

Showing Your Students *How to Read* So That They Own It

We know that learning at home will require independent reading. But, we want to ensure that independent reading to your students doesn't mean that they start with the first word of the text and get to the last word as fast as possible so they can say, "I've 'finished' reading."

We know that this is a waste of time because reading is about comprehension and gathering information from text. This means understanding what the author is saying—both directly and between the lines. For your students to be successful and take ownership of their reading at home, they need to think about and reflect on how they understand and make meaning from text.

One of the best ways for students to take ownership of their reading is to teach them how to participate in a Reciprocal Teaching conversation. This **Strategic Reading Process** is an opportunity to talk over what they are reading with someone else—in this case you. This is a back-and-forth conversation that you will be leading via video conferencing and/or telephone calls. But once your students understand the process, they, themselves, can lead this conversation—with classmates, with others in the house, or with themselves.

You can help your students own their role in reading by:

- Sharing the **"Own It!"** information for the assignment and the text they will be reading.
- Modeling the **Strategic Reading Process** (found on the next page) with your students via video conferencing, videos you record and share, and/or telephone calls.
- Leading them through the student resource for **"How to Read Like You Own It"** with each and every student.
- Sharing the family resource for **"Show Your Children How to Read So That They Own It"** with each and every caregiver.

"Own It!" Students will have more success and be more motivated to keep working if they understand what they are learning and why. For each and every assignment, include the answers to the following questions:

- What am I learning and how will I know I've learned it?
- How will reading this text help me learn it?
- How will I know I have read the text correctly?

Strategic Reading Process

(for Teachers)

Before reading, break the whole text into passages and make sure students know where each break is in the text. Then, model these strategies to support your students' understanding of what the author is trying to say in each passage and also how to use the process by themselves.

- ▶ **Read** the passage aloud. Tell students that *reading aloud helps you better hear the words and ideas*.
- ▶ **Question** the text. Model asking and answering some questions. Ask explicit questions—the answers are easy to find and right in the passage. Ask implicit questions—the answers aren't so obvious and require thinking. Tell students that *asking and answering questions helps you know if you really understand the passage*.
- ▶ **Clarify** any words, phrases, or ideas that you don't understand in the passage. Model how to stop and think about how the author is telling you the information and how to find out what the author means by using context clues, the glossary, or asking someone. Tell students that *clarifying information helps you stay on track as you continue reading*.
- ▶ **Summarize** the passage. Model how to explain what you just read using your own words and only telling the main ideas. Show students how to do this in ten words or less. Tell students that *summarizing helps you solidify the information in your brain*.
- ▶ **Predict** what you will be reading next. Model how to use context clues, text supports (titles, subheads, etc.), and other evidence to make an informed guess and explain your thinking. Tell students that *predicting will keep you on track as you continue reading*.
- ▶ **Take notes** together, once you feel they have clearly understood the passage. Model how these notes need to be as accurate as possible so that they can be used later.

As students have more and more opportunities to practice these strategies, gradually have them lead the conversation while following the process. Remind them that they can even use these strategies when they read on their own and that this process will help them better understand what they are reading.