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Corrective Reading

Reflection on Reading 2

After the completion of corrective reading my attitude on how I will teach reading has changed. I used to believe that in order to understand reading the student must read a lot of books and after a certain amount they will understand what they are reading and will pick up on the skills needed. I am now a believer in mini lessons and letting the students ask questions about what they are reading, thinking about what they are reading, reflecting on their past experiences, and how important is the information that the student is reading. These are all important strategies to use when instructing students on the skills of reading.

I still do believe the more a student reads the more they will learn to love to read and gain knowledge and skills quicker. I have now added to my original strategy of teaching reading. The first skill I would want to teach my students is questioning. I want the students to ask themselves questions about the reading. They should ask questions before they read like, what's going to happen in this chapter? Who is the main character? What is the main idea of this book? The students should also ask questions while they are reading. For example, the student could ask why is the character going into that scary dark room? Where is the character at? The student could also ask questions after the book about what will happen next? Will there be a sequel? Did the character make it out alive? These are important questions the students need to learn to ask themselves when reading. This will help them think and understand what the author is trying to tell the reader. If we do not think about what we are reading then we do not comprehend what we are reading and we are just going through the motions. Questions help make the students stop

and think about what they are reading and what they think will happen. Everyone asks questions to themselves while they are reading, thinking about their thinking. This is also known as metacognition, or thinking about your thinking. This is a major skill the student must use to be a proficient reader.

One goal teachers have is to activate a student's prior knowledge to see what they know about a certain subject matter or topic. This is also known as schema. Teachers want the student to talk about the experiences in their lives that are similar to this or that makes them think of this topic. Students are always willing to tell stories and what makes them think of a certain experience. Students will have schema and will use it but the trick for them is to have them use it in a positive manner. If the class is reading a book about the Rocky Mountains and a student went there this summer, then that student would be actively using his or her schema they have developed about the Rocky Mountains. The teacher would then thank the student for his schema and continue on with the lesson and everyone in the class will benefit from this student's experience.

A more complicated skill for comprehension and reading is the student's ability to make an inference. This skill can be complicated for the student and may be the most difficult for the student's to understand. An inference is where the student is thinking about the text and what comes to the student's mind as they read the text. But, what comes to their mind cannot be something the author is saying it must be a thought the author is trying to get across to the reader. This is something the author is not telling the reader, but is hinting at. It is similar to a mystery where the reader has all the clues but must figure out what the author is trying to tell them. Making an inference can be a very difficult task and a lot of students will not understand the first

couple times they attempt to make an inference. Adults struggle with this skill and this is very common.

The final skill that has made me change my view on teaching reading is determining the importance of content. Should everything a student reads be deemed of absolute importance? Or are only some things the students read important? As a teacher this is something we cannot control what the student reads is determined important or not on what he thinks of the information. If the information is not relevant to anything the student is interested in or is learning about there is a good chance that the information will not be remembered. If the information is relevant and is about something the student is interested in or has a personal connection to then the reader will have a much better chance of remembering the information. As teachers we would love for the student to remember everything we tell them as important but we cannot control this aspect of reading. The students have complete control of this skill and will use this skill whether they know it or not.

Reading is a very important skill that we need to teach students. We also need to teach them how to understand what they are reading. Teachers cannot allow students just to read on their own and hope they understand what they are reading. Teachers need to go through the process with the students of asking questions about what the student is reading, have they seen this before, what is the author telling the reader, and how important is the information I am reading. These are skills I will implement in my classroom and believe they are of the most absolute importance. So important that every time students read in my class they will have to answer each of those questions above. Reading is for pleasure and for knowledge and reading can be the most powerful tool a student can have.