

Reading – Opening Doors

Assistive Technology- assists individuals to complete tasks. The student requires its use because it can't be accomplished any other way.

Instructional Technology- assist students in acquiring information. Is used for a period of time to acquire or reinforce a certain skill.

Evidence-Based Assessment

- Center for the Improvement of Early Reading Achievement (CIERA)
- Information from The National Institute for Literacy (NIFL)
- **Phonemic Awareness Instruction**
- **Phonics Instruction**
- **Fluency Instruction**
- **Vocabulary Instruction**
- **Text Comprehension**

Phonemic Awareness Instruction

- Phonemes - the smallest parts of sound in a spoken word that make a difference in the word's meaning
- used in Recognizing which words in a set of words begin with the same sound
- isolating and saying the first or last sound in a word
- combining or blending the separate sounds in a word to say the word
- breaking, or segmenting a word into its separate sounds

Phonics Instruction

- Needs to be systematic
 - the direct teaching of a set of letter-sound relationships
 - individuals learn to decode using the letter-sound relationship
 - learn to spell words and to write their own stories with the letter-sound relationships they are learning

Fluency Instruction

- Important as it's the bridge between word recognition and comprehension
- Development is gradual over time
- Difference between more fluent readers and less fluent readers

Fluency is not a stage of development - recent study by National Assessment of Education Progress (NAEP) found that 44% of a sample of the nation's 4th graders were low in fluency. There was a close relationship between those who scored lower on fluency that also scored lower on measures of comprehension.

Vocabulary Instruction

Research Reveals

- Most vocabulary is learned indirectly
 - Engage in daily oral language
 - listen to adults read to them
 - read extensively on their own
- Some vocabulary must be taught directly.
- Develop effective word-learning strategies
 - how to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings
dictionaries, glossaries, and thesauruses
 - how to use information about word parts to figure out the meanings of words in text
 - how to use context clues to determine word meanings
- Using word parts
 - suffixes, prefixes, base words

Text Comprehension

- **Some Comprehension Strategies**
 - Identify where difficulty occurs
 - Identify what the difficulty is
 - restate the difficult sentence or passage in their own words
 - Look back through the text
 - Look forward in the text for information that might help them to resolve the difficulty.
- **Strategies**
 - **Monitoring comprehension**
students should monitor their own comprehension
 - be aware of what they do understand
 - identify what they do not understand
 - use appropriate "fix-up" strategies to resolve problems in comprehension
 - **Using graphic and semantic organizers**
 - **Answering questions**
 - **Generating questions**
 - **Recognizing story structure**
Setting, initiating events, internal reactions, goals, attempts, outcomes
 - **Summarizing**
identify or generate main ideas
connect the main or central ideas
eliminate redundant and unnecessary information
remember what they read