



# Engineering Better Readers

Miss LaDue's 4<sup>th</sup> grade

## How to use Engineering Better Readers in your classroom

- Complete rubric daily and/or with reading groups.
- Student only receives point for the day in reading group if all areas of rubric are met, no exceptions.
- Additional points may be earned for "recreational" reading.
- K-2, all additional non-reading group books will be worth one point. The book should be age/grade appropriate. This will also reinforce how to select a book to students. The teacher is to assess whether the student truly read the book or not. You know your students, you know if they read or not! Keep students honest and expecting the unexpected. You are supplied with multiple forms to assess your students in addition to what you already do and know. Each grade is expected by TN state standards to write and/or "re-tell" about reading. This counts as assessment if you wish to do this. Many options are available. The goal is for you to assess based on what you already do and to not necessarily increase your work load. These are all ideas that you can use or try another form.
- 3-5, at this level students are expected to be reading benchmark level books/chapter books. Our goal is to positively promote and encourage reading. Students at this level may select a benchmark book or one level lower/higher for 1 point for books under 75 pages and 3 points for books over 75 pages. Students are to be assessed like mentioned above in K-2 but differentiated to meet your reading goals and standards of focus.
- Special need students and/or students with alternative goals may have a customized rubric. They are eligible for the same amount of points as any other main stream student.
- Books in your reading group or read alouds may be eligible for "recreational" points but another form of assessment in addition to the rubric needs to be made. This is a good opportunity for writing activities, story maps, etc.
- Ultimately the purpose of EBR is to positively reinforce reading. Students get rewarded for what they should do anyways and this in return should help us as teachers. We already do ongoing assessment; we are now just attaching points to it. Grades 3-5 get the option of reading 1 level lower/higher than benchmark to still allow a large number of books without pressuring the student to read a particular book.

*If I can ever be of any help to you please let me know. I'm learning this and adjusting too. This is a great opportunity for students and teachers both.-ML*



**Table 5-3** *Classifying Techniques by Reading Skills :*

	Word Identification	Word Analysis	Fluency	Meaning Vocabulary	Sentence Comprehension	Literal Comprehension	Nonliteral Comprehension
Alternate Writing					*	*	*
Analytic (Implicit) Phonics		*					
Chunking			*		*		
Cloze Instruction				*	*	*	
Collaborative Reading	*		*				
Contextual Processing				*	*		
Directed Reading Activity	*			*		*	*
Directed Reading-Thinking Activity						*	*
Echo Reading	*		*		*		
Experience-Text-Relationship				*		*	*
Feature Analysis Grid				*			
Framed Rhyming Innovations		*		*	*		
Generative-Reciprocal Inference Procedure						*	*
Graphic Organizers						*	
Guided Reading	*		*			*	
Herringbone Technique						*	
Imagery Instruction						*	*
Impress Method	*		*				
Journal Writing							*
K-W-L						*	*
Language Experience Approach	*		*				
Literature Circles							*
Making Words	*	*					
Making and Writing Words	*	*		*			
Opinion-Proof Approach						*	*
Paired Reading	*		*				
Phonogram Approach		*					
Prediction Logs						*	*
Question-Answer Relationships						*	*

Michelle  
Laloue

## 5E's Activities

5Es	Suggested Activity	What the Teacher Does	What the Student Does
Engage	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Reading</li> <li>• Free Write</li> <li>• Analyze a Graphic Organizer</li> <li>• KWL.</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Creates interest.</li> <li>• Generates curiosity.</li> <li>• Raises questions.</li> <li>• Elicits responses that uncover what the students know or think about the concept/topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions such as, Why did this happen? What do I already know about this? What can I find out about this?</li> <li>• Shows interest in the topic.</li> </ul>
Explore	<ul style="list-style-type: none"> <li>• Perform an Investigation</li> <li>• Read Authentic Resources to Collect Information</li> <li>• Solve a Problem</li> <li>• Construct a Model</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages the students to work together without direct instruction from the teacher.</li> <li>• Observes and listens to the students as they interact.</li> <li>• Asks probing questions to redirect the students' investigations when necessary.</li> <li>• Provides time for students to puzzle through problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks freely but within the limits of the activity.</li> <li>• Tests predictions and hypotheses.</li> <li>• Forms new predictions and hypotheses.</li> <li>• Tries alternatives and discusses them with others.</li> <li>• Records observations and ideas.</li> <li>• Suspends judgement.</li> </ul>
Explain	<ul style="list-style-type: none"> <li>• Student Analysis &amp; Explanation</li> <li>• Supporting Ideas with Evidence</li> <li>• Structured Questioning</li> <li>• Reading and Discussion</li> <li>• Teacher Explanation</li> <li>• Thinking Skill Activities: compare, classify, error analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages the students to explain concepts and definitions in their own words.</li> <li>• Asks for justification (evidence) and clarification from students.</li> <li>• Formally provides definitions, explanations, and new labels.</li> <li>• Uses students' previous experiences as basis for explaining concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains possible solutions or answers to others.</li> <li>• Listens officially to others' explanations.</li> <li>• Questions others' explanations.</li> <li>• Listens to and tries to comprehend explanations the teacher offers.</li> <li>• Refers to previous activities.</li> <li>• Uses recorded observations in explanations.</li> </ul>
Extend	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Decision Making</li> <li>• Experimental Inquiry</li> <li>• Think Skill Activities: compare,</li> </ul>	<ul style="list-style-type: none"> <li>• Expects the students to use formal labels, definitions, and explanations provided previously.</li> <li>• Encourages the students to apply or extend the concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Applies new labels, definitions, explanations, and skills in new, but similar situations.</li> <li>• Uses previous information to ask questions, propose</li> </ul>



# My Top Ten List

Name \_\_\_\_\_ Date \_\_\_\_\_

**A Math/Science Concept:** \_\_\_\_\_

**D**escribe the Top Ten things you need to know about this concept, including its definition, attributes, characteristics, examples, to what category it belongs, how it works, steps

involved in it, tips and hints to help remember it, when we might use it in real life, why it's important to know about, how it is related to something else we studied:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

# My Top Ten List

Name \_\_\_\_\_ Date \_\_\_\_\_

**Historical Figure:** \_\_\_\_\_

**D**escribe the Top Ten things you need to know about this historical figure, including: the place or time period in which the person lived, his or her background or position, the

person's accomplishments and his/her impact on society, the person's attributes, obstacles the person may have overcome:

1	
2	
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7	
8	
9	
10	



# My Top Ten List

Name \_\_\_\_\_ Date \_\_\_\_\_

**Historical Event:** \_\_\_\_\_

**D**escribe the Top Ten things you need to know about this historical event, including a description of what it is or was, the place and time period in which it occurred, its purpose,

its causes and effects, its significance, who was involved with it, how it is/was related to something else we studied:

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# Headline News! Summary

Name \_\_\_\_\_ Date \_\_\_\_\_

**News Subject** \_\_\_\_\_

**The Headline:**

Consider the following: \_\_\_\_\_

- What is the main idea?
- What do we know so far?
- What is the significance of the event, discovery, problem, conflict, etc.?
- Whom does it affect?
- What seems likely for the future?

**The Summary:**

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Group Members:

■ \_\_\_\_\_ ■ \_\_\_\_\_  
■ \_\_\_\_\_ ■ \_\_\_\_\_

# Unit Collage

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>
<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>
<b>Topic</b>	
<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>
<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>

# Filming the Ideas

Name \_\_\_\_\_ Date \_\_\_\_\_

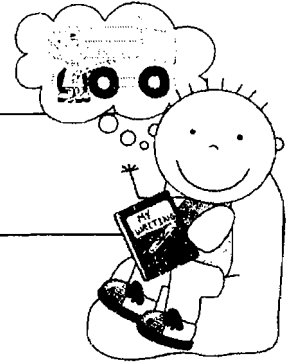
<b>Problem</b>	
<hr/> <hr/> <hr/> <hr/>	
<b>What I Know</b>	<b>What I Need to Find Out</b>
<b>Illustrate, Solve, and Label</b>	
<b>Explain and Justify</b>	
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Name: \_\_\_\_\_

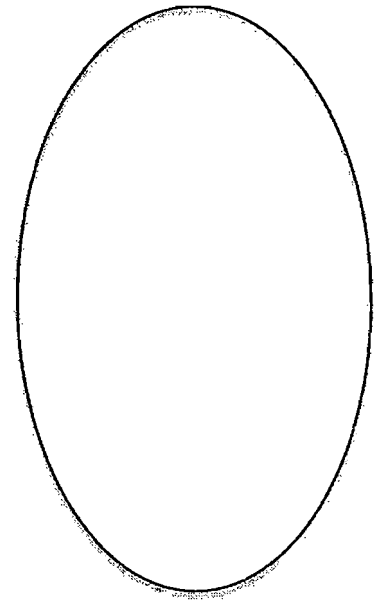
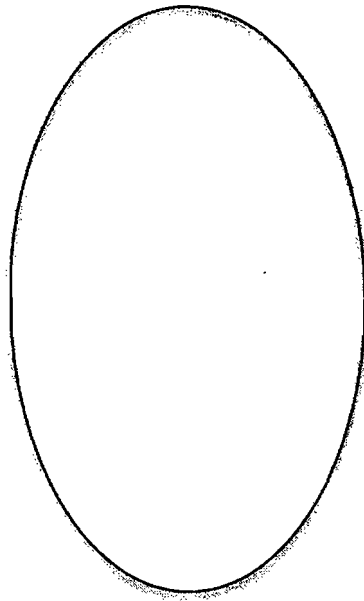
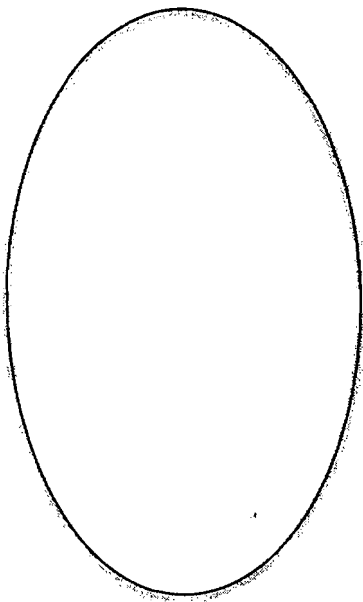
# I CAN REMEMBER THE STORY

Setting: \_\_\_\_\_

\_\_\_\_\_



Main Characters {draw a picture and label below}:



\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

My favorite part was:

\_\_\_\_\_

\_\_\_\_\_

# 4 fun facts

NAME \_\_\_\_\_

# READING RESPONSE

Book: \_\_\_\_\_

Name 2 main characters:

1. \_\_\_\_\_

2. \_\_\_\_\_



What was the problem:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the solution:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NAME** \_\_\_\_\_

# non-fiction

Read and learn

Book Title: \_\_\_\_\_

Write **3** new things you learned:

1. \_\_\_\_\_

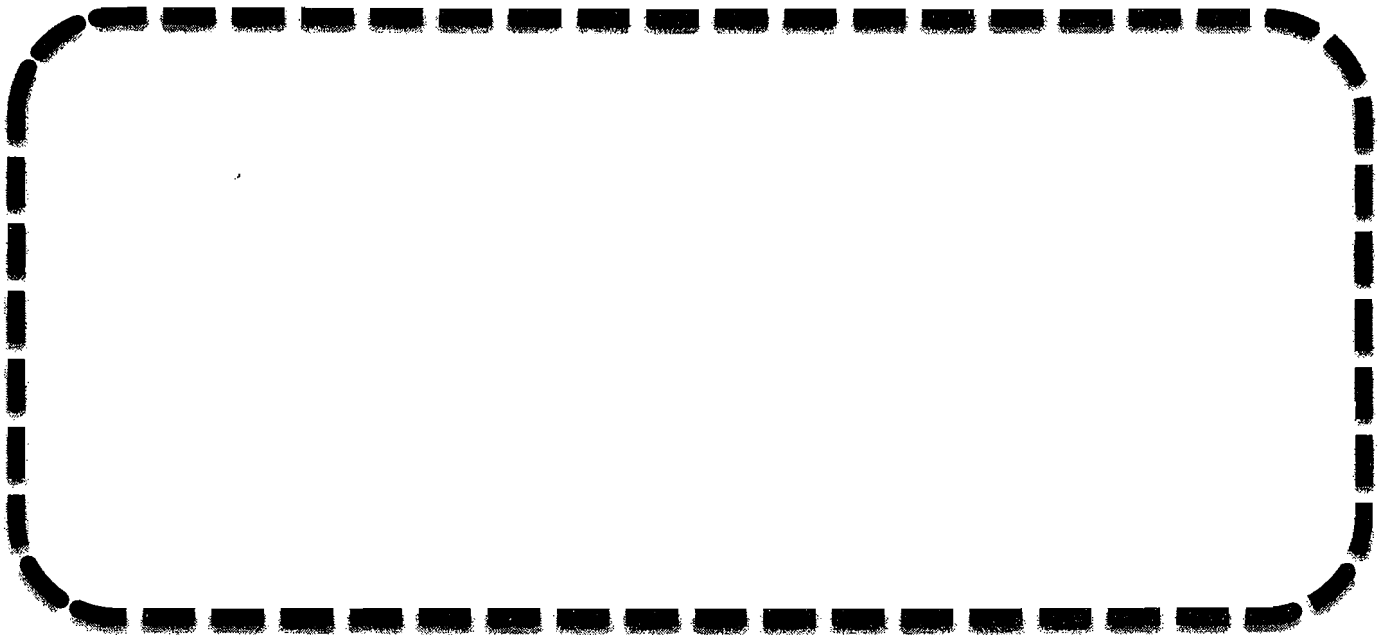
2. \_\_\_\_\_

3. \_\_\_\_\_

Write **1** thing you already knew:

1. \_\_\_\_\_

Draw a picture of your favorite part:



I ♥ Reading! I ♥ Reading! I ♥ Reading! I ♥ Reading!

Name \_\_\_\_\_



# Listen to Reading

Book: \_\_\_\_\_

Words from the book I can read myself:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



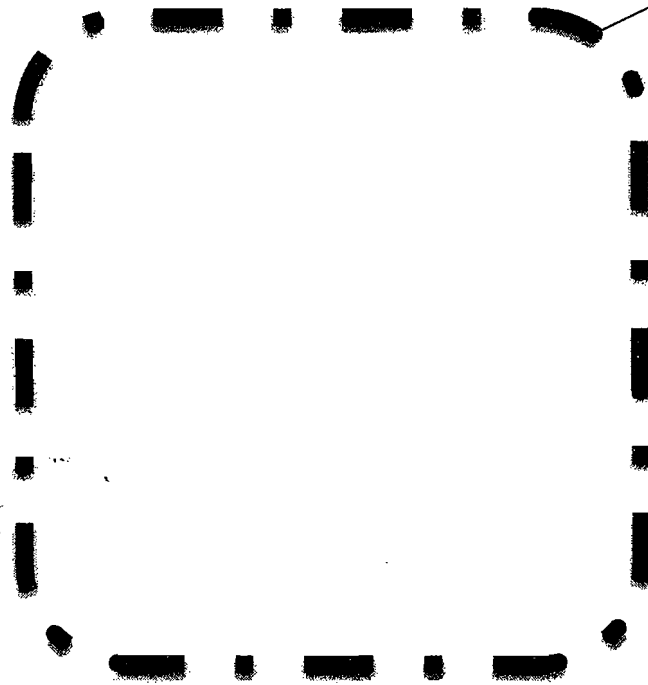
My favorite part:

A large rectangular area enclosed by a thick dashed line, intended for the student to write their favorite part of the book.

Name \_\_\_\_\_

# main character

Write 6 words describing  
the main character



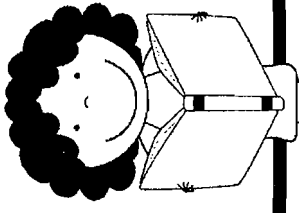
Name of character:

\_\_\_\_\_

Did you like the main character? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

# after Reading OR listening



**beginning:**

**middle:**

**end:**

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