



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](https://lincs.ed.gov/publications/html/mcshane/index.html)
- PROJECT STAR, STUDENT ACHIEVEMENT IN READING, ARLINGTON, VIRGINIA
 - [HTTPS://WWW.STARTOOLKIT.ORG/](https://www.startoolkit.org/)
- TEACHING ADULTS TO READ, NATIONAL INSTITUTE FOR LITERACY
 - [HTTPS://LINCS.ED.GOV/PUBLICATIONS/HTML/TEACH_ADULTS/TEACH_ADULTS.HTML](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

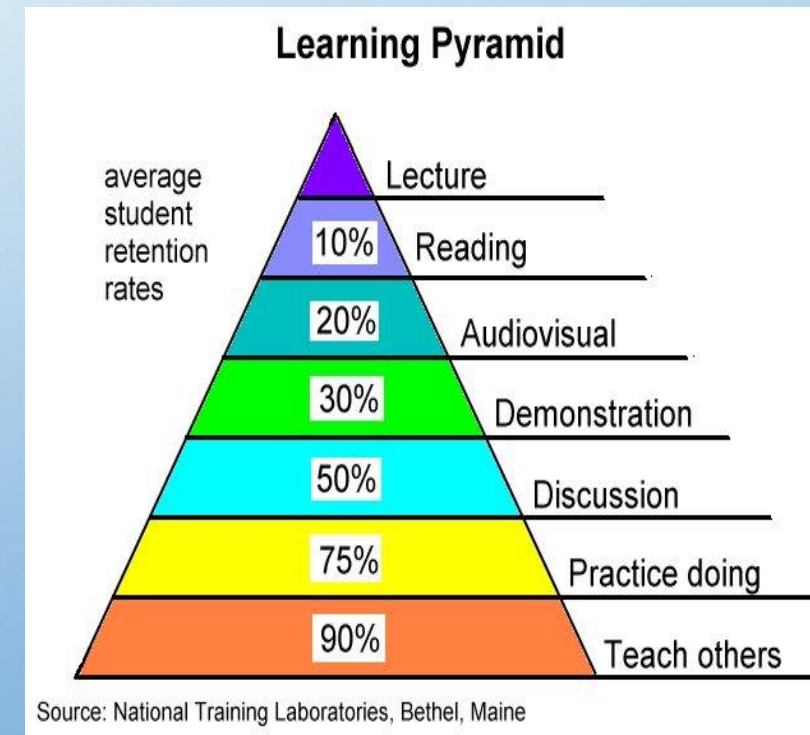
INTRODUCTIONS

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

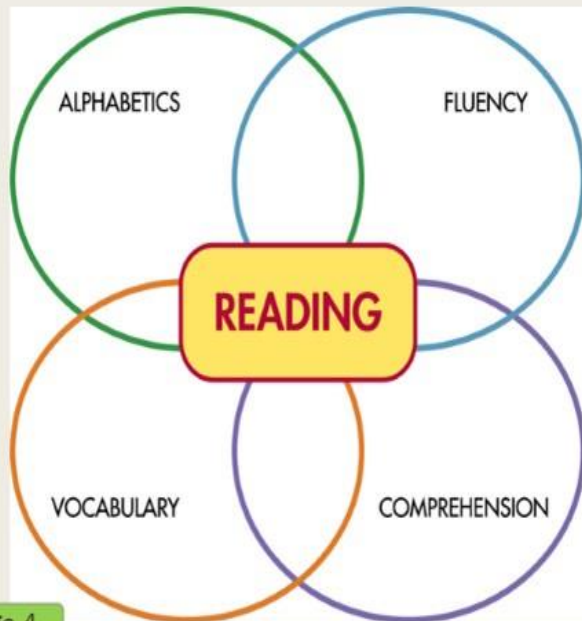
MODEL AND DEMONSTRATE, PROMPT
AND CUE LEARNERS TO USE STRATEGIES

INTENSIVE INSTRUCTION

KEEP LEARNERS FOCUSED, ACTIVE AND
RESPONDING

PROVIDE PLENTY OF "TIME ON TASK"

The Four Components of Reading



Workbook page 4

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Interrelation of Components

	Word level	Text level
Print-based (recognition)	Alphabets	Fluency
Meaning-based (understanding)	Vocabulary	Comprehension

Workbook page 5

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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 READERS
ORAL VOCABULARY

HIGHER READING LEVEL- UNDERSTAND
INCREASINGLY DIFFICULT MATERIALS

INVOLVES DIRECT TEACHING AND
CONTEXT-BASED APPROACHES

<https://www.youtube.com/watch?v=uZV40f0cXF4>

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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