

From the Nonfiction Now Lesson Bank,
Nancy Akhavan, Corwin Press

Scanning Text Features • TEXTBOOK TAMER



NAME: _____

DATE: _____

Important Ideas
(Look at the text features)

Get the Gist
(Summarize key points)

Important Vocabulary
(Bold words, important terms)

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Depending on the age and the ability of the student, I use the graphic organizers or just have them recreate them in their notebooks by drawing lines or boxes.

Summarizing With Notes • TEXTBOOK TAMER



NAME: _____

DATE: _____

BEFORE READING: ASK, THINK, JOI

STEP 1: Ask yourself:

"Do I understand why I am reading this section?"

If you answered YES: Write the purpose below.

If you answered NO: Sum the section again, check your notes, and give it a try.
(Write your jobs here)

STEP 2: Skim the headings, bold words, and graphics.

Ask yourself: *"What is the section or page about?"* and *"What details support the main idea?"*

(Write your jobs here)

STEP 3: Summarize what you read.

(Write your summary here)

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Comprehension Strategies



We need to teach comprehension explicitly. Model a strategy, guide students to practice the strategy and then encourage them to use the strategy independently.



Just because students are older, it doesn't mean that they know how to use a comprehension strategy with the depth and difficulty of the text they are reading in the grade they are in now.



Important reading comprehension strategies include: I.D. main idea/detail, I.D. theme, visualizing, summarizing, inferring, making connections to background knowledge, drawing conclusions.

Many students are not taught reading comprehension at the depth they need to be taught. Also, even if the strategy is part of their reading repertoire, they may not know how to use the strategies to comprehend difficult text.

Reading grade-level text is important for students of all ages. They need to work with texts at a variety of levels.

Constructive Conversation

Skills **Three Reads**

1 Read to understand the text set-up.

How will I approach the text?



What strategy will work best?

2 Read to understand the gist.
What connections can I make?

What is clear or confusing?

What is the text mainly about?

How do I know?

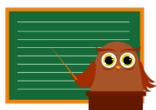


3 Read to understand the text.

What is happening in the text?

What language do I need to clarify?

What do I remember about what I read?



K-8 Reading Resource

Benchmark Publishers

Holding a reading conference.

- 1) Students need time with you one on one. Research by Hattie indicates an effect size for feedback to be .73. You also build relationships with students during conferences. Teacher-student relationships has an effect size of .72.
- 2) You provide supportive feedback to students at all levels when you take the time to talk with them one on one, and it doesn't have to take very long.

During a reading conference:

First: ask the student about his/her reading.

How is it going? What they like/dislike.

Second: do a comprehension check. Ask what they are reading currently and what is happening in the text, or what the text is about.

Third: do an accuracy and fluency check by having the student read a portion of the text.

Fourth: focus on a teaching point – teach comprehension strategies one on one.

Fifth: encourage student to set a reading goal.



Follow Nancy on Twitter for ideas about teaching reading and writing.

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Nancy Akhavan is the author of many literacy texts for students through Corwin, Heinemann, Scholastic and Benchmark

