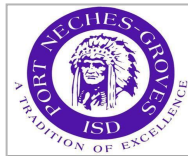


Developing Highly Qualified Paraprofessionals

Assisting the Teacher Module I: Reading



Port Neches-Groves ISD

Reading Objectives

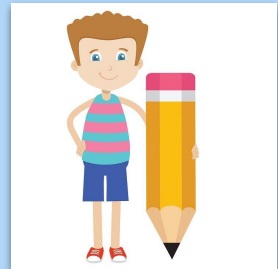
To meet the requirements of NCLB by developing highly qualified paraprofessional who possess

- Knowledge of, and ability to assist in highly qualified reading instruction
- Teach the components of reading instruction and reading development

Good Readers/Striving Readers

Good Readers

Striving Readers



Components of a Reading Program

- Oral Language
- Phonological and Phonemic Awareness
- Alphabetic Principle
- Word Study/Word Identification
- Fluency
- Vocabulary
- Comprehension

Article Study

Activity--“Beginning Reading”

- In groups of three or four students your assigned pages
- Capture the main ideas
- Record ideas
- Be prepared to share your ideas

Oral Language and Listening

- A strong foundation in oral language must be built to promote success in reading
- Listening and speaking go hand in hand
- Good listening skills will aid a student in developing good speaking skills

Listening Skills

Students must learn to become active listeners and to ask relevant questions

Model good listening skills

- Be attentive to the speaker
- Maintain eye contact with the speaker
- Encourage students to engage in conversation: “Tell me about your day”

Developing Oral Language

- Circle time experiences
- Read-aloud sessions
- Center time
- Small group or one-on-one instruction



Oral Language Assessment

- Observe students
- Monitor daily activities
- Keep anecdotal (written) records
- Collect samples of work
- Use checklists
- Conduct progress monitoring assessments

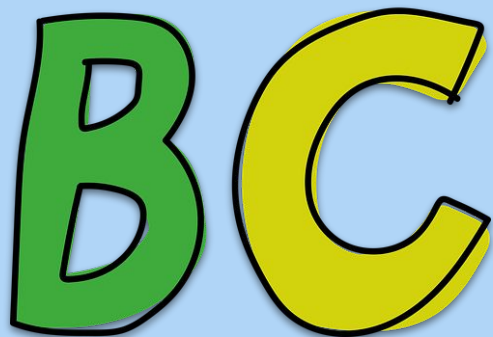
Phonemic and Phonological Awareness

Directly teaching phonological awareness, phonics, and comprehension skills in an environment that is literature and language rich, promotes a higher rate of success for students when they are learning to read.

Phonemic Awareness

- Phoneme-smallest unit of sound in spoken language
- Phonemic Awareness-the ability to hear, identify, and manipulate the phonemes in spoken words
- Phonics-the relationship between sounds and letters; it is a visual skill

Phonemes

A large, stylized blue letter 'A' with a black outline and a slight drop shadow.Large, stylized letters 'B' and 'C'. The 'B' is green and the 'C' is yellow, both with black outlines and slight drop shadows.

26 Letters

40 Phonemes in the
English language

Phonemic Awareness Activities

1. Isolate the sound

Example: The first sound in map is /m/

2. Blending

Example: /m/ - /a/ - /p/ is map

3. Segmenting

Example: The sounds in map are /m/ - /a/ - /p/

Phonemic Awareness Activity

How many phonemes?

- Map 3 phonemes
- Dog ___ phonemes
- Cheese ___ phonemes
- Clam ___ phonemes
- Shout ___ phonemes

Tap a pencil or clap for each phoneme heard

Phonemic Awareness Activity

Rhyming

- Students first learn to master RHYMING words--this helps them build patterns
 - Identify whether pairs of similar words are the same or different
 - Identify whether words begin or end with the same sound

Phonemic Awareness Instructional Strategies

- Onset--initial consonant or consonant cluster of a one-syllable word

Top /t/op

Shell /sh/ell

- Rime--the vowel and consonant following the onset

Top t/**op**/

Shell sh/**ell**/

Alphabetic Principle

- The ability to recognize that letters represent sounds
- Development
 1. Letter recognition
 2. Letter-sound correspondence
 3. Sounding out words
 4. Words into sentences

Alphabetic Principle Instructional Strategies

Letter Recognition

- Knowing the names of the letters in the alphabet
- Knowing the sounds of the letters

Alphabetic Principle Instructional Strategies

Letter-Sound Correspondences

- Teach more frequently used letters and sounds
- Establish a logical order of introductions

Alphabetic Principle Instructional Strategies

Sounding out words

- Important: a student will be able to sound out anything (decode), even gibberish, if taught letter-sound correspondence
- Can you sound out these words?
 - Tomtroy
 - Estergladen
 - Kiploganstein

Alphabetic Principle Instructional Strategies

Words to sentences

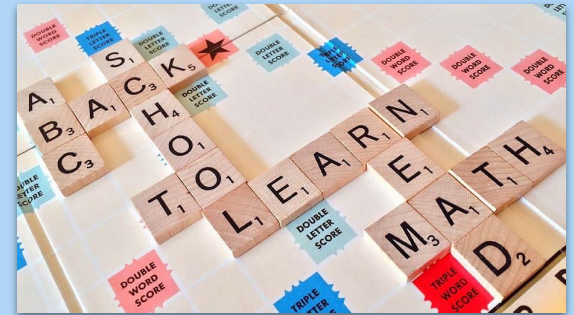
When students are able to read words in isolation, they are then able to put the words together and form sentences

Word Study/Word Identification

- Word analysis
- Word recognition
- Applying knowledge of letter sounds
- Alphabetic principle
- Root words
- Greek and Latin morphemes

Word Study/Word Identification Activities

- Structural analysis
- Word sorting
- Irregular word practice
- Word walls



Fluency

- Fluency is a combination of reading rate/speed, accuracy, and prosody
- Fluent readers are able to focus their attention on understanding the text and are therefore better able to interpret the text, make corrections, and analyze materials.

(NAEP, 1995)

Fluency and Automaticity

- Automaticity...
- Refers to a rapid and accurate level of word recognition
- Is achieved through many opportunities for practice on a regular basis with familiar/repeated text
- Is a precursor to effective fluency

Reading Fluency Levels

1. Independent Level--1 in 20 words are difficult (95% or above accuracy)
2. Instructional Level-1 in 10 words are difficult (90-95% accuracy)
3. Frustration Level-more than 1 in 10 words are difficult (less than 90% accuracy)

Comprehension

- Understanding what was read
- Learning from what was read and applying information

Comprehension assessment involves more than asking students questions to assess their understanding.

How do we instruct for Comprehension?

“Commonly, the instructional procedures for developing comprehension are to simply have students read material and answer questions.

...However, reading and answering questions is TESTING comprehension, not TEACHING comprehension.”

Assessment Drives Instruction

Determining what students know directs instruction



Different Types of Text

Narrative Texts

- Tell Stories
- Follow a familiar story structure
- Include story elements:
 - Characters
 - Setting
 - Plot
 - Resolution
 - Theme

Expository Texts

- Informational Text
- Are usually factual
- Present information in different ways
- Include informational books, content-area textbooks, newspapers, magazines, brochures, catalogues

Comprehension Instructional Strategies

The teacher instructs students on how to monitor understanding and comprehension by implementing the following:

- Before Reading Strategies
- During Reading Strategies
- After Reading Strategies

Comprehension Instructional Strategies

Graphic Organizers

- Help visual learner connect to information
- Help students remember important elements
- Guide students to think about a passage in an organized manner

K-W-L Chart

Used with expository texts

What I Know	What I Want to Know	What I Learned

Summary: Reading

- Components of an effective reading program
- Comprehension is the goal in reading
- Effective comprehension instruction helps students understand what they read and to become stronger readers.