



# Powerful Readers of Fiction

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# Today's Goals

- Examine the research around reading comprehension
- Explore the 5 fiction reading powers and activities to support each power
- Plan a lesson to use in your classroom

# Your Classroom

- What percentage of your time is spent on fiction vs. non-fiction?
- If you were to create a pie chart of your time with your students, what would it look like?
  - Reading independently
  - Writing
  - Spelling / Grammar
  - Discussions
  - Worksheets
  - Other Activities

# Reading

## Decoding

- Letters, sounds
- Phonological awareness
- Spelling, vocabulary
- Fluency

## Comprehension

- Thinking
- Understanding
- Constructing meaning
- Meta-cognition (awareness of thinking)

# What Does the Research Say?

## **The Researchers**

- David Pearson  
1970s
- Harvey and  
Goudvis

## **Proficient Readers**

- Make Connections
- Visualize
- Use Text features
- Determine Importance
- Question and Infer
- Transform Their  
Thinking

# Components of comprehension instruction that follows a *gradual release of responsibility* approach:

## 1. Introduce the strategy

- Explain the concept of the strategy

## 2. Teacher Modeling

- Read aloud/think aloud - “speaking voice/thinking voice”

## 3. Guided Practice

- Reinforce the strategy through whole class practice, guided reading groups

## 4. Independent Practice

- Student practices the strategy on their own

## 5. Application

- Student applies the strategy to real life reading experiences

# Connecting

- Strong readers relate what they are reading to personal experiences and background knowledge. This includes making text-to-self, text-to-text, and text-to-world connections.
- Connections form the basis for many of other reading powers

# Types of Connections

T-S: Text-to-Self

- “This part of the book reminds me of something that happened to me or someone I know

T-T: Text-to-Text

- “This part of the text reminds me of something I have read or viewed

T-W: Text-to-World

- “This part of the text reminds me of something that is or has happened in the world”



# The Language of Connecting

- *What I just read reminds me of \_\_\_\_\_.*  
*This helps me understand the text because*  
*\_\_\_\_\_.*
- *I understand \_\_\_\_\_ because in my*  
*own experience \_\_\_\_\_.*
- Describe the similarities between you and one of the main characters.
- Pick an experience from your own life and describe how it helped you understand the text.
- Select a quote from the text that you connect to and describe your connection.

# Connecting Activity

- Run Sheet Run by Rosemary Howland
- What connections do you have?
  - Text-to-self
  - Text-to-text
  - Text-to-world

# Visualizing

- Strong readers use the text to create a picture in their minds. This includes creating a multi-sensory image using sounds, sights, and smells
- They see the setting as an important part of the meaning of text
- Comes from the same part of our brain as connecting – it is almost impossible to visualize something that we have no experience with

# The Language of Visualizing

- **Prompts and Sentence Frames to Encourage Visualizing**
  - *The setting affected the story because ...*
  - What techniques does the author use to create a picture in your mind (descriptive language, simile, metaphor, hyperbole, imagery)? Find an example of each technique from the text.
  - Pick three colors to represent three different parts of the text. Describe why you picked each color and how it represents that part of the text.
  - If this text was made into a movie or TV show, and you were in charge of selecting the location for filming, describe the location you would chose.
  - Describe three images that stuck in your mind as you were reading. How did this help you understand the text better?

# Visualizing

They walked in single file. The entrance to the path was like a sort of arch leading into a gloomy tunnel made by two great trees that leant together, too old and strangled with ivy and hung with lichen to bear more than a few blackened leaves. The path itself was narrow and wound in and out among the trunks. Soon the light at the gate was like a little bright hole far behind, and the quiet was so deep that their feet seemed to thump along while all the trees leaned over them and listened. As their eyes became used to the dimness they could see a little way to either side in a sort of darkened green glimmer.

Occasionally a slender beam of sun that had the luck to slip in through some opening in the leaves far above, and still more luck in not being caught in the tangled boughs and matted twigs beneath, stabbed down thin and bright before them. But this was seldom, and it soon ceased altogether

# Questioning

- Strong readers ask questions about the text as they are reading to enhance their comprehension. This includes asking literal and inferential questions before, during, and after reading.
- Two types of questions:
  - Asking questions to clarify understanding (What just happened? Why did he do that?)
  - Asking questions to extend thinking (I wonder if ...?)

# The Language of Questioning

- *This text made me wonder about ...*
- *Now that I have finished the text, I am still wondering ...*
- If the author were here, what are three questions that you would ask about the text?
- If one of the characters were here, what are three questions that you would ask?
- What are three questions that were answered by the end of the text?
- What are three questions that were not answered by the end of the text? How does this increase your enjoyment of the text?

# Questioning Activity

- Take a look back at Run Sheep Run – what are some questions that you still have?



# Inferring

- Strong readers use evidence found in the text to fill in the blanks left by the author. They combine evidence from the text with their personal connections and background knowledge to make meaning.
- Any time we ask students to move beyond the literal, we are asking them to make an inference.

# The Language of Inferring

- *I think ... because ....*
- *Although the author doesn't directly tell me, I infer that ...*
- Describe the personality of one of the main characters. What clues did the author give to make you think this?
- Pick an event in the text and describe how you think the characters felt about that event. What made you think this?
- Describe what motivates a character to behave the way they do.
- Find three examples of how the author communicates something without directly telling the reader. For each inference, describe how the author communicates it?
- Think back to questions you had while reading that were not answered by the text. Infer an answer to those questions.

# Inferring

- The Present – Disney Short
  - <https://www.youtube.com/watch?v=WjqIU5FgsYc>
- Take a look back at Run Sheep Run – look at the sections that are marked

# Transforming

- Strong readers combine their thinking with the information from the text to draw conclusions and create new understandings. They are also able to take information from multiple sources and combine it for a specific purpose.
- What could one learn from this text? How could it change the reader's understanding?

# The Language of Transforming

- How has your thinking changes after reading the text?
- Describe any insights that you have gained from the text.
- Describe one change that you will try to make in your life because of this text. Why?
- Why do you think the author wrote this text?
- *I now understand that ...*
- *I used to think ... but now I'm thinking ...*

# Transforming

## Summary

- 2-dimensional reading
- Facts from the text made smaller
- No additional input
- A ***“re-tell”***

## Synthesis

- 3-dimensional reading
- Facts from the text PLUS additional input
- Opinions, thoughts, ideas included
- A ***“re-think”***

# Transforming

- Newsflash
  - The message forms the headline
  - The plot forms the article

Example:

If You Lie Too Many Times, Your Friends Won't Believe You When It Counts

On Tuesday, a wolf attack resulted in the death of a whole flock of sheep. The Shepherd, who we cannot name because of his age, says that his cries for help went unanswered by his friends and neighbours. One of the witnesses claimed that this particular boy had literally cried "Wolf" so many times that no one even batted an eye when Tuesday's cries rang out across the village...

# What Will You Do?

- What is one thing that you are currently doing in your classroom that you can tweak to incorporate something that you have learned this morning?
- As you finish your reflection, take a moment to think about the texts that you already use in your class. Would these texts be a good fit for one of the reading powers?



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