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Raising a Reader

Presented by:
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Dr. Jeanne Chall: A Leader in the Field of Reading

Founder of the Harvard Reading Laboratory in 1966

Books:
Learning to Read: The Great Debate 1967
Stages of Reading Development 1983




3 The Stages of Reading Development



Stage 0 Pre-Reading/Reading Readiness (Birth to 6)




4 Stages of Reading Development
"learning to read..."

Stage 0 Pre-Reading/Reading Readiness
(Birth to Age 6)

Hallmarks:
Control of language
Awareness of reading
Understanding of words and sounds

Instruction:
Read aloud
Language activities
Phonemic awareness activities





5 Birth to Age 3

Read to Your Child

- Make it enjoyable
- Build vocabulary
- Nursery rhymes, Dr. Seuss

Sing the ABC song



Ages 3 -5

- Phonological Awareness Skills
- Letter Recognition Skills
 1. Uppercase
 2. Lowercase
- Letter Formation
- Dialogic Reading
- Explicit, Systematic Phonics



Phonological Awareness

- Word Awareness
- Rhyming: 1) recognition responses 2) production responses
- Segmenting Sentences/Word Counting
- Syllables: 1) blending 2) segmenting
- Body Coda Blending
- Onset-Rime: blending
- Phoneme Isolation: 1) initial 2) ending 3) medial
- Phoneme Blending (synthesis): 1) two phonemes 2) three phonemes/cvc
- Phoneme Segmenting (analysis): 1) two phonemes 2) three phonemes/cvc
- Phoneme Manipulation: 1) deletion 2) addition 3) substitution



Dialogic Reading

- Over 1/3 - unprepared for reading
 - lack:
 - vocabulary
 - sentence structure
 - other basic skills
- Picture Book reading
 - vocabulary, sound structure, meaning of print, sustained attention



Dialogic Reading

Help the child become the teller of the story:

- **PEER** Sequence:
 - Prompt the student to say something about the book
 - Evaluates the child's response
 - Expands the child's response
 - Repeats the prompt



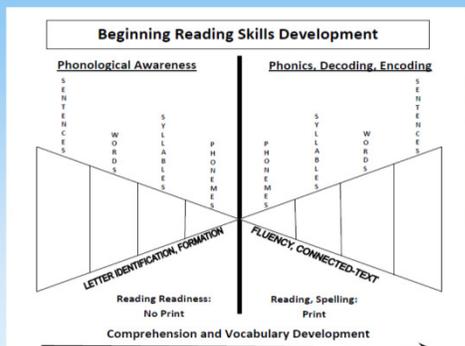
Dialogic Reading

5 types of prompts

- Completion - fill in the blank
- Recall - ask what happened
- Open-ended - about the pictures
- Wh - prompts - questions words
- Distancing prompts - relate to experiences



Development of Skills



Pg. 2



The Stages of Reading Development

Stage 0

Stage 1 Initial Reading or Decoding (Ages 6-7, Gr.1-2)

A-3

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Stages of Reading Development

"learning to read..."

Stage 1 Initial Reading or Decoding Stage (Ages 6 to 7, Grades 1 to 2)

Cipher phase of reading - Attempting to break the code of reading

Hallmarks:
 Sense of alphabet and sounds
 Sounding out words
 "Glued to print"
 Relying on both text and pictures
 Recognizing word patterns and vowel sounds



Instruction:
 Direct teaching of phonics and decoding




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Grades 1 and 2

- Explicit, Systematic Phonics
- Sight word Instruction
- Comprehension and Oral Reading




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Principles of MSL/O-G

1. Multisensory
2. Phonics-Based
3. Structured and Systematic
4. Sequential
5. Cumulative
6. Direct Instruction




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Red Words (Sight Words)





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Red Words (Sight Words)

Review past Red Words
 Teacher shows new Red Word; class discusses
 Write new Red Word using screen and red crayon

Armtap three times
Fingertrace three times
Trace in air or on table three times
Write in RED on paper three times



Turn paper over, write word from memory
 Write sentences dictated by teacher




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The Stages of Reading Development



Stage 0 Stage 1 Stage 2 Confirmation and Fluency (Ages 7-8, Gr. 2-3)




19 **Stages of Reading Development**
"learning to read..."

Stage 2 Confirmation, Fluency (Ungluing from Print)
 (Ages 7 to 8, Grades 2 to 3)

Hallmarks:
 "Unglued" from each letter
 Sight word recognition
 Developing fluency
 Use of comfortable text
 Control of reading

Instruction:
 Read many familiar texts
 Practice and immersion
 Guided practice for fluency




A-3

20 **Grades 3-5**

- Focus is moving away from phonics
- Expected to be fluent
- Check pseudowords
- Comprehension becomes the focus



Pseudowords

Students should be able to apply what they know about the patterns to unfamiliar words:

teg	thig	frob	splab
pate	dite	fleam	loat
purt	blorn	joil	taun

Extirpate
Constantinople



22 **The Stages of Reading Development**



Stage 0 Stage 1 Stage 2 Stage 3 Reading to Learn (Ages 9-13, Gr. 4-8)



A-4

23 **Reciprocal Teaching**

Teacher **chunks** the text (before lesson).
 Teacher/leader **reads aloud** (first "chunk").
 Teacher/leader **clarifies** student questions and vocabulary.
 Teacher/leader asks **questions**.
 Teacher/leader **summarizes** in one sentence.
 Teacher/leader **predicts**.
 Repeat 2-6 with a new leader.




E-22

24 **The Dinner Party**

The country is India. A colonial official and his wife are giving a large dinner party. They are seated with their guests - army officers and government attaches and their wives, and a visiting American naturalist - in their spacious dining room, which has a bare marble floor, open rafters, and wide glass doors opening onto a veranda.

A spirited discussion springs up between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era and a colonel who says that they haven't.




25 “A woman’s unfailing reaction in any crisis,” the colonel says, “is to scream. And while a man may feel like it, he has that ounce more of nerve control than a woman has. And that last ounce is what counts.”

The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. With a slight gesture she summons the servant standing behind her chair and whispers to him. The servant’s eyes widen and he quickly leaves the room.



26 Of the guests, none except the American notices this or sees the servant place a bowl of milk on the veranda just outside the open doors.

The American comes to with a start. In India, milk in a bowl means only one thing - bait for a snake. He realizes there must be a cobra in the room. He looks up at the rafters - the likeliest place - but they are bare. Three corners of the room are empty, and in the fourth the servants are waiting to serve the next course. There is only one place left - under the table.



27 His first impulse is to jump back and warn the others, but he knows the commotion would frighten the cobra into striking. He speaks quickly, the tone of his voice so arresting that it sobers everyone.

“I want to know just what control everyone at this table has. I will count to three hundred - that’s five minutes - and not one of you is to move a muscle. Those who move will forfeit fifty rupees. Ready!”



28 The twenty people sit like stone images while he counts. He is saying “...two hundred and eight...” when out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut. “You are right, Colonel!” the host exclaims. “A man has shown us an example of perfect control.”

“Just a minute,” the American says, turning to his hostess. “Mrs. Wynnes, how did you know the cobra was in the room?”



A faint smile lights up the woman’s face as she replies, “Because it was crawling across my foot.”



30 **Stages of Reading Development**
“reading to learn...”

Stage 3 Reading to Learn
(Ages 9 to 14, Grades 4 to 8)

Hallmarks:

- Read unfamiliar words
- Comprehension of information
- Interact with text
- Read for facts
- Comprehension from singular viewpoint

Instruction:

- Varieties of texts
- Extend vocabulary
- Directed instruction for comprehension monitoring



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Grades 6-8

- Comprehension strategies
- Vocabulary
- Greek and Latin root instruction -65% of reading material above a 6th grade level
- Continue to Read to



Study of Roots and Affixes Improves:

Decoding - recognize meaningful “chunks” in words

Fluency - read word “chunks” more efficiently

Spelling - learn to spell more complex words

Vocabulary - one root leads to hundreds of meanings

Comprehension -increases vocabulary, which in turn impacts comprehension



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Greek and Latin Roots

tele phon/phone gram/graph scop/scope micro vid/vis auto mob/mov/mot bio ology/ologist quad/quar	far sound writing/drawing see, watch small to see self move life study of/one who studies four	television, telescope, telephoto, telegram microphone, phonics, symphony, diagram grammar, photograph, geography, diagram microscopic, periscope, kaleidoscope, microwave, microphone, microchip, visit, television, visor, visible, video, evidence automobile, autograph, automatic, autocrat automobile, movie, motor, locomotive, biography, biology, antibiotic, biopsy, geology, psychologist, mythology, quarter, quartet, quadruplets, quadrilateral
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The Stages of Reading Development

Stage 0

Stage 1

Stage 2

Stage 3

Stage 4 Multiple Viewpoints (Ages 14-18, Gr. 9-12)

Stage 5 Reconstruction (Ages 19+, College +)



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Stages of Reading Development

“reading to learn...”

Stage 4 Multiple Viewpoints
(Ages 14 to 18, Grades 9 to 12)

Hallmarks:
Multiple viewpoints
Analyze and react critically
Layers of facts and concepts
Add and delete previously learned schema

Instruction:
Promote critical thinking
Use complex texts
Model higher-level strategies




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The Stages of Reading Development

Stage 0

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5 Reconstruction (Ages 19+, College +)



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Stages of Reading Development

"reading to learn..."

Stage 5 Construction and Reconstruction - A World View
(Ages 19+, College+)

Hallmarks:
 Knowing what to read and not read
 Reading for one's purpose
 Constructing knowledge from abstraction
 Crating one's own "truth" from the "truth" of others
 Using "domain specific" knowledge

Instruction:
 Read broad topics with depth




A-4

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Why Are the Stages Important to Know?

Average readers move through levels at age/grade shown

Instruction geared toward stage student is in

Learning to Read = Mastery of print

Reading to Learn = Mastery of ideas



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Warning Signs

Lack of confidence

K-2

- Guessing, skipping, replacing
- Check Phonological Awareness and Basic Phonics skills



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Warning Signs Cont.

Grades 3-5

- Some start to struggle - often memorize or rely on context clues
- Not comprehending - could be fluency; check pseudoword fluency
- Read to - If understand, probably not a comp problem. If the student doesn't understand, it could be a receptive language problem.



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Warning Signs Cont.

Grades 6-8

- Not comprehending - could be fluency; check pseudoword fluency
- Lack of vocabulary
- Struggling with more advanced words - may need Greek and Latin Root instruction



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Make Reading Enjoyable

Not all students like to read books or novels for fun. Also use:

- Comic Books
- Magazines
- How to books
- High interest/low level readers
- Articles from the Internet





Phonics First™

*An IMSLEC Accredited Multisensory
Professional Development Course for Teachers*

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