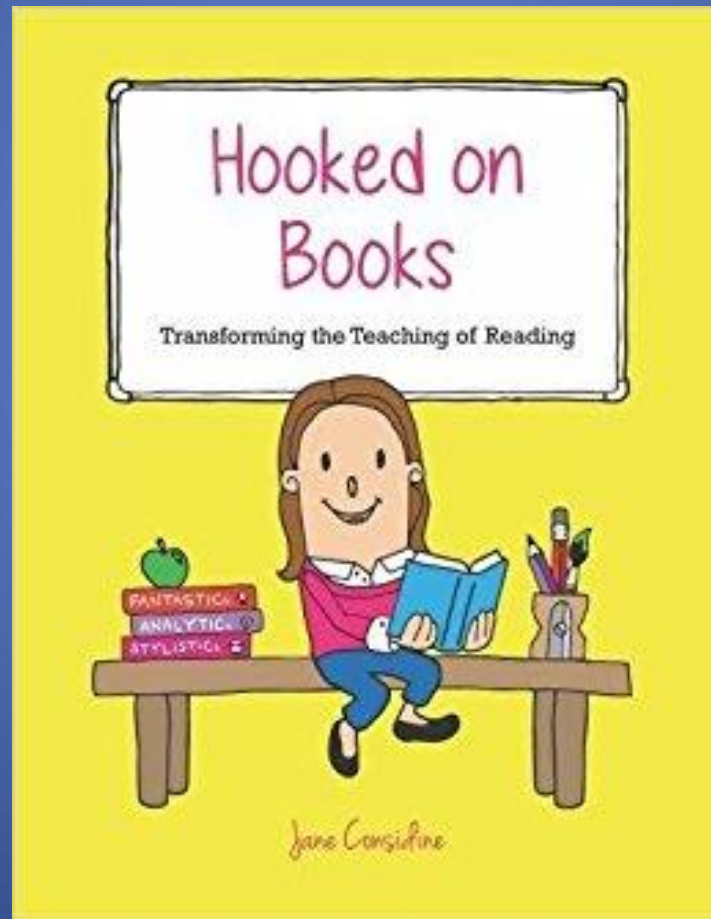


# Hooked on Books: The theory part



# A Moral Duty

- There is a strong link between disadvantage and poor reading skills. Unemployed adults, and those in prison, are twice as likely to have weak literacy skills as those in full time employment.
- 46% of people entering the prison system had a reading age of no higher than an 11-year-old.
- The richness of a child's vocabulary is a proven indicator of greater life choices and future earning power.

# A Moral Duty

- The new National Curriculum is geared towards 'developing a love of reading'.
- *'Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background'. OECD*
- 20 minutes of reading a day is proven to double the chances of achieving age related expectation.

# Every Minute Counts

Child 'A' reads  
1 minute each day

180 minutes in  
a school year

8,000 words

Child 'B' reads  
5 minute each day

900 minutes in  
a school year

282,000 words

Child 'C' reads  
20 minute each day

3,600 minutes in  
a school year

1,800,000 words

# National Weaknesses

- Structuring ideas: language to talk about texts, build connections between words and concepts- high utility language

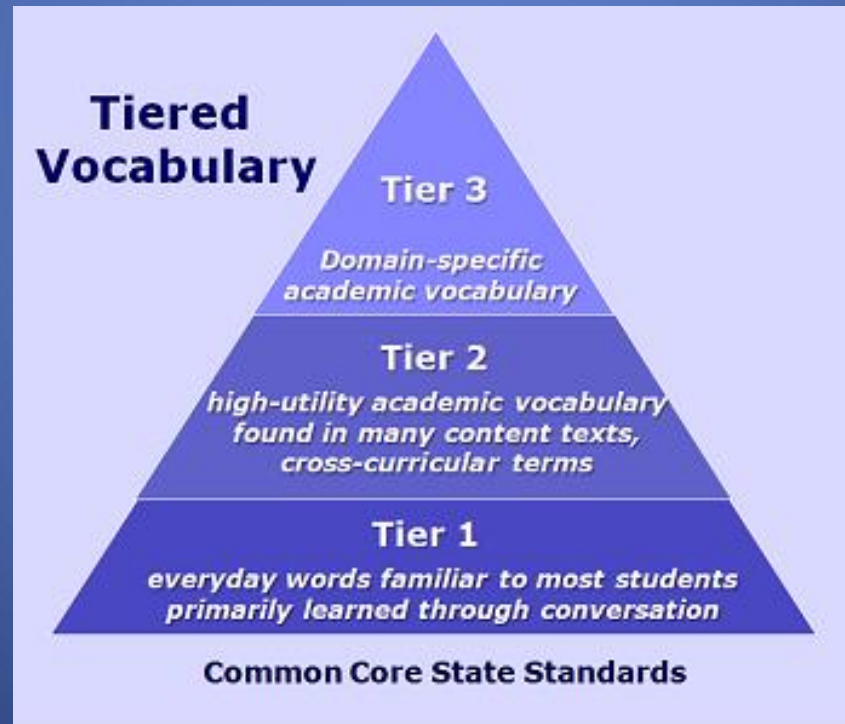
“

The more students learn  
*high utility words* the better  
they will be able to  
**comprehend text** that  
contains those words or  
similar ones.”

Steven Stahl

# High utility words

- **Choosing Words to Teach**
- By: [Isabel Beck](#), [Margaret McKeown](#), [Linda Kucan](#)



# High utility words

- *The servants would never **comment** on this strange **occurrence** [finding the kitchen clean even though none of them were seen doing the cleaning], each servant hoping the other had **tended** to the chores. Never would they **mention** the loud noises they'd hear **emerging** from the kitchen in the in middle of the night. Nor would they **admit to** pulling the covers under their chins as they listened to the sound of **haunting** laughter that drifted down the halls to their bedrooms each night. In **reality**, they knew there was a more **sinister** reason behind their good **fortune**.*

Tier Two words	Students' likely expressions
<i>comment</i>	something someone has to say
<i>occurrence</i>	something happening
<i>tended</i>	took care of
<i>mention</i>	tell
<i>emerging</i>	coming out
<i>admit to</i>	say you did something
<i>haunting</i>	scary
<i>reality</i>	being real
<i>sinister</i>	scary
<i>fortune</i>	luck



# National Weaknesses

- Analysis –three pieces of evidence that would be weak in isolation but together build a stronger case.
- E.g. Raining
- Clenching a tissue
- Thoughts running through her mind
- Cohesion- dig deeper.

# Hooked on Books solution

Vocabulary

Comprehension

Analysis

