EDUC 403 - Individualized Reading Instruction in the Elementary Grades, Winter 2008

Palincsar, Annemarie Sullivan

Unless otherwise noted, the content of this course material is licensed under a Creative Commons Attribution-Non-Commercial-ShareAlike 3.0 License.
http://creativecommons.org/licenses/by-nc-sa/3.0/

Copyright © 2008, Annemarie Sullivan Palincsar.

You assume all responsibility for use and potential liability associated with any use of the material. Material contains copyrighted content, used in accordance with U.S. law. Copyright holders of content included in this material should contact open.michigan@umich.edu with any questions, corrections, or clarifications regarding the use of content. The Regents of the University of Michigan do not license the use of third party content posted to this site unless such a license is specifically granted in connection with particular content. Users of content are responsible for their compliance with applicable law. Mention of specific products in this material solely represents the opinion of the speaker and does not represent an endorsement by the University of Michigan. For more information about how to cite these materials visit http://michigan.educommons.net/about/terms-of-use.

Any medical information in this material is intended to inform and educate and is not a tool for self-diagnosis or a replacement for medical evaluation, advice, diagnosis or treatment by a healthcare professional. You should speak to your physician or make an appointment to be seen if you have questions or concerns about this information or your medical condition. Viewer discretion is advised: Material may contain medical images that may be disturbing to some viewers.
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.