



CALENDAR OF EVENTS:

- Sept. 2 Enduring Skills Assessments Completed
- Sept. 7 Labor Day
- Sept. 14 3-5 Academy
- Sept. 15 K/1 Academy
- Sept. 17 2nd grade Academy

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BOOKS
aren't just made of
WORDS...
they're also filled with
PLACES
to visit and
PEOPLE
to meet.

Friday Focus

Carter County Schools

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On PACE for Proficiency

Purpose WHY? Doesn't it get on our nerves sometimes when children ask that one little question over and over again? This clichéd fact of life illustrates a crucial educational need of children – the need to know why. This need exists even when students are asked to read. It is because of this need that we have come to realize how important it is to establish a purpose for reading. The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much. As a teacher, when you set the purpose for reading, be specific, be concise and provide support. A purpose for reading gives us a goal and a goal gives us a target to aim for at the end. Help your students "aim for the bull's eye in the center of learning" by setting a purpose each time they read!

Accountability According to the article "Keeping Students Accountable," posted by the NEA, "Students seem to respond productively when teachers give them the opportunity to take charge of their academic success. By holding students accountable for their work and responsible for maintaining a personal level of excellence, teachers can provide

their classes with the necessary tools they need to better themselves. Accountability breeds responsibility, and students who develop the tools to target and improve their academic shortcomings will, in turn, develop the skills they need to go far in life."

Congruency One of the key components of sound instruction is the presentation of learning targets at the beginning of a lesson. In fact, students who could identify their learning scored, on average, 27 percentile points higher on assessments than those who could not (Marzano, 2004). What do we expect our students to know and be able to do? Learning targets allow us to specifically define what students need to know and what they must do with that knowledge.

Eyes on Text Good readers have one outstanding characteristic in common: They spend a significant amount of time engaged in the act of reading. Research has consistently proven that children who spend time reading show gains in comprehension and fluency. In fact, one study found students' comprehension gains to be twice that of the peers when given exposure to a language arts program that placed a high emphasis on reading time and high interest books (Elley, W.B., & Mangubhai, F., 1983). Teachers who are serious

about their commitment to developing a comprehensive literacy classroom must put this commitment into practice with a daily schedule that devotes a substantial portion of the day to a comprehensive literacy curriculum throughout all content areas (Ellery, 2009). After all, literacy is the basis for all other content area learning.

Before, During, and After Reading

Explicit strategy instruction is at the core of good comprehension instruction. "Before" strategies activate students' prior knowledge and set a purpose for reading. "During" strategies help students make connections, monitor their understanding, generate questions, and stay focused. "After" strategies provide students an opportunity to summarize, question, reflect, discuss, and respond to text.

