

Notes from...

***Using Informational Text to Create
Strategic Readers and Writers***

presented by

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Questions to consider:

Has literacy become the curricular bully in our schools?

Is Language Arts (defined as all courses taught that revolve around communication skills of reading, writing, speaking, listening, viewing) being taught as an end in itself rather than as the means to success in content area and ultimately and to becoming productive citizens?

Presenter proposes that:

There seems to be a "disconnect" between WHAT IS and WHAT SHOULD BE in Language Arts instruction. Consider:

Expository text accounts for 60% of the material included in reading passages on standardized tests.

The majority of the reading and writing that adults do is nonfiction (Venezky, 1982).

However, Nell Duke's research shows:

Current adopted basals/reading books contain only 15% expository text.

In school, children read an average of only 3.6 minutes per day of expository text.

In our nation's lowest SES schools, students read an average of only 1.4 minutes per day of expository text.

And, the PIRLS report clearly showed the disparity between our students' performance on narrative and expository texts.

National Reading Panel's Critical Comprehension Strategies

Monitoring Comprehension
Using Graphic and Semantic Organizers
Generating and Answering Questions
Recognizing Text Structure
Summarizing
Using Prior Knowledge
Using Mental Imagery

From the work of Chris Tovani, *I Read It, But I Don't Get It*

Signals that You're Stuck as a Reader

The voice inside the reader's head isn't interacting with the text.
The camera inside the reader's head shuts off.
The reader's mind begins to wander.
The reader can't remember what has been read.
Clarifying questions asked by the reader are not answered.
The reader reencounters a character and has no recollection when that character was introduced.

Fix-Up Strategies

Make a connection between the text and your life, your knowledge of the world, or another text.
Make a prediction.
Stop and think about what you have already read.
Ask yourself a question and try to answer it.
Reflect in writing on what you have read.
Visualize.
Use print conventions.
Retell what you've read.
Reread.

Notice patterns in the text structure.
Adjust your reading rate: up or down.

Mentioned the work of Stephanie Harvey, *Strategies That Work*.

Modeled study tool kits that help to engage students as active readers in all content areas with reading and writing. Study kits are made by placing a variety of "tools" in individual plastic sandwich bags for students. "Tools" might include:

Highlighter pens

PC Highlighters (clear flexible plastic Pocket Chart highlighters)

Wikki Stix

Die-Cuts with windows to mark text

Sticky notes

Sticky notes cut into VIP strips (Very Important Points)

Paper clips used to mark lines of text

Cheryl is autographing in the Scholastic booth from 1:30 - 2 p.m. on Friday!

Cheryl's newest book was given away to an audience member: *Writing Lessons in the Content Areas* (Scholastic Publishing)

Other books by Cheryl:

Just-Right Writing Mini-Lessons, Grade 1 (Scholastic Publishing)

Just-Right Writing Mini-Lessons, Grades 2-3 (Scholastic Publishing)

Just-Right Writing Mini-Lessons, Grades 4-6 (coming in 2006, Scholastic)

(Watch for a new comprehension mini-lesson series that Cheryl is writing for Scholastic!)

Writing Lessons for Grade 3 (Carson-Dellosa Publishing)

Modifying Four-Blocks for the Upper Grades (Carson-Dellosa Publishing)

The Teacher's Guide to Four-Blocks (Carson-Dellosa Publishing)

Implementing the Four-Blocks Literacy Model (Carson-Dellosa Publishing)

Lesson Plan Book for Modifying Four-Blocks at the Upper Grades (Carson-Dellosa Publishing)