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without walls

Teaching Reading to Students with Diverse Reading Levels

With **Amy Goldman**

February 9, 2011



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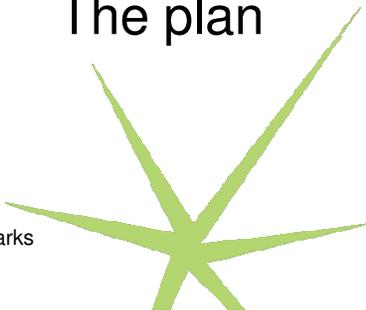
Biography of Presenter



- AMY GOLDMAN has worked in the New York City public school system for over 20 years, and is currently an Assistant Principal. She holds a Masters of Arts in Reading Instruction, a Masters of Science in Teaching English to Speakers of Other Languages (TESOL), and is certified in School Administration and Supervision. She began her career as a reading teacher for the Department of Education, and later became a literacy coach and staff developer for the New York City school system. Ms. Goldman has taught graduate level reading instruction courses and has conducted literacy workshops for the United Federation of Teachers (UFT).

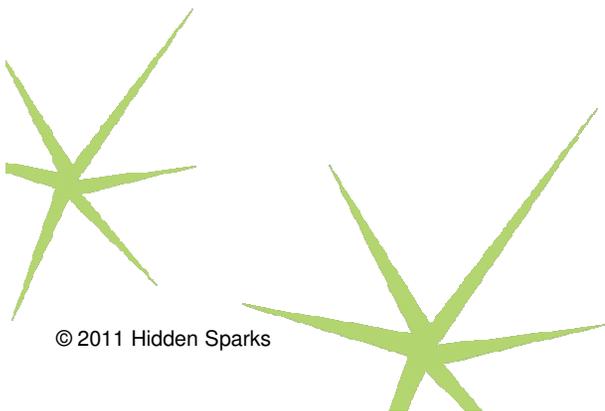
Overview Slide

- **Five Components of Reading**
Diagnosing the struggling reader
- **Stages of Reading Development**
Addressing all the different levels in your class
- **Four Blocks of Literacy**
Variety of models for literacy instruction
- **Types of Small Group Instruction**
Small group teaching options
- **Small Group Lesson Plan**
A template for guided reading lesson plans
- **Next Steps**
The plan



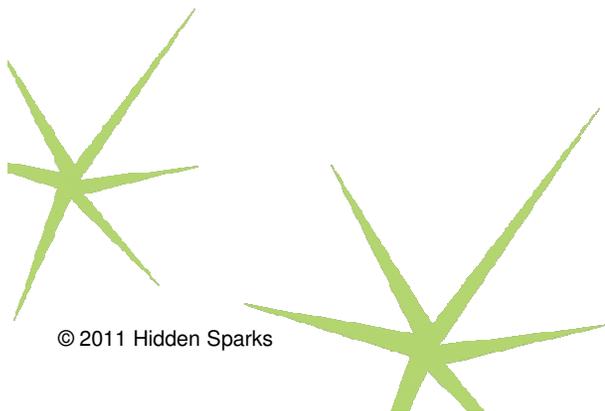
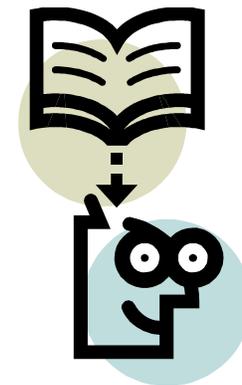
Goals of this Session

- To become familiar with reading skills necessary for all readers to excel
- To fine tune our way of teaching reading through a variety of models
- To plan appropriately for small group reading lessons



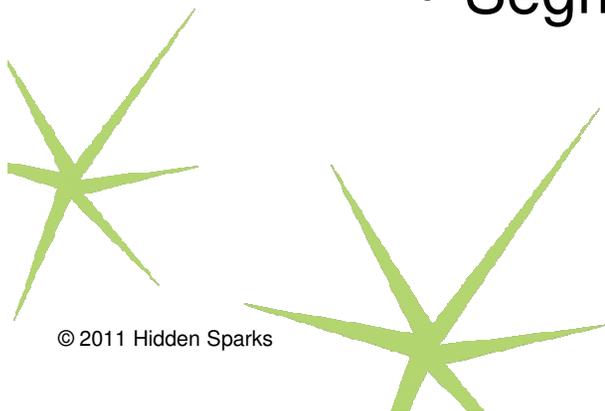
Five Components of Reading

- PHONEMIC AWARENESS
- PHONICS
- VOCABULARY
- FLUENCY
- COMPREHENSION



Phonemic Awareness

- Ability to focus on and manipulate individual sounds (phonemes)
- Proficiency includes:
 - Rhyme recognition and generation
 - Syllable clapping
 - Initial and final consonant identification
 - Blending
 - Segmenting



Phonics

- The knowledge of the relationship between speech sounds and the letters that represent them
- Proficiency includes:
 - Alphabet recognition
 - Alphabet writing
 - Spelling
 - Decoding
 - Word structure



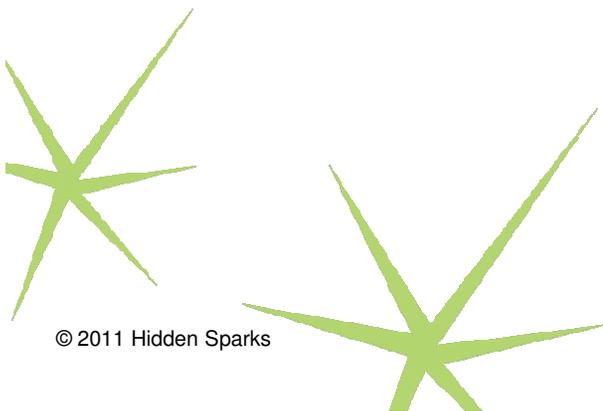
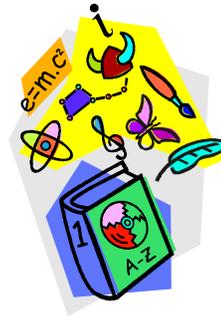
Fluency

- The ability to read accurately, quickly, expressively, with good phrasing and comprehension
- Proficiency includes:
 - Automaticity
 - Sight word vocabulary
 - Prediction with phrases and clauses
 - Inflection
 - Attention to punctuation



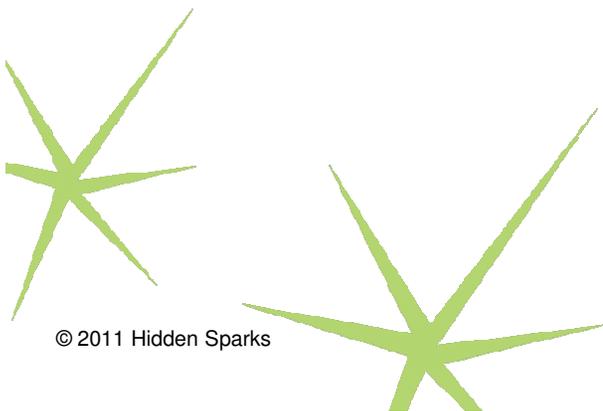
Vocabulary

- Knowledge of words we need to understand in order to communicate in reading, writing, listening, and speaking
- Proficiency includes:
 - Word structure
 - Use of context clues
 - Synonyms, homonyms, antonyms
 - Tier I, II, and III words



Comprehension

- Understanding and interpreting what you read
- Three levels of comprehension:
 - Literal
 - Inference
 - Application
- Bloom's Taxonomy

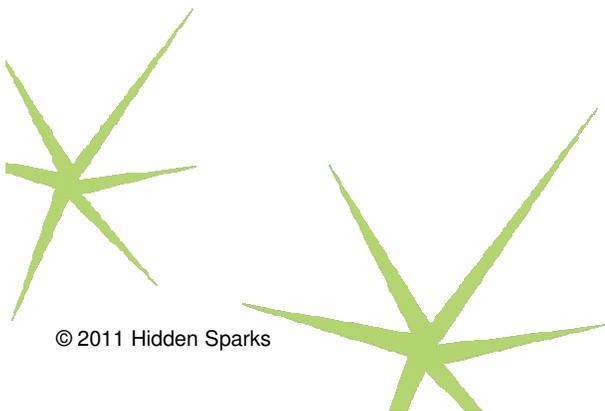


Stages Of Reading Development

- **EMERGENT**
 - Print has meaning, some directionality, recognizes some high-frequency words, relies on pictures for meaning, relies on patterns, some initial sounds
- **EARLY**
 - Recognizes high-frequency words, pictures confirm meaning, uses syntax for meaning, starts to self-monitor, can retell, uses patterns to read new words
- **TRANSITIONAL**
 - Greater sight word vocabulary, uses all three cueing systems (MSV), multiple strategies for difficult words, summarizes, longer texts (early chapter books)
- **FLUENT**
 - High sight word vocabulary, consistently self-monitors, long texts with deep meaning, interprets, notes author's craft, reads for a variety of purposes

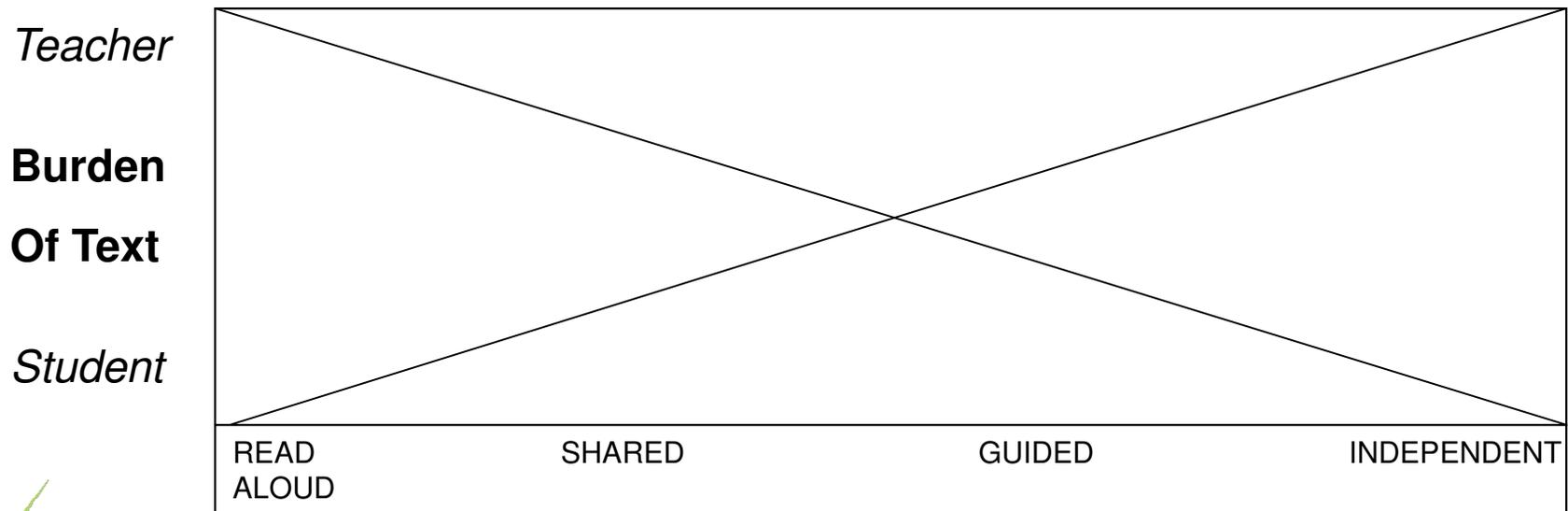
The Four Blocks of Balanced Literacy

- **READ ALOUD**
- **SHARED**
- **GUIDED**
- **INDEPENDENT**



Four Blocks of Balanced Literacy

When do you use which model?



Types of Small Group Instruction

Strategy Lesson

vs.

Guided Reading

- *less formal- even spontaneous
- *2-6 students with similar need
- *all in different books
- *one skill in focus
- *teaching point stated at start
- *approximately 7-10 minutes
- *usually meets once as group

- *more formal- always planned
- *4-6 students on same reading level
- *all using same text for this lesson
- *may address more than one skill
- *lesson objective after read
- *approximately 15-20 minutes
- *meets 2-3 times, or as needed



Guided Reading Lesson Plan

1. Student selection
2. Text level and genre
3. Book Introduction
 - Summary
 - Challenges
 - Motivator
4. Observation of students
5. Lesson teaching point
6. Follow-up



Guided Reading Lesson Plan Template

Students:

Skill in Focus: _____ Title: _____ Level: _____

Book Introduction

Summary:

Challenges: *Word(s), page, pronunciation/meaning*

Motivator: _____

Observation of Students

- Student Name: Noticings...
- Student Name: Noticings...
- Student Name: Noticings...
- Student Name: Noticings...

Lesson Teaching Point

Student objective and strategy

Follow-up

What you will do with these students to reinforce this lesson (homework and/or tomorrow's lesson)

Guided Reading Lesson Plan

Students:

Moe Larry Curly

Skill in Focus: Main Idea Title: Cinderella Level: P/GRL 5

Book Introduction

- Summary: This is a story about a girl named Cinderella, who has to overcome a difficult family life, and triumphs over them all. Since this is a fairytale there is going to be an element of magic.
- Challenges: *sinister- page 2- means evil*
Drizella- page 2- is pronounced Dri`zella
- Motivator: Let's read the beginning of this book today and find out what this mean family does to Cinderella and where help comes in an unusual way..

Observation of Students

- Moe:** Reads at a fast pace without monitoring decoding errors, asked what word ____ meant and said didn't know. Taught him to re-read for meaning.
- Larry:** Read fluently, asked to recall details and could not, reminded him to stop at end of page or part and summarize in head (while referring back to text for support).
- Curly:** Uses a lot of substitutions while reading, had him track and pay closer attention to initial consonants.

Lesson Teaching Point

Today I want to teach you how to get the main idea, what the story is mostly about. One way to do this is by recalling across your fingers or jotting (depending on the different learners in the group) the story events thus far and then asking yourself 'What is this mostly about?' Try to say it in one sentence,

Follow-up

For homework: Each receives a passage on their level with a graphic organizer where they can jot the details then formulate the main idea in a sentence.

Tomorrow: Meet with this group to continue story, state the main idea for the next portion of text. If they can do it with accuracy move on to determining important details, if not re-teach main idea with new strategy such as a flowchart for sequence of story events.

Resources

Quick Summary

- ✓ Diagnose individual readers
- ✓ Create a plan including all four blocks of literacy
- ✓ For small group instruction arrange based on common needs

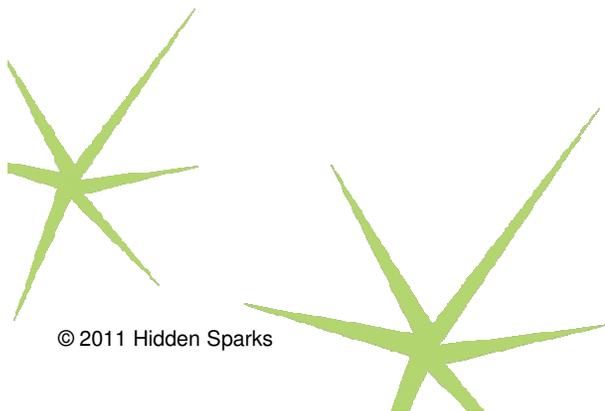
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- ❖ Fountas, Irene, & Pinnell, Gay Su (2000). *Guiding Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann.
- ❖ Cooper, J. David (2000). *LITERACY Helping Children Construct Meaning* (Fourth Edition). Houghton Mifflin Company.

Upcoming Hidden Sparks Without Walls Sessions

Wednesday, March 2, 2011	Non Frontal Review Techniques for the Classroom, with Rivkah Dahan, MEd
Tuesday, May 17, 2011	Assessment and Differentiated Instruction, with Dr. Jane Gertler

For more information visit: www.hiddensparks.org



About Hidden Sparks

Hidden Sparks is a non-profit fund whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit. Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 21 Jewish Day Schools/Yeshivot in New York and 7 in Boston, through a partnership with Gateways: Access to Jewish Education.



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