ERDC
Educational Resource Development Center

Educational Resource Development Centre
presents a one-day interactive workshop

Strategies for Effective Reading

Workshop Highlights:

- Discover the myths about reading
- Understand the process of reading and how to vary speed according to the text
- Get rid of the bad habits in reading and how to monitor them
- Learn the skills and strategies of reading to become an efficient reader

Who should attend
Teachers of all levels & interested individuals

Schedule
Fri, May 12, 2017
3:00pm - 6:00pm

Venue
ERDC Head Office, A-735, Sohail Abbas Road, Block -H, North Nazimabad, Karachi

Charges
Rs.1050/= per participant, includes workshop material, refreshments and certificates
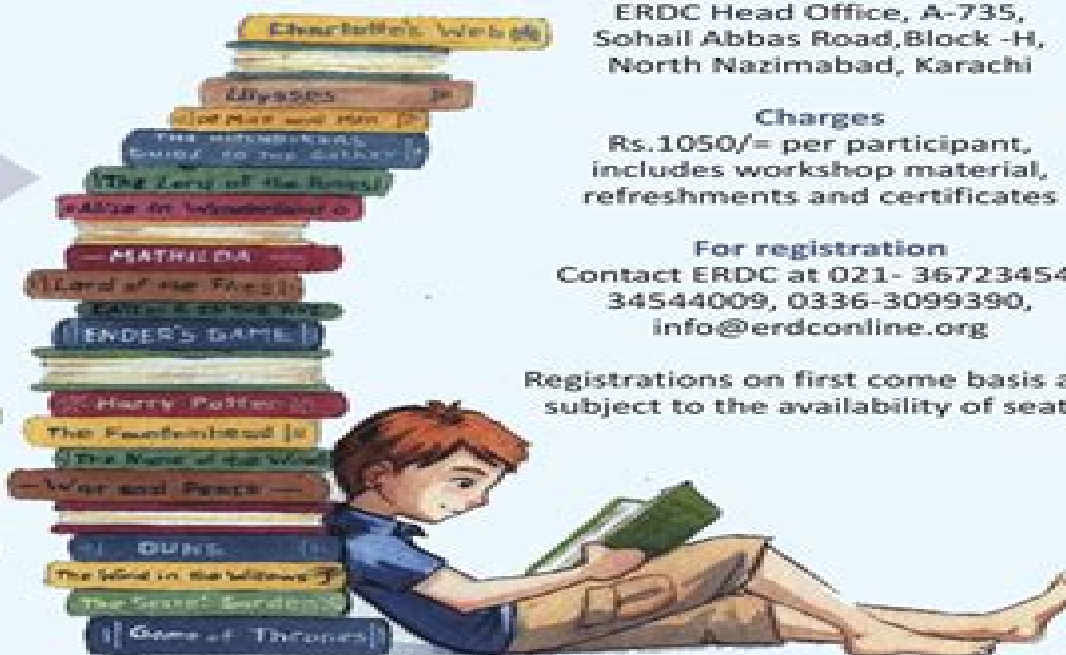
For registration
Contact ERDC at 021- 36723454, 34544009, 0336-3099390, info@erdconline.org

Registrations on first come basis and subject to the availability of seats.

Workshop Leader:
Sarah Ashar is a diligent and success driven early childhood educator. She is a graduate of ERDC's Professional Teachers Certificate Course with her major in ECE. With working experience of 7 years in the field of education, currently she is associated with Al Badar School. She has done Bachelors of Arts from Karachi University.

Charlotte's Web
Ulysses
Of Mice and Men
The Hitchhiker's Guide to the Galaxy
The Lord of the Rings
Alice in Wonderland
MATILDA
Lord of the Flies
Fahrenheit 451
ENDER'S GAME
Harry Potter
The Fountainhead
The Name of the Wind
War and Peace
DUNE
The Wind in the Willows
The Secret Garden
Game of Thrones

Effective Reading Strategies

DP Hallahan

Effective Reading Strategies:

    Effective Reading Strategies Timothy V. Rasinski,Nancy Padak,2004 Effective Reading Strategies Teaching Children Who Find Reading Difficult Third Edition offers the teaching community a wealth of instructional strategies and activities This book is aimed at strengthening and developing the reading skills of children who find the subject hard to grasp including those for whom English is a second language The broad based remedial and corrective reading instruction focuses on several areas phonemic awareness decoding fluency vocabulary and comprehension Teachers can combine and modify the various reading strategies and activities to fit their current curricula Other features of this book A clear focus on scientifically based research including summaries of the National Reading Panel s findings and compliance strategies for the Elementary and Secondary Education Act No Child Left Behind Professional commentary Real teachers opinions and classroom experiences interwoven with the strategies and activities illustrating their application in today s classrooms High Frequency Words Appendix O provides a listing of common words for instructional focus *Effective Reading Strategies* Timothy V. Rasinski,2000 **Reading Strategies for Effective Reading Comprehension** Annelie Du Plooy,Potchefstroom University for Christian Higher Education,1995 **Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-grade Students with Learning Disabilities** Nouf Rashdan Almutairi,2018 This qualitative study identified the common reading problems that negatively impact reading comprehension of third graders with learning disabilities It also investigated the effective reading strategies that special education teachers have utilized to improve reading comprehension levels of the students in resource room settings For the purpose of this study effective reading comprehension strategies are defined as any strategies that have been found by the special education teachers as beneficial for improving reading comprehension levels of third graders with learning disabilities in the resource room setting Importantly a particular reading comprehension strategy could be beneficial based on these teachers experiences while working with students who have learning disabilities but it might not have been found to be an effective reading strategy in the literature Thus the focus of this research was on determining the effectiveness of using a particular strategy based on teachers teaching experiences rather than strategies only found in the literature This study was conducted in five public elementary schools in mid size mid western cities The schools met the following criteria a located in the Southwest region of Michigan b within 30 miles of the sponsoring university c 5% or more of the student body certified as having learning disabilities and d have a resource room The participants were five special education teachers who have a a minimum of three years experience in teaching and working with elementary students with learning disabilities b a learning disabilities endorsement and c a minimum of 3 year experience of delivering reading instruction to third graders in the resource room setting The data collection procedure involved semi structured interviews and document analysis The special education teachers in this research pointed out that the reading problems that negatively influence reading comprehension of their

third graders with learning disabilities include a issues with background knowledge b trouble with fluency c difficulty with informational text d difficulty with making inferences e issues with vocabulary and f low reading level According to the special education teachers there are numerous reading comprehension strategies found to be effective to improve comprehension of third graders with learning disabilities These include graphic organizers questioning story mapping peer assisted strategy think aloud discussing the text with students and different grouping The special education teachers informally assess their students reading comprehension through retelling questioning Cloze procedure having students fill in graphic organizers and writing activity Recommendations for further research include a conducting a study that specifically explores the most beneficial methods to enhance the relationship between special education and general education teachers in order to create a kind of consistency in their strategies while working with students with learning disabilities in both settings the resource room and the general class room b conducting a quantitative study that investigates the effective reading strategies that special education teachers utilize to improve the students reading comprehension Based on the responses of special education teachers in this current study a unique survey could be developed as an instrument for collecting the data from participants The participants could be special education teachers from multiple states or multiple regions within the same state and c replicating the present study and including a larger sample size that will be collected from more than one region The results of that replication could support the finding of this study   **Effective Reading Strategies for Content-area Teaching** Laurie Kay Burgess,2001   **Effective Reading Strategies** Michele Marie Eidson,2001   **Effective Reading Strategies for the Secondary Content Area Classroom** Melissa Ann Rich,2001   *An Overview of Effective Reading Strategies for At-risk Elementary Students* Michelle Nalani Payne,2003   *Effective Reading Strategies* Ratana Wattanapath,2005   **Effective Reading Strategies for Teaching Beginning Readers** Jamie F. Keller,State University College at Buffalo,2003 Buffalo State College Master s project in Elementary Education and Reading 2003   **Effective Reading Strategies in One Third-grade Classroom** Julia Whitehead,2000   Effective Reading Strategies for At-risk Students in the Primiary Grades Kristy Streeter,2006   A Model for Teaching Effective Reading Strategies in the Content Areas Carol M. Tasker,1989   **Effective Reading Strategies and Recommendations for Emergent and Beginning Readers** Kathleen Ann Owens,2001   **Revisiting the Reading Workshop** Barbara Orehovec,Marybeth Alley,2003 Strategies and activities to develop an effective reading workshop program   Reading Fluency Isabel Zarate,2007*   *Effective Reading Strategies for Students with Learning Disabilities* Karen J. Broza,2001 This thesis will examine the most effective reading strategies suggestions also will be given incorporating the strategies into an effective reading program by examining some models for instruction Leaf 4   **Teaching Strategies for Effective Reading** Fagan, William T,Elizabeth A. Thorn,1975   A Good Read 1 Carlos Islam,Carrie Steenburgh,2008-09-12 A Good Read is a three level reading strategies course intended for young adult and adult learners The series promotes fluent and

effective reading through specially written texts extensive coverage of reading strategies and an explicit focus on lexical development Co authored by Carlos Islam English Language Coordinator at the United Nations in New York A Good Read uses texts based on universal human experiences including themes such as friendship finding love happiness urban legends adventures and life changing events   <u>Effective Reading Strategies During Tier 2 Instruction</u> Jacquelyn McDowell,Weber State University. School of Education,2010 Research focuses on assessing the effects of two different reading program on a single participant with below grade level scores by randomly teaching Guided Reading or Reading Mastery

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