


**THE "ART" OF ACTIVE READING:**  
ENGAGING READERS AS THINKERS BY  
BUILDING ACTIVE READING HABITS  
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**WELCOME!**


"More than anything else, reading is the process that requires you, the reader, to make meaning from written words."



**DEFINING AN ENGAGED READER**


- Chooses to read
- Reads widely, for both pleasure and information
- Possesses a repertoire of strategies for understanding and interpreting texts
- Uses reading to develop a better understanding of self, others, and the world (Gambrell, 1994).

~National Reading Research Center




**5 KEY PRINCIPLES OF READER ENGAGEMENT: PRINCIPLE 1**

1. Engaged Readers thrive when the classroom is "book rich".
  - The presence of books is a significant factor in literacy development
  - Teachers should create high-quality classroom libraries to provide a wide-access to a variety of books.




**PRINCIPLE 2**

2. Engaged readers like to choose their own books.
  - 80% of students say they most enjoyed books they had chosen themselves (Gambrell).
  - Research correlates choice and the development of intrinsic motivation (Paris and Oka, 1986).



**PRINCIPLE 3**

3. Engaged readers like books that provide familiar characters, settings, and story structure.
  - Books written in a series are especially compelling.
  - Students are motivated to read books recommended by peers (Appleby & Conner, 1965).



## PRINCIPLE 4

4. Engaged readers interact with others about their reading.
- Students who engage in frequent discussions about their reading are more motivated and have higher reading achievement scores than students who do not interact with others about text.
  - Providing these opportunities is “an important factor in developing enthusiastic, engaged readers” (Gambrell, 1994).

## PRINCIPLE 5

5. For engaged readers, books are the best reward.
- Prizes and parties initially increase motivation to read, but research supports that in the long run it actually impairs motivation (Fawson & Fawson, 1994).
  - Students need a climate where books themselves are regarded as valuable and intrinsically satisfying.

## GOALS AND EXPECTATION FOR IMPLEMENTING PRINCIPLES THROUGH READING WORKSHOP

GOALS	EXPECTATIONS
•To learn how to choose books	•Maintain a chronological record of the books you read, including those you abandon.
•To become lifelong readers	•Read books by a variety of authors; books on different subjects; books in diverse genres; and books for different purposes.
•To become more fluent and proficient readers	•Read for at least thirty minutes seven nights a week. Set and work toward specific individual reading goals, and assess your progress each trimester or semester.
•To read with greater understanding	•Keep reading logs in which you practice the strategies that experienced readers use in written responses to text.
•To collaborate with others to share responses to and interpretations of books	•Participate in some form of interactive dialogue about books in small groups at least once a week for a sustained period of time. Collaborate as a whole class in constructing the meaning of shared texts to interact as a community of learners.
•To learn what experienced writers do through reading good books	•Study author's craft through independent reading and through the teacher's minilessons. Write about author's craft to your own writing in both teacher-prompted and self-selected writing.

## 1. STRUGGLING READERS

- Read below grade level
- Have not developed personal reading lives
- Avoid books
- Limited vocabulary
- Problems with decoding or pronouncing multi-syllable words
- Lack Strategies
- Reading is a boring, painful chore

## 2. RELUCTANT READERS

- Read at or above grade level
- Read only when they must complete school assignments
- Possess solid strategies and skills
- Don't enjoy books
- Need to help them *personally connect* to books

## 3. GRADE-LEVEL READERS

- Read on grade level
- Are able to read content textbooks
- Can recall important information
- Are able to apply problem-solving strategies
- Choose reading during free time
- Don't often read at home
- Have other interests that take them away from reading (i.e. sports, dance etc.)

### 4. PROFICIENT READERS

- Read at or above grade level
- Possess and use a large repertoire of reading strategies
- Fluent reading with expression, and the ability to capture the different voices of characters
- Might keep a stack of books at school-always on the ready!
- Talk to friends about books
- Read for long periods of time at home and school
- Books nurture them and reading is necessary

### MINGLE, MINGLE

- Which type of reader do you feel most comfortable with? Why?
  
- Which type of reader is the most challenging for you? Why?

### ENGAGING READERS "AS THINKERS" BY BUILDING ACTIVE READING HABITS

- Proficient readers spontaneously generate questions before, during, and after reading.
- Proficient readers ask questions to :
  - clarify meaning;
  - speculate about text yet to be read;
  - determine an author's intent, style, content, or format; and / or
  - locate a specific answer in text or consider rhetorical questions inspired by the text.
- Proficient readers use questions to focus their attention on important components of the text; they understand that they can pose questions critically.
- Proficient readers understand that many of the most intriguing questions are not answered explicitly in the text but left to the reader's interpretation.
- However, when an answer is needed, proficient readers determine whether it can be answered in the text or whether they will need to infer the answer from the text, their background knowledge, and / or other text.
- Proficient readers understand how the process of questioning is used in other areas of their lives, both academic and personal.
- Proficient readers understand how asking questions deepens their comprehension.
- Proficient readers are aware that as they hear others' questions, new ones are inspired in their own minds.

**A Model for Success for All Students**

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

### Bloom's Taxonomy

Highest Level of Comprehension	<p><b>Evaluation</b> Evaluation questions ask that judgments be made about information.</p> <p>Signal words: <i>assess, rate, justify, evaluate, judge, flexible, criticize, defend, prove, support.</i></p>
	<p><b>Synthesis</b> Synthesis questions combine information in a new way. Students often use concepts learned to complete new projects.</p> <p>Signal words: <i>create, design, revise, hypothesize, arrange, assemble, compare, contrast, formulate.</i></p>
	<p><b>Analysis</b> Analysis questions ask for information to be broken down into parts. Students may discover unique characteristics of something by analyzing it.</p> <p>Signal words: <i>analyze, compare, contrast, classify, arrange, compare, distinguish.</i></p>
	<p><b>Application</b> Application questions ask that the information be used in some manner. Students must relate or apply what has been learned in new situations.</p> <p>Signal words: <i>generalize, infer, apply, predict, use, show.</i></p>
	<p><b>Comprehension</b> Comprehension questions determine how well information has been understood. Students translate and interpret information using their own responses are usually in their own words.</p> <p>Signal words: <i>define, in your own words, explain, tell, paraphrase, summarize, identify, illustrate, describe.</i></p>
Lowest Level of Comprehension	<p><b>Knowledge</b> Knowledge questions ask for facts about what has been learned or recall. Information is recalled in the appropriate student form or is found.</p> <p>Signal words: <i>who, what, when, where, why, how, list, locate, choose, name, repeat, write, describe.</i></p>

### QUESTIONING BEFORE READING

- BEFORE READING:
  - Why am I reading this text?
  - What do I already know about this topic?
  - How can the text structure help me to read?
  - What will this text be about?

### QUESTIONING DURING READING

- DURING READING:
  - Is this text making sense?
  - What just happened?
  - Did I miss anything?
  - What makes this text difficult to understand?
  - How does \_\_\_\_\_ relate to \_\_\_\_\_?
  - What does this \_\_\_\_\_ remind me of?
  - What caused \_\_\_\_\_?
  - What does \_\_\_\_\_ mean? Why do I think so?
  - What would happen if \_\_\_\_\_?
  - How does \_\_\_\_\_ affect \_\_\_\_\_?
  - What information is important enough to remember as I read the rest of the text?
  - What am I supposed to be learning by reading this text?
  - Why is \_\_\_\_\_ important?

### QUESTIONING AFTER READING

- AFTER READING:
  - So what?
  - Did the reading end the way I predicted?
  - What do I want to remember?
  - How could I communicate what I read to someone else?
  - Why did the author write this?
  - In what ways is this text like anything else I have read?
  - What was I supposed to learn by reading this text?

### ACTIVITIES THAT PROMOTE ACTIVE READING HABITS

- "Wonder Questions..."
- "Say Something"
- "Huddle"
- "Write-Around"
- "Text-Coding"