Setting the Stage Reading

Match the concept with the appropriate definition

| | | |
|---|---|---|
| KWL Chart | | A. Reading at a level where support is needed and teachers provide assistance as students read |

**ASSESSMENT OF PARAPROFESSIONAL PROFICIENCY**
**STUDY GUIDE**

# READING

**Phonemic Awareness:**

In learning to read, a young child must first understand that our language is made up of [redacted]

[redacted]

for very young children to be given opportunities to develop oral language. Parents and

**Alphabetic Principle:**

As children come to understand the sounds of our language, we begin to associate the written word with the sounds. This is known as the alphabetic principle. Understanding the alphabetic principle leads to instruction in phonics or decoding. Young children learn the alphabet song by watching *Sesame Street* or hearing adults sing it to them. It is when the child associates the various sounds that these letters make with their letter names, that they begin to understand the alphabetic principle. Reading aloud to children from a word chart or big book and pointing out the words helps them understand the words are made up of letters that represent sounds. *Word Walls* are very good ways for a teacher to reinforce the alphabetic principle with children. The words are left on the classroom wall

**Text Selection and Fluency:**

As children begin to use their pre-reading skills to read simple books, the paraprofessional can assist them in selecting appropriate books to reinforce their reading skills. The paraprofessional should understand that there are basically three levels of reading used with a child in school:

- *Independent Level* - This is the level at which a child can read with limited or no assistance from an adult and will be able to understand what has been read. Children should be guided to select library books at their independent level, especially if the paraprofessional knows that the child is not likely to have someone to read with him at home. It is especially important for a struggling reader to select a book at his independent level so that he will be able to build his reading confidence. A new way to show a child how to select a book that is not

effective because of peer pressure. These students would benefit more by reading to a

[redacted]

# Setting the Stage-Reading

ANSWERS

| | | |
|---|---|---|
| KWL Chart | F | A - Reading at a level where support is needed and |

## Classroom Organizers

This strategy is designed for group instruction and can be used with either whole classes or smaller

*Step 4: Reading*

Students should be directed to read the text once they have focused both on what they know and what they want to find out form reading. Depending on the length and difficulty of the text and the class

composition, the text can either be read as a unit or can be broken into sections for reading and

The semantic map, summary, and questions included in Figure 1 and 2 are the results of one 7th grade student's effort related to science chapter on clouds. He had asked KWL just four times: his teacher noted that prior to this new strategy training, he could not summarize or develop questions to study for tests. It is important to note that he is a low-achieving student.

**Evaluation**

To evaluate the effectiveness of the strategy, four activities are particularly effective:

1. Keep copies of students' first worksheets and compare with those produced after several uses

2. Prior to introducing KWL informally, interview a few of your students about how they study for content material. After using the procedures for a few weeks, interview them again to see if they have a better grasp of their own possible strategies.

3. Keep records of student test results. If you teach two sections of the same course, use KWL in one section and not in the other. Compare the scores.

4. At the end of a set period of time, have students reflect on what they remember from their

# KNOW — WHAT TO KNOW — LEARNED (K.W.L.)

- Brings out students' prior knowledge.

- Helps students integrate what they know with what they have learned.

- Provides a way for students to verify what they know and to correct misconceptions.

**KWL Plus**

# K.W.L. STRATEGY SHEETS

| What I Know | What I Want To Find Out | What I Learned |
|---|---|---|
| | | |

| What We Know | What We Want To Find Out | What We Learned, Still Need to Know |
|---|---|---|
| | | |

**Categories of Information We Expect to Use**

1.

2.

3.

4.

5.

6

7

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# READING VOCABULARY

**Grapheme:** letters that represent speech sounds.

**Morpheme:** smallest unit of meaning.

affixed forms. Root words may be combined with prefixes, suffixes to form new words.

**Phonology/Phonological Awareness:** phonology is the study of sounds (phonemes) and how their environment influences them.

**Phoneme:** the smallest unit of sound that can be recognized as being distinct from other sounds in a given language. Different combinations of just 44 phonemes produce every word in the English

# STUDENTS WITH SPECIAL NEEDS CONSIDERATIONS

[redacted]

common to observe systematic explicit phonics instruction taking place. It is also common to have included among those children receiving services in these programs, many who experience what is known as *auditory processing deficits*. For those learners in particular, phonics is particularly

difficult because it requires an ability to make associations between sounds and symbols, and symbols and sounds. When a child's *auditory memory* is deficient, accurate recollection and association is impaired.

# PHONEMIC AWARENESS INCLUDES...

- Rhymes
- Alliteration – words that have repetition of initial consonants
    - Tongue Twisters Tie Texans
- Assonance – repetition of vowels within words
    - The fat cat sat on the mat
- Isolated speech sounds
    - Sounds may be associated with an object, animal, or action /s/ = hissing sound a snake makes
- Segmenting words into parts
    - What two words do you hear in "fire truck"?
- Blending sounds to make a word
    - /a/-/ti/= at
- Counting phonemes in words
    - How many sounds are in "is"?
- Identifying the beginning, middle, and final sounds
- Letter-sound association
- Substituting one phoneme for another
    - Change the /h/ in "hat" to /r/ — rat

As each child takes his turn, he says, "When I went on a picnic, I brought (apples, bananas, carrots, doughnuts, and (his contribution)!" He then passes the picnic basket to the next child.

*Picnic Variations* – Variations on this would be to use other containers, and items that are appropriate

*Segments of Words* – Use manipulatives, such as blocks, chips or cards to demonstrate to children

There is an outstanding web site to visit, which is sponsored by the Council for Exceptional Children

# ALPHABETIC PRINCIPLE

The Alphabetic Principle is the concept that

- Speech can be turned into print
- Print can be turned into speech
- Letters represent sounds in the language

Creating a print rich environment in your classroom is one way of providing students the necessary

# CONCEPTS ABOUT PRINT

Concepts about print begins at home, when parents read to their children, and the children begin to "see" a relationship between what the parents are saying, and the words on the printed page. Young children will often follow along with their fingers, and will memorize the story and ask "Can I read

Some commercially made charts have accompanying activities that can be fun and reinforcing.

Merely having them on display is not enough. For children to develop the concept of print, they will need to actively engage visually with the print. Using the charts, therefore, in frequent activities to

other words, the left-hand side has the upper case /A/, and the right-hand side has the lower-case /a/.

**Flash Cards**

Again, flash cards may not be the most dynamic way to master skills, but they are useful as a means

# COMPONENTS OF EFFECTIVE READING INSTRUCTION

- Language rich program: use of age appropriate literature, experiences for thoughtful [illegible]

discussions, songs, poems.

- Phonemic awareness: the understanding that our language is composed of words and [illegible]

the importance of making decoding and spelling instruction active. Calfee encourages "word work" 10-20 minutes of daily word play during which small groups of students construct words

Such interactive lessons treat students as "budding cryptographers" and problem solvers and integrate decoding with spelling (Calfee and Moran, 1993).

## Recommendations for Schools and Classrooms

Given the extensive research into effective reading practices, schools will need all of the components described below to have comprehensive, balanced programs.

## Early Literacy Program

Beginning in pre-school and continuing through the primary grades, schools must include

These activities support developing readers.

(Adams). Instruction in recognizing the shape that matches the letter name takes "time and practice and takes careful visual attention" (Adams). Research suggests important points to consider when teaching the alphabet:

- teach upper and lower case letters separately

letters when working with first graders with little letter knowledge.)

- incorporate printing into instruction in letters as a powerful means of developing letter recognition
- use letter/keyword/picture displays when introducing letter-sound instruction (Marilyn

The best instruction provides a strong relationship between what the children learn in phonics and the stories they read. There should be a "high proportion of the words in the earliest selections

of *Readers*). These selections also need enough high-frequency words so that the texts sound

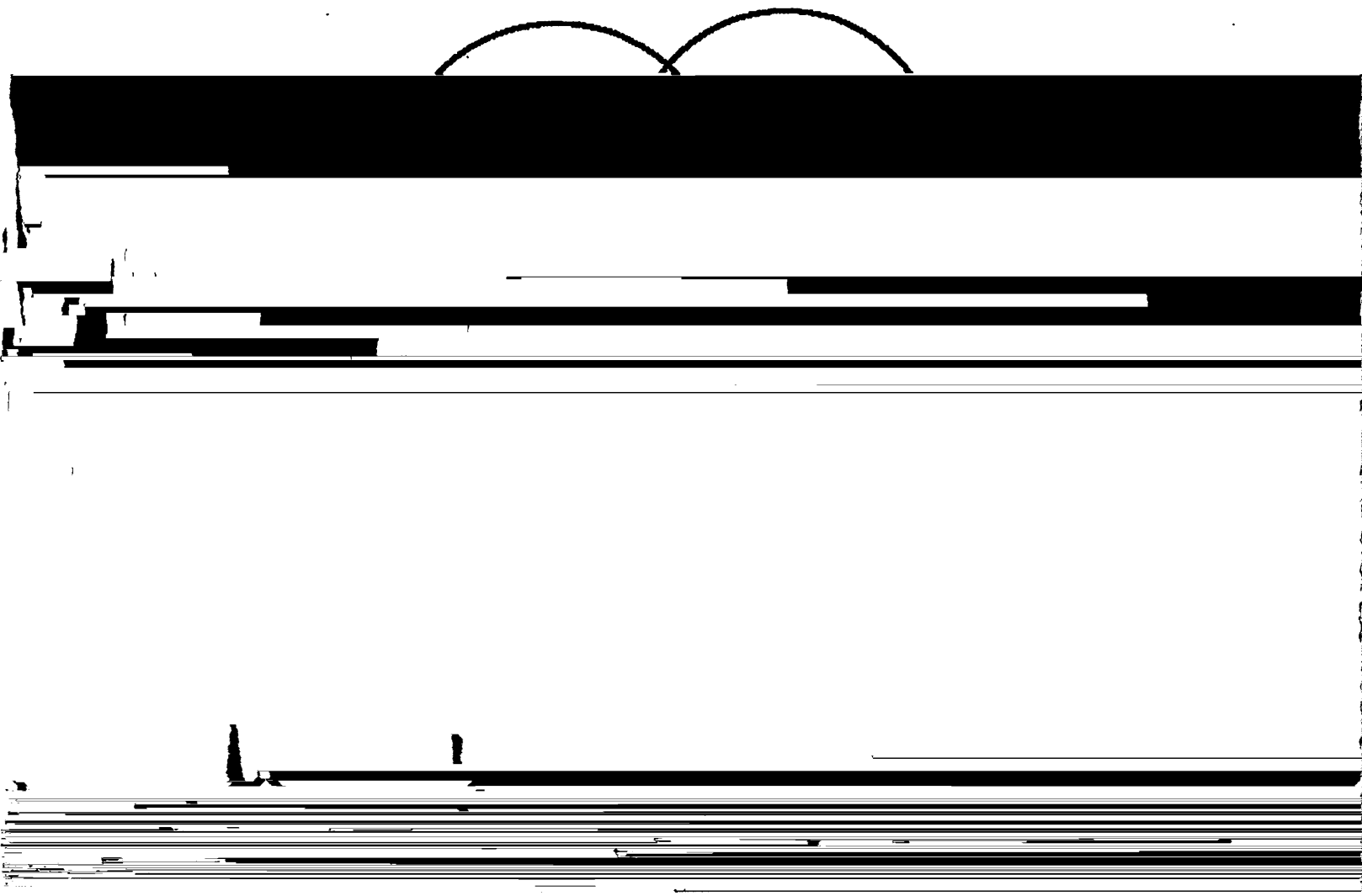
Opportunities to write stories, letters, and reports, as well as instruction in mechanics, grammar

and usage, should all be part of the wri ting program. Further, student-authored books contribute positively to a classroom library.

Schools should consider a number of different grouping strategies to reduce the span of skills so

Vocabulary development continues through extensive reading opportunities, during oral

trees.



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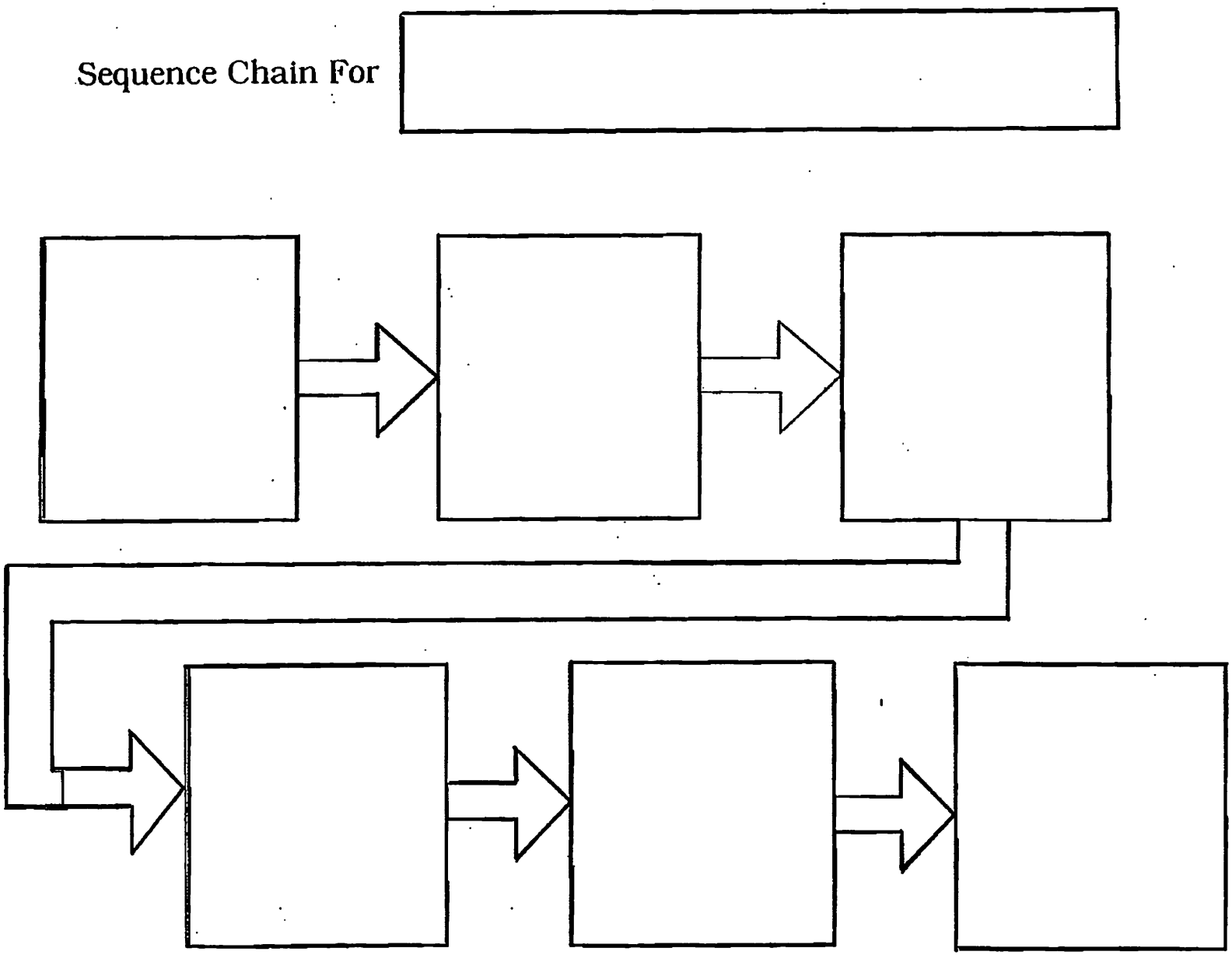

# Simple Story Map

Story Title: _____