



Helping Parents to Use New Award-Winning Books to Increase Reading Comprehension and Promote Vocabulary Growth for Adolescents

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Dear Parents,

I am so delighted to prepare the following pages for your use at home. This pamphlet contains the information you need to help your adolescent in the following ways:

Page 2: Steps to follow to increase comprehension when you read books together.

Page 3: A list of questions you should ask 6-10 times each before you move to ask another type of question of your adolescent when you read a book together. Fast mapping is the name of the newest brain research in which you can help your child more by repeating the same comprehension thinking process 6-10 times before asking them to practice another one listing on page 3.

Page 4: Describes how to teach your child to infer as he or she reads and you write together each step as you infer from text.

Page 5: A poem you can use to write inference on page

Page 6: A form that your adolescent can fill in as they infer while they read silently. They are to write the page number and paragraph number where they inferred and then you can go back to discuss each inference with him or her after they have completed all 9 inference lines on page 6.

Page 7: A list of signal words that you can teach your adolescent to be aware of as he or she reads.

Page 8: Activities that you can do with your adolescent to build comprehension and vocabulary.

Pages 9 -10: A post-it note activity that motivates adolescents to want to read with you or it can be completed when he or she reads alone.

Pages 11-12: Sources of books to read and how to use them effectively at home.



Buddy Beside Me As I Read: A Book Instructional Strategy



Step 1: Parent reads 3 pages.

Step 2: Adolescent summarizes what was read

Step 3: Parent asks adolescent a question about what was read.

Step 4: Parent predicts what will happen on the next page, and tells why.

Step 5: The process is repeated With student and parent exchanging places as reader and responder.





Teaching Comprehension through “Fast Mapping”

Recalling Details

- Who or what happened in the story?
- Where or when did it happen?

Sequence

- What happened *first* ?
- *Next*?
- *Third*?
- *Then*?
- *Finally*?

Prediction

- *What* do you think will happen next in this story?
- *What* have you read and/or do you know that made you predict this?

Summarization

- Tell in two or three sentences what happened in the book or in the part of it that you just read.



How To Teach Comprehension
Through Comprehension
Thinking Guide

NAME _____ DATE _____

What did you read? + Interpret What you just read = An Inference



Mama's Hands

I saw you hide your hands in line,
behind that lady fair,
I noticed too, hers soft and white—
immaculate from care.
But Ma, I say, it's no disgrace
to have workin' hands like you,
and had she lived the life you have,
she'd have hands just like it too.

But her hands have never hauled in wood,
or worked in God's good earth.
They've never felt the bitter cold,
or chopped ice for waitin' stock,
they've never doctored sick ones,
or dressed a horse's hock.
They've never pulled a hip-locked calf,
or packed water to the barn.
They've probably never patched blue jeans,
or had worn ol' socks to darn.

They've never touched a young'n,
or caressed a fevered head,
They've never scrubbed a kitchen floor,
or done dishes every day.
They've never guided with those hands
a child who's lost the way.

They've never made a Christmas gift,
shaped by a lovin' hand.
They've never peeled apples,
nor vegetables they've canned.
They've never worn a blister,
or had calluses to show,
for all they've done for others,
and the kindnesses I know.

So you see, my dearest Mama—
yours are hands of love.
And I bet the Lord will notice when he greets you from above.

Tommi Jo Casteel



Identifying Inference Opportunities In Fiction And Non-Fiction

Name of Book _____ Name of Author _____

Inference Opportunity 1: _____

Inference Opportunity 2: _____

Inference Opportunity 3: _____

Inference Opportunity 4: _____

Inference Opportunity 5: _____

Inference Opportunity 6: _____

Inference Opportunity 7: _____

Inference Opportunity 8: _____

Inference Opportunity 9: _____



How To Use Quality Children's Literature To Teach Sequence

Signal Words

Comparison

as
similarly
at the same time
like
as well as
likewise
both
all
by the same token
furthermore

however

but
on the other hand
in spite of
conversely
despite
nonetheless
on the contrary
instead
rather

Contrast

notwithstanding
though
yet
regardless
whereas
although
in contrast
unlike
for all that
even though

Simple Listing

and
too
I, II, III, ...
finally
furthermore
first, second
1, 2, 3, ...

Cause-Effect

because
accordingly
since
thus
for this reason
consequently
hence
resulting
therefore
as a result
so
then

Conclusions

in brief
in the end
in summary
in reiterate
in conclusion
to sum up
finally
therefore
thus
as already stated

Time Order

before
after
now
previously
fast
next
then
when
immediately
formerly
later
subsequently
meanwhile
presently
initially
ultimately

The Ongoing Writing Dialogue Strategy: An Alternative To The Book Report

Option One: Predict what will occur in the next two or three pages in the book. Ask students what they have read and/or do they know that lead them to make this prediction.

Option Two: Infer from pages in the book that you have just read as to what a character is feeling or experiencing.

Option Three: List the cause(s) that led to an event that occurred in the pages you just read. What effect(s) resulted from this/these cause(s)?

Option Four: Draw a conclusion as to why a person took an action, or why something occurred in the pages you just read.

Option Five: Summarize what you read about something that the main character experienced, felt or learned.

Option Six: Write the main idea for the pages you just read.

Note: Writing activities can occur either after every chapter in the book or after page intervals appropriate to a grade level (e.g., for grade 2, five pages).



Post-it Note Strategy: Drawing Conclusions And Making Predictions

Step One: Read two pages

Step Two: Ask adolescent to set their purpose for reading and write it on the first post-it note, as shown on the next page.

Step Three: Read two additional pages.

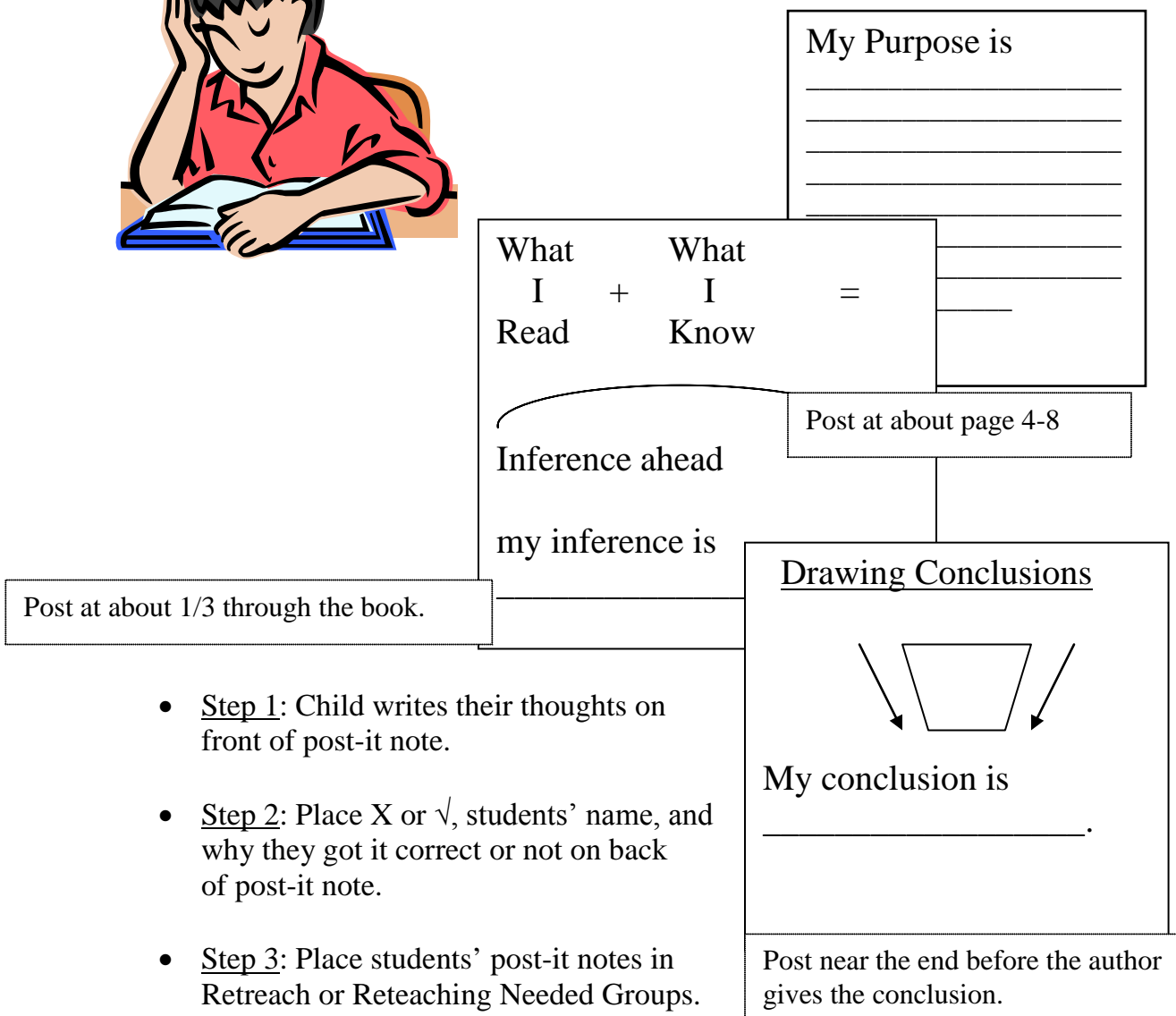
Step Four: Ask adolescent to inference by writing it on the second post it note.

Step Five: Ask adolescent to draw new inferences after each two new pages until you reach the end of the book, but they do not have to write them on any other post it notes.

Step Six: Ask adolescent to draw a conclusion to the book before you read the pages near the end of the book where the author describes the conclusion to be reached in the book. Ask adolescent to write the conclusion he or she drew on the third post-it note and then read the author's conclusion. Discuss how the conclusion drawn by the author and the adolescent are the same or different, using what was written in the book and on the draw conclusion post it note.



Post It Note Strategy



Using Award-Winning Books With Adolescents
at Home



Instructional Guidelines:

1. Although the books on the subsequent pages were selected because they can develop adolescents' comprehension skills, such as sequence, cause and effect, etc., please do not feel as if they cannot be used to develop other comprehension and vocabulary skills. This listing is meant to serve only as a guide to identify that the respective book's content is especially conducive to the teaching of the skill with which it is categorized. As we have demonstrated in this program, all children's books can be used to teach the full range of reading vocabulary and comprehension skills.
2. I recommend that you also purchase from Scholastic.com the book The Vocabulary Enriched Classroom which I and Dr. John Mangieri have edited, as every chapter contains numerous ways to develop English Speaking as well as Non-native English Speaking Adolescents' listening, reading and writing vocabularies.
3. All of the books on the following pages may be ordered from Scholastic, Inc. An order form follows the listing of books. Should there be questions about the cost, shipping, etc., please contact Inside Sales – 800-387-1437, ext 999 or e-mail paperbacks@scholastic.com



READING VOCABULARY AND COMPREHENSION ENHANCERS

The books below were selected because of their popularity and readability. These books “connect” with contemporary students in that their content matches the interests and experiences of this generation’s youth. The books should be

used with: gifted intermediate grade students, middle school students, or reluctant high school students. All books may be ordered from Scholastic, Inc. Information as to their cost, shipping, etc., can be obtained from Inside Sales – 800-387-1437, ext 999 or e-mail paperbacks@scholastic.com

Altman, Susan Extraordinary African-Americans (2001)

Bolden, Tonya And Not Afraid to Dare (1998)

Chambers, Veronica Marisol and Magdalena -The Sound of Our Sisterhood (1998)

Clements, Andrew Things Not Seen (2002)

Creech, Sharon Ruby Holler (2002)

Creech, Sharon The Wanderer (2000)

Curtis, Christopher Paul Bud, Not Buddy (1999)

Holt, Kimberly Willis Dancing in the Cadillac Light (2001)

Johnston, Tony Any Small Goodness (2001)

Robinet, Harriette Gillem Forty Acres and Maybe a Mule (1998)

Ryan, Pam Munoz Esperanza Rising (2000)

Salisbury, Graham Lord of the Deep (2001)

Sinnott, Susan Extraordinary Asian Americans and Pacific Islanders (2003)

Taylor, Mildred D. The Land (2001)

Taylor, Theodore Lord of the Kill (2002)

Woodson, Jacqueline Hush (2002)