

LETTING TEXT TALK TO YOU:

ENGAGING IN CONVERSATIONS WITH TEXT

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OBJECTIVES

1. Participants will learn about content area reading and intermediate and middle grade level reading research.
2. Participants will practice a Reading Conversation strategy that embeds four of the five components of reading (Fluency, Vocabulary, Comprehension, and Phonics).



Proficient reading is “the process of extracting and constructing meaning through **interaction** and **involvement** with written language.”

Sweet and Snow, 2002



NEED |



NEED

“One of the great mysteries to challenge researchers is how people learn to read and comprehend text rapidly and with ease. A large part of the explanation lies in how they learn to read individual words. Skilled readers are able to look at thousands of words and immediately recognize their meanings without any effort.”

Ehri, L. C. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) and P. Tomlinson (Eds.) Learning and teaching reading. London: British Journal of Educational Psychology Monograph Series II.

NEED

Proficient comprehension of text is influenced by:

- Accurate and fluent word reading skills
- Oral language skills (vocabulary, linguistic comprehension)
- Extent of conceptual and factual knowledge
- Knowledge and skill in use of cognitive strategies to
- improve comprehension or repair it when it breaks down.
- Reasoning and inferential skills
- Motivation to understand and interest in task and materials

NEED

The most efficient way to make an “accurate first guess” of the identity of a new word is:

- First, do phonemic analysis and try an approximate pronunciation
- Then, close in on the exact right word by selecting a word with the right sounds in it, that also makes sense in the passage



NEED

The challenge of continuing growth in fluency becomes even greater after third grade

- 4th, 5th, and 6 , and 6th graders encounter about 10,000 words they have never seen before in in print during a year's worth of reading
- Furthermore, each of these “new” words occurs only about 10 times in a year's worth of reading
- Unfortunately, it's very difficult to correctly guess the identity of these “new words” just from the context of passage



NEW LEARNING



NEW LEARNING

Marking the
Text

Annotating



NEW LEARNING: A CONVERSATION WITH TEXT

1. Topic
2. Chunk the Text
3. First Reading
4. Vocabulary Check
5. Second Reading



MODEL | “The King of
Bling”

MODEL: A CONVERSATION WITH TEXT

1. Topic

- Read the title and subtitle
- What is this passage about?
- What do I already know about this topic?
- What connections can I make to this topic?



The King of Bling



World Almanac for Kids

When Carter discovered Tut's tomb, it was the only crypt of an ancient Egyptian king that had not been ransacked by thieves.

On Tour with Tut and His Treasures

Howard Carter **feverishly**¹ chipped away at the ancient door. With sweat dripping from his brow, Carter **chiseled**² a hole in the rock, hoping to create a space big enough to peer through.

Bit by bit, tiny fragments of stone and dust fell to the floor. Finally, when the hole was big enough, Carter picked up a flashlight and looked inside.

"The sight that met us was beyond anything one could conceive," the famous archaeologist wrote in his diary.

Inside the ancient Egyptian vault were alabaster vases, shiny white chests, finely carved chairs, and a golden throne.

The year was 1922, and Carter had just made one of the greatest archaeological finds in history: the tomb and the **mummified**³ remains of the boy king the ancient Egyptians called Tutankhamun.

Treasures on Tour

From the early 2000s to early 2010s, some of the treasures Carter discovered were displayed in an exhibit called "Tutankhamun and the Golden Age of the Pharaohs." The exhibit toured several U.S. cities. It included more than 130 objects. Most of them had never left Egypt before.

Visitors to the exhibit had an opportunity to learn about King Tut and to see what life was like for **pharaohs**, or kings, and other royalty in Egypt more than 3,000 years ago. That's when Tutankhamun ruled. Tut was 9 or 10 when he came to power after the death of his father, Akhenaten.

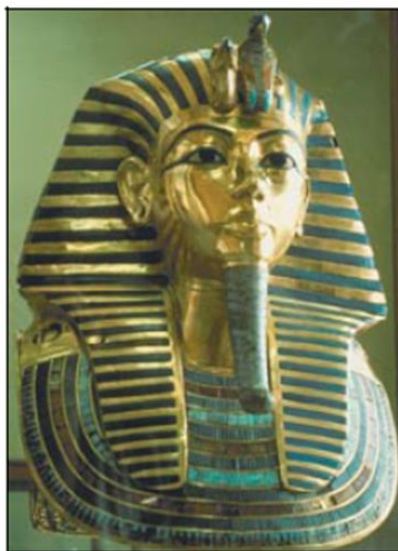
MODEL: A CONVERSATION WITH TEXT

2. Chunk the Text

- How can I logically chunk this text?
- How can I designate the chunks?



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MODEL: A CONVERSATION WITH TEXT

2. First Reading

- Teacher models fluent reading
- Students follow along and circle unknown words



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MODEL: A CONVERSATION WITH TEXT

4. Following the First Reading

- Examine the circled words – context clues?
- Examine the circled words – morphology?

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MODEL: A CONVERSATION WITH TEXT

5. Second Reading

- Converse with the text
- Per chunk
 - 1 question and/or
 - 1 comment

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Based on the title and photograph, I can infer that Howard Carter may be a scientist of some kind, maybe an archaeologist.

Why would the Egyptians bury such valuable items in a tomb?

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How could such a young child be a ruler over an entire civilization?

DEVELOPMENT

“The Nile
and Ancient
Egypt”

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REVIEW AND SHARE

Successes with the strategy?

Challenges with the strategy?



APPLICATION



REFLECT

How can this strategy be applied in your grade level/content area?

What adjustments or modifications will you need to make to implement this strategy?

How will you set your students up for success in utilizing this strategy?

