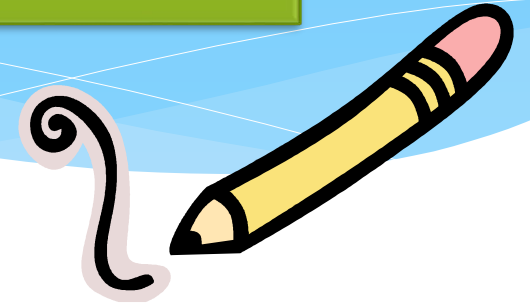
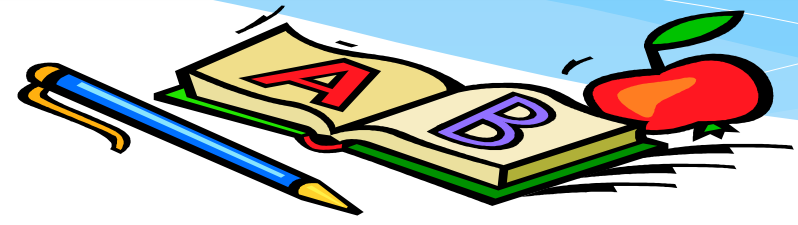




# South Whittier School District Professional Development

## EXPECTATIONS FOR SUCCESS



# Reading Literacy



Picture Books

- Legends
- Fairy tales
- Fables

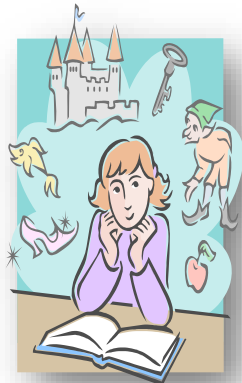


Chapter Books

- Fiction
- Non Fiction
- Realistic Fiction

Resource  
Information

- Encyclopedias
- Magazines/Journals
- Cook books



# IMAGINATION



- \* “If you want your children to be intelligent, read them fairy tales. If you want your children to be more intelligent, read them more fairy tales. Knowledge is limited, but imagination can take you everywhere!”

- Albert Einstein



# READING STANDARDS

## 3<sup>RD</sup> GRADE



Standards: *Decoding and Word Recognition*

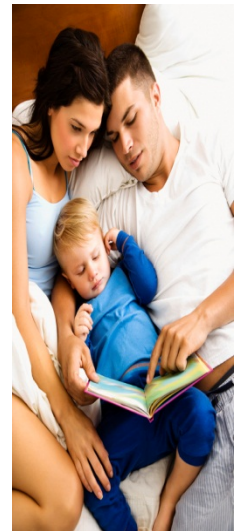
1.1 Know and use complex word families when reading to decode unfamiliar words.

(e.g., -un; -ight; -ake; -ound; )

1.2 Decode regular multisyllabic words.



1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.



# WORD RECOGNITION TO WORD IDENTIFICATION

(Harris & Sipay, 1990)

## \* CONTEXTUALIZED

TEXT



## \* DECONTEXTUALIZED

TEXT

e  
x  
p  
r  
e  
s  
s  
i  
o  
n

PREDICTIONS

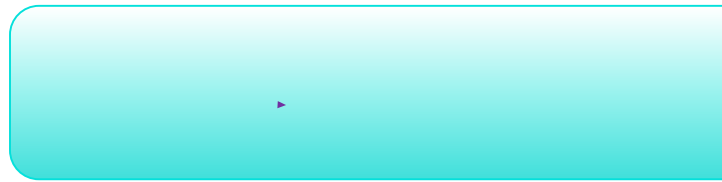
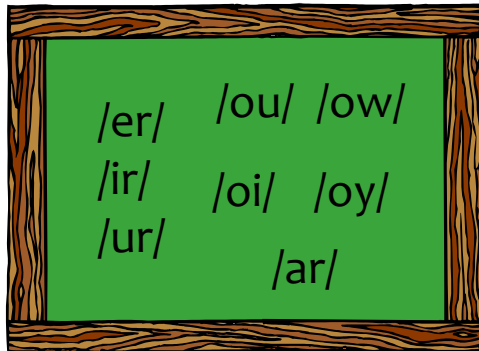
STAGECOACH

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# Assessments

## In Phonemic Awareness



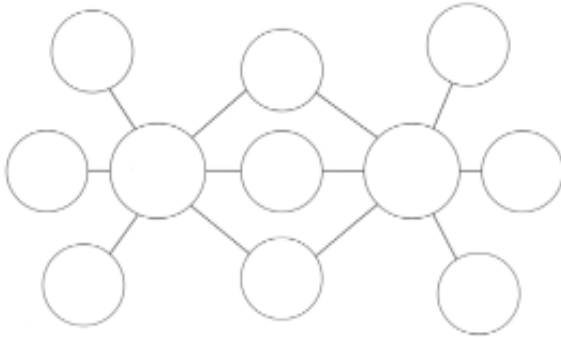


# Imagery Intervention



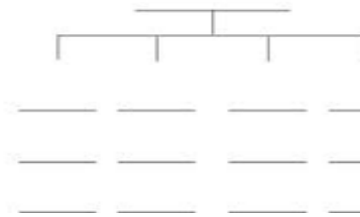
Double Bubble Map

Name \_\_\_\_\_



Thinking Maps<sup>®</sup>

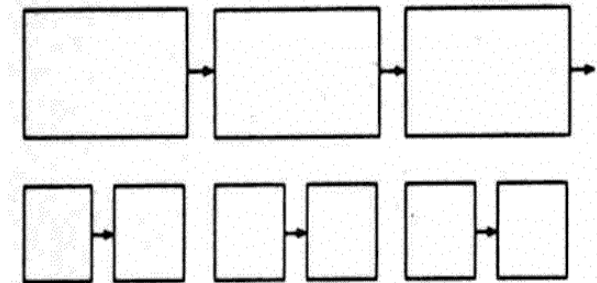
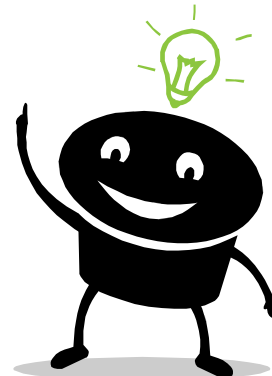
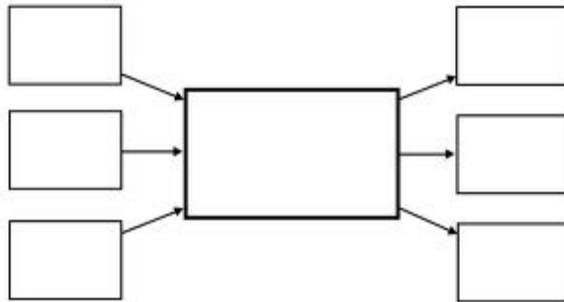
Tree Map



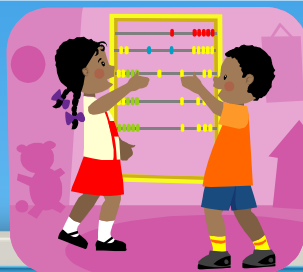
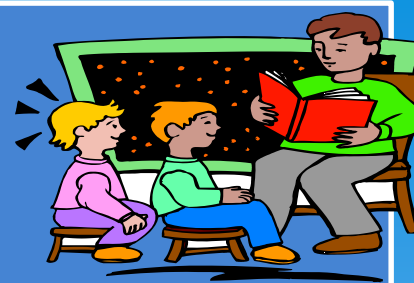
2-17

Double Bubble Map for Comparing (similarities) and Contrasting (differences)

Innovative Learning Group



(Innovative Learning Group Google Images , 2007)



# HOW TO INTEGRATE THEM IN YOUR CLASSROOM





# How Children Acquire Language



Behaviorist Perspective: Hear sounds

Nativist Perspective: Reading is innate

Socialist Perspective: Learn from peers





Reader's Theatre



Active  
Listening



Silent  
Sustained  
Reading

Written  
Songs

# MULTIPLE INTELLIGENCE ACTIVITIES FOR READING WORDS



Finger  
Plays



Manipulatives

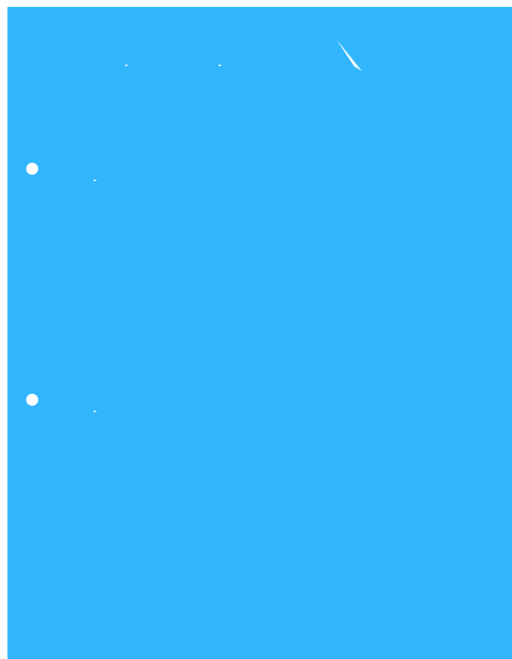


Singing



Children need to be exposed to a plethora of experiences based on rich literature in order to manifest language learning in children. (Christie, Enz, & Vukelich, 2011)

# Silent Sustained Reading





Through activities such as cooperative learning, students have the opportunity to manifest higher-order thinking skills, through effective listening, clear communication, and speaking (Dare, Moeller, & Washington, 1994).



# MUSIC: LEARNING TO READ THROUGH SINGING



...y mother will say....

(Raffi, & Bernard-Westcott, 1988)



# WRITING TO READ

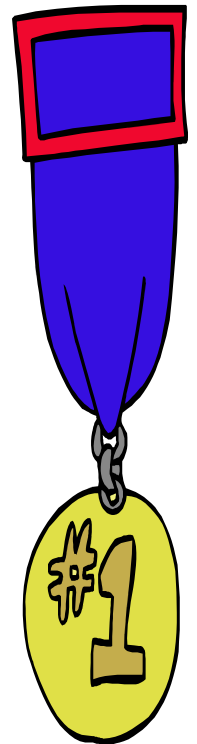
Whatever can be spoken, can be written, whatever can be written, can be read (Tompkins, 2000; Christie, Enz, & Vukelich, 2011).



# SUMMARY




- \* It is beneficial for teachers to provide a wide array of learning opportunities where students can respond in various ways (Pritchard, 2009).
- \* it is important to be cognizant of how children learn and how to incorporate a variety of strategies and styles into the lesson in order for all students to thrive and be successful in the objective of the lesson (Armstrong, 2009).





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