



## Maximizing Our Impact: Classroom-Library Collaboration for Teaching Reading Comprehension Using Authentic Children's Literature

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**The Big Ideas:** 7 Reading Comprehension Strategies and Metaphors bookmark:

[http://www.ala.org/ala/ourassociation/publishing/alaeditions/webextras/moreillon09294/Moreillon\\_supplement2D-color.pdf](http://www.ala.org/ala/ourassociation/publishing/alaeditions/webextras/moreillon09294/Moreillon_supplement2D-color.pdf)

**Selected Research-based Instructional Strategies** (from Marzano, Pickering and Pollock, 2001)

| Category                                  | Percentile Gain |
|---|-----------------|
| Identifying similarities and differences  | 45              |
| Summarizing and note taking               | 34              |
| Nonlinguistic representations             | 27              |
| Cooperative learning                      | 27              |
| Setting objectives and providing feedback | 23              |
| Questions, cues, and advance organizers   | 22              |

**Coteaching Strategies** (adapted from Friend and Cook, 1996)

|   |   |
|---|---|
| <b>One Teaching,<br/>One Supporting<br/>Center Teaching</b> | One educator is responsible for teaching the lesson while the other observes the lesson, monitors particular students, and provides assistance as needed.   |
| <b>Parallel Teaching</b>                                    | After determining curriculum content for multiple learning centers, each educator takes responsibility for facilitating one or more learning centers. In some centers, students may work independently of adult support.  |
| <b>Alternative Teaching</b>                                 | After collaborative planning, each educator works with half the class to teach the same or similar content. Groups may switch or reconvene as a whole class to share, debrief, and reflect.   |
| <b>Team Teaching</b>  | One educator preteaches or reteaches concepts to a small group while the other educator teaches a different lesson to the larger group. (Preteaching vocabulary or other lesson components can be especially valuable for English language learners or special needs students.) |
| <b>Team Teaching</b>  | Educators teach together by assuming different roles during instruction, such as reader or recorder or questioner and responder, modeling partner work, role playing or debating, and more.   |

**Recommended Professional Texts:**

1. *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (pre-K-5) by Susan Zimmermann and Chryse Hutchins (Three Rivers, 2003)
2. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement* (K-12) by Robert Marzano, Debra Pickering, and Jane Pollock (ASCD, 2001)
3. *I Read It, But I Don't Get it: Comprehension Strategies for Adolescent Readers* (6-12) by Cris Tovani (Stenhouse, 2000)
4. *Interactions: Collaboration Skills for School Professionals* (K-12) by Marilyn Friend and Lynne Cook (Longman, 1996)

**Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact -**

Book available from ALA Editions. **Web site Support:** <http://storytrail.com/Impact/index.htm>

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**Alignment Matrix - Reading Comprehension Strategies and Standards for the 21<sup>st</sup>-Century Learner – Compiled by Judi Moreillon**

|                                      |   |
|--------------------------------------|---|
| Reading Comprehension Strategies     | Standards for the 21st-century Learner (AASL)   |
| Background Knowledge                 | Use prior and background knowledge as context for new learning. (1.1.2)<br>Connect ideas to own interests and previous knowledge and experience. (4.1.5)<br>Recognize when, why, and how to focus efforts in personal learning. (4.4.3)   |
| Sensory Images                       | Use visualization and imagination to strengthen understanding (comprehension) and enjoyment. (Judi's inference)   |
| Questioning                          | Develop and refine a range of questions to frame search for new understanding. (1.1.3)<br>Find, evaluate, and select appropriate sources to answer questions. (1.1.4)<br>Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. (1.2.1)  |
| Predictions and Inferences           | Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (1.1.6)  |
| Main Ideas                           | Organize knowledge so it is useful. (2.1.2)   |
| Fix-up Options                       | Monitor gathered information and assess for gaps and weaknesses. (1.4.3)  |
| Synthesizing                         | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (1.1.7)   |
| All Reading Comprehension Strategies | Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (1.1.6)<br>Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. (2.1.3)<br>Read, view, and listen for pleasure and for personal growth. (4.1.1)<br>Read widely and fluently to make connections with own self, the world, and previous reading. (4.1.2)<br>Respond to literature and creative expressions of ideas in various formats and genres. (4.1.3) |

American Association of School Librarians. (2007). *Standards for the 21st-century learner*. Available online at:

[http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL\\_Learning\\_Standards\\_2007.pdf](http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf)

Zimmermann, Susan, and Chryse Hutchins. (2003). *7 keys to comprehension: How to help your kids read it and get it!* New York: Three Rivers Press.