

Introduction to Reading 2

Goals for Reading

- *To implant Biblical principles for living*
- *To foster a lifelong love of reading*
- *To increase comprehension and analytical skills*
- *To provide practice in reading familiar words and decoding unfamiliar ones*
- *To use diacritical marks as an aid in decoding words*
- *To promote swift silent reading and smooth oral reading with full comprehension*

God uses the written word to reveal Himself. Therefore, reading is the most important skill one can acquire.

Reading, listening, speaking, and writing are the basic skills in any language. Students need language skills for every subject on every level throughout their schooling.

But the mechanical skill of reading is of little value without a knowledge of what words, sentences, and paragraphs mean. This course trains the student to evaluate what he reads in the light of God's Word and to gain fluency in communication. Study questions help to develop reading comprehension, enlarge

vocabulary, and increase general knowledge. They strengthen the student's ability to evaluate details, follow main thoughts, absorb concepts, and grasp implied meanings.

Jesus, the Master Teacher, told stories to answer questions, to teach truth, to illustrate facts, or to expose sinners. His parables were simple stories about nature and ordinary activities of people. These stories teach eternal truth as effectively today as they did twenty centuries ago.

Use the selections in *Helping Hands* and *Happy Hearts*, the readers that accompany this course, as Jesus used stories—as teaching tools. Interest is aroused by the story itself. Through his enjoyment of a story, the student learns facts that increase his knowledge. As this knowledge is connected to God and His Word, the student's understanding blossoms. Beliefs and values stabilize as personal conviction. Conviction culminates in behavior that glorifies God. This course is designed to help students learn to respond to life's issues from the perspective of God's will.

Reader Workbooks

There are two workbooks, each containing about thirty lessons. There are also sixteen quizzes, one after every four lessons, and a review before each test, making a total of ninety-six activities. A suggested schedule follows that can be adapted to fit your class situation.

- Day 1 Silent reading and worksheet
- Day 2 Oral reading of story
- Day 3 Silent reading and worksheet
- Day 4 Oral reading of story
- Day 5 Silent reading and worksheet
- Day 6 Oral reading of story
- Day 7 Silent reading and worksheet
- Day 8 Oral reading of story
- Day 9 Quiz
- Start cycle again

Using this course outline requires 160 school days. Since many schools have more than 160 days in their school year, here are a few suggestions for stretching

the lessons over a longer period.

Since the first couple weeks of school can be demanding with trying to work out a schedule and get students settled back into school, etc., phase gradually into reading by not having a lesson every day for the first week or two.

The day after a review lesson, plan a fun reading day or some other type of reading activity. Have library books in the classroom for the students to read or use the reading class to read orally to the students.

The reader worksheets are designed to encourage students to read for meaning. Knowing they will be asked questions about what they read helps students stay focused. Focusing on what they read will increase their comprehension of the material.

Second graders should be learning to read and follow directions on their own. At the beginning of the year, have the directions on the worksheet read in class and make sure the students understand what to

do. As the year progresses, discontinue this practice except for exercises that need special explanation. These exercises are noted in the section titled “Worksheet.”

The main priority of this course is to develop the students’ reading skill and their comprehension of what they read. The worksheets are designed to develop comprehension by questioning the students about the information they can gather from reading a story.

- This symbol indicates an exercise that requires teacher involvement. The teacher may need to score or assist the student with the exercise. The student may continue working in the lesson.

Quizzes and Tests

To evaluate students and calculate grades, there is a quiz following every four lessons and a test every

eight lessons. The test is made up of two parts. The first part evaluates the students on reading comprehension. To test comprehension, the students read a short story. They are then asked questions about the story. The second part questions the student on concepts taught.

Christian Light Education recommends that grades be calculated by giving the test a weight of two and quiz and worksheet scores a weight of one each. To obtain a final grade, average the two quiz grades and any other optional grades. Add this average to the final test grade and divide by two. This average will be the final grade for the report card.

If you feel a student should retake the test, have him take a copy of the Alternate Test located in Appendix I.

The Teacher’s Guide

The Teacher’s Guide is designed so that a lesson is contained on two facing pages. A scaled-down reproduction of each page of the lesson, with answers, is included with the lesson plan.

Studies show that children comprehend better what they read if they are enthusiastic about what they are reading. For some, their desire to learn naturally creates this enthusiasm, but for others this desire has to be cultivated by the teacher.

Students also understand better if they can connect the story to their own experience or associate it with knowledge they already have. Forming mental pictures of the setting, the characters, events, etc., helps students comprehend and retain what they read. Therefore, it is important to discuss the story with the students before they read it.

Each lesson plan provides material to help teachers promote student interest. The plans include sections titled: *Introducing the Story*, *Study Words*, *Bible Verse*, and *After the Story*. The goal of these sections is to assist the teacher with building student interest in the story, reinforcing what they read, and helping the student recognize the deeper meaning of the story.

Use the first two sections, *Introducing the Story* and *Study Words* before they read the story. These sections will engage the students’ interest in the story before

they begin reading. The last two sections, *Bible Verse* and *After the Story*, summarize and reinforce what the students learned from the story. They establish with the students that there was value in what they read.

⚠ – This symbol indicates important information for the teacher.

Introducing the Story

This section stirs students’ interest in the story by giving background information or a preview of the story.

After the story has been introduced, assign students to read the story on their own.

Study Words

The Study Words are the more difficult words in the story. The words are in boldfaced type in the reader the first time they occur in the story. Students may use their glossary to learn the pronunciations and definitions to be able to do the exercises on their own, but you may introduce and discuss the words in class.

One good way to test students’ understanding of a new word is to have them use it in a sentence. You could also ask students to illustrate the words or you could make flash cards with the words to review pronunciations, definitions, or usage.

Introduction

Bible Verse

This section of the Teacher's Guide connects the lesson of the verse with the moral of the story. Discuss with the students how the verse applies to the story characters as well as the students' lives.

Students are not required to memorize each verse for the quiz. The last line of this section of the Teacher's Guide will tell you whether or not the verse will be on the test.

All Scripture quotations are taken from the King James Version.

After the Story

This section is a follow-up with questions about the story or the lesson that can be learned. It is designed to initiate discussion after the students have read the story as well as reinforce what they have learned.

Additional Skill Development

Special reading skills are taught on some of the worksheets. Examples of these reading skills are:

Contractions, What Would Happen, Directions, etc.

You will need to introduce and teach these concepts. Explanation is given in the Teacher's Guide whenever a reading skill is on a worksheet.

Optional Activities

The optional activities signify things that add fun and variety to the routine.

Review Questions

Review questions are designed to provide oral review of Bible Verses, Study Words, and key concepts to prepare students for quizzes and tests. Having the questions at the end of every 8 worksheets enables you to review on a daily basis as much of the previous material as needed. Each item covering information needed for a quiz or test is noted. Items are labeled according to which quiz they are on and if they are on the test. Items with no label are not on any quiz or test.

Evaluating Reading Skills (Reading Rubric)

Good reading is more than following phonics rules. It is a combination of word recognition, phrase reading, punctuation observance, appropriate speed, and expression. Teaching reading fluency is not as straightforward as teaching the rules of phonics. However, some techniques can improve fluency.

Demonstrate how to read phrases, if necessary. For example, the sentences below are broken into phrases that should be read in groups.

Mom and I went to the store yesterday.

On the way home we saw three deer jump the fence.

These same two sentences may be incorrectly read this way:

Mom and I went to the store yesterday.

On the way home we saw three deer jump the fence.

	1	2	3	4	5
<u>Rate</u>	Reads slowly; word by word; frequent pauses or hesitation between words	Reads slowly; uneven; word by word	Mixture of slow and fast	Reads well; reads smoothly most of the time	Reads at a rate close to normal conversation; few unnecessary pauses
<u>Word Recognition</u>	Sounds out most words	Sounds out many words and/or makes many careless mistakes	Sounds out some words; makes some careless mistakes	Infrequently sounds out words	Knows most words; usually self-corrects mistakes
<u>Phrasing</u>	No sense of how words are connected	Does not sense proper word connections; little observance of punctuation	Few pauses at inappropriate places; observes some punctuation	Uses two or three words phrases; observes most punctuation	Uses sensible phrasing within the sentence structure; observes punctuation
<u>Expression</u>	No expression; monotone	Uses little expression; saying the word is more important than understanding the concept	Attempts expression at times	Reads with expression, but does not always use correct expression	Uses appropriate expression throughout the reading. Sounds like natural conversation

Model the use of proper reading fluency. Take your turn frequently in oral reading class. Teach the observance of commas, ending punctuation marks, and appropriate speed. Be a good coach. Do not hesitate to have a student read something again to show the proper expression or observe punctuation marks. Developing good, fluent reading requires much practice.

Because reading involves more than the phonics taught and tested by the worksheets, it is important to evaluate fluency also. This course provides a rubric for assessing reading abilities that cannot be measured by worksheet test scores alone. The rubric on page x was developed especially to evaluate students using CLE's Reading program. It describes what students at certain levels of skill should be able to do. (See Appendix E, page 223 for a rubric to photocopy.)

Use the rubric to assess your students' abilities during your usual oral reading time. The student should not be aware he is being evaluated. This will eliminate pressure on the student and yield a fairer evaluation of his ability.

The Teacher's Guide gives suggestions for stories to use with the rubric. Students should read the story silently before you use the rubric to evaluate their oral reading. The student should read a paragraph of three sentences or more as you assess his fluency. Assessment may be done once or more often. A student who scores poorly should be assessed more frequently to check his progress.

Student Reading Assessment Record

Name of Student: _____

Grade Level of Student: _____

Date	Worksheet	Rate	Word Recognition	Phrasing	Expression	Average of the Categories

To score a student, match his reading ability to the description that best fits his performance for each skill in the rubric. Then on the Student Reading Assessment Record, record the number for each skill in the correct column and average the numbers. Scores do not need to be given in whole numbers. If a student falls somewhere between the descriptions, you may use quarter points. (See Appendix E, page 224 for a Student Reading Assessment Record to photocopy.)

Student scoring example: Mary is still reading slowly word by word. She scores a 2 for Rate. However, Mary rarely has to stop and sound out words, so she scores a 4 for word recognition. Mary does not put words together smoothly in phrases and does not notice punctuation: she scores a 2 in phrasing. Although Mary is still reading word by word, she does comprehend what she is reading and occasionally attempts to use expression. She is using enough expression that a score of 2 is low, but she is closer to 2 than 3. She gets a score of 2.25 for expression. Her average score:

$$2 + 4 + 2 + 2.25 = 10.25 \div 4 = 2.6$$

By keeping track of each assessment, progress can be noted. A copy of the Student Reading Assessment Record can be included with the student's report card. If the Student Reading Assessment Record is sent home, parents will also need a copy of the rubric and the recommended goal for the student.

Goals have been established for the rubric. Some students may rate a little lower; however, if the student is too far below the recommended level, more reading practice should be given. By the time he completes Learning to Read, a first grader should be able to score a three on the rubric. By the end of first grade, a four should be attainable. A second grader should score a five upon completion of Reading 2 (*Helping Hands* and *Happy Hearts*).

Since the reading rubric is a better overall evaluation of a student's reading ability than his worksheet grades, it is an important tool in evaluating his readiness for third grade.

How to Teach This Course

Teaching Oral Reading

Now is the time to teach students to read well orally. Some students still need all their powers of concentration to decode individual words, but they must learn to shift their attention from merely recognizing words to understanding the thoughts the words convey.

When a student reads silently, he can ponder the meanings of words. But when he reads aloud, he must recognize the words and pronounce them promptly. Nothing sharpens his powers of concentration better than being required to read aloud with good expression.

Second graders may live in a story when they read it silently, but revert to word calling when reading the same story aloud. They will never become proficient oral readers without doing a lot of oral reading. With your good example and ceaseless insistence on reading with good expression, you will be gratified at how quickly your class will put themselves into the story. Little by little, oral reading will become one of the most enjoyable parts of the reading class.

Teaching Reading Comprehension

A student can decode words and not know their meanings. Comprehension is finding meaning in the printed material. Background knowledge and content knowledge are also a part of comprehension. The more a student knows about a subject, the better he can interact with material on that subject.

A student must be familiar with the vocabulary of the material. He must be able to fit the meanings into the context. The student must also have some background knowledge of the content. Most stories and articles assume that the reader will have a level of understanding about the content. This can include figures of speech, cultural awareness, and general knowledge.

Good comprehension requires previewing, questioning, predicting, sequencing, summarizing, visualizing, inferring, relating material to prior knowledge, and monitoring understanding. Many good readers learn to do this without conscious effort. Struggling readers will need coaching to help them form good strategies.

Following is a breakdown of the various strategies and the way a teacher might use the reading stories to teach them. Do not attempt to teach/model all the strategies with each story. Some stories will lend themselves better to certain strategies than others.

Previewing. As part of the introduction, help the students preview the story. Ask a student to read the title; then ask, “What does the title make you think of? What can we know about the story from the title?” Look at and discuss the pictures in the story. Find the characters of the story. Give or ask for general background knowledge. If the setting is unfamiliar, discuss where or when it takes place.

Questioning. Ask students what they would like to find out about the story. Leave them with information to hunt for. Give a purpose for reading the material. Teach students to “wonder” about the story or material.

Predicting. Ask students to predict what the story may be about or what the outcome may be. At the end of the story, have them evaluate their predictions. What really happened? Teach students to make predictions throughout the story. Interrupt the story to ask, “What do you think will happen next?”

Visualizing. Teach students to visualize (make a picture in their minds) scenes from the story. Model this by telling students what you are seeing in your mind. Prompt students to visualize by interrupting the story to ask, “Do you have a picture in your mind about this?” As students grow in this ability, help them see where they may have faulty images not supported by the material. Visualizing a boy in a blue shirt is appropriate if the color is not mentioned; but if the story said he was wearing a red shirt, this would not be correct.

Relating material to prior knowledge. Help students make connections with what they already know. Mention how science facts fit into the story. Ask for another story with the same setting. Ask questions such as, “Have you ever felt like (Laura)? Has anything like this ever happened to you? What other story does this one remind you of?”

Summarizing. After the material has been read, teach students to summarize the main events. This involves understanding what the main idea and the supporting details are. Ask students to tell you the

story in their own words. Help them find the most important parts of the story and identify the details that support the main idea.

Sequencing. This involves getting the details in the correct order. It also involves cause and effect: *this* happened because of *that*.

Inferring. This is related to predicting and prior knowledge. An inference is reading between the lines. It also is being able to connect pieces of the text that do not have the connections clearly written out. When a story begins with a dog barking at people going past the house and later tells of a boy hurrying past the house, we make the connection that the boy is probably scared of the dog. Ask questions to help students make these connections.

Monitoring understanding. A good reader monitors and evaluates his understanding of what he is reading. If it doesn't make sense, he rereads the text to see where he went wrong. This can involve both the decoding process (saying the correct words) and the comprehension process (finding the correct meaning). Model this process with your students by "thinking aloud." Tell students what you are thinking about as you read a passage. Help students monitor their own reading by asking questions so they verbalize what they are thinking. Show them by asking questions how to correct their faulty thinking. Some students have not realized that they should be getting meaning from what they read. Teach them that the passage has meaning. It is not just a collection of words; it communicates.

A student who cannot make sense of a passage is reading above his level in some capacity. Either he is having difficulty with the decoding and vocabulary of the words, he lacks sufficient background knowledge, or he is using inappropriate strategies.

Conducting Oral Reading Class

For an oral reading class to be effective, a teacher must keep it purposeful. The four main objectives for oral reading are to communicate with an audience, to gain fluency, to develop comprehension, and to provide opportunity for assessment. Several objectives are often combined in each class, but a teacher should have a clear purpose in mind. Merely having students take turns reading, asking a few simple recall questions at the end of the story, and then sending students back to their seats to do their

workbook is not the most productive way to use oral reading practice.

Following are several methods to try:

1. Model effective oral reading. Keep the story from dragging out too long by reading every other paragraph yourself. This gives your students a constant example of how they ought to be reading and moves the story along at a good pace.

2. Teach attentiveness. A method guaranteed to kill student interest and attention is to take turns reading paragraphs around a large class. If eight children must read before one's turn comes, it is not necessary to pay much attention most of the time.

A much better method is to call on students to read at random, keeping them on their toes. You might call on an inattentive student twice before all the others have read once.

Devise a mild penalty for students who are habitually inattentive. If a student loses his place and doesn't know where to read when it is his turn, have a nearby classmate show it to him, but he should miss his turn.

With this method, students may feel compelled to begin their sentence the instant the last reader stops to show that they have not lost their place. You can quietly insist that students follow along in the story without creating stress. Encourage each child to read with good expression at a moderate pace. Praise improvements!

Do not challenge a student the moment he hesitates to begin reading when it is his turn. The goal is not to trap students. A student who does not begin reading immediately may not know what the first word is. If so, help him sound it out.

3. Read by sentences. Sometimes read around the group by sentences. Reading by sentences is an excellent discipline because it demands student alertness and concentration on punctuation marks. The rule is to read to a period, question mark, or exclamation point, even if the sentence contains only one word.

Reading by sentences trains your students in sustained attention. It gives each student opportunity to read more often and at shorter intervals. As students gain word-recognition skills and maintain the habit of reading with good expression, there need be no loss of comprehension or enjoyment of the story with this method.

4. Read larger amounts of text. Divide the story into parts of several paragraphs or pages and assign

Introduction

a part to each student. Let them practice their part for several minutes and then have them read their assigned part. Allowing students to practice their part will help the slower reader gain confidence in his reading ability. It will also give students time to think about how they should read the piece expressively. The rest of the class may follow along silently as the student is reading or they may listen attentively.

Students can be taught to use expressive skills such as voice tones, speed, and volume. They can be taught to watch for and observe punctuation marks, to read clearly and with enough volume for their audience to hear them, and to read only as fast as normal speech.

Connections are easier to make for both the reader and listener when larger amounts of text are read. This approach also gives the teacher opportunity to make assessments of a student's oral abilities. Within reason it is easier to assess a larger amount of text than a small amount.

5. Read chorally. This works best with poetry. Many of the poems in the readers can be read chorally—as a group, or broken up into small groups of two or three. Choral reading is an effective way to help the struggling reader gain fluency. He has the support of other readers, and he also learns to match the voices of other readers.

A choral reading approach may start with the teacher reading the piece, modeling how it should sound. The students should then read the piece silently several times before reading it together in a choral effort. Depending on the piece, it can be read several times chorally so students can experience its beauty.

Oral Reading Rules

- A new sentence begins when a capital letter follows an ending mark.
- Three kinds of punctuation marks end sentences: period, question mark, and exclamation point. Any of these three marks shows that your voice needs to come to a full stop.
- A question mark shows that the sentence is asking a question. Your voice goes up a little at the end. Demonstrate with the following sentence: "What did you say you will be doing tonight?"
- The exclamation point shows that someone is feeling excited or angry or afraid. Your voice should sound like the person in the story is feeling.
- A comma shows you should pause briefly.
- A new paragraph begins every time a line is indented.
- Reading with expression means thinking about how the people in the story are feeling and making your voice show that feeling. If someone feels sad, read sadly. If someone is excited, read in an excited voice. If someone is talking slowly, read slowly.

As the story is being read, encourage students to observe punctuation marks properly and read dialogue as the speaker would say it.

Poetry Selections

Good poetry conveys beauty and/or makes an emotional impact. True poets can take a commonplace subject and glorify it with beautiful language that stirs our imaginations and emotions.

As students hear and read beautiful poems with expression, they will learn to enjoy poetry. Even very young children can develop appreciation for fine poems.

Poetry is written for the ear. Therefore it is of utmost importance for you to read the poems aloud to your class. You may choose to let students read the poems silently after they read the story, but do not let that be their only experience with poems.

Practice reading the poems. The pauses, inflections, mood, pace, and tone of voice are all essential to convey the meaning. You need to read poetry correctly for students in order for them to receive the full emotional impact. By de-emphasizing a pronounced rhythm and by reading in phrases and thoughts, you can prevent the singsong beat which many people use to read poetry.

Read the poems for enjoyment. They are not intended for study at this level. After a poem has been

read in class, you might use it at other times. For example, several selections from the readers would be appropriate to quote on a nature hike. While you wait for the last bell to ring, pull out your reader and read some of the poems, encouraging your students to join in at the places they know. Or after the daily story time, let a student read a poem he especially enjoys.

Incorporate poetry into art and penmanship.

You could have students copy various poems as penmanship assignments. Combine this activity with art class, and let students illustrate the poems they copied. The pages could then be assembled into a booklet. Another art period could be used to make an attractive cover. By the end of the year, most of the students will know some of the poems by heart without having tried to memorize them.

You may want to regularly read other poems to your students besides those in the readers. (*Favorite Poems Old and New*, selected by Helen Ferris and *A Child's Garden of Verses* by Robert Louis Stevenson contain good poems for children.) Do your best to get the full measure of beauty from each selection. Your students may catch your enthusiasm and appreciate poetry the rest of their lives.

Sounds and Diacritical Markings

Short Vowels ă – cat ě – bed, bread ĭ – dig, gym ǒ – God, waffle ŭ – fun	Other Vowels ô – lost, ball, caught, sought, Paul, lawn ü – coon, stew, soup, through ù – wolf, push, good, could yü – few, cute	Consonants, cont. hard g – got soft g – page hard c – came soft c – voice s = /s/ – safe s = /z/ – his ch = /k/ – school gh, ph = /f/ – graph, laugh	Silent Consonants igh = /i/ – high lf = /f/ – calf wr = /r/ – wren kn = /n/ – knot gn = /n/ – gnat mb = /m/ – comb
Long Vowels ā – made, they, eight, break ē – eve, baby, key, believe ī – pine, fly ō – hope, dough ū – cube	Modified Vowels ər – burn, fern, shirt, <u>w</u> ord, doctor, dollar, pearl ǎr – barn ȳr – corn, <u>w</u> arm, oar, pour, door ĩr – deer, hear, here ěr – fair, care, there, bear, berry, sparrow	Beginning Consonant Blends bl br cl cr dr fr fl gl gr pl pr sc sk sl sm sn sp st sw	Prefixes a – away de – derail dis – distrust in – inside un – unscrew be – become re – rewrite en – enlist ex – exchange
Schwa /ə/ Sound a – banana e – seven i – robin o – come u – bus ou – country		Ending Consonant Blends sp nd lp ld mp np lb lf sk nk lk nt ft pt st lt ct xt	Suffixes ed = /d/ – prayed ed = /t/ – helped ed = /əd/ – counted s = /s/ – cups s = /z/ – dolls ing – camping er – faster en – given es – boxes est – darkest ly – nicely y – rainy ful – joyful less – careless ness – kindness ment – pavement
Vowel Sets (Vowel Digraphs) ai ay ea ee ie oa oe ow ui ue	Other Sounds ou – bough ǝf – tough ȳf – trough yŭr – pure	Consonant Digraphs sh – ship th – with <u>th</u> – this wh – when ch – child ng – ring	
Vowel Blends (Diphthongs) ou – cloud ow – cow oi – oil oy – boy	Consonants b d f h j k l m n p q r t v w x y z	Three-Consonant Blends thr shr scr spl spr str	