

# Developing Highly Qualified Paraprofessionals

## Assisting the Teacher

### Module I: READING


Slide 1

Developing Highly Qualified Paraprofessionals

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Assisting the Teacher

Module I: READING



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Slide 2

Reading Objectives

To meet the requirements of No Child Left Behind (NCLB) by developing highly qualified paraprofessionals who possess

- knowledge of, and ability to assist in, highly qualified instruction
- an understanding of the components of reading instruction and development, and how to apply these to instruction.

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Slide 3

Good Readers/Striving Readers

Good Readers	Striving Readers
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# Developing Highly Qualified Paraprofessionals

## Assisting the Teacher

### Module I: READING

Slide 4

**Components of a Reading Program**

- Oral Language
- Phonological and Phonemic Awareness
- Alphabetic Principle
- Word Study/Word Identification
- Fluency
- Vocabulary
- Comprehension

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Slide 5

**Article Study**

Activity

"Beginning Reading"

- In groups of three or four read your assigned pages
- Capture the main ideas
- Record ideas
- Be prepared to share your ideas



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Slide 6

**Oral Language and Listening**



- A strong foundation in oral language must be built to promote success in reading
- Listening and speaking go hand in hand
- Good listening skills will aid a student in developing good speaking skills

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## Assisting the Teacher

### Module I: READING

Slide 7

**Listening Skills**

Students must learn to become active listeners and to ask relevant questions.

Model good listening skills.

- Be attentive to the speaker
- Maintain eye contact with the speaker
- Encourage student to engage in conversation: "Tell me about your day."

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Slide 8

**Developing Oral Language**

- Circle time experiences
- Read aloud sessions
- Center time
- Small group or one-on-one instruction



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Slide 9

**Oral Language Assessment**

- Observe students
- Monitor daily activities
- Keep anecdotal (written) records
- Collect samples of work
- Use checklists
- Conduct progress monitoring assessments

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## Assisting the Teacher

### Module I: READING

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**Phonemic and Phonological Awareness**



Directly teaching phonological awareness, phonics, and comprehension skills in an environment that is literature and language rich, promotes a higher rate of success for students when they are learning to read.

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Slide 11

**Phonemic Awareness**

- Phoneme – smallest unit of sound in spoken language
- Phonemic Awareness – the ability to hear, identify, and manipulate the phonemes in spoken words
- Phonics – the relationship between sounds and letters; it is a visual skill

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Slide 12

**Phonemes**

26 letters, 40 phonemes in the English language

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## Assisting the Teacher

### Module I: READING

Slide 13

**Phonemic Awareness Activities**

1. **Isolate the sound**  
Example: The first sound in *map* is /m/
2. **Blending**  
Example: /m/ - /a/ - /p/ is *map*
3. **Segmenting**  
Example: The sounds in *map* are /m/ - /a/ - /p/

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Slide 14

**Phonemic Awareness Activity**

How many phonemes?

- map:        3\_ phonemes
- dog:         \_\_\_ phonemes
- cheese:    \_\_\_ phonemes
- clam:       \_\_\_ phonemes
- shout:     \_\_\_ phonemes

Tap a pencil or clap for each phoneme heard.

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Slide 15

**Phonemic Awareness Activity**

**Rhyming**

- Students first learn to master RHYMING words – this helps them build patterns
- Identify whether pairs of similar words are the same or different
- Identify whether words begin or end with the same sound

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## Assisting the Teacher

### Module I: READING

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**Phonemic Awareness  
Instructional Strategies**

- Onset – initial consonant or consonant cluster of a one-syllable word  
top /t/ **op**  
shell /sh/ **ell**
- Rime – the vowel and consonant following the onset  
top t/ **op**/  
shell sh/ **ell**/

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Slide 17

**Alphabetic Principle**

- The ability to recognize that letters represent sounds
- Development:
  - 1 Letter recognition
  - 2 Letter-sound correspondence
  - 3 Sounding out words
  - 4 Words into sentences

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Slide 18

**Alphabetic Principle  
Instructional Strategies**

**Letter Recognition**

- Knowing the names of the letters in the alphabet
- Knowing the sounds of the letters



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## Assisting the Teacher

### Module I: READING

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Alphabetic Principle  
Instructional Strategies

**Letter-Sound Correspondences**

- Teach more-frequently used letters and sounds
- Establish a logical order of introductions

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Slide 20

Alphabetic Principle  
Instructional Strategies

**Sounding out words**

- Important: a student will be able to sound out anything (decode), even gibberish, if taught letter-sound correspondence
- Can you sound out these words?
  - Tomtroy
  - Estergladen
  - Kiploganstein

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Alphabetic Principle  
Instructional Strategies

**Words to Sentences**

When students are able to read words in isolation, they are then able to put the words together and form sentences.

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**Word Study/  
Word Identification**

- Word analysis
- Word recognition
- Applying knowledge of letter sounds
- Alphabetic principle
- Root words
- Greek and Latin morphemes

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Slide 23

**Word Study/Word  
Identification Activities**

- Structural analysis
- Word sorting
- Irregular word practice
- Word walls

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Slide 24

**Fluency**

- Fluency is a combination of reading rate/speed, accuracy, and prosody
- Fluent readers are able to focus their attention on understanding the text and are therefore better able to interpret the text, make connections, and analyze materials

NAEP, 1995

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**Fluency and Automaticity**

Automaticity...

- refers to a rapid and accurate level of word recognition
- is achieved through many opportunities for practice on a regular basis with familiar/repeated text
- is a precursor to effective fluency

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Slide 26

**Reading Fluency Levels**

1. Independent Level – 1 in 20 words is difficult (95% or above accuracy)
2. Instructional Level – 1 in 10 words is difficult (90-95% accuracy)
3. Frustration Level – more than 1 in 10 words are difficult (less than 90% accuracy)

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Slide 27

**Comprehension**

- Understanding what was read
- Learning from what was read and applying information

Comprehension assessment involves more than asking students questions to assess their understanding.

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**How Do We Instruct for Comprehension?**

"Commonly, the instructional procedures for developing comprehension are to simply have students read material and answer questions. . . . **However, reading and answering questions is TESTING comprehension, not TEACHING comprehension.**"

Bell, 1991

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Slide 29

**Assessment Drives Instruction**

Determining what students know directs instruction

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Slide 30

**Different Types of Text**

<b>Narrative Texts</b>	<b>Expository Texts</b>
<ul style="list-style-type: none"><li>▫ Tell stories</li><li>▫ Follow a familiar story structure</li><li>▫ Include story elements:<ul style="list-style-type: none"><li>▫ Characters</li><li>▫ Setting</li><li>▫ Plot</li><li>▫ Resolution</li><li>▫ Theme</li></ul></li></ul>	<ul style="list-style-type: none"><li>▫ Informational text</li><li>▫ Factual</li><li>▫ Non-Fictional</li><li>▫ Include informational books, content-area textbooks, newspapers, magazines, brochures, catalogues, present information in different ways</li></ul>

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## Assisting the Teacher

### Module I: READING

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#### Comprehension Instructional Strategies

The teacher instructs students on how to monitor understanding and comprehension by implementing the following.

- Before Reading Strategies
- During Reading Strategies
- After Reading Strategies

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Slide 32

#### Comprehension Instructional Strategies

##### Graphic Organizers

- Help visual learners connect to information
- Help students remember important elements
- Guide students to think about a passage in an organized manner

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Slide 33

#### K-W-L Chart

Used with expository texts

What I Know	What I Want to Know	What I Learned

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## Assisting the Teacher

### Module I: READING

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 **Summary: Reading**

- Components of an effective reading program
- Comprehension is the goal in reading
- Effective comprehension instruction helps students understand what they read and to become strategic readers

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