

Literacy Instruction in Grades K- 6

^{Pr} Mrs. Pennell began this presentation by saying that reading should be a life long pursuit.

She states that children ^S should read often as they want and the ^{as} should make their own ^C choices. She said that children should talk to others about what they read. She feels that ^T that children should read a variety of materials. They should reflect on their reading and and reflect on what they should read.

^{Pr} Mrs. Pennell recommends that children in the primary grades should be involved in a range of interrelated activities for learning about oral and written language with emphasis on enjoyment, language play, and fundamental concepts such as letters, sounds and ^w words.

In the ^{Pr} intermediate grades the framework for reading expands to emphasize content area of reading and writing with the sustained investigations of research projects, and reading writing with a greater range to include nonfiction, narratives and poetry. Children should also be taught to think, to offer criticism and to question what they are reading.

Mrs. Pennell states that reading centers are ^{Pr} great for children to discuss books children don't know how to talk about what they know. These centers are a place where children can do this and enjoy reading. The teacher can lead the children into thinking and interpreting the story. Children will develop confidence in them selves as readers and as readers to others. Mrs. Pennell says that in our society reading is more important than writing. She says children should write voluntarily and often they should write in a wide variety of subjects. They should use writing as a tool for thinking. Mrs. Pennell recommends word study in which students would learn the rules and principals of phonics. It is further recommended that this study should be in a five day cycle.

It should be one in which you will focus on a particular spelling patterns, rules or concepts. I feel that it is a fundamental aspect of reading that should be taught to all the pronunciation students. ^{NP} It was also mentioned ~~also~~ to have a similar cycle of writing guidelines that will focus on using a variety of words . Each paragraph should ^{be} have three sentences long. The writing should give examples and make comparisons. Students should learn to use the five W's. These will include who what, when, where and why. This will include interesting facts to connect to other opinions. Children should learn to summarize effectively. They should use their their own words. They should learn to write clearly and neatly. They should also learn to use good punctuation, grammar and complete sentences. As we strive to introduce our students to the magic inherent in the use of language we should draw from a wide range of reading such as beautiful literature and poems that trip lightly on the . on the tongue. They should also use word studies is a good way to broaden the range of . the students words. The suggested reading workshop should consist of independent guided reading and ^L literature study. The teacher should give a mini lesson, then students will reading individually and then everyone can gather as a group to share thoughts and opinions. In the Independent Reading program the students should choose their own book although sometimes with the teacher guidance. The guided reading is a small group instruction for students who read from the same text. The group should be homogenous ^{with} the student ^{reading at} will read about the same level. The small groups should be somewhere around three to eight students. In the literature study, you work with small heterogenous groups of students who are interested in certain topics. The writing workshop states what students should do is to think, plan, compose, revise and share their

work. A typical workshop begins with a mini lesson after which students, write, and followed by a sharing of ideas. The independent consists of students working silently and individually on their own writing space. Guided writing is where small groups of students meet to design aspects of writing and learn more about the writer's crafts and conventions. ^{they also} Students who have similar needs at a particular time and to ^{this is an opportunity} to teach strategies and skills. These groups are usually short term, as you then re-form groups based on what you are learning as you read their writing.

Investigations is another type of writing in which students work independently or with partners on specific term projects. Investigations are an ideal way of setting in which to integrate the content. The teacher provides guidelines, a structure, and a time line for projects, as well as explicit instruction as is appropriate. The Literacy and Language framework for literature and content areas is a conceptual tool. The purpose of a framework is to make your teaching more powerful and easier to plan. It enables you to think about organizing time and content in effective productive ways. The flexibility of the ^s lies in the three blocks of time. You can move from one block to another in sequence or address another such as during on adjacent periods of the free time available.

The independent reading involves strict independent reading and it involves strict routines. It begins with a mini lesson and ends with group sharing and ejaculations.

All language is the foundation of learning in this dynamic instructional process. ~~You~~ ^s and ~~your~~ students will develop systematic ways of monitoring reading progress and assuring quality time for daily reading. Students will gradually learn to take ownership for their own reading development. In this way ~~you~~ ^s can provide support and guidance along with direction. Independent Reading also offers a way of combining reading and

writing instruction, since some student responses can and should be in writing. using student's notebooks requires explicit teaching. You should not just hand out notebooks on the first day of school. First you introduce your students to reading response by having them talk about their books. As they learn to discuss their books with one another, sharing their thoughts and ideas and feelings orally. they come to understand what it means to build a relationship with books. Students can keep notebooks in their boxes. ^{Teachers should} Allow students to write in their notebooks during free ^{They should be} reading time. Also allow ^{them} to complete their responses in class. Students should also take their notebooks with them when they share ideas in the group. Students should turn in their notebook to their teacher on an assigned day.

Planning is an important factor for guided reading. It is important to prepare the lesson in which you have considered the interests of the students. Consider if you are going to ^{me sentence} make and grouping changes. It is also very important to take notes on what the students really need to learn. In this manner you can prepare lessons to suit the needs of the students. This idea is very effective because it focuses on the students needs and how to learn quickly. Your goal should be to provide the most effective instruction possible and diligently to correct phrasing and fluency. If you notice that fluency is not coming ^{me sentence} quickly and the students are not reading with the appropriate phrasing and fluency. This can happen when the students are not introduced with the proper phrasing and fluency.

It is important to introduce multisyllable words to the students. It is important to teach students how to take the word apart and how to solve it themselves. Students should also be introduced to newspaper and magazines. This can be done in small groups but care should be taken to sure that the material being used if appropriate for the age groups

of the individuals. Special care should be given to those students who are struggling.

Readers and writers should be involved in reading everyday. Provide reading for the different levels in which the students can read. Guide them to search for specific information in the text.

A special section is dedicated to struggling readers and writers. It is important to teach students to listen and interact during the introduction and discussion after the reading.

They may not understand the importance of asking questions and listening carefully.

It is very important to involve the struggling readers with guided reading everyday. The students at the lower end of the achievement continuum are the ones least likely to gain from the independent work. They are the ones who need the most instruction. Select the texts carefully. Give students enough instruction to enable them to gradually tackle the difficult tasks. Also guide them to search for information in the texts. It is important to emphasize fluency in reading. It is also important to emphasize the correctness of Fluency in the reading process. Give the students an opportunity to discuss the reading within the group. Have the students write in connection with the reading. Writing is an ideal activity to extend their understanding. It is also important to understand when silent reading should be done. It is important to provide time for silent reading. Silent reading is faster than oral reading and it is easier to comprehend when reading silently. The greater the students struggle the better the results. The morning time is essential for

conversation. Have the students write in connection with reading. Provide a few minutes of word work at the end of the guided reading lesson and use magnetic letters and dry erase boards. Use markers and paper this quickly helps the struggling reader to visually understand. For example changing letter cluster with the same rime to make

new words. Struggling readers need to spend their time actually reading than doing all of the extraneous activities that is important to reading development. It is also important to introduce intermediate students to love series books. They especially are good for the students who need extra help because they provide practice on easy material.

Elementary grades need to read texts at the appropriate level. You need to teach fluency.

Introduce activities like shared reading, choral reading, reading theater, poetry, sharing and on types that support fluency. Almost all the students in the Intermediate grades

Repeat here
love the series books and they can be used in the guided reading lessons. Once they have read one or two books in a series it is easy for them to read more and more books.

There is also a chapter in Pennell's book that speaks to the issues of Literature study.

Literature study is the third element in the reading block of the language, literacy framework, and an integral part of all three blocks literature study that brings

students together for an in depth discussion of a work of fiction or nonfiction. The

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Discussions emerge from the students' own personal responses to the text and may

focus on any aspect such as characters, events, games, or author's writing style and

literacy techniques. Students share their questions, their insights, and their emotional

responses. The specific purposes of literature study are an important part of the

framework of reading and writing experiences, literature study is specifically designed

for the following purposes: To increase student enjoyment of reading; To make students

become aware of the value of their personal responses as to what they have read; To

engage the students in meaningful literacy and discussions; To provide rich experiences

with a range of genres representing many periods and cultures; To expand students

literacy and background knowledge; To build students knowledge of authors and

Illustrators.; To deepen students understanding of the qualities that makes well crafted Literature.; To demonstrate new ways of interpreting and analyzing texts.; And lastly to foster critical thinking. Students will develop and use a range of comprehension strategies. They learn to make connections between the literature they read and their own personal knowledge. They use what they know to make inferences from the text as well as to summarize, synthesize, analyze, and criticize. Learning to think critically guided by their own interpretations as well as yours and that of their peers, students tend to learn and to make decisions about the relevant information in texts. Students should also learn to respond and enjoy the superlative literature that helps students to develop an artistic appreciation and in this way we hope to connect them to great writing throughout their lives. In addition this helps them develop an emotional and even compassionate response to human problems and issues reflected in literature. Students also develop their ability to be communicators. They learn to listen to others and express complex opinions. Students also learn to make connections between the texts they read and their own writing.

The following is an example of Literature study: Students were given the choice to choose from the following paperbacks: 1. Always Grandma 2. Annie and the old one 3. Tales of a Gambling Grandma 4. Abuelas Weave and Grandma according to me.

The study begins on Monday and the teacher will give a very short introduction to each book. Then the students would be allowed to browse through the books. Students were given a list of the five titles of the books and then asked to indicate their choices in priority order. The teacher then sorted through the slips, listed which students would be reading which book and post the list with dates. The group of five students who

Chose the title of A Gambling Grandma began to read their book during independent reading time. They were given two days to finish the book. The teacher then asked the students to mark one place in the text and one place in the illustration that they would like to talk about with the group. The students were to come to the meeting prepared to tell why they chose the illustration or segment and read it aloud. These students had been taking part in literature study since the beginning of the year. The teacher also had the students get acquainted with the books and to progress with lively discussions about the books. The teacher had taught them routines in small-group discussions, so when they came together their meetings they were prepared and they were talking turns and sharing the illustration and the sections of the book that they had chosen.

In closing the book has shown many strategies that will motivate children to read. It was exciting to read other professional books that were used to entice the students to read. It was interesting to read about starting a writer's notebook and using its pages to sketch or write a memoir or you can begin to create your own anthology of favorite poetry. The book encourages teachers to cherish and protect ^{their lives? the students' lives?} your life as a reader and writer. It also stresses the importance of taking time to read for enjoyment as well as search for practical and helpful information. It also suggests that students will enjoy capturing memories, hopes and dreams in a special notebook. I found the book to be very informative and

useful for my English as a Second Language Class.

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