



*Engaging
Students in ELA*

PRIDE Academy Budget As of 11/08/21

Unrestricted	\$34,043.42
Title 1	\$29,979.67
Lottery	\$6,144.40
ARP - Learning Loss	\$5,191.63

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“The brain that does the work is the brain that does the learning.”

–David Sousa

**WHO'S
DOING
THE
WORK?**

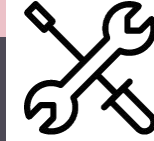
**Jan Burkins
and Kim Yaris**

method responsibilities that are usually realized that, in order to help our little frequent absences—and to teach our children to be more responsible as contributing members of the classroom—we set in place proven practices to help them. We reached them, however, that we had made mistakes. When we were told, “You have to get the children to unload the dishes, it’s more than watching them do it,” we prompted them. Yes, they said, when we left town and they were not reading, we had to prompt them. Yes, they said, if not all, of the children’s reading experience does not match. When students write, they do so “freely”—the parenting equivalent of “explaining why.” It restates the message in order to eliminate confusion (and in testimony to how much of the work we do, the practice of using specific practices that make sense” and “Does that make sense?” as to giving the children the nature of the work. It’s not more of “The 2 Sisters” (better reading), then we haven’t given students a chance to pick out the hard words, as the plot, just as our children need us to

Comprehension

Confidence

Frustration

















What are some challenges you have seen students experience with reading?

Decoding words

Engagement/
motivation

Interest/topic

READING SKILLS

USE BACKGROUND KNOWLEDGE 	ASK QUESTIONS 	IDENTIFY THE AUTHOR'S PURPOSE 	IDENTIFY THE MAIN IDEA 
RECOGNIZE SEQUENCE 	RECOGNIZE CAUSE AND EFFECT 	MAKE INFERENCES 	MAKE PREDICTIONS 
SUMMARIZE 	DISTINGUISH BETWEEN FACT AND OPINION 	FIND FACTS AND DETAILS 	RECOGNIZE COMPARE AND CONTRAST 
MAKE CONNECTIONS 	VISUALIZE 	REREAD FOR CLARITY 	ADJUST YOUR PACING 

Questions to Engage Readers

Before Reading:

- ❖ Why did you choose this book?
- ❖ What could this book be about?
- ❖ Have you read others books by this author?
- ❖ What do you notice on the front cover?
- ❖ What is the title of the book?

During Reading:

- ❖ What is happening in the pictures?
- ❖ How is the character feeling?
- ❖ What could happen next?
- ❖ How would you describe the character?
- ❖ How would you feel if this happened to you?

After Reading:

- ❖ What was your favorite part? Why?
- ❖ What was the most interesting/exciting part of the book?
- ❖ Who was your favorite character? Why?
- ❖ Which word would you like to find out more about?
- ❖ If you were to rewrite the story, which part would you change?

*Questions
to support
Fiction
Text*

READING QUESTIONS

Character

- Who are the characters?
- How do you think the character felt when...
- Do you think the character would make a good friend? Why or why not?
- How are the characters similar/different to each other?
- Why do you think the character did this?

Plot

- What happened at the beginning, middle, end of the story?
- How would you have solved the problem?
- What other ways could the problem have been solved?
- What's the best part in the book? Why?
- How would you change the story?

Text Connections

- Have you ever met anyone like the character?
- Has something similar ever happened to you?
- Does this book remind you of any other books you have read? How?
- Could the story happen in real life? Why or why not?

Reading Strategies

- Summarize what happened in the story.
- What do you think is going to happen next?
- Why do you think the author wrote this book?
- Who is telling the story?
- Do you have any more questions about the text?
- What did you picture when you read this part?

*Questions
to support
Nonfiction
Text*

Help your child become
a better **READER**

Questions to ask your child while reading
nonfiction text.



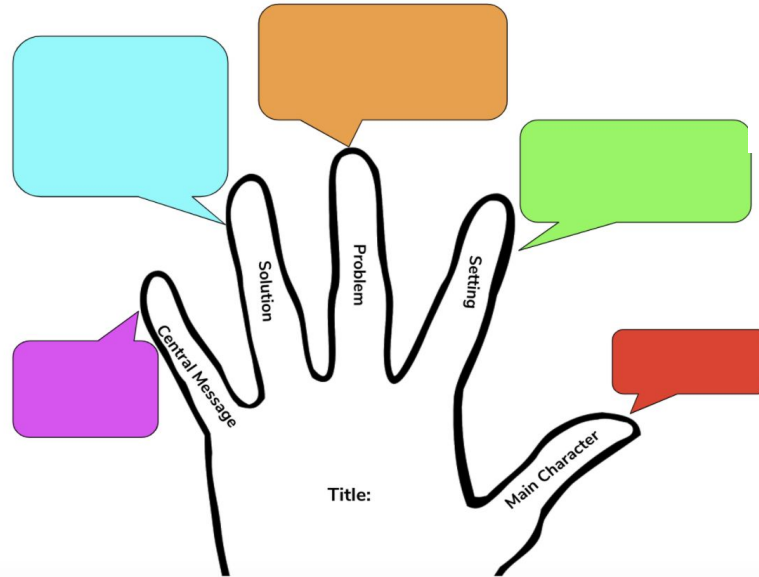
- What is the main idea of the text?
- Can you tell me something you already know about this topic?
- What did you learn from reading the text?
- Are there any words that you do not know what they mean?
- What are some new words that you learned?
- Do you have any questions after reading this?
- Were there any features (diagrams, charts, pictures) that were important?
- Where could you find out more information about this topic?
- What questions would you ask the author about this topic?
- What would be a good title for this text?
- Can you think of another book that you have read about this topic? How was it similar? How was it different?
- Did you like the text? Why or why not?

How to give a

HIGH-5 RETELL



- Tell who the characters are using their names.
- Tell where the story takes place.
- Tell what happened at the beginning, middle, and end.
- Use key words like: first, next, then, last, and finally.



My Retelling Hand

I can remember the different parts of the story I read.



Setting

When, and where does the story take place?



Characters

Who are the people, animals, or creatures in the story?



Problem

What went wrong in the story?

Events in the Story

What happened in the beginning, middle and end of the story?

Bme



Solution

How was the problem fixed or resolved?



Five Finger Retell

Summary

-Uses few words to give the most important parts of a story.

S

somebody

Who is the main character?

W

wanted

What does the main character want?

B

but

What is the problem?

S

so

How does the character try to solve the problem?

T

then

How does the story end?

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@simplyreadwithme

Reading Response Choice Boards

Reading Response Board: Fiction		
Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!		
<input checked="" type="checkbox"/> Sequence the events in the story. Make sure to include the important parts in detail.	<input checked="" type="checkbox"/> What connections can you make between your life and the book? Explain.	<input checked="" type="checkbox"/> From what you have read so far, what prediction can you make? What makes you think that will happen next?
<input checked="" type="checkbox"/> If you could step into this story, what is the first thing you would do?	<input checked="" type="checkbox"/> Write a letter to a character in the book. What would you say to that character?	<input checked="" type="checkbox"/> Explain a character's problem and then offer that character a solution.
<input checked="" type="checkbox"/> Choose one character and explain why you would or would not want to have him/her as a friend in real life.	<input checked="" type="checkbox"/> Describe the setting(s) in the story. Can you make any connections to the place(s)?	

Reading Response Board: Nonfiction		
Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!		
<input checked="" type="checkbox"/> What is the main idea of what you read? Give 3 details to support the main idea.	<input checked="" type="checkbox"/> Write 3 important facts or new information from your text. Give 2 opinions about the topic.	<input checked="" type="checkbox"/> What new questions do you have after reading this text? How can you find the answers to those questions?
<input checked="" type="checkbox"/> What are some words you did not know in your text? Use a dictionary or context clues to explain the meanings.	<input checked="" type="checkbox"/> Copy the part of your text that you found to be very interesting. Explain why it is interesting to you.	<input checked="" type="checkbox"/> Write a summary of what you read in your text today.
<input checked="" type="checkbox"/> Does this topic remind you of another topic or text you have read about before?	<input checked="" type="checkbox"/> What text features do you see within your text? Give some examples and explain their purpose.	<input checked="" type="checkbox"/> What are your feelings and/or thoughts about this topic. Explain.

[Click here for more choice boards](#)

Thinking Routines

What do you...

NOTICE? | WONDER?

 @MATHLETEPEARCE

MAKE**MATH**MOMENTS.COM

 @MRORR_GEEK

See Think Wonder

 What do you see?

 What do you think is going on?

 What does it make you wonder?

purpose This routine encourages students to make careful observations and thoughtful responses for inquiry.

See Think Wonder

 <u>SEE</u> What do you see?	 <u>THINK</u> What do you think is going on?	 <u>WONDER</u> What does it make you wonder?

Adapted by Alicia Vignos 2017

Sentence Phrase Word




 Choose a sentence that was meaningful to you, that you felt captures a core idea of the text.

 Select a phrase that moved, engaged or provoked you.

 Choose a word that captured your attention or struck you as powerful.

purpose This routine helps learners focus on a particular focus on caption discussion while drawing

Sentence Phrase Word

 <u>SENTENCE</u> Write a sentence that captures the core idea of the text.	 <u>PHRASE</u> Write a phrase that moved, engaged or provoked you.	 <u>WORD</u> Write a word that grabbed your attention or was powerful.
Why did you choose this sentence?	Why did you choose this phrase?	Why did you choose this word?

Adapted by Alicia Vignos 2017

Scenario

A student is having trouble getting started on reading a text or book.

- Choose another book they are interested in (if they can - independent)
- Different options for reading (1 page I read, 1 page you read)
- Follow the pencil/finger
- Picture walk - asking about pictures/cover
- Tangible objects that they can look at and discuss related to the topic (to visualize and relate)

Scenario

A student is having trouble figuring out what a word means.

- Ask them “what do you think it means?”
- Refer back to picture
- Look for context clues (what comes before/after the word)
- Look at the root or part of the word

Scenario

A student is having difficulty comprehending what they are reading.

- Highlight main idea/details or key words
- Annotate chunks of the text (paragraphs)
- What do you notice about...
- What do you think is happening here?
- Re-read smaller part of the text and then talk about that
- Key details (3 key points)
- Five finger retells

Article: [Tools for Teaching: Developing Active Readers](#)

[If, Then Statements in Santee Literacy Plan](#)

Free books in District Library!

Additional Reading Opportunities