



Elementary Reading Skills

Teaching students to Learn

Submitted by Ni'Tonya R. Chaisson

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West Texas A&M University

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ABSTRACT

Understanding differences in learning skills can help teachers increase the learning compacity of their students. Simple methods using development of self exploration and group thinking can assist students in their understanding of reading and writing. Following a particular list of guidelines will help you improve the ability of learning through self and group participation increasing a teacher's success rate.

KEYWORDS: GROUP, GUIDELINES, READING, WRITING

TEACHING STUDENTS TO LEARN

Teaching strategies have shown to increase the development of learning through use of language. Certain foundations are laid ahead to assist teachers in showing students to express personal growth and understanding through association and recall. Ohio State University Literacy Collaborative Framework gives specific guidelines that will help shape the reading skills of students through teachers with the use of reading and writing literacy components. These foundations of reading and writing have contributed to 8 instructional components helping to increase responses, listening and explaining of a student's personal point of view of understanding and learning.

READING LITERACY COMPONENTS

Reading literacy components including reading aloud, shared reading, guided reading and independent reading can contribute to the increase of learning for students. These typical supports have given teachers a consistent foundation to begin the learning process of language through carefully chosen content. Building of these foundations can assist students in introducing new words and increasing their interest in reading contributing to the length of their schooling and learning.

Reading aloud is the standing support of the Ohio State University Literacy Collaborative that consists of a teacher reading chosen student books that reflect cultural diversities through variety of selections. The influence of rereading popular choices helps students to identify with new word associations and taps into guided reading by representing the same material (Fountas & Pinnell,

1996, p. 22). This gives students the opportunity to learn through listening how sentences are structured and used in conversations (Fountas & Pinnell, 1996, p. 25). Also, it allows a platform for dialogue giving a substance base for their conversations and aids in written language. (Fountas & Pinnell, 1996, p. 26)

Shared reading involves teachers engaging students in reading together (Fountas & Pinnell, 1996, p. 22). Teachers do this by rereading previous books which allows learning through familiarity, helping with word association, sentence construction. This type of reading allows students to follow along in a group while reading aloud to large, printed words that are specifically pointed out also encouraging group companionship (Fountas & Pinnell, 1996, p. 27). Other ways of share reading include reading along with a smaller versioned book and use of classroom lists, graphs and charts. (Fountas & Pinnell, 1996, p. 28)

The **guided reading** platform includes small groups of students with similar reading skills being encouraged to read alone, allowing the opportunity for self development of personal views of the teacher's selections (Fountas & Pinnell, 1996, p. 30). Then and sometimes during reading, the teacher will apply their guides to help form the student's understanding. This allows the student to view their personal style of learning, apply it and show how they understand. Guided reading also introduces tools to use to understand new vocabulary and sentence sequence. (Fountas & Pinnell, 1996, p.30)

In **independent reading** students are given a list of books to choose from allowing them to improve on individual reading skills using self-problem solving of word meanings and promoting reading fluency (Fountas & Pinnell, 1996, p. 22). This opportunity allows content grasping techniques through self discovery of new words and concepts. Other materials such as charts, graphs, and list

can support the building of new vocabulary while encouraging learning with the familiarity of personal surroundings (Fountas & Pinnell, 1996, p. 30). Rereading books independently also supports language and reading skills by utilizing recall skills working towards confidence through self discovery. (Fountas & Pinnell, 1996, p. 31)

WRITING LITERACY COMPONENTS

Along with reading, certain writing components have been presented to support the increase of understanding of content for students. These components use some of the same key factors of reintroducing information for comfort through familiarity. Interactive, shared, guided and independent writing are different styles used by teachers to increase learning for students.

The teacher uses **shared writing** by writing with the students allowing identification of sentence structure by building and constructing in real-time, this gives the students the opportunity to use the information they know about sentence structures from learned reading experiences (Fountas & Pinnell, 1996, p. 23). This encourages group dialogue through interests and personal knowledge giving a unique experience to the situation by engaging the interest of the student (Fountas & Pinnell, 1996, p. 32). The use of information is generated from current letters used, words discussed and certain word building foundations to ready the student for personal reading (Fountas & Pinnell, 1996, p. 32)

Interactive writing includes students and their views in the use of composition giving them a shared yet singular experience with writing, increasing their knowledge in writing skills (Fountas & Pinnell, 1996, p. 23). Teacher can use interactive writing by forming similar patterns of readings of known poems or rhymes. This style of writing increases understanding through associations

and rhythmic patterns (Fountas & Pinnell, 1996, p 32). Through familiarity students can recall word associations to do such things as filling in letters of known words (Fountas & Pinnell, 1996, p 32)

The next type of component is **guided writing or writing workshops** where guided writing is taught in an environment so that learning is presented in small sessions or conferences allowing the students to develop writing skills in a group environment (Fountas & Pinnell, 1996, p. 23). These type of writing works best if the student has an easy content allow opportune time to completely focus on writing skills (Fountas & Pinnell, 1996. P 35).

Independent writing shows teaching through self understanding and learning, showcasing the student's abilities and understanding of writing (Fountas & Pinnell, 1996, p.23). This writing style does not require much teacher supervision and allows students to displaying their grasping of content techniques by using local information to pull information from (Fountas & Pinnell, 1996, p. 36). Independent writing is first presented as a group and could also include the process of interactive learning (Fountas & Pinnell, 1996, p. 36). Access to these types of opportunities can assist the student in completing thoughts through experience and understanding.

Different writing and reading styles can contribute to the process of learning through language. These learning skills will show that learning through association and recall can contribute to the ability of learning for many students. These writing and reading styles will also give students character building skills allowing personal growth and confidence in the use of language through speaking and writing offering longevity in their ability to express and understand future content throughout future school curriculum.

REFERENCE

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