

# READING SUCCESS IN GRADES 3 - 5



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# Balanced Literacy Schedule

- Whole Group – modeled and shared reading
- Small Group Instruction –
  - Guided Reading
  - Collaborative Discussion
  - Meaningful Follow-up work
  - Independent Reading
- Closure



# Reading Comprehension Strategies

1. Predicting
2. Visualizing
3. Making Connections
4. Asking Questions
5. Checking for Understanding and Rereading



# Strategy 1: Predicting

Good readers make **predictions** about what they are going to read.

They will:

- Look at the **title** and **illustrations** on the cover
- Think about what might **happen next** while reading and when the chapter ends.

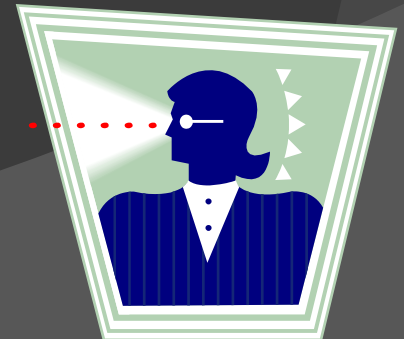


# Strategy 2: Visualizing

Good readers gather information and use their **senses** to engage with the story.

They will:

- **See** the story unfold in their mind
- Create the **mental image** of what is happening on the page



# Strategy 3: Making Connections

Good readers are always **connecting** what they already know to what they encounter in the text.

There are **three types of connections** that kids can make as they read text:

- Text to Self
- Text to Text
- Text to World



# Types of Connections

- **Text to Self connections**- students are reminded of similar experiences in his or her **own life**.
- **Text to Text connections**- students are reminded of similar experiences in two **different texts** they have read.
- **Text to World connections**- the text is connected to the **bigger world**. These are often the big “idea” connections.

# Strategy 4: Asking Questions

Good readers **ask questions** to help them interact with the text they are reading.

They will:

- **Deepen understanding** of the text.
- Find **answers** - sometimes easy, sometimes not
- **Ask questions** for both fiction and non-fiction texts
- Look back over the questions to **reflect** on their learning





# Strategy 5: Checking for Understanding and Rereading

Good readers know when they **understand** the text and when they don't.

- Stop and **check for understanding** about what is being read
- **Retell** what happened at the end of a page or chapter
- **Reread** if not sure of what happened in the text



# Reading Targets

## Text Level Chart 3- 5

Grade	end of 1 <sup>st</sup> quarter	end of 2 <sup>nd</sup> quarter	end of 3 <sup>rd</sup> quarter	end of 4 <sup>th</sup> quarter
Grade 3 Level P	Level M	Level N	Level O	
Grade 4		Levels Q - R		Levels S - T
Grade 5		Levels T - U		Levels V - W

# Choose a **JUST RIGHT** Book

**1** Choose a book that makes you want to read!

**2** Use the **5 Finger Rule**:

- Read one page.
- Hold up a finger for each word you can't figure out.



Still need a **Just Right** Book

**OR**

**Just Right!**  
I'm off to read . . .

# Leveled Book Lists

Here are two **websites** to explore for lists of leveled books:

<http://www.scholastic.com/bookwizard/>

<http://home.comcast.net/~ngiansante/>

# Testing Information in Grades 3 - 5

- **MAP-R** - Measures of Academic Progress in Reading
- **MSA** - Maryland School Assessment



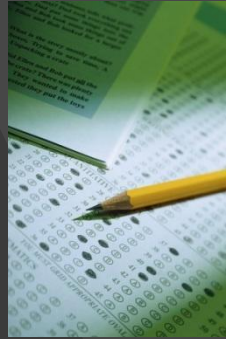
# MAP – R

- Untimed computer - adaptive **reading** assessment
- Multiple choice items
- Measures student reading growth over time



# MSA

## Maryland School Assessment

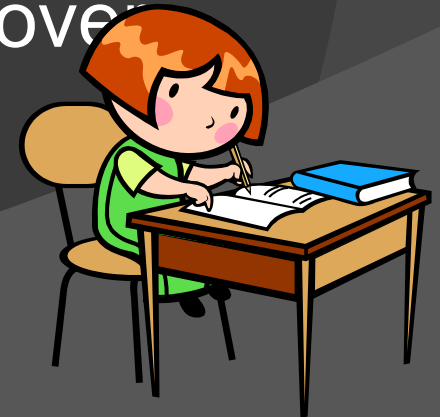


- Annual state test of **reading** and **math** in grades 3, 4, and 5 and **science** in grade 5
- Meets the federal mandates under the *No Child Left Behind Act* (NCLB)
- Website: <http://www.mdk12.org/parents/index/html>

# MSA

Each assessment has:

- Selected Response (multiple-choice)
- Constructed Responses
  - Brief Constructed Response (BCR)
  - Extended Constructed Response (ECR) – Grade 5
- Each content assessment is given over a two day period








Questions

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THANK



YOU

Please take a moment to fill out the evaluation. It will provide our committee with valuable feedback!