

Reflection Journal



Beginning Reading Instruction
MVP Series

Seminar 1

Question 1 of 5

Please begin the reflection process by clicking on "Eval" on the Reflection Journal side tab menu. Print out the Self Assessment, read it and complete it based on your current practice. Then go on to the next section by clicking "next" at the bottom of the Reflection Journal screen. Additional self-assessment and reflection will occur after you have completed the program. This process will help you design your Professional Development Plan, also included on this disc.

Seminar 1

Question 2 of 5

Take a moment to reflect on the beginning reading strategies that work for you in your classroom. Type them in below along with why you think they are effective.

Seminar 1

Question 3 of 5

Think again of the strategies you use to teach beginning reading. Which ones are validated by what the research says about effective beginning reading instruction?

Seminar 1

Question 4 of 5

To help children get off to a good start in early reading development, instruction should include:

- Activities to stimulate phonemic awareness;
- Learning the names and sounds of letters;
- Instruction and practice in reading words by blending letter sounds together;
- Opportunities to write meaningful sentences and stories using emerging spelling skill;
- Activities and discussion to help children construct the meaning of what they read.

After thinking about the research, should you add any components to your current practice?

Seminar 1

Question 5 of 5

Describe what you might do to learn more about these components to enhance the way you teach beginning reading instruction.

Seminar 2

Question 2 of 3

What are the potential stumbling blocks to becoming a skilled reader?

Seminar 2

Question 3 of 3

Review these components of a balanced and integrated approach:

- Careful and systematic stimulation of phonemic awareness;
- Direct teaching of phonemic decoding, comprehension strategies, and literature appreciation;
- Frequent exposure to a variety of types of texts, plus incentives and time to read independently;
- Vocabulary instruction that goes beyond simple definitions;
- Frequent writing.

Which ones do you include in your practice? Which ones will you need to add? Reflect and list ideas.

Seminar 3

Question 1 of 4

Why is phonemic awareness important to beginning reading instruction?

Seminar 3

Question 2 of 4

What phonemic awareness instruction do you currently practice in your classroom?

Seminar 3

Question 3 of 4

Think again about the phonemic awareness strategies you currently practice. Which ones are similar to the ones you viewed in seminar 3? List those you will incorporate as additional instructional strategies.

Seminar 3

Question 4 of 4

What do you do with those students who continue to struggle with phonological awareness?

Seminar 4

Question 1 of 6

In what ways do you systematically teach and encourage students to utilize phonemic decoding skills?

Seminar 4

Question 3 of 6

What adaptations can be made if a basal reader introduces lessons within close proximity that have letter/sounds that are similar?

Seminar 4

Question 4 of 6

Describe how you teach the use of context clues.

Seminar 4

Question 5 of 6

Describe how you teach sight words.

Seminar 4

Question 6 of 6

After reviewing seminar 4 and reflecting on your teaching practices, describe your present teaching strategies validated by the research. Describe changes, if any, you will consider making in your teaching practices.

Seminar 5

Question 1 of 3

The differences in amount of both in-class and out-of-class reading done by good and poor readers is enormous, and this practice difference creates what has been termed "The Matthew Effect." This is actually a biblical term, and it refers to this: those who have a good amount of early reading skill tend to read a lot and acquire even more reading skill, while those with less skill, particularly at the early stages of learning to read, tend to acquire less and less skill over the same period of time. These practice differences between children who learn to read quickly vs. those who learn more slowly eventually produce very large differences in reading skill, word knowledge, and comprehension skills between the groups. Stanovich, 1986. Have you ever seen examples of "The Matthew Effect"? Describe.

Seminar 5

Question 2 of 3

What specific strategies can you put into place to keep "The Matthew Effect" from occurring?

Seminar 6

Question 1 of 2

Eliciting Prior Knowledge is one pre-reading activity that can be used to facilitate comprehension. If using a picture book, students can make predictions based on the pictures before reading the text. Students can compare their lives with the situations in the text and answer teacher pre-reading questions that will serve to activate the students' prior knowledge. What other specific instructional strategies do you find effective in eliciting prior knowledge?

Seminar 6

Question 2 of 2

What are some pre-reading, during- reading or after-reading activities you practice that are most useful? Where can you find information on other comprehension activities?

Seminar 7

Question 3 of 3

Please click on "Plan" located on the left side bar menu on the main screen. Reread the self-assessment and reflect on the information you found on this disc. Complete the form again, noting any changes to the one you filled out at the beginning of the program. This will help you find areas to concentrate on when completing the Professional Development Plan. Note: You can access the Professional Development Plan alone by clicking on "Plan" on the Reflection Journal side tab menu.