

pre-college national mission programs

BEST PRACTICE IN TEACHING READING

Increase	Decrease
Reading aloud to students Time for independent reading	Exclusive stress on whole class or reading-group activities
Children's choice of their own reading materials	Teacher selection of all reading materials for individuals and groups
Exposing children to a wide and rich range of literature	Relying on selections in basal reader
Teacher modeling and discussing his/her own reading processes	Teacher keeping his/her own reading tastes and habits private
Primary instructional emphasis on comprehension	Primary instructional emphasis on reading subskills such as phonics, word analysis, syllabication
Teaching reading as a process: <ul style="list-style-type: none"> ● Use strategies that activate prior knowledge ● Help students make and test predictions ● Structure help during reading ● Provide after-reading applications 	Teaching reading as a single, one-step act
Social, collaborative activities with much discussion and interaction	Solitary seatwork
Grouping by interests or book choices	Grouping by reading level
Silent reading followed by discussion	Round-robin oral reading
Teaching skills in the context of whole and meaningful literature	Teaching isolated skills in phonics workbooks or drills
Writing before and after reading	Little or no chance to write
Encouraging invented spelling in children's early writings	Punishing pre-conventional spelling in students' early writings
Use of reading content fields (e.g., historical novels in social studies)	Segregation of reading to reading time
Evaluation that focuses on holistic, higher-order thinking processes	Evaluation focused on individual, low-level subskills
Measuring success of reading program by students' reading habits, attitudes, and comprehension	Measuring the success of the reading program only by test scores

[Reading || [Writing](#)]



Return to the Big Picture

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Questions or comments regarding the above subject matter should be sent to:

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