

April 1990

Reading Update

Bill Struck

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

Recommended Citation

Struck, Bill (1990) "Reading Update," *Michigan Reading Journal*: Vol. 23 : Iss. 2 , Article 11.
Available at: <https://scholarworks.gvsu.edu/mrj/vol23/iss2/11>

This Other is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

read about next?" (predicting). It's also hard for these students to remain on any one paragraph for any length of time. So, we don't do all of our activities of Reciprocal Teaching for every paragraph. However, over a period of time I'll be sure that we cover all of them well. Then, maybe some day I'll let them know that we have been doing a fancy strategy called "Reciprocal Teaching" and maybe I won't. Who knows?

During this time of educational change it seems highly beneficial to directly teach the strategies that promote the interactive model of reading because this teaching allows an understanding of the process, es-

pecially after realizing the reason and research base for the strategies. However, it also makes sense to know how to use them all AT THE SAME TIME "so to speak" in order to share them naturally with our students. Then students may clearly see and experience how all of these approaches work together to make them better and efficient learners who will be able to function well in our ever-changing society.

Hazel Cox is a
Reading Teacher/Consultant in the
Durand Area Schools,
Durand, Michigan.

Reading Update

by Bill Struck

Last spring it was offered
It was sure to be great.
The fourth, last, and best
Class of Reading Update.

We telephone Sue,
Got our name on the list,
This was one super session
That couldn't be missed.

As the summer grew shorter
We questioned within,
The wisdom of spending
Our time at this session.

Registration is over.
We'd never have guessed
That each day we'd be given
the pre and post test.

We talked of the new
Definition of reading
Excited by **learning**
To which it was leading.

Then thinking aloud
Helped us model each thought,

In words that each youngster
Could have easily caught.

On Tuesday each person
Took a definite position,
That each reader must
understand
METACOGNITION!

We assessed prior knowledge,
So important a chore.
Everybody had some,
But we wish we had more.

All about genre
We sat and we learned.
Then to literature types
Every person's mind turned.

To basal or not?
What a question to ask.
Use either or both
To accomplish the task.

Each text holds a treasure
If they just find the key.
We'll help them to claim it
With each new strategy.

Reciprocal teaching
Had us going around.
But this may be the very
Best concept we've found.

In writing development
There are several stages.
So accept what they put
On those wonderful pages.

We found the connection:
Reading and writing!
For these to be wed
Is really exciting.

We sit and we fidget.
Our poort brain is tired.
But with all this great
knowledge
For the school year we're fired!

Bill Struck is a
fifth grade teacher in the
Ovid-Elsie School District
in Michigan.