

Philosophy of Teaching Reading

Philosophy of How to Teach Reading

The way in which reading is taught to a child, can make, or break them. Due to reading being necessary to functioning in society, students must master reading early on in their educational careers. Teachers must teach reading often and in-depth. There are five essential skills to improving students' reading; grammar, comprehension, vocabulary, writing, and spelling.

Grammar is a proper basis for the other four skills. There are six steps to teaching grammar to early childhood students. The first step is for the teacher to motivate her students. If you make it relevant, they will be more likely to learn. Next, is to start from the beginning. If your students have a solid understanding of the basics they will have an easier time learning everything else grammar related. The third step to teaching grammar is for the teacher to be prepared. Simply put, know what you are teaching to your students. This statement should go without saying for any subject being taught, the teacher should know her material and be comfortable with it. The fourth step is to "not fake it". The teacher does not need to know everything before they begin teaching something, however, she should have a basic understanding. The fifth step is "to fake it". If you do not like grammar, your students should never know that. The sixth and final step in teaching grammar is to use sentence diagrams. If a teacher uses all of these steps effectively she will have a set of students that know *and* understand grammar thoroughly.

The way in which I will teach grammar will be through these six steps. I will motivate my students to want to learn about grammar by allowing them, at the end of a unit, to present a creative model representing the topic discussed in the unit. The class will watch the *Schoolhouse*

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Rock videos for grammar. I will have my students have a constant growing flip book of the parts of speech and some basic grammar rules. There will be anchor charts of grammar rules and the parts of speech in my classroom, located in a general area where all students can see and utilize them. By the end of their time in my classroom, I would like for my students to be able to have someone say to them, “Add an adverb, preposition, and an adjective, and you’ll have a great sentence,” and for my students to be able to do so.

Comprehension is the key to being a true leader. There are six categories within comprehension itself; analyzing, inferring, deductive, inductive, seriating, and clarity. Teachers often assign selections to read and the students go about reading the passage. Most students have no problem reading the words, however, when asked what they read, many have no idea. Students who are able to decode the text but have limited comprehension are “word callers”. The gradual release model should happen in three phases. The first phase is the “I do” section, where the teacher models the strategy for the whole group. The next phase is the “We do” section, during which the material is gradually released and the students have shared responsibilities within a small group. This section can be completed with the teacher’s help or with a partner or group work. The final section of the gradual release model is the “You do” section, where students will complete their work independently with confidence. Four things that are huge in teaching comprehension are predictions, finding the main idea, posing, and answering questions, and clarifying. Before reading, students should look at the main title, scan the pages to read the major headings, and look at the illustrations to make predictions. As they read, they should continue to make predictions. Students should stop after reading a section and construct one or two sentence that sum up the most important ideas. They should continue reading and add to their summary. To generate questions students should look at what they have summarized and

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for each main idea, write down at least one question. Sometimes in reading, students will run into words, phrases, or whole sentence that really don't make sense. To make sense of unknown words, they should use the context, skip it, and see if they can make sense, substitute a word you think will work, or ask someone. For clarification of unclear sentences, students should reread it carefully and see if it makes sense, and if that fails, ask someone. Comprehension can be the key for students to really understanding the material that they are learning, without teaching how to comprehend, our students are only knowing the information.

To teach comprehension, I plan to use the strategy that Mrs. Oman spoke to us about in class. This strategy is known as the picture questioning technique. I will show my students a picture and have them begin to form questions based on what they see. I will then have the students provide the questions they have developed so that I can write them all on the board. I will then go through the student developed questions and indicate which of the questions the answer can be seen in the picture. These types of questions are literal. After an understanding of literal questions is developed, I will then have the students look at a different picture and have them pose their own literal questions. Once students understand the concept of literal questions, I will begin to help them to understand inferential questions, then finally to critical questions by following the same type of instruction. Inferential questions are able to be posed using context clues to get the answer. Critical questions pertain to the feelings of the viewer. I will use the gradual release model in teaching comprehension to my future students.

Most teachers can agree that copying definitions from a dictionary is not an effective way for students to learn and understand vocabulary. Sometimes, teachers fall back on using the strategies use to teach them rather than taking a good look at student data, the latest research, and then trying something new. Students need multiple and various exposures to a word before they

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can fully understand that word and can apply it. It can be beneficial, and is necessary, for students to learn vocabulary words in context. One of the biggest mistakes that a teacher can make is selecting all of the vocabulary that students will learn and not allow them to have a say in the matter. Teachers should instead ask each child to create a chart where they write down words of choice, and rate each one as “know it”, “familiar”, or “unknown”. Then, on the same paper, have them write a definition for the words they know and ones that they are familiar with. Before the students turn in these pre-reading charts, teachers should emphasize this is not about “being right” but that they are providing their teacher with information to guide next steps in class vocabulary instruction. The teacher should read through them all and use the results as a formative assessment. This data will show the teacher which words they know, those they have some understanding of, and those words that are completely foreign to them. There is a ranking of vocabulary words. Specifically considering which words need the most instructional attention. The first tier are basic words that rarely require instructional focus. The second tier are words that appear with high frequency, across a variety of domains, and are crucial when using mature, academic language. The third tier has frequency which is quite low and often limited to specific fields of study. It is suggested that students will benefit the most academically by focusing instruction on the tier two words.

I believe that the teaching of vocabulary is essential to a person’s overall life. I plan to teach vocabulary using Robert Marzano’s guide of six steps to teaching vocabulary to my students. The first step is a teacher explaining a new word, going beyond reciting its definition. The next step is for the students restate or explain the new word in their own words. Then the students should be asked to create a non-linguistic representation of the word. After that, students should be engaged in activities to deepen their knowledge of the new word. Next, students would

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discuss the new word. The final step in the Marzano process is for students to periodically play games to review new vocabulary. These six steps are revolutionary to teaching vocabulary. This type of teaching helps students to think about, talk about, apply, and play with new words.

Writing is also a key piece to teaching reading. Novice writers use telling process, what next strategy is without a plan for the whole piece, and gradually, they acquire knowledge that allows them to alter their thoughts as they write. Therefore, the more teachers ask them to compare, contrast, conclude, and evaluate, the better students' writing will become. Process writing consists of five steps. These steps are prewriting, composing, revising, editing, and publishing. Teaching the various types of writing consists of key words to signal the type of writing targeted, reading an example of the type of writing, and asking questions to check for understanding, and using graphic organizer to help the student plan the writing.

I will teach writing to my students in the way in which Mrs. Ruth Heil recommends. The beginning of the writing period will be a mini lesson which will be 5 to 10 minutes of direct teaching. There are four kinds of mini lessons; procedures, strategies writers use, qualities of good writing, skills, and on occasion, reading and celebrating good literature is a great mini lesson. Next for the writing period will be status of the day where children look in their folder, decide what to work on and let the teacher know when she calls their names. The main portion of the period, the writing section, will consist of the teacher visiting student individually. The teacher will listen to all parts of their story, responding by telling back the story to show understanding. The teacher will then ask questions for more information if necessary. The teacher will finally ask questions for more information if necessary. The teacher will finally ask what child will do next-hopefully revise in some way. The final section of the writing period would give students the time to share. In many ways, sharing is like the individual conferences,

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but done with the whole class. The teacher may ask the child to share a part of a story that has good details. The student may share examples of paragraphing or ask for suggestions for their writing.

There are things that appear to be the most reliable in teaching spelling to students. The most commonly used methods of teaching spelling are ineffective. The research shows that immediate student self-correction is the most effective. Dictation is generally not used to help students translate their spoken language into correctly written language. Writing words several times each does not help ensure spelling retention. Spelling lists derived from the various curricular areas are of little value in increasing spelling ability. Phonemic awareness training is important for developing reading and spelling skills. Researchers believe that understanding key spelling rules is the best way to master new words.

I will teach spelling to my students in the recommended chronological order. In the primary grades I will teach my students word families, rhymes, phonics rules, and key words. At the intermediate level I will teach my students words most often used in writing, prefixes and suffixes, and common rules. Finally, in the upper grades, I will teach my students irregular rules, content words, and reinforce words most often used. To teach spelling to my students, I will allow them to select some of the words, and I will also select some of the words. To begin learning how to spell a word, I will first have my students try to sound it out. Students that come from my classroom will have a wonderful understanding of spelling rules and phonemic awareness.

Phonemic awareness is a combination of four different things. These four things are: rhyming, segmentation/blending, identification of phonemes, and manipulation of sounds.

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Rhyming is that of a word, syllable, or line that has an ending that corresponds to another.

Segmentation is the breaking of words into parts or syllables. Blending is the putting together of syllables to make words. Sound manipulation is taking something out and putting something else in its place. Phonemic awareness is an important skill to teach students who are getting ready to read or those that are struggling with the basics of reading.

I will teach phonemic awareness in a variety of ways. We, as a class, will play letter games and phoneme substitution games. One example of a game that could be played to develop phonemic awareness is known as the “Song Lyric Switch”. Students can choose a song and change a phoneme in that song to see how it changes the meaning of the lyrics. After the students change the lyrics we will discuss how changing a phoneme can give something a different meaning.

Phonics is a tool not a program. It describes the relationship between letters/sounds/exact letter patterns/sequences that represent speech sounds. Phonics should be taught because in order to “read” one must be able to quickly and accurately identify words. One must realize that there are systematic relationships between letters and sound and that written words are composed of letter patterns. This process can be taught through phonics and is the beginning of students comprehending text.

In order to have a good phonics program within my classroom, I will directly teach a defined sequence of a set of letter-sound relationships to include: sound-spelling relationships, vowels, and consonants. I will provide my students with books and stories that contain many words to decode. The students in my classroom will be given adequate opportunity to spell words and to write stories.

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Fluency is defined as reading quickly, accurately, and with expression. Reading fluency is important because it “provides a bridge between word recognition and comprehension”, according to the National Institute for Literacy. Fluent readers are able to focus their attention on understanding text. Non-fluent readers focus much of their attention on figuring out words. These students have less attention to devote to comprehension.

I will teach fluency in my classroom through the use of Fluency Bags. Throughout the first six weeks of the school year I will not only analyze my students abilities, but also teach them the strategies that will be included in their Fluency Bags. I will provide my students with opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents. I will match reading texts and instruction to individual students. In my future classroom, I will apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy.

Teaching reading can seem like a very mundane task. However, if done correctly, students will succeed. In order to produce efficient readers and writers, teachers must be willing to take risks and try new things. By taking risks and trying new things, teachers will open new world for their students.