Reading Strategies That Work!

Best Practices for Enhancing Student Achievement!

S. Finelli, 2010
Using Research & Reason In Education

“More than ever, educators are expected to make decisions that guarantee quality instruction.

Educators need ways to separate misinformation from genuine knowledge and to distinguish scientific research from poorly supported claims. In short, teachers use concepts of rigorous research and evaluation in practical ways.

Teachers can further strengthen their instruction and protect their students’ valuable time in school by scientifically evaluating claims about teaching methods and recognizing quality research when they see it”.

Taken from: National Institute for Literacy (2005), What is Scientifically Based Research?: A Guide for Teachers from The Partnership for Reading.

S. Finelli, 2010
What is meant by “Scientifically-Based” Research?

“The NCLB Act of 2001 encourages, and sometimes requires, the use of instruction based on scientific research. The emphasis on scientifically based research supports the consistent use of instructional methods that have proven effective. To meet this definition “scientifically-based” research must:

• Employ systematic, empirical methods that draw on observation or experiment

• Involve rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions.

• Rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations.

• Be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review”.

Taken from: National Institute for Literacy (2005), What is Scientifically Based Research?: A Guide for Teachers from The Partnership for Reading.

S. Finelli, 2010
Academic Content Standards describe the knowledge and skills that students should attain - often called the "what" of "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning and investigating, and important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline.

Benchmarks are the specific components of the knowledge and skills identified by an Academic Content Standard. The benchmarks serve as checkpoints of cumulative knowledge and skills over a band of grades.

Grade-level indicators are statements of what students should know and be able to do at each grade level. The indicators are the checkpoints that monitor progress toward the benchmarks.

S. Finelli, 2010
Standards for READING

Click on Links to Access Information!

- **Phonemic Awareness, Word Recognition & Fluency**
- **Acquisition of Vocabulary**
- **Reading Process**: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
- **Reading Applications**: Informational, Technical, and Persuasive Text
- **Reading Applications**: Literary Text

S. Finelli, 2010
Phonemic Awareness, Word Recognition and Fluency

Students in the primary grades learn to recognize and decode printed words, developing skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.
Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

Return to Standards Page

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Reading Applications: Informational, Technical and Persuasive Text

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.
Reading Applications: Literary Text

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

S. Finelli, 2010
Reading Comprehension understanding levels

- **Literal**
- **Inferential**
- **Evaluative**
- **Vocabulary**

The main difference in items at higher RIT levels is in sentence and passage length, complexity of detail and content, and difficulty of vocabulary.

S. Finelli, 2010
Literal Reading Comprehension

Students can recall, identify, classify, and sequence details, facts, and stated main ideas from a variety of written materials, and can interpret directions.

Strategies:

- Identify the main idea of a passage
- Identify the supporting details of a passage
- Determine the meaning of words by context

Back to Reading Comprehension
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Inferential Reading Comprehension

Inferential comprehension questions measure interpretation. These items require you to “read between the lines” or even “beyond the lines.” Making an inference requires the reader to combine prior knowledge and experience with passage information. Making an inference requires using information that is explicit in a passage, determining which ideas are relevant to answering a particular question, and combining those ideas to create something unique, something that is implied by the information at hand.

S. Finelli, 2010
Evaluative Reading Comprehension

Students understand fact, opinion, bias, assumptions, and elements of persuasion, and can evaluate the quality and validity of written material. Students can compare works, evaluate conclusions, and apply what is learned to real life experiences.

S. Finelli, 2010
Vocabulary & Reading Comprehension

There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

- Teach word parts (prefix, root, suffix)
- Teach Latin stems
- Teach words within the context of the text
- Teach how to access the applicable definition from dictionary/glossary sources
- Non-fiction requires comprehension of technical terms

Back to Reading Comprehension

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In Summary

“Teachers play a variety of roles in their work ~ instructor, coach, advocate, and learner ~ but they also act as scientists in several ways. As they make the important decisions about what and how to teach, they must evaluate the claims associated with educational strategies and programs. /and in the classroom, they must constantly assess and reassess the value of programs and their impact on students”!

Taken from: National Institute for Literacy (2005), What is Scientifically Based Research?: A Guide for Teachers from The Partnership for Reading.
We Inspire and Empower Learners!