

# FOR-PD Reading Specialist

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Reading Specialist

# My Role at FOR-PD



- Literacy Newsletter
- Monthly Reading Strategy
- Assignment Directions
- Research
- Online Resources
- Quizzes
- Literacy Logs
- Participant Issues/Questions
- Course Content/Updates



# Assisting Facilitators



- Focusing on the Content
- Questions on Discussion/Literacy Log Directions
- Inquiries on Quiz Items
- Questions on our Research
- Working with Participants
- Using Resources



# Spotlight on Resources



- Literacy Newsletter
  - In Focus
  - Student and Professional Texts
  - Update on literacy news
  - Literacy Coaches' Corner
  - Text Sets
  - Participant Help
  - Reading Strategy of the Month



## Preparing for Discussion

Getting your class ready to participate in discussions should involve creating a classroom environment based on trust and one that is inquiry driven. Helping students understand that they should be inquisitive in nature and that the fellow-classmates, plus themselves, are a community of sorts are both key to the success of engaging discussions.

Teachers need to also consider the background knowledge needed, the vocabulary will need to be taught or reviewed, and the overall goal or purpose of the discussion. Providing students with a background knowledge quiz or using exclusion brainstorming can be very helpful in gaining insight into what your students do and do not know.

### Exclusion Brainstorm Example

#### Teacher Directions:

Choose five words that relate directly to the topic, five words that are unrelated, and five words that are ambiguous.

#### Student Directions:

1. Choose the words you think do not relate to the topic and explain why.
2. Choose words you do think relate to the topic and explain why.
3. Discuss the remaining words and how they may or may not be related to the topic.

**Subject:** Astronomy

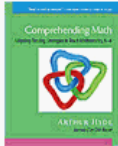
**Topic:** Planetary science

celestial	interstellar	limit cycles
micrometeoroids	Edge of chaos	exoplanet
axiomatic formulation	morphisms	pulsar
genes	moon	comets
species	asteroid	Charles Darwin

Based on Spiegel, D. L. (2005). *Classroom discussion: Strategies for engaging all students, building higher-level thinking skills, and strengthening reading and writing across the curriculum*. New York: Scholastic, page 63.



# Book Ideas



## **Comprehending Math: Adapting Reading Strategies to Teach Mathematics**

By Arthur Hyde

*From the Publisher:* No matter the content area, students need to develop clear ways of thinking about and understanding what they learn. But this kind of conceptual thinking seems more difficult in math than in language arts and social studies. Fortunately we now know how to help kids understand more about mathematics than ever before, and in *Comprehending Math* you'll find out that much of math's conceptual difficulty can be alleviated by adapting what we have learned from research on language and cognition.

In *Comprehending Math* Arthur Hyde (coauthor of the popular *Best Practice*) shows you how to adapt some of your favorite and most effective reading comprehension strategies to help your students with important mathematical concepts. Emphasizing problem solving, Hyde and his colleagues demonstrate how to build into your practice math-based variations of:

- K-W-L
- visualizing
- asking questions
- inferring
- predicting
- making connections
- determining importance
- synthesizing

He then presents a practical way to "braid" together reading comprehension, math problem-solving, and thinking to improve math teaching and learning. Elaborating on this braided model of approach to problem solving, he shows how it can support planning as well as instruction.

*Comprehending Math* is based on current cognitive research and features more than three dozen examples that range from traditional story problems to open-ended or extended-response problems and mathematical tasks. It gives you step-by-step ideas for instruction and smart, specific advice on planning strategy-based teaching.

Help students do math and get it at the same time. Read *Comprehending Math*, use its adaptations of familiar language arts strategies, and discover how deeply students can understand math concepts and how well they can use that knowledge to solve problems.

## **Wintersmith**

by Terry Pratchett  
(High School)



*From the publisher:*

At 9, Tiffany Aching defeated the cruel Queen of Fairyland.

At 11, she battled an ancient body-stealing evil.

At 13, Tiffany faces a new challenge: a boy. And boys can be a bit of a problem when you're thirteen....

But the *Wintersmith* isn't exactly a boy. He is Winter itself--snow, gales, icicles--all of it. When he has a crush on Tiffany, he may make her roses out of ice, but his nature is blizzards and avalanches. And he wants Tiffany to stay in his gleaming, frozen world. Forever.

Tiffany will need all her cunning to make it to Spring. She'll also need her friends, from junior witches to the legendary Granny Weatherwax. They--Crivens! Tiffany will need the Wee Free Men too! She'll have the help of the bravest, toughest, smelliest picties ever to be banished from Fairyland--whether she wants it or not.

It's going to be a cold, cold season, because if Tiffany doesn't survive until Spring--Spring won't come.

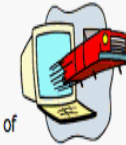


# In the News



## Content Area Reading Professional Development (CAR-PD)

Dr. Evan B. Lefsky, Executive Director of Just Read, Florida!, recently issued a Florida Department of Education memo further describing the Content Area Reading Professional Development (CAR-PD). CAR-PD has been created to satisfy the legislative requirement stating that the Florida Department of Education would emphasize reading instruction professional development for content area teachers in order to help them meet the diverse reading intervention needs of Florida's students.



CAR-PD is a package of 150 in-service points with reading endorsement indicators drawn primarily from the areas of vocabulary and comprehension. The CAR-PD package consists of **Florida Online Reading Professional Development (FOR-PD)** which is 60 in-service points, the CAR-PD Academy which is also 60 in-service points, and a 30 hour practicum.

For more information on CAR-PD, visit the links below.

### Technical Assistance for Content Area Reading Professional Development

[http://info.fldoe.org/docushare/dsweb/Get/Document-4014/car\\_pdqa\\_memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-4014/car_pdqa_memo.pdf)

### Legislative Requirements for Content Area Reading Professional Development

<http://info.fldoe.org/docushare/dsweb/Get/Document-3856/car-pd.pdf>

### Frequently Asked Questions (FAQs)

[http://info.fldoe.org/docushare/dsweb/Get/Document-4015/car\\_pdqa\\_att2.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-4015/car_pdqa_att2.pdf)

### Schedule - CAR-PD Professional Development

[http://info.fldoe.org/docushare/dsweb/Get/Document-4016/car\\_pdqa\\_att3.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-4016/car_pdqa_att3.pdf)



# Literacy Coaches' Corner



## Literacy Coaches' Corner

Literacy coaching is a hot topic in the state of Florida. Coaches perform an important role in our schools in the way they support the needs of both staff and students. This month FOR-PD interviewed Brian Dorman, President of the [Florida Literacy Coaches Association](#) (FLCA). We asked Brian some questions on the purpose of this association and what we can expect from the FLCA now and in the future. Read below for a transcript of the Q&A.



### **What is the purpose of the Florida Literacy Coaches Association?**

The mission of the FLCA is "uniting literacy coaches to support and advocate for the literacy needs of all stakeholders in schools across Florida." We want to be able to provide a professional network for coaches to share best practices and discuss the latest research on coaching in schools.

### **For the 2006-2007 school year, what is the top priority for the association?**

The top priority for the association is to begin creating the network that will improve literacy coaching in the state. We also want to be able to provide professional development designed for coaches at various conferences in the state. We are working with the [Secondary Reading Council](#) in order to provide some sessions for coaches at the [SRC Conference](#) in April 2007 and we will be working with the [Florida Reading Association](#) to provide sessions for coaches at the FRA Conference in September 2007.



# Text Set

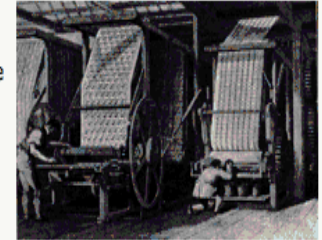
## Text Sets

This month we are venturing into the topic of the American Industrial Revolution. The Industrial Revolution is recognized as a period in history with major technological, socioeconomic and cultural changes. The Industrial Revolution, beginning in England, spread to North America during the beginning of the 19th century. Inventions in the areas of mining, transportation, and power led for the ability of factories to increase production. Along with an increase in marketable goods, labor became a key factor in many New England states.

As described in the February FOR-PD Reading Strategy of the Month, text sets can be considered a collection of books related to a common element, topic, theme, or type of text. They provide readers with a medley of text and other materials, including non-fiction, websites, photos, pictures, primary source documents, and fiction, that will support the growing need for students to obtain quality information from a variety of sources.

Below is a sampling of texts to use in the intermediate-high school classroom on the topic of the Industrial Revolution. Remember, before making any book or resource available be sure to check out its appropriateness for your students.

FOR-PD is looking for ideas for future text sets. If you have an idea, please feel free to email us at [forpd@orion.itrc.ucf.edu](mailto:forpd@orion.itrc.ucf.edu).



## "Industrial Revolution" Text Sets

### Books and Resources for Intermediate - Middle School Students

- *The Industrial Revolution* by Mary Collins
- *The Industrial Revolution* by Sean Connolly
- *Industrial Revolution* (Living History Series) by John D. Clare
- *The Industrial Revolution* by Christine Hatt
- *The Working Life - A Sweatshop During the Industrial Revolution* by Adam Woog
- *The Industrial Revolution* by William Dudley
- *The Industrial Revolution* by Steward Ross
- *Smokestacks And Spinning Jennys: Industrial Revolution* by Sean Price
- *Industrial America* by Kitty Shea
- *Mill* by David Macaulay

# Participant Support



## Common Course Questions and Answers



The FOR-PD office, facilitators, and help desk are receiving many questions regarding how to add to the literacy log, access particular quizzes, and make hyperlinks, among others. Below are the most common questions we are receiving. Take a look to see if these answer any of your own questions.

### 1. I would like to send an email to everyone in my course using the course mail tool in WebCT - do I send it to FOR-PD Project (section#)?

No, sending the email to the FOR-PD Project recipient will send it to our FOR-PD office. If you wish to send the email to everyone in your course, you will need to do the following:

- Choose Course Mail from the Course Menu
- Click on the "Compose message" button
- A new window should come up - click on the "Browse." button
- Another new window should come up with a list of all available recipients for your course
- Click on the first recipient to highlight his/her name
- Hold down the "Shift" key on your keyboard and click on the last recipient listed
- You should now see all recipients' names highlighted
- Click on the "Select" button
- You should now see all recipients listed in the "Send to" box
- Compose your message (don't forget to type in a Subject title) and click on "Send"

Congratulations! You have just sent an email to everyone in your course.

### 2. I have come across some links in the course that are inactive or do not work. What should I do?

A lot of the resources used throughout the course come from outside organizations. If these organizations choose to modify their webpage and/or move content around, it is possible that the link provided in the course will become outdated. If you run into this problem, please notify our FOR-PD Help Desk. The Help Desk will notify our content staff, who will look into updating the link or finding a new resource to replace it.

## Tech Tips: Spotlight on Online Chats



A **chat room** or **chatroom** is an online site in which people can chat online (talk by broadcasting messages to people on the same site in real time). Sometimes these venues are moderated either by limiting who is allowed to speak (not common), or by having moderation volunteers patrol the venue watching for disruptive or otherwise undesirable behavior. (From Wikipedia - [http://en.wikipedia.org/wiki/Chat\\_room](http://en.wikipedia.org/wiki/Chat_room))

Chat rooms can be found all over the internet and can be a great way to interact with others who share similar interests. Many internet service providers offer the ability to chat with other users using an online chat tool.

WebCT provides its own internal chat tool and it can be used throughout the FOR-PD course to meet, collaborate, ask questions, generate ideas, and share information with other FOR-PD course participants or your facilitator. For example, you may want to set up a time to meet with a small group of fellow participants online to discuss a topic or issue; or your facilitator might decide to set up virtual office hours. Occasionally, the FOR-PD staff will set up **optional** live chats with experts for you to meet and talk with.

Information on using the WebCT chat tool can be found in our [tutorials](#) section.

Whether chatting online within the FOR-PD course or outside the course, there are some general guidelines that are normally followed:

1. **Safety tips** should be considered to ensure your safety during an online chat. With the FOR-PD course, you need not worry about your safety, since the course is in a password-protected environment and only course participants, facilitators, and FOR-PD staff have access to the online chat rooms. However, these tips can be useful when participating in an online chat outside of the course.
2. Most online chat programs have a set procedure to be followed by participants. This helps the flow of the chat and assures a smooth online chat experience. At FOR-PD, this is also true. We have a **Chat Protocol** that participants need to follow when involved in a chat. Please be sure to review the chat protocol and understand it before entering a FOR-PD **scheduled chat**.
3. A net etiquette (or netiquette) has been established throughout the World Wide Web to help internet users learn some good rules for online behavior. A lot of the netiquette guidelines are common sense and are similar to everyday public behavioral guidelines. These guidelines should be applied when engaging in an online chat and are especially helpful for your experience with the FOR-PD course.



# Reading Strategy



- Reading Strategy
  - Rationale
  - How To
  - Assessment
  - Resources
  - References
  - Handouts



# Reading Strategy--Summarization



**SUMMARIZATION**

July 2006



## **Step 1 Preview**

Have students preview the passage and ask them to think about what they expect the passage to read about. This may be a good time to offer a goal or purpose for reading. Remind students they will probably need to read the selection twice.

## **Step 2 Main Idea**

After reading the text, have students ask themselves what the whole article is about and to identify the author's message about that topic. Have students generate the main idea in their own words and be observant that their thesis is general enough to encompass the whole article, but is not too vague.

## **Step 3 Supporting Ideas**

Now it's time to find the details that support your thesis. These should be considered the major details of the text and be more specific than the thesis. Do not include examples, illustrations, or little anecdotes. Remember to inform your class not to repeat themselves as they write their summary. Ask students to consider any notes that were taken during the reading of the article; are these important enough to add to the summary?

## **Step 4 Check and Polish**

Have students take time to review their summary and polish their thoughts. Make sure complete sentences are used and that the students used their own words are extremely important. The students should also note that the first sentence states the thesis of their summary. Use of summary words like "in conclusion" and "the main point" can be used toward the end of the summary. Students should feel they have a better understanding of what they read.

(Based on Friend, R. (2000). Teaching summarization as a content area strategy. *Journal of Adolescent & Adult Literacy*, 44 (4), 320-329.)



# Reading Strategy--Summarization



## **Summarization Pyramids**

This strategy makes use of a pyramid shaped graphic organizer. After a lesson or reading on a particular topic, students will generate a pyramid of short answer: their pyramid. Questions can include asking for a synonym for the topic, an analogy between the topic and a sport, some causes of the topic, some tools for use topic, or even the effects of the topic.

Summarization Pyramid
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# Reading Strategy Handouts



## TOPICS AND SUBTOPICS SECONDARY EXAMPLE

Topic: Angiosperms		
Angiosperms are plants with a vascular system and leaves that produce broad flowers.	Vegetables, flowers, trees and grasses are all angiosperms and have many things in common.	Angiosperms produce fruit from their flowers.
		The seeds of the angiosperms are contained in the fruit.
		Some angiosperms produce flowers that are hard to see on the plant.
	Angiosperms are the most successful plants on Earth.	There are at least 235,000 known species.
		Angiosperms adapt well to many kinds of environments.
		The fruit not only protects the seeds, but also allows the opportunity for them to be spread by animals in the environment.
	Angiosperms have adaptations that help them survive from year to year.	Annual plants go from seed to flower to seed in about a year's time.
		Perennials do not die in the winter, but some will wither the top portion of the plant and grow again in the spring.
		Other perennials, those with woody stems, will stay above ground and become dormant until spring.

# Participant Expectations



- Updated
- Linked on Main Webpage
- Still linked within the Course



# Currently Working On



- Model Postings
- Engaging Questions to use with Participants
- Quiz Question Review and Revision



# How to Contact Me



- Email -- [lourdes@orion.itrc.ucf.edu](mailto:lourdes@orion.itrc.ucf.edu)
- FAC Board -- Lourdes Smith
- Phone -- (407) 384-2076



# Questions?