

Is a Reading Curriculum Really That Important?

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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
- High standardized test scores

Considerations:

- Examine
 - Research
 - Standards
 - Recommendations

- Review in light of
 - Biblical standards
 - Educational standards
 - Philosophical standards

Instructional Materials:

- Emphasize biblical worldview
- Encourage academic excellence
- Offer a broad selection of stories
- Provide instruction in literary skills
- Present study skills
- Promote interactive teaching and learning
- Allow flexibility and creativity

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 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 the cueing systems when he reads silently.
 - Syntax cues- may substitute a word that does not fit syntax and does not correct himself.
 - Semantic cues- may read one word at a time without thinking of the other words.
 - Background cues- may not have developed phonics skills. He may use phonics in isolation and ignores the message of the print.
 - Comprehension assessment:
 - **Literal questions**
 - remembering facts and details
 - 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.
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- 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 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
- *Comprehension*: Cunningham, Hall, and Cunningham 2011
- sandwich paragraph

www.eduplace.com/graphicorganizer/pdf/sandwich.pdf

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

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

- NCTE:

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

- Read, write, think printing press:

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/>

Silent Reading Comprehension Evaluation

Group Name: _____

Name	Literal: recalls facts and details	Interpretive: infers author's meaning	Critical: makes a judgment or draws a conclusion	Appreciative: relates to content personally	Total Possible Points*	Student Total	%
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

- 5 = a complete, well-stated answer based on the initial question
- 4 = a good answer needing a little clarification
- 3 = an answer that required a little help
- 2 = an answer that required more than one help
- 1 = an inaccurate answer even with help

*number of boxes
marked x 5

Oral Reading Evaluation

Group Name: _____

Name	Expression	Smoothness	Alertness to Punctuation	Letter-Sound Associations	Total Possible Points*	Student Total	%
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

- 5 = excellent
- 4 = good
- 3 = satisfactory
- 2 = weak
- 1 = poor

* number of boxes
marked x 5