
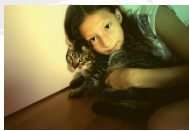




Reading at ISS

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Every reader is different

Kam Asha

Definition

What is reading? What kind of a reader are you?



Definition

Constructive: Prior knowledge
Strategic: Controlled for purpose
Lifelong: Continuous, refined throughout life

Good Readers

Accuracy: *I can read the words*
Fluency: *I can read accurately with expression*
Comprehension: *I understand what I read*
Expand vocabulary: *I know, find and use interesting words*

What do we want for our children?

- Strong readers who love to read, choose to read and share their reading.
- Wide ranging appetites for reading
- Giving to and getting from text
 - Healthy reading habits and behaviours
 - Reading goals and plans

Let a text inspire you to

- do something
- say something
- think something
- feel something
- make something

...that you've never done, said, thought, felt or made before.

Kathy Collins

Effective readers have

Time: Allow time to read at own speed

Texts: Just right

Teach: Demonstrate strategy, model thinking

Talk: Partners, problems, conversations, questions.

Thoughtful talk improves comprehension



How do we do it?

Readers Workshop

- Just right texts
 - not just decoding; **really reading**
- Varied
 - individual, partners, small group, whole class
- Student choice/teacher choice

Levels

Students aren't levelled,
books are levelled.

Ready to move when reading with fluency,
accuracy and comprehension.

Developmental

Emergent: Turning pages, using pictures, engaging

Early: Meaning making, word solving, looking for accuracy

Transitional: Words go together, reading with phrasing

98% Accuracy



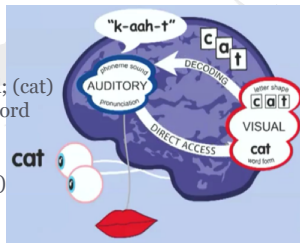
How do we do it?









Accordnig to rseecrah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe.

Decoding

1. Visual pathway:
Student sees printed word: (cat)
shape of letters, form of word
2. Decodes into K-A-T
(goes to auditory pathway)
3. Pronounces word: "Cat"



Decoding Strategies

What do you do when you come to a tricky word?	Look at the pictures. 	Is your mouth ready? 
Start again. 	Does that make sense? 	Say the word slowly. m-o-m d-o-g
Skip it, read on,  then go back.	Look for chunks. an in ing sh ack	Where have I seen that before? 

Comprehension

Tim Rosinski; Uni of Tennessee:

"For complete comprehension of a text you need to read it at least 3 times."

Visualising, Connecting, Questioning, Inferring

What do you see in your mind?



Visualising

"I get a picture in my mind..."

"I can see it..."

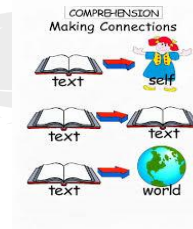
"It's like a movie in my head..."

"I visualized..."

*where, what, colour, size, shape, number, movement,
mood, time, perspective, sound, smell, look, feel, taste*



Making Connections



Questioning

Answering a question. What do you wonder?

"I wonder..."

"How come..."

"Why..."

"I'm confused..."

"I don't get it...."



Questions that grow meaning and conversations

- What makes you think so?
- Why do you think its like that?
- Where did you get that idea?
- Can you show me?
- What do you think the character is thinking?
- What do you think the character is saying?
- How do you know that?

The boat drifted in the middle of the lake.



What do you know from this sentence?

Inferring

"I think..."

"Maybe it means..."

"I'm guessing that..."

"I predict..."



Talk Talk Talk!

Remember:

Thoughtful talk improves comprehension

Good Readers

Have a social network and support

Can respond to their reading

Have reading tastes and preferences

Good Readers

Read something he/she chooses.

Can understand the text (comprehension)

Good Readers

Can write about something personally meaningful

Talk with peers about reading and writing

Listen to a fluent reader read aloud

Happy Reading!

References:

Supporting children with difficulties in reading and writing www.coursera.org

"How the Brain Learns to Read" Prof. Stanislas Dehaen <https://www.youtube.com/watch?v=25G13-kiLdo>

Making a strong Home-School Connection: Colena Larkney

Growing Readers: Kathy Collins

Strategies that work: Stephanie Harvey and Anne Goudiás

Reading Essentials: Regie Routman

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