

Bringing the world to the classroom and the classroom to life

NGL.CENGAGE.COM/ELT

A PART OF CENGAGE





With 45 years of teaching experience in more than 50 countries, Alison Davis has held a wide variety of leadership roles in education from Principal to that of Early Years Director, Curriculum Leader, Head Teacher and classroom teacher.

More recently, Alison has been responsible for the development of quality professional development and product-specific training programs across K-12 curriculum including Common Core State Standards, assessment, differentiation, personalized instruction and digital learning.

Alison was also a Training & Development Consultant for Cengage Learning where she was responsible for the training and development of literacy for leaders and teachers across Asia, Middle East, Australia and New Zealand









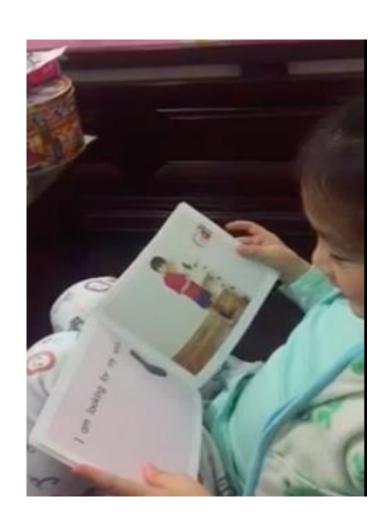
 Building knowledge and skills needed to read for meaning

 Explicit support for learners at every level

 Activities that allows readers to read independently

Reading for Meaning



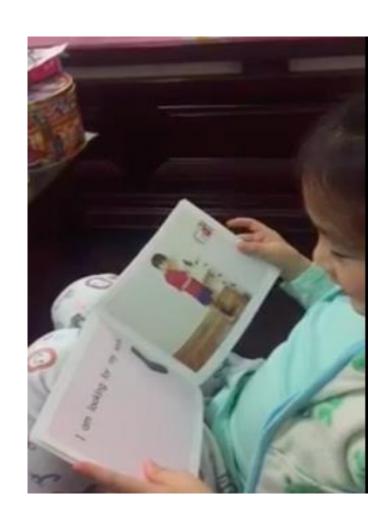


•What do we know about the book?

•What do we know about this reader?

Readers need





- Right book in their hands
- Success
- Make sense
- Relevant
- Variety of skills + strategies
- Different processes to problem-solve
- Right support at right time





 What is the biggest challenge with teaching children to read?

Learning to Read + Reading to Learn





- Balanced
- Authentic
- Explicit
- Skills + strategies
- Personalized

Daily engagement with quality text





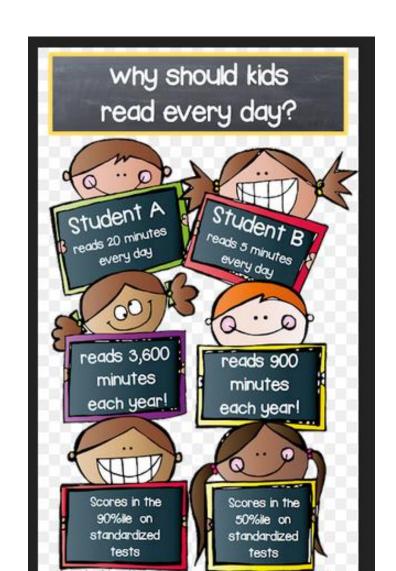
...the right reader

...in the hands of the right child

...at the right time

Impact of daily reading

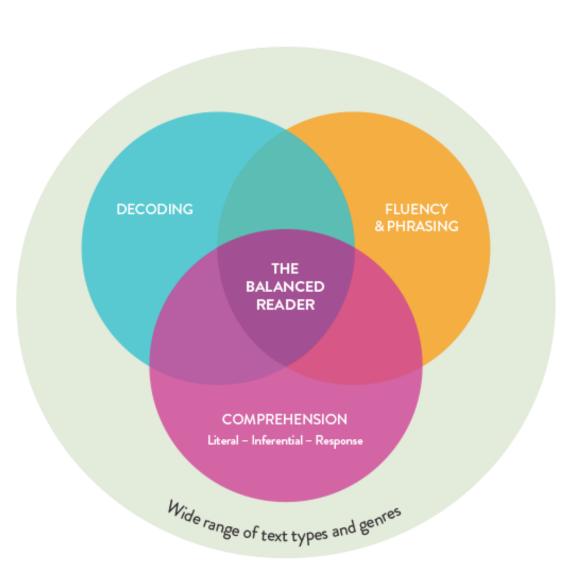




- Brain development
- Relationships
- Vocabulary 3 x rare
- Memories
- Connections
- Experiences
- Knowledge

Balanced Reading





Comprehension

•Fluency + Phrasing

Decoding





The Clever Penguins

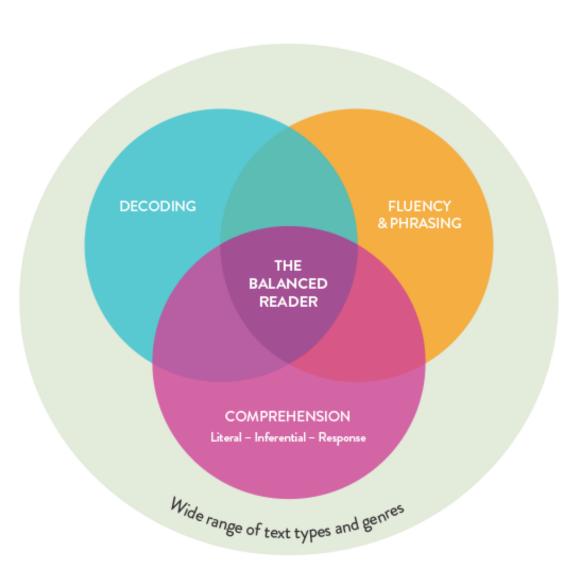
Story by Beverley Randell Illustrations by Debbie Mourtzios



- Text must make sense
 - Meaning
 - Semantics
 - Comprehension
- Text must sound like correct language (English)
 - Syntax
 - Structure
- Written symbols are a code
 - Visual information
 - Graphophonics

Comprehension





Instruction is Explicit + Integrated

•A balanced reader can not only read, but comprehend the text

•Reader learns to respond to literal, inferential or response questioning







 Demonstrate making meaning on every page

- Engage learners in problem solving
 - Meaning
 - Visual information.

- Show readers how texts work.
 - Structure

Comprehension





Comprehension is the act of making meaning

Word level

- Vocabulary
- What does word mean?

Sentence level

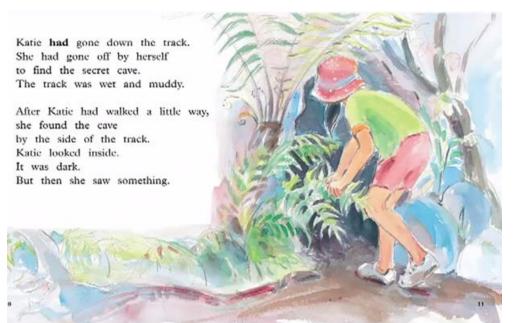
- What does author say?
- What does the sentence mean

Text level

- What does author want me to know?
- What do I think?

Engage the Reader



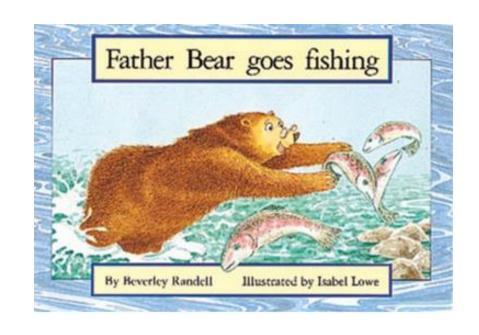


Clear Story Structure

- concepts and experiences that children can understand
- real reading experiences
- traditional story structures
 - tension
 - climax
 - resolution

Motivation





Characters appear through series and at different reading levels.

Encourages reading

Stimulates interest

- endearing
- •relatable
- recurring

Engage the Reader

All kinds of big machines

People use all kinds of big machines for having fun, for playing sport, and for going on holidays.

Machines like these are very exciting.











Contents

All kinds of big machines	4
Motorbikes	6
Motor racing	8
Campervans	10
Fun boats	12
Motor boats	13
Sailing boats	14
Houseboats	16
Hot-air balloons	18
Gliders	20
Hang-gliders	22
Questions	24
Glossary	24
Index	25



High-interest non-fiction topics

- spark interest and enthusiasm
- •focus on topics that are child-centred
- clear and logical presentation of facts
- stunning illustrations and photography







- Meaningful illustrations support meaning
- Strong, engaging illustrations
- Help readers interpret text
- Adds layers of meaning to the text
- Use of strong text + illustration match

Gentle learning gradient

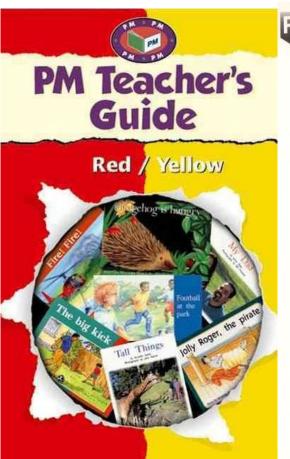




Support for reader on every page

- sentence structures
- choice of words
- clear well-spaced type
- meaningful, accurate illustrations

Teacher Support





Big Machines In the Air

PM Levels 18/19 Running Words 447

Text Type Information Report/Explanation/Procedure

Curriculum Areas History/Technology
Focus Transportation – Flight

Key High-frequency Words

distance, distances, forward, huge, jets, special, towards

Key Teaching Points

Explain to students that this text is an information report, and also includes an explanati and a procedure text. Point these out in the book and talk about their features.

Read the text together and answer the questions. Have students make a list of facts abo the different aircraft and share these with the group. Have any students travelled by air? Ask them to recall their experiences. If you have time, have students follow the procedu

Key Questions

What are machines that fly called? (Literal)

What are the differences between the Harrier jet and other jets? (Inferential)
Different aircraft are used for different purposes. What are some of them? (Inferential)

Word Study

Discuss sentences in the procedure text that begin with a verb: fold, turn, open, hold, etc Talk about the different meanings of the word floats (in the glossary) that can be a nour a verb. Look at the photograph and talk about the meaning in the context of the text.

Links with Other PM Books

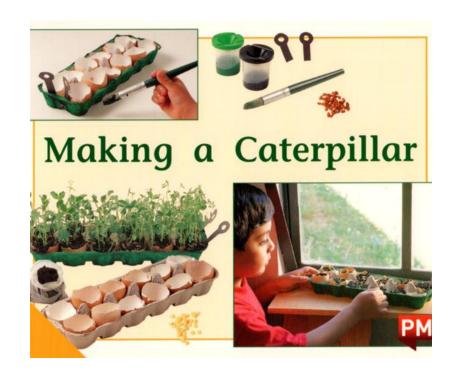
The Little Work Plane Level 15
The Work Helicopter Level 16
First Flight Level 18



- running words
- high-frequency words
- •language structure
- key teaching points
 - comprehension questions
 - reinforcement activities
 - word study
 - concepts about print

Before you Read





- Keep the introduction short 1 minute
- Flick through book talk about the illustrations and the title.
- Talk about any unusual words or concepts
- Discuss the characters or topic.
- Let your child do the talking







Here are the paints for the egg carton.



Give feedback about skills and strategies used

- •'I like how you read on when you came to that difficult word.'
- •'I like how you changed your voice to be the voice of the character in the story'.
- •'I noticed that you reread the bit that did not make sense.'







Support the readers independence and confidence. Don't interrupt.

There is no need to interrogate the reader

Ask:

- •What do you think will happen next?
- •What did you think about that setting?
- •What do like/ dislike about this book?

Make it a conversation as you would in a book club.





- Directly stated in text
- Stated in illustration, title, label, heading
- Linked in consecutive sentences

- •What did the author Say?
- •Who?
- •Where?
- •When?

- Decode
- •Words
- Sentences
- •Ideas





- Sequence of events
- Meaning of diagrams + what text says
- Main idea using key words
- Inferred information + background knowledge
- Linked across text

What did the author **mean**?

- •Hows
- •Mh³
- •What?

Think + Search

Read between the lines Reading Detective





- Overall meaning of diagrams + text
- Purpose of text
- Author's point of view + opinion

What do I think?

- •What?
- •Mh\s
- •Hows

Respond

- •What did the author want me to think?
- •So what?

If the Child Gets Stuck



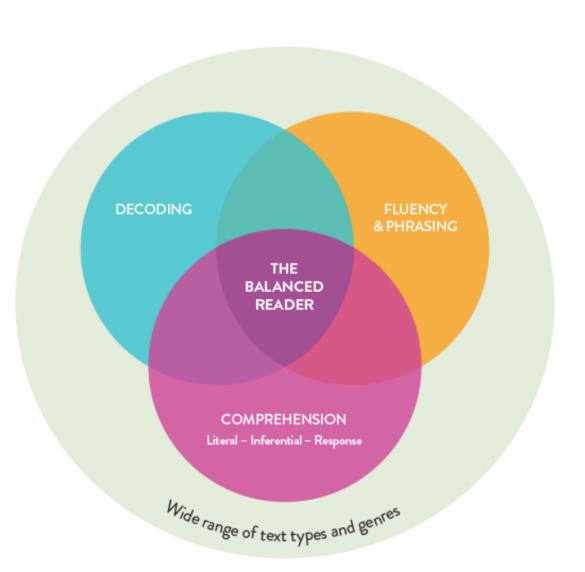


Focus is on Meaning

- •Read on and collect other clues.
- •Go back to the beginning of the sentence and re-read what you read.
- •
- •Look at the illustration and see if there are clues there.
- •What do you think would make sense here?

Comprehending Text Types





 A balanced reader reads different texts in different ways

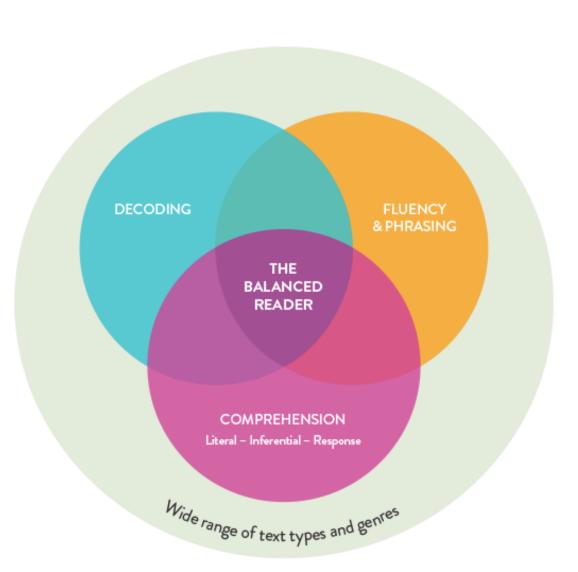
Choice

Mix of fiction + non-fiction

Variety

Fluency + Phrasing





Students need to re-read

 Students need to break text into meaningful sentences

 Readers need to understand conventions of text

Sound like talking

Fluency + Phrasing





Link word recognition and understanding

- •familiarity with the words
- understanding content
- knowledge of phrasing
- •context
- knowledge of what a fluent reader sounds like
- practice

Sight-word recognition is essential





- re-read text
- fluency modeled by expert
- multiple exposures
- automatic recognition
- quickness (not speed)
- smoothness
- music







Daily engagement with quality text

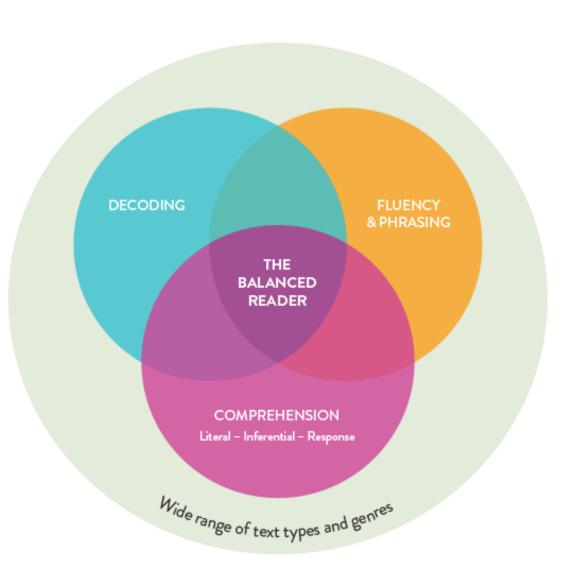
...the right reader

...in the hands of the right child

...at the right time

Decoding – Phonological Knowledge





Instruction is Explicit + Integrated

Decoding uses the ability to apply phonological and visual knowledge to correctly read written words.

- letter-sound relationships
- knowledge of letter patterns
- visual information







Decoding



Readers should recognize and understand

- Letters
- Sounds
- Beginnings of words
- Blends
- Letter patterns







Accurate recognition of familiar words

Visual information

- New high-frequency words are introduced slowly
- •L1-2 30 words
- •New words reinforced in books at same and succeeding levels
- Opportunities for consistent practice
- •L22 600



Decoding - Analogy



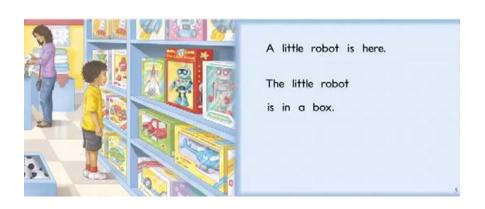


Analogy focuses on recognizing a new word because it shares a word pattern with a known word

- shared word patterns
- onset + rime
 - If child knows make I + ake







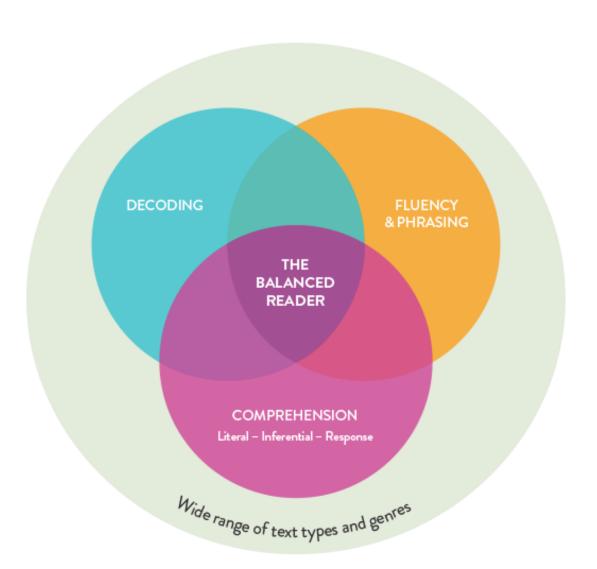
Close text + illustration match supports readers

- •Focus on matching illustration, meaning and readers experience
- •Story structure is predictable
- Concepts and experiences all children can understand
- Authentic reading

Helps learners recognize and respond to new concepts in familiar context

In your classroom





Learners need time + support

- Expert model of reading
- Choice
- Variety
- •Time
- Talk

Balanced Reading





PM stories show Vocabulary + Phonics + Language used authentically in fiction and non-fiction story contexts

- Extensive reading
- Enjoyment
- Build vocabulary
- How language works
- Build love for reading
- Support your program







• Time Modelled Shared Guided Independent

Engagement

Text-dependent questions

Tasks linked to text word work

Phonological work Writing

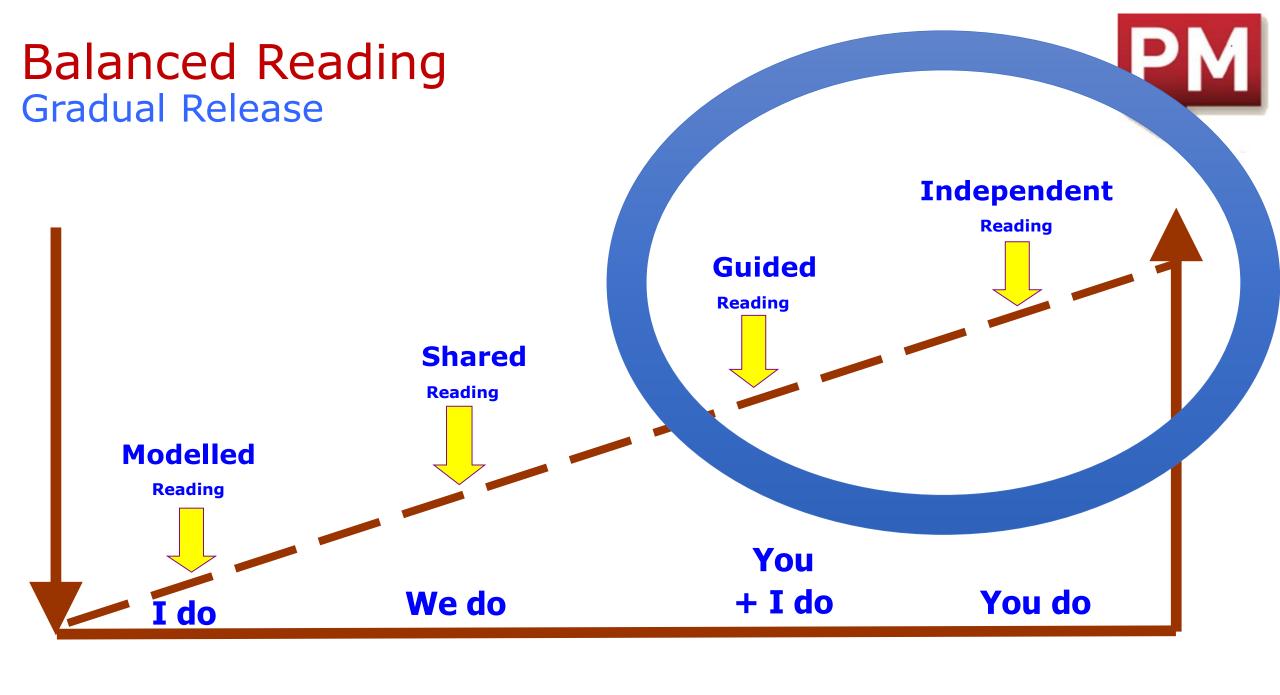
What do learners need?





Balance

- •success
- •enjoyment
- demonstration
- time to read, talk, think and reflect
- strategies and skills
- confidence
- independence



Balanced Reading implementation



- Every day
- Every learner
- Every age
- Every stage
- Every adult

- Model love of reading
- Use Big Books
- Model how to read, talk + think
- Teach for meaning
- Ask inferential questions
- Teach decoding skills
- Model fluency + phrasing
- Provide time for practice
- Celebrate success







Provide time for daily practice

- •Right book in hands of the reader -2
- Wide range of levelled readers
- Variety within each level
- •High-frequency words
- •Wordless Books
- Predictable Texts
- Authentic books
- Factual text

Right Book





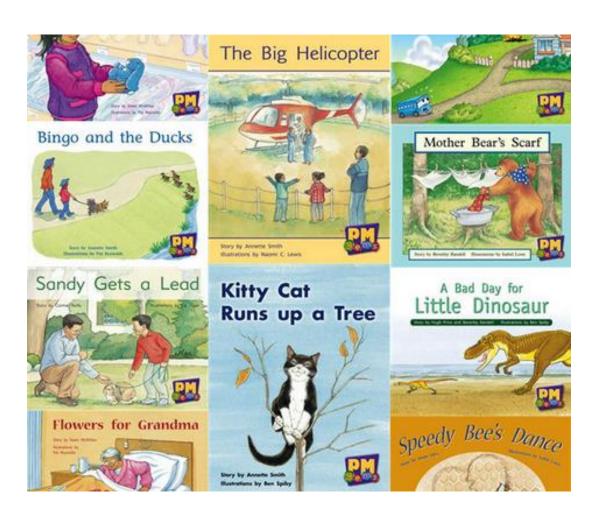
 Independent readers pick and choose what they read.

 They are entitled to read some and reject others.

Readers make choices







- Access to high-interest texts.
- Giving students choice
- •Texts available at different levels of difficulty.
- Providing more time for students to read at home and school

Parental Support





- Model what it means to be an enthusiastic reader.
- Have fun with books
- •Create a home of readers where everyone reads
- •Talk about what you have read.
- •Focus on meaning
- •Read aloud what makes you laugh and share it with your child
- Join the library
- •Read recipes, instruction manuals, music lyrics etc

Reading at Home

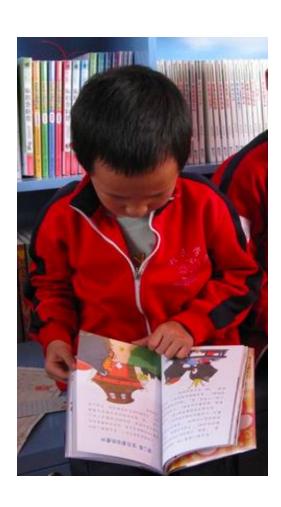




- Establish a home reading routine.
- Read aloud with your children everyday.
- 10 minutes for each child around a book of their choice.
- Read in your home language and English if you can.
- Talk about the illustrations
- Share your excitement for reading.

Reading with your Child





- The reader holds the book! The reader needs to have the power
- Turn off electronic devices
- Read somewhere fun!
- Read, talk + think through the book
- Don't stress

How to use PMs





- Link topic to main English course
- PM stories show Vocab + Phonics + Language used authentically in fiction and non-fiction story contexts
- Before + after class time for content reading practice and enjoyment
- In classroom library time
- School library time

Learning to Read + Reading to Learn



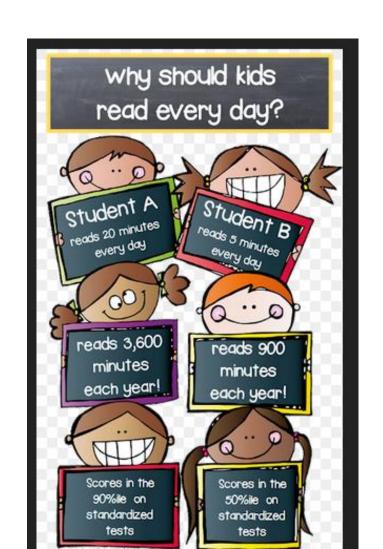


- Balanced
- Authentic
- Explicit
- Skills + strategies
- Personalized

Impact of daily reading



- Any age
- Any stage
- Every child
 - Every day



Right book in hands of the right child at right time







- 1. Careful levelling
- 2. New word introduction
- 3. Close text/illustration match
- 4. Story structure
- 5. Text Types
- 6. Comprehension Skills

Q & A



LEARNING

webinars

Join us!

Subscribe to join authors, teacher trainers, National Geographic Explorers, and speakers from the TED stage, to discuss topics and ideas relevant to the 21st century English Language educator.

NGL.Cengage.com/webinars



Follow our blog to stay connected with the English Language learning community and find articles and interviews with authors, National Geographic Explorers, and speakers from the TED stage.

NGL.Cengage.com/infocus

Bringing the world to the classroom and the classroom to life

NGL.CENGAGE.COM/ELT

A PART OF CENGAGE



Thank you for joining the webinar,

Balanced Reader: Learning to Read, Reading to Learn

A recording of the webinar and presentation slides will shared within five working days.

Thank you.

