

# Advance Beyond *Doing* Reading to *Teaching* Reading



**KRISTINA SMEKENS**  
EDUCATOR, AUTHOR, &  
LITERACY CONSULTANT

Teachers play 3 essential roles.

## DELIVER INSTRUCTION

### WHOLE-CLASS

- Comprehension mini-lesson

## GUIDE PRACTICE

### WHOLE-CLASS

- Common texts/read alouds
- Text-based discussions
- Text-based activities/tasks

### SMALL-GROUP

- Common texts/read alouds
- Text-based discussions
- Text-based activities/tasks

## FOSTER APPLICATION

### INDIVIDUAL

- Self-selected reading
- Literacy-station work
- Silent reading
- Independent reading/tasks
- Reading-based assessments

Students need the combination of reading experiences.

## OBSERVE THE EXPERT



Students learn the step-by-step breakdown of a single new play from the coach.

## PRACTICE WITH SUPPORT



Students practice the new play (with other skills previously taught) in a scrimmage.

## APPLY INDEPENDENTLY



Students apply the new play (with other skills previously taught) in a game.

*“(Readers) apply comprehension strategies voluntarily and often. However, for many kids these comprehension strategies require **EXPLICIT INSTRUCTION, GUIDED PRACTICE, and continuous opportunity for INDEPENDENT USE.**”*

IRENE FOUNTAS & GAY SU PINNELL

# Whole-class comprehension mini-lessons reveal *how* to do that kind of thinking.



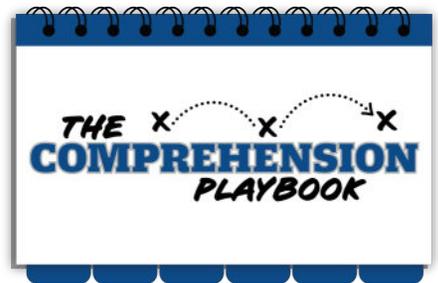
## TEACH READING

### Say

This skill means...  
It's an important skill because...  
Readers use this when...  
Authors expect readers to...  
Authors give clues or details like...  
Readers find these details...  
To execute this kind of thinking...

### Show

*I know that readers...*  
*I know that authors...*  
*In order to... I need to...*  
*I'll look (for what)...*  
*I'll look (where)...*  
*I see (this) and it makes me think...*  
*I'm trying to... Maybe I could...*



Whole-class instruction is the starting point.

## DO READING

**Theme** is how authors communicate bigger life lessons to their readers. This is also known as *author message, central idea, or moral*.

Authors want to do more than just entertain the reader; they want to impact how people believe, act, or live.

Themes typically fall in one of three categories— lessons about me, lessons about others, lessons about life.

Look for details that describe the character's actions, words, thoughts, and feelings at the beginning and then the end. What characters learn, how they mature, or what they realize is often the author's lesson to the reader, too.

Authors may also imply themes through other story elements, too— the title, the setting, different episodes or events, and/or subplots.

**Context Clues** allow a reader to understand an author's ideas even when he uses unfamiliar words and phrases.

When reading about new things or complex ideas, authors use precise vocabulary. But if the reader is unfamiliar with a word's meaning, then the whole message may be incomprehensible. Thus, authors include clues or details to help their readers figure out the meanings to the big words they use.

These clues will be near the unfamiliar word or phrase. This is what is meant by "context." Look for:

- READER TOOLS (e.g., vocab boxes, glossaries, footnote).
- VISUAL CLUES (e.g., illustrations, photos, maps, etc.).
- PRINT CLUES inside the tricky word (e.g., roots).
- PRINT CLUES outside the tricky word (e.g., synonyms, examples, etc.).

Put the clues together to predict what the word/phrase means. Continue reading, looking for additional clues to confirm or adjust your definition.

### Ask



What is the theme/the author's message to the reader? How do you know?

What does \_\_\_ word mean? How do you know?

### Assign



Identify one theme revealed in the text. Provide evidence to support your answer.

Explain the meaning of \_\_\_ word. Provide evidence to support your answer.

# LEARN, PLAN, & REJUVENATE

# CompCON

A COMPREHENSION CONFERENCE FOR K-12 EDUCATORS



IN-PERSON

**FRENCH LICK, IN**

June 29-30, 2021



ONLINE

**VIRTUAL CONFERENCE**

July 20-21, 2021



Scan the QR code to learn more!



IN-PERSON

**SHIPSHEWANA, IN**

July 13-14, 2021



IN-PERSON

**CHICAGO, IL**

July 27-28, 2021

Early Bird Rates until **April 1!**

**\$489/person**  
(in-person)

**\$244/person**  
(virtual)

After April 1, cost increases to \$525/person (in-person) and \$280/person (virtual)

## DAY 1

### Teach whole-class comprehension skills with explicit instruction

**CompCON attendees will learn how to:**

- ✓ Utilize a list of explicit instructional points per comprehension skill.
- ✓ Layer instruction across a multi-day mini-lesson series—targeting a new comprehension skill each week.
- ✓ Execute the essential facets of an effective whole-class mini-lesson, including how to make lessons explicit and honor the gradual release of responsibility (i.e., *I do, We do, You do*).

## DAY 2

### Map out a year of skills, texts, and writing

**CompCON attendees will learn how to:**

- ✓ Launch the first weeks of their whole-class comprehension instruction.
- ✓ Spiral their yearlong comprehension skills to build on one another.
- ✓ Choose the texts that are best suited for individual skill instruction.
- ✓ Layer writing-about-reading instruction to prepare students for standardized assessment expectations.