REG Spring Breakfast

On March 12, 2011 REG will present the Spring Breakfast meeting featuring Dr. Ula Manzo, JoAnne Greenbaum, Mary Bogan, Angela Henderson and Natalie Haney in a panel discussion on Technology in Reading. Dr Manzo will present the Pocket Tutor Program, JoAnne Greenbaum will talk about online instruction at which she excels. Mary Bogan and Angela Henderson will be on hand to present their blogging exercises and Natalie Haney her Photo Story Project.

The breakfast will be held at the Mission Viejo Country Club on Saturday March 12, beginning at 9AM with check-in. Please mark your calendars and use the enclosed form for registration and directions to this exciting event.

Items of Interest for REG Newsletter???

We would welcome your submissions to the newsletter. Please send your article via email to lovett.gc@verizon.net. Please type “REG” on the subject line of your email. Thanks, we’d love to hear from you!

Gena Lovett, Editor

Finding a Balance to Meet the Needs of All Readers

While I was tutoring one of my students, I asked her why she thought it was important to know how to read. She said, “It’s important because if you don’t know how to read you can’t learn other stuff.” I completely agree with her. Reading is such an essential building block for all the things we learn. If we are able to read, fluently and with comprehension, then we are able to seek out knowledge. If we are able to read we are not dependent on others needing to give us information. If we are able to read we are able to enjoy literature for the purpose the author intended.

Even though reading is such an important building block in the educational lives of our students, often teachers feel under-qualified to teach reading. With reason too, there are many different definitions of reading. Many theorists argue that their approach is best. Within a classroom there are varying ability levels among the students. I believe that finding a balance among the approaches is the best way to meet the needs of all the learners. The teacher has the responsibility to know the

New web address!!
http://reg.fullerton.edu
different approaches that can be used and know the learning styles and abilities of her students to best be able to partner approach with need.

In this paper I will present my position on significant course issues including the ideal reader, and the components for reading success. I will also present the application a balanced literacy program and assessment procedures.

Ideal Reader

An ideal reader is someone who is motivated to read. They read a variety of material for a variety of purposes. They are able to decode fluently, and read with automaticity. When presented with a new and unknown word, the ideal reader has the skills necessary to decode the word and has a basic understanding of the word’s meaning. The ideal reader is able to comprehend material they have read.

Components for Reading Success

Important skills for the emergent reader: A child’s literacy development begins at birth (Roe, et.al., 2009). Children are immersed in language and begin to imitate speech and observe language interactions. During this time, not only do children attempt to use oral language, but they also experiment with communication through writing (Wolfe & Nevills as cited by Roe, et.al., 2009).

An emergent reader is beginning to take an interest in reading. They start to recognize some letter names and a few familiar or high frequency words (Roe, et.al., 2009). The emergent reader scribbles to express ideas and tends to draw “amoeba” people (circles for the body with lines for the arms and legs).

Important skills for the emergent reader are developing phonemic awareness, preparation for phonics with auditory and visual discrimination, letter recognition, print concepts and conventions. By developing phonemic awareness the emergent reader has an understanding that spoken language consists of small units of sounds. Phonemic awareness leads the reader to discover sound and symbol relationships. This relationship

Hazel Miller Croy Reading Center Naming Approved

President Gordon recently signed off on approval to name the CSUF Reading Center the Hazel Miller Croy Reading Center. Hazel Miller Croy founded the Reading Department at CSUF and was instrumental in establishing its signature, nationally recognized programs including the Reading Center, the graduate program and the undergraduate program. An official naming ceremony will take place at the Reading Center on April 2, 2011.

Dr. Debbie Hancock, Pat Irot, Dr. Ruth May-Siegrist, and Dr. Julie Chan formed the committee that was able to mobilize alumni in the donation effort. REG members who attended the 2010 Breakfast meeting may recall the silent auction that was the kick-off event in raising funds for the Croy Endowment Fund. Many alumni and community members were eager to donate, recognizing Dr. Croy for her deep concern for people with reading difficulties, her love for those who teach them, and for the high professional standards she set for them. The initial goal of $25,000 was reached within the first year of the campaign and established the naming of the College of Education Reading Center after Dr. Croy.

The purpose of the Croy Endowment Fund is to generate funds to support the Hazel Miller Croy Reading Center via student scholarships, Center needs such as teaching materials and furnishings, and Center-related faculty research and development in reading and language arts. The ongoing goal is to continue to grow the endowment fund over the years in order to produce more income and increased support for the Center.

REG Grants Available

Have you ever wanted to purchase materials or games to enhance or fill gaps in your classroom reading program but you don’t want it to come out of pocket (again) and your school budget is stretched to the limit? Ever wish you had some of the games and materials you used at Edison School for the 516 class or in the CSUF Reading Center? And what about an opportunity for professional development not funded by your school or district? REG has a $300 grant available for you to do just that. Check out the REG website at http://reg.fullerton.edu/grants.htm for more details and a link to the application and submission information. Applications are due by April 1, 2011 to Robin Barry—via email: rbarry@fullerton.edu or snail-mail to Robin Barry, 1501 Alto Lane, Fullerton, 92831.

Correction

At the right is the picture from our Fall newsletter in which the names of the outstanding graduates were omitted. We wanted to rectify this, and to offer our apologies and, again, our congratulations on receiving your Masters in 2010.

L to R: Valerie Hannah, Michelle Tran, Marsha Johnson (Edwin Carr Fellow), Barbara Marks
ways; whole class instruction, small group for skill based reinforcement, peer tutoring and support, grade
level grouping and rotations, as well as one-on-one time with my students.

Assessment: Assessments determine the literacy needs of the learner. They are used formally and informally
to collect data that measures student achievement and performance. Some of the formal assessments include
those from the district and publishing company. The informal assessments I use include teacher-developed assessments based on strands of grade level standards, running records, observations, writing portfolios, performance tasks (usually oral language), and trimester projects.

I use the results of the assessments to determine the groups for small group instruction based on specific skills. I also use it to determine which students need re-teach and which need extra support for a longer period of time. The results of the running records helps me to determine appropriate reading buddies for in class reading activities and those students who would benefit from having a particular student as a peer tutor.

Reading is the foundation for learning. Without learning to read our students will not be able to discover knowledge on their own. As teachers, we have the responsibility to our students to best match their needs with the most appropriate reading approach. We must find and use what best suits them on their educational quest. (Full references available by request noemi.bueno@att.net)

Kathi Bartle-Angus Receives CRLA Award

Kathryn Bartle Angus received CRLA’s Robert Griffin Award for Long and Outstanding Service. The College Reading and Learning Association (CRLA), is an international organization of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level. Bartle Angus was presented with the award on Nov. 4, 2010 at the annual conference in Salt Lake City. She was nominated by two colleagues, Kate O’Dell from the University of Alaska and Karen Agee at the University of Northern Iowa. Highlights of the nominating statement include: over 20 years of active involvement and leadership, including serving as co-author of CRLA position statement on Rights of Adult Learners, President of the California Chapter, Chair of Communities of Practice and Professional Development Committees, Coordinator of Professional Association Liaisons, Co-Chair of Conference Committees, and Conference Proposal Evaluator. In addition, Kathryn has made over 20 scholarly presentations at CRLA in the areas of academic reading and critical reading and thinking.

Karon Matthews CRLA President & Kathi Bartle-Angus

Word recognition: Word recognition is defined in The Literacy Dictionary (Harris and Hodges, 1995) as 1.
the process of determining the pronunciation and some degree of meaning of a word in written or printed form
and 2. the quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously met in print or writing. There are five components of word recognition that facilitate student fluency; sight words, context clues, phonics, structural analysis, and dictionary study.

Sight words are words that are recognized immediately without having to resort to analysis (Roe, Smith and Burns, 2009). Some theorists/approaches believe it benefits students to possess a bank of sight words then teach them other word recognition strategies (La Berge and Samuels, 1976). It is important to teach sight words because there are words that aren’t decodable through the use of phonics or structural analysis.

Context clues is the use of clues (picture, semantic and syntactic) surrounding the unknown word that help the reader to determine what the unknown words are. It is here that students begin to ask themselves, “Does this make sense?” Students begin to self-monitor which increases their comprehension of material that is read.

Phonics is the association of spoken language to printed symbols. In some languages, this sound-symbol association is fairly regular, but not in English (Roe, Smith, and Burns, 2009). Flesch was a supporter of phonics. He believed that the whole word approach should be stopped and we should return to phonics. Phonics instruction should include the auditory discrimination of sounds. Teaching phonics gives the reader a method to decode an unknown and unfamiliar word.
Structural analysis strategies and skills enable children to decode unfamiliar words by using units larger than single graphemes (Roe, et al., 2009). There are five facets of structural analysis; inflectional endings, prefixes and suffixes, contractions, compound words, and syllabication and accent.

Teaching readers sight words, context clues, phonics and structural analysis gives the reader a variety of ways to “attack” unknown words. This allows the reader to spend less time on the mechanics of reading and more time of reading for meaning.

**Comprehension skills:** It is very important that when trying to teach comprehension the teacher activate prior knowledge. This allows the students to connect what they will learn to their already existing schemata. The first level of comprehension is the literal level. The students are able to answer who, what, where, and when questions. The second level of comprehension is the interpretive level. Here the students are expected to make inferences and generalizations about what they have read. Students answer how and why questions. The teacher must actively model this level of comprehension. The teacher will pose an interpretive level question and model the thought process necessary to comprehend and answer the question. At this level the students are looking deeper into the meaning of what they have read but not really critically thinking about the text.

The third level of comprehension is critical reading. At this level the students must evaluate and pass judgment on material they have read. The teacher will model this by teaching the students the questions necessary to ask when becoming a critical reader. The questions include; author’s purpose or intent, are statements made true or bias, is author’s view well supported, is author trying to sell or tell the reader. The teacher must be aware that of the amount of modeling in the critical thinking level. Not only must the teacher consistently model the appropriate questions but must also model the appropriate way to dissect the text to answer the questions.

The fourth level of comprehension is the creative level. In the creative level the students must apply information, make decisions and take risks (L. Keisler, power point presentation, November 1, 2010). Here, we as teachers must teach children how to ask questions that will take them beyond the text. We ask the students to find different solutions to the problem in the text or to compare experiences in their own personal life with those the characters in the text have.

**Balanced Literacy Program**

One approach to reading instruction was the Language Experience approach. The Language Experience Approach was developed by Roach Van Allen in the 1970’s. It was driven by whole language. The teachers used the students’ writings and experiences as the basis reading material. The approach works well with second language learners and those who have a variety of learning styles. Since this approach was based on the students’ experiences, it tended to be limited in the reading content.

Another approach was Thematic Units. This approach had all the instruction focused on one particular theme or unit of study. The problem with this approach was that the Thematic Unit was only as effective as the teacher’s instruction.

The Individualized Reading Approach allows the student to self select reading material. It was developed by Jeannette Veatch, who believed that the only way kids will want to read is to let them select their own book (L. Keisler, power point presentation, November 1, 2010). This approach relied heavily on running records, self-pacing and teacher conferencing, which made it very time consuming.

A balanced literacy approach is an approach in which teachers concentrate on providing both word recognition and comprehension strategy and skill instruction along with ample opportunities to read complete works of literature, to use reading materials to solve problems, and to explore nonfiction and fiction material (Roe, et al., 2009). The three components of a balanced literacy approach are authentic rich literacy experiences, comprehension instruction and systematic and explicit skills instruction.

In my classroom, I implement a balanced literacy approach. I devote instructional time to address the skills necessary for reading such as phonemic awareness, phonics, word recognition and comprehension using a variety of reading material that represents the interests of the students. I address these skills a variety of