

# Effective and Engaging Reading Methods



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## **Strategy: Prediction**

### *Method: Text Impression*

Text Impression is a thinking-reading strategy that uses important or interesting vocabulary to guide predictions.

1. Before reading, present 5-10 important or interesting words from the book or selection. Introduce them on the board- one by one.
2. After presenting each word, pose questions such as: What do you know? Now, what do you know? What do you think this book or selection will be about? What do you expect to read about if these words are in the book or selection?
3. During your discussion, note how the predications change and evolve as words are introduced.
4. Record ideas. Leave the words posted during the reading of the book or selection. After reading, refer back to the words during your discussion.
5. For a read-aloud, share the book and compare the author's use of the words with their predictions. Remind students that a few words can create many different ideas and that it is okay if their predications don't exactly match the text.
6. For independent reading following a Text Impression, have students complete a chapter by chapter predication guide.

## **Strategy: Anticipating Vocabulary**

*Method: Vocabulary Anticipation*

Vocabulary Anticipation is an adaptation of a Text Impression.

1. Before reading, provide students with a brief overview or description of the reading.
2. After sharing the overview, ask students to anticipate the words they might find in the text. Ask students to explain why the word might be in the text.
3. Record the words. Leave the words posted during the reading of the selection.
4. Have students read the selection and tag anticipated words with a post-it.
5. After reading, refer back to the words during your discussion.
6. Confirm the words that were anticipated. Discuss how the words were used in the text. Discuss the words that were anticipated but not found in the text. Discuss why the author may not have included the words (topic was not covered in the text; another word with a similar meaning was used, etc.).

## Elementary Q-Matrix

<b>1.</b> What is? What are?	<b>2.</b> Where/When is? Where/When are?	<b>3.</b> Which is? Which are?	<b>4.</b> Who is? Who are?	<b>5.</b> Why is? Why are?	<b>6.</b> How is? How are?
<b>7.</b> What do? What does? What did?	<b>8.</b> Where/When do? Where/When does? Where/When did?	<b>9.</b> Which do? Which does? Which did?	<b>10.</b> Who do? Who does? Who did?	<b>11.</b> Why do? Why does? Why did?	<b>12.</b> How do? How does? How did?
<b>13.</b> What can?	<b>14.</b> Where/When can?	<b>15.</b> Which can?	<b>16.</b> Who can?	<b>17.</b> Why can? Why can't?	<b>18.</b> How can?
<b>19.</b> What could?	<b>20.</b> Where/When would?	<b>21.</b> Which would?	<b>22.</b> Who would?	<b>23.</b> Why would?	<b>24.</b> How would?
<b>25.</b> What will?	<b>26.</b> Where/When will?	<b>27.</b> Which will?	<b>28.</b> Who will?	<b>29.</b> Why will?	<b>30.</b> How will?
<b>31.</b> What might?	<b>32.</b> Where/When might?	<b>33.</b> Which might?	<b>34.</b> Who might?	<b>35.</b> Why might?	<b>36.</b> How might?

TEXT + me = literal (stems 1-12)

Text + Me = inferential (stems 13-24)

text + ME = extended (stems 25-36)

## Text Pyramid – fiction

\_\_\_\_\_

**Name of main character**

\_\_\_\_\_

**Two words describing the main character**

\_\_\_\_\_

**Three words describing the setting**

\_\_\_\_\_

**Four words stating the problem**

\_\_\_\_\_

**Five words describing one event**

\_\_\_\_\_

**Six words describing a second event**

\_\_\_\_\_

**Seven words describing a third event**

\_\_\_\_\_

**Eight words describing the solution/resolution**

## Text Pyramid - nonfiction

\_\_\_\_\_

**One word describing one major idea**

\_\_\_\_\_

**Two words describing a supporting detail**

\_\_\_\_\_

**Three words describing another major idea**

\_\_\_\_\_

**Four words describing another supporting detail**

\_\_\_\_\_

**Five words describing the author's purpose**

\_\_\_\_\_

**Six words important vocabulary words**

\_\_\_\_\_

**Seven words describing important reader's aids**

\_\_\_\_\_

**Eight words telling what you learned**

## **Personal Invitation to Read**

### *How It Works*

1. Observe what your students are reading. Listen to their books discussions. Take note of what they check out of the library. If necessary, survey their reading interests.
2. After learning about your students' text and/or topic interests, establish a Personal Invitation to Read schedule that invites each student in your class into a text. In your planning, consider individual reasons for initiating a Personal Invitation to Read, the text you would provide, when and how you might extend the invitation. And be sure to jot a few notes of result. Notes regarding the result of your Personal Invitations to Read can help plan future book talks, invitations, research projects, etc.
3. Begin issuing Personal Invitations to Read to your class! Be creative in how you issue the invitations. Wrap books in fun wrapping, newsprint, comic, or (as in the case of reluctant adolescents) perhaps a brown paper bag. I issue invitations verbally, with notes, or by using a pre-printed invitation. Place the text and invitation in a variety of locations--on the child's desk, in their locker, backpack, or lunch box.

## **I-Search**

An I-Search (Macrorie, 1988) is a research strategy that invites readers to create their own questions, identify sources, and formulate answers. This method encourages students to take ownership of text by constructing their own investigations.

### *How It Works*

1. An I-Search chart can be created for either fiction or non-fiction.
2. Students begin by selecting a research topic or question.
3. Students then create their guiding questions.
4. After the guiding questions are written, students identify the text sources they will use to answer their guiding questions.
5. Critical reading and thinking is encouraged during an I-Search. By virtue of how the matrix is arranged, students will have the opportunity to research the same question across multiple sources, comparing and contrasting the information.



6. After completing the matrix, students use the answers to their questions to write a summary of what they learned.
7. An I-Search can conclude when the research and summary have been completed, or an I Search can be used as a planning process for more in-depth research and writing.

**I-Search Template**

<b>QUESTIONS</b>					
<b>SOURCES</b>					
<b>Trade Books</b>					
<b>Podcasts/Videos</b>					
<b>Websites</b>					
<b>Reference Books</b>					
<b>Magazines</b>					

<b>Newspapers</b>					
<b>Summary</b>					

## **Your Life in Books**

### *How It Works*

1. Explain to children that they will have the opportunity to share their life in books.
2. Model examples of your life in books. Show children several of the important books from your life. Explain when you listened (as a read-aloud) or read each. Discuss what else was happening in your life and how each book connected to important events.
3. Explain to children that going home and talking to family is the first step in making their My Life in Books list. Reminiscing with family and revisiting the family library will help them remember favorite read alouds and books. Talking with family about books will contextualize the titles (e.g. how old was I, what was happening in our life at the time, etc.).
4. After talking with family, children should begin their list. In addition to compiling a list, invite children to connect the book with life by writing down what was happening at the time they heard or read each title.

5. In addition to reminiscing about their life through books, encourage children to collect copies of the books for sharing with the class.
6. Provide a time for children to share their life in books! Since there are numerous children with potentially several books, arrange a schedule so that each child has a time share and the discussion does not prove disruptive to instruction. For example, set aside 15 minutes once a week for My Life in Books.

### Example of a Student's *My Life in Books*

#### Andrew's *My Life in Books*

Book title	What was happening in my life?	Did I find a copy of the book to share?
<u>Goodnight Moon</u>	My mom read this book to me every night when I was little. Then I read it to her.	yes
<u>The Cat in the Hat</u>	My grandma read this book to me over the phone the night before I started kindergarten.	yes
<u>The Polar Express</u>	My dad reads this to us every Christmas. It's a tradition.	yes

	<p>And my kindergarten teacher read it to us and gave each of us a silver bell to wear all day long.</p>	
<p><u>Henry and Mudge, The First Book</u></p>	<p>This was the first chapter book I read all by myself in kindergarten.</p>	<p>yes</p>
<p><u>Fighting Fires</u></p>	<p>I bought this book at the National Fallen Firefighters Museum. We visited there when I was in first grade because my dad is a firefighter. He said this book is what it is like to be a firefighter.</p>	<p>yes</p>

## **Vote for the Read-Aloud**

### *How It Works*

1. Consider inviting children to participate in the selection of the teacher-aloud by arranging the opportunity for a class vote.
2. Begin by arranging a basket of six to eight possible read-aloud titles. In order to honor all print, make sure the basket includes fiction, non-fiction, and periodicals (periodicals, newspaper articles). In addition, try to select new books and periodicals as all as a variety of text that would address the varied interests in a classroom.
3. After arranging a fun-filled basket of potential read-aloud, explain to the children they will have the opportunity to vote for the next teacher read-aloud.
4. Briefly book talk each title in the basket, being careful to pique interest but not reveal too much of the story or content.



5. After book talking each title, explain to the children that the book basket will be available for several days. Encourage children to “inform” their vote by browsing the titles and talking with each other. Enjoy the book basket negotiation that will most likely occur (e.g. “If you vote for my favorite this time, I’ll vote for yours next time!”).
6. After several days of book basket browsing, invite children to vote for the read-aloud. To maintain control while voting, explain to children that voting will be done on paper (versus the show of hands). Ask children to vote for their number one and number two selections. Explain that though they might not get their first choice this time, the class will continue to vote on the read-aloud and shortly they will head their number one selection.
7. Tally the votes. Announce and celebrate the winning title!
8. While reading aloud the class choice, add another title or two to the book basket and repeat the procedure. While the class is enjoying their choice of a teacher-aloud, the children can be browsing the book basket for their vote.
9. Note that children might request a title from the book basket to read during self selected reading time. By all means, allow borrowing from the book basket. However, remind children that if they read a title from the

basket that is later selected as read-aloud, those who already enjoyed the title want to stay “mum” and not ruin the title for those who have not read it.

## Teacher's Reading Log

Teacher's Reading Log invites readers into your thinking about text. Maintaining a teacher's reading log makes your metacognition public and allows you to model the wide variety of ways we respond to text.

### *Teacher's Reading Log: Focus on Motivation and Literacy Learning*

Teacher's Reading Log provides students with an important choice—to read the opinions, thoughts, and responses from you--their teacher. If students choose to read your log, they can be challenged to think about text in new and different ways. They can also collaborate with their peers about books, magazines and/or newspaper being read by their teacher. Teacher's Reading Log helps create a motivating classroom context.

### *How It Works*

1. Tell students that you will be keeping a reading log. Explain that log will be available for them to read, if they choose.
2. Use your log to model responding to all types of text. You might respond to the teacher read-aloud, content material, and/or text being used for reading instruction.
3. Create responses that challenge the thinking of your students. Pose questions. Wonder aloud in your log. Disagree with an author's point of view. Admit to confusions. Explain how text can help reconcile ambiguities.

4. Use a variety of options to represent your responding. This might include numbers, pictures, graphics, cartoons, speech bubbles, etc.
5. Use your log to model responding across texts. Write about how a text reminds you of other books, magazines, or newspaper articles you have read.
6. After offering a Teacher's Reading Log, enjoy the conversations your children have about your reading!
7. Examples of several Teachers' Reading Log entries are provided below.

### *Extensions*

Consider using a Teacher's Reading Log to invite students into text. Pose an interesting question and suggest that the answer to the question might be found in a particular piece of text. Or, share a fun-filled or quirky fact and share where the fact was found. Remind yourself (and your readers) that more interesting facts can be found in that same text.

Use a Teacher's Reading Log to help children evaluate text and learn their likes and dislikes. Model that we don't, and should not be expected to, like every book or article we read. Explain in your log that you did not like a particular text and explain, with specificity, why you did not care for the book or article. Your preferences are sure to be the subject of many wonderful discussions!

If children have access to the Internet, a Teacher's Reading Log can be maintained in a blog or Wiki.

## Example Entries from Teachers' Reading Logs

Teacher's Reading Log response to *Gooseberry Park* by Cynthia Rylant:

Gosh, I wonder how many babies Stumpy (the squirrel) will have. What do you think her nest looks like?

Teacher's Reading Log response to *The Book of North American Owls* by Helen Sattler:

My favorite owl, the snowy owl, has a wingspan of 54-56 inches. That is over 4 feet from tip to tip. Which owl is your favorite and why?

Teacher's Reading Log response to *Tarra & Bella: The Elephant and Dog Who Became Best Friends*:

Tarra and Bella remind me of Nubs and Brian in *Nubs: The True Story of Mutt, a Marine, and a Miracle*. These two books are about friendships. Animals like Tarra the elephant and Bella the dog can be friends. Friendship also happens between animals and people like Nubs and Major Brian.

Teacher's Reading Log response to *Tornadoes* by Seymour Simon:

This book is fascinating and frightening at the same time. I learned from *Tornadoes* that the United States has had two F5 tornadoes. One was in Missouri in 1925 and the other was in Texas in 1997. However, *Tornadoes* was published in 1999. I learned from weather.com that since 1999, the U.S. has had another F5 tornado. In 2011, an F5 tornado hit Joplin, Missouri.

Teacher's Reading Log response to *My Brother Sam is Dead* by James Collier:

Well, I started this book and I may not be able to finish it. The graphic scenes of Revolutionary War battles are making me uncomfortable.