

Parents as Partners

Reading Evening



Allendale Board of Education

February 23, 2016
Hillside School

Reading is a Developmental Process

Reading means:

- * decoding words
- * comprehending text

Adequate instructional time is devoted to:

1. Phonemic awareness skills and phonics skills
2. Spelling
3. Reading fluency and automaticity
4. Reading comprehension strategies

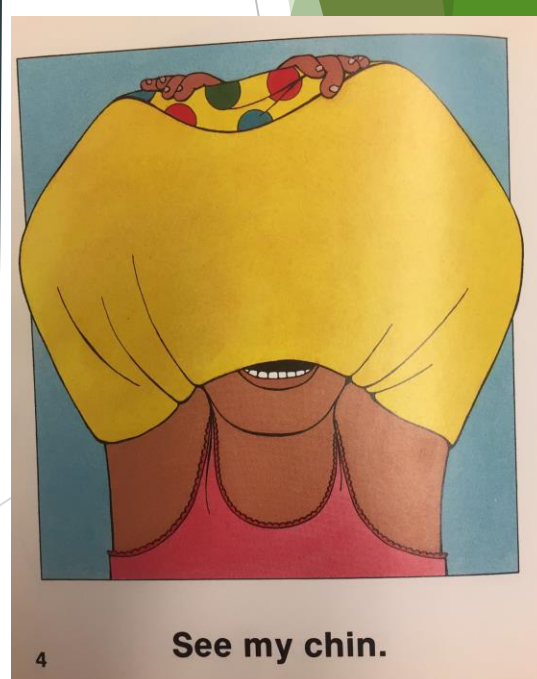
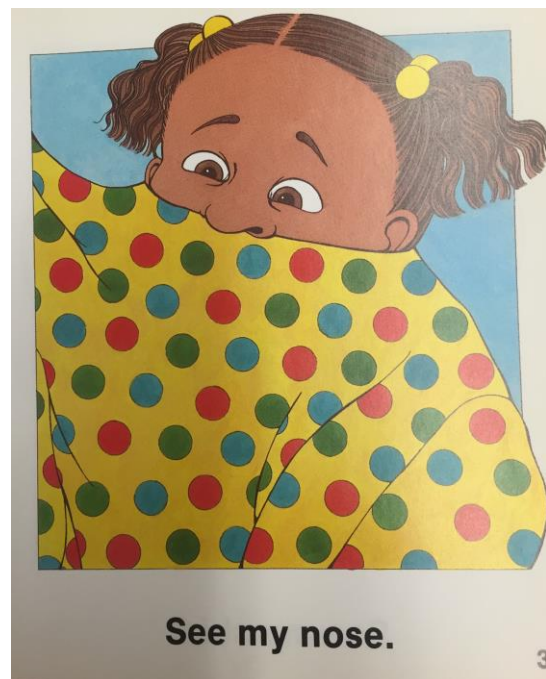
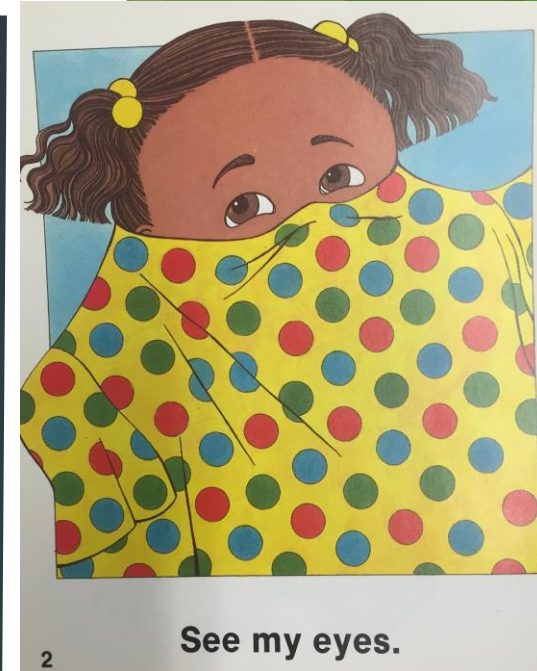
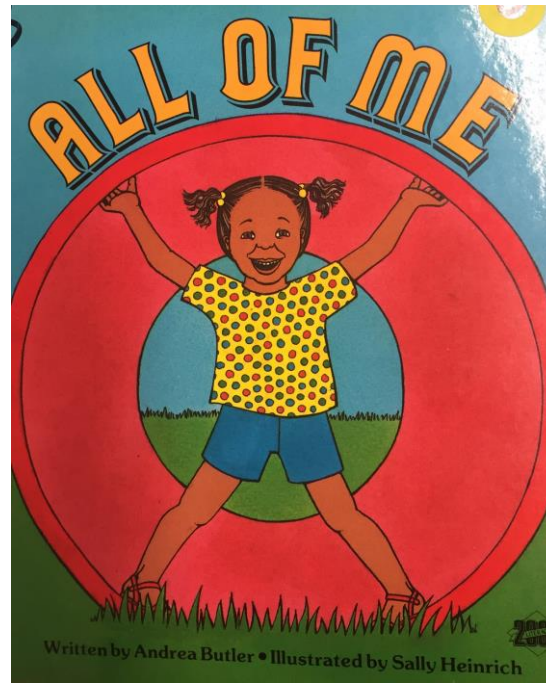


What are the Developmental Stages of Learning to Read?

There are distinct stages of development across the continuum of learning to read, and there are specific reading behaviors that can be identified at each of these stages.

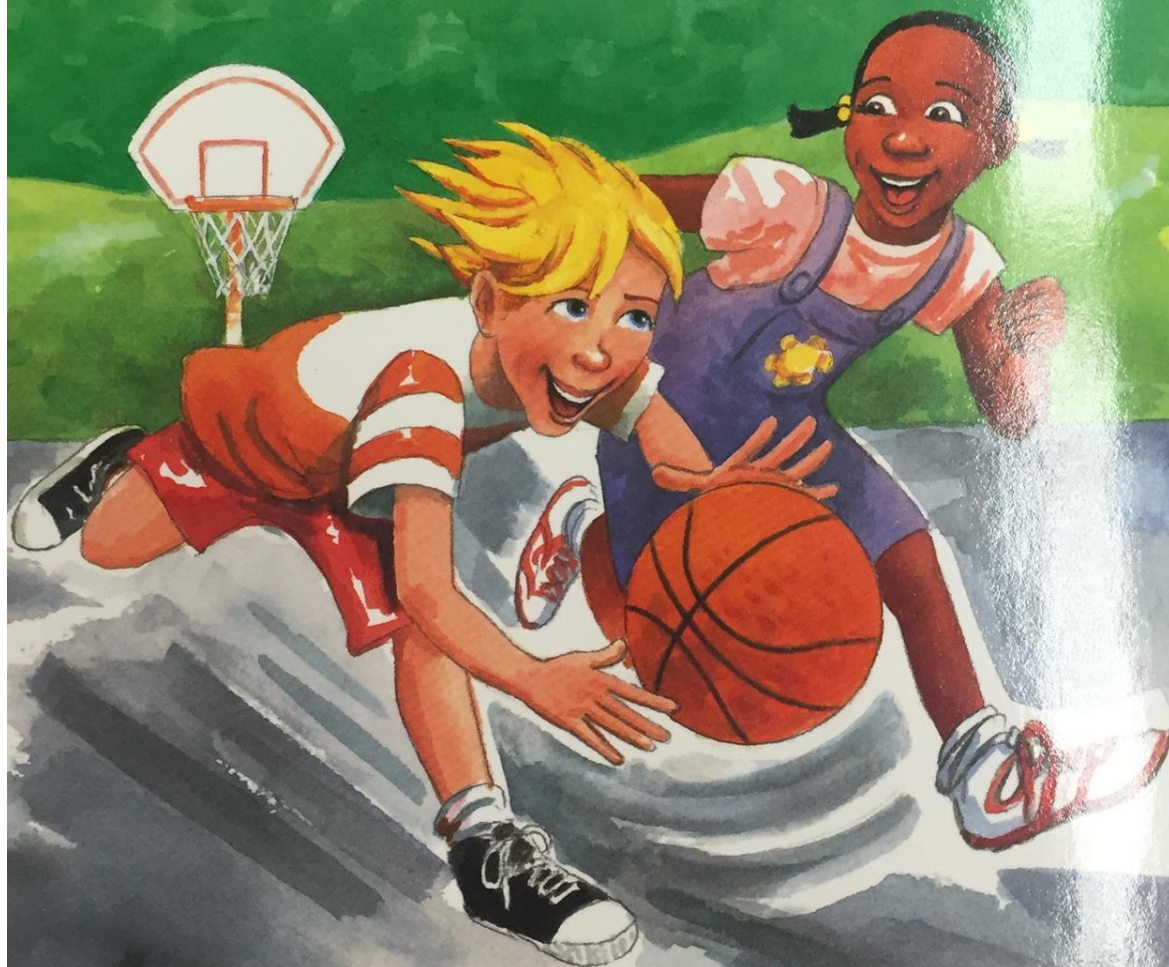
- Emergent Reading Stage (typically pre-K to early Kindergarten)
- Early Reading Stage (typically Kindergarten to early Grade 1)
- Transitional Reading Stage (typically late Grade 1 to Grade 2)
- Fluent Reading Stage (typically Grade 3 and higher)
 - a. Evolving Reader
 - b. Maturing Advanced Reader

Emergent Stage



Fountas & Pinnell Levels A-C

Two Baskets



by Joanna B. Guinther
Illustrated by David Sheldon



Early Stage

Fountas & Pinnell Levels D-G

Transitional Stage

CYNTHIA RYLANT



POPPLETON in Winter



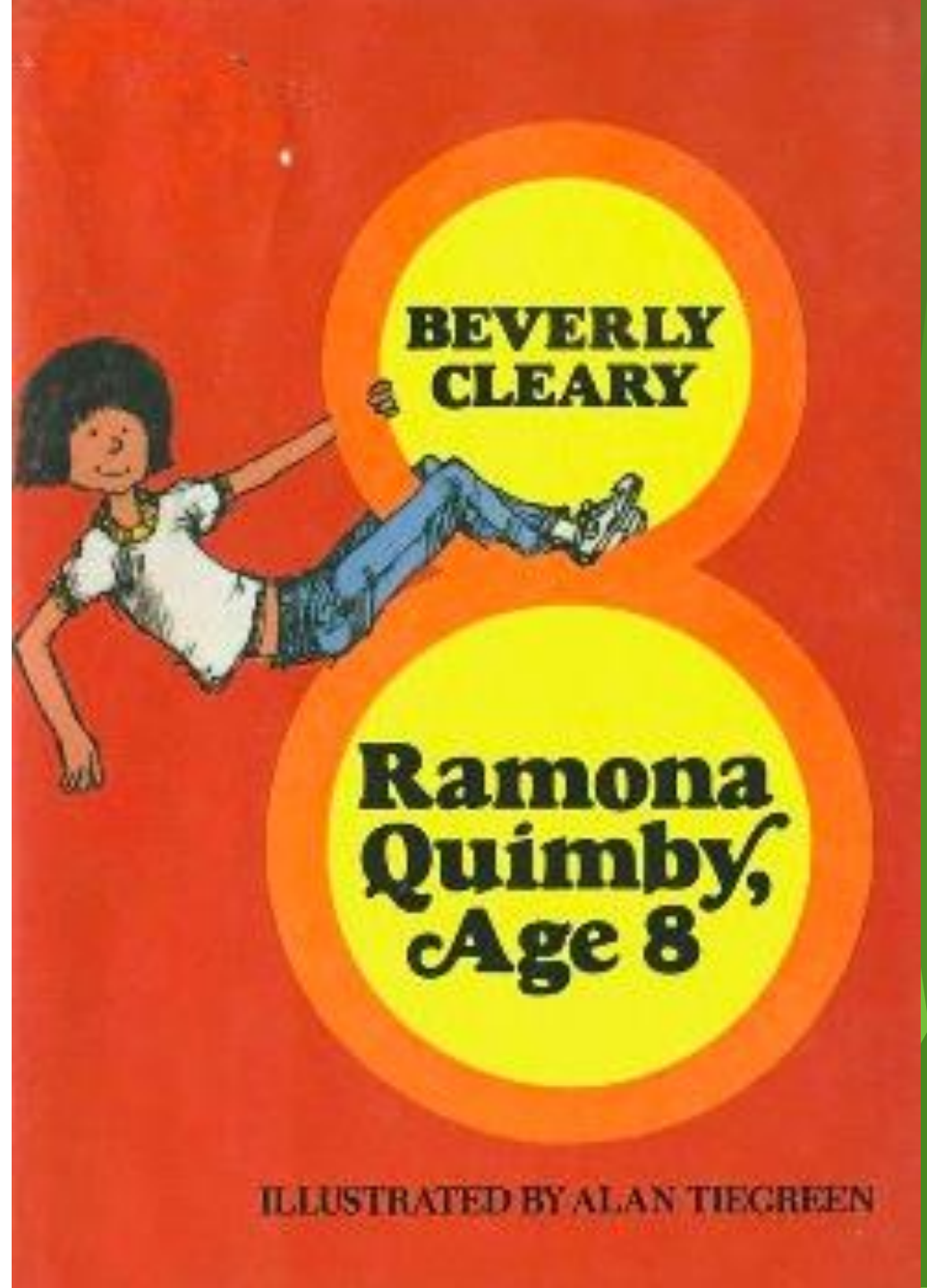
Illustrated by MARK TEAGUE

 SCHOLASTIC

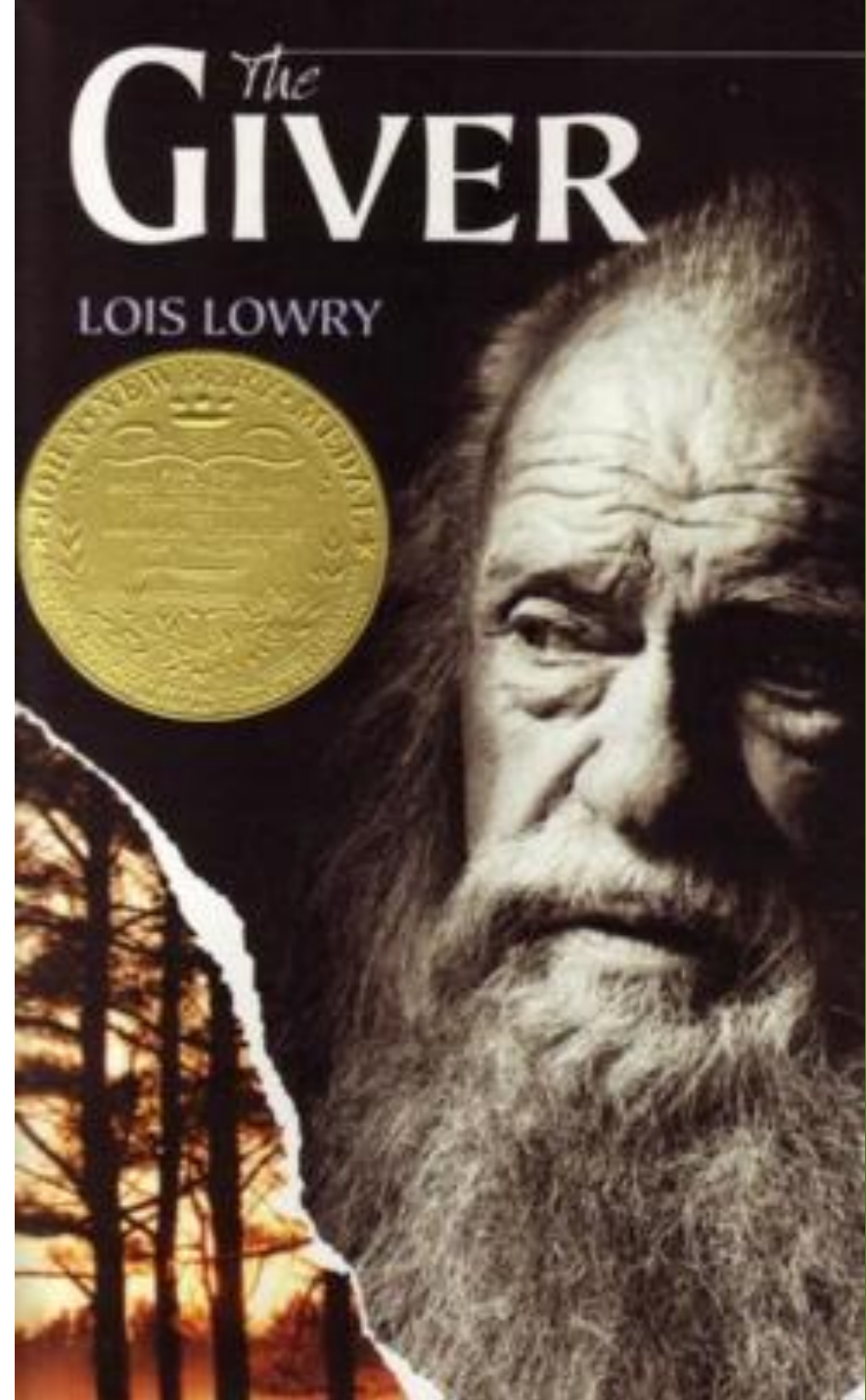
Fountas & Pinnell Levels H-M

Fluent Stage - Evolving

Fountas & Pinnell Levels N-T



Fluent Stage - Maturing/Advanced



Our Job is to Understand where each Student is along the Continuum of Reading Development

How do we do that?

We assess to give us specific information as to what each child is doing as a reader.



Assessments Administered to all Students

- Teachers College Reading Assessment
- Renaissance Learning - STAR Assessment

Assessments Administered to Students Needing more Support

- Developmental Reading Assessment
- Fountas and Pinnell Reading Assessment

Assessments Administered to Students in need of more Intensive Intervention in Decoding

- Predictive Assessment of Reading - PAR
- Test of Word Reading Efficiency - TOWRE
- Comprehensive Test of Phonological Processing- CTOPP-2

How do we Instruct Readers Who are at Many Different Levels?

- Differentiated Instruction
- Independent reading
 - Instructional Level vs Independent Level
- Guided Reading
- Strategy Groups
- Conferring
- Small group instruction

How do we Support Readers who are Struggling

- Tier 1 BSI
- Tier 2 BSI
- Tier 3 BSI Instruction

What is Tier 3 BSI Instruction?

A multisensory approach with explicit instruction in reading using auditory, visual and kinesthetic/tactile techniques.

Kinesthetic strategies practiced:

- arm tapping
- fingertapping
- pounding

Tactile tools incorporated in the program:

- sand trays
- screens

Who Receives Tier 3 Instruction?

Students who display ***indicators*** of Dyslexia/significant decoding challenges based on the PAR, TOWRE, CTOPP Assessments

Students are assessed on

- sight word recognition
- vocabulary
- fluency
- phonemic awareness

Dyslexia Myths and Truths

Myths	Truths
Schools can diagnose a student as Dyslexic	School administered tests can show <i>indicators</i> of Dyslexia. Only a medical doctor can diagnose Dyslexia
Dyslexia is seeing things backwards	Dyslexia means significant difficulty learning letter names and sounds, poor phonemic awareness, poor reading comprehension and poor spelling
Dyslexia can be cured	Dyslexic students will learn strategies that address their specific reading challenges

Ways to support Reading at Home

- 5 finger rule for fluency
- Ask inferential questions to check for comprehension (handout)
- Read Aloud
- Model/Share your own reading life with children

Questions and Answers