

# ***Assessing Primary Readers***

## **Seminar 3 Teacher's Packet**

A KET professional development workshop for educators approved for Professional Development Training by the Kentucky Department of Education.

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# ***Assessing Primary Readers***

## **Seminar 3**

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### **Overview of the Seminar**

**Targeted Audience:** primary teachers

The final seminar in the series, once more hosted by Ellen McIntyre, features teacher/presenters Karen Miller and Emilee Morgan explaining how assessment and instruction are interwoven in their classrooms and demonstrating some of their instructional strategies. Karen appeared on Seminar 1; this Emilee Morgan's first appearance in the series. She teaches in the primary program at Goshen Elementary in Goshen, Kentucky.

The seminar includes several videotaped segments from Karen's and Emilee's classrooms as well as an explanation of the book clubs and reading assessment program at Goshen.

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#### **About This Teacher Packet**

This packet includes an agenda for the program, brief biographies of the host and presenter, and specific materials related to seminar content. You'll find more details in the table of contents on page 4.

#### **Seminar Format**

This 90-minute program was recorded in the KET distance learning studio. Any materials or information needed for participation in the seminar is provided in the videotape and/or included in the teacher packet.

## **Professional Development Credit**

**Stage of Participant Development:** Practice/Application

**The Kentucky Department of Education has approved all KET Star Channels Seminars for professional development credit if schools or districts choose to include them in their professional development plans. Districts or schools may choose to include preparation and/or follow-up time as part of professional development. For example, if a teacher participates in one 90-minute program and spends an additional 30 minutes in related activities, he or she could be awarded a total of two hours professional development credit.**

**Individual teachers who wish to use these videotapes for professional development credit should check with their school professional development chair or with their district professional development coordinator.**

**Professional development can also be used to satisfy requirements for the fifth year program. Contact your local university or the Division of Teacher Education and Certification at 502-564-4606 for more information.**

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### **Materials Needed for Participation in the Seminar**

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| <ul style="list-style-type: none"><li>• Pencil or pen</li><li>• Paper</li></ul> | <ul style="list-style-type: none"><li>• This packet</li><li>• Seminar 1 &amp; 2 packets (for reference)</li></ul> |
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# Seminar Agenda

<b>Welcome and introduction</b>	Dr. Ellen McIntyre, Host
<b>Key features of good reading instruction</b>	
• <b>Organization of time</b>	
• <b>Assessment-based instruction</b>	
• <b>Lessons</b>	
<b>Comprehension strategies</b>	
• <b>Read Aloud</b>	Karen Miller
• <b>Stretch and Sketch</b>	Emilee Morgan
• <b>Say Something</b>	Emilee Morgan
• <b>Be the Teacher</b>	Karen Miller
<b>Skills</b>	
• <b>Word endings (-ed, -ing)</b>	Karen Miller
• <b>Strategies for reading unknown words: “Reading Tricks”</b>	Emilee Morgan
<b>Book clubs</b>	
<b>Reading assessment program at Goshen</b>	
<b>Concluding remarks</b>	Ellen McIntyre

# Key Features of Good Reading Instruction

## Organization of Time

- Student choice
- Time to read
- Many types of literature available
- Direction for text selection
- Regular monitoring/scaffolding

## Assessment-Based Instruction

- Continual assessment
- Formal and informal assessments
- Careful record keeping
- Regular analysis
- Small group lessons based on assessment analysis

## Lessons

- Instruction in small groups
- Guided silent reading
- Explicit instruction on strategies and skills
- “Transfer” instruction for strategies and skills
- Print concept lessons (“Big Book” lesson)
- Comprehension, fluency, and phonics strategies

# Strategies

## Read Aloud

- Review
- Retelling
- Prediction
- Demonstration of visualization
- Personal connection
- Child practicing visualization

## What Do We SAY When We TALK About Books?

“That reminds me of . . .” (making connections)

“What does \_\_\_\_\_ mean?” (questioning)

Talking about the characters (comparing/contrasting, making connections)

“I like the part where . . .” (retelling)

“I think \_\_\_\_\_ is going to . . .” (predicting, inferring)

## Options for a Reading Conference

- Ask readers to talk about what they have read and connections they made.
- Ask readers to talk about their reading strategies.
- Comment on the strategies you see the children using.
- Ask readers what their questions are.
- Have readers read aloud.
- Suggest other readings.
- Take notes about the conference.
- Use notes for next steps.

# Key Comprehension Strategies

- Selecting excellent books
- Reading aloud
- Building background knowledge
- Talking about books (instructional conversation)
- Imaging (visualization)
- Retelling
- Using student-created questions
- Surveying, creating questions, reading, reciting, reviewing (SQ3R)
- Question-answer relationships (QAR)
- Using summarization
- Making connections
- Teaching text structures

# “Reading Tricks”: Strategies for Word Analysis Skills

What do we do when we come to a new word?

- Look at the beginning and ending sounds, then look at the whole word from left to right.
- Think of a word that would make sense.
- Use picture clues, then go back to the word.
- Read on and come back to the word, then say a word that would make sense.
- Look for little words in big words.

## Components of Reading Comprehension

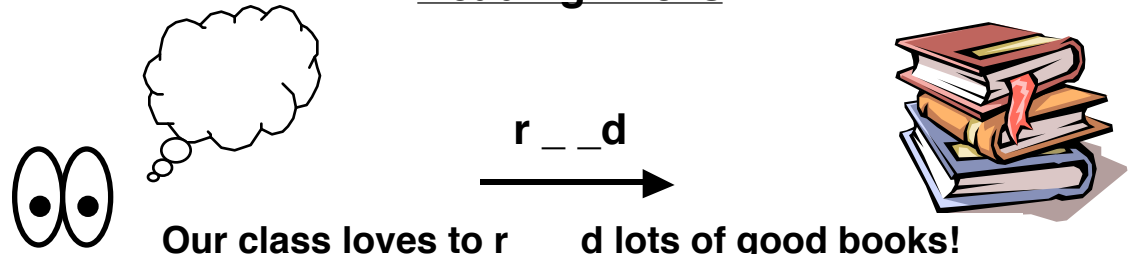
- Retelling (sequencing, main idea, supporting details)
- Making connections (text-to-self, text-to-text, text-to-world)
- Asking questions (defining, clarifying)
- Inferring (predicting, reading between the lines)

### Important Reminders

- Teach in kids’ zone of proximal development.
- Make reading a joy.
- Encourage home reading.

# Emilee Morgan's Class Bookmark

**Reading Tricks**



Our class loves to r \_ \_ d lots of good books!