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Chapter 13 Reflection

Chapter 13 in *The Inclusive Classroom* discusses different ideas and programs one can use to enhance literacy in one's classroom. Since this chapter focuses on literacy, some of the sections were very useful for my content area. In order to succeed in an English class, one must have the proper reading skills, and many students struggle with reading and comprehension. Many teachers assume that once students reach the middle school and high school level, they have the reading skills they need in order to be successful in their class. This is not the case, however, for many students. Many students need extra attention in reading and I think it is very important for teachers to have many different approaches and strategies in order to help their students as much as possible.

I think that this chapter gave many useful tips and approaches that a teacher can use to promote literacy. I know as an English teacher, I will have to use reading tips, but I did not know many of these tips before I read this chapter. One of my classes in my middle school placement is a reading lab, where students who are struggling with reading get extra help and learn tips to help them comprehend texts better. Through my time spent in their class, I have noticed a few characteristics of these students. They get frustrated very easily when they do not understand the text they are reading, and tend to want to give up because they feel discouraged. They also have a very negative attitude towards reading because they struggle with it so much. My cooperating teacher uses techniques such as phonetic awareness in order to help his reading lab students. I feel that, once I take over the classroom, I can use other techniques in order to enhance their reading, such as the DISSECT strategy.

The DISSECT strategy uses a step by step procedure in order to help students use structural analysis in order to help them understand new words that they come across and help them with more complex words. The DISSECT steps are as follows; discover the context of the word, isolate the word's prefix, separate the word's suffix, say the word's stem, examine the word's stem using rules of threes and words of twos and segment into pronounceable parts, check with another person to see if you are correct, and try finding the word in the dictionary. I think that this strategy would be very beneficial for my seventh graders. In both the reading lab and the regular English class, the students learn how to pick out words they do not know and either use context clues or look them up in the dictionary. The class is heavily based on how to effectively read a text, and this strategy would work well for my classes. I could easily incorporate this strategy in my lesson plans. I could make a poster of the steps and post it in the classroom, so if the students have a hard time with their reading, they can look at the poster and know figure out the steps.

I feel that an important aspect in enhancing reading skills is to have a strong vocabulary background, and this chapter also discusses how vocabulary instruction is very beneficial to students. I think another important strategy that I can use with my students is to help them with sight words, or words that are used frequently that many students struggle comprehending. Having a strong sight word vocabulary bank will help students enhance their reading fluency. A simple way I can add sight words to my lessons is to have the students create sight word banks that they can study and memorize. That way, when they stumble upon one of these words in a reading, they will easily be able to recognize and understand it.

While I found many beneficial strategies that I can use in my classroom, I also found some things that I would have a hard time implementing. Many of the programs found in the

chapter were geared toward elementary grade students, such as the Reading Recovery Program. Since I want to teach middle or high school, these programs would not be appropriate for my class. I do not want to use something that would be too “babyish” for my students. Many students feel discouraged about their reading, and if I use something that is intended for elementary students, they would feel like they are being treated like elementary students. Even though some of the programs were meant for elementary, I found that the chapter was beneficial overall.

This chapter has given me some great ideas that I can implement in my classroom, especially in my seventh grade reading lab. I want my students to gain more reading skills and to not feel so discouraged when it comes to reading. Many of my seventh graders complain when they have to read something, but I feel that if I give them the proper skills they need, they can enjoy reading more. Chapter 13 was very useful, and I will be sure to keep these skills and tips in mind, especially in my student teaching placement.

Works Cited

Mastropieri, Margo A. and Scruggs, Thomas E. (2010). *The Inclusive Classroom*. Upper Saddle River, New Jersey: Pearson.