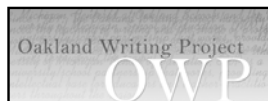


# THE FIRST TEN DAYS

## A Genre Study for Test Preparation ELA MEAP Reading Grades 7-8





**CAUTION:**  
 Test Preparation ENDS  
 10 Days PRIOR to the MEAP Test.

**MEAP Preparation – Overview: Daily Focus**

DAY	Reading Genre Study
1	<ul style="list-style-type: none"> <li>• Writing Your Own Test Questions</li> </ul>
2	<ul style="list-style-type: none"> <li>• Anchor the Text in My Head</li> </ul>
3	<ul style="list-style-type: none"> <li>• Question Answering Strategies</li> </ul>
4	<ul style="list-style-type: none"> <li>• Reading to Answer Questions, including Cross Text Questions</li> <li>• Applying Question Management Strategies</li> <li>• Framed Reading</li> </ul>
5	<ul style="list-style-type: none"> <li>• Writing in Response to Reading</li> <li>• House Organizer - Using Evidence and Language from the Text</li> <li>• Making Connections</li> </ul>
6 (Optional)	<ul style="list-style-type: none"> <li>• Building Independent Test Takers</li> <li>• Applying Distracter Strategies</li> </ul>

**Note: Select those minilessons that will be most beneficial to your students. If your students are unfamiliar with the MEAP ELA test, please refer to Days 1-3 in the 5-6 Grade ELA MEAP Reading Unit.**

## INTRODUCTION

### Test Genre Overview

This ten day unit of study was designed as a test genre overview. For some students, the strategies taught will be unfamiliar. We hope for most they are a review. We have introduced a new strategy almost every day in the unit, while not spending much time reviewing strategies. Because of the time constraints, we felt it better to expose students to as many strategies as possible. This is by no means an indication that we think the strategies taught are done in a complete, thorough fashion. They must be reinforced and processed with students throughout the year.

### Key Strategies

While only one of the comprehension strategies, asking questions, is specifically mentioned in the unit, we equally value the others (connecting with what they already know, creating sensory images, inferring, determining importance, synthesizing, and using fix-up strategies). We are assuming they are modeled by teachers and utilized by students on a daily basis, as there is no time in this unit to teach them all.

The simple strategy of rereading can facilitate students to infer as they read. A first reading is focused on main idea. During the second read, the cognitive load is shifted from reading for the gist to paying attention to the details and how the whole selection fits together to deliver the author's message. Students spend less energy on the selection as a whole and can begin to attend to the parts that build the whole text. Providing students reasons to reread will strengthen this understanding. They can also pay attention to an author's style during the second read and wonder about the author's purpose for a certain writing move.

### Building Fluency and Stamina

To become proficient readers and to be successful on the MEAP test, students need to build fluency and stamina in reading. With explicit instruction and large chunks of time to read, the structure of the reader's workshop can develop fluency and stamina. It is important to give students an opportunity to utilize what has been taught and time to process the strategies they use. Stamina and fluency give students the endurance they need to read and work independently for long periods of time.

We hope this unit will provide you with suggestions that are useful and will better prepare your students to take the Language Arts MEAP test.

Judy Kelly, Laura Schiller, and Linda Denstaedt



### CAUTION:

Test Preparation ENDS  
10 Days PRIOR to the MEAP Test.

# Reading Genre Study

## READING GENRE STUDY

### DAY 1

#### FOCUS: Writing Your Own Questions

#### Minilesson: Read first of two paired selections

- **CONNECTION:** *Over the next few days, you are going to study what test takers know and do so all of you can feel confident taking the MEAP test. We know students who take tests regularly get used to how tests look and are better able to focus on the meaning. They expect to find questions they must answer following reading selections. They know that text might be crowded on a page to save space and money. They also know the test questions are written in a very formal language that sounds different from the way we usually speak or what we usually read in a book. Even though the language sounds funny, good test takers understand what the question is asking of them. Today you are going to learn about thinking while reading.*
- **TEACHING POINT:** *Readers ask questions while they read. Test takers ask questions while they read, too, and they also wonder what questions might be asked of them at the end of the selection. Today you are going to practice asking and writing questions as you read. When you are done reading, you will write questions to ask your classmates about the selection. Sometimes test makers ask the same question in different ways. A question asking about the main idea may use the terms “mainly about”, “mostly about”, “main idea” or ask for a good title. All of these are asking for the same information.*
  - Scaffold this process by reading part of the first selection aloud. (Provided here for seventh grade on page 6 and eighth grade on page 7.)
  - Model how to think of a question while reading.
  - Model writing a “mostly about” or a “good title” question about this section.

#### Seventh Grade Question

The first section of the selection is mostly about

A. a personalized account and background information about the Black Death.

- B. cures for the plague.
- C. causes of the Black Death.
- D. how the Black Death was spread across Los Angeles.

#### Eighth Grade Question

A good title for the first section of this selection is

- A. Ignoring the Signs
- B. St. Pierre
- C. Insects
- D. Mount Pelee

#### Note: Have students use the following criteria to create the answers for their questions.

1. Clearly right answer
  2. Clearly wrong answer
  3. Almost/partly right answer
  4. Wrong but funny/silly answer
- **ACTIVE ENGAGEMENT:** Have students finish reading the text. Working in partnerships, the students will create two different questions and come up with appropriate answers. One question should be a “main idea” question, a “mostly about” question, or a “mainly about” question. You may have them write a “main idea” question about a section of the text rather than the whole text. *Remember as you read the rest of the selection you will be thinking of the questions you will write.*
  - **SHARE:** Share the questions. Discuss how all of the “main idea” questions are asking for the same or similar information. The answers may be the same or similar and could relate to the theme if there is one. *Students, now you know from now on you will think about what questions might be asked of you at the end of the selection as you read.*



#### CREATE: TEST-READING STRATEGIES CHART

Add “Ask questions while you read” and “Wonder what questions will be asked.”

## ***The Black Death***

by

Anna MacKenzie

July 15, 1348

*The Black Death has come to our village. Thomas, the blacksmith's son, died*

*last night only hours after the first black spots appeared on his body. Lord Piers, our landowner, has ordered that no one is to enter or leave the village.*

*He hopes this will save the lives of the people in the surrounding countryside.*

*However, for us there is no escape.*

During the mid-fourteenth century, an epidemic of bubonic plague swept through Europe, killing a third of the population. No one knew then what caused the disease, and there was no cure. People tried all kinds of remedies, including herbs and potions made from nutmeg and crushed pearls, but nothing could stop the rising death toll. The epidemic became known as the Black Death.

## ***The Eruption of Mount Pelee***

By  
Ali Everts

I'll never forget those days in May 1902. Since January, steam had been rising from Mount Pelee's crater. Then in April, there was a series of small explosions and tremors. Ash pattered down on our homes and gardens, covering everything in a gritty blanket of gray.

Insects and snakes swarmed down the slopes of the volcano, and many farm animals died from the poisonous stings of red ants and enormous centipedes. My dog, Gerome, crept under Papa's chair and refused to come out for three days.

People began flooding into St. Pierre from nearby farms, where ash was ruining the crops and animals were starving. The city's leaders urged everyone to remain calm and stay in the town. Despite their reassurances, Mama was desperate to leave the island, but there was nowhere we could go.

## DAY 2

**FOCUS:** Anchor the Text in my Head

**Minilesson: Reread first of two paired selections**

- **CONNECTION:** *Yesterday you learned to wonder about the questions on the test as you read. Today you will learn why good test takers reread selections on a test.*
- **TEACHING POINT:** *Test takers read a selection at least twice to get the idea of what the whole selection is about and to remember important details. When you reread you already know what the main idea is so you are able to turn your attention to the details. You can now pay attention to how sections of the text are connected and make inferences. You can see how it all fits together to build a complete text. You notice how the ending fits with the beginning. Confusions you had in the beginning are cleared up by rereading the selection.*
  - Model by rereading aloud the section of the text you read yesterday. If there is not enough information in this short section, you may have to demonstrate this idea by reading a longer, more complete text.
  - Share your thinking about how the parts are connected.
  - Share the inferences you are making.
  - Share the details you noticed today.
  - Share how you are not making predictions about the selection, since you have already read the entire piece. Your attention has shifted away from gist to details and deeper meaning.

- **ACTIVE ENGAGEMENT:** *Today you will reread the selection and make inferences as you read. Pay attention to how the parts of the selection fit together. Discuss the details you noticed today, too. Reread the first half of the text, then turn and talk to your partner.*  
After the students have finished this discussion, have them answer the questions following the first selection.

- **SHARE:** Have partners share with the class what they noticed while reading. *So from now on, readers, you will be sure to reread to think about how the parts of the text are connected and make inferences.*



### TEST-READING STRATEGIES CHART

**Add “Reread selection.”**

## READING GENRE STUDY

### DAY 3

**FOCUS:** Question Answering Strategies

**Minilesson: Answering Test Questions**

- **CONNECTION:** *Yesterday you learned to reread to better understand what you read. Today you will learn how to choose the right answer for the test questions.*
- **TEACHING POINT:** *Test takers know how to eliminate answers. Eliminating answers is called the process of elimination. Only one answer can be right so you may have to reread to check your answer.*
  - Model how to correctly answer the first question from the first selection using Process of Elimination (POE).
  - Demonstrate how you eliminate answers that are distracters using rereading as one of your strategies. Usually one or two answers can be eliminated quickly. Pay closest attention to eliminating the “almost right answer.”
  - Emphasize your strategic thinking to answer the question. *Students, the only way to be sure to answer this question correctly is to go back and reread the appropriate section of the text.*
- **ACTIVE ENGAGEMENT:** Have a student share how s/he used the process of elimination to answer a question yesterday.
- **TEACHING POINT:** *Sometimes answer choices include facts that are right from the selection. They can mislead you to the wrong answer if you are not careful because they “look right.” When you see answers that are facts from the selection, you must double check your answer by rereading.*
- **ACTIVE ENGAGEMENT:** *Students, look back at the questions from yesterday and review the answer choices, looking to see if the*

*test writers took facts from other sections of the selection and used them as incorrect answers. Do not be tricked by misplaced facts.*

**Note: Not all questions utilize this strategy, but they are present on the MEAP test and worth reviewing.**

- **TEACHING POINT:** *Test takers also know where to find an answer. They know it can be found either in their head or in the text.*
  - Make an overhead of page 10 to use as a visual as you explain Question-Answer-Relationships (QAR).
  - Model how to correctly answer a question from the first selection using Question and Answer Relationships by showing how you know if the answer will come from the text or from your head.
  - Emphasize your strategic thinking.
- **ACTIVE ENGAGEMENT:** Put several question stems from page 11 on the overhead projector, have the students decide what kind of question it is, either an “in the book” or an “in my head” question.
  - Have the students read the second selection twice and answer the questions using POE, QAR, and rereading.
- **SHARE:** If time, process their thinking as a class. *So from now you know how to eliminate wrong answers, use Questions and Answer Relationships, reread to find the right answer, and to be sure your answer choice answers the question.*



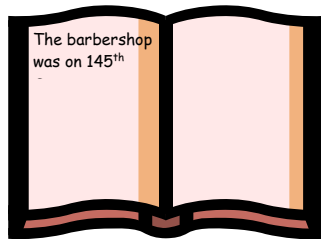
### CREATE: QUESTION-ANSWERING STRATEGIES CHART

**List the strategies they now know: Process of Elimination, Question and Answer Relationships, Rereading to Find an Answer, and “Be sure your answer choice answers the question.”**

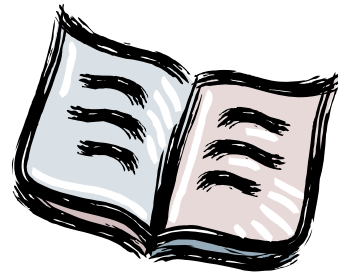
# Question Answer Relationships

## IN THE TEXT:

Right There

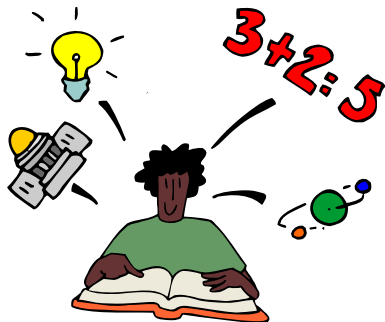


Think and Search



## IN MY HEAD:

Author and Me



On My Own



### Question Stems

1. According to this selection, which of these is a fact?
2. Which one of the following is one central idea of this selection?
3. What is a major theme of this story?
4. Which of the following best describes the character?
5. When (character does something), it tells us that...
6. Which sentence BEST reveals (character's) problem?
7. Which mood is communicated by this sentence...
8. Why did the author include conversation in this selection?
9. The main conflict of this story is that...
10. The conversation between (character A) and (character B) showed that...
11. Which word BEST describes (character)?
12. The following is true EXCEPT...
13. According to this selection, what was NOT a factor?
14. What is one of the MAIN/MAJOR reasons that (something happened)?
15. In this selection, \_\_\_\_ (vocabulary word) means...
16. According to the author, (something happened) because...
17. The central purpose of this selection is to...
18. What is the best summary of this selection?
19. What is an important lesson of this selection?
20. How does the author of this selection feel about...

## READING GENRE STUDY

### DAY 4

**FOCUS:** Reading to Answer Questions, including Cross Text Questions  
Applying Question Management Strategies  
Framed Reading

#### Minilesson 1: Reading the second paired selection and answering questions



**Note:** Today is the day the students must put into practice the test-reading AND questions-answering strategies you have taught them.

<u>Test-Reading Strategies</u>	<u>Question-Answering Strategies</u>
Ask questions while reading	Process of Elimination
Wonder what questions will be Asked	Question-Answer-Relationships
Reread Selection	Reread to Find an Answer
	Be sure your answer choice answers the question.

- **CONNECTION:** *You learned to reread the selection to get the big idea, notice the important details, and make inferences. You have also learned to predict questions you might be asked while reading. Today you will learn how to frame your reading.*
- **TEACHING POINT:** *Test takers know the purpose for reading a test is to answer questions correctly. This purpose can give you a focus for reading. You know it is not a time to relax or read for pleasure and that means you read differently. You may ask yourself how you can stay engaged while reading. One way is to turn headings and titles into questions in a nonfiction selection. These questions will*

*focus or frame your reading so you can answer the questions correctly.*

- **ACTIVE ENGAGEMENT:** *Today you will read the second selection twice thinking that your purpose for reading is to answer the questions correctly. See if this focus helps you to stay engaged while reading. Remember as you answer the questions think about how we eliminated answers yesterday. Circulate taking notes about answers students are choosing.*
- **SHARE:** Ask students why they chose a particular answer and not another. Process with the class.
  - How did focusing your reading on answering the questions correctly help you to answer the questions?  
*Now you know that there are different strategies to use to stay focused and answer questions correctly.*

## READING GENRE STUDY

### Minilesson 2: Answering cross text questions

- **CONNECTION:** *You have answered questions that only refer to one selection. Now you will learn how to answer questions that refer to both selections.*
- **TEACHING POINT:** *Cross text questions refer to both selections. These questions may compare or contrast characters or issues in the texts. At least one question may refer to the theme. You will have to think about both texts to answer them correctly.*
- **ACTIVE ENGAGEMENT:** *Students, remember to think about both selections as you answer these five questions. You have learned three strategies to answer questions correctly. Refer to the strategy chart. Have students answer these questions as you circulate observing how they cope with them.*
- **SHARE:** *Once again discuss the questions and how they chose their answers. Students, now you know that the cross text questions on the test will be about both selections and you must think about both of them to get these questions correct.*

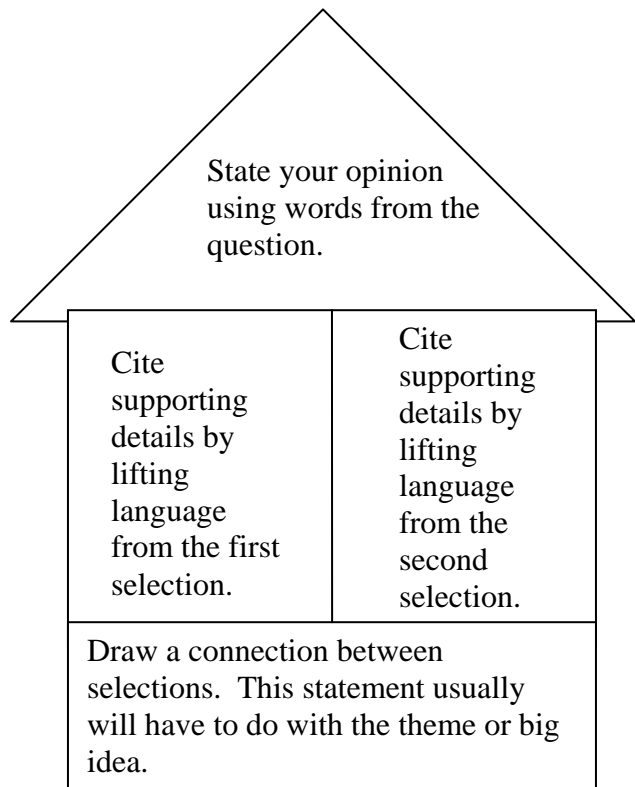
## READING GENRE STUDY

### DAY 5

**FOCUS:** Writing in Response to Reading  
House Organizer - Using Evidence and Language  
from the Text

#### Minilesson: Preparing to answer the Writing in Response to Reading question

- **CONNECTION:** *You learned how to answer multiple choice questions on a test. Today you are going to learn how to answer a question you have to write out.*
- **TEACHING POINT:** *This question asks you about both selections like the cross text questions, except you have to write out this answer. The house organizer will help you be sure you are answering all parts of the question. It will help you get ready to write your answer. Model how to complete the house organizer. If students are familiar with this type of writing, you may go through part of the house orally and have the students complete the rest on their own.*
- **ACTIVE ENGAGEMENT:** *Students, this question has several parts to it. To be sure you answer all of the parts, you will plan your answer by using this house organizer. You and your partners may talk through each part before you write in the house. You do not have to use the same examples as your partner to support your position. Have students use this organizer to plan their answers, too. Be sure they have made a connection between the two selections. Give the students about 10 minutes to plan their answers.*



- **SHARE:** Have students share their house organizers. *Students, now you know that you can plan your answer before you write it on the test.*
- **TEACHING POINT:** *Students, you know you will have all of the parts of the question answered because you have completed your house organizer. I am going to turn my notes into sentences so my thoughts make sense to the person who scores my test. Demonstrate how to lift*

## READING GENRE STUDY

language from text as a way to cite examples in support of the position taken.

- **ACTIVE ENGAGEMENT:** *Students, be sure to use all of the information from your house organizer. Remember, you not only have to have an opinion on this question, you also have to support your opinion by stating ideas from both selections.* Have students write paragraphs from their graphic organizers. While some students will have difficulty with the language shifts required to write a cohesive response to the scenario question, not all students will need the following scaffold. It is offered here as an option for the students who will benefit from such a structure.

I agree/disagree that \_\_\_\_

In, title, \_\_\_\_

(Likewise, Similarly, In addition) in, title, \_\_\_\_

Therefore, in both selections \_\_\_\_

Take a stand on the issue posed in the scenario question.

(Use language from the question in the position.)

In the first selection (title of selection) it says, \_\_\_\_ (Cite specific examples and details that support the position taken.)

In the second selection (title of selection) it says, \_\_\_\_ (Cite specific examples and details that support the position taken.)

Therefore, these two selections are alike, because \_\_\_\_ (The connection may be centered around the theme of the two selections.)

Take a stand on the issue posed in the scenario question.

(Use language from the question in the position.)

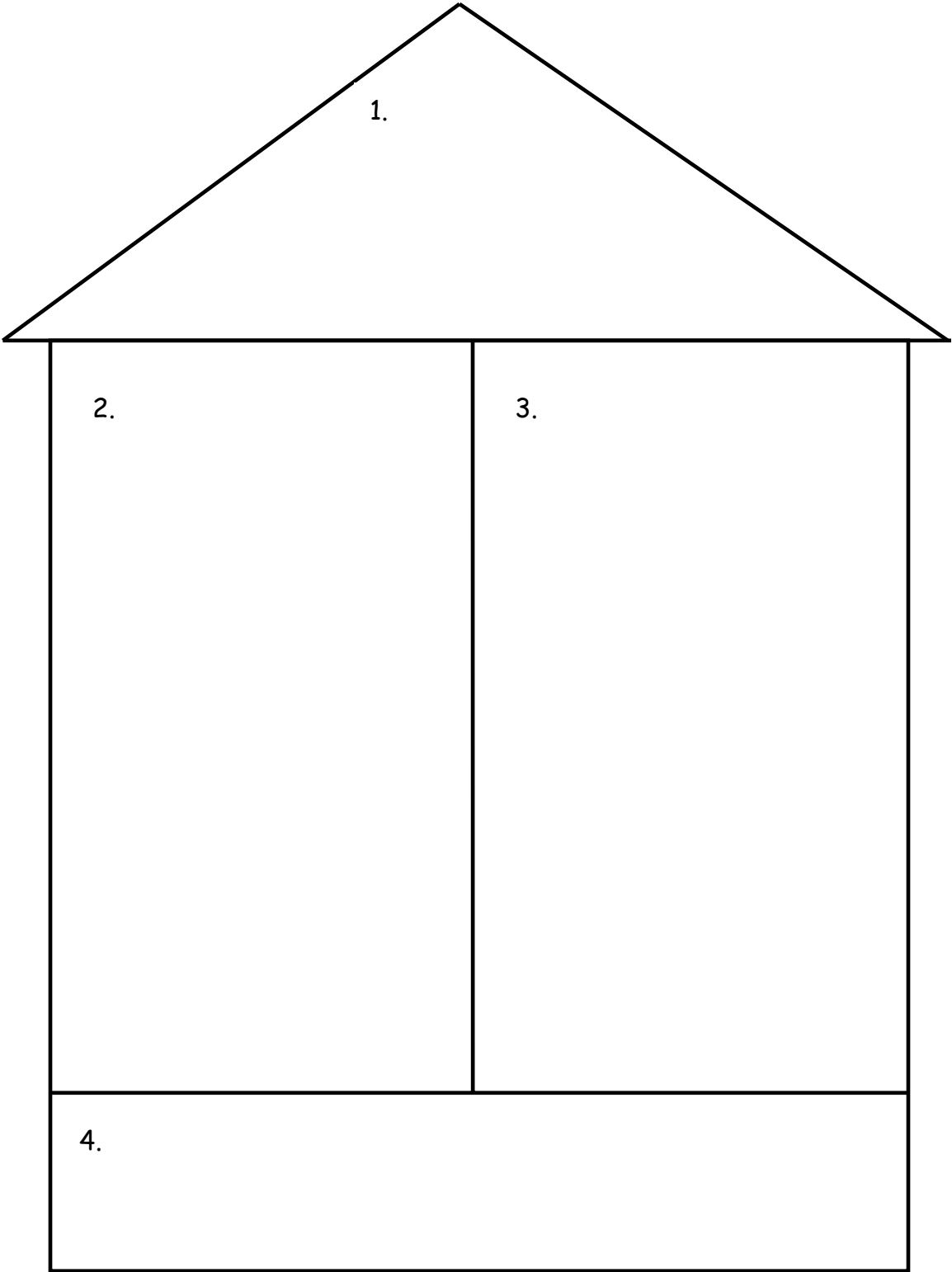
One reason I have for this position is that in the selection (title of selection), \_\_\_\_ (Cite specific examples and details that support the position taken.)

Another reason for my position (restate position) is that in the other selection (title of selection), \_\_\_\_ (Cite specific examples and details that support the position taken.)

Therefore, these two selections were paired together

because \_\_\_\_ (The connection may be centered around the theme of the two selections.)

- **SHARE:** Have students share with the class. Point out the four parts in the answers. *Students, now you know to plan your written answers and then write them clearly for the test scorers to read.*



**IF TIME PERMITS, HAVE THE STUDENTS WORK THROUGH THE REST OF THE PROTOTYPE ITEMS.**

**DAY 6**

**FOCUS:** Building Independent Test Takers  
Applying Distracter Strategies

**Minilesson 1: Reading the selections and answering the questions**

Have students complete the rest of the readings and answer the questions.

- **CONNECTION:** *Students, we have learned test taking strategies as we have worked through the practice test selections and questions together. Today you will use all of these strategies as you work through the rest of the prototype.*
- **ACTIVE ENGAGEMENT:** Have students read the remaining selections and answer the questions. *Students, remember as you read to use your test-reading strategies of rereading, wondering what questions will be asked, and framing your reading.*  
Refer to the Test-Reading and Question-Answering Charts you have made. *As you answer the questions use the strategies of process of elimination, QAR, rereading, and watching for misleading facts from the selection. Now is the time to apply all you have learned.*

- **SHARE:** Ask students why they chose a particular answer and not another. Process some of their strategies with the class.
  - Why did you choose the answer you did?
  - Where could you find the answer?
  - Why did you not choose an answer?*Now you know there are different strategies that test takers use to read a test and answer the questions correctly and that you can use these strategies, too.*



**CAUTION:**  
Test Preparation ENDS  
10 Days PRIOR to the MEAP Test.

# Independent Reading

## READING GENRE STUDY

### Independent Reading: Teacher Background

This work on independent reading is meant to be done as parallel work with the MEAP genre study. The texts the students read will not be MEAP related. They should be at a student's independent level, making it easy to comprehend. Ensuring students are reading at their independent level will facilitate metacognition, while using the comprehension strategies.

Since this unit takes place at the beginning of the school year, the comprehension strategy work is being viewed as a review for students, a time to get them back in the swing of the type of conversations held in school about reading. These strategies are reminders that readers must be engaged with the text to comprehend.

#### Rationale

Independent Reading enables students to practice the skills that have been taught. It also helps students to build stamina and fluency. And, stamina and fluency will help students be successful on the MEAP test.

In his book *What Really Matters for Struggling Readers* (2001), Richard Allington cites Stephen Krashen's research that found students who had time to read more in school performed as well or better on reading comprehension tests than students who did not have additional reading time. It did not matter what the additional reading time replaced; additional reading time improved comprehension. Lucy Calkins suggests students read 30 minutes each day in school.

#### Managing Independent Reading

It is important to establish the appropriate procedures and behaviors for independent reading. A critical aspect of managing independent reading is matching students with "just right" books. One procedure for matching students with books is The Goldilocks Strategy developed by Marilyn Ohlhausen and Mary Jepsen.

#### The Goldilocks Strategy

##### Easy Books

Ask myself these questions. If I am answering yes, this book is probably an easy book for me. I'll have fun reading it.

Have I read it lots of times before?  
Do I understand the story?  
Do I know (can I understand) almost every word?  
Can I read it smoothly?

##### Just Right Books

Ask myself these questions. If I am answering yes, this book is probably a "just right" book for me. I'll give it a try.

Is this book new to me?  
Do I understand what I have read so far?  
Are there just a few words per page I don't know?  
When I read, are some places smooth and some choppy?  
Can someone help me with this book? Who?

##### Hard Books

Ask myself these questions. If I am answering yes, this book is probably a hard book for me. I'll give it another try later (perhaps in a couple of months).

Are there more than a few words on each page I don't know?  
Am I confused about what is happening in this book? Do I feel bored?  
When I read, does it feel pretty choppy?  
Is everyone busy and unable to help me?  
Is there a way to get this book closer to a "just right" book?

Students need several books at their finger tips so they always have something appropriate to read. Book bags containing a variety of books at their level is one way to organize this and to keep students from wondering the room looking for something to read. Joke books, books of poetry, and magazines are fine additions to a book bag, as the text is usually shorter and the student can take a break from a longer text, but continue reading.

#### Conferring

During sustained silent reading, it was stressed that the teacher model reading silently in front of the class. This is not what is emphasized in independent reading. Once the procedures for independent reading have been established and the students all have appropriate books to read, the teacher is available to teach directly to each child's strengths and needs through small group instruction or one-to-one conferences. These conferences are the heart of independent reading.

## **Independent Reading Plan**

**USE A THREE PART FORMAT**

**1. MINI-LESSON**

- Teacher models the strategy through a think aloud.

**2. SILENT READING**

- Students utilize the strategy learned.
- Teacher confers.

**3. RESPONSE/REFLECTION**

- Students share how they used the strategy and how it helped them to better comprehend the text.
  - Whole class
  - Partners

### **Unit of Study: Developing Internal Conversations**

<b>DAY</b>	<b>Independent Reading 20-25 minutes</b>	<b>DAY</b>	<b>Independent Reading 20-25 minutes</b>
<b>1</b>	Strategies to choose a “just right” book	<b>6</b>	Internal Conversation: Determining Importance
<b>2</b>	Strategies to build fluency and stamina	<b>7</b>	Internal Conversation: Determining Importance
<b>3</b>	Strategies to read farther, longer	<b>8</b>	Internal Conversation: Synthesizing
<b>4</b>	Attending to the reader’s internal conversation with the text	<b>9</b>	Internal Conversation: Synthesizing
<b>5</b>	Internal Conversation: Making connections while reading	<b>10</b>	Strategies to “fix-up” confusions

## READING GENRE STUDY

### Fluency

While fluency is one of the five components of reading, there is controversy over the amount of attention that should be given to it. Some experts think that a lack of fluency has a greater impact on younger readers' comprehension than those who are more experienced readers. Others believe it is necessary for all readers to be fluent to comprehend. Experts do agree that fluency does impact comprehension at some level.

Teachers should assess whether the lack of fluency is disrupting comprehension before spending a great deal of time working on it. The students who seem to slip by teachers are the ones who read fluently, but do not comprehend what is read.

Words such as “quick”, “with expression”, “good phrasing”, or “reads in a meaningful way” are usually used to describe what listeners notice about fluent reading. Fluency is enhanced through repeated readings of familiar text. It is also important that the activities that engage students in rereading familiar text are enjoyable.

In his book *What Really Matters for Struggling Readers* (2001), Richard Allington suggests several ways to engage students in rereading activities to improve fluency. The following is one of those mentioned.

#### **Fluency-Oriented Reading Instruction**

Basal stories or other text of reasonable length may be used for these readings. It is important to keep the focus on comprehension, as this focus enhances fluency.

- The teacher reads the text aloud to the class and discusses it using a story map framework.

- The text is then “echo read” with the whole group or with small groups of students. The teacher reads a segment and then the students reread it chorally.
- Students read the text with a partner, sharing rereading the text.
- The third rereading can be done in as a performance with various students reading different character parts.
- Students take the text home to reread to an adult once or twice during the week.
- Students always have the opportunity to engage in self-selected reading for 15-30 minutes every day. They may choose to reread a text during this time or choose an unfamiliar text to read.

#### **Optional Method for Teaching Fluency from *Teaching Reading to Black Adolescent Males* by Alfred Tatum**

Be sure to use texts from their grade level. They may come from content areas texts to enhance content knowledge while building fluency. Other readings may include texts that deal with democratic principles, such as the Declaration of Independence, the preamble to the U.S. Constitution, Martin Luther King’s “I Have a Dream” speech, and Abraham Lincoln’s Gettysburg Address.

Choose a brief text (50-200 words). Provide copies for each student. Do the lesson once a week.

#### **Format:**

- Read the text to the class (once, twice, or three times). Students listen and identify words they want repeated.
- Discuss the content of the text and how it was read (loud, soft, fast, etc.)
- Organize a choral reading (done twice or three times).

## READING GENRE STUDY

- Have students divide into pairs and practice the text two or three times each with a partner. The partner gives positive feedback.
- Have students choose one or two words from the text to go on the word wall.
- Have students practice the text at home.
- Assess students' oral reading fluency.

### Paired Reading Guidelines

- Each student is given a copy of the text.
- While one partner reads the text aloud, the other listens attentively, helping with words *if asked to do so*.
- The reader self-evaluates the first reading by considering such factors as speed, smoothness, expression, and attention to punctuation.
- The reader rereads the passage, striving for improvement, and self-evaluates again.
- The listener provides feedback.
- The two switch roles and repeat steps 2 through 5.

### Managing Partnerships – Adapted from Lucy Calkins

Fluency can be fostered by encouraging students to read with a partner. The following mini-lessons can be taught to enhance partner reading and fluency. Teachers may want to model each one of these so the partners are sure about the expectations for partner reading.

#### Mini-lessons

1. **CHORAL READING:** students hold one copy of the book and read together
2. **TAKE TURNS:** students take turns reading by alternating after each page or if there is limited text on the page, alternating after a few pages

3. **ECHO READING:** one child reads a chunk or several pages of the text, and the second child rereads it to make it fluent
4. **TAKING PARTS:** students take the roles of the characters—usually done for a second reading—especially effective with texts with lots of dialogue or plays
5. **HELPING VOICE:** one child reads a book to his partner—the partner helps if he gets stuck—they talk about the places that they get stuck
6. **TIMED READING BOOK TALKS**—read silently during timed-reading period then turn and talk to a partner about what you read

**NOTE:** *I have found it helpful to explain how the print cues are signaling me to read the text. For example, if there are italicized words, I must decide why they are italicized. That information informs my reading performance. If a clause is set off by commas, I use pauses and inflection to set the clause apart orally. All of these cues are used automatically by me as a fluent oral reader and I feel I must explain them to my students. I read the passage once all the way through to model how it sounds. I then talk through the passage explaining the cues. After that, I read the passage again and ask if the students want to hear any part again or if they want me to identify any of the words. I then have the students read it to me or with partners.*

**Judy Kelly**

## READING GENRE STUDY

### Resources for Additional Support

Allington, R. (2001). *What Really Matters for Struggling Readers*. Pearson Education. New York: NY.

Calkins, L. (1998). *A Teacher's Guide to Understanding Standardized Reading Tests: Knowledge is Power*. Heinemann. Portsmouth:ME.

Calkins, L. (2001). *The Art of Teaching Reading*. Pearson Education. New York: NY.

Hoyt, L. (2005). *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*. Heinemann. Portsmouth:ME.

Routman, R. (1991). *Invitations: Changing as Teachers and Learners K-12*. Heinemann. Portsmouth:ME.

Tatum, A. (2005). *Teaching Reading to Black Adolescent Males*. Stenhouse Publishers. Portland, ME.