



Calendar of Events:

Oct. 28 High School Reading Festival

Nov. 1 Teacher Planning Day

Nov. 4 ELA Middle/High Academy

Nov. 5 Math Middle/High Academy

Nov. 5 West Middle/High Academy

Nov. 7 K/1 Academy

Inside this Issue:

[BDA Reading Strategies](#)

[Cognitive Reading Strategies](#)

[Reading With A Purpose Power-Point](#)

[How to Read](#)



Friday Focus

CARTER COUNTY SCHOOLS

Volume 2, Issue 10

October 25, 2013

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. In this issue of the Friday Focus, we will review the expectations for purposeful reading and identify some strategies for meeting them.

Expectations

For starters, we need to remember that students need to engage in reading, eyes on text, every day and for significant amounts of time. The goal should be for 2nd-5th grade students to spend about

30 minutes of their reading class with eyes on text. K & 1st grade teachers should review their work done in this month's academy for how to promote eyes on text for K-1 students.

Before students put their eyes on text in your classroom, they need to first have an established purpose for doing so. The goal is for students to know and be able to communicate to others what the purpose is for their reading. It is expected that teachers explicitly plan purposeful reading, and that they explicitly communicate the purpose for reading to students.

Strategies

It would be impossible to include an exhaustive list of all the ways to establish a purpose for reading, but following are a few:

- Reading to find information or answer a question
- Reading to perform a task
- Reading to figure something out
- Reading to generate questions
- Reading to make or check predictions
- Reading to complete a graphic organizer
- Reading to make a connection: text to text, text to self, text to world

For additional information on establishing a purpose for reading, revisit our book study book from last year, [Strategies that Work](#).

Set a Purpose and Read!

Setting a purpose for reading is the process of identifying and stating clearly why you want to read. This set purpose then drives your genre choice, text selection, strategy use and comprehension goals. Identifying the reason for reading. Purpose setting can be greatly enhanced by activating prior knowledge and by previewing and utilizing text structure. We know from reading research that it's very important for students to have purposes, very specific purposes when they read. We know that when you're reading without a purpose, and almost all of us have experienced some time in our life where we lost our purpose for reading and then we realized we didn't remember much of what we read. So purpose setting is really crucial. Setting a purpose for reading, is best done through modeling. So we talk to students about why we read something and come up with real reasons for reading not just because you're going to get a test and a score on that paper for a grade. But to give them the reasons that we read the Washington Post and that we read CD manuals and that we read recipes so that they can come up with their own good reasons."

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. For example, try reading these numbers:

- 7516324 This is hard to read and remember.
- 751-6324 This is easier because of chunking.
- 123-4567 This is easy to read because of prior knowledge and structure.

Similarly, if you like sports, then reading the sports page is easy. You have a framework in your mind for reading, understanding and storing information.

Effective teachers introduce one or more of the three main purposes for reading: reading to perform a task (directions), reading for literary experience (enjoyment), and reading for information (to learn new information).

As a teacher, when you set the purpose for reading, be specific, be concise and provide support. Here are examples of strong purposes for reading: Read to find out why.... While you are reading, keep a list of.... As you read, find answers to these specific questions.... After making predictions, read to find evidence to support or refute your predictions. During reading, remind readers that they should be mentally referring back to their purpose to monitor if they are meeting their goal for reading. 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!