1. Chapter 3 is about strategies for processing language. Farris first discusses egocentric and socialized behavior. A child who is in the egocentric phase occurs during the first few years of their lives. They may participate in behavior such as talking aloud in a monologue or playing with sounds and words for enjoyment. Socialized behavior of a child involves their desire to share and gain new information. Lev S. Vygotsky was a Russian psychologist who studied children’s thinking and their acquisition of language. He believed that children learn by their own experiences and they must interact with their environment to have concrete understanding. Vygotsky says that teachers should be there to help aid students in the middle stage between what they are able to do on their own and what they are capable of doing which is called the zone of proximal development. Schemata or schema are organized networks of information structures that relate past experiences and previously gained knowledge to new situations. Next, Farris talks about Howard Gardner’s seven intelligences which we know from Dr. Walker’s class are now nine intelligences. These multiple intelligences are based on verbal and reasoning abilities and each has an individual purpose for course of development. Gardner believes that schools should help children discover subject areas that they are interested in and excel in. Once students find their niche they are able to help motivate them to learn, be creative, and be adventurous. Farris shares a few ideas to help increase motivation in the classroom. She suggests that teachers should create literacy-rich environments in the classroom, provide time for choice and collaboration, read to your students, use relevant reading and writing prompts, and have high expectations for student success. Farris discuses Bloom’s taxonomy and its intentions to promote higher-level thinking skills. Farris ends the chapter as she does each chapter by providing strategies for teachers with culturally diverse and special needs students.

2. “Teachers must not only ask effective questions, but they must model such behavior so that students can develop a questioning technique that they can use independently" (pg. 513). Modeling is a huge topic that Dr. Walker reiterates in our class and is obviously something that we need to take into our classes. I think that modeling is great and students will surely benefit from it and I feel that it must be so important because not only does Dr. Walker talks about it but Farris also discusses it.

3. I wrote in the daily class journal today and I really enjoyed it. I liked to summarize our class because it helped me remember what we did for the day. This was my first time and I think that it is a great tool to promote writing in a class.

4. Today in Dr. Walker’s class we finally got to start our writing with our individual picture prompts. I thought, because we only had 20 minutes, that it would be hard to develop my story in such a short time. Quite the contrary, Dr. Walker put on the music and my mind wondered and my hand just starting writing. By the end of the 20 minutes I had already had three pages written.

5. Farris includes tons of mini-lessons which I love to read and get ideas from. I love this book for a resource and the lessons are such a great reference. Farris doesn’t just include one lesson she has multiple examples. The lessons can be found on pages 84, 88, 89,92, 103,105, and 108- and that is just this chapter!
1. Awesome summary. This was a very interesting chapter. I really like the section on Gardner and the multiple intelligences. I find them very interesting and I think they will be useful to us all when we become teachers. We need to know how our children learn because without that we are basically wasting everyone's time because you're not getting through to the child.

2. I agree. If you ask basic, dumb questions, you answers will most likely be the same. We need to promote higher level thinking.

3. The journal can be useful for those who are absent. It's not too long but the summary is long enough to assist the student with catching up.

4. I enjoyed the picture prompts. I think this is a great idea for children because it allows them to be creative and allows their imagination to go wild.

5. This book is definitely one that I will save. Lots and lots of valuable information in this text.

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Post on June 9 2008 (permalink)
Thursday, 06/19/2008 2:15 PM by Ashley

1. I really like your summary and think you chose all the main points from the chapter. I learned a lot about myself from the MI test that we took during class today as well.

2. We need to ask students quality questions because this is a skill they will need throughout the rest of their lives.

3. I never heard of a class journal before and I think it is a really good idea. It helps us, as a class, reflect on what we did the day before and for those who are absent, it serves as a tool so they can see what they missed.

4. It's amazing how much you can write once you become focused and engaged in the writing.

5. This book is an excellent resource and I will keep it for future reference.

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Post on June 9 2008 (permalink)
Thursday, 06/19/2008 2:34 PM by Melissa

1. Chapter 12 discusses reading and the interaction between the text and the reader. It is important that not only as teachers but as professionals as well, we teach based upon the needs of our students especially with reading instruction. Allington discusses the six most common factors found in exemplary teachers including time, texts, teaching, talk, tasks, and testing. He also stated that exemplary teachers taught students while regular teachers taught programs. With reading instruction there are many different approaches in teaching reading. These different approaches may or may not be limited to a balanced literacy program, shared reading, think alouds, guided reading, independent reading, literature study, a four blocks reading program, and reader's workshop. Farris goes into detail about each individual instructional approach. Reader's workshop for example consists of sharing time, a mini lesson, status of the class, student reading, and student sharing. Another type of reading program which is extremely popular is the Basal reading program. A Basal reader consists of a readiness workbook, a primer, and introductory materials depending on the grade level. For children who are just beginning to reading, there are different teaching approaches as well. Shared reading experiences are one type of beginner reading approach which should meet a certain criteria including the book read should be ones children love to hear, children need to see the print for themselves, and the teacher must display genuine enjoyment in reading the books aloud. Other approaches include the language experience approach and the shared story reading approach. The next part of the chapter discusses phonics instruction which is defined as the teaching of relationship between letters and the sounds they represent. Comprehension is another important part of the interaction between the text and the reader. There are many strategies used such as repeated exposure to different genres, visual support structures, making predictions, sequencing, comparing and contrasting, problems and solution, and locating details. For those students who are at higher levels of reading approaches may include questioning, question-answer relationship, book clubs, directed reading activity, and directed reading-thinking activity. To assess reading the teacher may rely on reading readiness tests, anecdotal records, portfolios, interviews, standardized tests, and diagnostic-reflective portfolios.

2. "Children should be made aware from an early stage that the world of text is a rich one indeed." (page 487)
-This quote has a lot of meaning behind it. I think it is important that children know from an early age how essential and worthwhile reading and books are. One person can get so much out of not so much as a book or novel, but even one sentence of text. I also think it's important that children are raised with an admiration and respect for books and reading.

3. On Thursday we took our final and I felt completely comfortable taking it. I am definitely satisfied with my grade but had problems with the two questions Dr. Walker reviewed in class. I am glad he reviewed them because I now understand how I misunderstood them.

4. Along with this class, I also have Dr. Roberts for Teaching Reading. Much of this chapter if not all of it we learned in Dr. Roberts class. Even though it is repetitive, it is a great review for both classes by going over the same material.

5. Today in class (Monday) we did the writing activity regarding the pictures that were given out last week. This was a great activity to create either a narrative, persuasive, or expository paper. At first, I was unsure where to begin but the more I looked at the picture I began to get great ideas for my narrative. This would also be a great activity for children because even though we were told what to do, it was open-ended and you can use your imagination and creativity!

Comments

1. You summarize the various approaches to teaching reading very well. Some schools will encourage lit.-based reading others will require basals to be used. You will learn to utilize every approach that best meets the needs of your students.

2. I agree, let's all attempt to have students develop an "admirationa dn respect for books and reading."

3. Thank you for the kind words related to the mid-term and my review of the questions that most students missed.

4. I am pleased that you are aware of how important reviewing concepts is in the learning process.

5. Open-end your activities and the students are able to use thier creativity to produce wonderful writing. Your visual learners love the picture, too.

Post on June 9 2008 (permalink)
Created on Monday, 06/09/2008 5:47 PM by Jennifer

1.) Reading isn’t the primary focus of the language arts anymore. Schools are using a more balanced approach to literacy instruction which includes phonics instruction combined with the basal reader or the whole language approach. The balanced approach is best used for young children who are just learning to read but does continue to be used through eighth grade with word study. Emergent literacy suggests that reading is taught from the time the child is born. They are surrounded by brands and images that have meaning to children which lead to literacy development. Research is examining how children acquire literacy. Preschoolers should be exposed to literature to help them gain interest in books and reading. Sharing books should also be extended into the primary and intermediate grades as well.
There is a large array of methodologies for exposing both beginning and experienced readers to literature. Some of these methodologies include shared readings, think alouds, guided reading, independent reading, literature study, reader's workshop. For comprehension, teachers should encourage students to make predictions, sequence, compare and contrast, locate details, locate cause and effect, and locate problem and solutions. Evaluating student performance can be done informally through anecdotal records, reading portfolios, or diagnostic-reflective portfolios. Formal evaluation can be done through reading readiness tests and diagnostic tests.

2.) “Children should be made aware from an early stage that the world of text is a rich one indeed” (pg 487). I think this is an unbelievably true statement. There is such a large array of genres out there for students to get lost in. As teachers, we can make or break a child’s love for reading. We need to be aware that by making reading interesting, you can help them see how amazing the world of text can be.

3.) I appreciated how you allowed us to choice when to take the final. I personally prefer to take the final at the end of class.

4.) I wish we were allowed to write on the finals. Writing on finals allows me to correct my work easier and catch mistakes.

5.) I am glad you went over the paper that is due Monday. I feel more confident in completing it.

Comments

1. You covered the chapter really well.

2. True. We as teachers need to make sure our students get to see the variety of different genres of books.

3. I agree. I was glad that Dr. Walker gave us the option of how we wanted the class to go.

4. I understand what you are saying. It makes it easier to go back and look over when you are done.

5. I felt more comfortable with the assignment after we talked about it in class.

Monday, 06/09/2008 8:04 PM by Christine

1. I agree with Christine, you indeed did cover the chapter very well. Yes, educators are ever-increasing our knowledge of how to best instruct students and meet their literacy needs. Your second paragraph covers the numerous ways the most current research has guided instructional methodology.

2. I agree with the plethora of reading materials available is so many differing genres. Yes, we make or break students’ desires to read by the choices we make in our instruction.
3. A fun teaching technique is to provide students with options that relate to aspects of the learning that truly can, and in my mind, should be negotiated. Why should I care when the mid-term is taken in the course of the class schedule. The ten year rule applies here, too. No one is going to recall when the mid-term was administered, nor should they.

4. You could use scrap paper to gather your thoughts for the mid-term questions.

5. All teachers should review assignments due so students know exactly what is to be assessed and expected. Remember to do this, too.

Wednesday, 06/11/2008 9:41 AM by David

Christine (permalink)
Created on Sunday, 06/08/2008 12:57 PM by Christine

1. Chapter 12 of Farris is titled *Reading Interaction between Text and Reader*. Reading is the processing of words, concepts, information, and ideas put forth by the author as they relate to the reader's previous experiences and knowledge. A balanced literacy program integrates phonics in K-12 with word study through eighth grade, along with reading quality literature. Children experience a variety of literature through a balanced literacy program. The Four Blocks Reading Program consists of four types of reading blocks for primary grades and is considered to be part of a balanced literacy program. The program includes guided reading, self-selected reading, writer's workshop, and working with words. Beginning readers can be instructed through shared book experiences, language experience approach, and shared story reading. Children can build reading comprehension by using graphic organizers, such as a story plot, to make predictions, sequence, compare and contrast, find details, find cause and effect, and discover the problem and solution. Students' reading is assessed with a combination of techniques such as teacher observation and records that are kept over time.

2. “…the goal of a successful teacher should be to have every student become a “blanket reader”- a child who deftly hides under the blanket in bed, reading by flashlight a book that’s just too good to put down.” (pg 486) I think this was a good quote to read going into this chapter. Reading this made me want to read on to find out different methods of instructing reading to get students to want to read.

3. I was glad that this chapter discussed the different types of reading assessments. Although I have already learned about all of them it was good to see them reappear in this text as a review for myself.

4. This chapter briefly discussed vocabulary instruction. There are a few vocabulary activities listed in the chapter. I liked the activity called “interview a word.” Students interview a word and the word gives a response. I think that putting dialogue to learning a new vocabulary word may make it more memorable for a child.

5. Something new I learned from this chapter was about the RESPONSE approach. It is similar to SQ3R approach, which I just recently learned about in another class, except it requires students to categorize their questions. Students fill out a RESPONSE form and give it to the teacher and then the teacher can respond to their questions about the text they have read.

Comments

1. Although your summary is briefer than the other students, you still maintain a good deal of the major ideas. I especially like the statement, “A balanced literacy program integrates phonics in K-12 with word study through eighth grade, along with reading quality literature.” This is so true, we must always use phonics to support the literacy development of student who lack a firm foundation.
2. Yes, let's all inspire our students to become "Blanket Readers!"

3. Good learning is based upon a spiraling curriculum that covers material more than once to assure mastery of the important concepts.

4. We will explore various activities that will assist in instructing and motivating student in their learning of vocabulary.

5. Yes, the response approach is very successful because students realize that the teacher cares about what they have to say and like this dialogue-journal blog, the conversation is two-way.

1.) Good summary. Short but in my opinion you covered the main concepts.

2.) I never heard this term before reading this chapter. I hope students become Blanket Readers as well.

3.) A lot of this chapter was similar to what is covered in teaching reading. If you have not taken it, I suggest Professor Roberts. She is awesome.

4.) I like this activity as well. Again, I did not hear of that before this chapter either.

5.) Responses will be very helpful in learning how the students feel about our teaching methods.

Post on June 5 2008 (permalink)
Created on Thursday, 06/05/2008 11:34 PM by Kylie

1. In chapter twelve, Farris discusses the importance to reading and the importance of the connection between the student and the text. First, Farris covers the different approaches to teaching reading. There are times when your classroom may stumble across something that a teacher may feel important and teach a quick mini-lesson on what the topic at hand, these moments are called teachable moments. Farris emphasizes the need to modify and adjust in a classroom and the importance of reading for pleasure and to gain knowledge in a classroom. Farris gives types of teaching methods and strategies to help teach reading. A balanced literacy programs includes, shared reading and think alouds, self-selected or independent reading, and literature studies. The Four Blocks Reading Program includes guided reading, self-selected reading, writer’s workshop, and working with words. Transactional view of reading is when readers read a piece of text and develop meaning of the text using background knowledge and prior experience. Farris discusses the Basal Reading program and how to evaluate a reader in the classroom. This chapter also covers possible suggestions and ideas that work emergent readers, struggling readers, and advanced readers. There are many great ideas for teachers to use in a classroom and how to center it on a certain type of reader. Also, Farris recommends
several techniques and methods to help evaluate a child’s reading progress.

1. “However, when the unexpected question arises or unfamiliar word is encountered during a child’s reading, the teacher must be able to think on her feet and react to the teachable moment” (p. 488). I really like this quote because it really bothers me when people say that teachers have the easy job. This quote totally proves that myth to be wrong and that a teacher needs to be capable of doing such things in a few seconds to get a child to understand.

1. The quote above reminded me of another quote that I once heard. The quote says that “teaching is the profession that teaches all other professions.” I think this quote is great because it gives you a reason and a purpose to what you do. Think about it, truly no one that is successful in life has gotten there without a teacher. Becoming a teacher is so rewarding because you begin that flame for success.

1. I really noticed a lot of repeated things in this chapter. I had Dr. Roberts for teaching reading last semester and this chapter covered a lot of what I already knew. Today in class Dr. Walker had mentioned the continuous circle of education and although you are relearning some things it just shows you the connection and the importance.

1. Today we took our midterm and I knew what to expect and I had no anxiety going into the test. I had Dr. Walker last semester so I knew what his routine was to test taking and I have a new appreciation for test taking. I hate taking tests in all my other classes because I get so stressed out and I can’t focus because I had memorized one hundred terms the night before but with Dr. Walker’s test I knew exactly what to expect and that he wasn’t going to confuse his students or ask questions that had multiple answers to them but you had to choose what is the better of the best (I hate those kind of questions!!!). Hope you all did well!

Comments

1. Your review is shorter than most but you still include many of the salient parts of a most complex and long chapter. I like that you focused on the "The Four Blocks Reading Program includes guided reading, self-selected reading, writer’s workshop, and working with words." This is one fine way of instructing reading.

2. We, teachers, must think on our feet and constantly be improvising to meet each and every student's need. This is hardly easy work. But remember the old adage, "Ignorance is bliss." and there are a lot of ignorant people when it comes to truly understanding the lives of teachers.

3. I love your quote, wear it at commence as testimony for all to see!
4. Yes, a spiral curriculum is going to assure learners that key concepts are covered numerous times so that learning can be mastered and remembered, not just heard once and forgotten. Effective instruction is based on the review.

5. I am pleased to read your words. I hope that you will use your pleasure at having a review of tests in your own teaching practice. Why must tests fill students with anxiety? Is this good for our students? NO, it is not. Did you learn in the Fine Arts class and/or in this class? YES! Good teaching practice.

1. I thought your summary was informative for being shorter. You touched base with all important information and instructional ways of teaching reading.

2. I really liked the quote you picked because it has such truth behind it. No matter how much a teacher plans, it is not all planned out!

3. This is also a really great quote. I also feel that no other profession can ever be more rewarding that becoming a teacher. A teacher makes such an impact on a child that they will take with them forever. Definitely nothing more rewarding than that!

4. I said the same thing about Dr. Roberts class as well! Even thought it seems a little repetitive, it is a good review!

5. I agree, Dr. Walker had us completely prepared for the exam. I get really stressed out during tests too that I actually lose my train of thought!

Samantha (permalink)  
Created on Thursday, 06/05/2008 10:50 PM by Samantha

1. Chapter 12 is about reading and interacting between text and reader. Reading has received the most attention over the years than all of the other language arts. The next section details information on how teachers should be up to date with readings and how to provide appropriate reading instruction. Approaches to the teaching of reading include, reading in a balanced literacy program, shared reading and think alouds, guided reading, self-selected independent reading and literature study. Reading in the primary grades can be divided into four blocks: guided reading, self-selected reading, writer's workshop, and working with words. Reader's workshop is similar to writer's workshop although it has five main components: sharing time, mini lesson, status of the class, student reading and student sharing. During transactional view of reading, readers change their interpretations of what they read. Efferent and aesthetic reading consists of two main purposes: enjoyment and being informed. Literature circles and literature response journals are important ways to evaluate a transactional reading program. The basal program is introduced next. Emergent reading is the next topic covered and has examples of how to evaluate an emergent reading. Methods that teachers should use with beginning readers include shared book experiences, language experience approach and shared story reading. The concept of teaching relationships between letters and the sounds they represent is called phonics. Strategies that should be used in the classroom when teaching comprehension are repeated exposure to different genres, visual structures to support comprehension, making predictions, sequencing, comparing and contrasting, locating details, cause and effect and problem and solution.
Questioning, book clubs, directed reading activities and directed reading-thinking activities should be utilized when instructing primary, intermediate and middle school readers. Nowadays, children literature is being used to teach content areas such as science, social studies, and even math as informational books become prevalent in classroom reading instruction. Study skills consist of SQ3r and RESPONSE. It is critical that vocabulary and comprehension be taught hand in hand. Examples of instructional approaches for struggling readers are given for high-risk students, English language learners and special needs students. Assessment of reading progress relies on teacher observation and analysis records kept over a period of time. Formal evaluation measure include standardized tests and the tests that accompany basal reader series, such as unit tests. The last topic is about reading portfolios and the use of them.

2. "Reading has received more attention over the years than all of the other language arts" (p.486). I chose this quote because I wonder why. Why does this language art receive the most attention. Not only why, but should this language art receive the most attention? I'm not saying reading is not important, because I agree reading has a huge contribution to success, but I always thought maybe listening should get more attention. Listening is ‘key' in my book.

3. Well today we got off topic for a hot minute and talked about the insert button helping out when your words start to disappear as you type. I just looked on my laptop and cannot find the key! It was a very useful tip because I hate rewriting everything when that occurs, but I just can't seem to find the key. Someone show me sometime!! =)

4. Today we took the midterm. I felt extremely prepared and did not feel stressed out for a change which was nice. I like feeling confident and knowing what will be on the exam rather than hoping for the best and not having a clue what will be on the test. Thanks Dr. Walker for making a fair test and I hope everyone did well on it!

5. We also went over our assignment today for most of the class. I feel much more clear on the directions now. Thank you Zoe for always having an example ready! I always like and benefit from having or seeing a hands-on example of the assignment.

Comments

1. Your summary is masterful and complete. This was definitely the most difficult and longerst chapter to synthesize yet. I like how you recognize that reading is the most focused upon language art. You can easily see why as it has the same complexities as writing!

2. I love your quote and better yet your analysis. If you think listening needs the focus, focus on listening. The great aspect of becoming the teacher is that you have a great deal of control over the content taught and how it will be focused. You have six language arts - prioritize them and be sure to instruct all of them.

3. My insert button is to the left of the delete on my home laptop. See me in class to locate it on the mainframe computer and I can show you where it is on the BU laptop. I have used it today and it does work! Thanks to all who informed us to the use of the “insert” key.

4. Thank you for your kind words. You are welcome. Everyone earned from a B+ through A+!

5. Yes, Zoe thanks again for providing the class with a draft-form so we could discuss it. Many were helped by your kindness and willingness to work ahead. Writing is a process and you most certainly model this for your classmates.
1. Chapter 12 talks about interacting between the text and reader. It is the teacher’s job to select what they feel will be the best instructional practices, depending on the needs of their students. A study showed that exemplary teachers follow the six Ts: talk, time, texts, teaching, tasks, and testing. These are useful to keep in mind when teaching reading. Teachers should also allow the students to read what is interesting to them, not just from textbooks all the time. A good literacy program starts with phonics in grades K-2 and then uses word study in the older grades. Some other ways to teach reading is through shared reading, guided reading, independent reading, and literature study. In the primary grades, reading can be divided into four blocks: guided reading, self-selected reading, writer’s workshop, and working with words. Basal Reading Program includes readiness workbooks for beginner readers. The teacher usually starts out by observing the students reading to determine their level. They are then placed into reading groups. Reading starts in the very early years of life. Early readers have four things in common; 1. Their parents converse with them; 2. The children ask questions. 3. The parents answer the children’s questions, and 4. the children ask “what is that word?” The early years of reading can affect the child’s attitude towards reading for the rest of their life. Phonics instruction is when the teacher teaches relationships between the letter and the sound it makes. Comprehension is an important part of reading. In narrative literature, the teacher can help support comprehension by having the students write the major events in the story, the students can make predictions, and compare and contrast. The students can also focus on cause and effect and problems and solutions. Increasing vocabulary is also important. This can be done by listing the vocab words on a wall word or put them on a bulletin board. The students can be evaluated in several ways. Some include: reading readiness test, anecdotal records, and portfolios.

2. “…the teacher must be able to think on her feet and react to the teachable moment” (488). I think that it is important for a teacher to be able to handle questions that come up in the classroom. They should take advantage of a moment when a child wants to learn something even if it isn’t what was planned for the day.

3. While the chapter was very interesting I felt that it was very long with a lot of information. I had a hard time writing a short summary.

4. I am excited to do the writings with the pictures. They are all so different in will be fun to hear everyone talk about their picture.

5. I am glad that we spent the time in class to go over our next writing assignment. I now feel more comfortable and know what Dr. Walker expects.

Comments

1. Very clear and concise summary.

2. I absolutely agree. I think for new teachers it will be hard when a question is asked which they do not have a prepared answer. But as time goes on I think teachers can think on their feet faster and better.

3. Exactly, look at everyone’s summaries. This is the longest chapter yet I think.
4. I agree. It will be fun to see what everyone thinks of with each picture.

5. I wrote about this as well. I also feel more clear on the directions.

Thursday, 06/05/2008 10:54 PM by Samantha

1. I think your summary is superb. The chapter was lengthy and filled with pertinent information. You capture the highlights extremely well. I love the concept of interacting between the text and the reader. Let's all run with this idea.

2. Teachable moments rule. I have demonstrated using many of these throughout this course thus far. When I realized that time needed to be devoted to clarifying for the first assignment and then again for the second, I did so. The needs of your students must come first and then the lesson plans come second.

3. Yes, this was a doozy of a chapter. Which made it most difficult to be concise in the summary and be effective. You did a fine job as many of your classmates did, too.

4. Yes, not only will you all enjoy the in-house assignment but your future students will, too.

5. Please remember your relief and always plan to set clear expectations and review the expectations so all of your students feel the assignment is clear. Thanks for your comments, many other agreed with you.

Saturday, 06/07/2008 4:32 PM by David

1. Your summary was very well worded and followed the chapter well.

2. Very good quote choice, to be a good teacher, you need to think on your feet all the time!

3. I also felt it difficult to summarize it in a short paragraph.

4. It should be interesting to see what everyone writes.

5. I also feel very prepared for completing the assignment.

Saturday, 06/07/2008 8:56 PM by Stephanie

Chapter 12 has to do with reading and how children interact with the text. In the beginning when it talks about professional teachers, it gave factors that were common among the exemplary teachers. Enough time was given for the students for the reading to be meaningful, the text was the proper reading level for the students, they modeled good strategies for them, and they encouraged peer discussions. The teachers also let the students choose and assessment focused more on effort and improvement. When teaching reading there must be thorough...
preparation. The text tells us to recognize importance of reading in terms of getting info and pleasure alike. There is information on a balanced literacy program saying that children should be aware of local knowledge about reading, globy lal and there are many ways to learn about reading. An unfamiliar word can be decoded by the use of context clues. Guided reading should include three to eight students reading one passage. Teachers should know students interests. There should be a variety of books available for students to choose for self-selected, independent reading. Literature studies and listening to others interpretations of text s important. The four blocks reading program has a goal of combining reading approaches. Reader's workshop includes sharing itme, the self-selected reading, literature response and individual reading conferences. In transactional views of reading, views are changing. Basal readers deal with children's reading readiness. Emergent reading is the beginning stages. It is indicated that they learn in a naturally developmental way. Early readers had common factors in a study that they had parents who conversed with them, and the children asked questions. There is also information on the Language Exerience Approach, or whole language. This incorporates thought, oral and written language together with experiences. There are examples of guidelines for giving good phonics instruction for example building on past knowledge and focus on the words, not rules. The chapter gave strategies for different grades like questioning, and DRA's. Content areas and expository readings are important as well. Many vocabulary activities were given for techniques. English Language Learners are high risk students and should be taught phonics whole to part. An example of a formal evaluation measure is a norm-referenced test that compares to scores of other students. Another is a criterion-referenced. The chapter ends on a note of portfolios about student work and how they are important fot the parents and the teachers and for the future of the students.

2. " Teachers must not only ask effective questions, but they must model such behavior so that students can develop a questioning technique that they can use independently" (p. 513). I agree that modeling is a very important thing for teachers to do and do often. Students are very impressionable and when effective questions are being used, the more learning is enhanced and ideas are clarified.

3. Like the last chapter, I like the poem that introduces this one. Just by giving a child a book a chain of good events are in store for him or her and learning will continue. One thing leads to another and handing a child a book could open up many doors.

4. I like the book clubs as talked about on page 515. The character maps, special story part, and author's crafts especially appeal to me. I like that it student led. I also like the me and the book where they relate themselves to a character in the book.

5. I am once again thankful for the example for the assignment due on Monday. I feel more comfortable as I begin to tackle the work I have in front of me to do. I am glad that we spent more time talking about it today.

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**julie** (permalink)

Created on Thursday, 06/05/2008 9:14 PM by **Julie**  
Updated on Sunday, 06/08/2008 12:43 PM by **Julie**

1. Chapter 12 has to do with reading and how children interact with the text. In the beginning when it talks about professional teachers, it gave factors that were common among the exemplary teachers. Enough time was given for the students for the reading to be meaningful, the text was the proper reading level for the students, they modeled good strategies for them, and they encouraged peer discussions. The teachers also let the students choose and assessment focused more on effort and improvement. When teaching reading there must be thorough preparation. The text tells us to recognize importance of reading in terms of getting info and pleasure alike. There is information on a balanced literacy program saying that children should be aware of local knowledge about reading, globy lal and there are many ways to learn about reading. An unfamiliar word can be decoded by the use...
of context clues. Guided reading should include three to eight students reading one passage. Teachers should know students interests. There should be a variety of books available for students to choose for self-selected, independent reading. Literature studies and listening to others interpretations of text is important. The four blocks reading program has a goal of combining reading approaches. Reader's workshop includes sharing time, the self-selected reading, literature response and individual reading conferences. In transactional views of reading, views are changing. Basal readers deal with children's reading readiness. Emergent reading is the beginning stages. It is indicated that they learn in a naturally developmental way. Early readers had common factors in a study that they had parents who conversed with them, and the children asked questions. There is also information on the Language Experience Approach, or whole language. This incorporates thought, oral and written language together with experiences. There are examples of guidelines for giving good phonics instruction for example building on past knowledge and focus on the words, not rules. The chapter gave strategies for different grades like questioning, and DRA's. Content areas and expository readings are important as well. Many vocabulary activities were given for techniques. English Language Learners are high risk students and should be taught phonics whole to part. An example of a formal evaluation measure is a norm-referenced test that compares to scores of other students. Another is a criterion-referenced. The chapter ends on a note of portfolios about student work and how they are important for the parents and the teachers and for the future of the students.

2. " Teachers must not only ask effective questions, but they must model such behavior so that students can develop a questioning technique that they can use independently" (p. 513). I agree that modeling is a very important thing for teachers to do and do often. Students are very impressionable and when effective questions are being used, the more learning is enhanced and ideas are clarified.

3. Like the last chapter, I like the poem that introduces this one. Just by giving a child a book a chain of good events are in store for him or her and learning will continue. One thing leads to another and handing a child a book could open up many doors.

4. I like the book clubs as talked about on page 515. The character maps, special story part, and author's crafts especially appeal to me. I like that it student led. I also like the me and the book where they relate themselves to a character in the book.

5. I am once again thankful for the example for the assignment due on Monday. I feel more comfortable as I begin to tackle the work I have in front of me to do. I am glad that we spent more time talking about it today.

Comments

1. Your entry was hard to read with no spacings. Please correct in future RDEs, thanks. Your summary is fine and very complete. The chapter was complex and long. Best practice in reading is to attempt to make the reading meaningful. We all like our reading to be this way. Yes, teachers should know their students' interests so they can match these interests with articles, poems, and books.

2. You know how I feel about modeling. You have been experiencing it ever since you stepped into my classroom. Do it, it is effective and students feel safe in learning environments that show the scaffolding and assist students to construct their own scaffolds of understanding.

3. Yes, the selected poems that Farris uses are deeply meaningful. I sepecially like the one titled, Read to
4. Remember the book club idea. This activity is far more worthy than the use of the archaic book report.

5. I am pleased that you and your classmates feel more at ease with completing the second assignment. Please be sure to make your assignment expectations clear for your pupils, too.

Melissa (permalink)
Created on Thursday, 06/05/2008 4:55 PM by Melissa
Updated on Thursday, 06/05/2008 9:00 PM by Melissa

1. This chapter discusses the importance of reading to children and their interaction with the text. A child learns to read and become a better reader by just that, reading. As teachers we must set up our reading programs to meet the individual needs of the child, not just adopt a certain program and stick with it. In a study of exemplary teachers by Richard Allington, he found 6 common factors that these teachers share for teaching reading instruction: time, texts, teaching, talk, tasks and testing. Farris then goes on to discuss several different approaches to reading including planned instruction in which a teacher plans a lesson with an intended goal in mind. A balanced literacy program integrates phonics throughout as well as reading and writing activities with quality pieces of literature. Shared reading occurs when the teacher is reading aloud to the children and they each have a copy of the book to follow along. Shared reading leads to think alouds where the teacher is able to model to students how they analyze the text or decode different words within the text while reading. Guided reading is when students are grouped together homogeneously (3-8 students) according to their reading levels or same instructional needs. Students are able to move in and out of groups as their reading styles change. Other types include independent reading where students choose what they want to read and literature studies where students study a specific genre as a whole, and discuss their findings together. Students are not limited to just reading the text, those who are struggling may listen to it on tape or have another child read them the text, encouraging participation from all students, not just those who are good readers. Farris then presents us with four characteristics of children who learned to read developmentally (1) their parents conversed with them, (2) the children asked many questions, (3) the parents responded to the children's questions and (4) the children frequently asked, "What is that word?" Reading to children is essential to helping them become better readers. Comprehension is a difficult thing for students in primary level grades and Farris suggests the following strategies to help children develop this skill: exposing children to different genres, visual aids, making predictions, sequencing, comparing and contrasting, locating details, knowing about cause and effect relationships and finally being able to find the solution to the problem in the story. The chapter closes by introducing ways to assess children's reading. Students can be evaluated formally through standard tests and well as unit tests that accompany reading books. Informal evaluations include anecdotal records in which the student is evaluated through observation as well as reading portfolios which include lists of books the child has read and the dates they finished them.

2. "...a significant increase in reading achievement occurs when a child reads for at least 10 minutes a day" (p 486). I chose this quote because I think it helps us to see that you don't need to read for hours upon hours a day in order for it to make a difference. As teachers this gives us insight into giving children homework assignments that are both doable and enjoyable as well if we let them choose the type of book they want to read.

3. I think reviewing today for the writing assignment due Monday was extremely helpful. It cleared up a lot of my questions and I am feeling much more confident about it now. Thanks again to Zoe for sharing her ideas with us.

4. I found this chapter to be a good reinforcer of what I learned in the Teaching of Reading class with Dr. Roberts. Its one thing to learn about these ideas and techniques in class but when you read about how they are used in classrooms and how being up to date with current teaching practices is so important, it makes you realize there is a purpose for all of this and how extremely important it is for us as future teachers to incorporate these current practices in our classrooms.

5. Finally I just want to congratulate everyone on making it through the first half of the summer session and wish you the best of luck for the second half. We have all learned so much already and I am excited for what is to
come. Goodluck and best wishes to everyone!

Comments

1. This was a very long chapter with a lot of information. Although your summary in longer than the other chapters, it is all important information.

2. I think that it is very true that a child should read everyday even if it is just for ten minutes. This not only improves their reading but writing as well.

3. I feel the same way. I feel much better about this assignment.

4. Yes I do remember this from teaching reading. However reinforcement is important for us too.

5. I can’t believe we already took our midterm. The first half went by very fast.

Thursday, 06/05/2008 9:28 PM by Lisa

1. There was tons of information to cover in this chapter. You did a good job at picking out the main topics and you wrote enough that if you had further questions you would know exactly what chapter to refer to.

2. I agree as well. I think "book before bed" is a great way to promote this in a home.

3. I feel the same way - I was a little unsure but having the discussion today and yesterday really helped me understand what was expected from me.

4. I had the same comment! I think this is a great reminder of how important this information is because not only is it taught in this class but as well as another!

5. Crazy! I think time is flying by! Just look at what we have learned already!

Thursday, 06/05/2008 11:40 PM by Kylie

1. I agree with Kylie and Lisa, this was an enormous chapter filled with pertinent information. You wrote a good deal and it is all worthwhile. I especially like the "reading instruction: time, texts, teaching, talk, tasks and testing." These are essential to include in effective literacy instruction. I also agree with your statement related to comprehension, "exposing children to different genres, visual aids, making predictions, sequencing, comparing and contrasting, locating details, knowing about cause and effect relationships and finally being able to find the solution to the problem in the story." This are important factors in children's literacy learning.

2. There used to be an old ad slogan, "A little dab will do ya!" I agree that just a little reading ten minutes a day will grow significant skills in students.

3. Remember and do this in our own teaching. Students deserve to know exactly what the teacher expects of them.
4. I am glad that this course's content is reinforcing the content that Dr. Roberts taught to you in Teaching Reading. This is an example of as spiraling curriculum and is effective instructional practice, too.

5. My former students used to be astonished at how fast the school year passed. Especially the students whom I taught for multiple years! I am pleased that many of you have experienced the state of flow and the passage of time seemingly to be so rapid.

Ashley Post on June 5 2008 (permalink)
Created on Thursday, 06/05/2008 12:41 PM by Ashley
Updated on Thursday, 06/05/2008 6:53 PM by Ashley

1. Chapter 12 deals with children and their reading. For teachers to be exemplary teachers, there are six things for them to consider. **Time** to provide the students with reading and writing activities for the school day. **Texts**: there should be plenty of reading material for the students to have access to. Make sure the books are appropriate for the readings levels. **Teaching**: teachers should be willing to demonstrate their own reading and writing abilities and strategies. **Talk**: students should be encouraged to talk amongst their peers and especially to the teacher about their ideas and thoughts about their reading. **Tasks**: make sure the students have different options. Activities they are interested in will keep them busy longer and more engaged in their learning. **Testing**: the students work should be assessed to make not of improvement and achievement. When teaching reading, teachers need to make sure that their lessons are planned out for the day. However, teachers should also be able to think on their feet in case those teachable moments arise. A balanced literacy program is a program that integrates phonics in grades K-2 and continues on with word study for grades up to eighth. In this program, there should be a local knowledge. This is knowing to read the words at sight, knowing how to figure out unknown words, and knowing the meanings of words. A global knowledge deals with the understanding and responding to what has been read. There should also be knowledge resources such as teachers, parents, and other students. In this program, it also includes **shared reading**: when the teacher reads aloud to the students and then when the story is finished, the children can read the story on their own. **Guided reading**: this can happen one of two ways. 1) the students can get into small groups and read the same text and discuss it. 2) the children can also read at a table with the teacher and the teacher can dictate who reads what for fluency checks. For a guided reading lesson to be considered successful, the children should be reading 91-94% of the words from the text. **Self-selected/independent reading**: the student is able to choose what he or she would like to read. If the cover is flashy or catches the eye, the child will most likely choose that book. This also goes for familiar authors. "Rule of thumb" is something that should be used to determine if the child is ready to read that particular book. Have the child go to the middle of the book and start reading. If they get to their thumb of words they do not know, that book is probably not a good selection. Aesthetic reading is when the reader focuses on thoughts, feeling, enjoyment, and the images. The reader may also feel as though they can relate to the character(s). Efferent reading is more focused on the informational aspect. Readers will be more focused on getting any new information they can out of their selection. The learning experience approach (LEA) helps to build on the child's interest and oral language. Phonics instruction deals with the letters and their sounds. This must be done first before the teacher can move on to rhyming or anything to do with same beginning and ending sounds. In learning about words, children go through three stages. The logographic stage is when children are able to identify places such as Burger King and McDonald's. Next is the alphabetic stage. This is when children use letters and sounds to identify words. Last is the orthographic stage. Children in this stage identify patterns in words to figure out a word without having to sound it out first. Comprehension is next and this is equally important as knowing how to read. Ways to assist students with this is to make visual representations of the stories they are reading. Pg. 510 is a great example about the bunnies. In comprehension we must learn to make predictions, sequence, compare and contrast, locate details, understand and identify cause and effect, and be able to identify problems and their solutions. There are different types of *Question-Answer Relationship (QAR)*. These are answers that can be found "In the Book or Story" or "In My Head". After this is mastered there are answers that can be found "Right There" and "Think and Search". After this is understood, the last is "On My Own" and "Author and Me". Students need to develop their own reading skills. This will allow them to rely less on the teacher. There is the SQ3R approach and this has five steps: survey, question, read, recite, and review. These things need to be practiced on a regular basis in order for the students to use them correctly. The end of the chapter then talks about vocabulary some more and how to assist the ELL students and those with special needs. Something that should be kept in mind, "Vocabulary is first cousin of comprehension for without the knowledge of words we cannot begin to understand text. Thus, it is critical that we teach vocabulary hand in hand with comprehension" (pg. 525). Reading assessments are then mentioned stating that these assessments include a combination of techniques, observations the teacher has made and the analyzed records that have been made
over a time period. Formal evaluations involve tests such as the state testing and the test given by the teacher. A portfolio should also be kept for reading including the books the child has read.

2. "The importance of knowing how to read is immeasurable for reading provides a means of acquiring not only information, but pleasure and enjoyment as well" (pg. 486).

This is very true. We must make sure that our children can read before we instill upon them that they need to read for all reasons. If a child doesn't enjoy reading, take note, maybe there's something wrong. Reading is fascinating! There are all types of things for children to read so we need to make sure that they have the basic skills mastered in order to experience this.

3. I thought this was interesting. On pg. 526 it says that a student must come in contact with a word at least eight times before it can be learned. I have never heard this and I am not dismissing it. I find it easy to believe because a child can't learn a new word and be expected to know it a week later if it wasn't used in between that time.

4. I hope everyone did well on the midterm. Having the review for the midterm was an awesome idea because even though I answered the questions right during the review, if we hadn't done so, I would have most likely missed some of the questions. Especially the one about the Type I and Type II writings dealing with the FCA's, tricky tricky.

5. I'm glad we spent as much time as we did today on the anchor papers because after leaving class yesterday, I was still confused. I think this project will be something we can all definitely use later on for "modeling". Not only that, but the practice in writing FCA's, prompts, and becoming very familiar with the Type 1 - 5 writings is a great idea.

Comments

1. A masterful summary that captures a great deal of information from the chapter. You review many of the techniques that we used and learned about in the reading course. I love the quote, "Vocabulary is first cousin of comprehension for without the knowledge of words we cannot begin to understand text..." that you chose to embed into your summary. I agree that these two pillars of reading work cooperatively and help learners to truly develop their literacy skills.

2. Yes, children acquire information through literacy; they also have skills that will be utilized in work and possibly in recreation throughout their lives.

3. This research demonstrates the significance of repeating material and words and reviewing the content of study up to eight times. This provides for deep learning and application of the concepts when needed in the future.

4. Yes, everyone did master the midterm. Grades ranged from B+ through A+!

5. I am glad that you feel better about the assignment and feel that it will be worthy to use in your teaching.

Saturday, 06/07/2008 4:03 PM by David

Larissa (permalink)
Created on Wednesday, 06/04/2008 5:04 PM by Larissa
1. Chapter 12 focuses on reading and opens with a study of exemplary teachers and the six common factors that make great reading instructors. *Time*, research showed that good teachers provide students with time to engage in reading and writing activities; *texts*, there was a plethora of reading material available in the classroom; *teaching*, the instruction was active and modeled good reading and writing attitudes and strategies; *talk*, students were encouraged to share ideas about their reading; *tasks*, students were provided with choices when it came to classroom assignments; and finally *testing*, assessment focused on improvement and effort over achievement. Next approaches to reading instruction were described noting that there are many methodologies for incorporating reading instruction into the classroom and that basal reading series remain the dominant component in most schools’ programs. A balanced literacy program integrates phonics with quality literature and is inclusive with other types of reading instruction. Shared reading is a teaching practice that has the teacher read a familiar story to the class as the students follow along after this activity students will share their thoughts in what is called a think-aloud. Guided reading is popularized through the research of Fountas & Pinnell and calls for small homogenous group instruction using teacher selected reading choices. Self-selected independent reading allows students to choose their own reading materials and literature study is described as having students read a variety of genres and discussing in order to enrich the experience.

Research has shown that reading instruction in primary grades is divided into four blocks: *guided reading*, students will read a section from a basal reader; *self-selected reading*, students read self-chosen literature; *Writer’s workshop*, follows the instructional methodology of a mini-lesson on a writing concept following a reading; and finally *working with words*, engagement in word sort activities. Next, the transactional view of reading is described as a theory where students construct meaning from what they read through their previous experiences and as they gain new knowledge change their views accordingly. Along with the transactional theory of reading there are two stances of reading described which are reading for enjoyment or to be informed. Emergent and beginning readers are summarized and methods of instruction are noted—especially the importance of reading aloud to children. In the beginning stage of reading the *shared book experience* approach in the classroom is an enjoyable way for children to hear books read aloud. Also, the *Language Experience Approach* emphasizes the relationship between thought, oral and written language and the steps for a lesson are provided in the text. Phonics instruction or mastery of letters and their sounds should begin early, and guidelines for instruction are provided in the text. Comprehension is then discussed as well as teaching techniques and activities that will aid in supporting and honing this skill: making predictions, sequencing, comparing and contrasting, locating details, cause and effect, and problem-solution are all classroom activities supporting comprehension. The chapter concludes with a listing of additional instructional techniques that reading teachers should familiarize themselves with in order to provide a well-sounded experience: Questioning, *QAR*, book clubs, directed reading activities, directed reading-thinking activities, study skills (including the SQ3R and response method of reading) as well as reciprocal teaching are all highlighted. Assessment is the final component of reading instruction that farris discuss and he points out the necessity of both formal assessments (both norm and criterion referenced tests, diagnostic tests, as well as basal unit exams) and informal assessments (checklists, reading interviews, anecdotal records, and reading portfolios).

2. "Allington (2002) summed up his research study by pointing out that exemplary teachers taught children while typical teachers taught programs" (p. 488). I chose this quote because it reminded me of the conversation I had with Dr. Walker yesterday afternoon. We discussed the teaching practice of relying entirely on the textbook, in my mind this not only restricts a teacher’s creativity but like this quote says “teaches a program” and ignores the individual needs of your students.

3. I love the Ruth Heller series of books and I was really glad that we looked over them today, I have most of them at home and still rely on them for my writing because I am so poor in grammar. These are definitely books I would promote to invest in because I have had them since elementary school (thanks to my mom—this is what she buys me for Christmas as a third grader ha ha).

4. I liked the section and incorporation of shared reading in the classroom, I have learned about this in other classes but I love this approach so much it was good to read and learn more about it. The act of reading to children and sharing literature that you find to be interesting is nothing but beneficial for your students and cannot be overstated.

5. The graphic organizer activity in class was a new way for me to read things more closely. It helps to focus on what you are reading and really question and analyze more, when I come to something I don’t know I tend to skip over and ignore the concept but this graphic organizer teaches students that it’s important to look back and remember those things that you didn’t understand in your reading.

http://bloomu-summer.sytec.pashe.edu/webapps/lobj-journal-bb_bloo/blog/2008Summer62... 7/7/2008
1. Your summary is excellent and I especially like the inclusion of, "...reading instruction in primary grades is divided into four blocks: guided reading, students will read a section from a basal reader; self-selected reading, students read self-chosen literature; Writer's workshop, follows the instructional methodology of a mini-lesson on a writing concept following a reading; and finally working with words, engagement in word sort activities." This says a great deal of worthy activity.

2. I mentioned this quote and your analysis in class. Yes, teach to the student's needs not to a program.

3. Bravo to your mom for such usable and worthy gifts.

4. Shared reading not only develops literacy but also encourages social networks that can at times last a lifetime.

5. Yes, the reciprocal reading foldable is a good tool for many readers to use and to gain greater understandings of what is read and about themselves as readers.

Stephanie (permalink)
Created on Wednesday, 06/04/2008 11:56 AM by Stephanie

1. Chapter 12 focuses on reading as well as the interaction between the text and the reader. Reading has received more attention over the years than all of the other language arts. A study was conducted on exemplary teachers, and found six common factors that are known as the six Ts: time, texts, teaching, talk, tasks, and testing. Farris begins talking about the different approaches to teaching reading. The big idea to remember is that reading instruction may be planned or unplanned. The balanced literacy program integrates phonics in grades K-2 and continues with word study through eighth grade, along with reading of quality literature. Some different approaches with in the balanced literacy program for reading instruction are: shared reading and think alouds, guided reading, self-selected or independent reading, and literature study. The four blocks reading program is when reading in the primary grades are divided into four blocks: guided reading, self-selected reading, writer's workshop, and working with words. Reader's workshop is another approach where the five main components to follow are: sharing time, mini lesson, status of the class, student reading, and student sharing. Farris then begins to talk about transactional view of reading, which is when the readers change their interpretations as they read the text. There are two stances to reading: efferent, and aesthetic. Aesthetic reading is reading for enjoyment, where efferent reading is reading to be informed. The next approach to reading is the basal reading program; it tells you what it is and how to evaluate it in the classroom. The following portion of the text deals with the emergent reader or beginning reader. It gives you ways to evaluate the child, and then goes into more depth by giving ways for instruction. Some of the ways to instruct reading are: shared book experiences, the language experience approach (LEA), and shared story reading and beginning readers. Phonics instruction is the next concept, which involves teaching relationships between letters and the sounds they represent. Farris then moves on by giving ways to increase comprehension: repeated exposure to different genres, visual structures to support comprehension, making predictions, sequencing, comparing and contrasting, locating details, cause and effect, problem and solution. Some ways to instruct primary, intermediate, and middle school readers is by: questioning, question-answer relationship (QAR), book clubs, directed reading activity, and lastly directed reading-thinking activity. When dealing with content area and expository reading, students need to develop study skills which include using the SQ3R approach, response approach, or reciprocal teaching. The next concept is vocabulary acquisition, the importance of vocabulary development, and techniques for teaching vocabulary. Farris moves on
from there to give instructional approaches for high-risk students, ELLs, struggling readers, and special needs students. The final portion of this chapter talks about reading assessment. To assess a student in reading, you can use formal evaluation measures, which include reading readiness tests, and diagnostics tests. Some informal evaluation measures are: anecdotal records, reading portfolios, and diagnostic-reflective portfolios.

2."However, when the unexpected question arises or unfamiliar word is encountered during a child's reading, the teacher must be able to think on her feet and react to the teachable moment" (Pg. 488). I agree with statement fully. Even though it is important for teachers to have a set plan for each day's reading instruction, a good teacher must be able to modify and adjust. Even though a topic or word is not in the plan that you had for that day, as long as there is some type of learning going on, the instruction time was put to good use. You can always go back later and complete the lesson that you had planned.

3. Last semester, I took teaching reading with Dr. Roberts, and felt that I learned so much information that could actually help me in the classroom. By reading this chapter, I realized that majority of the information discussed was the same as in my reading class. I like when classes overlap like this sometimes because it really reinforces the topics that need to be remembered as we begin teaching.

4. I liked how the text separated regular reading from content area reading and expository reading. It is very helpful to have different instructional approaches for different types of reading. I would have to say in my eyes, one of the big problems when dealing with content area reading; is that children don't realize that they have to change their approaches. By changing their approaches to the text, they will be able to retain more information and detail.

5. When I read, I do not comprehend a lot of what I have read. Either I just skip over it or force myself to try and read it again, which takes a lot of time, that I do not have. So for me, I really liked the portion of the text on comprehension strategies. As I do further reading, I am going to try my hardest to use some or all of these strategies to see which one helps me the best with comprehension.

Comments

1. Very good summary, you included all the main points i read as well and even more that I had read but didn't include in my own summary. i liked how you especially described the components of a readers workshop lesson.

2. When I read this in the chapter it made me think of our class. It is great teaching practice to be able to adjust a plan if it isn't working or to stop and address something that comes up throughout the class.

3. I too found alot of the teaching reading class in this chapter, it was a good refresher to read more about guided reading, shared reading nad other concepts in this chapter.

4. The text did a good job I think in comprehension, most textbooks tend to focus on how teachers should teach reading and literature and tend to ignore comprehension. In my opinion, there's no sense in teaching your students how to read unless you also teach them to understand what they are reading.

Wednesday, 06/04/2008 5:09 PM by Larissa

1. Agree with Larissa, your summary is most complete and you really describe the readers' workshop well.

2. Yes, the teachable moments are excellent opportunities to meet the needs of your pupils at the exact moment that the need arises. Absolutely, you can always return to the planned lesson another day. I have modelled this in several classes.
3. I shared your comment with Dr. Roberts. She was pleased that the writer acknowledged the spiral curriculum that repeats essential components. Some students don't like the overlap but we know it is good teaching practice.

4. Teachers need to know that teaching reading is different when it comes to instructing students relative to fiction from expository text materials. There are completely different strategies that need to be learned and utilized.

5. Thank you for your honest reflection of your own reading skills. Yes, try to improve upon comprehension by lessening the time that you skim.

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Zoe

Created on Tuesday, 06/03/2008 8:54 PM by Zoe

1. Chapter 12 is about the interaction between text and reader. This chapter stresses, (again,) the importance of reading for elementary students, and offers different approaches to the teaching of reading in elementary school. A good teacher will modify and adjust to teach appropriately to each specific class. A study has shown that there are some common factors prevalent among exemplary teachers and in successful classrooms. Some of these factors include allowing sufficient time for reading, having a good amount and variety of text, modeling good literature skills, testing for effort and improvement, and encouragement of discussion.

There are several approaches to teaching reading, and like with many other subjects, instruction is often planned, but may also be unplanned. Two of the reading approaches highlighted in the chapter are a balanced literacy program and the four blocks program. A balanced literacy program includes shared reading, think alouds, guided reading, self-selected reading, and literature study. This program is designed to allow children to be exposed to all types of literature. The four blocks reading program divides reading in the primary grades into four sections: guided reading, self-selected reading, writer's workshop, and working with words. Some other approaches to teaching reading include the basal reading program and reader's workshop.

The chapter describes what is shown to work for emergent readers, struggling readers, advanced readers, and everything in between. There are several suggestions for how to teach each particular type of reader, and what is important when teaching a child how to read, or how to improve their reading skills.

2. "Many second language learners live in extended families in cramped apartments or houses with their parents earning minimum wages and often working two or more jobs" (pg. 531).

I chose this quote because I thought it was pretty stereotypical to have something like this written in a text book. Yes, this may be true of some second language learners, but this is just creating a judgement based on a stereotype, not an individual. I do not think that teachers should go into a classroom assuming that every second language learner is poor and lives with their extended family.

3. I liked reading about the shared book experience for K-3. I think Big Books are a great way to involve the whole class in reading, and to get younger children excited and interested. I also think it would be a great idea to have students create their own Big Book as a class. This would be something that parents would probably love to see in their child's classroom.

4. Visual structures are a wonderful way to support comprehension, especially because there are so many people who are visual learners. I have always found story webs, charts, and graphs to be much more enjoyable than simply writing down information from a story. Also, the creation of these visual structures is a great way to study!

5. I think it is a great idea to find out what kind of learners your students are, like Dr. Walker did with our class. This information can be so beneficial to both the teacher and the students. I appreciate that Dr. Walker showed us the
site, because it was quick and easy, and I will definitely be using it in the future, whether it is to re-test myself, or to test my students some day.

Comments

1. Your summary was very good. What you wrote was easy to read, especially because it was broken down into parts. I like the point of "modify and adjust" to each class according to their needs. You gave a good background of a balanced literacy program.

2. I agree. I think that it builds up the stereotype. In one way I guess the text is just relaying information based on instances of the past, but I definitely see your point Zoe.

3. I feel that big books are a good thing to use too. It is a fun project and most children do like them!

4. I like visual structures too. They provide a more diverse way of comprehending a subject. I use them as much as I can when studying.

5. Even though I was surprised with my results, I think this activity would be good to do with my students to get some of an idea of the best ways they learn.

Thursday, 06/05/2008 12:43 PM by Julie

1. Your summary provides for the various stages of reading development. I hope that you have seen the following ideals modeled within our class: "allowing sufficient time for reading, having a good amount and variety of text, modeling good literature skills, testing for effort and improvement, and encouragement of discussion." Effective instruction is all about the practice of meeting the needs of your learners.

2. I agree, Farris is way off base. Many ethnicities would never even consider living in multi-generational conditions. Even though there have been and still are practices of this - I agree, she is promoting a stereotype!

3. I will model again the Big Book concept for those who have not seen or experienced them. For you it will be a review and a reinforcement of past learning.

4. Use your desire for visual assistors in your second assignment.

5. Thanks for the compliment related to the Learning Styles Inventory Web site. Use it and have your students benefit from it, too.

Thursday, 06/05/2008 3:00 PM by David