EFFECTIVE PRACTICES FOR TEACHING READING

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GULF COAST LITERACY SYMPOSIUM

SATURDAY, MARCH 11, 2017
WELCOME

- INTRODUCTIONS
- AGENDA
  - ACKNOWLEDGEMENTS
  - OBJECTIVES
  - ICEBREAKER, EXPECTATIONS, BIGGEST CHALLENGES AND BACKGROUND OF AUDIENCE
  - WHAT DO WE KNOW ABOUT LEARNING AND TEACHING READING
  - TECHNOLOGY RESOURCES TO SPEED UP LEARNING
  - COMPONENTS OF READING
    - COMPREHENSION
    - FLUENCY
    - PHONEMIC AWARENESS
    - VOCABULARY
  - INTERACTIVE QUESTIONS AND ANSWERS TO ADDRESS EXPECTATIONS
  - THANK YOU!
ACKNOWLEDGEMENTS

• APPLYING RESEARCH IN READING INSTRUCTION FOR ADULTS, DEVELOPED BY THE NATIONAL CENTER FOR FAMILY LITERACY, AUTHOR: SUSAN MCSHANE
  • HTTPS://LINCS.ED.GOV/PUBLICATIONS/HTML/MCSHANE/INDEX.HTML

• PROJECT STAR, STUDENT ACHIEVEMENT IN READING, ARLINGTON, VIRGINIA
  • HTTPS://WWW.STARTOOLKIT.ORG/

• TEACHING ADULTS TO READ, NATIONAL INSTITUTE FOR LITERACY
  • HTTPS://LINCS.ED.GOV/PUBLICATIONS/HTML/TEACH_ADULTS/TEACH_ADULTS.HTML
OBJECTIVES

BY THE END OF THE SESSION, THE LEARNER WILL BE ABLE TO:

• IDENTIFY WHAT YOU ALREADY KNOW ABOUT TEACHING READING

• IDENTIFY WAYS TO INCORPORATE READING INTO THEIR REGULAR CLASSROOM INSTRUCTION, ROUTINES AND LESSONS

• IDENTIFY THE COMPONENTS OF READING AND READING INSTRUCTION

• LEARN WHAT RESEARCH SAYS ABOUT EFFECTIVE READING INSTRUCTION

• FIND ANSWERS TO SOME OF YOUR QUESTIONS ABOUT READING INSTRUCTION
WELCOME, INTRODUCTIONS AND HOUSEKEEPING

ICEBREAKER

EXPECTATIONS
• BIGGEST CHALLENGES
• BACKGROUND OF AUDIENCE

https://www.youtube.com/watch?v=uZV40f0cXF4
Ricky Reads English/I Love Lucy English Pronunciation
INTRODUCTIONS

1. DIVIDE INTO GROUPS
2. INTRODUCE YOURSELF
3. LIST YOUR BIGGEST CHALLENGE TO TEACHING READING AND WHAT YOU WOULD LIKE TO GET FROM THE PRESENTATION
DEFINITIONS

• LEARNING: PROCESS OF CHANGING ONE’S THINKING, HABITS, DECISION MAKING, SKILLS, KNOWLEDGE AND BEHAVIOR. LEARNING CAN BE MOST EFFECTIVE WHEN NEW INFORMATION IS RELATABLE AND APPLICABLE TO STUDENT’S MOTIVATION AND NEEDS.

• TEACHING VS. LEARNING FACILITATION: WHICH ONE TO DO WHEN?
WHAT DO WE KNOW ABOUT LEARNING AND TEACHING READING?

EXPLICIT INSTRUCTION
MAKE GOALS, LESSON OBJECTIVES, ACTIVITIES AND EXPECTATIONS CLEAR
ADDRESS BACKGROUND KNOWLEDGE AND PREREQUISITE SKILLS
EXPLAIN AND MODEL ALL ASPECTS OF THE TASK
ASSUME NOTHING AND LEAVE NOTHING TO CHANCE

STRATEGY INSTRUCTION
TEACH LEARNING TOOLS, PRINCIPLES, RULES, OR MULTI-STEP PROCESSES TO ACCOMPLISH LEARNING TASKS
MODEL AND DEMONSTRATE, PROMPT AND CUE LEARNERS TO USE STRATEGIES

INTENSIVE INSTRUCTION
KEEP LEARNERS FOCUSED, ACTIVE AND RESPONDING
PROVIDE PLENTY OF “TIME ON TASK”
The Four Components of Reading

Interrelation of Components

<table>
<thead>
<tr>
<th></th>
<th>Word level</th>
<th>Text level</th>
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</thead>
<tbody>
<tr>
<td>Print-based (recognition)</td>
<td>Alphabetic</td>
<td>Fluency</td>
</tr>
<tr>
<td>Meaning-based (understanding)</td>
<td>Vocabulary</td>
<td>Comprehension</td>
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Workbook page 4

Workbook page 5
COMPREHENSION IS THE GOAL OF READING INSTRUCTION. ALL OF THE READING COMPONENTS CONTRIBUTE TO THE DEVELOPMENT OF COMPREHENSION.

**ALPHABETICS**
- Phonemic Awareness – Ability to detect individual speech sounds within words
- Decoding – Word identification skill using letter sound correspondences to recognize words in print
- Sight Words

**FLUENCY DEVELOPMENT**
- Fluent readers identify words rapidly and accurately
- Interprets while reading to determine appropriate phrasing and expression
- Guided repeated oral reading is a recommended strategy to build fluency

**VOCABULARY DEVELOPMENT**
- Beginning reader - Translate print into words that are in the reader’s oral vocabulary
- Higher reading level - Understand increasingly difficult materials
- Involves direct teaching and context-based approaches

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Ricky Reads English/I Love Lucy English Pronunciation
TECHNOLOGY RESOURCES TO SPEED UP LEARNING

- GOOGLE TRANSLATE
- VOICE RECORDER
- TEXT TO SPEECH APPS (READ ALONG)
- GAMES AND TEACH OTHERS
KEEP CALM AND ANSWER THE QUESTION

INTERACTIVE QUESTIONS AND ANSWERS TO ADDRESS EXPECTATIONS
THANK YOU ATTENDING OUR SESSION

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