Igniting the Spark: Utilizing Reading Strategies to Dig Deep and Encourage Creativity

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Recommended Text

- Content Area Reading: Literacy and Learning Across the Curriculum by Vacca, Vacca, and Mraz (10th ed.)
- Amazon, abebooks.com
Story Impression

- Arouses curiosity
- Can be used with narrative or informational text
- “Uses clue words associated with the setting, characters, and events in the story to help readers write their own versions of the story prior to reading” (Vacca et al., 2013, p. 181).
Story Impression

- Grandfather
- Japan
- steamship
- New World
- explore
- California
- sweetheart

- San Francisco Bay
- homeland
- war
- scattered
Tableau

- Motivational dramatic response
- Silent 3-D representations
- No props, talking, or movement
- Only gestures
- Demonstrate physical or emotional relationships
- Audience discussion of interpretations
- Can be used for: fiction, biographies, poetry, or information books
Discussion Webs

- Encourages students to engage the text and each other in discussion by creating a framework.
- Uses cooperative learning principles
- Uses a graphic display to scaffold students’ thinking about the ideas they want to contribute
Discussion Webs

• Prepare your students for reading by activating prior knowledge, raising questions, and making predictions about the text.
• Assign students to read the selection and then introduce the discussion web by having them work in pairs to generate pro and con responses to the question.
• Combine partners into groups of four to compare responses, work toward consensus, and reach a conclusion as a group.
Discussion Webs

• Give each group three minutes to decide which of all the reasons given best supports the group’s conclusion.
• Have your students follow up the whole-class discussion by individually writing their responses to the discussion web question.
Discussion Webs

• Let’s Practice!

• Was it okay for Jack to bring home things from the giant’s castle?
Sketch to Stretch

- Furthers students’ comprehension of print involving visual arts
- Students asked to stop, “stretch,” and “sketch” what they are visualizing while reading
- Links print literacy with visual literacy
- Sketches can be done in a variety of ways
- Students can share in different ways
Sketch to Stretch

• Let’s Sketch!

• “There is wind here,” said Caleb happily. “It blows the snow and brings tumbleweeds and makes the sheep run. Wind and wind and wind!” Caleb stood up and ran like the wind, and the sheep ran after him, stiff legged and fast. He circled the field, the sun making the top of his hair golden. He collapsed next to Sarah, and the lambs pushed their wet noses into us. (From Sarah, Plain and Tall by Patricia MacLachlan; Harper Trophy 1987)
Guided Imagery

- Builds a base for discussion, inquiry, and group work
- Visualizations aid in developing comprehension
- Allows students to explore and stretch concepts in addition to solve and clarify problems
- Guided imagery should parallel assigned reading selection
- Questions aid discussion after reading
Guided Imagery

- Let’s practice
Unsent Letters

- Role-play in which students write letters in response to material being studied
- Uses imagination
- Calls for students to employ evaluative and interpretive thinking
- Direct students’ thinking toward a particular audience
Biopoems

• Allows readers to use information from text in a poetic form
• Uses a pattern that allows writers to synthesize what they have learned (people, places, things, concepts, or events)
• Can be used for any content area
Biopoems

• Line 1: First name
• Line 2: Four traits describing character
• Line 3: Relative of __________
• Line 4: Lover of ____________ (3 things or people)
• Line 5: Who feels ____________ (3 things)
• Line 6: Who needs ____________ (3 things)
• Line 7: Who fears ____________ (3 things)
• Line 8: Who gives ____________ (3 things)
• Line 9: Who would like to see ____________ (3 things)
• Line 10: Resident of ____________
• Line 11: Last name
Response Journals

- Allow readers to connect what they are thinking and feeling after interacting with a text
- Prompts can be used to generate feelings and thoughts or students can respond freely
- Examples of prompts: read-aloud, visual, or situation
- Historical Character Journals
  - Students assume role of historical figures and view events from their perspective