

Teaching Reading

Adopting a Reading Program

- ▶ **Progress of adoption**
 - ▶ **Choosing the program**
 - ▶ **Introducing the program**
 - ▶ **Learn the basics of the program**
 - ▶ **Making the program your own**

What is a Commercial Reading Program?

- ▶ It's guide to teach reading -
 - ▶ sequence of skills
 - ▶ leveled readers that match the skill sequence
 - ▶ assessments that accompany the skills to monitor student progress

What a Commercial Reading Program is NOT

It does not contain everything you need to teach reading effectively -

- ▶ It doesn't know your students
- ▶ It doesn't have your experience and intuition
- ▶ It doesn't have all of the reading materials needed to teach reading
- ▶ It doesn't have all the way you know to assess students' understanding

Making the Program Your Own

Use your teaching skills

Know your students

Match the teaching
strategy to your
students' needs

Match the materials to
your students' needs

Connecting with Kids

What do
they already
know?

How do they
know it?

What do
they need to
know?

A Little Schema Theory...

- ▶ We all have schema by which we learn
- ▶ Our schema is as individual as we are
- ▶ Students know their schema even if they cannot articulate it
- ▶ Providing multiple ways for students to access information is critical to their understanding

Connecting to Kids

Knowing what I know about my students, what's the best way to teach them this concept/skill/content?

Basic Tips about Teaching Reading

Teaching reading is teaching
THINKING

TIPS

Begin

Begin with the most common level of understanding

Begin

Begin with non verbal examples/ experiences

Begin

Begin with simple text

Include

Include visuals and manipulatives

Move

Move to more complex text

Check

Continually check for understanding by asking for examples/ explanations

Inference

- ▶ Sequence
- ▶ Facial expressions
- ▶ Actions
- ▶ Pictures
- ▶ Verbal expressions
- ▶ If I wanted to scare you, make you laugh....
- ▶ Text examples - simple to more complex, setting, characterization
- ▶ Bring in prediction re: motivation, irony, etc

Matching Skills and Content

- ▶ General Examples
- ▶ Cause/Effect usually best matches science concept
- ▶ Problem/Solution usually best matches literature and social studies
- ▶ Chronological best matches history

Basic Principles of Intervention

- ▶ The purpose of intervention is to bring the student to grade level performance
- ▶ The instructional strategies used in intervention must be different from those used in the regular classroom
- ▶ Instructional strategies must be targeted to a specific skill deficit
- ▶ Materials need to be scaffolded from a more basic understanding to a more complex one.

Remember...

- ▶ Link reading to writing
- ▶ Kids need lots of different experiences to learn complex concepts
- ▶ Student interest plays a large role in learning to read and write
- ▶ “Practice makes perfect.”