

Aux Sable Elementary School

Newsletter

December 12, 2008

Reading as part of a Balanced Literacy program at Aux Sable

Readers, whether they are proficient or developing, need to have a variety of experiences. There is reading for information, to learn a task, to participate in a process, to entertain, and so many other reasons. Hopefully, a reader will have had many experiences with different types of text both with the guidance of a supportive teacher or personally. No matter what our age, this is true.

Within the classroom, a reading program needs to have balance, balance between teacher support and student participation. A balanced literacy program consists of reading and writing that support each other. These are the components:

Reading Aloud:

The teacher or another person reads a text aloud to the student. The teacher has the primary responsibility; the students are attentive observers. The teacher models fluency and expression in reading. The activity promotes literature enjoyment. Who doesn't want someone to read to them?

Shared Reading:

The teacher begins to share the responsibility of reading with the students. The teacher still has the primary responsibility for reading, but the students may have their own copy or be viewing it on the overhead projector. Students take a more active role in the process. After shared reading, the students may have the opportunity to read the text independently.

Guided Reading:

Guided reading is the heart of the instructional reading program at Aux Sable. It is the bridge between shared and independent reading. Determining a student's developmental stage in reading is important for success. The students are responsible for the reading. The teacher is the guide, observer, monitor, responder, and questioner.

Independent Reading:

Students choose and read their own texts according to their interests. The teacher's role is to support, observe, and respond to student efforts.

Comprehension Strategies

One of the fundamental objectives in education is to teach children to be lifelong readers who deeply enjoy and comprehend text. Although it can be a challenge to make the teaching and learning of comprehension strategies appealing to teachers and children, it can be done through a meaningful program. At Aux Sable, we are working to do so through a comprehensive program that requires the examination of one strategy at a time over an extended period of time.

To ensure proper supervision of students, they are not to arrive before 8:25 a.m., as is stated in the Handbook.

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Each month, starting in September, teachers introduce a new reading comprehension strategy and work with the students throughout that month and beyond to work toward mastery. The strategies are as follows:

Sep: Predicting
Oct: Predicting/Summarizing
Nov: Predicting/Summarizing/Connecting
Dec: Predicting/Summarizing/Connecting/Questioning
Jan: Predicting/Summarizing/Connecting/Questioning/Inferring
Feb: Predicting/Summarizing/Connecting/Questioning/Inferring/Imaging
Mar: Predicting/Summarizing/Connecting/Questioning/Inferring/Imaging/Synthesizing
Apr: Predicting/Summarizing/Connecting/Questioning/Inferring/Imaging/Synthesizing
May: Predicting/Summarizing/Connecting/Questioning/Inferring/Imaging/Synthesizing
Jun: Predicting/Summarizing/Connecting/Questioning/Inferring/Imaging/Synthesizing

- **Predicting** launches the search for key ideas in text
- **Summarizing** confirms and combines key ideas identified in the predicting process
- **Connecting** relates text to background knowledge to retain and remember identified key ideas
- **Questioning** uses background knowledge to answer questions created while reading
- **Inferring** uses questions and connections to anticipate authors intent
- **Imaging** uses sensory and conceptual imagery to complete the comprehension process
- **Synthesizing** is the most complex of the comprehension strategies. Synthesizing lies on a continuum of evolving thinking. Synthesizing runs the gamut from taking stock of meaning while reading to achieving new insight. Introducing the strategy of synthesizing in reading, then primarily involves teaching the reader to stop every so often and think about what she has read. Each piece of additional information enhances the reader's understanding and allows her to better construct meaning

The comprehension strategies are discussed each day with staff and students. In daily announcements they are reviewed. Observations of certified staff during reading are focused on monitoring staff to ensure the strategies are being taught. Evaluations include areas for future growth related to the teaching of the comprehension strategies.

Upcoming Events:

3-5 PTO Movie Night @ 6:00 p.m.	December 12 th
PTO Santa's Workshop 9:00 a.m. – 12:00 p.m.	December 13 th
Aux Sable Choral Concert @ 6:00 p.m.	December 16 th
Aux Sable Chorus at District Board Meeting	December 17 th
Kindergarten Parties	December 18 th
D.A.R.E. Graduation @ 7:00 p.m.	December 18 th
1 st through 5 th Grade Parties	December 19 th
Early Release @ 1:35 p.m.	December 19 th
Teacher Institute-No Student Attendance	January 5 th
Students return to school	January 6 th
Parent Reading Strategy Night @ 6:00 p.m.	January 12 th
Family Reading Night @ 6:00 p.m.	January 15 th

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