

## **Reading Between the Lines**

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### **Reading instructional goals:**

- Comprehension from silent reading
- A lifelong love for reading
- Wise reading choices
- Fluent oral reading of text to communicate

### **Aspects of a reading program:**

- Higher level thinking skills developed
- Individualized instruction by ability
- Assessment based on reading goals

### **Define reading:**

Getting the author's message from the printed page

### **Effective reading instruction:**

- Phonemic awareness
- Phonics and word study
- Text comprehension
- Fluency
- Vocabulary
- Spelling and writing

### **Phonemic awareness:**

- Ability to hear, identify, and repeat sounds in spoken words
- Taught through use of songs, games, rhymes, repetition

### **Phonics and word study:**

- Briefly identify sounds in isolation
- Focus on sounds in context
- Manipulate sounds to make new words
- Emphasize syllable patterns
- Teach phonograms

### **Fluency:**

- Comprehension impacts oral fluency
- A performance skill

### **Vocabulary:**

- Your child's oral vocabulary (what he hears) helps him to make sense of words he sees
- Word meanings help to understand text
  
- Indirect
  - daily conversations
  - when read to
  - when they read for themselves
- Direct
  - word instruction and strategies (context clues, word parts, dictionaries)

### **Comprehension strategies:**

- Self-monitoring- your child is aware of what he does and does not understand and uses strategies to help resolve lack of comprehension
- Direct strategies- taught to your child through explaining, modeling, guided practice, and application
- Understanding the structure of the text he is reading (fiction, non-fiction, play, poem)
- Summarizing content for recall or finding main ideas or unnecessary information
- Inferring- words/sentences/paragraph- relational
- Cooperative learning- partners or small groups- you demonstrate and moderate- children help learn and apply strategies
- Making use of prior knowledge- what do they already know about the content, author, setting, illustrations, making connections
- Using mental imagery- pictures, setting, people (example- films vs. book you have read)
- Prediction/questioning- thinking ahead from what he just read
- Evaluating/Applying- taking action or making opinion based on what he has read
- Use several strategies together
- Graphic organizers- helps child to focus on text structure, tool to visually represent relationships in text, helps child to write well-organized summaries
- Generating questions- they learn to help themselves and to see if they comprehend
- Answering questions- purpose for reading, focus attention, think as they read, monitor comprehension, review content, and relate to what they already know

### **Teaching a lesson:**

- Guide a pre-reading time.
  - Introduce the story: discuss the title, pictures, and author.
  - Introduce "stopping words" (words that could hamper silent reading) on sentence strips, board, chart paper, or on overhead.
  
- Introduce the vocabulary words **in context**.
  - Guide student in making predictions.
  - Set purpose and build interest.
  - Provide background information.

- Questions before silent reading:
  - To build background
  - To introduce vocabulary
  - To teach context strategies
  - To elicit predictions
  
- Assign a portion for the story to be read silently.
  - Choose the portion based on ability.
  - Give the student a purpose to read. “Let’s read the first paragraph to find out where....”
  
- After the student has read silently, build comprehension by asking good questions to guide discussions.
  - Ask questions in a conversational manner.
  - Make this an enjoyable time of interaction with your child.
    - Literal
    - Interpretive
    - Critical
    - Appreciative
  
- Silent Reading:
  - The **good reader** reads silently using:
    - Syntax cues -word order
    - Semantic cues -meaning from other words in the sentence
    - Background cues -knowledge from the reader’s former experience
    - Graphophonic cues -letter/sound associations
  
  - The **poor reader** does not use all of the cueing systems when he reads silently.
    - Syntax cues- may substitute a word that does not fit syntax and does not correct herself.
    - Semantic cues- may read one word at a time without thinking of the other words.
    - Background cues- may not have developed phonics skills. She may use phonics in isolation and ignores the message of the print.
  
  - Comprehension assessment:
    - **Literal questions**
      - remembering facts and details
      - The student locates and recalls information explicitly stated by the author.
    - **Interpretive questions**
      - implied meaning
      - The student draws inferences about what the author meant by what he wrote including characters, setting, or plot implied by the author.

- **Critical Questions**  
The student:
  - makes judgments about what the author said
  - classifies information
  - relates to information read to other information
  - evaluates
  - draws conclusions
- **Appreciative questions**
  - The student responds to the content of the text and develops awareness of the author's skill with words and ideas.
- Oral reading:
  - Oral reading is more than just decoding phonemes. The oral reader is communicating a message from the author to the audience.
  - Meaning and feeling are expressed by words, tone, inflection, rhythm, pace, and pitch of speech.
  - Tie oral reading to the comprehension questions.
  - Keep oral reading to a short period of time.
  - Combine oral reading with discussion and questioning.
  - Vary the form of reading: speaking parts, sentences, paragraphs.
  - Ignore miscues that do not change the author's meaning.  
*"The boat was bobbing (bobbed) up and down."*
  - Correct miscues in a proper way.  
*"The boat bob/bed up and down."*
  - Encourage expressive oral reading.
  - The **good reader**:
    - demonstrates fluent oral reading.
    - reads orally so it sounds like normal speech.
    - pauses or adjusts reading speed when it helps to interpret the text.
    - uses different tones and pitches to interpret the text.
    - reads dialogue so the listener can interpret the character.
  - The **poor reader**:
    - does not demonstrate fluent oral reading.
    - reads word-by-word rather than phrase by phrase.
    - sounds out words rather than the meaning of the text.
    - does not employ a variety of pitches and tones to interpret the text. All of the characters sound the same.

**Extra information and credits:**

- National Institute for Literacy (NIFL)
- National Reading Panel: *Teaching Children to Read* (2000)  
*Put Reading First* (Partnership for Reading, 2001)
- International Reading Association: *Evidence-based Reading Instruction*
- No Child Left Behind Act
- [Reading and Writing Across Content Areas: Roberta Sejnost, Sharon Thiese](#)
- [www.BJUPress.com](http://www.BJUPress.com)

- *Comprehension*: Cunningham, Hall, and Cunningham 2011
- sandwich paragraph

[www.eduplace.com/graphicorganizer/pdf/sandwich.pdf](http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf)

- hamburger paragraph, Venn diagram, and point of view charts

[www.writingfix.com](http://www.writingfix.com)

- reluctant reader activities:

<http://homeschooling.families.com/blog/writing-activities-and-ideas-for-the-reluctant-writer>

- journal ideas and lap books:

<http://www.homeschooling-ideas.com>

- shapebook patterns:

<http://www.eduplace.com/shapebook/toc.html>

- wordle: word art:

<http://www.wordle.net/create>

- comic strip maker:

<http://www.makebeliefscomix.com/>

- international reading association, travel brochure, postcard and letter generator:

<http://www.readwritethink.org/>

- book report sandwich maker:

<http://www.scholastic.com/kids/homework/sandwich.asp>

- book report ideas:

[http://www.rochester3a.sangamon.k12.il.us/webpage/buyze/index/book\\_report\\_alternatives.htm](http://www.rochester3a.sangamon.k12.il.us/webpage/buyze/index/book_report_alternatives.htm)

- NCTE:

<http://www.ncte.org/>

- Read, write, think printing press:

[http://interactives.mped.org/view\\_interactive.aspx?id=110&title=](http://interactives.mped.org/view_interactive.aspx?id=110&title=)

- homeschool diner:

<http://www.homeschooldiner.com/index.html>

- A-Z Home's Cool Homeschooling:

<http://homeschooling.gomilpitas.com/weblinks/lessons.htm>

- successful homeschooling.com

<http://www.successful-homeschooling.com>

- homeschooling ideas.com

<http://www.homeschooling-ideas.com/>

# Oral Reading Evaluation

<b>Name:</b>		1	2	3	4	5	
		1	2	3	4	5	Expression Smoothness Alertness to Punctuation Letter-Sound Associations
		1	2	3	4	5	Total Points:

<b>Name:</b>		1	2	3	4	5	
		1	2	3	4	5	Expression Smoothness Alertness to Punctuation Letter-Sound Associations
		1	2	3	4	5	Total Points:

<b>Name:</b>		1	2	3	4	5	
		1	2	3	4	5	Expression Smoothness Alertness to Punctuation Letter-Sound Associations
		1	2	3	4	5	Total Points:

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		1	2	3	4	5	Total Points:

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		1	2	3	4	5	Total Points:

