

THE READING WRITING CENTER

READING MODULE MENU



1. READING ROCKS!

Do you want your students to do an independent reading project?

Having a hard time matching students with books? Choice isn't choice if you don't know what your options are. This module will introduce students to books. Students will complete an *About Me* survey and then participate in a book pass. They will learn how to preview books and have the opportunity to preview at least ten titles. Students will also be given time to read silently and to check books out of Mrs. Spillane's extensive classroom library.

2. HOW TO READ THE TEXTBOOK

Students can't learn much from books they can't or won't read. This module will teach students how to access the information in their textbooks. First we will examine and define text supports. We discuss the purpose behind such conventions as headings, subheadings, graphs, charts, etc. Students will be shown a sure fire way to get around reading whole chapters and they will end the period by starting a Textbook Activity Guide. ** Teachers please give me a photocopy of the current textbook chapter your students will be studying at least two days before your class is scheduled for this module.

3. SETTING A PURPOSE FOR READING

Do your students read every text the same way? Can students articulate their reading processes? Students will read a variety of texts so that they can experience different reading purposes. Students will reflect on how setting a purpose for reading helps them remember what they read.

4. MARKING UP THE TEXT

Do your students justify their opinions with details from the text? Do they mark up text as they read? This module will teach students four codes for marking up text. We will practice using these codes on a variety of content related texts. We will

end the session by charting how marking up text helps readers remember what they read.

5. MAKING PREDICTIONS TO ANTICIPATE CONTENT

Do your students remember what they read? When students anticipate reading content they read more actively and are better able to hold onto their thinking. Students will practice anticipating content using affinity diagrams, predict-o-grams, concept ladders, anticipation guides, OR story impressions. We will begin by defining prediction and discussing the skill. After a shared reading related to your content, students will confirm or reject their initial predictions and make new ones. We will end the session by charting how prediction helps readers remember what they've read.

6. QUESTIONING THE TEXT

Do your students question? Do you students see a relationship between questioning and fluent reading? This module will review questioning as a reading strategy that supports comprehension. Students will learn about questioning as a comprehension strategy using content related, high interest text. Students will explore effective and ineffective questions as well as question types and purposes. We will end the session by charting how questioning helps readers.

7. CONNECTING TO TEXT

Students will leave this session with knowledge of three types of text connections: text to self, text to text, and text to world. We will practice making these types of connections with a variety of content specific pieces. We will also delve into the "so what?" in order to test our connections and see how making connections can deepen our understanding of a text. As with other modules, we will chart connecting to text at the end of the session.

8. MAKING INFERENCES

In what? Infer! This module will review how to infer. Students will discuss making inferences and they will practice inferring with several text types related to your content area. We will begin with pictures and cartoon and end our inference practice with

informational texts. Students will reflect on how inferencing helps them understand what they read by charting how to infer.

9. UNCOVERING ORGANIZATIONAL PATTERNS I: COMPARE/CONTRAST

This module will build students' knowledge about organizational patterns and the words that signal such patterns. We will build a word bank of words that signal compare and contrast. After a shared reading, students will complete a Y-chart to practice sorting through text to collect similarities and differences. Students will practice content related FCAT style questions that assess their ability to compare and contrast. Lastly we will identify and chart critical attributes of writing organized with this pattern.

10. UNCOVERING ORGANIZATIONAL PATTERNS II: CAUSE & EFFECT

This module will build students' knowledge about organizational patterns and the words that signal such patterns. We will build a word bank of words that signal cause and effect. After a shared reading students will complete a graphic organizer to practice sorting through text to examine cause and effect. Students will practice content related FCAT style questions that assess their ability to recognize cause and effect. Lastly we will identify and chart critical attributes of writing organized with this pattern.



To schedule a whole class reading session contact Lee Ann Spillane at spillal@ocps.net

THE READING AND WRITING CENTER WRITING MODULE MENU

1. SCORING FCAT ESSAYS PART I

This writing module will introduce students to the FCAT Writes scoring rubric after students have written a sample essay. Students will discuss the differences between scoring a paper, grading a paper, and responding a paper. Students will also practice scoring their own essays and their peer's essays using the FCAT Writes scoring rubric.

2. SCORING FCAT ESSAYS PART II

This writing module will review the FCAT Writes scoring rubric and give students hands on practice in small groups using the rubric with a variety of student samples. Once small groups have scored sample essays, they will present their findings to the class.

3. ESSAY PLANNING & WRITING

This writing module will teach students effective planning and drafting strategies that can be applied to any type of writing. Students will examine a sample essay and "backwards plan" so that they understand the essay's parts. They then will practice planning expository and persuasive essays

4. PARAGRAPH PARTS & ELABORATION

This writing module will teach students the parts of a paragraph in a

way that supports teaching using the Elements of Language textbook. Students will learn to color code topic sentences, supporting details, and clincher sentences. Students will work with sample student essays before writing and coding their own paragraphs. Elaboration will be addressed as students color code the parts of their paragraphs. Extend the lesson by having students will practice elaboration strategies using their own writing.

5. MOCK TESTING: WRITING & SCORING

This writing module will run as a mock testing session. Students will be given writing prompts and be asked to write to the prompt for 45 minutes. The second half of the session will have students scoring their own and their writing partner's essays.

6. TRANSITIONS: GOING FROM A 3 TO A 5

This writing module will teach students transition words. Students will examine student sample essays for transitions and they will discuss the scoring rubric in terms of how transitions affect an essay's holistic score. Students will then examine and revise their past writing(s) for transitions.

7. VIVID LANGUAGE

This writing module will review the concept of vivid language with students. Students will examine samples of effective published writing in order to deduce types of vivid language. As a class, students will collaboratively color

code a sample essay and discuss what vivid language contributes to the overall effectiveness of a piece of writing. Students will then color code a piece of their own writing for verbs, adjectives, and adverbs. The session will end with students revising a piece of their writing for vivid language.

8. INTRODUCTIONS & THESIS STATEMENTS

This writing module will review the concepts of introductions and thesis statements with students. Students will examine effective writing samples in order to deduce different types of introductions. They will also examine student sample essays for thesis statements. To practice, students will plan a number of essays before writing several introductions.

9. Sentence Variety

This writing module will review sentence types and teach students strategies for writing a variety of sentences.

10. CONCLUSIONS

This writing module will review writing effective conclusions. Students will examine effective writing samples in order to deduce different ways authors conclude their pieces. They will also examine student sample essays for thesis statements. To practice, students will plan a number of essays before writing several introductions.

