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ED 403  
Week 2



# Agenda

- Discussion regarding *Narrowing the Literacy Gap*
- Preparation for next class: Jan. 28th
- Continuing the discussion regarding comprehension instruction
- Putting it altogether in terms of teaching and learning activities



## *Narrowing the Literacy Gap*

- Jig saw group meetings regarding chapters 2, 3, and 4
- Group discussion of chapter 1
- Sharing and discussion of chapters 2-4
- Group discussion of chapter 5



# Preparing for class: Jan. 28th

- Complete survey of 4-6 students
- Complete inventory and interview with cooperating teacher
- Guidelines regarding first text-based discussion
- Researching *The Dirty Thirties*



## Continuing the discussion regarding text comprehension

- Using the guiding questions regarding Fountas and Pinnell

# Interactive model of reading

Schematic: prior knowledge

Semantic: word meanings

Syntactic: sentence structure

Morphemic: meaningful units of words that combine to make new words

Graphophonemic: letter-sound relationships

Reader driven



Text driven



# Activity: Purpose

To reinforce our understanding of the relationship between teaching/ learning activities and the ways we interact with text





# Activity: Directions

Place the five levels of analyses at the top of your poster

Locate the sentence strips describing various teaching/learning activities under the levels of analyses, speaking to which levels of analysis the activity supports. Be prepared to describe why

Use arrows to show that you think more than one level of analysis is involved in an activity.



# Video viewing

- As we watch these teachers in grades 3-5, be thinking about the teaching and learning opportunities they are providing their students.