

# Direct Teaching Methods & Questions for Dialoging

**Oral reading for direct teaching** is an excellent component for every type and age of student for learning academic subjects and reading development. (See Bloom's *Critical Thinking Skills and Socratic Dialog Questions in PDF page*.)

Direct teaching methods have been used successfully by the author in working with students from Kindergarten to college, involving every type of student ability and disability

Every student and teacher must have the same printed text for oral reading and dialoging..

**Teacher Strategy:** For rapid reading improvement and mastery, the following questioning strategies should be a daily function by teacher or tutor. Students should be questioned regarding:

- The application of the **3 Steps**
- How a word is marked
- Text content
- Vocabulary
- Punctuation
- Grammar

Dialog should include the comprehension and thinking skills as described in this document; Bloom's Questions and Carnegie Report in the PDF section.

**Important:** When an answer is given, even on the **3 Steps** during initial implementation, student should defend their response with a plausible answer to eliminate random guessing and force the student to focus on the lesson.

Teachers must "ask" for the answer, not "tell" the answer.

- **Student must be given ample time to reply** when questioned by the teacher; allow up to 60-90 seconds for a reply to a difficult question. Wait time is important when dialoging. Do not allow another student to "call out" the answer. If you believe a student is getting embarrassed or gives the appearance of being "put down" -- reword the question and ask the same student. If there is still no answer, give a hint; still no answer, call on another student for an answer **after you ask first student if it is OK to get some help.**

Students utilizing the software program for both initial and reinforcement practice will generally have a usable mastery of the system. However, the **Combination Chart** should be available to all students during the school day and for homework. It is to be used as a reference when reading any material silently or orally, in completing the spelling exercises, if used, and in marking any words encountered.

- Teaching the importance of knowing how to pronounce every word is invaluable for all students, including above average and gifted readers.
- When an unknown word is met, allow any student in the group to help with the 3 Steps but only the reader says the word.

**Direct Instruction** is a successful method in teaching the system for decoding, as well as developing reading and critical thinking skills in literature and all academic areas.

- Academic teachers may reinforce vocabulary in their discipline by asking challenging questions about content and application of the **3 Steps**, developing interaction between teacher and student and student to student. All classes may use a variety of materials based on subject objectives because **Read Quick** is a universal method for English and accurate for decoding any text.

For many reasons, **oral reading is generally not practiced beyond grade 3**. Traditional reasoning that students beyond grades 3 or 4 no longer need to read orally includes:

- *Special needs, ESL, and remedial students don't read well enough to read orally;*
- *Older students ( grades 5-12) are too embarrassed to read orally;*
- *Students don't like to read orally because of their past experiences.*

These are not reasons to eliminate oral reading with any group of students. The author has not found these issues to be true in actual practice.

**The author used this exact approach in teaching prisoners in a federal prison to read.**

- It was a voluntary class conducted 1 ½ hours before a regular college class.
- It started with 30 students and increased to over 80 volunteers in the first week.

**Is the student too old?**

- The **Read Quick 3-Step System** provides a solid, fail-safe program for developing confidence in all **students of all ages**. It rapidly addresses any student's reading needs, especially when using direct teaching.

**Oral reading in a structured group is probably the most important and significant strategy available to educators for comprehensive development of productive reading skills.** This process provides the implementation of virtually every known language skill, from the identification or sounds of single letters to divergent and critical thinking, using direct instruction and challenging questions requiring thoughtful answers.

- Students trained in the 3-Step system are not embarrassed to read orally because each member of the group is instructed in how to mark and pronounce difficult words. To do this, the group will orally read challenging material. Mispronouncing words is to be expected from every participant.
- For this type of reading instruction, teachers should select materials that are 2, 3, or 4 years above groups reading ability but never below their grade level.
- Students soon learn their peers have certain words needing analysis that may also require the use of the **3 Steps**. This levels the academic playing field. Everybody is the same in relating to occasional reading help and students of all ability levels develop an attitude of “I can”.
- The most gifted reader in a classroom will benefit from the requirement that each word must be correctly pronounced, and/or the **3-Step** system is applied to achieve that result.

**To gain maximum development, students must be trained and guided in providing thoughtful answers that are properly defended as to their reasonableness and accuracy. \***

- Defending means asking where or how the information for the answer was obtained by the student.

**While reading orally or silently, words must not be skipped or slurred over.** The reader must stop, apply all or part of the **3-Step** word attack system, “close” on the word, and continue reading.

**The basic purpose and reading advantage of the 3-Step system is to provide a method whereby readers rapidly decode unknown words to develop comprehension and understanding of any type of printed material and analyze words in context in the act of reading.**

- Research supports decoding words while reading text as the most efficient method to teach the decoding process and developing desired study habits.

## **Reasons for Direct Teaching & Reading Orally**

The teacher’s time may be more productive by spending 30-45 minutes a day academically pulling and stretching the student’s learning curve to more rapidly advance the development of reading and thinking skills.

- This is the advantage of **Read Quick**. It allows the use of any text 2 to 4 years above the group’s reading ability.
- Students will master the **3-Step** system reading orally as the teacher stops the reading progress to mark and pronounce unknown words. This process also demonstrates to the

student that knowing each word is critical for fluency and comprehension and “controlling” the words encountered can actually be a very rapid process. Members in the group may also need to know how to mark and pronounce the word.

**Texts should visually come alive for the reader.** Students should be able to form a mental picture about the story while processing the text language. **Oral reading should be conducted in such a way that the text content becomes a foundation for developing the intellect.** This requires the instructor to ask specific questions regarding the attributes of the topic or product under discussion. **Students must visualize and verbalize the content.**

Students develop comprehension of the text through the interpretation of the material and in comprehensive analysis developed from discussion. **How much discussion, and the direction of that discussion, depend on the age and maturity of the students and the nature of the text.** Some text has challenging language and content; others have less content to maintain a challenging discussion. These are decisions that should be made by a classroom teacher.

**The instructor should utilize opportunities during oral reading to monitor and/or clarify every significant word, sentence, and paragraph.** This is accomplished by asking questions relating to grammar, vocabulary, sequence, plot, main ideas in a paragraph, punctuation, pronoun referent, author’s intent, and any other clarification activity relating to the English language and the construction of printed ideas and concepts.

- Understanding everything about the printed text leads to comprehension and a foundation for achieving higher level concepts.

**The teacher should develop a list of non-phonetic sight words that can be discussed, memorized, and maintained for student growth when discovered in the text.**

**Vocabulary development** is probably the single most important step in providing basic reading skills to develop adequate comprehension and understanding of any printed material. Vocabulary elaboration is routinely available during oral reading when an unknown word is identified and a definition is discussed with the group. The teacher elaborates by asking “What is it like?” or “Give some examples.” or “Name other things that are similar.” or “Can you use it in your own sentence?” There are numerous other examples that may be explored by the teacher. Selected dictionary people should look up unknown words as described later.

**Oral reading is important in developing comprehension skills because the best opportunity for teaching/learning is revealed through a teacher’s questions and the student’s responses. This “optimum moment” is provided in the quickest response possible by the instructor at the time the student needs help during any point in the reading process. This instant “moment of need” is long-past when a student reads and responds to questions silently.**

# Strategies for Mastery

When an unknown word is identified and printed, the teacher asks the group to identify the **Combinations, Borrowers, and Vowels**. Any student in the group may raise their hand to apply the rules. Only one student is called upon to respond. It does not need to be the reader that responds.

The teacher instructs the reader, and only the reader, to pronounce the word. If the reader has any trouble at this point, then the teacher models the sounds and has the reader repeat them. After a student exhibits reasonable mastery of the system, the instructor may allow the student to model a specific sound but not say the word.

**Action research was conducted with students regarding their attitudes toward reading and their self-concept about the process:**

- One group of students was allowed to “call out” words when another student was reading and unable to pronounce them, giving the reader no opportunity to use the system and “close” on the words.

**Two important results were identified in the mastery and application of the 3-Step System:**

- 1) Groups that allowed other students to “call out” the words showed a significant difference between them and the control group that was not allowed to “call out” words. **It is obvious this single interference denied students their rightful learning opportunity available to them during their turn at reading.**
- 2) **A critical factor was the extreme negative attitude developed by the students in groups allowing words to be “called out”.** This negative attitude resulted in those students not wanting to read or discuss information; while the students that did not call out words and used the system, developed favorable attitudes about the system, oral reading and themselves.

**In a reading group, 2 or more students may be designated as the dictionary people.** They should each have a quality, adult dictionary at their desk. If the group does not know an encountered word, the dictionary people race to find it in the dictionary. The first person to locate the word raises their hand and reads the definition. If more than one definition is read, the class should discuss the definition that best fits the sentence and paragraph. Oral reading may continue while searching for the word.

- One or two students in a group may be designated as a secretary to write encountered vocabulary words and sight words discussed during the reading. Words may be used in later studies for review and use in writing.

**WARM UP** - Words are selected from the story to be read, copied by the students, marked and pronounced prior to oral reading. Any other unusual topic or story content may be discussed at this time. Part of the “Warm-up” should initially include having the group pronounce long and short vowels in isolation, repeat the rules for the C, G, & Y Borrowers, and review Combination sounds and their location on the Combination chart; this usually takes 6-10 minutes. This procedure is dropped from the warm-up when students demonstrate a usable mastery of the system.

- Before reading, the teacher asks for details of the story content that were read in previous lessons. Emphasis might be on sequence of story and significant details regarding characters and plot; or significant topics and their academic application when reading subject matter textbooks. This brings all students current for starting a new lesson.
- Both fiction and non-fiction writings refer to items or objects not found in the current student’s culture. Visual examples to bring into the classroom might include; calico material, western range barbed wire, videos, photographs, and other items that may be of interest to students. This is motivational for many groups.
- Many stories lend themselves to a visual image that may be captured by stopping the oral reading process and having students create their own picture of the image in crayon or pencil. **The stick drawings in Mind Mapping provide excellent models for students.**
- **Ask questions frequently** to elicit both specific and critical thinking responses from students. In turn, students should, in some way, defend all responses. Encourage other students to participate in elaboration questions to get the dialog going from student to student by asking, “Do you agree with John? Why or why not?” or “What can you add to Mary’s statement?”
- An excellent beginning for any discussion is for the teacher to ask the “newspaper” questions: Who? What? When? Where? Why? How? Student answers to this strategy will bring to the forefront other areas that are obvious to pursue with clarification questions, having students defend their answers.

## **Questioning, Discussion, Dialog Time, and Background Information**

- The staff may find reading concepts in this guide useful for other subjects such as literature, science, history, geography, and even mathematics, in addition to basic reading lessons.
- The following methods are some, but not all, that have been implemented successfully during which time average students achieved reading abilities that were tested at the 96-98% of the state requirements on a standardized reading test.

- The methods were used with Kindergarten through grade 12 students, Title I, ESL and special education. All participants were provided the same opportunities to develop skills and their intellect for critical thinking.
- Two types of questions are basic for success: the first and most frequent questions cover the need for understanding everything about the printed text; grammar, vocabulary, the author's purpose, main ideas, inference skills, pronoun referent, antagonist, protagonist, etc.
- A second cluster of questions involves critical and creative thinking abilities applied to the text. **An outline of Reading and Critical Thinking Skills are downloads in PDF in website.**

**What is too much? Too little? Just right!** The teacher needs to be *as creative as possible when an opportunity arises* and not dwell on what is too much, too little, or just right.

- Example: As an elementary school principal, the author implemented a comprehensive reading program where every student in school read classical novels orally for 45 minutes a day.
- Groups were organized by ability level, with students placed for upward mobility across grade levels. No student reading below grade level read with a younger student. **The school's success attracted 400-500 visitors a year from throughout the United States and 14 foreign countries.**

During a group visitation, the author escorted a small group of teachers and administrators to observe a variety of reading groups. One of the first reading groups was instructed by a 4<sup>th</sup> grade teacher with a group of 5<sup>th</sup> grade students.

When the visitors entered the class, the teacher was asking questions about a quality word he had written on the chalkboard. The visitors observed several students with their hands raised, anxious to participate in the discussion regarding the word.

The visitors then moved on to observe several other reading groups and, after 25 minutes, returned to this class. The class was still discussing the same single word on the board and a number of students were eagerly raising their hands to participate. During this time, the teacher asked probing and clarifying questions and interactive student-to-student dialog took place.

These fifth grade students, arguably academically immature, conducted a lively educational discussion, developing in-depth understanding, not possible by simply defining the word.

In continuing to ask questions, the teacher maintained student interest and enthusiasm for over 25 minutes on one word, developing a higher level of thinking and discussion skills.

**Was this oral reading educational? Was it proper use of class time or age appropriate? Did the students learn anything?** Only the teacher and individual students in the group can evaluate these questions.

This incident highlights the flexibility of the total program to develop concepts and knowledge. **Oral reading anchors word attack control and provides practice in discussion skills and reading for a purpose.**

Teachers who practice direct teaching develop evaluation and remedial skills that are accurate, positive and immediate.

## Writing Activities

After thoroughly investigating part or all of a reading selection, students should have enough materials and ideas from the discussions to respond in writing to a variety of topics for a variety of purposes. The teacher should seize every opportunity to have a quick or prolonged writing activity with accompanying art work if appropriate.

## A Comprehensive Reading Program Requires Two Broad Goals:

**1. Oral reading** - Using Read Quick for decoding permits the instructor to academically elevate instructional materials and methods to academically pull the student for more rapid reading achievement. This occurs when selected materials for oral reading are advanced 2-4 years beyond the learner's normal reading comprehension ability.

**Challenging materials** produce words that require their immediate decoding and meanings in context. This provides advanced concepts to dialog while practicing and reinforcing the system.

Research supports direct instruction and the suggestions contained in this Guide.

**Oral reading results in observable growth based on student responses to the text and questions directed by the teacher. However, these skills must be transferred to independent reading and responding. Without this transfer, academic growth cannot be demonstrated on achievement tests or growth in subject matter content.**

**Two approaches, oral and silent reading, are combined to produce the most rapid and permanent results.** *Each method uses different criteria for reading material, grouping, lessons, and teacher-student interaction.*

\*\* While many **left brain logic students** learn and develop adequate reading skills using the basic silent reading approach; many **right brain (Gestalt, Kinesthetic, and ESL) students** are left behind, bewildered, frustrated, and turned off to the reading/learning process.

**Selecting difficult reading materials for oral reading and direct teaching for discussion, and finding words to practice decoding, vocabulary and concepts, are the ideal processes for raising the level of reading expectations and elevating students to higher achievement levels.**

- This challenging process is the essence of excellent teaching.
- Sometimes reading less text is better. Oral reading may result in a few sentences or paragraphs read in a class session or many pages may be read based on content, purpose and application of the text. (One word lasted for most of a class period as previously described.)
- Once this strategy is used by a teacher or tutor they will immediately see the benefits for all students.
- **Quality vocabulary** will allow students to be exposed to words and language structure not found in easier text and basic reading programs.
- **Mature language patterns** are part of advanced reading material. This provides the basis for teaching grammar, sentence structure and paragraph components.
- Finally, the advanced text provides topics that allow students and teacher to interact in constructive dialog with purpose from the more challenging academic content.

**All teachers should be a regular teacher for academic content and a reading teacher for decoding and language.**

**2. Silent reading - or traditional seat-work, is a necessary component for a variety of purposes.** Students need independent practice in reading and interpreting printed material that is presented at their reading comprehension level. Such lessons should include short stories and questions; vocabulary practice with word definition and their use in sentences; students written responses to short story analysis; practice in responding to “test type” questions; and all other appropriate reading/seat-work activities. Speed reading and memory practice are included in this session.

The **Read Quick** decoding system provides students the foundation needed to achieve benefits from silent reading as the entire system is always available when the teacher may not be able to help.

Teachers using this dual reading approach will provide the broadest reading opportunities for student growth, not possible by using one approach without the other.

- Extend the reading period 15-20 minutes and practice both approaches daily for rapidly developing critical thinking skills and reading achievement.

## **Novels and Reference Materials**

“If a library is the basic storehouse of man’s knowledge;  
then, the **Read Quick** system opens the door to that room of knowledge.”

**To provide an opportunity for students to read and process more printed text with understanding and memory requires a program that will increase their reading speed.** This is a strategy that can be implemented, at no cost, to provide life-long results. Instructions for improving reading speed and memory are in this guide.

### **Summary of Classroom Tips – A Review**

- 1.** Every student in a group or class must have the same material for oral reading. The content must be 2-4 years above the normal reading ability of the group in order to challenge their thinking and create the necessity to practice the **3-Step** system on unknown words. However, this is not required for implementing this program.
- 2.** Students are not allowed to “call out” unknown or mispronounced word. This is a “PUT DOWN” for the reader and ruins an opportunity to practice part or all of the **3-Step** system.
- 3.** Only the reader may say the word during their turn at oral reading. However, when the word has 2 or more phonetic exceptions to the 3-Step system, the teacher makes it a sight word. Then the word may be “modeled” by the teacher and repeated by the reader.
- 4.** Once the word is printed in order to apply the system, any student may assist in answering any part of the 3-Step questions – **ONLY THE READER MAY SAY THE WORD.**
- 5.** If the reader does not know how to say a Combination, Blend, or Vowel sound correctly, the teacher may say that one sound - only, or have another student model the one sound, only.
- 6.** When modeling a sound for the reader, the teacher **MUST** say, “I will model the sound for you.” Do not say, “I’ll tell you the sound.”
- 7.** If the teacher calls on another student to help the reader correctly say a sound, the teacher should say, “Would you please model the sound for (reader)”?
- 8.** **When asking questions about the reading content or the application of the system, call on students who are not responding and have them agree or disagree on the answer given by another student and have them defend their answer. This encourages everyone to pay attention, to participate and develop a mature and courteous group environment.**
- 9.** While reading orally, always attempt to make the reading “Come Alive” or be intellectually exciting. Stop to discuss or research ideas/concepts raised or developed during the dialog. Provide pictures or other visual representations relating to topics in the text.
- 10.** Be open to student interest toward any idea or concept that may be used as an individual or class research/report activity.

11. If you are reading literature or textbooks that deal with specialties, i.e., police, medical, navigation, computer, or other type of specialty, invite a person with those skills to read and dialog with the class for a day or so.
12. While questioning, hold the group accountable for parts of speech, punctuation, word meaning, sentence and paragraph meaning, sequence, story plot, and specific visualization questions. See sample questions.
13. Once a basic question is answered, continue to probe with that student and others. Listen carefully for ways to continue the dialog on a higher level. Always have answers justified, explained, or defended.
14. If you call on a student who answers, "I do not know." Or, may be obvious in their lack of attention; tell the student, "John, I will call on others for their opinion or answer. And I will come back and call on you again."
15. If the student is still unresponsive say, "The question is...., you can find it on page\_, second paragraph. Please read the paragraph and answer the question."
16. When selecting reading material for oral reading and dialoging, choose a topic or concept in which you, the teacher, are interested. This helps to motivate you and the student because of your enthusiasm and interest.
17. One or two students in a group may be designated as a secretary to write vocabulary words and sight words discussed during the reading.
18. Select 2-3 students to act as dictionary people; change this assignment for each new session. Discuss meanings given and how they relate to use of the word in reading passage.
19. WARM-UP - Words are selected from the story, copied by the student, marked and pronounced prior to oral reading. Any other unusual topic or story content may be discussed at this time.
20. A daily, oral response warm-up, saying all **Combinations**, rules for **Borrowers**, and the **vowel sounds** may be followed by marking a few words and moving on to the oral or silent reading.
21. Before reading, teacher asks for details of the story content that were read in previous lessons. This emphasizes the importance for students to stay focused during the reading period and offers an opportunity for students to develop memory for content, allowing teacher to quickly fill in important information about the text.
22. Many stories lend themselves to a visual image, allowing students to create their own picture that may be captured by stopping the oral reading and having discussion using crayon and/or

pencil. **Stick drawings and Mind Mapping** provide excellent models for students making this process rapid and useful in other subjects and lessons.

**23.** Visualizing – Extremely important in all reading topics and should be practiced at every opportunity. Students may try to recall vivid images of an actual personal incident or describe a scene from reading, adding their own personal images. Establishing a mental picture of the topic or events in a sentence, paragraph or story, helps develop comprehension and memory for the text. **Read Quick** allows a wide range of reading materials and teaching tactics. Find paragraphs or short stories with vivid descriptions for oral or silent reading. Follow with questions calling for PRECISE responses using exact descriptive words from students.

## **About 40% of student population CAN NOT visualize.**

This significantly lowers their opportunity for learning to read at an expected level while also impacting their academic achievement and adult income potential.

**Several short stories in the software have excellent passages for practicing visualization. See level 5 story 7 as a good reference for descriptive words.**

**The following questioning strategies are designed to provide the teacher with a mental roadmap to draft questions** that demand the that reader visualizes specific parts of the printed word or is guided by the teacher to formulate a mental picture of the size, shape, color, location, purpose, movement, relationship, plot, or scene.

- **Each text contains a variety of words that act alone or interrelate with other words to create a mental picture we call visualization.**

This process requires a variety of questions designed to elicit from the reader a comprehensive analysis of his/her picture. Oftentimes, students are able to visualize very elaborate and sophisticated images and only need an opportunity to verbalize their existence:

- What do you see from the printed words?
- Describe any people, animals, physical location, trees, weather, and colors, etc.
- Describe the shape that you see.
- Is it more like a circle, oval, rectangle, or another shape?
- How large is it?
- Is it larger than a \_\_\_\_? Or smaller than \_\_\_\_?
- What is it doing? Moving? Or not moving?
- What is the color of the object? Is it lighter than or darker than \_\_\_\_?
- Do you see other colors? Are they part of the main picture or the background?
- What do the events or items have to do with each other?

**Excellent references:** Visualizing and Verbalizing for Language Comprehension and Thinking, by Nancy Bell; and Visualizing and Verbalizing Stories, by Nancy Bell.

**24.** Oral reading may be stopped at a strategic point and students may quickly conduct a summary writing, using only 4 sentences:

- 1<sup>st</sup> Sentence Characters – very briefly described
- 2<sup>nd</sup> Sentence Setting – briefly and clearly described
- 3<sup>rd</sup> Sentence Problem – briefly explained
- 4<sup>th</sup> Sentence Resolution – briefly explained

**25.** Pair 2 students and have them do the above task which results in a different outcome than when completed by individuals.

**On-going marking practice should include:**

- Key words marked before reading any material;
- Unknown words during oral reading;
- Spelling words for visual memory and then count sounds for auditory memory.

**Select and practice challenging words to develop skills and confidence.**

- Use unknown words during silent reading on separate paper.
- Use 2-4 Combinations per lesson; have students generate words for each Combination.
- Use Flashcards with choral response from group or individual when tutoring.
- Practice marking words contained in Mixed Practice of Learning Center masters.

**Oral reading should occur with all students regardless of age and ability, 3 to 5 times a week.** The author used this method successfully with kindergarten, elementary, adolescent and adult students, including prisoners in a federal prison.

**All Appendix items in the Teacher’s Guide may be reproduced for school, student or parent use without charge.**

Speed reading methods in the Teacher’s Guide Appendix have several benefits to ALL readers. The purpose for using speed reading techniques is not to produce students reading at excessive speeds. There are 3 specific objectives:

- 1) Provide reinforcement for binocular vision tracking left to right; poor visual tracking effects about 50-70% of the dysfunctional readers in the general population; and 80-90% of students assigned to special education classes.
- 2) Encourage the brain to tell the eyes to read faster as this system provides a more rapid decoding system for developing word fluency;

- 3) The memory techniques using the memory tree in speed reading lessons apply to all school subjects and other life skills requiring efficient memory.

## Comprehension

Dynamic and inclusive reading programs require two broad goals; each student is involved simultaneously in 2 reading programs, oral and silent reading using different methods and much overlapping of specific skills and abilities.

Comprehension is the ability of the reader to understand the intent of the author through the printed word. There are several types of comprehension and a very large number of verbs that, when used in the form of a question, are intended to elicit a response from the reader regarding the type of comprehension.

**Important - To properly read text, students must pronounce each word accurately to have an awareness of the meaning. When students have fluency, they must read with enough speed that content is cohesive and comprehension is developed.**

The intellectual discussion between the teacher and student, based on the text, provides opportunities to explore a multitude of topics, all of which contribute to improving comprehension skills. They are a basis for future intellectual growth as a result of the background knowledge gained by the reader.

Properly pronouncing words assist in understanding the author's intent whether reading a novel, short story, textbook, a technical manual, the newspaper, or taking a test. In the broadest sense, comprehension involves a great many thinking abilities (ways to perceive and use information).

There is often a fine line between a question that elicits the reader's understanding of the text and a question that extends understanding through discussion and further clarification, which leads to advanced thinking abilities.

Oral reading using text 2-4 years above student reading ability may result in a few sentences or paragraphs in a class period covered, or many pages may be read based on content, purpose and application of the text. In oral reading, **it isn't the amount of text read in a class period; it is the quality of how that text was analyzed.**

**Dialog should emphasize the quality of the language, comprehension and thinking abilities; reasons for reading challenging materials 2 to 4 years above functional reading ability. This provides material with significant content for critical and creative thinking, clarified and expanded during oral discussion, leading to critical thinking and Socratic dialog.**

**Exception – If a student is reading below grade level, regardless of the deficiency, student must read a text at their grade level for oral reading and their actual reading level for silent reading.**

One word lasted for most of a class period, 25 minutes, in a 5<sup>th</sup> grade reading group. Such probing is needed for critical thinking skills. This requires a thoughtful and creative teacher. However, enough text should be read to provide student interest and enough text information for dialoging.

Background knowledge is identified by “Experts” as a pre-requisite for comprehension of fiction or nonfiction genres. This is a “misleading” statement, consistently repeated in reading documents. This has a tendency to discourage the use of more challenging material, which ultimately results in an achievement discrepancy starting in grade 4 and continuing through high school.

Oral reading provides the teacher an opportunity to stop reading and to begin the process of providing proper background information, based on the age and maturity levels of the student and the topic requiring clarification. This may be accomplished by several methods, with teacher clarification, library research, or other procedures.

This practice is the essence of developing competent, fluent and intelligent readers. The difficulty of the reading text should be a challenge for creative teaching and a process to motivate students to achieve critical thinking abilities.

- Examples that trigger this approach include: World War I and II, Civil War, War for Independence, methods of travel, historical events, scientific topics, social movements, financial concepts etc. that may be significant for understanding the text. There are literally hundreds of examples that require this stop and teach method plus thousands of concepts that would benefit all students.

**While many students learn and develop adequate reading skills using the basic silent reading approach, many are left behind, bewildered, frustrated, and turned off to the reading/learning process. This group is usually the “right brain”, Kinesthetic, and ESL students.**

Silent reading, using adopted reading program with fiction and non-fiction text, provides a variety of comprehensive questions to be answered by the individual student and is usually more aligned with questions found on reading tests. However, the actual practice of reading silently and responding is a specific skill different than just knowing the answers. This is the time for thoughtful processing by students.

## **Basic Language**

Students are held accountable for every language skill in the story.

- These questions are developed and asked during oral reading. They serve to reinforce all basic language skills and develop a more profound understanding and knowledge of basic reading comprehension and English.

- During oral reading, every language component must be questioned by the teacher. This focuses the student's attention to every detail of the text, which helps develop the same skills needed for understanding language. If grammar or a punctuation mark are unknown by the group, then the teacher stops and proceeds to clarify the topic.
- All parts of speech and punctuation rules are to be questioned and, if needed, an immediate clarification lesson is developed. This inquiry may take several forms for student closure.

It is important for the teacher to constantly monitor the reader's understanding of the text. At this level we are concerned with questions that ask for:

- the meaning of a word or words
- the meaning of a sentence
- the meaning of a paragraph
- the sequence of events in the story
- identification of who, what, when, where, why, and how
- identification of a pronoun referent
- identification and use of punctuation marks
- identifying parts of speech.
- visualizing and/or imaging people, places, objects, events

**This basic list of questions should almost be automatic during any reading process.**

## **Vocabulary development - words in context:**

Before looking up a word to verify meaning, the instructor may direct the reader to apply one of the following vocabulary hints imbedded in the sentence structure. This should be the first step practiced by the reader, especially when reading silently.

- Meaning separated in the sentence by punctuation marks.
- Meaning stated in the sentence structure but not separated by punctuation marks.
- Meaning given by comparing and contrasting that is a clue.
- Meaning that is implied by the structure of the sentence; a word, idea or type of event contained therein giving a clue to the word.

Reading is a process whereby all of the skills suggested in **Read Quick** are brought together into a logical whole.

**Establishing purpose and monitoring progress is similar but not exact for fiction and nonfiction work.** It is not necessary to use a structured lesson approach every time as this would be too routine and boring to the reader. **A flexible approach is preferred and simply following the suggestions contained in the Question Section will provide a quality lesson.**

Fluent readers interact with the text by constructing meaning in their minds as reading progresses. They are always filling in the blanks and inferences are constantly made.

STUDENTS must actively be involved in thinking and constructing text materials during reading in order to think effectively after reading. This is the purpose for dialoging and the sample questions.

When an unknown word is met in oral reading, the teacher starts a decoding episode. The following example is a probing sequence that is used during initial stages to master the **3-Step** system and to begin the process for critical thinking. Once students become familiar with the 3 steps, this type of analysis is not needed for a word but is needed for reading and critical thinking skills.

#### **Decoding & Word Episode - Teacher questions reader:**

- Any Combinations?
- How do you know it is a Combination? Or, where is the Combination on the chart?
- How do you say (\_\_\_\_)?
- Let me model it for you?
- Are there any Borrowers?
- What is the rule for saying the y?
- Yes, y says i in the middle of a word.
- Can you give me other words that require that rule?
- Are there any vowels not part of a Combination?
- What is the rule for the A?
- Yes, when a final E has a vowel followed by a consonant before the final E, that vowel is long. Jane, do you agree with (student)? Why? Please explain.
- What does the word mean as it is used in that sentence?
- Can you use other words in the sentence to help with the meaning?
- Billy, do you know what the word means?
- Mary, do you know?
- Dictionary people: find the word and raise your hand when you locate it.
- There were three meanings. What meaning fits our sentence?
- John, why did you say (\_\_\_\_\_) was the meaning to use?
- Have you read this word before?
- What hint did you get from the meaning that Jill read from the Dictionary?
- Ron, do you agree with John? Why? What evidence do you have?
- Reader, "Re-read that sentence and let's try to reach an understanding."

#### **Using clarifying and defending questions to decode a word is critical during initial stages implementing the system.**

Dialoging would then be directed toward reading and critical thinking skills using the same questioning strategies.

Most words requiring a decoding episode are usually words requiring a vocabulary episode.

Want to develop a simple method about thinking during a dialog or while reading a text? Ask true and false questions.

- After the student responds, ask, "Tell me what you found or didn't find in the dialog (or text) that made you believe it was (true or false)?"
- "What words led you to think that?"
- "Can you find other words or reasons that support your answer?"
- Continue until you call on another student, "Do you agree or disagree with (\_\_\_\_) answer? Why or why not."
- This procedure is very effective and completely by-passes structured sequence questions and helps the teacher refine his/hers questioning strategies. It all started with true-false questions.

Select the direction to focus on for "follow-up" questions and continue with the dialog. This is an excellent procedure when reading a novel, short story or non-fiction. Again, in-depth and probing questions develop from a very common, initial question. This is also excellent for analyzing a sentence and other topics.

Critical thinking requires teacher and student to use precise language when analyzing the text or responding to a question.

- Refer to Bloom's Critical Thinking, and Socratic Dialog sections for content and questioning strategies in the PDF

## **Follow up Activities/ Seatwork**

- Nearly every question from the sample questions may be used individually or combined as a written follow-up activity, making the possibilities almost limitless.
- A method to make connections while recalling a text is to have the reader use a "Memory Tree" graph.

Start by having the reader write anything they can remember in one or two words in the middle of a blank piece of paper. Draw lines from the original word and add any connecting links. Do the same with the connecting links until a web is developed. See Memory Tree in Speed Reading. This activity has proven very productive for memory improvement and test taking. (See sample in index.)

- Practice spelling and saying sight words from that day's lesson.

- As a warm up the next day, have the previous sight words reviewed orally by the reader or group.
- Keep a list of "new" words and have the reader add synonyms or antonyms, expanding vocabulary.
- Keep a separate list of descriptive words and phrases of picturesque speech that may be used in a creative writing activity.
- Use a descriptive passage in a story to serve as a motive and model for creating a picture or mural-visualization practice.
- Have the reader make up an additional ending chapter to the short story or novel.
- Compile a list of descriptive character traits for each person in the story.
- Using the list of traits, compare the main characters as to how they are alike and how they are different.
- Have the reader write a play using the story as a basis.
- Have the reader write how he/she felt about the main characters and for what reason(s).
- Have the reader write their likes or dislikes about the story and give reasons to support their position using precise examples from the story.
- Have the reader write a descriptive paragraph using visualization to develop a mental "picture".
- Do any type of research or further reading on any topic or idea generated from the story. This could include minor as well as major features of the story. An example might be the history of barbed wire while reading a western theme; or the development of machines while reading about the Civil War; or the history of flight or of the materials that made modern flight possible, etc. The list is endless.
- Appropriate written assignments should be based on opportunities, research, the age and development of the student.
- Predict the outcome of a story and give reasons why. Compare the prediction with the story. How was it alike? Different?
- List the events in a story and locate the reasons those events happened. Student writes a "because this occurred, that happened" newspaper account.

- Have the student write a newspaper account on any event or scene or plot that answers the questions who, what, why, when, where, and how?
- Discuss how feelings, moods, motives and intentions are surmised or inferred from the acts and words of the characters or the choice of words by the author.
- Have the reader determine what type of story it is: fable, fairy tale, science fiction, fantasy, historical fiction, biography, other lands and people, myth, animal, adventure, folk, fanciful, etc., and give reasons for the determination.
- Write an advertisement about the story or novel to interest others in reading it.
- Select one or more characters and write why they would be a good friend or NOT be a good friend. Give reasons and examples from the story.
- If the reader has had a similar past experience as related in the story or knows of someone who has, have a paper written describing the incident, emotions, problems, solutions, etc..
- Select any scene from the story and have the reader do a pantomime.
- Select certain passages using adjectives or adverbs, have the student rewrite the sentence inserting his/her own adjectives or adverbs replacing the original.
- Have the reader write questions about the story as if he/she were the teacher. After reading the entire story, have the reader answer the questions.
- Have the reader select an event or include the entire plot and prepare a news broadcast. The student should read and record on a cassette tape, the broadcast. Keep the tapes and compare the maturity of reporting over a period of time.
- When reading a fantasy, have the reader list factual and fanciful incidents with reasons for each category.
- Select situations in the story and have the reader create a comic strip version with line drawings and dialogue circles.
- On occasions after oral reading, have the student write precise details from that day's reading; a memory training technique.
- A powerful method is to have the student explain in writing, what he/she learned that day and in previous lessons with personal opinions about liking-disliking, enjoying-not enjoying text.

- Explain the 3-Step system by writing the explanation to teach another person.
- Define one, two, or all parts of speech and explain their use.
- Using any appropriate literary terms, have the reader locate that part of the story that conforms to the literary definition(s) and write a sentence or paragraph on why it conforms.
- Write a radio or TV skit that encompasses the main ideas of the story or the main idea of a chapter in a novel.

## Literature Activities

The following activities are designed to actively involve the reader in the theme. The author has used this information for his own use and teacher in-service. (The original source cannot be located after searching 35 years of notes and references.)

- 1st Reaction - What is your first reaction or response to the reading?

Describe or explain it briefly.

- Feelings - What feelings did the reading awaken in you?
- What emotions did you feel as you read?
- Perceptions - What did you see happening in the reading?
- Paraphrase it - retell the event briefly.
- Visual Images - What image was called to mind by the reading?

Describe it briefly.

- Associations - What memory does the reading call to mind - of people, places, events, sights, smells, or even something more ambiguous, such as feelings or attitudes?
- Thoughts & - What idea or thought was suggested by the reading? Explain it Ideas briefly.
- Selection - Upon what, in the text, did you focus most intently as you read; word, phrase, image, idea?
- Importance - What is the most important word in the reading?
- What is the most important phrase? Aspect?
- Problems - What is the most difficult word in the reading?
- What part do you have the most trouble understanding?
- Author - What sort of person do you imagine the author to be?
- Response - How did you respond to the reading, with how you felt or how you thought?
- Did you feel involved with the reading or at a distance?
- Evaluations - Do you think this is a good piece of writing? Why? Why not?
- Literature - Does this reading call to mind any other literary work?
- If so, what is the work and the connection?
- Writing - What would you focus on when writing about the story content?

- Would you write about some association with the story or on something from your past memory? Or, on some aspect of the novel? Something about the author?

**Visualization** - This ability provides a person with visual power to mentally see a movie-picture type clip of a word, sentence, paragraph, or story. This is a trainable skill and 40-45% of the population requires this type of reading skill.

#### Sample Questions

- The sample questions are presented here as possible ways the teacher might probe for clarification or to discuss in-depth, concepts, characters, language structure, vocabulary, story line, evaluation of the circumstances, understanding of technical text, and development of the student's thinking processes.

Whenever a question is asked of a student by the teacher, it is intellectually important for the student to be asked to "defend" the answer.

- This process of asking to "defend" or explain why an answer was given produces a "different kind of "student", a more mature kind of thinker.

**The first change in a student is the gradual elimination of thoughtless or flippant answers.** If a student is made to pause and reflect on the reason for his/her answer, as well as the answer itself, then the mental process is set into motion that elevates the thinking abilities.

This process of "reason" is at the heart of all intellectual inquiries we call critical thinking, creative thinking, problem solving, scientific thinking, logic, philosophy, and sometimes, good common sense.