

- *National Reading Panel findings
- *components of successful reading instruction
- *What good readers do
- *reading lesson
- Modelling of reading lesson
- Practice-reading lesson
- Review of reading lesson assignment

National Reading Panel

A report issued in 2000 reviewed research in reading instruction
 Identified methods that consistently related to reading success
 Reviewed more than 100,000 studies

5 Areas of Reading Instruction

Phonemic Awareness/Phonological Awareness

Phonics

Fluency

Vocabulary

Comprehension

Phonemic Awareness

The ability to hear the sounds that letters make when they are put together to make words

Example:

b/a/t

Phonemes = sounds letters make

Sounds can be **segmented** (pulled apart)

Sounds can be **blended** (put back together)

Sounds can be **manipulated** (added, deleted, substituted)

Some phonological awareness activities might include

Isolation-what is the first sound you hear in van (v-a-n) the last sound...

Identity-what sound is the same in fix, fall, fun

Categorization-which word does not belong bus, bun, rug

Blending-what word is /b/i/g/

Segmentation-how many sounds do you hear in grab g-r-a-b

Deletion-what is smile, without 's' mile

Addition-what do you have if you add /s/ to park- spark

Substitution-The word 'bug'-Change /g/ to /n/ bun

Phonics

The relationship between the sounds heard when spoken (phonemes) and the letters in the alphabet (graphemes).

Phonics involves sounding a word out-DECODING

Writing down letters heard to spell words accurately-ENCODING

Vocabulary Development

Vocabulary refers to oral (words we use in speaking or listening) and reading vocabulary (words we recognize in print)

Sight words-words recognized by SIGHT not sounding out (said, the Doubt)

Sight words

Words that we know by sight-not phonics

The number of sight words that students should know by sight is about 500-700 by the end of Grade 3 (Fry list)

Many schools 'drill' sight words using word lists Fry lists

Fluency

The ability to read text with accuracy, expression, speed, and comprehension.

- Reading with phrasing
- Fluent readers do not have to concentrate on decoding words, but can focus on content.
- Fluent readers make the connection between the text and their own personal experiences.

Fluency is the bridge between recognizing words and comprehension.

Teachers will often have students read the same page or passage many times and then read aloud demonstrating fluency with a familiar passage

Benchmarks-there are a set number of 'Words per minute' that a student should be able to read at each grade level

125 words per minute Gr. 2

150 words per minute Gr. 4

Reading for fluency

Paired reading

Choral reading

Repeated reading

Tape assisted reading

Comprehension

The ability to understand, remember, and explain to others what you have read.

Comprehension strategies:

- Prior knowledge
- Text and picture support
- Monitoring during reading
- Summarizing
- Reading support

What do good readers do?

Make connections

Good readers relate what they read to their own lives by connecting it to prior knowledge, looking for similarities between the text and what they have experienced.

Visualize

Good readers create pictures in their mind as they read.

Draw inferences and predict

Good readers take what they already know, gather clues from text, make a judgment, and predict what will happen next.

Determine important ideas

Good readers focus on essential ideas and important information or key ideas.

Synthesize information

Good readers combine new information with existing knowledge to form an original idea of text gaining new insights.

Monitor comprehension and clarify

Good readers know when they understand what they read and when they do not, trying to correct misunderstandings as they arise.

Ask questions

Good readers are engaged by clarifying understand and making meaning out of what they are reading.

Why is this happening?

What does this mean?

Good Readers Ask These Questions Before They Read

What do I need to know before I read?

What do I already know about this topic?

How is the text organization going to help me?

What is the reason I am reading this text?

Good Readers May Ask These Questions Before They Read

Does the title tell me what I am going to read about?

Are there pictures, graphs, maps, titles, or headings that can help me?

What Good Readers Do As They Read ---Text Processing

How does this connect to what I know?

How does what I am reading compare to what I thought I knew?

Does what I am reading make sense?

What Good Readers Do As They Read ---Text Processing

Do I need to go back and reread any part of the text?

Do the pictures, charts, graphs or visuals help me understand what I am reading?

Do I agree with the way the problem was solved? Am I surprised about the information?

What Good Readers Do As They Read ---Text Processing

What is the plot or theme?

What mental pictures do I see?

What or who is this story about?

When and where does the story take place?

How and why do the events happen?

Is there a specific problem that is solved?

Do I see words I don't understand?

What Good Readers Do After They Read -- Reflection

Did I find answers to the questions?

Did I learn what I wanted to learn?

Where there questions or problems I didn't find?

What do I know now that I did not know before?

What is the most surprising or interesting think I read?

What Good Readers Do After They Read -- Reflection

- What new vocabulary did I learn?
- How do I feel about what I've read?
- Can I restate the main points in my own words?
- Is there a lesson in the story?

What Do Good Readers Do When They Don't Know A Word?

Let's see what good readers do when the text does not make sense..
When they need to figure out an unknown word..

Reading Lessons

Teachers teach reading in a variety of ways dependent upon grade level

Guided Reading

- *matching readers with text they can read
- *small group instruction
- *daily reading lessons that follow a specified format
- Education Assistants and reading
- You will be asked to assist in reading lessons in the classroom, in small groups or one to one instruction

A typical reading lesson....

Elements of a lesson...

BEFORE READING

- Activate prior knowledge
- Predictions/preview passage
- Vocabulary check
- Establish purpose
- Questioning

DURING READING

- Read
- Questioning
- Discussing
- Reviewing
- vocabulary

AFTER READING

- Questions
- Retell
- Discussion
- Response to reading
- Activities

activities

- ① language arts
- words, worksheet, retell,
- ② act out
- ③ crossword, word search
- ④ puzzle, colouring sheet
- ⑤ comic strip
- ⑥ guess sound effects
- ⑦ story cube
- ⑧ art work discussion