

# [Test #1 – chapters 1,2,4,5,7](https://assignbuster.com/test-1-chapters-12457/)

ALPHABETIC PRINCIPLEPrinciple suggesting that letters in the alphabet map to phonemes, the minimal sound units represented in written language. AUTOBIOGRAPHICAL NARRATIVEAn instructional strategy to help students and teachers reflect upon personal knowledge. ONTEST #1 – CHAPTERS 1, 2, 4, 5, 7 SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder NowBELIEF SYSTEMSTheoretical orientations and philosophical approaches to the teaching of reading. BEST PRACTICEThoughtful, informed, state-of-the-art teaching in which literacy related practices are theoretically sound and supported by research. BOTTOM-UP MODELA type of reading model that assumes that the process of translating print to meaning begins with the printed word and is initiated by decoding graphic symbols into sound. CONSTRUCTIVISMLearning theory associated with Jean Piaget that describes meaning-making as cognitively constructing knowledge by using prior knowledge and experience in interaction with the environment. DECODINGThe conscious or automatic processing and translating of the printed word into speech. EXPLICITBased on stated information. GRAPHOPHONEMIC CUESLetter-sound information that readers process during reading. IMPLICITBased on unstated assumptions in conjunction with given information. INTERACTIVE MODELA type of reading model that assumes that translating print to meaning involves using both prior knowledge and print and that the process is initiated by the reader making predictions about meaning and/or decoding graphic symbols. LITERACY COACHAn individual who provides professional development opportunities and resources. In-class support provides a variety of professional development activities while in a non-evaluative role. LITERACY EVENTAny powerful, authentic instance of the use of language to convey meaning and understanding between a writer and reader. METACOGNITIONAwareness of one's own cognitive processes, including task knowledge and self-monitoring of activity. NEW LITERACIESThe knowledge, skills, strategies and dispositions needed to use and adapt to the constantly changing information and communication technologies. ORTHOGRAPHIC KNOWLEDGEKnowledge of common letter patterns that skilled readers use rapidly and accurately to associate with sounds. PROFESSIONAL KNOWLEDGEKnowledge acquired from an ongoing study of the practice of teaching. PSYCHOLINGUISTICSThe study of the mental faculties involved in acting on and interacting with written language in an effort to make sense of a text. SCHEMATAMental frameworks that humans use to organize and construct meaning. SEMANTIC CUESThe prior knowledge and experience that readers bring to a reading situation. SOCIOLINGUISTICSThe study of everyday functions of language and how interactions with others and with the environment aid language comprehension and learning. SYNTACTIC CUESGrammatical information in a text that readers process, along with graphophonemic and semantic information, to construct meaning. TOP-DOWN MODELA type of reading model that assumes that the construction of textual meaning depends on the readers prior knowledge and experience. BASAL READING APPROACHMajor approach to reading - occupies central and broadest position on instructional continuum. Built on scope and sequence foundations and traditionally associated with bottom-up theory. Has been modified in recent years with the inclusion of language experience and literature activities. COMPREHENSIVE APPROACHAdheres to the belief that teachers need to possess a strong knowledge of multiple methods for teaching reading so they can create the appropriate balance of methods needed for the children they teach. EXPLICIT STRATEGY INSTRUCTIONInstruction that makes clear the what, why, when, and how of skill and strategy use. INSTRUCTIONAL SCAFFOLDINGProviding enough instructional guidance and support for students so that they will be successful in their use of reading strategies. INTEGRATED LANGUAGE ARTS APPROACHInstructional approach in which reading, writing, listening, speaking and viewing activities are connected through the use of literature. LANGUAGE-EXPERIENCE APPROACHMajor approach to reading, located on the holistic side of the instructional continuum, tied closely to interactive or top-down theory. Often considered a beginning reading approach, connections between reading and writing are becoming more prevalent in classrooms. LITERATURE-BASED INSTRUCTIONMajor approach to reading, encourages students to select their own trade books, with the sessions followed by teacher-student conferences at which students may be asked to read aloud from selections; used by teachers who want to provide for individual student differences in reading abilities while focusing on meaning, interest and enjoyment. TECHNOLOGY-BASED INSTRUCTIONAn instructional approach that utilizes computers and their many capabilities. UNITS OF LANGUAGECategories of written language, ranging from the smallest unit, letters, to the largest unit, the whole text selection, that are emphasized for instructional purposes. ENVIRONMENTAL PRINTPrint that surrounds children in their everyday lives, such as traffic signs, restaurant signs, charts and labels. INVENTED SPELLINGSpellings children use early in their reading and writing development as they begin to associate letters to sounds. LANGUAGE-EXPERIENCE ACTIVITIESActivities using the natural language of children and their background experiences to share and discuss events; listen to and tell stories, dictate words, sentences and stories, and write independently. LITERACY DEVELOPMENTThe stages of language experience. LITERACY PLAY CENTERDesignated classrooms are designed around familiar context or places and furnished with props to provide an environment in which children may play with print on their own terms. LITERATE ENVIRONMENTAn environment that fosters and nurtures interest in and curiosity about written language and supports children's efforts to become readers and writers. PRETEND PLAYThe spontaneous creation of stories - including setting, characters, goal, plot, and resolution - during children's play. SCRIBBLINGOne of primary forms of written expression; the fountainhead for writing that occurs from the moment a child grasps and uses a writing tool. SHARED READINGStrategy allowing all children in a classroom or small group to participate in the reading of a story, usually through the use of a big book with large print and illustrations. BIG BOOKSEnlarged versions of children's storybooks, distinguished by large print and illustrations, designed to offer numerous opportunities for interaction. EMERGENT LITERACYChildren's literacy learning conceptualized as developmental, with no clear beginning or end, rather than as proceeding in distinct sequence. Thus children begin to develop through everyday experiences with print long before they enter school. INTERACTIVE LEARNINGShared writing activity in which children are invited to volunteer to write parts of a story. LINGUISTIC AWARENESSUnderstanding the technical terms and labels needed to talk and think about reading. OBSERVATIONInformal assessment by classroom teachers to document growth in learning by watching and recording students' literate behaviors. PHONEMIC AWARENESSAn understanding that speech is composed of a series of written sounds; a powerful predictor of children's later reading achievement. PHONOLOGICAL AWARENESSThe ability to hear, recognize, and play with sounds in our language. It involves hearing the sounds of language apart from meaning. READING READINESSThe level of physical, mental, and emotional maturity that children need to reach to benefit from reading instruction. STORYBOOK EXPERIENCESRead-alouds, read-alongs, interactive reading, interactive writing, re-readings of favorite texts, and independent reading and writing. USES OF ORAL LANGUAGELanguage functions that can and should be adapted to print at the beginning of instruction. ANALOGY-BASED INSTRUCTIONSometimes referred to as analogic phonics; teaches children to use onsets and rimes they already know to help decode unknown words. ANALYTIC PHONICSAn approach to phonics teaching that emphasizes the discovery of letter-sound relationships through the analysis of known words. CROSS-CHECKINGusing letter-sound information and meaning to identify words. DECODABLE TEXTText that is written with a large number of words that have phonetic similarities; there is typically a match between text and phonics elements that the teacher has taught. EMBEDDED PHONICS INSTRUCTIONOften called holistic, meaning centered instruction, teaches phonics within the context of stories that make sense to children. HIGH-FREQUENCY WORDSWords that appear often in printed material. INCREMENTAL REHEARSALA technique that uses flashcards to teach unknown words with a ratio of known words. INFLECTED ENDINGSSuffixes that change the tense or degree of a word. Ex. /s/, /es/, /ies/, /d/, /ed/, /er/, /ier/, /est/. KEY WORDSWords charged with personal meaning and feeling selected for use in helping beginning readers identify words quickly and easily. LINGUISTIC INSTRUCTIONA traditional approach to teaching phonics popular in the 1960s. MORPHEMEThe smallest meaninful unit of a word. Ex. /un/ means not. ONSETThe initial part of a word (a consonant, consonant blend, or digraph) that precedes the vowel. PHONOGRAMSLetter clusters that help form word families or rhyming words; see also rime. RIMEThe part of a letter pattern in a word that includes the vowel and any consonants that follow; also called a phonogram or word family. SELF-MONITORINGBeing aware of miscues, the pronunciation of unknown words, and comprehension processes during reading to develop the ability to correct oneself. SEMANTIC GRADIENTSA collection of related words that go from one extreme to another, such as hot, warm, cool, cold, freezing and frigid. SPELLING-BASED INSTRUCTIONInstruction that focuses on teaching students strategies for studying words they read and write; based on the idea that students need to be working on words that represent their levels of development. STRUCTURAL ANALYSISWord recognition skill that involves identifying words in meaningful units such as prefixes, suffixes, and root words. Includes being able to identify inflected endings, compound words and contractions. SYNTHETIC PHONICSA building block approach to phonics intended to foster the understanding of letter-sound relationships and develop phonic knowledge and skill. WORD BANKSBoxes of word cards that individual students are studying as they relate to phonics, spelling or vocabulary learning. WORD LADDERSA game in which students add, delete, or replace letters using cues to make new words. WORD WALLSWords compiled on sheets of shelf paper hung on the wall of a classroom. Used by teachers to engage students in word study for a variety of instructional purposes. MODELS OF READING PROCESSBottom-Up
Top-Down
Blended Philosophy/InteractiveBOTTOM-UP MODELReading starts with print and moves up to the mind of the reader. The reader processes, comprehends, etc. The starting point is text. Emphasis is on phonics. TOP-DOWN MODELReading starts with what the reader has in his head, experience, world knowledge, process is downward. Whole language, authentic text appeals to the reader. BLENDED PHILOSOPHY/INTERACTIVE PROCESSSome feel it is a two way street, uses knowledge of text but also uses prior knowledge, what is in his mind and skills. BARBeliefs about Reading InterviewTORPDeford Theoretical Orientation to Reading ProfileHOW DO WE COME TO KNOW ABOUT READING? Personal Knowledge
Practical Knowledge
Professional KnowledgePERSONAL KNOWLEDGEBeliefs are based on what you experienced when learning to read and what has worked with the children you teach. PRACTICAL KNOWLEDGEExperiences in and out of the classroom. PROFESSIONAL KNOWLEDGEKnowledge acquired from on going study of the practice of teachingSCHEMEIdea of having lots of information, like a file system. 3 SYSTEMS IN WRITTEN LANGUAGEGraphophonemic
Syntactic
SemanticGRAPHOPHONEMIC SYSTEMphonics - graphic symbols on page represent speech sounds. SYNTACTIC SYSTEMWord order - arrangement of words to construct meaningSEMANTIC SYSTEMStores the schemata that readers bring to a text in terms of background knowledge, experiences, conceptual understandings, attitudes, beliefs and values. SOCIOLINGUISTICSStudy of everyday functions of Language.
How interactions aid Language Learning. ALPHABETIC PRINCIPLECorrespondence between letters (graphemes) and sounds (phonemes). SCHEMA THEORY & READING COMPREHENSION (SCHEMATA)Reflect prior knowledge, experiences, conceptual understanding, attitudes, value, skills, and procedures a reader already has. METACOGNITION & LEARNINGKnowledge about the regulation of some for of cognitive activity. (Ann Brown, 1985). TYPES (FORMS) OF METACOGNITION-Self Knowledge
-Task Knowledge
-Self MonitoringWHAT TEACHERS BELIEVE ABOUT READING & LEARNING TO READ IS CLOSELY RELATED TO... what they know about literacy learning and the teaching of literacy. DIFFERENT BELIEFS, DIFFERENT INSTRUCTIONAL DECISIONS-Difference among teachers reflects varying beliefs and instructional practices on how to help children achieve reading independence.
-Effective teachers adapt to individual differences among children. READING INSTRUCTION & TEACHERS' BELIEF SYSTEMSSystematic Instructional
ConstructivistSYSTEMATIC INSTRUCTIONALApproach includes direct teaching & a logical instructional sequence. CONSTRUCTIVISTView is focused on the needs of the individual child. INTERNATIONAL READING ASSOCIATIONJournals:
The Reading Teacher - Elementary
The Journal of Adolescent and Adult Literacy
Reading Research QuarterlyBASAL READING APPROACH-includes scope and sequence
-Scott Foresman -oldest
-now includes more diverse population
-contains narrative and expository text
-incorporates instructional strategyDIRECTED READING THINKING ACTIVITY (PRE-READING)-activate/build schema
-teach new words and concepts
-reading is purposeful-encourage students to make predictions
-motivation is crucialDIRECTED READING THINKING ACTIVITY (DURING READING)-students read (guided by teacher) oral or silent
-keep purpose in mind
-discuss predictions-pause
-allow opportunity to change prediction
-teacher goal is comprehension not fluency
-needs to be on students instructional levelDIRECTED READING THINKING ACTIVITY (AFTER READING)-check comprehension - discuss
-student led questions
-follow up activity
-build anticipation for future readingTAXONOMY OF COMPREHENSION (BARRETT)-literal (lowest)
-inferential
-critical
-creative (highest)ALLEN (1976)" What I think about, I can talk about; what I can say, I can write or someone will write for me; what I can write, I can read; and I can read what other people write for me to read." LANGUAGE EXPERIENCE APPROACH-stories are written by students - children have experiences they can use as text.
-often associated with early reading - combined with basal
-used with remedial reading
-content area - students dictate what they know and learnSTEPS IN IMPLEMENTING LEA1. stimulation/motivation
2. oral exchange of ideas
3. composing phase
4. post composing phase - rereading
5. extension activitiesLEA - STIMULATION/MOTIVATION-ongoing class activity
-everyday experiences
-new, teacher - introduced experienceLEA - ORAL EXCHANGE OF IDEAS-teacher guides group discussion of important concepts and presentation of concepts in logical order
-brainstorming and semantic mapping can be usedLEA - COMPOSING PHASE-teacher writes student dictated sentences
-teacher uses questions to draw out information
-students edit sentences or extend discussion
-teacher reads recorded dictation, encourages children to read alongLEA - POST COMPOSING - RE-READING-teacher reads dictation to group - ask for changes
-reads composition aloud over several days, children read and re-read (chart dictation, give copies to read at home, add story to class book)LEA - EXTENSION ACTIVITY-illustration
-read related book
-students match duplicated sentences
-matching activities/ sentence construction
-students select words for word bank
-students create book (pop up, flip fold)PHASES OF DEVELOPMENT IN EARLY READING AND WRITINGBirth-PreK - Awareness and Exploration
K - Experimental
1 - Early
2 - Transitional
3 - Independent and productiveHOW READING DEVELOPS-Environmental Print
-Family Interactions
-Literate EnvironmentsFAMILY LITERACY-Positive home environment/low-risk family environment
-access to a variety of easy reading materials
-child is read to regularly
-quality of interaction with family membersLITERATE HOME ENVIRONMENT-access to print and books
-adult demos of literate activity
-supportive adults
-storybook readingDEVELOPMENTALLY APPROPRIATE PRACTICES-creative literate learning environments
-designing literacy-related play centers
-exploring print through language experience
-reading to childrenHOW WRITING DEVELOPS-early scribbling
-controlled scribbling
-name scribbling
-scribble drawingDEVELOPMENTAL STAGES OF SPELLING-prephonemic spelling
-phonemic spelling
-transitional spelling
-conventional spellingPREPHONEMIC SPELLINGChildren's invented spelling display a one-to-one correspondence between the initial consonant or final consonant and the word. MLPHONEMIC SPELLINGSix or seven year old children begin their invented spellings. MALTRANSITIONAL SPELLINGSChildren's invented spellings represent chunks or patterns of letters that represent spoken sounds. CVC, CVCECONVENTIONAL SPELLINGBy third grade, children use correct spelling more and more often in their attempts to communicate. INVENTED SPELLING: ADVANTAGES-builds independence
-encourages/supports elaboration
-provides opportunity to move through spelling stages at his own pace and level of sophistication
-develops student control and responsibiityDEVELOPMENTALLY APPROPRIATE PRACTICE-age appropriate
-individually appropriate
-socially and culturally appropriateREADING TO CHILDREN: JIM TRELEASE RESOURCES-The New Read Aloud Handbook
-Read All About It: Great Read Aloud Stories, Poems, and Newspaper PiecesRESEARCH-BASED PRACTICES: SHARED READINGS - STEPS WHEN SHARING BOOKS-show children cover of book, invite discussion of illustrations
-tell title, invite predictions
-read story dramatically, invite conversation
-encourage retell in their own words
-reread story, invite participation by focusing on repeated elements or chants, emphasis is on meaning and enjoymentSHARED READING: REREAD FAMILIAR STORIES-Once familiar with several stories, ask children to choose favorites
-strive for increased participation by creating read along situations
-create book experiences to build children's book knowledge
-teach about book conventions (front and back cover, title, author, pictures
-make aware of written language conventions (words, pages, spaces, capital letters in proper names, punctuation marks, quotation marks)DEVELOP READING SKILLS AND STRATEGIESteach literacy skills and strategies
-recognize letter-sound relations
-using context to identify words
-build sight word vocabulary
-develop oral reading fluency
-comprehend meaningENCOURAGE INDEPENDENT READING-develop classroom library that has been shared and reread
-encourage students to read favorite books on their ownTHREE QUESTIONS UNDERLIE INSTRUCTION AND ASSESSMENT1. What does a child already know about print?
2. What reading behaviors and interests does a child already exhibit?
3. What does a child need to learn? COMPARISON OF EMERGENT LITERACY AND READING READINESS - ACQUISITION OF LITERACY SKILLS AND STRATEGIESEMERGENT LITERACY - Children use written language and develop as readers and writers through active engagement with their world. Literacy develops in real life settings in purposeful ways.
READING READINESS - Children learn to ready by mastering skills arranged and sequenced in a hierarchy according to their level of difficulty. COMPARISON OF EMERGENT LITERACY AND READING READINESS - THEORETICAL PERSPECTIVEEMERGENT LITERACY - Children are in process of becoming literate from birth and are capable of learning what it means to be a user of written language before entering school.
READING READINESS - Children must master a set of basic skills before they can learn to read. Learning to read is an outcome of school-based instruction. COMPARISON OF EMERGENT LITERACY AND READING READINESS - RELATIONSHIP OF READING TO WRITINGEMERGENT LITERACY - Children progress as readers and writers. Reading and writing (as well as speaking and listening) are interrelated and develop concurrently.
READING READINESS - Children learn to read first. The skills of reading must be developed before introducing written composition. COMPARISON OF EMERGENT LITERACY AND READING READINESS - FUNCTIONAL FORMAL LEARNINGEMERGENT LITERACY - Children learn informally through interactions with and modeling from literate significant others and explorations with written language.
READING READINESS - Children learn through formal teaching and monitoring (i. e. periodic assessment of skills)COMPARISON OF EMERGENT LITERACY AND READING READINESS - INDIVIDUAL DEVELOPMENTEMERGENT LITERACY - Children learn to be literate in different ways and at different rates of development
READING READINESS - Children progress as readers by moving through a scope and sequence of skillsREADING READINESS-term arose in 1920s - 1930s
-evolved from belief that readiness for reading is largely the result of maturation.
-best set time to benefit from reading instructionEMERGENT READING-implies that children are becoming literate from birth and continue to develop as literate beings thoughout life
-beginning instruction serves to extend literacy development in Early Childhood. FIVE ESSENTIALS OF EARLY READING INSTRUCTION (NATIONAL READING PANEL)1. Phonemic Awareness
2. Alphabetics, including letter knowledge and phonics instruction
3. Fluency
4. Vocabulary
5. ComprehensionBEST PREDICTORS OF LEARNING TO READ1. Phonological and phonemic awareness
2. Letter name knowledgeWHICH EARLY READING SKILLS SHOULD TEACHERS ASSESS? 1. Oral language development
2. concepts about print
3. letter name knowledge
5. sight word knowledge
6. phonics knowledge
7. vocabulary
8. comprehensionCONCEPTS ABOUT PRINT EVALUATION1. Concepts About Print Test - Marie Clay
2. Print Concepts Checklist/Meta linguistic interview
-between 3-5 years
- complete checklist, including name and age, and typed commentsPHONEMIC AWARENESS ASSESSMENT-critical skills: blending and segmentation
-Yopp-Singer Test of Phoneme SegmentationLETTER NAME KNOWLEDGE-randomized presentation of a letter (identification, recognition)PRINT CONCEPTS INSTRUCTION-use of environmental print
-use of shared book experience
- may include big book
- may include use of predictable book
- Brown Bear, Very Hungry CaterpillarPHONOLOGICAL AND PHONEMIC AWARENESS INSTRUCTIONInvolve the conceptual understanding that spoken language can be broken down into smaller units.
-sentences
-phrases
-words
-syllables
-onsets
-rimes
-phonemesDEVELOPMENTAL STEPS FROM PHONOLOGICAL AWARENESS TO PHONEMIC AWARENESS1. awareness of spoken words
2. awareness of spoken syllables
3. awareness of phonemesPHONEMIC AWARENESS INSTRUCTION1. Teacher helps children develop ability to notice, think about, and manipulate individual sounds in spoken words.
2. Numerous studies confirmed kinds of teaching activities that help children develop phonemic awareness.
3. Research based categoriesRESEARCH BASED CATEGORIES - PHONEME ISOLATIONRecognizing individual sounds in words. RESEARCH BASED CATEGORIES - PHONEME IDENTITYHaving the same sound in different words. RESEARCH BASED CATEGORIES - PHONEMIC CATEGORIZATIONRecognizing a word having a different sound in a group of three or four words. RESEARCH BASED CATEGORIES - PHONEME BLENDINGChildren listen to phonemes spoken separately, then blend them together to form a word. RESEARCH BASED CATEGORIES - PHONEME SEGMENTATIONBreaking a spoken word into separate phonemes while tapping or counting on their fingers each sound. RESEARCH BASED CATEGORIES - PHONEME DELETIONRecognizing that phonemes can be removed from a spoken word and that part of the word remains. RESEARCH BASED CATEGORIES - PHONEME ADDITIONThe ability to create a new word by adding a phoneme. RESEARCH BASED CATEGORIES - PHONEME SUBSTITUTIONExchanging a phoneme for one in a spoken word to create a new one. INSTRUCTIONAL GOAL IN PHONEMIC AWARENESS INSTRUCTIONSegmenting and blending individual sounds in spoken words. TRADE BOOKS THAT PROMOTE PA-There's a Wocket in my Pocket
- The Hungry Thing
- The Hungry Thing Goes to a RestaurantLETTER NAME INSTRUCTION1. Recognizing letters
2. Searching for letters
3. Writing letters
4. Instructional pacing of letter recognition - distinguished practiceNEEDS OF CHILDREN WHO STRUGGLE WITH LEARNING TO READ1. More instructional time
2. Structure and routine
3. Exposure to more knowledge
4. Early intervention
5. Clearly articulated reading feedback
6. School-wide assessmentLEARNING LITERACY THROUGH STORYBOOKSBIG BOOKS
-predictability of plot and language makes them easier to understand and remember
INTERACTIVE READING AND WRITING
-process demonstrates that literacy learning is social and collaborativeRELATIONSHIP BETWEEN SPEECH AND PRINTUnderstanding use of written language
-children learn value of reading or writing lies in its uses as a tool for communicating, understanding and enjoyment
Connecting Speech and Print through Language experience
-value of language experience lies in physical ease by which text is produced to achieve reading instructional goalsTHE VALUE OF LANGUAGE EXPERIENCE APPROACH1. motivates
2. personalizes
3. demonstrates connection between spoken and written language
4. demos left-right, top-bottom orientation
5. demos end of line does not mean end of thought
6. value of written language for preserving info, ideal and feelings
7. teaches meaning of word and function of space between
8. teaches function of capitalization and punctuationLEARNING ABOUT FEATURES OF WRITTEN LANGUAGE1. Linguistic Awareness
2. The Concepts About Print Test
3. Observing Children's Emerging Literacy AccomplishmentsLEARNING ABOUT SOUNDS AND LETTERS1. Recognizing letters
2. Developing Phonemic AwarenessWORD IDENTIFICATIONIMMEDIATE IDENTIFICATION
-word recognition
-sight word recognition
-context clues (semantic, syntactic)
MEDIATED IDENTIFICATION
-word attack
-word analysis
-decoding
(phonics, meaningful units, applying structural analysis - morphemic analysis)WORD IDENTIFICATION - DEFINITION-putting a name or label on words that are encountered in print
-comprehensive term that encompasses the use of multiple cues to identify unfamiliar wordsHIGH FREQUENCY WORDSSight words
-Dolche - 200
-Frye - 300
Should master by 3rd grade.
Best way to assess is with flash cards
Provide a word bankSTRATEGIES FOR TEACHING FUNCTION WORDS-incremental rehearsal
-context and isolation
-multisensory technique - VAKT
-language experienceEFFECTIVE TECHNIQUE FOR TEACHING SIGHT WORDS1. write word, use in sentence, underline
2. students use word attack skills to pronounce, if not successful then tell them.
3. discuss meaning - tie to experience
4. write word in isolation, what will help them remember, clues - word config, ascending, descending, length, double letters
5. students write word, say it as they write
6. students compose new sentences
7. provide practice activitiesPHONICS-recognition by sight is goal of all word identification strategies
-use phonics (structural analysis) only until word has become part of sight vocabularyPURPOSES FOR PHONICS INSTRUCTION-printed letters and letter combos represent speech sounds heard in whole words
-teach learner to blend sounds represented by printed letters
-teach learner to use available cue system in combo with letter sound relationship to identify words and comprehend text (self monitoring)FACTORS THAT CONTRIBUTE TO PHONICS INSTRUCTION1. listening and speaking vocabulary
2. visual cues for hearing impaired
3. skill in phonemic awareness (segmentation and blending)
4. teachers knowledge of phonics
5. sight word vocabularyANALYTIC PHONICS INSTRUCTION-small store of words by sight
-teacher presents some words
-invites children to analyze
= looks, sound
= generalizationsSYNTHETIC PHONICS INSTRUCTION-letter names
-sounds each letter represents
-drill on letter-sound relationship
-teach blending
-provide opportunity to apply blending to unknown wordsLINGUISTIC PHONICS INSTRUCTION-minimal change
-decoding through letter patterns
-decodable textAPPROACHES TO TEACHING PHONICS1. analytic approach
2. synthetic approach
3. linguistic approach
4. direct instruction - teaching phonics elementsPHONICS ELEMENTS1. reestablish auditory discrimination
2. present letters (visual discrimination)
3. present key objects or pictures
4. list appropriate words
5. list from pictures or objects
6. listening in context
7. decoding in context
8. blending and substitution
9. practice activities
10. application in real readingACTIVITIES FOR STRUCTURAL ANALYSIS - WORD SORTINGOPEN
-word bank
-children group words
-child tells what words grouped
-no correct answer
CLOSED
-specific attribute
-correct way - student must findSTRATEGIES FOR TEACHING CONTEXTCLOZE passages - modified
-constructed from easy to read material
-selected word deletion
-systematic word deletion
-partial word deletion