

GAIL ROSENBERRY: Hello. My name is Gail Rosenberry, and I'm one of the fifth-grade Language Art teachers in the Shippensburg Area Intermediate School. Welcome to my classroom. I've taught Language Arts for many years, and one thing that I found with the Common Core Standards is that they're very robust. And I've really struggled myself on how to teach students to think in-depth. Today, I'm going to demonstrate strategies in reading that will help to implement the PA Common Core Standards. One of the pieces of the Common Core is focused on in-depth text analysis. How is that done? It's not simply answering a question, lifting the response from the text, or even just rewording that response. The student has to interact with the text. The students will be reading several civil war passages, and I gave a lot of thought and time into which passages I was going to select. I wanted to find material that was less scaffold than the one I had used previously, passages that were short enough that it wouldn't fatigue the students. I began by giving the students a set of strategies to use for in-depth previewing. Pick up your bookmarks please that I handed out earlier. So, on the bookmark, you'll notice certain letters, and they stand for different things that we're going to use when we're previewing. You would be surprised, if you take the time to preview a lesson, how much you already know. Today's essential question was, how does previewing help me to have a more in-depth of understanding of text? So, another thing we may look at is visuals and vocabulary. Is there a graph on the page? Is there a map? Is there bold print? What might be some other text features that we look for in a passage? Kelly?

KELLY: Subtitles.

GAIL ROSENBERRY: Subtitles? Sure. And so, in order for the students to become effective at analyze text in depth, I began by giving the students a set of strategies to use for in-depth previewing. And the next thing we're going to look at is heading.

STUDENTS: Headings.

GAIL ROSENBERRY: And on this paragraph, at the topic of the next page, I noticed that I have the pronunciation guide again for the word fugitive, so I know, well, that's a key word, and they're also showing me how to pronounce it. That's important. Here's another one, abolitionist. We look at the text features such as titles, visuals, the vocabulary and illustrations. What I want you to do is to take a minute, turn to your partner, and talk about what visuals that we could use. Then we did the think, pair, share, and that really engaged the class in talking about what they observed and found within the passage.

STUDENTS: [inaudible]

GAIL ROSENBERRY: Okay, eyes up here. And Luke?

LUKE: Tables, Illustrations.

STUDENT: Glossaries, like maps.

GAIL ROSENBERRY: Next, I did the think aloud with some modeling, so the students could actually see how they were going to proceed. So, on the back of the page, I continue looking for visuals. So I'm going

to put a V here to show that that's my visual of that primary source newspaper. You're going to use those things you preview to create a prediction about what you think the author's message or theme is for this particular article. We have the students create an in-depth prediction based on the notes they had taken from previewing the text. This is your opportunity to practice what we just did on the first page, identifying the visuals, the every first sentence in each of the passage paragraphs, any other headings or titles that you see. They included within this what they thought the author's central idea of purpose might be. So, in order to get you started in case you're thinking, "I'm not quite sure how to begin my prediction," what might we say?

STUDENT: I think the author's central idea would be...

GAIL ROSENBERRY: And what's another word we use when we're using the text to prove what we're saying. Does anyone remember? It starts with an E?

STUDENTS: Evidence.

GAIL ROSENBERRY: Evidence, great. And for this, I ask the students to use supporting evidence from the text. Now, what we're going to do is have our share out and when your name was highlighted, you'll be sharing your prediction. By using a random report technique, I was able to engage the class as they anticipated which name was going to be highlighted next.

STUDENTS: I predict this passage is going to be about war versus peace.

STUDENTS: Because in the passage, it says, "A conductor was a person who lays groups on the railway."

STUDENT: That's why I read this prediction.

GAIL ROSENBERRY: Were you using some background information that we've already discuss to make your prediction about this part? So, maybe it was related to the title, right? Okay. The E stands for every first sentence, and that means let's underline every first sentence. I find myself looking at the passages not only word by word but sentence by sentence, and if you do not have sentence level comprehension, you're not going to have paragraph level comprehension. And the I on our bookmarks stands for what, everyone?

STUDENTS: Introduction.

GAIL ROSENBERRY: Our introduction. And so, follow along as I read the introduction. New territories formed as people moved in to the west. It takes strategies to unlock those sentences so the students can gain meaning. I'm going to continue reading the second paragraph. You're going to participate with me. I'll also do cloze reading. I will be reading the sentences and the passage and I will leave out key words that I want them to respond to as a whole class. Everyone, finger tips right under the word two, that's our second sentence in paragraph two. To smooth things over, Henry Clay...

STUDENTS: Developed.

GAIL ROSENBERRY: The Missouri...

STUDENTS: Compromise.

GAIL ROSENBERRY: All...

STUDENTS: States.

GAIL ROSENBERRY: Above Missouri's...

STUDENTS: Southern...

GAIL ROSENBERRY: ...border would be...

STUDENTS: Free.

GAIL ROSENBERRY: We also did some echo reading to help students have a little practice with their fluency. And this time, I'll read first and repeat after me. Later, California wanted to enter the Union.

STUDENTS: Later, California wanted to enter the Union.

GAIL ROSENBERRY: As a free state in 1850.

STUDENTS: As a free state in 1850.

GAIL ROSENBERRY: Cloze reading and echo reading also provides scaffolds for those students who are still having trouble with multisyllabic words and phrasing. In other words, they may not know. It's a more interesting way to do the repeated readings because then, it keeps everyone engaged, their eyes are on the text, and they're more involved within the lesson. How many of you have read something and didn't remember what you've read? Reading a text multiple times really enhances the comprehension of students. As I look at our essential question today, this really tells us and reminds us what are coding strategies gonna help us do. That first reading is really just like a preview, and then with the second reading, they start to make those mental connections. And we're going to continue with our second reading of today for my second class. We were moving to the coding strategy and with the coding strategy, this is a way for students to self-monitor. The plus sign we're going to use as our code for, this is new information for me or we have the exclamation mark and that's that, well, that's really amazing. And this strategy helps you, in other words, to self-monitor. That's what thinking about your own thinking is. This doesn't mean that every time you read a passage, you have to use your sticky notes to get you into the habit of thinking about your reading. Research shows that if a student self-monitors and asks questions while they're reading, that really improves their comprehension. Okay. Here's how I want you to read the first paragraph. You're going to alternate your reading. So decide who's going to go first with the first sentence, the next person will read the second sentence, and then back and forth. We've done this before, go ahead.

STUDENT: A place [inaudible] too high and swamps, cellars, and barns.

STUDENT: The person -- the slave will be told where to go for the first stop.

GAIL ROSENBERRY: And since this reading was the second reading, I had the students do some partner reading, and then also, they did independent reading. You're going to read silently those paragraphs and you're going to do your own coding based on the symbols you're thinking about what you're reading. The students enjoyed using the sticky notes. They used these to make a synthesis statement about what they thought the author's purpose was, and then they used evidence to support their statement. You're going to tell me by writing what's the central idea of the whole passage. You've already predicted what it was, so now, you're going to take your sticky notes and make a synthesis statement. Ultimately, if a student can self-monitor as they read, they become more involved with the text. I have more quality discussions with my students. If completed your synthesis statement, let's discuss them. Keanna, why don't you start off?

KEANNA: I put -- I think the author's purpose is that, here, she wants reader to find out a lot of new information.

STUDENT: Slaves were becoming free because the second paragraph said, "After a lot of debate, a law was passed, no new slave could come from Africa."

STUDENT: At the same time slaves wanna get out, so they were happy about that law passing.

GAIL ROSENBERRY: Also, I have more quality writing from the students about what they're reading. Since I started using these strategies, I haven't heard any moans and groans about rereading anything, and I think it's motivating to want to participate in class and become engaged. Spending time on reflection is almost as important as the time I spent planning my lessons because then, it gives me a chance to go back over what I've already taught and how the students responded to my teaching. Some of my students aren't really comfortable with sentence construction, so that means I need maybe to offer some more sentence starters with them, give them more examples, have sentence frames available for them to write about what they read as well as side evidence to support what they've written. This assessment will allow me to determine how far the students have come in their reading comprehension since the Common Core is a robust set of standards, they're requiring students to use higher level thinking skills. So, for our next lesson, I will be using their Social Studies book and tie the strategies and have them use those strategies in small segments of their content book.