

April 1999

ABC's of Reading Summary Response Report

Mary McFarland-McPherson

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

Recommended Citation

McFarland-McPherson, Mary (1999) "ABC's of Reading Summary Response Report," *Michigan Reading Journal*: Vol. 31: Iss. 3, Article 10.

Available at: <https://scholarworks.gvsu.edu/mrj/vol31/iss3/10>

This work is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

ABC's of Reading Summary Response Report

Mary McFarland-McPherson, Ph.D., is manager of Chicago Public Schools Teachers Academy for Professional Development Response. She was a panelist at the Jan. 29, 1999, IRA Reading Forum for K-12 Administrators at St. Louis National University in Evanston, Ill., where she delivered this address

William Campbell states, "If you don't know where you are going, you will probably end up somewhere else." Today, the speakers have given us clear directions on where we should be going with reading.

What really matters regarding reading achievement is embedded in the following:

Allotted time, academic learning time,
amount of instructional time used by teachers,
analysis of data, and
adequate resources for planning.

Bloom's Taxonomy of higher order thinking skills
boosts application, analysis, synthesis, and evaluation levels.

Commitment by all levels,
comfort of classroom,
conferencing with student groups, and a
community of learners.

Devote time to instructional leadership.

Environment is crucial;
engaged reading time by students is a need.

Find time to read yourself!

Guided reading,
good teachers are the most important resources of successful learning.

Higher order thinking skills are keys to successful reading.

Independent teacher-guided reading and writing, and instructional continuity.

Join the nation in highlighting reading.

Knowledge of content and process are keys to implementing effective reading programs.

Language games,
language as a foundation,
lesson plans linked to reading instruction as well as
local, state, and national standards.

Move beyond the basal;
meaningful homework is a must.

Now is reading action time!

Observe for reading content and reading process.

Practical knowledge,
performance-based tasks, and
parents taking an active role in their child's education.

Questioning levels reflective of critical thinking.

Reading is important,
recognize successes through reward, and
read *by*, *with*, and *to* students.

Supporting teachers through staff development with more practice time,
shared reading time, and
student response time.

Teachers reading aloud to students, and principal
taking time to collaborate with staff.

Use of school resources to activate reading (library, mentors, and tutors).

Verbal communication, along with a variety of assessment portfolios showing student work over time, various genres and literacy programs, and visitations by teachers to other successful reading sites.

Word identification, especially for the younger ones, wait time is a valuable tool after questioning.

'Xcellence is the key!

Youth today, adults tomorrow, so you, you and you are responsible for student success; you make a giant difference in the lives of students and their learning.

Zero-in on all of the above.

We must put students first in the reading arena.

We have to teach as hard as we can, as fast as we can, as many as we can, because the students we teach today will take care of us tomorrow!

© 1999 Mary McFarland-McPherson. The Michigan Reading Journal obtained written permission from the author to reprint this summary report.