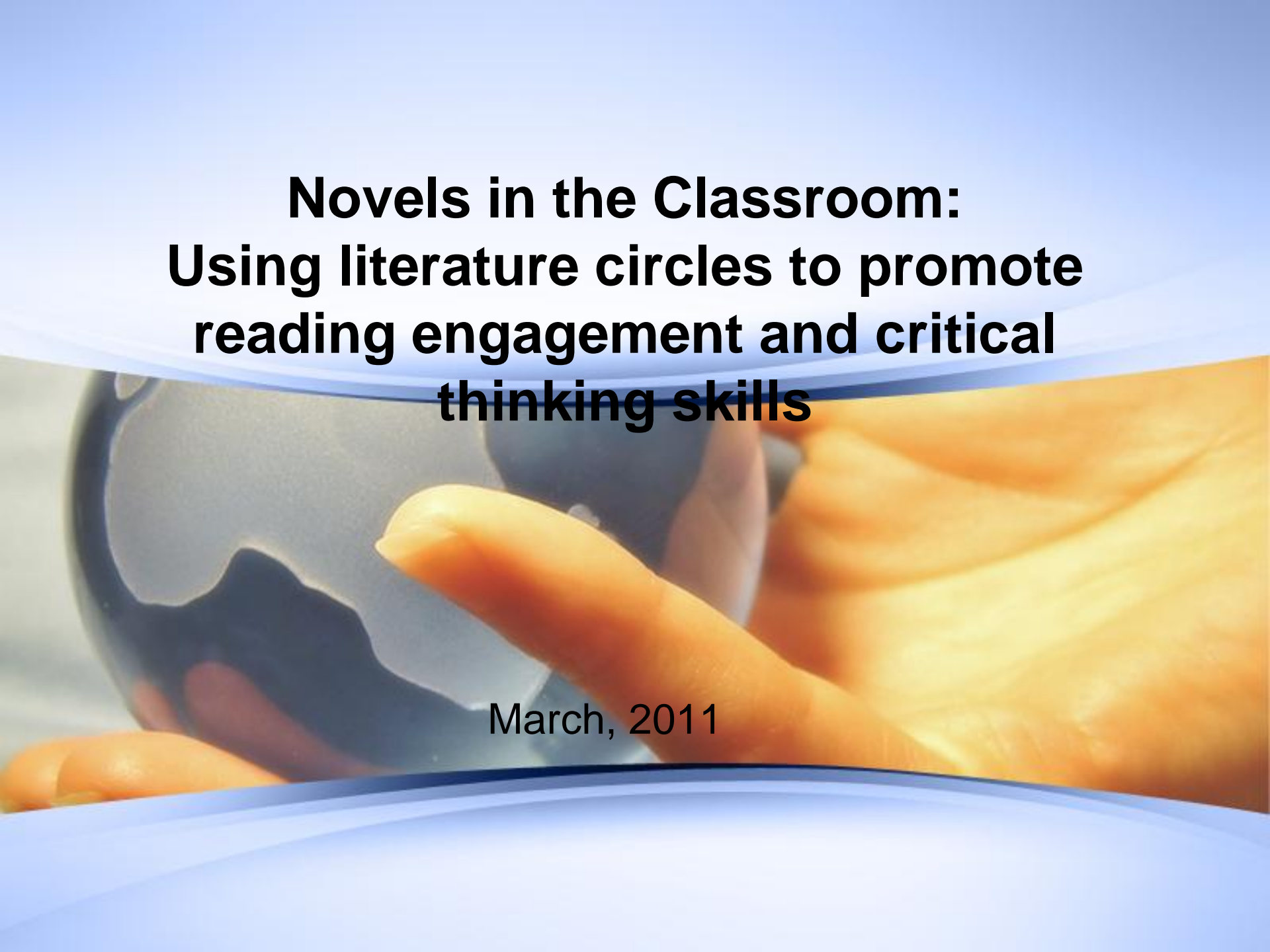




# Reading Association of Ireland: Spring Seminar 2011

Web site [www.reading.ie](http://www.reading.ie)

A close-up photograph of a hand with a yellow-gold glove pointing towards a globe. The globe is partially visible on the left side of the frame, showing continents in dark blue and oceans in light blue. The background is a soft, out-of-focus light blue. The text is overlaid on the upper portion of the image.

**Novels in the Classroom:  
Using literature circles to promote  
reading engagement and critical  
thinking skills**

March, 2011

## ***The Child as Critic, Glenna Sloan***

There is a story or poem to raise a goose bump on the toughest skin, and we are well advised to help each child find it. A child who has never thrilled to words will remain indifferent to reading and writing them.....

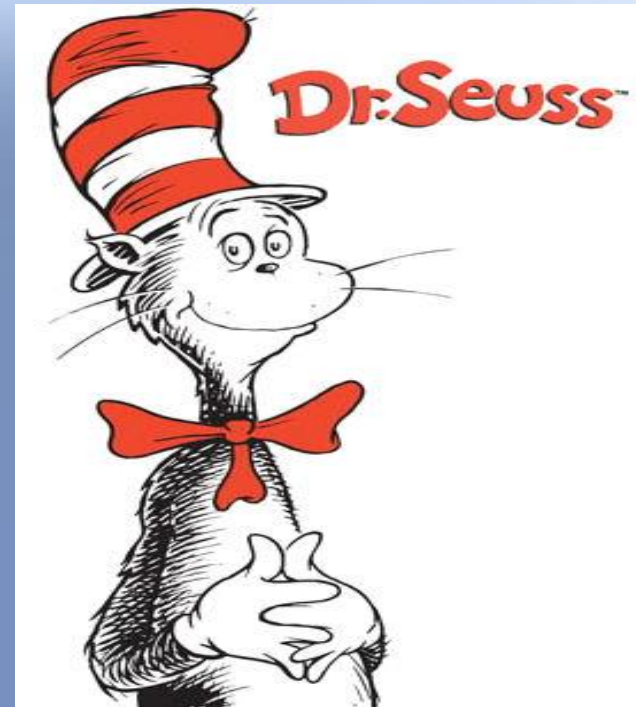


Literature makes carpets fly and rabbits talk; it overcomes the tyranny of time and conquers death itself. A Yellow Brick Road leading to an Emerald City will never be found on any road map, but it exists, along with other literary locations and their inhabitants, as an imaginative reality"



"The more that you read,  
the more things you will  
know.

The more that you  
learn,  
the more places you'll  
go."





Literature circle

**RESPONSE LOG ROLES**



## Artful Artist

Your role is to draw anything about the story you liked :

- A character,
  - A setting,
  - An exciting part,
  - A surprise,
  - A prediction of what will happen next
- Let the group discuss your drawing

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St. Patrick's College



## Passage Picker

Your job is to pick parts of the story that you want to read aloud with the group:

- An interesting part
- A good description
- A scary part
- A funny part
- Something that puzzled you
- Some special words

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## Connector

Connections you can make to:

Your own life (T-S)

To other texts (T-T)

To the world around you

To stories in the news (T-W)

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## Question Asker

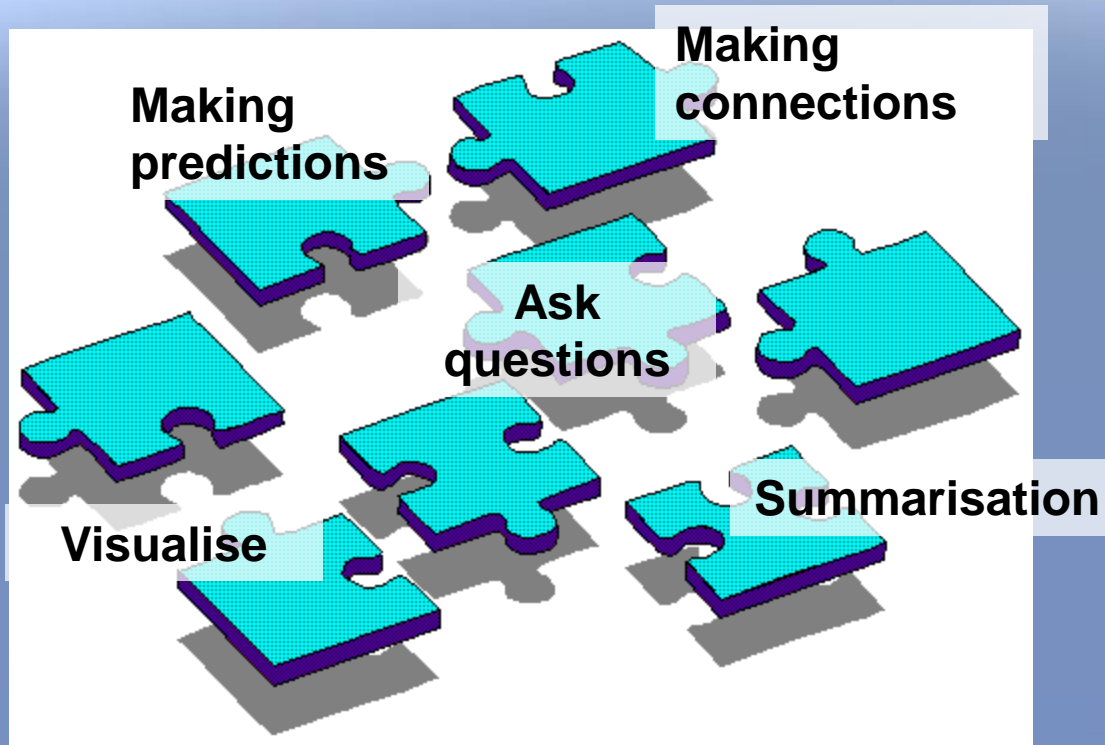
Your job is to write down some questions for your group;

Questions you had while you were reading:


- About a character
- About the story
- About a word
- What you would ask the author
- Kinds of Questions (Right there)
- Think and Search
- Author and me
- On my Own)

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# Good Readers- A repertoire of strategies



# Gradual Release of Responsibility model (Pearson & Gallagher, 1983)



- **Demonstration** : Teacher **names, explains and models** the strategy. Explicit teaching of the strategy.

## **You Watch I do**

- Teacher provides **Guided Practice**
- Scaffolding of students

## **You do I help**

- **Independent Practice** by students
- 

## **Try it on your own**

- **Reflection and goal setting** on the strategy

# Asking questions

## The Question Asker



### **Question Asker**

**Your job is to write  
down some  
questions for your  
group;**

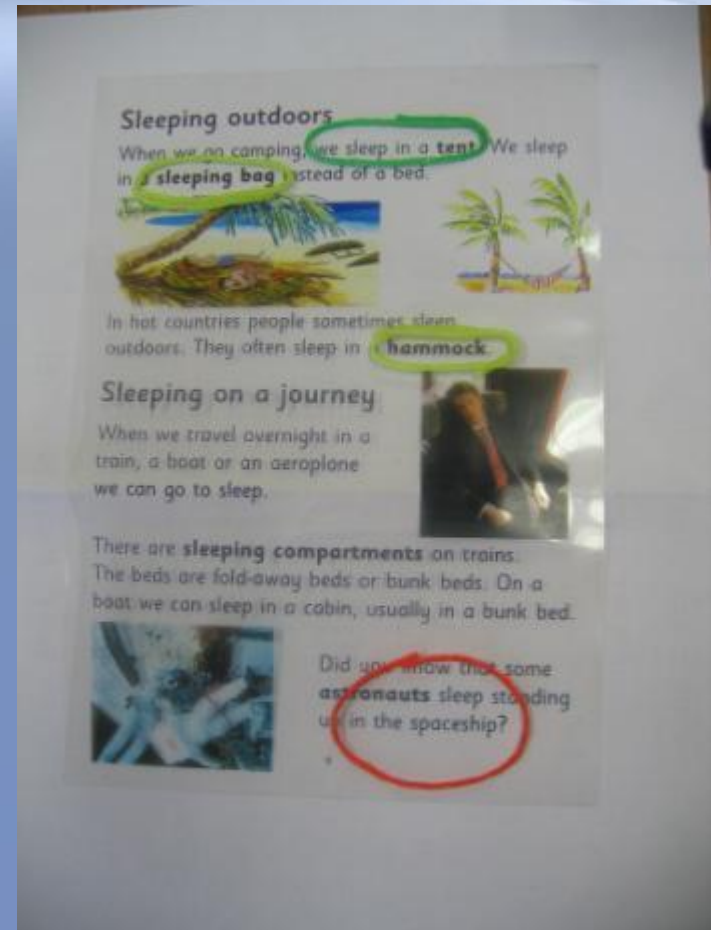
**Questions you had  
while you were  
reading:  
About a character  
About the story  
About a word  
What you would ask  
the author  
Kinds of Questions  
(Right there  
Think and Search  
Author and me  
On my Own)**

**© Bernadette Dwyer,  
St. Patrick's College**

# Asking Questions: Question Answer Relationship Model (QARs, Raphael, 1982;1984)

Multisensory, kinesthetic dimension added to QARs model (Dwyer,2010)

- **Right there**
- **Think and Search**
- **Author and me**
- **On my own**



# Asking questions- what ifs and why



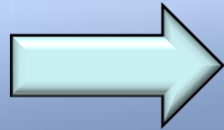
- “They mark the growth of the reader from someone who can give back correct information from text to one who is manipulating knowledge contained in different parts of the text with his or her own prior knowledge. The question types may also provide information related to what and how much prior knowledge a student has (or needs) for a particular text. Each of the question types can reflect the ongoing development of how students read, think, and understand”
- from Peter Afflerbach (2007) *Understanding and using reading assessment, K-12*

# Making Connections

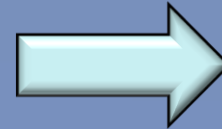


The Connector

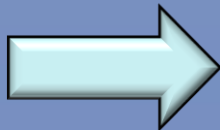
# Making connections



**Text to self**

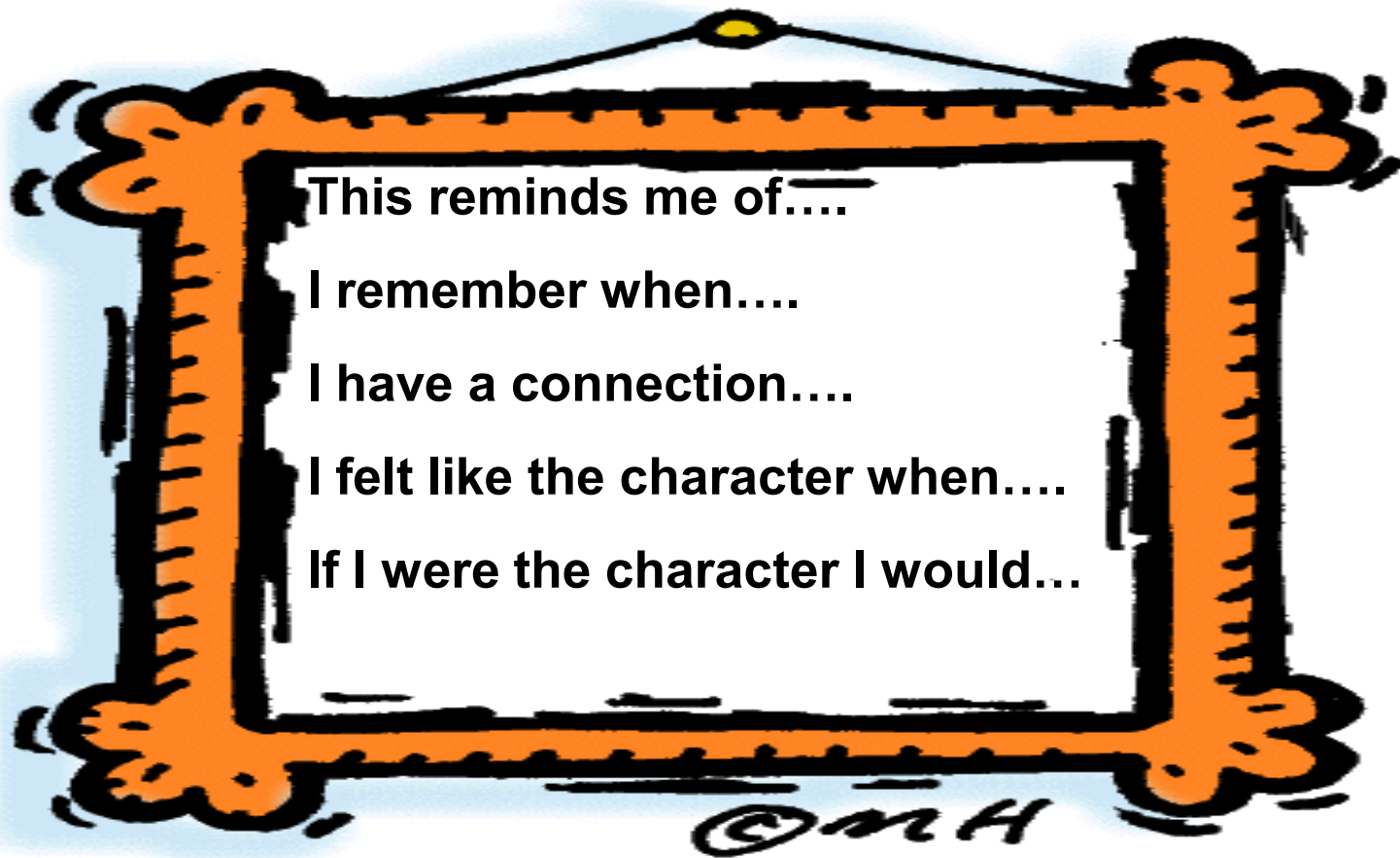


**Text to text**



**Text to world**

# Connection stems



# Connector



Digging deeper with connections: use connective ..... 'and' Ask does this connection help me to understand the text more?

Goal: Help children make **relevant** connections to the text

# Visualisation : The Artful Artist



**Artful Artist**

Your role is to draw anything about the story you liked :

- A character,
- A setting,
- An exciting part,
- A surprise,
- A prediction of what will happen next

Let the group discuss your drawing

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The image shows a vertical card with a yellow background. At the top, there is a small illustration of a person with dark hair, seen from the back, painting on a canvas. The card has a white central area containing text. The text is framed by small, colorful hand icons (blue, orange, and yellow) at the top, bottom, and sides. The card is set against a blue gradient background.

# Artful Artist



- Why did you choose that character to draw?
- What details would you have added if you had more time?

- Gallery walk: which drawing started the most questions and why?
- Watch out for the *artful dodger*- switch roles

# Visualisation



“The barn was very large. It was very old. It smelled of hay... It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows... It smelled of grain and of harness dressing... It was full of all sorts of things you find in barns: ladders, grindstones, pitch forks... lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and rusty rat traps...” E.B. White

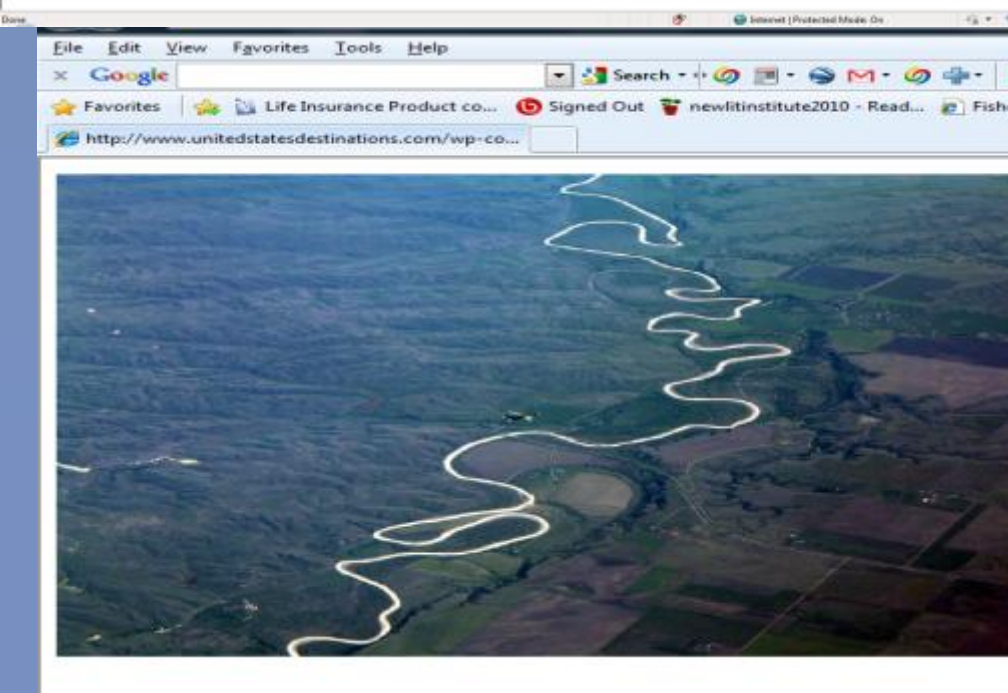
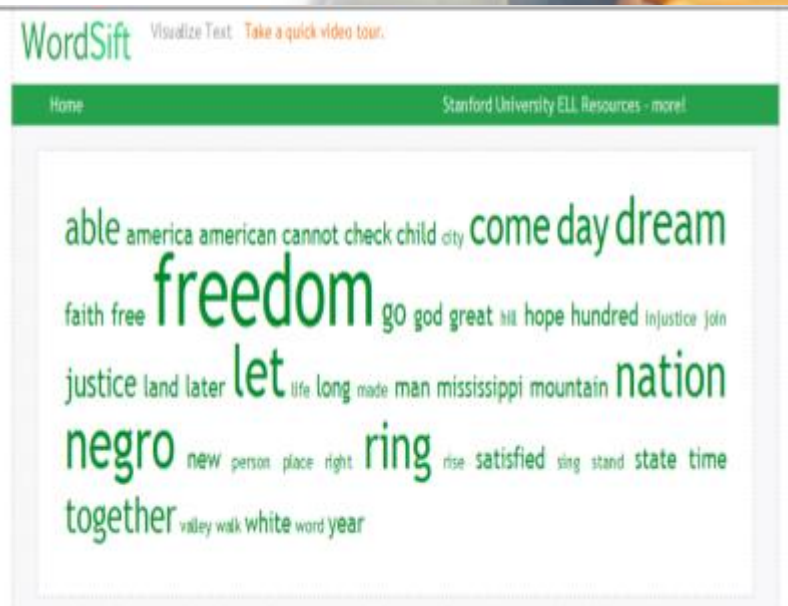
# Passage Picker and Clarifier



- Fluency development
- The most interesting part was...
- A part that confused me was....
- This was a really good description because....
- Save the last word for me

## Clarifier

- This is a word that would cause difficulty for *a friend*
- A word I think the whole class needs to talk about is .....
- I think it means.....
- Here's how I found out.....



Word Sift :  
 Technology Tool for  
 Literacy  
<http://www.wordsift.com/>



- Using graphic organisers: Story map
- 3 2 1 strategy
- 3 important thing
- 2 interesting things
- 1 question I still have

**Setting**

A land of magic, castles and princes  
(Somewhere)

**Characters**

Cinderella, Step sisters, Fairy Godmother, Prince, Coachman  
(Someone)

**Initiating event**

An invitation is issued to a ball at the castle

**Other events**

Cinderella is orphaned and her sisters are treating her badly  
etc

(Wanted)

**Problems/Goals**

The prince is looking for a bride  
Cinderella wants to escape from her situation

(A Problem)

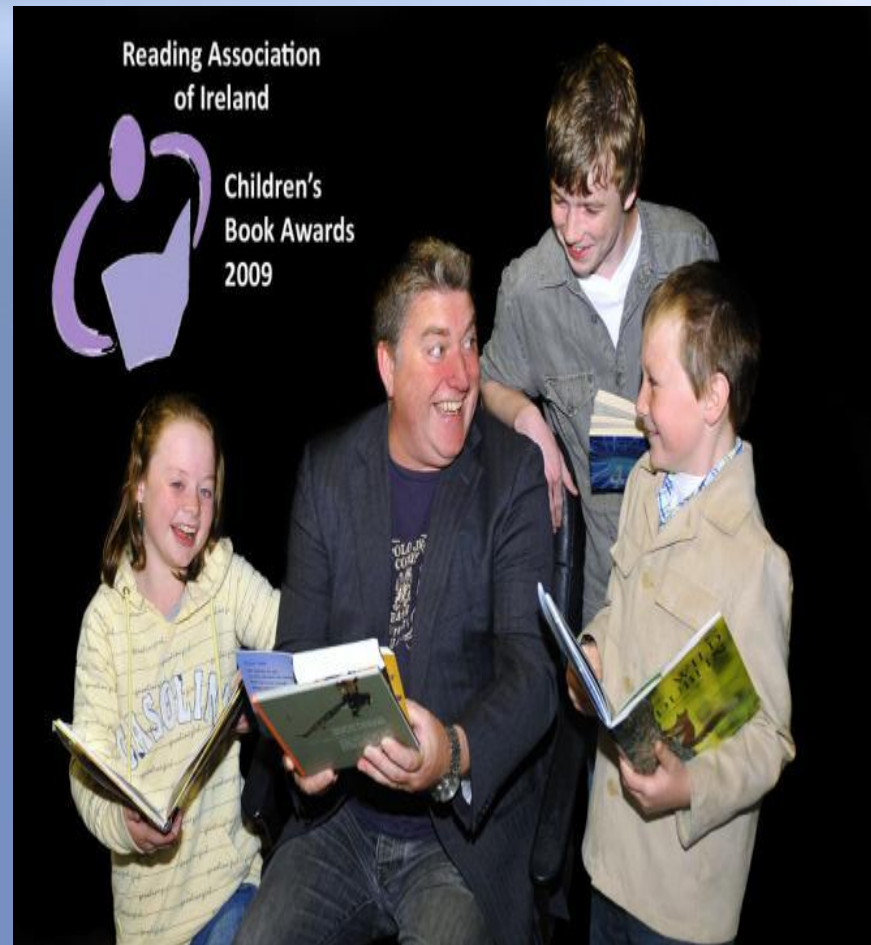
**Resolution**

The prince and Cinderella marry and live happily ever after  
(Solved)

# Book Awards



- Bisto award
- Reading Association of Ireland (RAI) Book awards
- Children's books Ireland
- International Awards



# Web sites and Resources :University of Calgary Children's literature web guide



## Web sites hubs

- Carol Hurst's website
- Kay Vandergrift's website at Rutgers University
- American Library Association (ALA)
- The Children's Literature Web Guide

## Blogs

- The joy of children's literature
- Literacy Beat
- Vocabulogic

# Contact Details



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