

Reading Assignment

- Reading selection
 - What is the setting?
 - Describe the character
 - What conclusions/inferences can be made?
 - What is the mood?
 - What happens first? Last?

**Development of Literacy and
Cooperative Learning**

Gracie Guerrero

Learning Objective

- The learner will be exposed to the literacy development process and identify key instructional strategies.
- The learner will use Cooperative Learning as a medium to increase fluency in the classroom.

Literacy

- Develops overtime as students progress from emerging to skilled readers who can comprehend and analyze complex text.
- Requires an active thinking process that is influenced by the reader's prior knowledge and experiences

Literacy


- Strategies for increasing literacy development focus on:
 - Improving reading skills
 - Developing the higher-order thinking skills that enable students to comprehend, analyze, and communicate ideas

Literacy

- Well-designed literacy programs provide students with frequent opportunities to use language:
 - Reading
 - Writing
 - Listening
 - Speaking

Literacy

- Proficient readers monitor their understanding as they read.



Literacy

- When the text does not make sense, they use strategies that include:
 - Activating background knowledge
 - Making connections between new and old knowledge
 - Self-questioning to deepen understanding
 - Drawing inferences
 - Separating main ideas from details
 - Using sensory images to understand and visualize ideas

Research Findings

- Students need to encounter an unfamiliar word six times in context before they have enough experience to understand and recall its meaning (*Jenkins, Stein & Wysocki, 1984*)

Research Findings

- Three potential stumbling blocks can throw children off course on the journey to skilled reading:
 - Difficulty understanding the idea that writing represents spoken words
 - Failure to transfer comprehension of spoken language to reading
 - Absence of motivation to read (*Snow, Burns & Griffin, 1998*)

Research Findings

- Struggling older readers (8 million in 4-12 grade reading below grade level) need a comprehensive approach to instruction in order to improve achievement (*Biancarosa & Snow, 2004*)

Literacy Essential Components

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Text Comprehension

Phonemic Awareness

- The ability to distinguish sounds in the everyday environment.
- Involves working with the sounds of language at the word, syllable, and phoneme level.

Phonemic Awareness Instruction

- Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills at a time, such as segmenting and blending.
- Link sounds to letters as soon as possible using letters as manipulatives for segmenting and blending activities.
- Use active teaching strategies such as modeling, demonstration, and explanation.

Phonics

- Effective Phonics instruction teaches students the alphabetic principle relating Reading sounds to letters.
- Learning to read unfamiliar but decodable words requires the use of phonics.
- The goal of phonics instruction is to teach students that there are systematic and predictable relationships between written letters and spoken sounds.

Phonics Instruction

- Provide explicit, systematic phonics instruction that teaches sound-symbol relationships in sequence.
- Provide explicit instruction in blending sounds to read words. Include practice in reading texts at the appropriate level.
- Provide ample opportunities for students to practice spelling words they can decode and decoding words they can spell.

Fluency

- The ability to read a text accurately and quickly.
- Fluency is important because it provides a bridge between word recognition and comprehension.

Fluency Instruction

- Provide opportunities for students to practice reading isolated words.
- Provide opportunities for students to practice repeated oral reading with guidance from teachers, peers (e.g., partner reading) and/or parents.
- Provide opportunities for students to read aloud in groups (e.g., choral reading) or to reread text independently (e.g., reading along with audiotape).

Vocabulary

- Two types: oral and print.
 - Oral vocabulary refers to words that are used in speaking or recognized when listening.
 - Print vocabulary refers to words we recognize and use in print.
- An important part of learning to read and of reading comprehension
- Can be developed in two ways: indirectly and directly

Vocabulary Instruction

- Provide direct, explicit instruction to help students learn word meanings.
- Introduce new vocabulary in multiple contexts.
- Engage children in daily interactions that promote using new vocabulary in both oral and written language.
- Actively involve students connecting concepts and words.

Vocabulary Development

- Provide opportunities to “visualize” words (Maps & organizers)
- Practice using words in context
- Encourage classroom discussions (oral vocabulary development)
- Use as a pre, during, and after reading component

Text Comprehension

- Intentional thinking during which meaning is constructed through interactions between text and reader.
- Research suggests that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental pictures in their memory.

Text Comprehension Instruction

- Explicitly explain, model and teach comprehension strategies such as monitoring, use of graphic organizers, asking and answering questions, previewing and summarizing; use of multiple strategies (e.g., cooperative learning).
- Include pre-reading, reading, and post-reading comprehension activities during instruction.

Reading Comprehension Instructional Strategies

- BEFORE, DURING, and AFTER
- Activate existing knowledge
- Create a mental framework to which new text, terms, and ideas can be attached

**Reading Comprehension
BEFORE**

- Word splash
- Key words
- Prewrite questions
- Prediction/Pictures
- “Do Now”
- Think-Pair-Share
- KWL

**Reading Comprehension
DURING**

- Response sheet
- Sticky notes
- Re-Reading
- Chunking
- SSR (answer prewrite questions)
- Literature circles
- KWL

**Reading Comprehension
AFTER**

- Expert Jigsaw
- Reflection
- Think-Pair-Share
- KWL

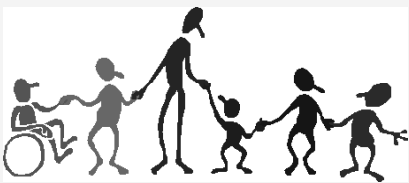
Cooperative Learning

- A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.
- Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Students work through the assignment until all group members successfully understand and complete it.

Cooperative Learning

- Result in participants striving for mutual benefit so that all group members:
 - gain from each other's efforts. (Your success benefits me and my success benefits you.)
 - recognize that all group members share a common fate. (We all sink or swim together here.)
 - know that one's performance is mutually caused by oneself and one's team members. (We can not do it without you.)
 - feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

Cooperative Learning



Why Use Cooperative Learning?

- Promotes student learning and academic achievement
- Increases student retention
- Enhances student satisfaction with their learning experience
- Helps students develop skills in oral communication
- Develops students' social skills
- Promotes student self-esteem
- Helps to promote positive race relations


Cooperative Learning



Elements of Cooperative Learning

Positive Interdependence
(sink or swim together)


- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities



Elements of Cooperative Learning

Face-to-Face Interaction
(promote each other's success)


- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding
- Discussing concepts being learned
- Connecting present with past learning



Elements of Cooperative Learning

Individual & Group Accountability
(no hitchhiking! no social loafing)


- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.



Elements of Cooperative Learning

Individual & Group Accountability
(no hitchhiking! no social loafing)

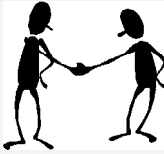
- Observing each group and recording the frequency with which each member-contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.



**Elements of
Cooperative Learning**

**Interpersonal &
Small-Group Skills**


- Social skills must be taught:
- Leadership
- Decision-making
- Trust-building
- Communication
- Conflict-management skills



**Elements of
Cooperative Learning**

Group Processing

- Group members discuss how well they are achieving their goals and maintaining effective working relationships
- Describe what member actions are helpful and not helpful
- Make decisions about what behaviors to continue or change



Cooperative Learning Roles

- Leader/Manager
- Recorder
- Reporter
- Monitor/Time keeper
- Wildcard (in groups of 5)

Cooperative Learning Roles

- **Leader/Manager**
 - responsible for keeping the group on the assigned task at hand
 - makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members
 - may also want to check to make sure that all of the group members have mastered the learning points of a group exercise

Cooperative Learning Roles

- **Recorder**
 - maintains the group files and folders on a daily basis and keeps records of all group activities
 - writes out the solutions to problems for the group to use as notes or to submit to the instructor
 - may also prepare presentation materials when the group makes oral presentations to the class

Cooperative Learning Roles

- **Reporter**
 - gives oral responses to the class about the group's activities or conclusions

Cooperative Learning Roles

- Monitor/Time keeper
 - responsible for making sure that the group's work area is left the way it was found
 - acts as a timekeeper for timed activities


Cooperative Learning Roles

- Wildcard (in groups of 5)
 - acts as an assistant to the group leader and assumes the role of any member that may be missing

Cooperative Learning Class Activities

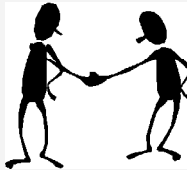
- Jigsaw
- Think-Pair-Share
- Round Robin Brainstorming
- Three Minute Review
- Number Heads Together
- Team, Pair, Solo

Jigsaw



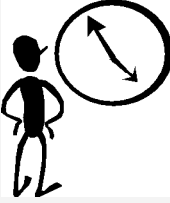
- Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

Think-Pair-Share



- Involves a three step cooperative structure. –
 1. Students think silently about a question posed by the teacher
 2. Students pair up during the second step and exchange thoughts.
 - 3) The pairs share their responses with other pairs, other teams, or the entire group.

Three-Minute Review



- Teacher stops any time during a lecture or discussion and gives teams three minutes to review what has been said, ask clarifying questions or answer questions.

Cooperative Learning Video

- What preparation is needed in order for Cooperative Learning to be implemented efficiently?
- What activities lend themselves to Cooperative Learning?
- What do I need to work on to implement Cooperative Learning in my classroom?

Literacy

A book is the only place in which you can examine a fragile thought without breaking it, or explore an explosive idea without fear it will go off in your face. It is one of the few havens remaining where a man's mind can get both provocation and privacy.

~Edward P. Morgan
