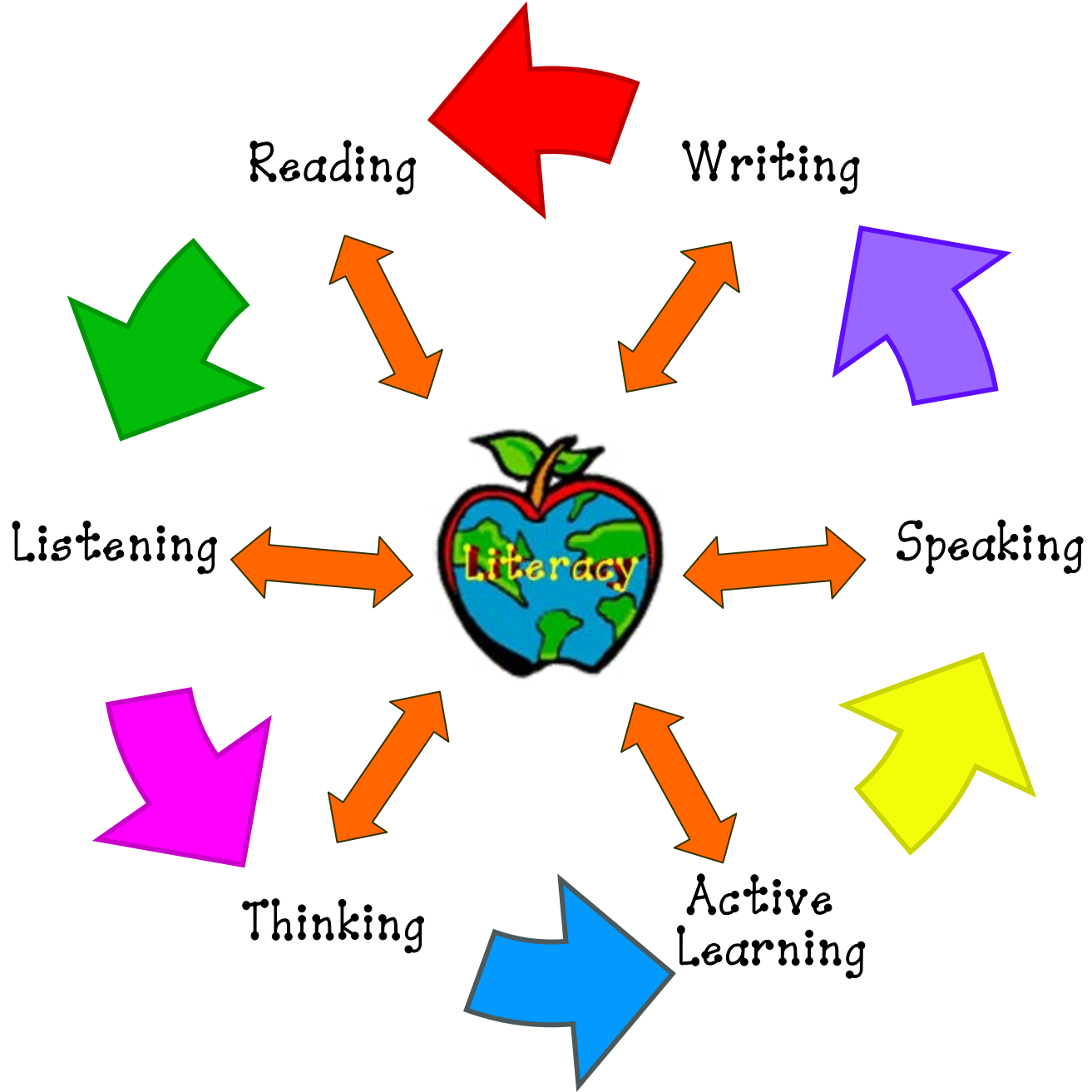




**Presented by: Michele Galvan**



Reading

Writing

Listening

Speaking



Thinking

Active Learning

# When Does Reading Begin?



Reading begins in infancy as a child listens to and begins to make sense of spoken words.



Children learn at an early age to read print in their environment.



Children know a lot about literacy before they begin formal schooling.



# How do Children Learn to Read?

## 2 Theories

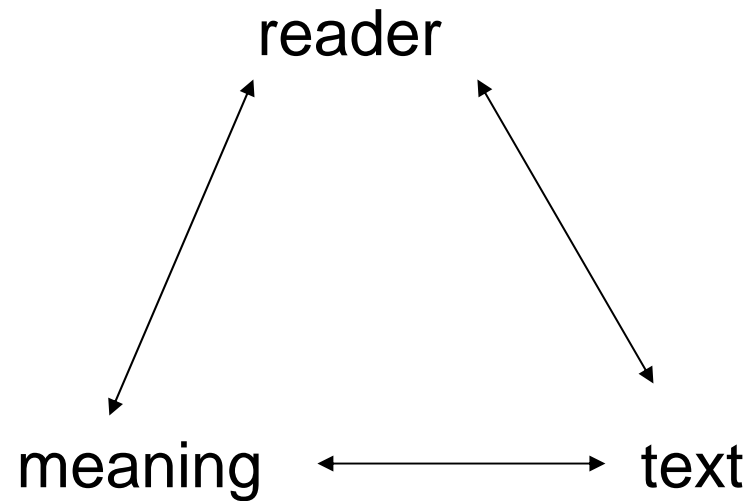
### **Word Recognition View**

- Reading is a process of recognizing words.
- Skills are taught in isolation.
- Phonics is a major focus.
- Sight words are taught in isolation.

### **Socio-psycholinguistic**

- Reading is a process of constructing meaning.
- Children acquire literacy.
- Reading skills are taught in context.
- Reading is holistic.
- Reading depends on metacognition.
- Reading is built on prior knowledge.

# What is Reading?



Reading is a meaning making process.



Reading involves constructing meaning from text.



Reading is an active process.

# What does Reading Acquisition Mean?



Children acquire reading in a natural way.



Reading is social.

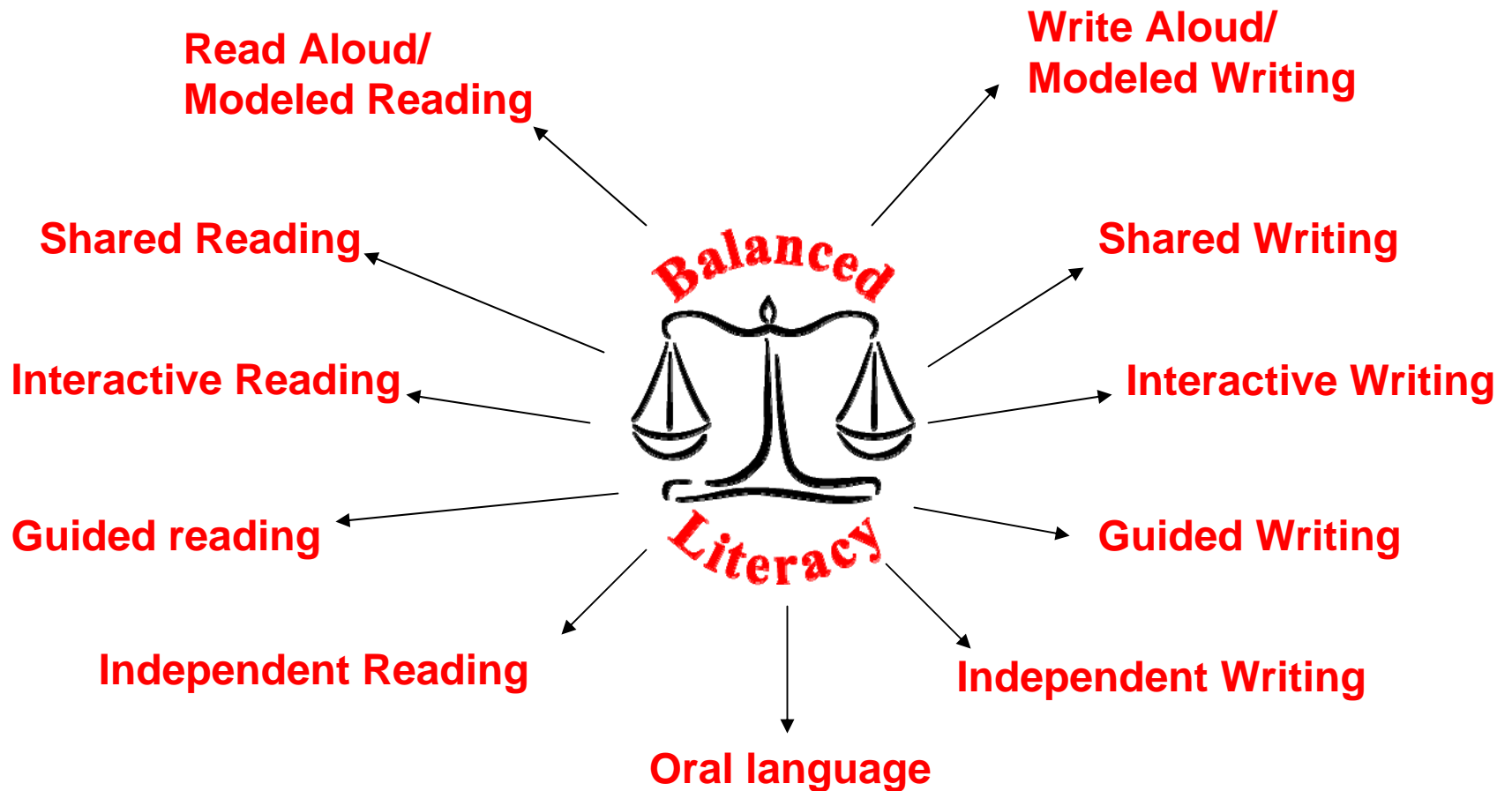


Reading is interactive.



Reading involves making meaning by connecting what we read to what we know.

# What are the Methods we use to Teach Reading?



**At Roosevelt we use a balanced approach for teaching reading.**



- demonstrates proficient reading
- expands access to text beyond child's abilities
- exposes children to a variety of genres

- demonstrates proficient writing
- expands access to writing beyond child's abilities
- exposes children to a variety of genres

- models writing strategies
- teaches writing strategies
- extends understanding of the writing process
- teacher scribes

- teacher and child choose the topic
- teacher and child share the pen
- teacher and child compose together

- teacher reinforces skills
- teacher encourages child in questioning and discussion
- teacher acts as a guide
- child does the writing
- child practices strategies
- child builds independence

- child chooses the topic
- child practices and builds skills

**Oral language**

- models reading strategies
- teaches reading strategies
- extends understanding of the reading process
- teacher reads

- teacher and child choose the text
- teacher and children share the reading
- teacher encourages the child to read when able

- teacher reinforces skills
- teacher engages child in questioning and discussion
- teacher acts as a guide
- child does the reading
- child practices strategies
- child builds independence

- child chooses the text
- child reads independently



# What is My Child Doing?

## Effective Readers

- Construct meaning.
- Use prior knowledge effectively.
- Use reading strategies.
- Monitor their comprehension.
- Make a minimal use of cues to construct meaning.
- Construct a mental text as they read.

## Ineffective Readers

- Think that understanding comes from getting the words right.
- Uses memorization or phonics as their primary strategy.
- Do not problem solve.

# What Does Research Say?



Meaning is not “in the words” but rather it is constructed by the reader.



Reading is an acquired language.



Reading involves using background knowledge.



Effective readers use the **3 cueing system** to problem-solve as they read.

# Reading Cueing System

- **Graphonic** = Knowledge about letters and their sounds.
- **Lexico-syntactic** = Knowledge about how sentences are put together.
- **Semantic-pragmatic** = Knowledge about the meaning of words and background knowledge in general.

# Is Oral Language Important?



It is one of the first language skills that children learn.



Learning to speak is a natural process by which children “try out” language.



Children who have good oral language skills and vocabularies tend to be better readers and writers.

# Why is Listening Important?



Listening allows children the opportunity to experience language.



Listening increases vocabulary.



Listening increases inquisitiveness.



Listening helps to build background knowledge.

# How are my Child's Experiences Important?



Children understand text when they make connections in their brains to what they know.



Comprehension is a result of the interaction of new and old information.



The more real-world experiences a child has, the easier it is for him or her to understand text.



Because children have different experiences or background knowledge, they understand text differently.

# What Kinds of Texts are Best?

Children should be provided with text that are...



culturally relevant.



interesting to them.



of varying levels.



selected by the child.

Children should have access to both  
narrative and informational texts.

**Culturally Relevant text** = Texts that the child would have some connection to based on his/her cultural experiences.



- Narrative Text - fictional text



- Information Text – non-fictional text



# What are Some Reading Strategies?

Teachers should...



Help children to build their prior knowledge.



Teach using themes.



Develop strategies that grow out of the child's observed needs.



Use a wide variety of text.

## Teacher should also...



Use thinking and organizational strategies such as **graphic organizers**.



Help facilitate the students' use of their **cueing systems**.



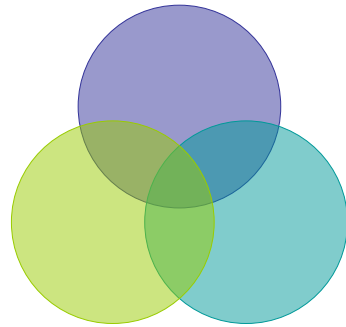
Link reading instruction to meaningful text.



Use a **balanced approach** when teaching reading.

**Graphic organizers** - a pictorial or graphical way to organize information and thoughts for understanding, remembering, or writing.

Venn Diagram



Concept Frame

Name \_\_\_\_\_  Date \_\_\_\_\_

What I know	What I have to find out
Finding out	What I learned



# What does Active Learning Mean?



Learning is more meaningful when it is learned in “real-life” settings.



Children should be interested in what they are learning about.



The more connections that are made to what the child knows or their background knowledge, the better.



Active involvement helps a child to acquire oral language.



Active participation means the child is engaged in the learning process.



Active learning encourages language development, thinking and comprehension.

# How do we get my child to Think and Problem Solve when Reading?



One of the major goals of education is to help children to learn how to think independently and to problem solve.



Children should take an active role in the learning process.



Children who are able to think and problem solve when reading are much better readers.



Children should use the **three cueing system**.

# How are Reading and Writing Connected?



They are both natural and holistic process.



Research proves that children who have lots of experiences with text are better writers.



Writing begins as soon as a child is able to grip with his/her hand to create a meaningful message.



Oral language, oral stories and reading are all important building blocks for forming a solid writing foundation.



# What is Our Goal for my Child?



We want all children to develop a love for reading and learning.



We want to children to be independent thinkers and learners.



We want children to learn effectively and be happy in school.

# What can I do to Help my Child?



Give your child lots of exposure to print.



Have many conversations with your child and tell him/her stories.



Model reading. Let your child see you read and talk to him/her about reading.



Build your child's oral language and vocabulary.



Give your child many experiences outside of the home.



Play language games, sing songs and tell your child nursery rhymes.



Put aside a time for reading.



Make reading interactive, fun and enjoyable!

Immerse your child in reading.

Children should be aloud to...

read,

read,

read!



Encourage a child to open a book



and...

you help to open a world of opportunities!

# References:

Hoyt, Linda. (2002). *Make It Real, Strategies for Success with Informational Text*. Portsmouth, NH: Heinemann.

Freeman, Yvonne S. and Freeman, David E. (1996). *Teaching Reading and Writing in Spanish in the Bilingual Classroom*. Portsmouth, NH: Heinemann.

Krashen, Stephen D. (2004). *The Power of **Reading***. Portsmouth, NH: Heinemann.

Freeman, Yvonne S. and Freeman, David E. *Teaching English Learners to Read: Learning or Acquisition?*. English Learners: Reaching the Highest Level of English Literacy. International reading Ass.

The Balanced Literacy information was taken from Rigby professional development.