



JUMPSTART READING WORKSHOP

Reading is the greatest single effort that the human mind undertakes, and one must do it as a child.

- John Steinbeck

WORKSHOP GOALS

- Develop a greater understanding of the elements of literacy
- Learn strategies to help your child grow as a reader



ELEMENTS OF LITERACY

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



PHONEMIC AWARENESS

- Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words
 - Isolating first or last sound
 - Combining or blending sounds to say a word
 - Breaking or segmenting a word into separate sounds



PHONEMIC AWARENESS ACTIVITIES

- Identify phonemes (smallest part of **spoken** language)
- Categorize phonemes
- Blend phonemes to form words
- Segment words into phonemes
- Delete or add phonemes to add new words (park to spark)
- Substitute phonemes to make new words (big to bug)



PHONEMIC AWARENESS

- Improves children's ability to read words
- Most effective when children are taught to manipulate phonemes by using letters

T: say the sounds in the word jam

C: /j/ /a/ /m/

T: Now let's write the sounds in jam. J for /j/, a for /a/, and m for /m/

T: Now let's read the word jam



PHONICS

- Phonics is the **relationship** between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
- Helps children read and write words
- Systematic and explicit phonics instruction significantly improves children's word recognition and spelling.
- Not an entire reading program



FLUENCY

- Fluency is the ability to read a text accurately and quickly.
- Fluent readers read aloud effortlessly and with expression – they sound natural.
- Fluent readers can focus their attention on what the text means.
- To read with expression, readers must be able to divide the text into meaningful chunks.



FLUENCY ACTIVITIES

- Repeated and monitored oral reading improves reading fluency.
- Provide students with models of fluent reading.
- Student-adult reading
- Give students plenty of opportunities to read books that are at their independent reading level.
- Poetry is well suited to fluency practice.



VOCABULARY

- Vocabulary refers to the words we must know to communicate effectively.
 - Oral vocabulary
 - Reading vocabulary
- Children use words they have heard to make sense of words they see in print.
- Important to reading comprehension
- Advanced texts require students to read unfamiliar words.



VOCABULARY

- Most vocabulary is learned indirectly through oral and written language.
- Some vocabulary must be taught directly
- Repeated exposure to vocabulary in many contexts aids word learning.



WORD-LEARNING STRATEGIES

- Using dictionaries and other reference aids
- Using word parts
 - Prefixes and suffixes
 - Base words (migrate, migration, immigration)
- Word roots
 - Words from other languages that are the origin of many English words
- Using context clues



COMPREHENSION

- Strong readers are purposeful.
- Strong readers think actively as they read.
- Comprehension can be improved by teaching specific comprehension strategies.



COMPREHENSION STRATEGIES

- Monitoring comprehension
 - Strong readers know when they understand and when they don't.
 - They have “fix up” strategies
- Using graphic organizers
- Answering questions
- Generating questions
 - Student generated



COMPREHENSION STRATEGIES

- Summarizing
 - Helps students identify main idea.
 - Helps students determine important information.
 - Helps students remember what they read.
- Visualizing/ Using mental imagery
- *The Seven Keys to Comprehension: How to Help Your Kids Read It and Get It!*



INDEPENDENT READING TIME

- Children should spend time alone “reading” every day. All children can read.
 - Visual literacy
- Length of time varies, depending on the age
- Children should be reading books that are at their independent reading level
 - Lexile levels
 - DRA reading level



PICKING “JUST RIGHT” BOOKS

- 5 finger rule
 - Not too hard, not too easy – just right
- I PICK
 - I – I look at the book
 - P – purpose. Why do I want to read it?
 - I – interest. Does it interest me?
 - C – comprehend. Do I understand?
 - K – know. I know all the words.
- Goldilocks Strategy



STRUCTURE OF READER'S WORKSHOP

- Mini-Lesson (10 minutes or less)
- Independent work time with instruction
- Mid-workshop teaching
- Teaching share time



PRINCIPLES OF READER'S WORKSHOP

- Readers read just-right books independently everyday
- Readers select their own appropriate books
- Readers take care of books
- Readers respect each other's reading time
- Readers have daily opportunities to talk about their books in genuine ways
- Readers don't just read the words but also understand the story



ADDITIONAL RESOURCES

- Reading Stages and Family Support
- Reading Strategy and Mini-Lesson Books
 - Older Readers and Younger Readers
- Reading and Writing Learning Goals
 - <http://davincik8.org>

