

Reading Strategies

新北市南勢國民小學

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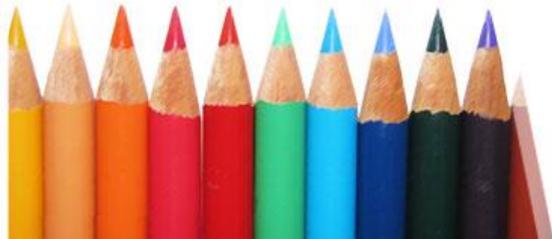


Indiana State Reading Standards

- Students will read emergent-reader texts with purpose and understanding. With prompting and support, students will ask about unknown words in a text and recognize that words have a meaning. Students will recognize when a word is not understood in the context of story.

Murphy School Statistics

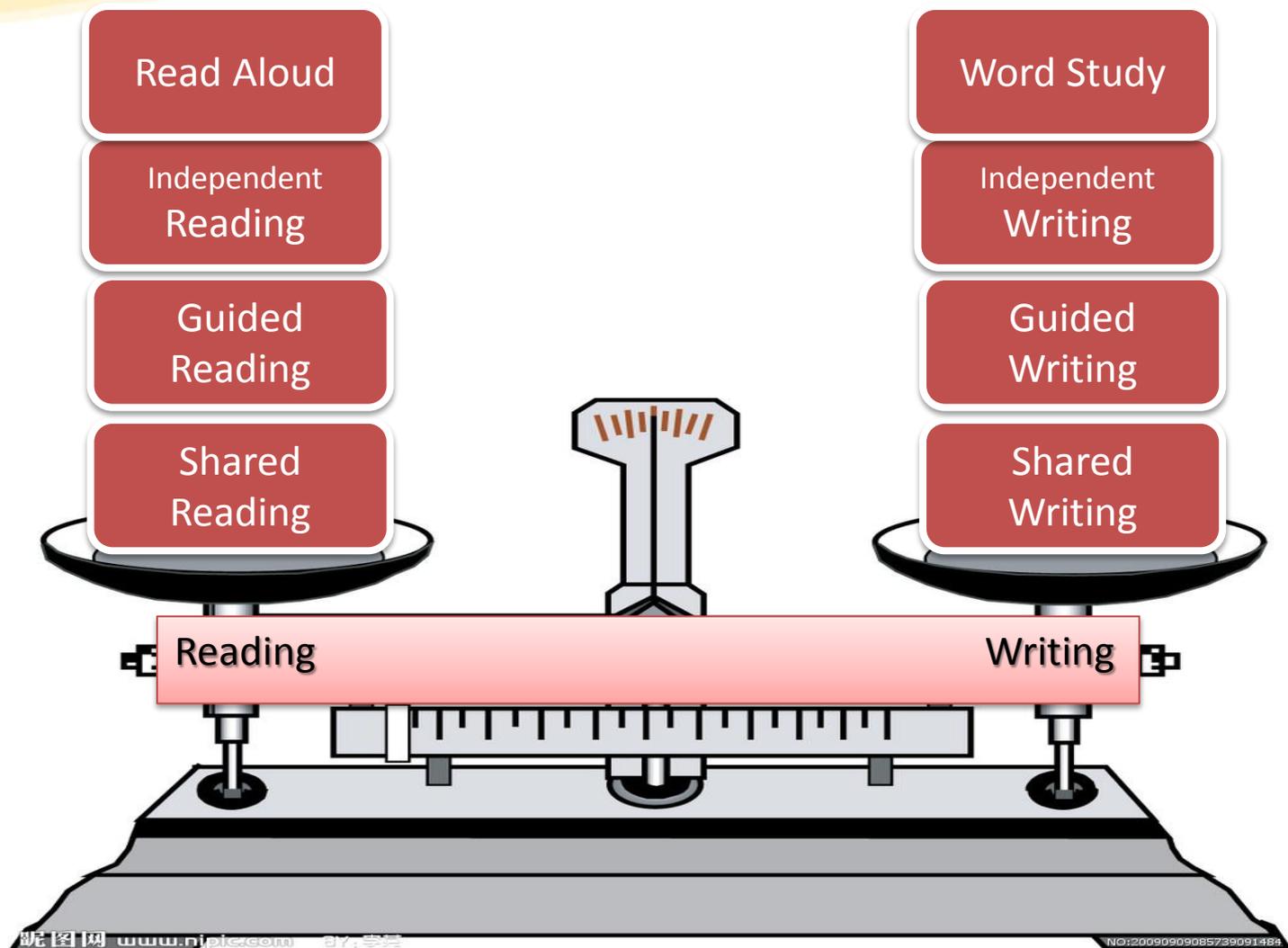
- ◆ 7 languages represented within the population
 - ⊕ Arabic, Mandarin, Masadonian, Philipino, Portuguese, Romanian and Spanish
- ◆ Bilingual population has remained stable over the past 10 years.



Balanced Literacy Model

- A comprehensive, differentiated approach to reading and writing instruction.
- A framework designed to help all students learn to read and write effectively, releasing responsibility.
- More efficient use of time

Balanced Literacy Model



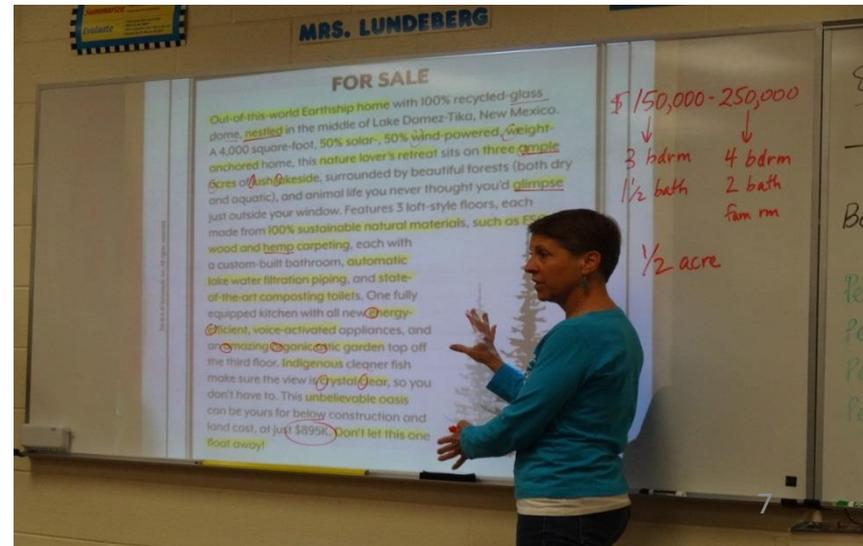
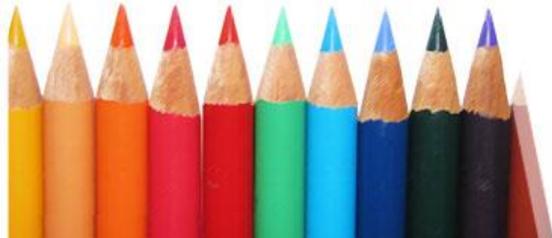
Shared Reading

- Teacher reads interesting and appropriate material with students
- Builds comprehension
- Develops fluency, phrasing, vocabulary, phonics and phonemic awareness



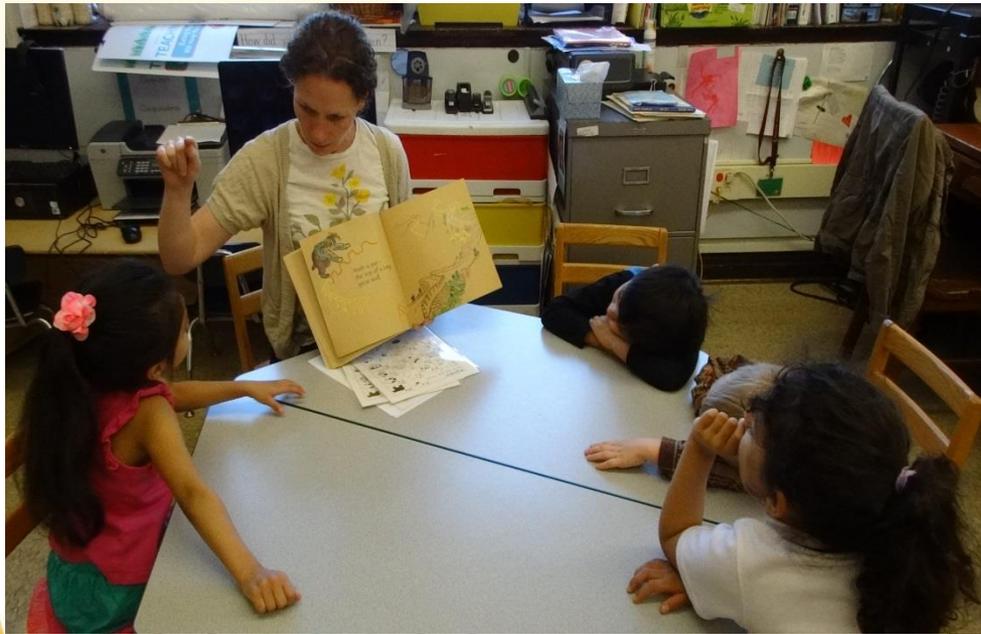
Shared Reading

- Teacher and students read text together
- All eyes on same text
- Teacher models use of skill/strategy
- Particular text type or genre
- Phrasing, intonation and fluency



Guided Reading

- Teacher works with small, flexible groups of children who have similar reading strengths and needs



Guided Reading

- Students are taught skills and strategies at their instructional level.
- Each child reads a complete piece of text at their own pace.
- The emphasis is on reading increasing challenging text over time.



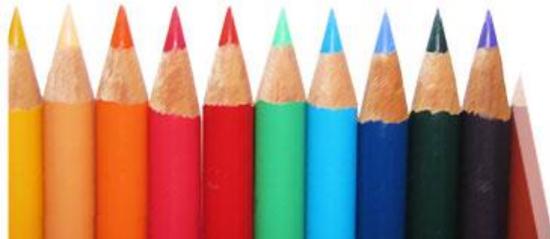
Independent Reading

- Students read appropriate, interesting, and self-selected text independently.
- Students practice and apply reading strategies



Independent Reading Text

- Text read before
- Library book
- Personal book
- Classroom library materials
- Newspaper/ Article
- Magazine



I PICK Good Fit Books

- I choose a book
- Purpose What is the purpose for reading the book
- Interest Is the topic of the book interesting to me
- Comprehension Do I understand what I am reading
- Know When I open to the middle of the book, can I read most of the words on the page

I PICK Good Fit Books

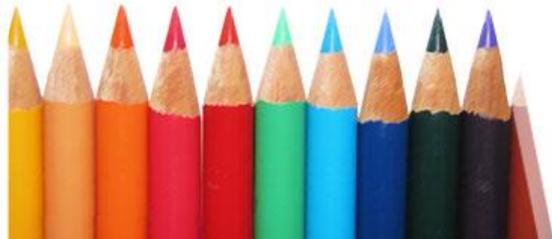


Classroom leveled books



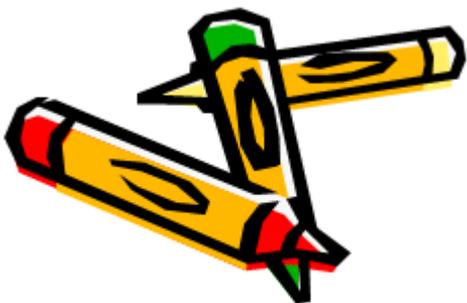
Read Aloud

- Teacher reads selections aloud to students
- The teacher reads aloud materials that are at students' listening level but may be above their reading level.
- Uses think aloud to model reading strategies
- Develops vocabulary
- Demonstrates fluent reading
- Exposes students to a variety of genres and materials
- Students explain, question, and explore ideas in what they have heard



Daily Five

- Read to Self
- Read to Someone
- Word Work
- Listen to Reading
- Work on Writing



Daily Five-1

Read to Self



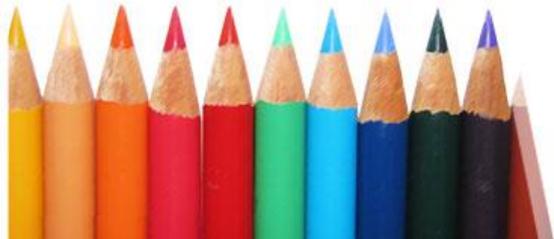
Daily Five-2

Read to Someone



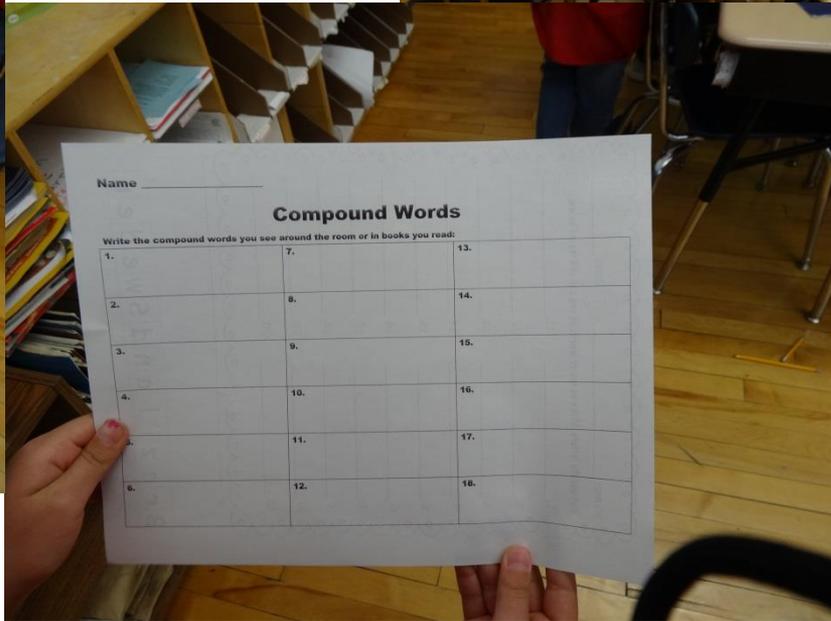
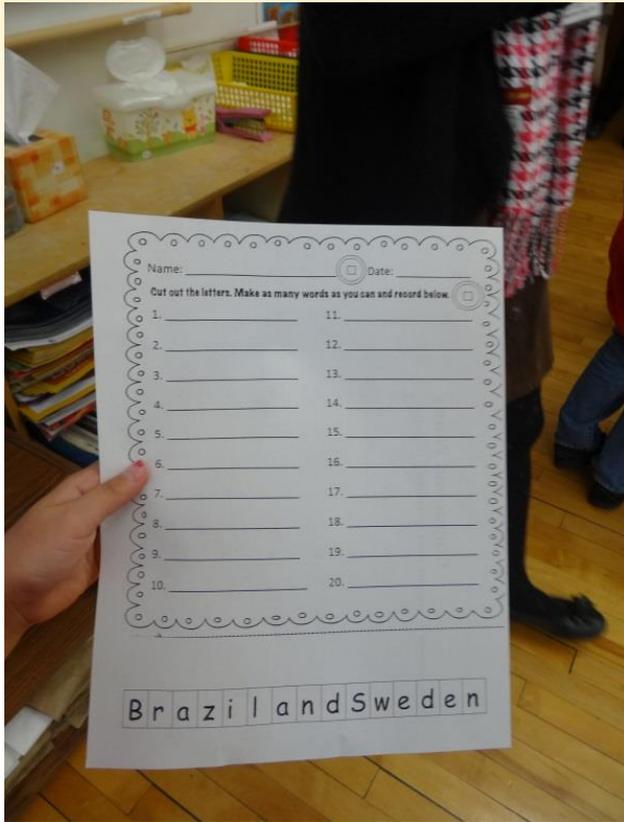
Paired Reading Directions

- Each person needs a copy of the reading material
- Partners sit next to each other, ear to ear, facing in opposite directions
- One person quietly reads aloud a paragraph or two
- The other person asks a question about the selection
- The reader answers the question.
Discuss if needed.
- Switch roles and continue reading.



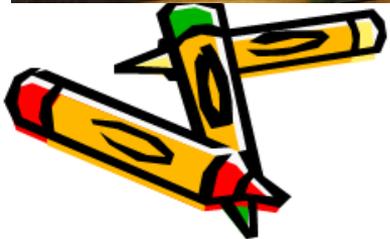
Daily Five-3

Word Work



Daily Five-4

Listen to Reading

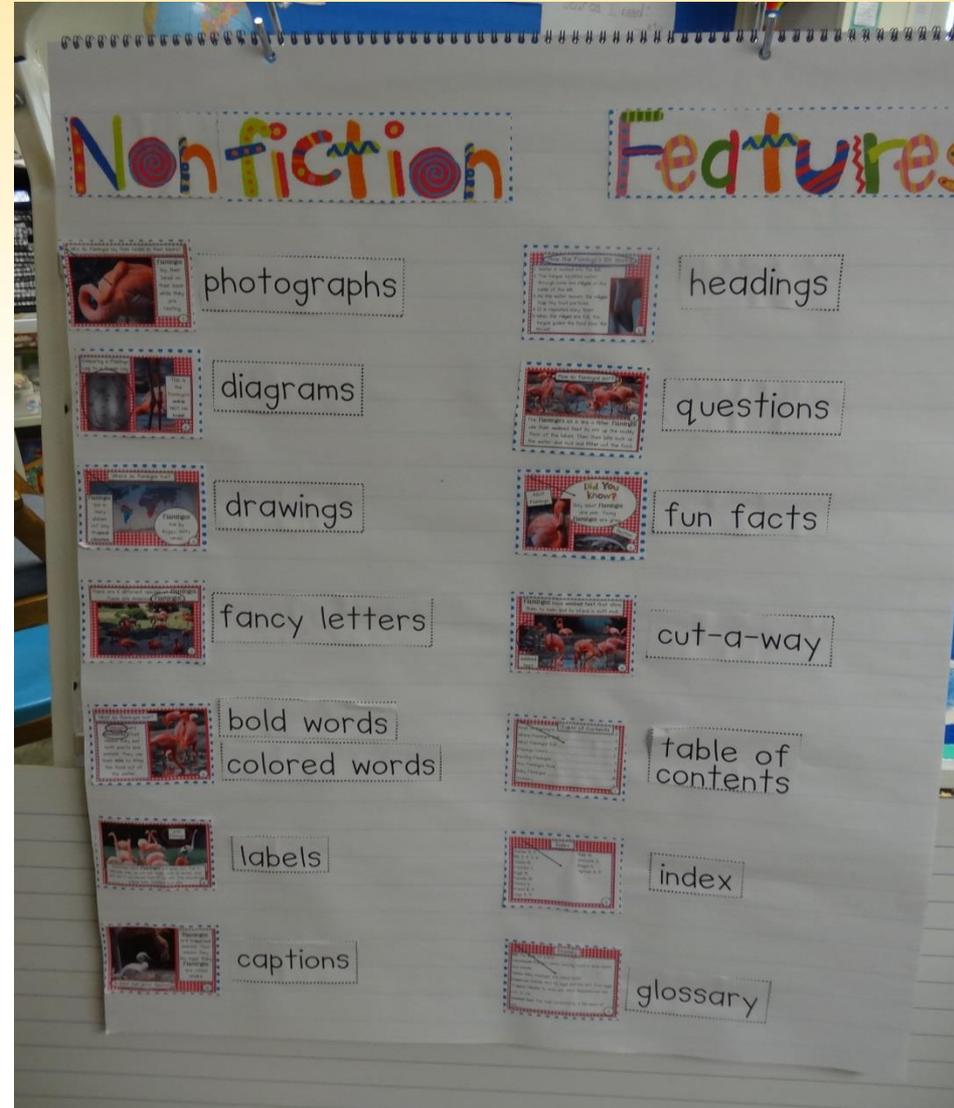
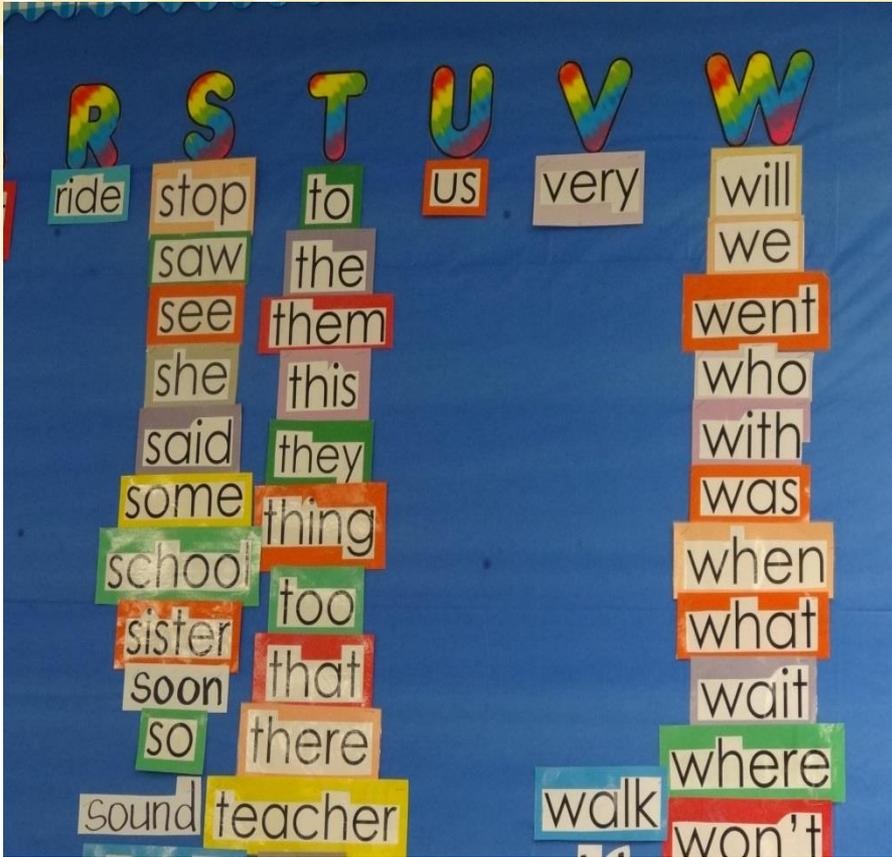


Daily Five-5

Work on Writing



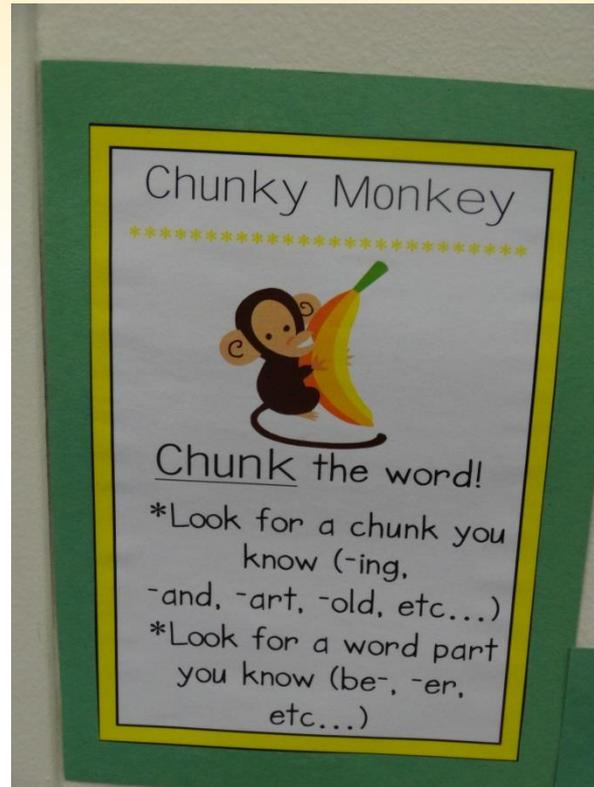
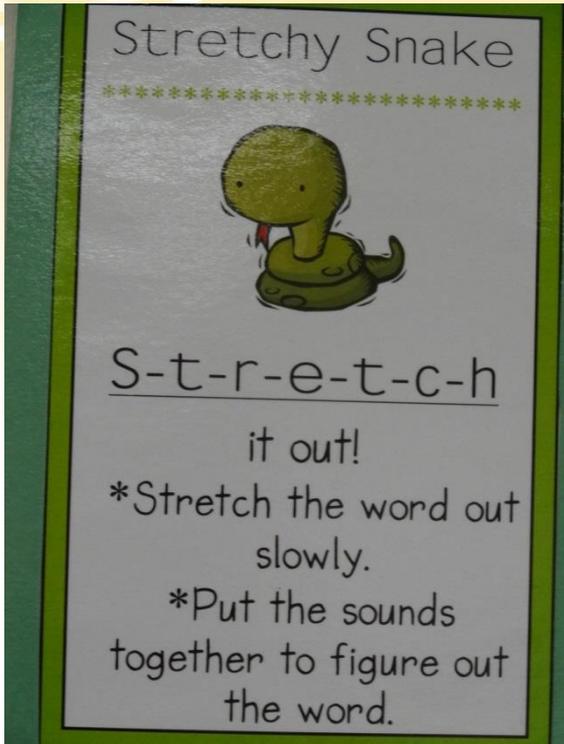
Classroom Decoration



Classroom Decoration



Classroom Decoration



Classroom Management

I Work Hard
I work hard everyday. 
I learn in many ways.
I locate all the clues,
and decide what to do! 

I work, work, work hard ever
I think, think, think in many
I locate all the clues,
and decide what to do! 

WE ARE HARDWORKER
WE WORK HARD EVERY

★ If you are
WILLING to do
TODAY
what others won't,
you will be ABLE
to do
TOMORROW
what others can't.
★

135
2



CLASSROOM EXPECTATIONS

Respect

-  Use kind words
-  Raise hand
-  Be honest

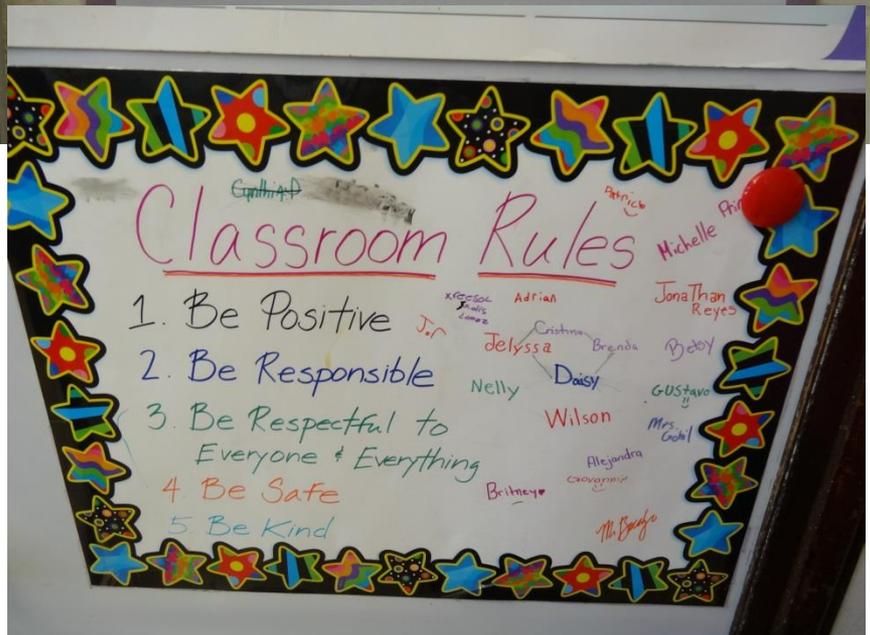
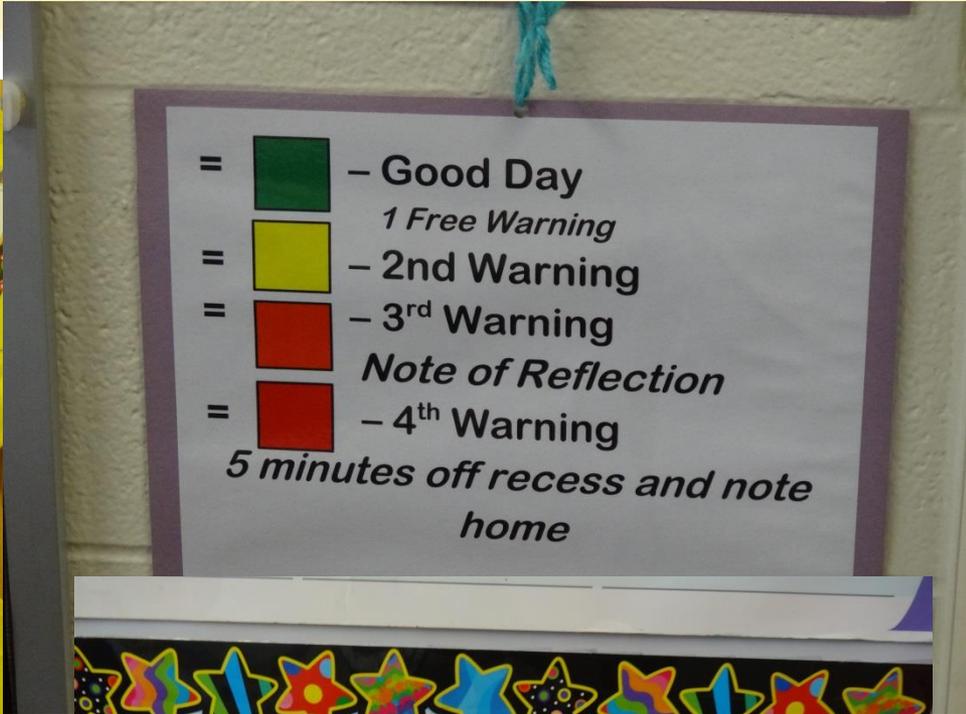
Responsibility

-  Quiet hands and quiet voices
-  Eyes on speaker
-  Good listeners
-  On time and prepared

Right Choices

-  Hands to self
-  Own your own behaviors/actions
-  Do your best... participate
-  Proper use of materials

Classroom Management



Classroom Management



When Done

Always - ① Finish any MUST DO

- Write
- Job
- Reading
- Math game alone
- Fast Math
- Quizzes
- 5 min + 1 min. tests

When Can I Sharpen Pencils?

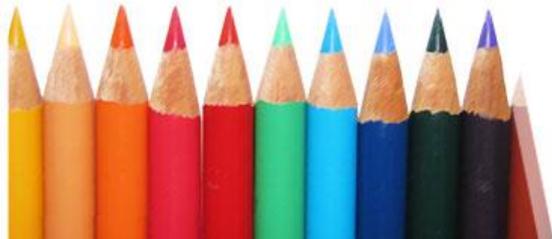
- ✓ Before 9:00 a.m.
- ✓ After recess
- ✓ During bathroom breaks
- ✓ Work time - once
- ✓ Emergency - teacher gives permission

Where?

- On coat rack
- White rounder - black table
- Black rounder - front table
- Borrow a friend's

Reflection

- Most school 100-120 minutes of learning time
- Teachers work together; you're not alone.
- Professional institutions provide teaching strategies.



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