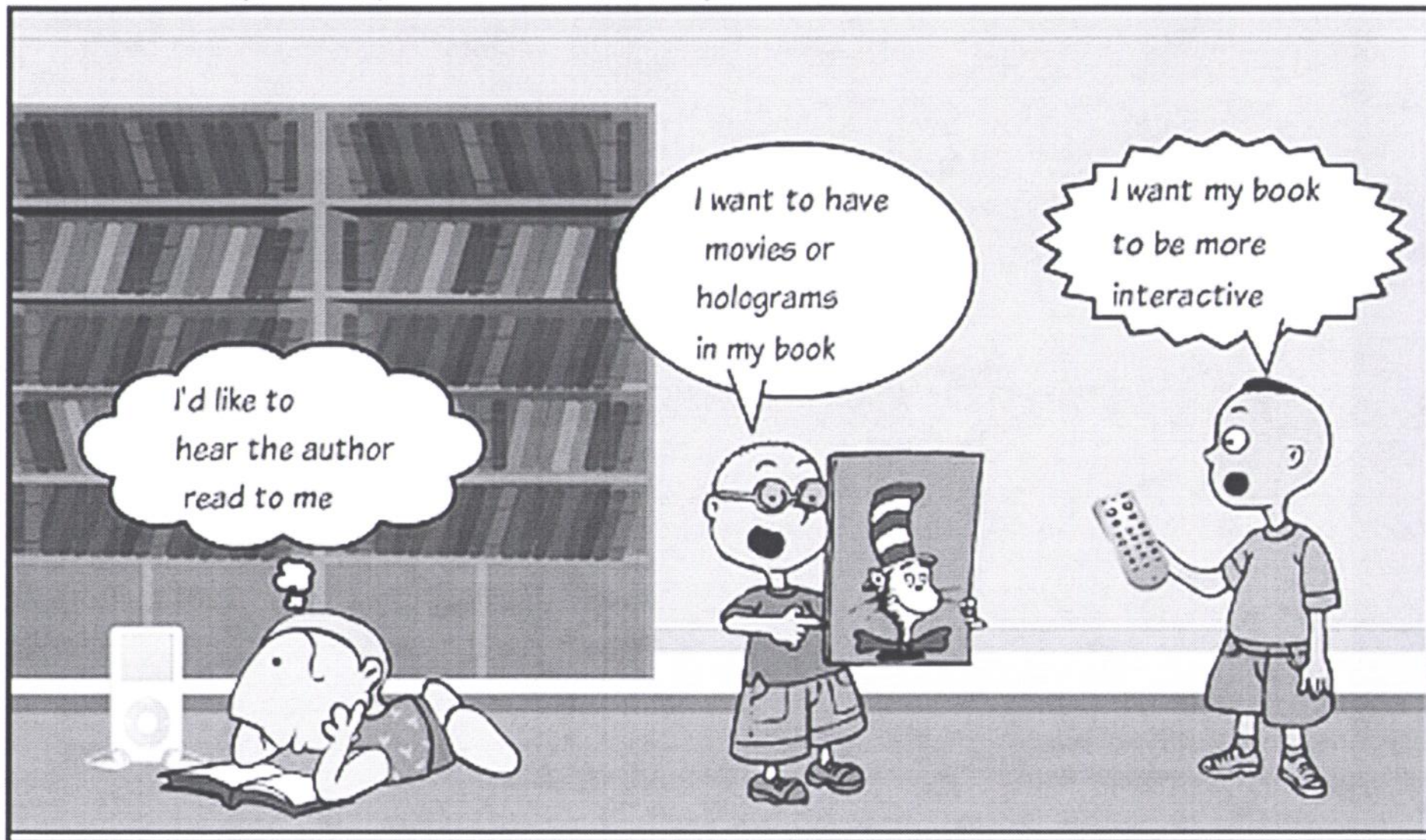




# Preparing 21<sup>st</sup> Century Readers

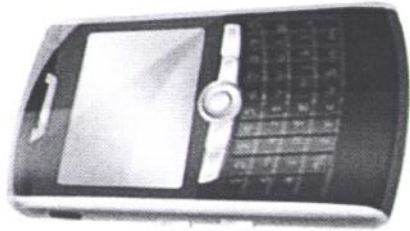
**Presenter:** Lavern Nelson

**Organization:** Office of Adult and Continuing Education, NYC Dept. of Ed



# Group Norms

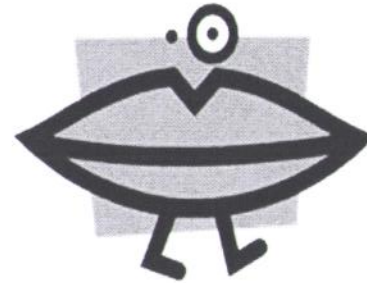
Manage your technology



Hands-On



Watch your airtime



Minds-on



## Session Goals

- Examine research that calls for reading a range of texts
- Participate in professional group discourse around standards-based reading
- Explore strategies that support reading a range of texts
- Produce short written responses
- Discuss classroom implication



## Note Taking Tool

**The Consequences: Too Many Students Reading....**

**U.S. Adults Fare Poorly in a Study of Skills**

# What Does The Research Say?

“The Consequences: Too Many Students Reading at  
Too Low a Level ( A )

U.S. Adults Fare Poorly in a Study of Skills ( B )

# What Does The Research Say? Continues..

# Summary of the Research

- Adults' Reading levels are equally disturbing, according to a National Assessment of Adult Literacy (Kutner, Greenber, Jin, Boyle, Hsu & Dunleavy, 2007):
- 14% of “adults read prose texts at (below basic)” - text with simple and concrete language
- 13 % read at a “proficient level,” - texts that are somewhat “more complex and challenging. However, this is a drop from 15% in 1992.
- “The steepest decline....was among 18-to-24 and 25-to-34 year olds” (28% & 23%)

*Source: Common Core State Standards for English Arts & Literacy In History/Social Studies, Science and Technical Subjects*



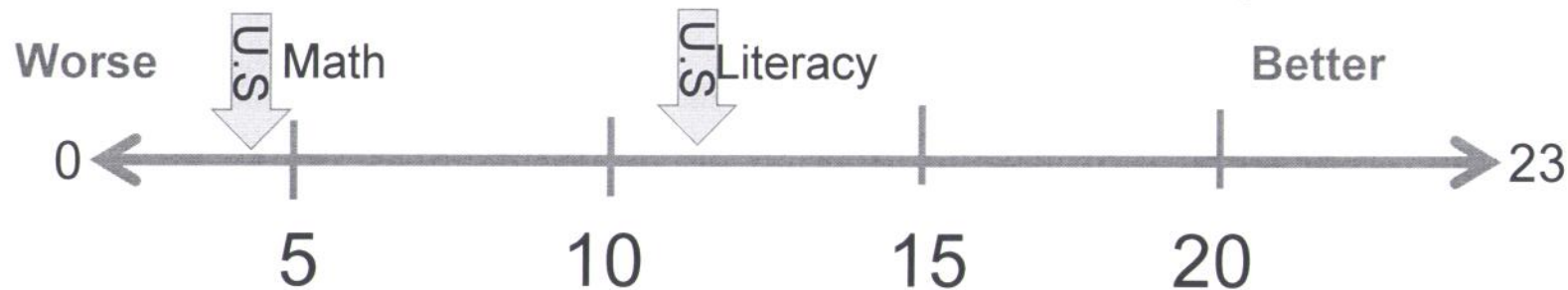
# Summary of the Research Continues..

- Simplified texts are often synonymous with restricted, limited, and thin in meaning.
- Academic vocabulary can only be learned from complex texts—by noticing how it works in texts, engaging with, thinking about, and discussing their more complex meanings with others.
- Mature language skills needed for success in school and life can only be gained by working with demanding materials.
- There is NO evidence that struggling readers—especially older students—catch up by gradually increasing the complexity of simpler texts.

*Source: Common Core State Standards for English Arts & Literacy In History/Social Studies, Science and Technical Subjects*

# Summary of the Research Continues..

- Adults in the U.S. performed poorly in a Study of Skills needed for the modern work place (**mathematical, literacy and technical skills**)
- “...young adults in particular fare poorly compared with their international competitors of the same age-not just in math and technology, but also in **literacy.**”
- Middle-aged Americans did not perform as well, either
- How did we rank as a nation, as a result of the study?



Source: Richard Perez-Pena in New York Times October 8, 2013  
Results of 2013 Study of Skills

# Reading Standards

## CCR Anchor 2:

**Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- A.** Identify the main topic and retell key details of a text (RI.1.2)
- B.** Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)
- C.** Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
- D.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2)

# Discussion: Speaking & Listening Standards

## CCR Anchor 1 A:

**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

**A.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**B.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**C.** Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)

# Writing Standards

## CCR Anchor 1 A:

	B	C	D	E
<p><b>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>				
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information.</u><sup>6</sup></p> <p>a. Introduce <u>a topic or text clearly</u>, state an opinion, and create an organizational structure <u>in which ideas are logically grouped to support the writer's purpose.</u></p>	<p>Write <u>arguments to support claims with clear reasons and relevant evidence.</u></p> <p>a. Introduce <u>claim(s)</u>, <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence logically.</p> <p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using</u></p>	<p>Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p>a. Introduce <u>precise claim(s)</u>, <u>distinguish the claim(s) from alternate or opposing claims</u>, and <u>create an organization</u></p>

# Strategy (1) - Let's Read for the Gist

The purpose of this strategy is for the reader to understand what is literally happening in the text.

## TASK

1. Read the text to yourself.
2. After reading, ask yourself these two questions:  
What is the main idea of this text?  
What are the supporting details and evidence?
3. Think through the answer in your head.
4. Then go back to the text to find the evidence to support your thought. Underline the places in the text where the evidence was found.
5. Chart your evidence.

# Chart Your Noticings

Gist Note Taking Tool		
My Gist	Shoulder Buddy Gist	Group Share on Gist
<p><u>Evidence:</u></p>          <p><u>Explain the connection:</u></p>	<p><u>Evidence:</u></p>          <p><u>Explain the connection:</u></p>	

# Share your Gist

1. Turn to your Shoulder buddy - on your right or left

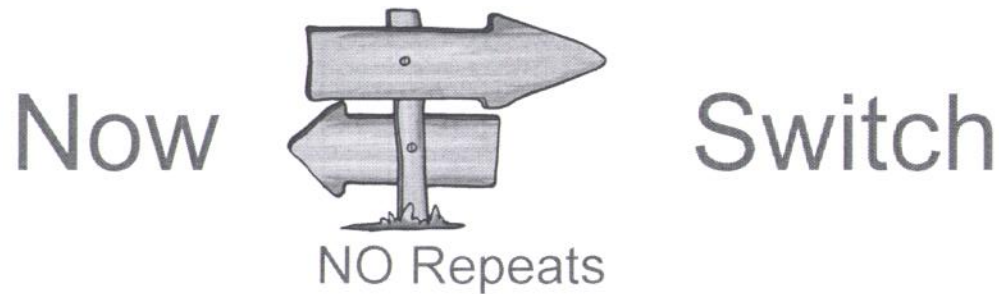
2. Okay buddies, decide who will be:

Shoulder Buddy -A-  Shoulder Buddy -B- 

3. 1<sup>st</sup> speaker, tell your buddy what the main idea of the text is....

4. Direct your shoulder buddy to the supporting details and evidence in the text that led to your decision.

5. Chart what your shoulder buddy shared





# What are your Noticings about the Gist Strategy?

## ▪ Student had to:

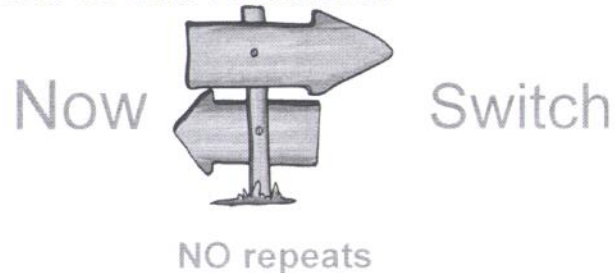
- ❖ Read
- ❖ Reflect on the text
- ❖ Summarize the text
- ❖ Go back to the text and find the supporting evidence
- ❖ Share evidence with peer
- ❖ Listen to peer's point of view on text
- ❖ Go back to the text as peer reads their evidence
- ❖ Write

## Strategy (2) - Significant moments.....

1. Reread or skim the passage. Identify moments that strike you as significant in the text

(significant moments are places in the text that point to the essence/theme of the text).

2. Take a moment and process for yourself why the moments are significant.
3. Chart the moments
4. Taking turns:
  - Direct your Shoulder Buddy to the significant moments in the text
  - Read the moment together
  - Explain the significance of the moment.



# Chart Your Noticings

Significant Moments Note Taking Tool		
My Significant Moments	Shoulder Buddy's Significant Moments	Group Share Significant Moments
<p><i>Evidence:</i></p>          <p><i>Explain the connection:</i></p>		

# What are your Noticings about the Significant Moments Strategy?

## ▪ Participants had to:

- ❖ Read or skim the text
- ❖ Reflect on their reading
- ❖ Decide which moments are significant in the text
- ❖ Note the places in the text where the significant moments can be found
- ❖ Share the moments with peer
- ❖ Listen to peer's significant moments
- ❖ Go back to the text as peer reads their evidence
- ❖ Write

# Strategy (3) - What's the Meaning?

1. Take a closer look at the author's choice of words.
2. How has the author's choice of words impacted the information conveyed in the text?

Here is an example of the author's choice of words:

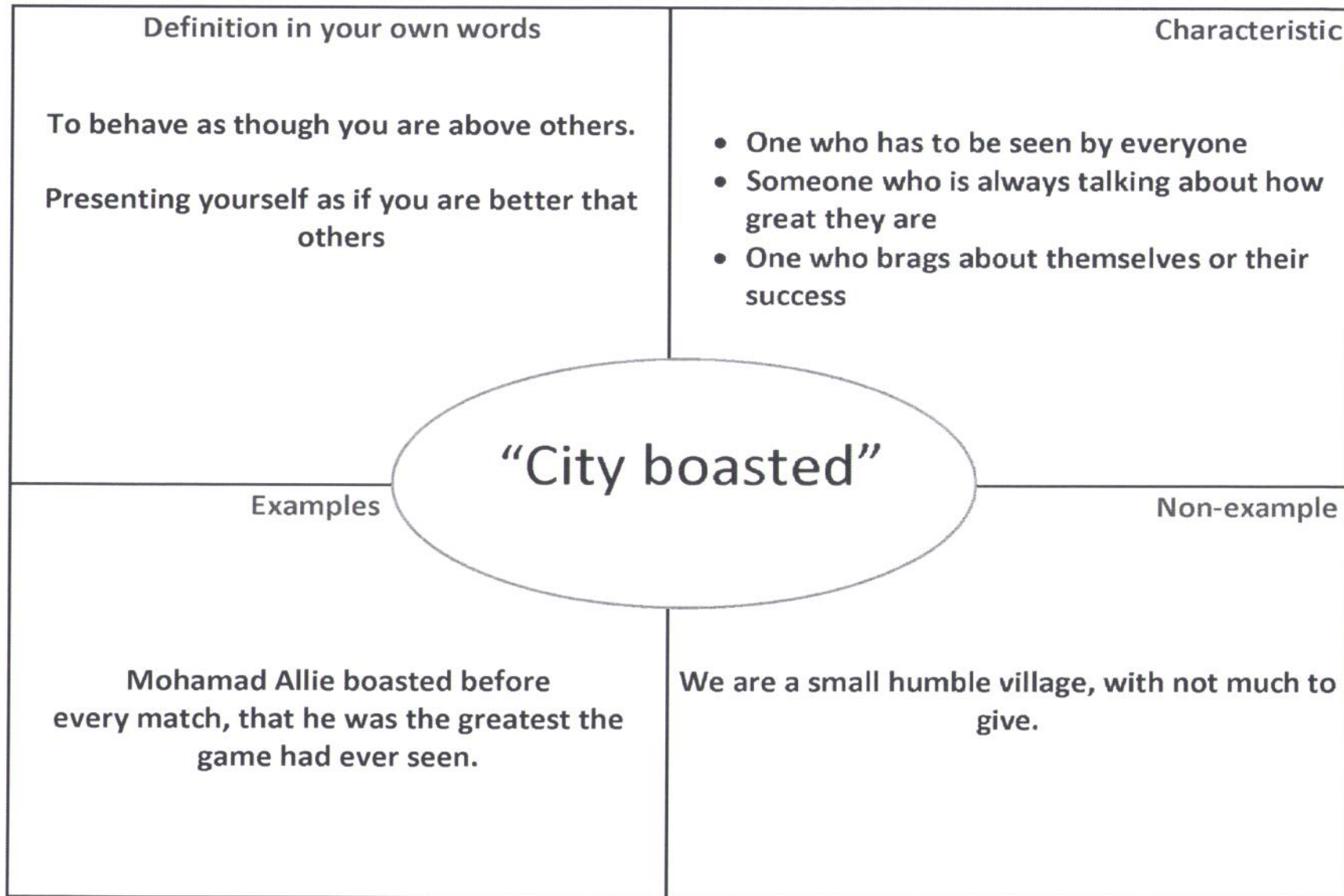
“City boasted...”

What's the meaning	
Word or Phrase	Text Impact
“City boasted”	When I see these words together, it reminds me of my grandmother's saying, “be careful not to show off or brag about yourself, for that is being prideful.” She then continues with, “Child, the bible says, pride comes before the fall.” Therefore, when I see the words “City boasted” I automatically expect that something bad is going to happen to this city.

## Strategy (3) - What's the Meaning? continues..

**Now it's your turn:**

1. Reread or skim the text.
2. *Look closely at the author's* choice of words.  
How has the author's choice of words impacted the information conveyed in the text?
3. Select a word or phrase that resonates with you and complete the chart.



# What are your noticings about the What's the Meaning strategy?

- Participants had to:
  - ❖ Read or skim the text
  - ❖ Reflect on the reading
  - ❖ Decide which of the author's word choices resonated with them
  - ❖ Read the selected words/phrase/sentences to peer
  - ❖ Explain to peer how the word/phrase... impacted text
  - ❖ Listen to peer explain his/her word/phrase...selection
  - ❖ write



## Strategy (4) Aphoristic Connection

*“All That glitters is not gold”*

*-Aesop*

*“Beauty is in the eye of the beholder, but time is the revealer of all things”*

*-Saying first appeared in Greece during 3<sup>rd</sup> Century BC*

*“Yesterday's shortcuts are today's nightmares.”*

*— Mark O'Brien*

*“There are many shortcuts to failure, but there are no shortcuts to true success.”*

*—Orrin Woodward*

## Strategy (4) Aphoristic Connection, continues..

1. Select an aphorism from the chart
2. Find evidence from the text to support your aphorism
3. Chart your evidence
4. Share your aphorism and supporting evidence, tell how they connect.

# Chart Your Noticings

Aphoristic Connection Note Taking Tool		
My Aphoristic Connection	Shoulder Buddy's Aphoristic Connection	Group Share on Aphoristic Connection
<p><i>Evidence:</i></p>          <p><i>Explain the connection:</i></p>		

# What are your Noticings about the Aphoristic Connection Strategy?

## ▪ Participants had to:

- ❖ Read or skim the text
- ❖ Read and select an aphorism
- ❖ Select evidence from the text to support their aphorism
- ❖ Share their aphorism and supporting evidence
- ❖ Listen to peer do the same
- ❖ Write

# What Else Can We Do?

- “Bust” the myth that growth of reading skills must be strictly sequential
- Chunk text (teach a little at a time)
- Read Aloud
- My turn, your turn, let’s read it again
- Offer sequences of engaging text-based questions
- Place a premium on stamina and persistence
- Provide support *while* reading rather than just before or after
- Read for the gist
- Find significant moments
- Interpret the text

# What Else Can We Do? Continues..

- Read with and to students
- Uninterrupted Reading
- Skip, Read-on, Go Back
- Take a Stab at it (predict the Who, What, Where, When, Why and How)
- Visualize It (Word phrase, passage, etc..)
- Think Aloud
- Say it in our own words (Retelling)
- Echo/partner read
- Aphoristic Connection
- Shared Reading

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