

# Lunch and Learn at Pierce Terrace

Tuesday, February 16, 2010

12:00-1:00

Math and Science Lab

Mr. Brian Perry, Principal

Ms. Donna Love, Reading Intervention

Welcome and Opening Remarks...Mr. Perry

Reading and Your Child...Ms. Love

- *Read to Your Bunny*-Rosemary Wells
- The DRA
- Reading Strategies
- Available Resources
- Questions & Answers

Closing Remarks...Mr. Perry

## DRA-Developmental Reading Assessment

The DRA measures a student's reading accuracy, fluency, and comprehension. It identifies a student's reading achievement through systematic observation, recording and evaluation of performance. The data is analyzed to document progress and communicate progress to administrators, teachers, parents and students. It drives effective reading instruction tailored to critical intervention points derived from the results.

### DRA Continuum

#### Emergent Readers: Levels A-1, 90% accuracy

- Relies on others to select and read text
- Reads familiar text with support
- Is uncertain about directionality
- Points to words; inconsistent one-to-one match
- Moves left to right on one line of text
- Relies on others to monitor reading
- Is uncertain about letters and words
- Invents story

#### Early Readers: Levels A-2, 90% Accuracy

- Relies on others to select and introduce new text
- Reads a few familiar texts independently and new texts with much support
- Moves finger left to right on one line of text
- Points to words; consistent one-to-one match
- Monitors using 1 or 2 known words
- Locates words and letters
- "reads" using pictures and/or cues

### Early Readers-Levels 3-6, 94% accuracy or above

- Selects new text with support
- Reads some familiar texts independently and new texts with support
- Gathers limited information from the teacher's introductions and the pictures
- Comments briefly about each event or action when previewing pictures
- Reads word by word
- Reads with no intonation; monotone
- At difficulty stops, relying on support to problem-solve unknown words
- Detects no miscues

### Early Readers-Levels 8-10, 94% accuracy

- Selects new text with moderate support
- Reads most familiar texts independently and new texts with moderate support
- Gathers some information from the teacher's introduction and the pictures
- Connects 1 or 2 events or actions when previewing the pictures
- Reads word by word with some short phrases
- Reads with little intonation; rather monotone
- At difficulty, initiates problem solving of a few unknown words
- Self-corrects a few significant miscues

### **Extending Readers-Levels 28-34, 94% Accuracy**

- Selects a variety of "just right texts"
- Reads new genre with moderate support
- Gathers some information from teacher's introduction, paragraphs read aloud and self-initiated preview
- Predicts several possible events or actions with prompting; identifies some topics with prompting
- Reads in longer phrases most of the time; adequate rate
- Adjusts intonation to convey meaning; attends to punctuation
- At difficulty, uses efficient cues to problem solve unknown words most of the time
- Self-corrects most miscues quickly

### **Extending Reader-Levels 38-44, 94% Accuracy**

- Selects a variety of "just right" texts for varying purposes
- Reads new genre with limited support
- Gathers pertinent information from teacher's introduction, paragraphs read aloud, and self-initiated preview
- Predicts several possible events or actions without prompting; identifies most topics without prompting
- Reads in longer, meaningful phrases; rate adjusted appropriately
- Begins to explore subtle intonation that reflects mood, pace and tension
- At difficulty, uses efficient cues to problem -solve unknown words quickly
- Self-corrects all significant miscues quickly

### **Transitional Readers- Levels 8-10, accuracy 94%**

- Selects new text with moderate support
- Reads most familiar text independently and new text with moderate support
- Gathers some information from the teacher's introduction and pictures
- Connects 1-2 events or actions when previewing the pictures
- Reads word by word with some short phrases
- Reads with little intonation; rather monotone
- At difficulty, initiates problem-solving of a few unknown words
- Self corrects a few significant miscues

### **Transitional Readers-Levels 18-24, 94% accuracy**

- Selects new text that are "just right" texts
- Reads new genres with moderate support
- Gathers some information from teacher's introduction, paragraphs read aloud, and self initiated preview
- Predicts several possible events or actions with prompting; identifies some topics with prompting
- Reads in longer phrases most of the time; adequate rate
- Adjust intonation to convey meaning; attends to punctuation
- At difficulty, uses efficient cues to problem solve unknown words most of the time
- Self corrects most significant miscues quickly

## What Do Good Readers Do?

Look at the pictures

Look at the first and last letter(s) in the word

Look for little words or word parts (chunking)

Sound it out

Stretch it out slowly.

Stretch it out fast.

Say blank and come back to it

Reread...as many times as necessary

Make pictures in your head

Think about where you have seen that word before

Does it look right?

Does it sound right?

Does it make sense/meaning?

Try lots of things...don't give up!

Notice!

Wonder!

Question!

Make connections to self.

Make connections to other books.

Make connections to the world!

## Good Readers Think!

## What Do Proficient Readers Do?

### Make Connections

- Personal
- Text
- World
- Social/cultural

### Monitor Reading/Comprehension

- Use range of strategies
- Predicting/confirming
- Inferring
- Skipping
- Sounding out
- Rereading
- Using background knowledge
- Correcting
- Rereading

Use Reading to Learn (personal inquiry)

Use and integrate multiple cues

Read a range of genre'

'Use reading to reflect critically

- Self
- Beliefs
- Values
- Ideas

Choose to Read

See self as a reader

Use appropriate skills for context

NCTE 1999

## Reader's Rights

### As Readers, Children Should Have the Right

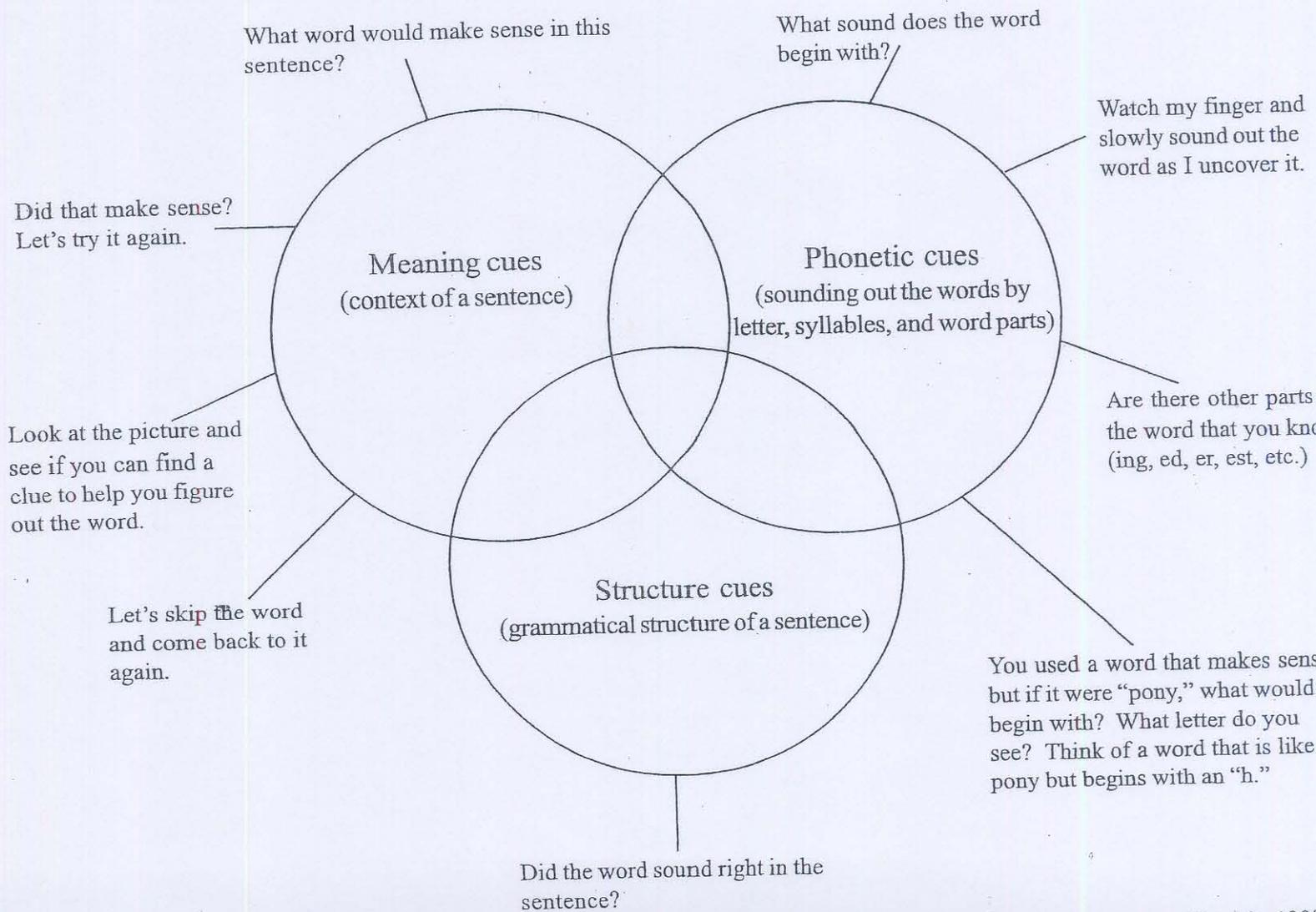
- To choose kinds of reading material that interest them
- To choose something of interest even if it is relatively hard
- To read a book without afterwards having to create a diorama, mural, summary, sequel, story web, or other project
- Not to write a journal entry after each and every day's reading
- Not to finish a book if it doesn't hold their interest
- To read a book again and again and again...
- To read a book for their own purpose in their own way
- Not to look up vocabulary words before they begin reading
- To skip words and go on o reading for meaning
- To share with others a book they're excited about
- To check out an unlimited number of books from the library
- To read for the sheer joy of reading

## Motivating Your Child to Read

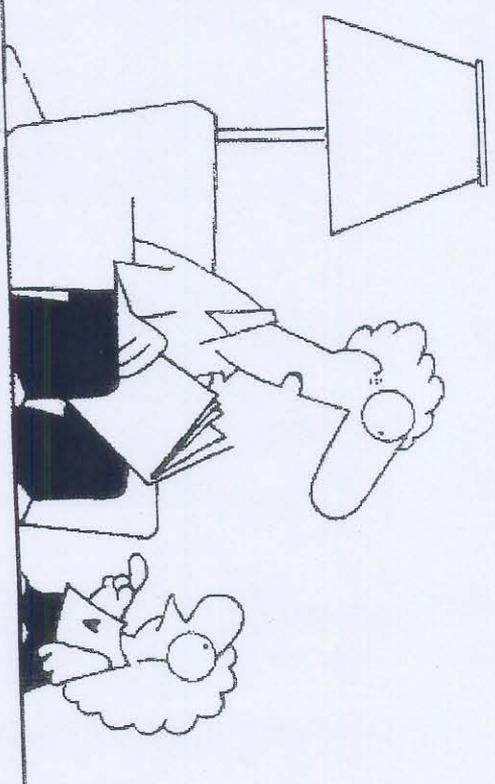
- Read aloud daily, even to older children
- Read aloud with your child taking turns
- Take your child to the library to get a library card.
- Make regular visits to the library.
- There is no quick fix for learning to read except by reading. Expensive commercial programs make claims they can't keep and can bore or turn children off.
- If you want your child to learn letter/sound relationships, read Dr. Seuss, notice these as you read the books together.
- Books on tape/CD ...get them from the library, bookstore or a child's book club
- Don't assume that books put into a computer program will necessarily help your child, some are only trivially interactive and debase the literature...always preview before you buy
- Encourage your child to watch television/movies based on children's books and to compare them with the book...ETV/PBS has several such programs
- Invite your child to tell you about what he or she is reading, don't grill on the content...encourage informal sharing
- Get caught reading...let your child see you reading for enjoyment
- Share what you yourself are reading for pleasure or information
- Have a go to bed with a book policy, let the child read for 30 minutes before lights out...be sure your child has an adequate bedside light
- Don't bribe a child to read, or reward a child for the number of books read he or she has read, reading should be it's own reward
- Don't punish a child for not reading, read with your child...reading should always be associated with pleasure, not punishment
- Subscribe to a magazine connected to your child's interest in your child's name
- Buy your child books...especially for special occasions
- Buy your child word games like Scrabble Junior, Boggle, Banagrams, Apple Scrabble, Quiddler, etc)
- Nice to have an encyclopedia, dictionary, atlas, and thesaurus in the home

## Question: What Should I Do When My Child Doesn't Know How To Read A Word?

Often times, parents overrely on "sound it out" as a strategy. Like a table with only one leg, additional support is needed. There are two other cueing systems which support phonics: meaning and structure cues. In order to build a strong foundation in reading, good readers develop flexible and simultaneous use of all three cueing systems. Here are prompts or questions to help your child become a strong reader.



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**“It’s called ‘reading’. It’s how people  
install new software into their brains.”**