



Teaching Concepts About Print Through Read Alouds, Shared Readings, and Guided Reading Groups

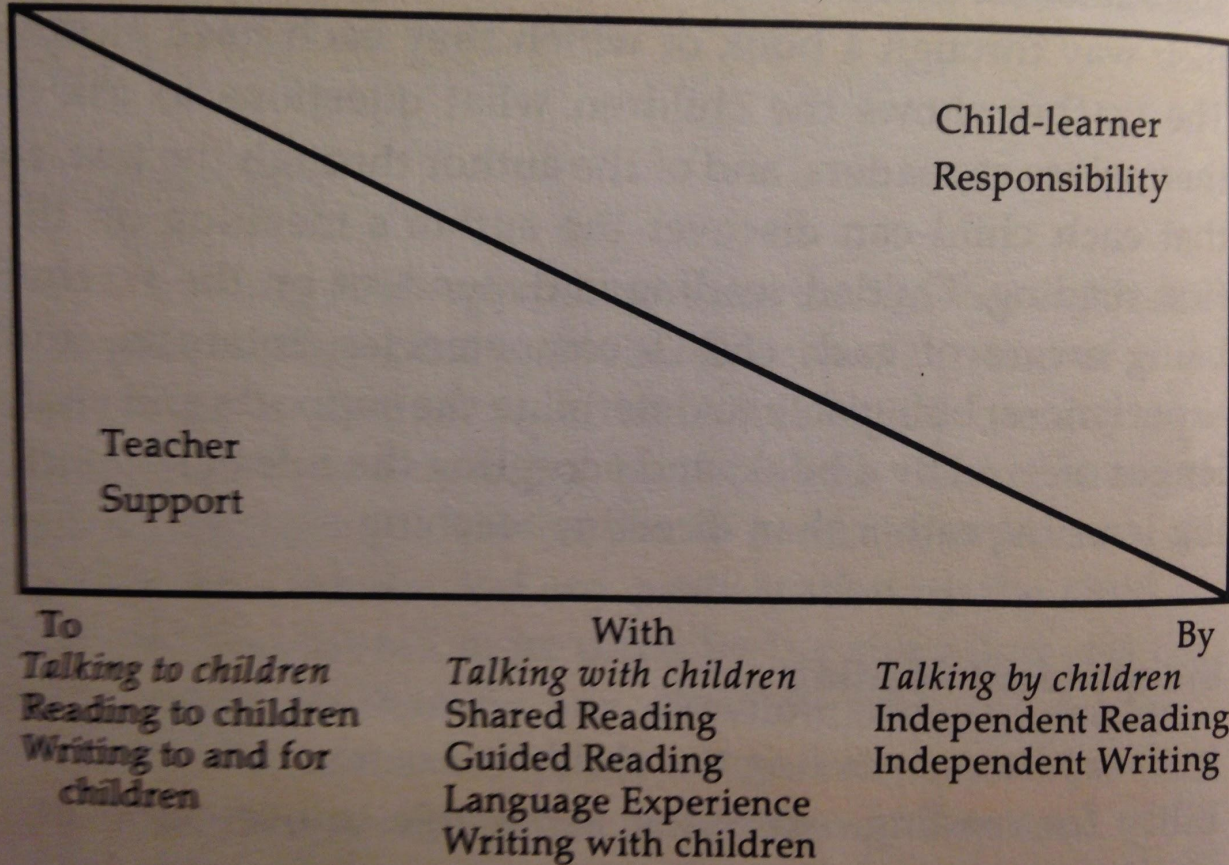
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Figure 2.1
Links in Reading



Children imitate what they see and hear!



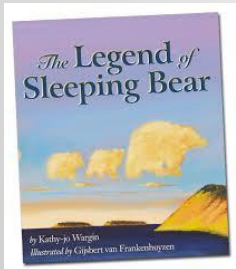
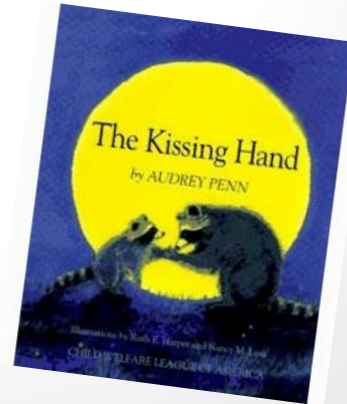
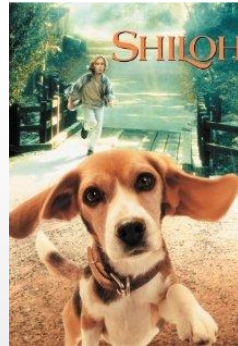
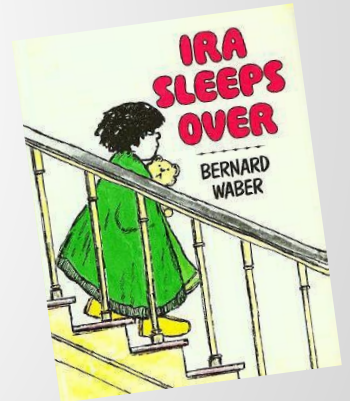
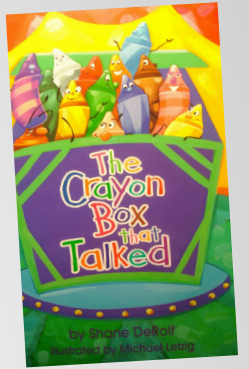
“Reading aloud is the single most important factor to help children become proficient, avid readers.” - Lucy Calkins

Reading Aloud...

- Teaches children that books are for reading, not for manipulating.
- Provides children with the meaning of words that may not be a part of their everyday speech.
- Allows children to observe and practice the comprehension strategies of expert readers.
- Fosters the ability to listen.
- Helps children become aware of story elements.

Choosing a Text

- How do you decide what book to read?
 - Theme?
 - Phonemic Awareness or Phonics Skill?
 - Comprehension Strategy?
 - Core Reading Series?
 - Just for fun?

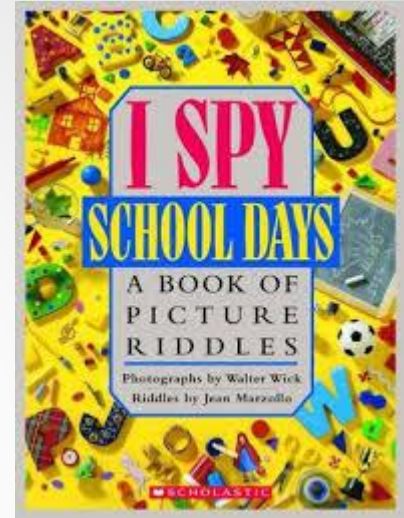
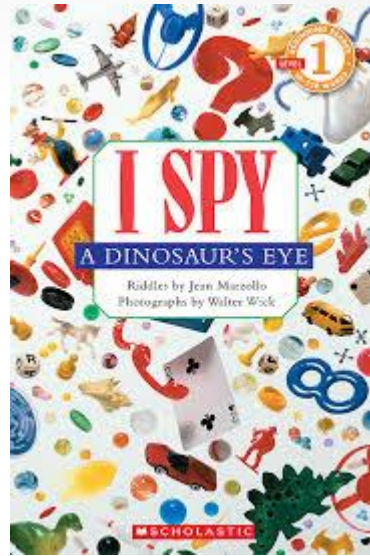


I Spy Books...

A Child must:

- Focus on the page
- Recall information
- Compare and contrast

images from memory



The Read Aloud Handbook

Websites for Children

Dr Seuss Books - http://www.gamequarium.org/dir/SqoolTube_Videos/Book_Related/Dr_Seuss/

Magic School Bus - <http://www.scholastic.com/magicschoolbus/>

Bookpals - <http://www.storylineonline.net/>

Starfall - <http://www.starfall.com/>

Tumblebooks - <http://www.dewittlibrary.org/>

Bookflix - <http://auth.grolier.com/login/bookflix/login.php>

Epic - <https://www.getepic.com/app/>

Thinking Aloud...

What adults can model:

- Clarifying information
- Asking questions
- Drawing attention to illustrations
- Extend student responses
- Discuss vocabulary
- Point out text features



Interactive Read-Alouds

Encourage children to interact verbally with the text, peers, and the adult during the book reading

- Identify places where children's' predictions about the developing story should be shared.
- Be flexible! Modify your questions and comments to the conversations that develops

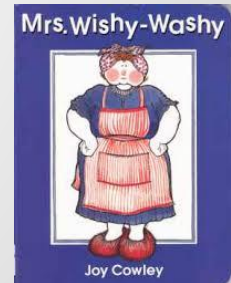




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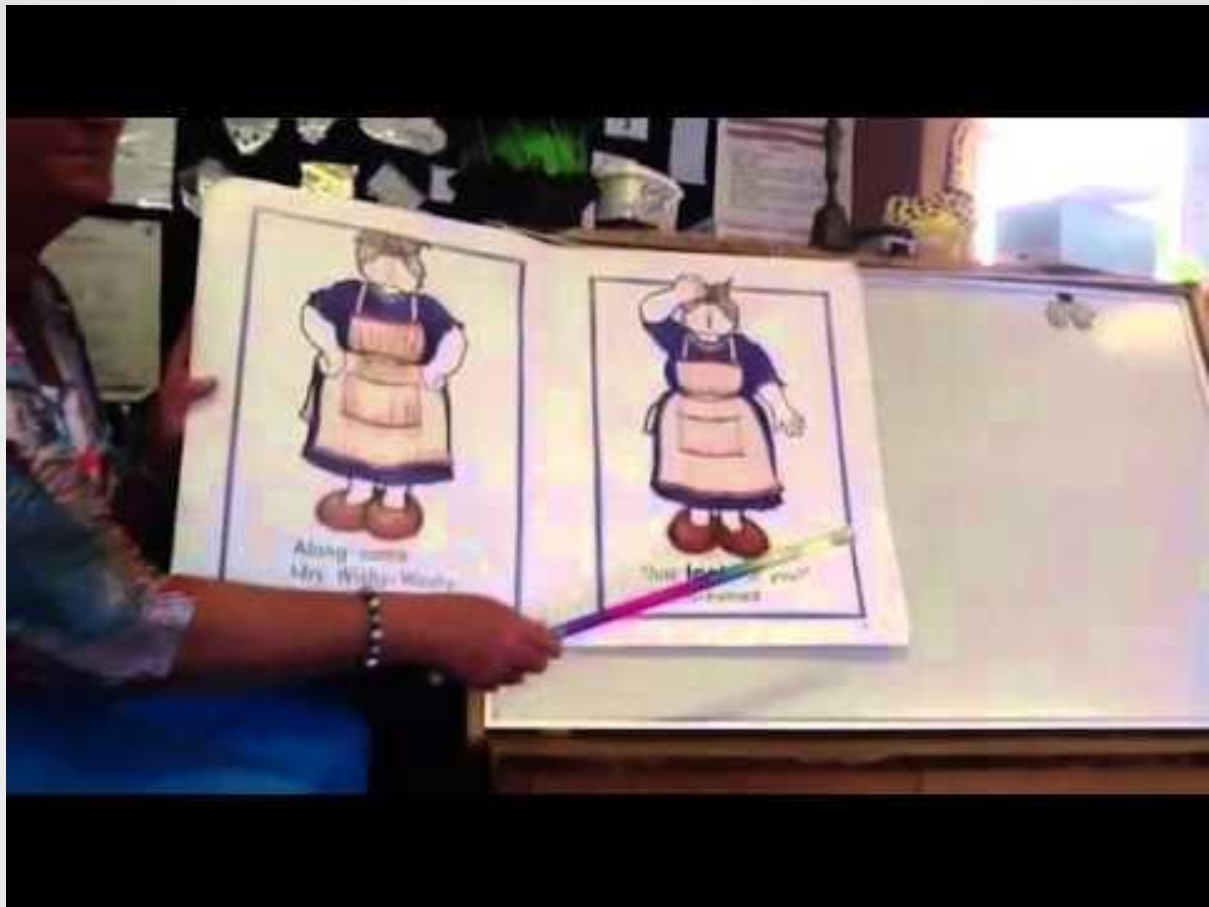
Shared Reading

- Children are seen as readers as they participate in or opt out of the reading.
- Children should be able to see the text (sitting side by side, using big books, or text projected on screen, etc.)
- Students observe an expert reading with fluency and with expression.
- Helps to develop concepts about print.
- Assists in making connections between background knowledge and new information.
- Introduces and teaches new vocabulary.
- Helps students develop a sense of story and increases comprehension.
- Increase familiarity through subsequent readings and students will soon read along confidently and successfully.



Concepts About Print Assessment

- Identify the front cover of the book.
- Identify the back cover of the book.
- Show or point to the title of the book.
- Show where to begin reading.
- Use her finger to show which way to go as the teacher reads the page.
- Show the teacher where to begin the next sentence.
- Point to each word as it is read (also known as one-to-one word correspondence).
- Point to the first and last words on the page.
- Frame one word (then two words) between her index fingers.
- Point to the first and last letters in a word.
- Frame first one letter and then two letters in a word.
- Name a few letters on the page that she recognizes.
- Identify a capital (big) and lowercase (little) letter on the page.
- Give the name or function of a period, question mark, exclamation point, quotation marks and comma.



<http://youtu.be/C2tQWowhPQ8>

Guided Reading

- Students are reading texts at their appropriate reading level.
- Teachers must know what understandings and behaviors each child in the group will bring to the reading as well as what supports and challenges the the book may offer.
- The teachers will guide the students as they read the text at their own pace.
- Text leveling is determined by running records.
- Skilled readers will attack unknown words by:
 - using the context of the story (looking at the pictures) - What makes sense?
 - looking at the beginning sounds / chunks / endings - What looks right?
 - checking to see if the words is structurally correct - What sounds right?



<http://youtu.be/B111bcxnOLo>

Prompts to Support Reading

“Try that again.”

“Does that make sense?”

“Does it look right?”

“Does that sound right?”

“What would you expect to see at the beginning? At the end?”

“Something wasn’t quite right.”

“Put your words together to make it sound like you’re talking.”

“How do you know?”



Stages of Reading Development

Exhibit 3. Stages of Reading Development

Stage	Name	The Learner
Stage 0: Birth to Grade 1	Emergent Literacy	Gains control of oral language; relies heavily on pictures in text; pretends to read; recognizes rhyme
Stage 1: Beginning Grade 1	Decoding	Grows aware of sound/symbol relationships; focuses on printed symbols; attempts to break code of print; uses decoding to figure out words
Stage 2: End of Grade 1 to End of Grade 3	Confirmation and Fluency	Develops fluency in reading; recognizes patterns in words; checks for meaning and sense; knows a stock of sight words
Stage 3: Grade 4 to Grade 8	Learning the New (Single Viewpoint)	Uses reading as a tool for learning; applies reading strategies; expands reading vocabulary; comprehends from a singular point of view
Stage 4: Secondary and Early Higher Education	Multiple Viewpoints	Analyzes what is read; reacts critically to texts; deals with layers of facts and concepts; comprehends from multiple points of view
Stage 5: Late Higher Education and Graduate School	A Worldview	Develops a well-rounded view of the world through reading

Source: Roskos et al., 2009.

8 Key Comprehension Strategies

Make Connections

Connect what you read to what you already know.



Infer

Use your own schema and clues from the book to understand what you read.



Create Images

Create images in your mind as you read.



Ask Questions

Ask questions to help you understand.



Determine Importance

Think about the most important idea!



Synthesize

Bring ideas together to make a new idea.



Monitor Understanding

Check to make sure you are understanding what you read.



Use Fix-Up Strategies

Use strategies when you get stuck on a word.



Resources

Reading To, With and By - by Mooney

The Read Aloud Handbook - Trelease

Matching Books to Readers - Fountas and Pinnell

Guided Reading - Fountas and Pinnell

The Next Step in Guided Reading - Richardson



Questions or Thoughts?