

Classic

Slides Themes Fluid Box Text Shapes Objects Interactions Media Interactive Video Record Save Preview Publish Community Assets Library Properties

FILMSTRIP × ReadingMod1_final_5_23_Small.cptx*

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Module 1 | Reading Instruction: The Critical Challenge

HMH

Module 1

Reading Instruction: The Critical Challenge

Introduction

Theme: CDGU

Master Slide

Slide 1

Reset Master Slide

Master slide view

Style Actions Options

Allow Gesture Navigation

Background

Master Slide Background

Quality

Optimized

Master Slide Objects On Top

TIMELINE

Object	Visibility	Lock	Start	End	Description
Text_Caption_739	●	🔒	00:00	00:15	Reading Instruction: The Critical Challenge :Display for the rest of the slide
Text_Caption_704	●		00:00	00:15	Module 1 :Display for the rest of the slide
Image_435	●		00:00	00:15	lightblue:Display for the rest of the slide
Image_788	●		00:00	00:15	pigtailgirl_116522560.jpg(4):Display for the rest of the slide
Introduction	●		00:00	00:33.1s	Slide (33.1s)

0.0s 33.1s

/Users/marthafry/Desktop/Reading/ReadingMod1_final_5_23_Small.cptx

Filmstrip View 1024 x 627

**Learning
Objective**

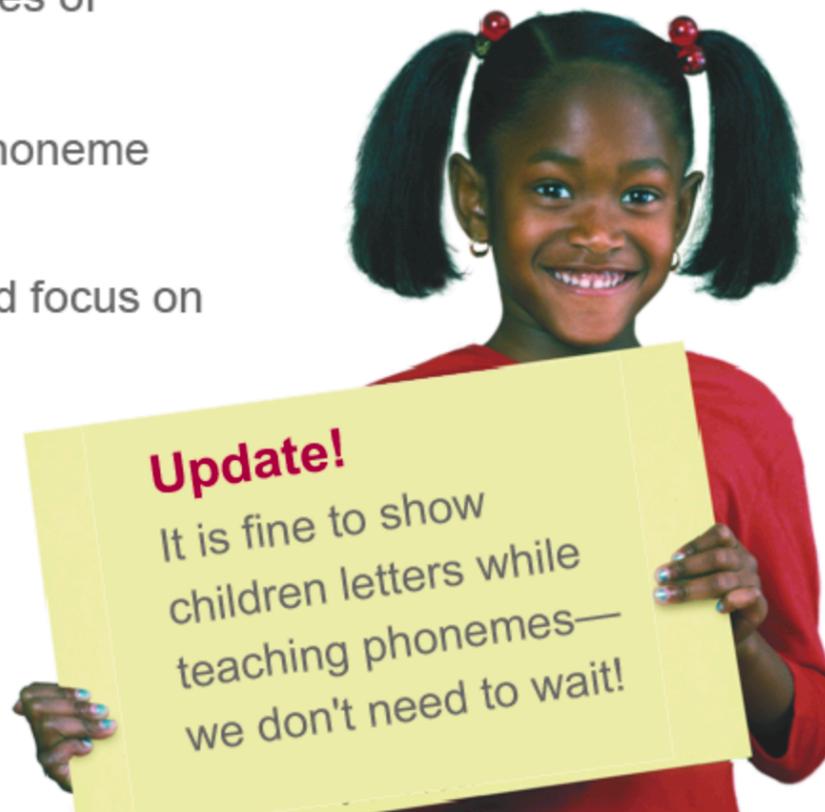
Identify key challenges in teaching children to read.

**Learning
Outcomes**

- Recognize why learning to read is challenging for most students.
- Identify five key elements of effective reading instruction.
- Identify the ways in which families can support effective reading instruction.

Learning Architect Construction Tips

- ✓ Provide activities that support all types of phoneme manipulation.
- ✓ Focus only on one or two types of phoneme manipulation skills at a time.
- ✓ The majority of our instruction should focus on blending and segmenting.
- ✓ Once students master phonemic awareness, they can move on to other reading instruction strategies.



Best Practices

Multiple Exposures

Rochelle seemed **despondent**, dragging her feet as she walked.

I was not sad, I was **despondent**. I did not leave the house for days.

Does Jose seem **despondent** to you? I have seen him sitting by himself at recess.

Oh! I get it. Despondent means very, very sad.

Text & Visual Integration



Text &
Graphic
Integration

**Oral
Vocabulary**

the words that we understand and use in listening and speaking

**Written
Vocabulary**

the words we understand and use in reading and writing

**Receptive
Vocabulary**

vocabulary we “receive” in listening and reading

**Productive
Vocabulary**

the words we can actually produce -the words we say and write

Characteristics of Fluent Readers



Self-paced
Audio

Self-paced
Video



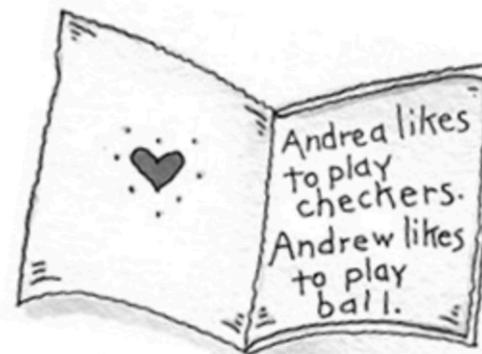
Skip Video

Trends in Reading Instruction

Whole Language

Late 1970s - 1995

The emphasis was on developing a love of reading and using multiple strategies --not just phonics-- to figure out words.



Whole Language

Balanced Literacy
Guided Reading

SBRR
NCLB

CCSS

Interactive
Timeline

Drag &
Drop
Check

Phoneme
Identity

Phoneme
Blending

Phoneme
Segmentation

Phoneme
Categorization

Phoneme
Deletion

Phoneme
Isolation

Submit ↵

*Not quite right.
Try again.*

Phoneme Manipulation

Select and drag the correct label to the corresponding definition

Isolating individual sounds

Recognizing a common sounds in different words

Recognizing words with the odd sound

Combining a sequence of sounds

Breaking a word into sound segments

Recognizing what remains when a sound is removed

Conversational vs Academic Language

Read each word and think about if it is a common or uncommon word in everyday speech.

Click on the appropriate box.

	Common in everyday speech	Not Common in everyday speech		Common in everyday speech	Not Common in everyday speech
pounced	<input type="radio"/>	<input checked="" type="radio"/>	dress	<input type="radio"/>	<input checked="" type="radio"/>
flounced	<input type="radio"/>	<input type="radio"/>	ill-tempered	<input type="radio"/>	<input type="radio"/>
mean	<input checked="" type="radio"/>	<input type="radio"/>	flew	<input checked="" type="radio"/>	<input type="radio"/>
frock	<input type="radio"/>	<input type="radio"/>	jumped	<input type="radio"/>	<input type="radio"/>

Submit ↵

*Not quite right.
Click to view correct responses*

Hot Spot Check