

Everyone's A Reading Teacher



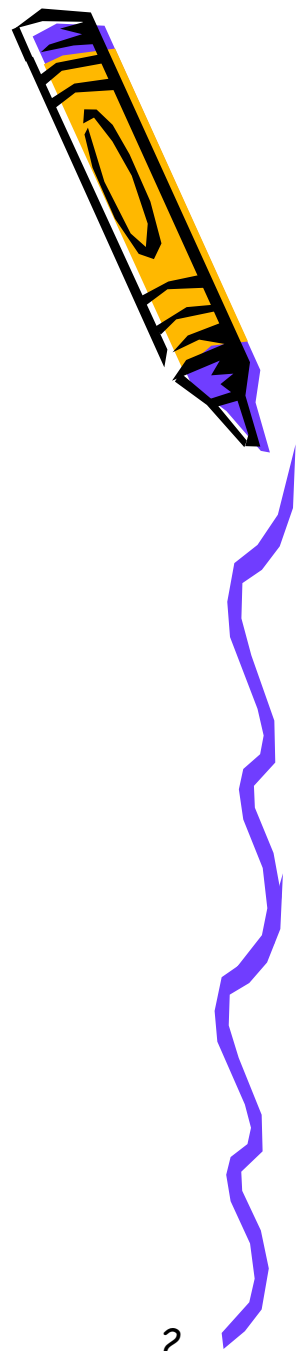
"Make reading a part of every day!"

~National Reading Panel, 2012



National Reading Panel

- Panel reviewed more than 100,000 studies
- Effective Reading Instruction contains "Five Big Ideas":
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Text Comprehension



National Reading Panel



- For some children, learning to read can be difficult and unrewarding
- Reasons should not automatically be a barrier to literacy development
- Instructional decisions should be based on assessments

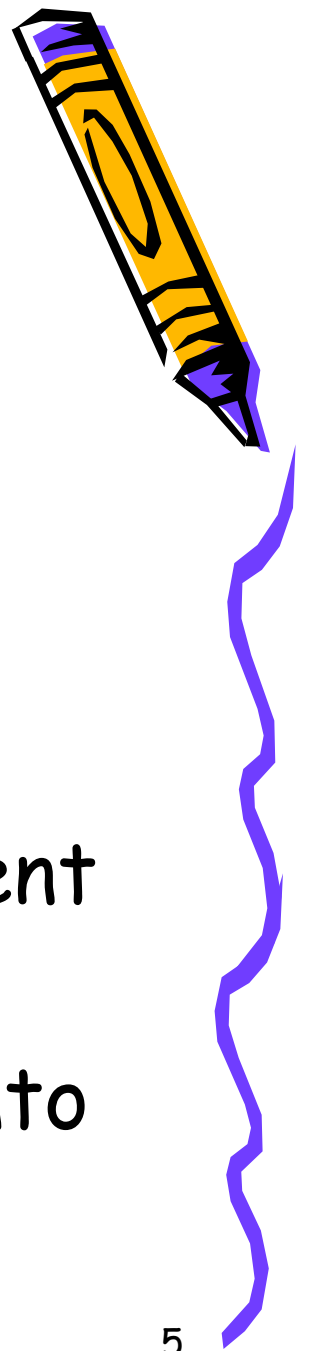


Phonemic Awareness

- Ability to hear, identify and manipulate the individual sounds in spoken words
- Children learn this before they read print
- "Lack of the awareness of phonology is the core deficit for reading disabilities" (Dr. Reid Lyon, 1995)



Students with Phonemic Awareness Can:



- Hear and say rhyming patterns in words
- Recognize when words begin with the same sound
- Segment words into their component sounds called phonemes
- Blend these parts, or phonemes, into words



Phonemic Awareness

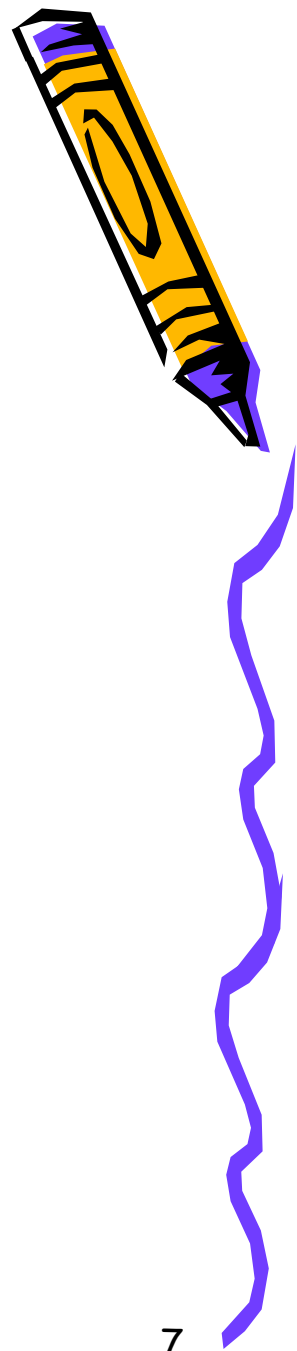


- "Reading specialists say teaching phonemic awareness in kindergarten could reduce failure in 4th grade by nearly 50%"
- "Phonological awareness gaps should receive focus in remedial programs for students at any age, as the importance of these skills cannot be ignored".



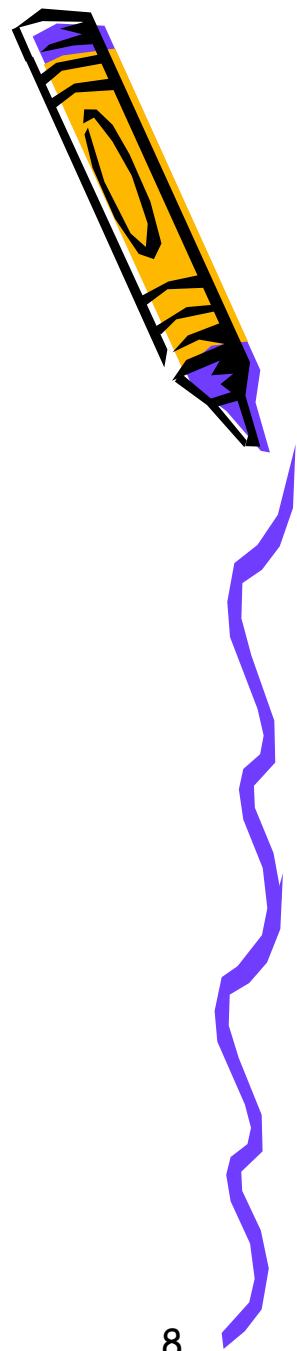
Building Phonemic Awareness

- Phoneme isolation
- Phoneme identity
- Phoneme categorization
- Phoneme blending
- Phoneme segmentation
- Phoneme manipulation

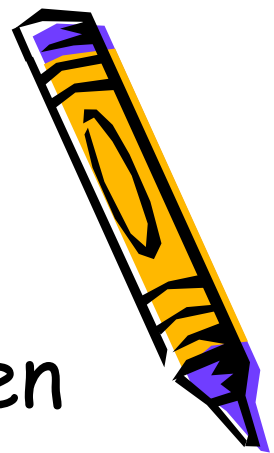


Phonemic Awareness Activities

- Kushball/Yarn Ball
- Bumpety-Bump
- Nursery Rhymes
- Riddle Riddle Rhyme Time



Phonics

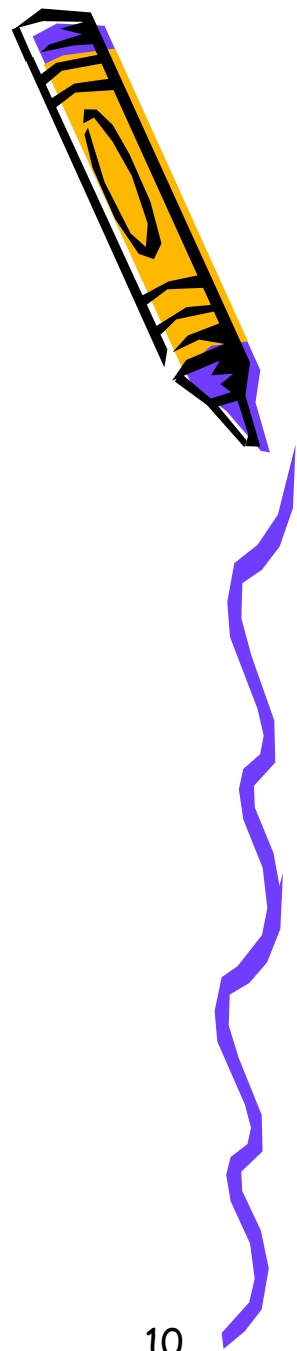


- Phonics instruction teaches children the relationship between the letters of written language and the individual sounds of spoken language.
- Goal of phonics is to help children learn to use the alphabetic principle.
- Children need systematic and explicit phonics instruction.



Fluency

- Fluency is the ability to read a text accurately and quickly.
- Repeated and monitored oral reading improves reading fluency
- Fluency changes depending on what readers are reading.



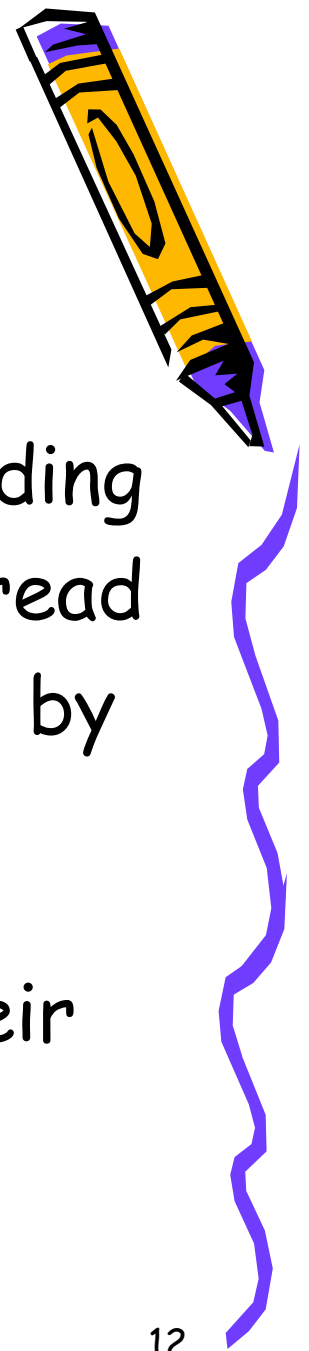
Fluent Readers

- Make connections among the ideas in the text and between the text and their background knowledge
- Can divide text into meaningful chunks
- Do not have to concentrate on decoding words.
- Focus their attention on the meaning of text

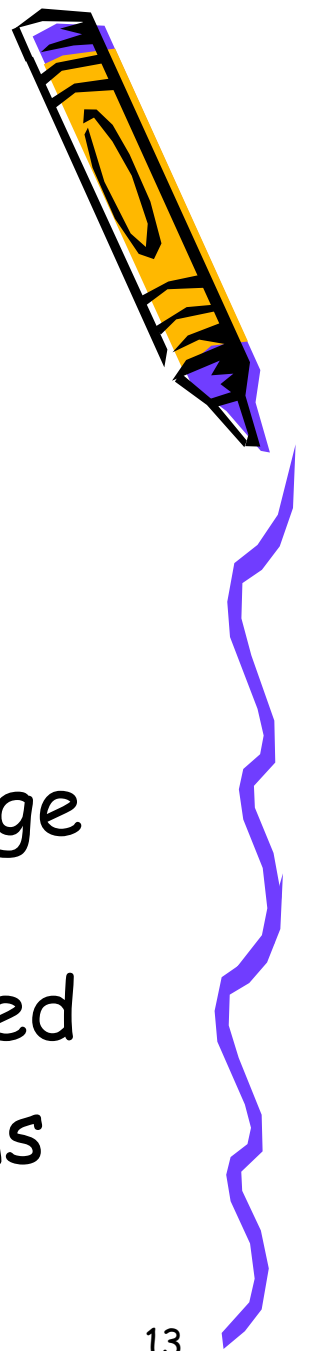


Comprehension

- Purpose of reading
- Good readers have a purpose for reading
- Good readers think actively as they read
- Text comprehension can be improved by instruction that helps readers use specific comprehension strategies
- Children need to learn to monitor their comprehension



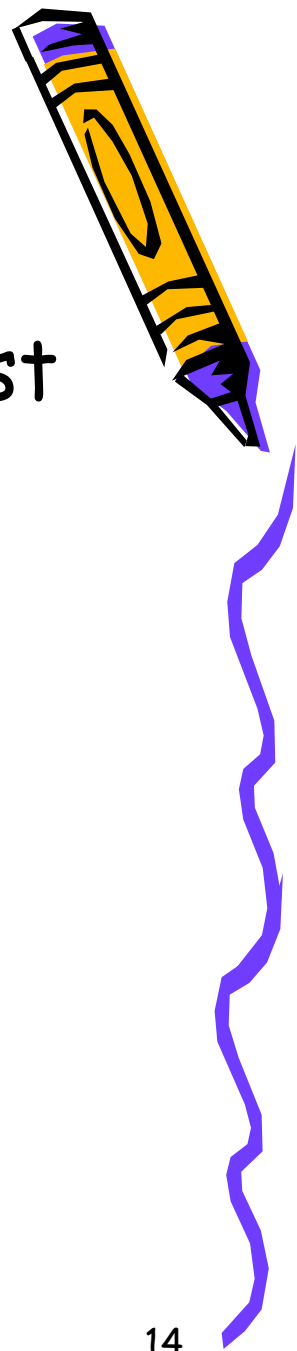
Vocabulary



- Increases in vocabulary generate increases in academic achievement
- Vocabulary is related to overall achievement
- Importance of vocabulary knowledge to school success and reading comprehension is widely documented
- The brain likes to make connections



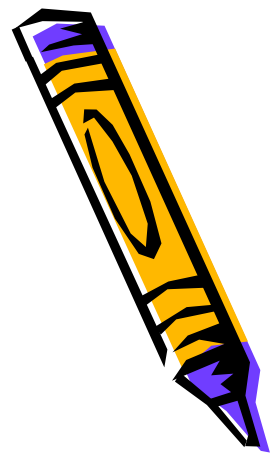
Vocabulary



- Children learn the meanings of most words indirectly, through conversation, read-alouds, and reading on their own
- Children learn vocabulary through direct explicit instruction of individual words as well as word-learning strategies



Indirect Learning of Vocabulary



- Exposure to mature conversations
- Oral reading of material above their independent reading level
- Wide reading on their own



Direct Instruction of Vocabulary

- Teaching targeted words
- Teaching dictionary skills, context clues, and learning word parts
- Activities that promote active engagement with words

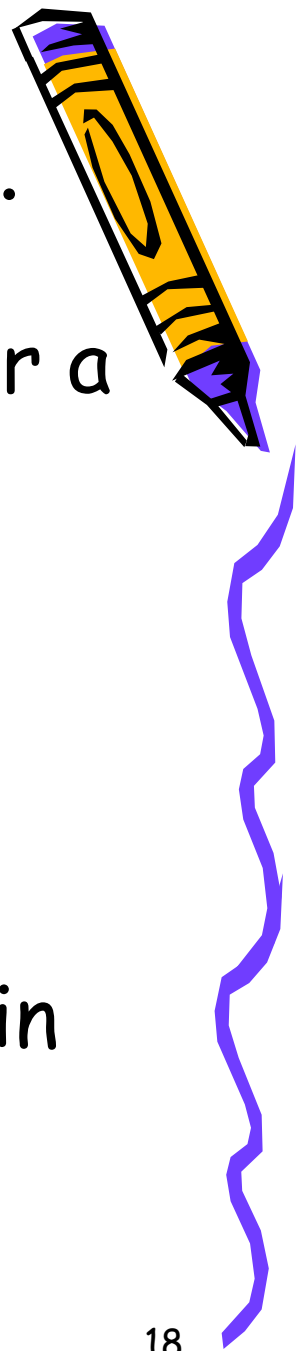


Vocabulary Acquisition

- Strategic and explicit instruction must occur with multiple opportunities for practice & application
- Meaningful opportunities
- Students need to visualize, connect and use their senses
- Exposure to words that are above their level of independent reading



Vocabulary Acquisition, cont.

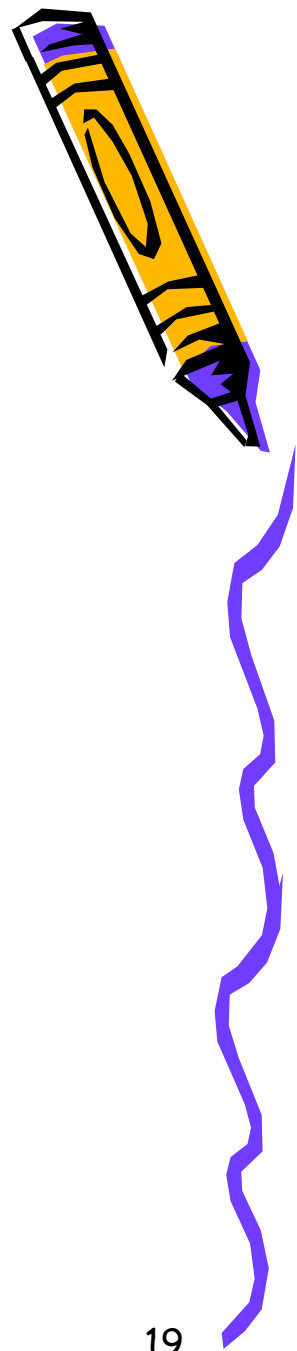


- Parents can use the refrigerator or a wall in their child's room as a word wall
- Teachers and parents should have daily read-alouds
- Children hear the sentences and vocabulary and can begin to use it in their everyday language

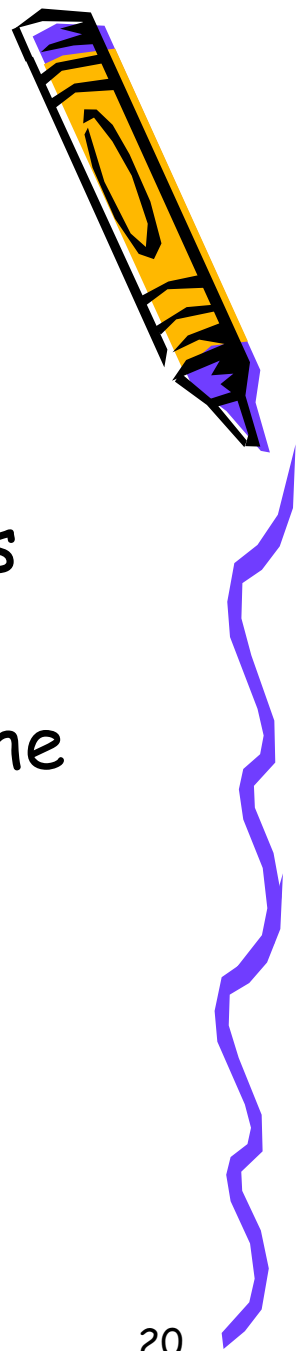


What Can We Do?

- Read to children/students
- Repeated readings
- Rich discussions after reading
- Read material together



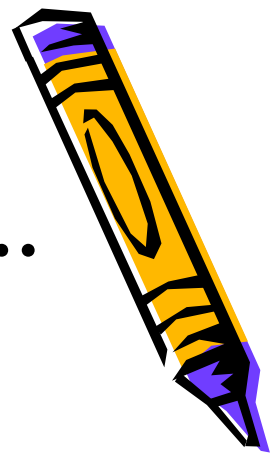
Donovan's Word Jar: Becoming a Word Sleuth



- Link child's/student's interest with a continuous search for interesting words
- Talk about it, use it in conversations, connect it to what is seen on TV or in the media
- Develop a word jar
- Use the word jar as a source for reinforcement



More Exposures = Deeper, Lasting Understanding.. How?



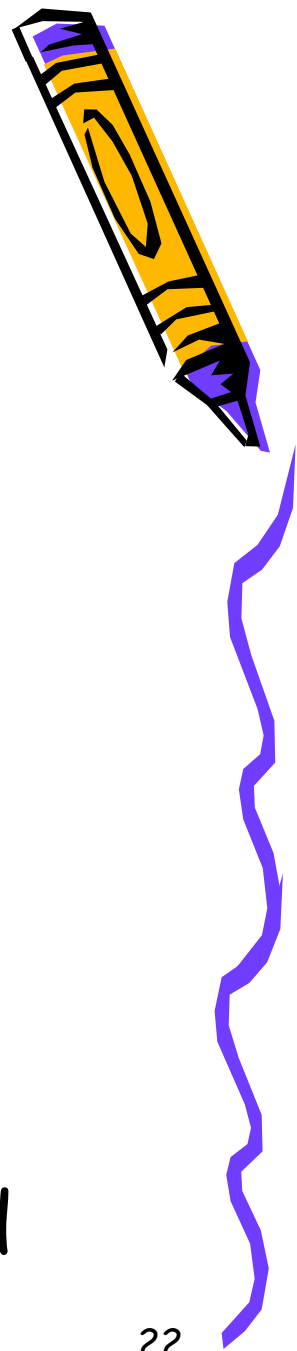
- Picture to word matches
- Word webs using drawings and personal experiences
- Explore multiple meanings of words
- Create word walls
- Exposure to a wealth of written

materials

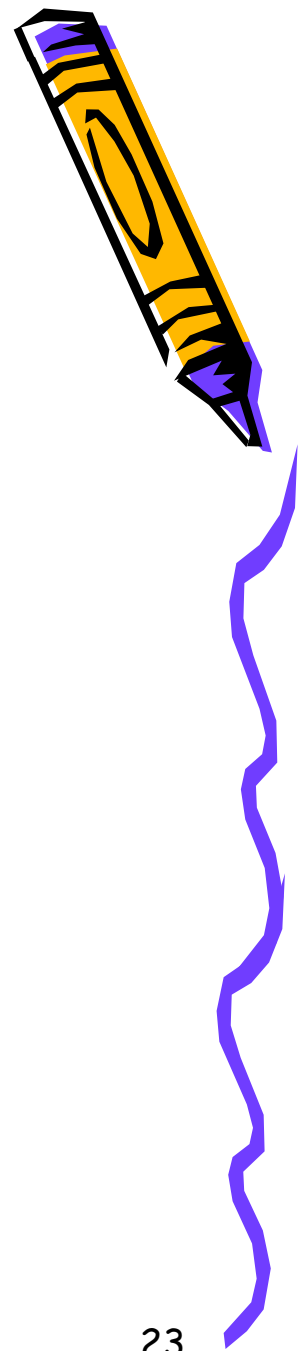


How? cont.

- Books on tape
- Cloze activities
- Concentration
- Flip Charts to study for vocabulary tests
- Read-Alouds/Think-Alouds
- Word Bags
- Neurological Impress Method



Each Child's Potential Can be Realized!



- Bombard them with:
 - Rich auditory language experiences
 - Systematic instruction using visualizations
 - Many opportunities to
 - Apply the new vocabulary
 - Become increasingly more independent



Read Aloud

"Make Reading a Part
of Every Day!"



How to Read Aloud

- Say the title of the book, name of author
- Bring the author to life
- Discuss the illustration on the cover
- Make connections—build on background knowledge
- Ask questions—have students make predictions?



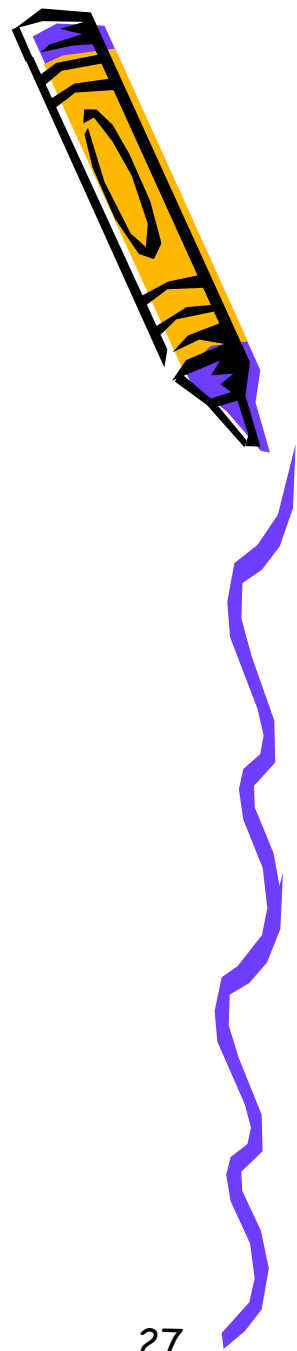
How to Read Aloud, cont.



- Interact and involve the child in the story, have them point to pictures
- Read with lots of expression
- Read slowly enough for the child to build mental pictures
- Talk about the story when done

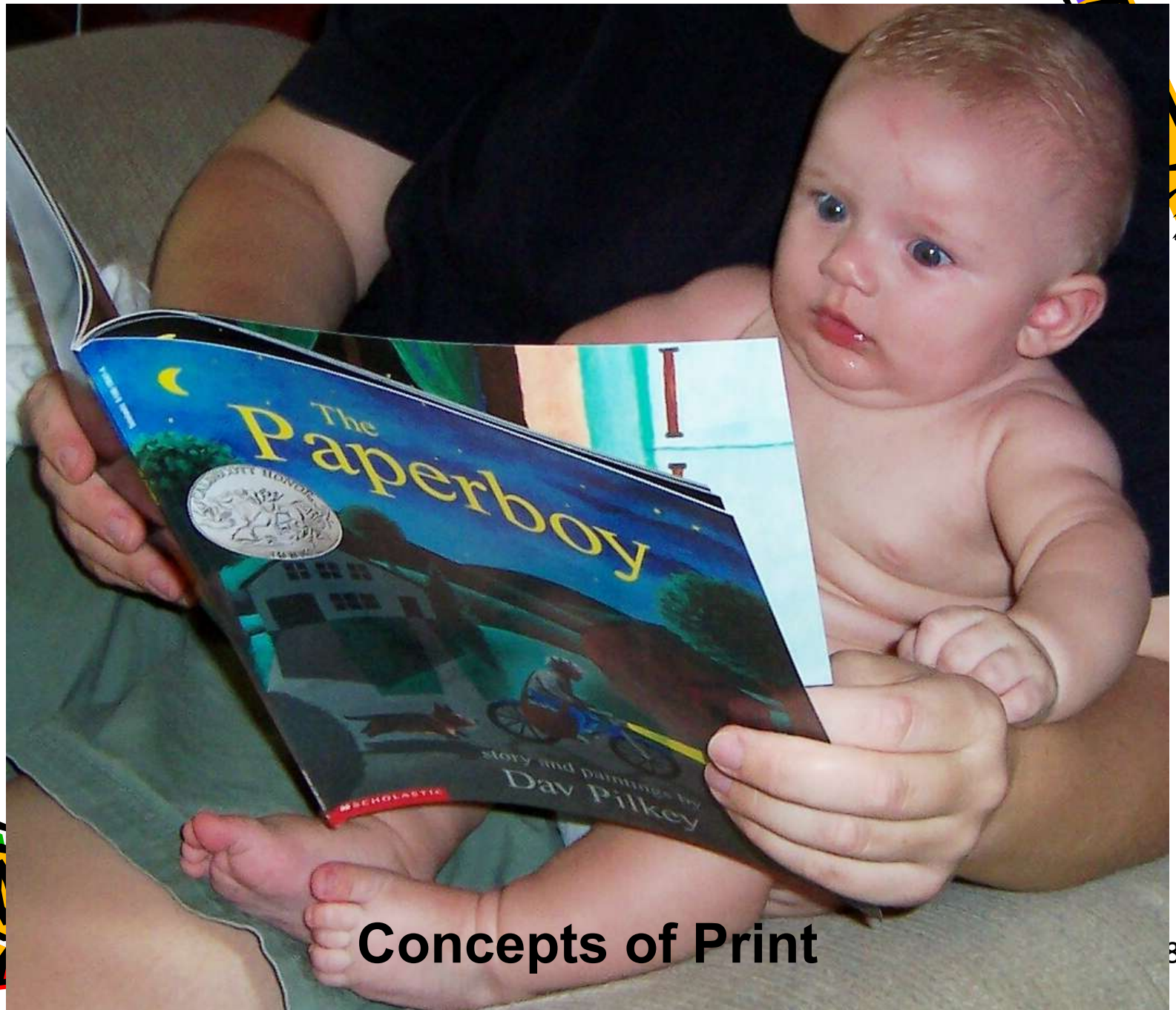


Suggestions for Reading Aloud



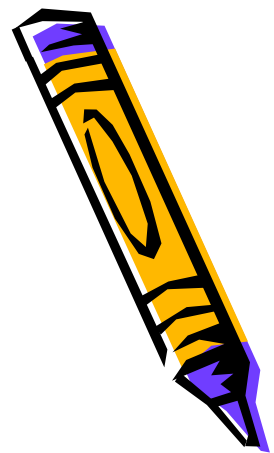
- Begin reading to children ASAP
- The younger you start them, the easier and better it is.





Concepts of Print

Suggestions For Reading Aloud, cont.

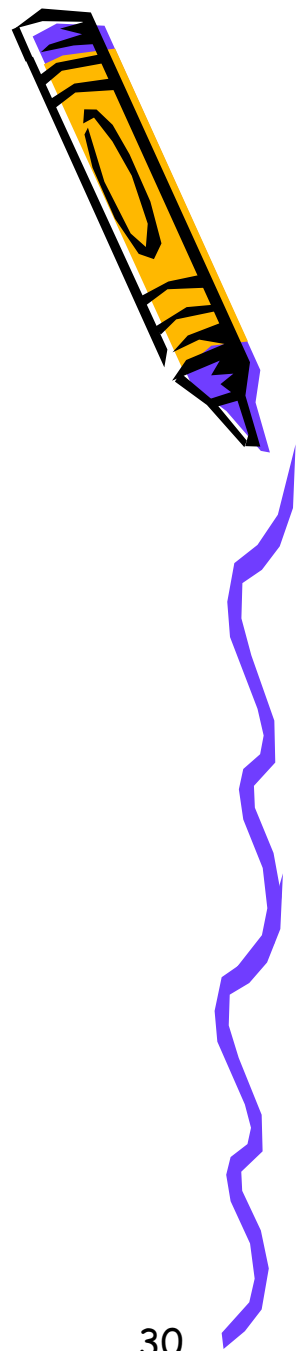


- Mother Goose Rhymes & songs
 - Stimulates language and listening
 - Four nursery rhymes by kindergarten—indicator of child's reading success
- Books with repetitions
 - Children can join in—e.g.. *Brown Bear, Very Hungry Caterpillar*



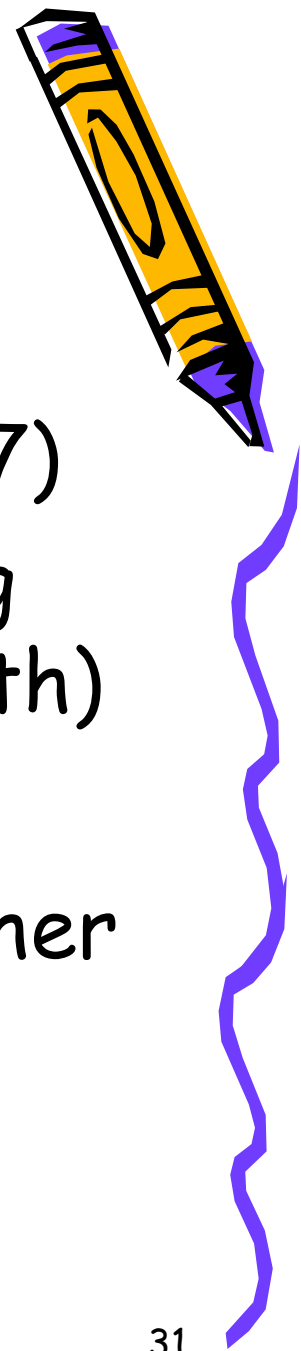
Suggestions for Reading Aloud, cont.

- Predictable books
 - Stop at key words
 - Let children provide the word
- Repeat readings
 - Pick up little nuances



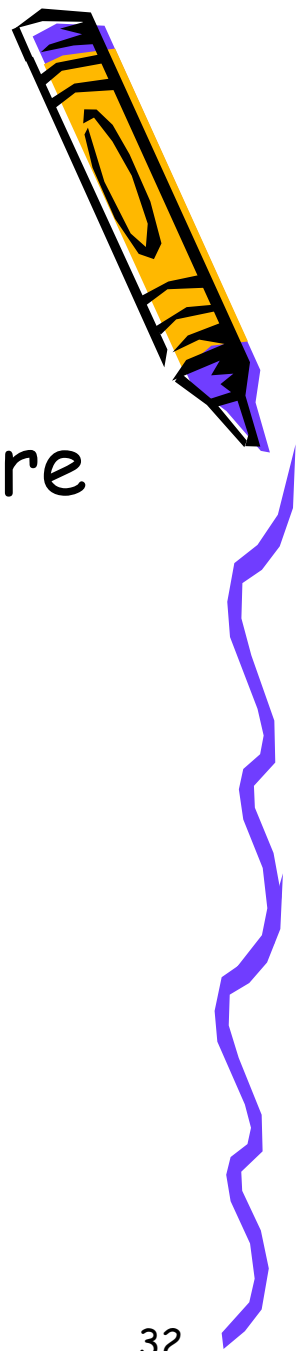
Research

- Repeat readings associated with gains in vocabulary (Senechal, 1997)
- Active participation during reading impacts learning (Dickerson & Smith)
- 44 sounds in English language
- Boys read to by father scored higher (Trelease)



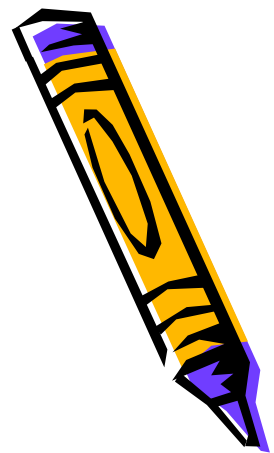
Why is reading aloud so effective?

- Children learn sounds and structure of the English language
- Conditions the child's brain to associate reading with pleasure
- Creates background knowledge
- Builds vocabulary
- Provides reading role model

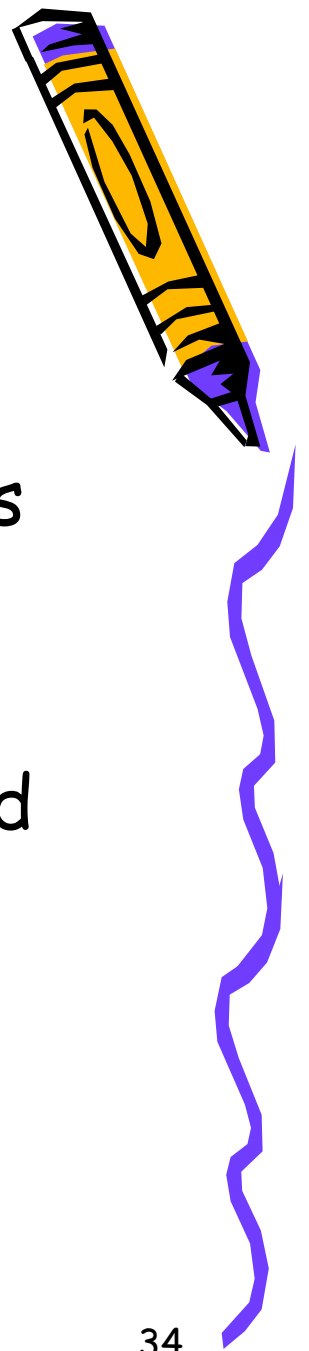


Jim Trelease

"Reading is the Heart of Education.
It is the single most important social
factor in American life today"



Make-It-Take-It

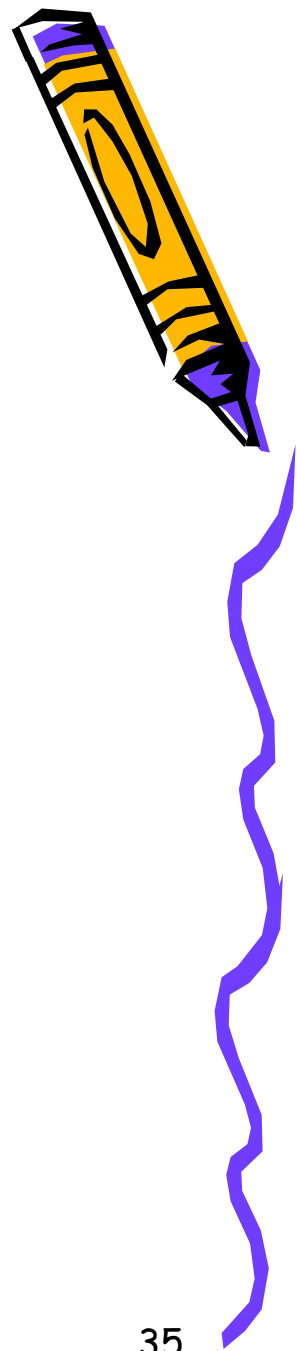


- Spinner/game board
 - Write a letter - child thinks of words that begin or end with the letters
 - Write word families (-an, -ed)
 - Write numbers use with a game board (index cards with sight words or vocabulary words)
 - Write words

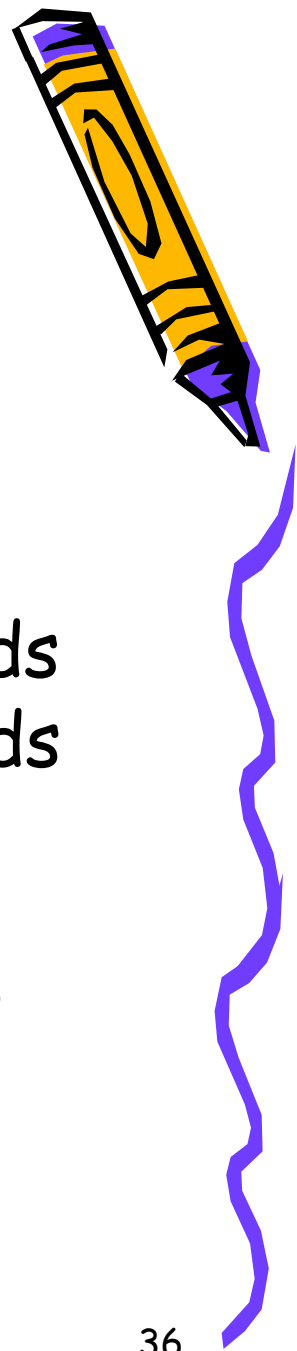


Make-It-Take-It

- Game Board
 - Make a generic game board
- Yarn Ball
 - Use it to play word games
- Word Bag



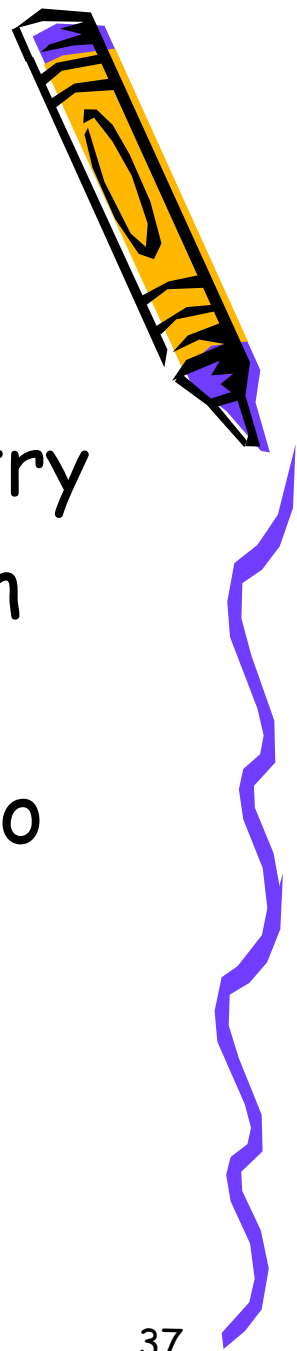
Make-It-Take-It



- Pocket Chart
 - Cut out the shapes of words to help students who learn best visually
 - Use sight words, high frequency words or commonly misspelled/misread words
 - Use different colored index cards to represent nouns, verbs, or to discriminate words with prefixes and suffixes
 - Write vocabulary words
 - Post it on your refrigerator

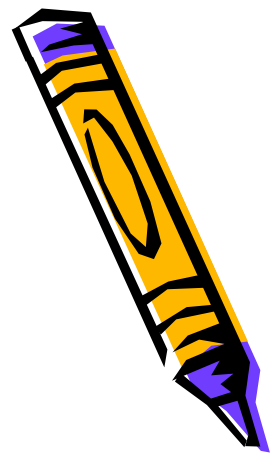


In Closing...



- Choose one idea you would like to try
- How can we make this presentation more meaningful?
- What other topics would you like to hear about?





Mahalo

Thank You For Coming!



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