

Recommendations on Teaching Reading

Increase	Decrease
Reading aloud to children	
Time for independent reading	Decrease exclusive emphasis on whole-class or reading group activities
Children's choice of their own reading material	Decrease teacher selection of all reading materials for individuals and groups
Exposing children to a wide and rich range of literature	Decrease relying on selections in basal readers
Teacher modeling and discussing his/her own reading processes	Decrease teacher keeping his/her own reading tastes and habits private
Teaching reading as a process: <ul style="list-style-type: none"> • Use strategies that activate prior knowledge • Help students make and test predictions • Provide after-reading applications 	Decrease teaching reading as a single one-step act
Social, collaborative activities with much discussion and interaction	Decrease solitary seatwork
Silent reading followed by discussion	Eliminate round-robin oral reading
Teaching skills in the context of whole and meaningful literature	Decrease teaching isolated skills in phonics workbooks, drills, or clapping and cheering of words
Writing before and after reading	Decrease limited opportunities for writing
Encouraging invented spelling in children's early writings	Decrease punishing pre-conventional spelling in students' early writings
Use of reading in content fields (e.g. historical novels in social studies)	Decrease segregation of reading to reading time
Evaluation that focuses on holistic, higher-order thinking processes	Decrease evaluation on individual, low-level sub skills, such as clapping and cheering of words
Measuring success of reading programs by students' reading habits, attitudes, and comprehension	Decrease measuring the success of the reading program only by test scores

Zemelman, et al. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, New Hampshire: Heinemann, 1998