

CATCHING READERS

BY

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PRESENTED BY
BRAD WOLTERS

TEACHER SEZ I SOMETIMES



MAKE POOR DECISIONS

FunnyChix.com

Billionaire Gripe by Eric Perlin

School teachers make
too much money!!!





**“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”**

JUST KIDDING

WHERE'S DAD? HE'S IN THE KITCHEN HELPING ME WITH MY HOMEWORK!

Maclean©

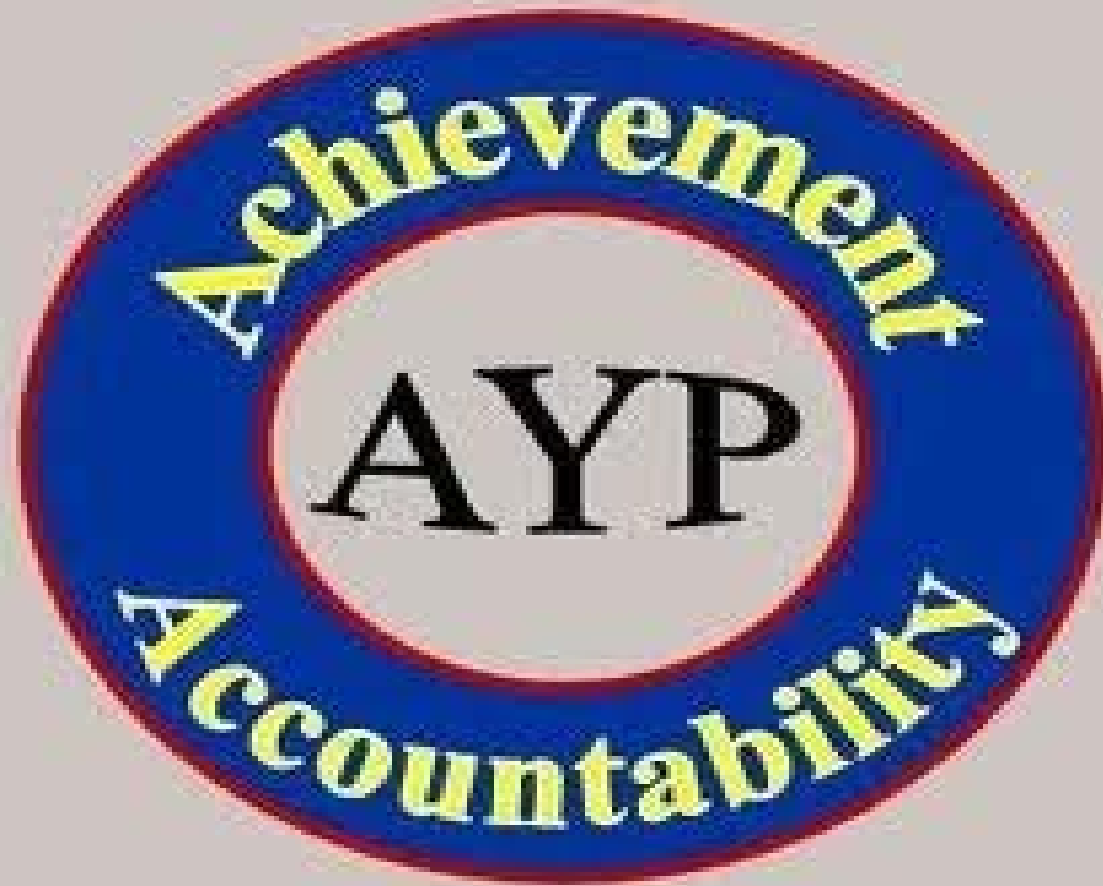


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TechToon

My teacher said that I haven't met AYP. I'm not sure who he is, but my workload has really increased since he came to our class.





Barbara M. Taylor

catching

readers



2000

1

WHAT IS EIR? (EARLY INTERVENTION IN READING)

1. Twenty minutes of daily supplemental reading instruction to small groups of six or seven struggling readers
2. Children receiving EIR participate in all of the regular reading instruction
3. Three-day cycle reading and rereading a picture book and engaging in word-level activities and sentence writing related to the story
4. Teacher concentrates on keeping children focused, on coaching them in their use of decoding and self-monitoring strategies, and on praising them for attempts at independence
5. Teacher consistently monitors strategies as needed and helps children with reading and writing so they are successful
6. Parent involvement

WHY USE EIR?

Incorporates :

- 1. Phonemic Awareness*
- 2. Phonics*
- 3. Oral Reading for Fluency*
- 4. Vocabulary Instruction*
- 5. Comprehension Strategies Instruction*

WHAT STUDENTS BENEFIT EIR?

Fall Assessment

Letters

- 1. Letter Name Assessment*
- 2. Letter Sound Assessment*

Phonemic Awareness

- 1. Blending Assessment*
- 2. Segmentation Assessment*

2010-2011 READING DATA

WITHOUT EIR

WITH EIR

ORF + 22 *WPM*

ORF + 38 *WPM*

DOLCH + 93 *WORDS*

DOLCH + 124 *WORDS*

STAR + 1.1 *GE*

STAR + 1.6 *GE*

DAY 1 LESSON

- 1.** Group rereads a familiar, old story for fluency. Teacher conducts oral reading check or coaches in word recognition.
- 2.** Teacher reads from “new” book and models a variety of word-recognition strategies for three to five words from the story. Teacher discusses meanings of some unfamiliar words with students at point of contact in the story. Children reread story chorally.
- 3.** Teacher coaches for comprehension and discusses meaning of other unfamiliar words not discussed in Step 2.
- 4.** Group completes Sound Box or Making Words activity.

DAY 2 LESSON

- 1.** Group rereads familiar, old story again for fluency. Teacher conducts oral reading check or coaches in word recognition.
- 2.** Group rereads “new” story twice while the teacher coaches as needed.
- 3.** Teacher coaches for comprehension.
- 4.** Group writes a sentence about the story and the teacher gives support as needed. Each child should be engaged in hearing the sounds in the words and in trying to write the letters for these sounds. The students should not be simply copying a sentence as the teacher writes it.

DAY 3 LESSON

- 1.** Group rereads old story for fluency. Teacher conducts oral reading check or coaches in word recognition.
- 2.** Group rereads “new” story twice while the teacher coaches as needed.
- 3.** Teacher coaches for comprehension.
- 4.** Group writes a second sentence about the story and the teacher gives support as needed. Each child should be engaged in hearing the sounds in the words and in trying to write the letters for these sounds. The students should not be simply copying a sentence as the teacher writes it.

HOW TO INCORPORATE EIR INTO YOUR DAY

- John's Daily Reading Block
- *9:00 – 9:35 Whole Group Reading*
- *9:35 – 9:55 Small Group 1*
- *9:55 – 10:15 Small Group 2*
- *10:15 – 10:30 Small Group 3*
- *10:30 – 10:50 EIR*

HOW TO INCORPORATE EIR INTO YOUR DAY

- *9:10 – 9:30 EIR (Bellwork Time)*
- *9:45 – 10:30 Whole Group Reading*
- *10:30 – 11:50 Small Group Reading*

- *Recess Intervention*

HOW CAN YOU ENVISION
USING THIS IN YOUR
CLASSROOM?

BOOKS TO USE FOR EIR

Oct.–Nov.
40–60 words

Sam's Ball

Things I Like

Big Pig and Little Pig

Bugs

Splat!

Jack and Rick

Rick Is Sick

Barbro Lindgren

Anthony Browne

David McPhail

Patricia and Fred McKissack

Mary Margaret Perez-Mercado

David McPhail

David McPhail

BOOKS TO USE FOR EIR

Dec.–Jan.

60–90 words

School Bus

Sleepy Bear

Sheep in a Jeep

Boats

Big Brown Bear

Rosie's Walk

Across the Stream

Thunder Doesn't Scare Me!

I Love Rocks

Donald Crews

Lydia Dabovich

Nancy Shaw

Anne Rockwell

David McPhail

Pat Hutchins

Mirra Ginsburg

Lynea Bowdish

Cari Meister

BOOKS TO USE FOR EIR

Feb.–March

90–120 words

Carrot Seed

Hooray for Snail

Rain

Growing Vegetable Soup

Ruth Krauss

John Stadler

Marion Dane Bauer

Louise Ehlert

Cat Traps

The Chick and the Duckling

Herman the Helper

Dog

Molly Coxe

Mirra Ginsburg

Robert Kraus

Joan Nodset

BOOKS TO USE FOR EIR

March–May

120-200 Words

TRANSITION PERIOD

Good Night Owl

The Happy Day

Just for You

All By Myself

There's a Nightmare in My Closet

You'll Soon Grow into Them, Titch

Tiger Is a Scaredy Cat

Kit and Kat

Sleepy Dog

Pat Hutchins

Ruth Krauss

Mercer Mayer

Mercer Mayer

Mercer Mayer

Pat Hutchins

Joan Phillips

Tomie dePaola

Harriet Ziefert

WHAT OTHER BOOKS OR RESOURCES CAN YOU USE WITH THIS PROGRAM?

1. *Tumble Books – Cuyahoga County Library*
2. *E- Readers – Cuyahoga County Library*
3. *Discovery Education – Video Streaming*
4. *Reading A-Z*
5. *You Tube*
6. *Skype*
7. *Flip Videos*

DO YOU HAVE ANY
READING STRATEGIES
THAT ARE WORKING WELL
IN YOUR CLASSROOM?

PLEASE SHARE!!!!!!