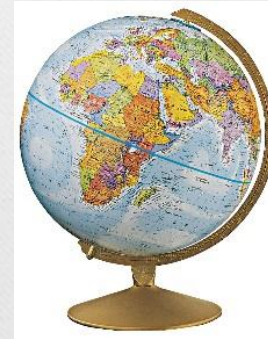


Paraprofessional Training

Reading



Training Objectives

The Paraprofessional will:

- Understand the connection between language and reading
- Define vocabulary associated with language and reading processes

Training Objective

- Become familiar with the reading process, including phonological awareness, the alphabetic principle, and word analysis skills
- Understand the relationship between reading fluency and comprehension

Integrated Language Arts

Academic success depends upon being able to read, write and communicate effectively. These 3 skills are essential components of literacy, which is a pre-requisite to full participation in school and community.

Oral Language Listening

- To ensure success in reading, a strong foundation in oral language must be built.
- Teaching children how to develop good listening and effective oral language skills form the basis for comprehension of written language.

Listening

This process can be taught through teaching students how to read non-verbal messages as well as teaching them how to be active listeners.

Active Listening

- Rephrasing or simply restating feelings and feeding them back with empathy.
- Encourage expression of all feelings, both positive and negative.
- Accept the other person's feelings without explanation.

“Sounds like you’re feeling...”

“I’m hearing you say that...”

Developing Good Listening Skills

Children must learn to become active listeners,
asking relevant questions.

Developing Good Listening Skills

Model good listening skills:

- Be attentive to the speaker.
- Maintain eye contact with the speaker.
- Encourage children to engage in talking and conversation.
“Tell me about your day.”

Developing Good Listening Skills

Model good listening skills:

- Listen patiently.
- Give children the freedom to express an opinion without a negative reaction.
- Attend to nonverbal messages – tone of voice, facial expressions and posture.

George W. Bush

“Reading is to the mind what food is to the body.
Nothing is more basic nor essential.”

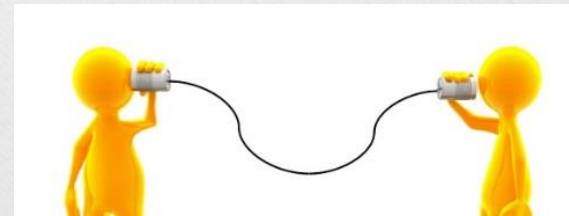


The Ultimate Goal of Reading Instruction

Enable students to comprehend what they read. It is lengthy, complicated process that begins in early childhood.

Reflection

Tell a partner about your earliest memory or someone reading to you.





Factors That Promote Learning to Read

- Stimulating literacy experiences in early childhood.
- Reading frequently to children.
- Providing diverse, stimulating experiences in their pre-school environment.

Vocabulary

❖ Grapheme

❖ Morpheme

❖ Morphology

❖ Phonology

❖ Phonological Awareness

❖ Phonics

❖ Syntax

❖ Semantics (Comprehension)

❖ Syllable Instruction

❖ Multisensory Instruction

How Do Children Learn to Read?

- Develop phoneme awareness.
- Understand the alphabetic principle.
- Develop phonetic and word attack skills.

How Do Children Learn to Read?

- Develop spelling skills.
- Develop fluency, speed, and accuracy in reading.
- Develop comprehension skills.
 - Literal comprehension, and
 - Reflective, purposeful comprehension.

Phonemic Awareness

- Training in phonemic awareness is the key to word recognition.
- Phonemic Awareness is the understanding that our language is composed of words and our words are composed of units of sounds or phonemes.

Phonemic Awareness

- Rhymes
 - Alliteration
 - Assonance
-
- Isolated speech sounds
 - Segmenting words into parts
 - Blending sounds to make a word
 - Counting phonemes in words

Phonemic Awareness

- Identifying the beginning, middle, and final sounds
- Letter-sound association
- Substituting one phoneme for another
- Deleting phonemes from words
- Invented spelling



Instructional Guidelines

Planning Phoneme Awareness Activities

- 1. Identify the precise phoneme awareness task to teach.**
- 2. Use phoneme sounds and not letter names.**
- 3. When identifying sounds in different positions, the initial position is the easiest.**

Alphabetic Knowledge

- Alphabetic Principles

- Words are composed of patterns of letters that represent the sounds of spoken English words.

Alphabetic Knowledge

■ Guidelines

- Use a variety of activities to identify and name the upper and lower case letters.
- Include songs, games and other activities.
- Plan creative writing activities.
- Provide sensible sequence of letter introduction.

Guidelines for Oral Reading

- Consider the age of the children and the exposure to the story reading experiences when selecting the length of a story.
- Ensure environment is conducive to reading.
- Dramatize part of the story.
- Interact with the audience by asking questions, and predicting outcomes.

Guidelines for Oral Reading

- Provide thoughtful discussion after reading the story.
- Use personal connections, relate the story to prior knowledge.
- Allow children to retell the story or perform it.

Comprehension

The Purpose for Reading

Comprehension is dependent upon identifying the structure of the text.

- Narrative text – tells a story.
 - Answers who, what, when, where, and why questions.
- Expository text – gives information.
 - Focuses on the main idea, supporting ideas, and details.

Sight Words

- Sight words come from a researched study of English words commonly used in everyday language. These are words we should know by “Sight.”
- For emergent readers we use a sight word list that builds on letter sounds and visual letter symbols to grow language.

For example: a, at, bat, cat, the , them, these

Sight Words

Often times “spelling tests” use sight words that grow throughout the year. Word walls are often made using sight words as well as other content or relevant words.

Sight Words

Good support activities a paraprofessional could do with a young learner might include: flash cards, word games, pre-tests using sight words.

Examples of Sight Words

about

car

going

write

again

cub

met

zip

been

dime

with

become

eat

two

Components of Effective Reading Instruction

- Language rich program
- Phonemic Awareness
- Word Identification

Components of Effective Reading Instruction

- Vocabulary development
- Fluency
- Comprehension
- Enjoyment



Reading Words to Know:

- encourage
- assist
- instruction
- phonemic
- alphabetic
- decode
- represent
- mastery level
- take home readers
- recite
- process
- context
- pre-reading
- frustrational level

Reading Words to Know:

- sight words
- recognize
- texts
- fluency
- leveled readers
- picture books
- independent level
- development
- predictions
- Round Robin