

# Test #1 – chapters 1,2,4,5,7



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BUSTER**

**ALPHABETIC PRINCIPLE** Principle suggesting that letters in the alphabet map to phonemes, the minimal sound units represented in written language.

**AUTOBIOGRAPHICAL NARRATIVE** An instructional strategy to help students and teachers reflect upon personal knowledge. **ONTEST #1 - CHAPTERS 1, 2, 4, 5, 7 SPECIFICALLY FOR YOU** FOR ONLY \$13.90/PAGE Order Now

**BELIEF SYSTEMS** Theoretical orientations and philosophical approaches to the teaching of reading. **BEST PRACTICE** Thoughtful, informed, state-of-the-art teaching in which literacy related practices are theoretically sound and supported by research. **BOTTOM-UP MODEL** A 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.

**CONSTRUCTIVISM** Learning theory associated with Jean Piaget that describes meaning-making as cognitively constructing knowledge by using prior knowledge and experience in interaction with the environment.

**DECODING** The conscious or automatic processing and translating of the printed word into speech. **EXPLICIT** Based on stated information.

**GRAPHOPHONEMIC CUES** Letter-sound information that readers process during reading. **IMPLICIT** Based on unstated assumptions in conjunction with given information. **INTERACTIVE MODEL** A 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**

**COACH** An 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 EVENT** Any powerful, authentic instance of the use of language to convey meaning and

understanding between a writer and reader. METACOGNITION Awareness of one's own cognitive processes, including task knowledge and self-monitoring of activity. NEW LITERACIES The knowledge, skills, strategies and dispositions needed to use and adapt to the constantly changing information and communication technologies. ORTHOGRAPHIC KNOWLEDGE Knowledge of common letter patterns that skilled readers use rapidly and accurately to associate with sounds. PROFESSIONAL KNOWLEDGE Knowledge acquired from an ongoing study of the practice of teaching. PSYCHOLINGUISTICS The study of the mental faculties involved in acting on and interacting with written language in an effort to make sense of a text. SCHEMATA Mental frameworks that humans use to organize and construct meaning. SEMANTIC CUES The prior knowledge and experience that readers bring to a reading situation. SOCIOLINGUISTICS The study of everyday functions of language and how interactions with others and with the environment aid language comprehension and learning. SYNTACTIC CUES Grammatical information in a text that readers process, along with graphophonemic and semantic information, to construct meaning. TOP-DOWN MODEL A type of reading model that assumes that the construction of textual meaning depends on the readers prior knowledge and experience. BASAL READING APPROACH Major 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 APPROACH Adheres 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 INSTRUCTION** Instruction that makes clear the what, why, when, and how of skill and strategy use. **INSTRUCTIONAL SCAFFOLDING** Providing enough instructional guidance and support for students so that they will be successful in their use of reading strategies. **INTEGRATED LANGUAGE ARTS APPROACH** Instructional approach in which reading, writing, listening, speaking and viewing activities are connected through the use of literature. **LANGUAGE-EXPERIENCE APPROACH** Major 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 INSTRUCTION** Major 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 INSTRUCTION** An instructional approach that utilizes computers and their many capabilities. **UNITS OF LANGUAGE** Categories of written language, ranging from the smallest unit, letters, to the largest unit, the whole text selection, that are emphasized for instructional purposes. **ENVIRONMENTAL PRINT** Print that surrounds children in their everyday lives, such as traffic signs, restaurant signs, charts and labels. **INVENTED SPELLINGS** Spellings children use early in their reading and writing development as they begin to associate letters to sounds. **LANGUAGE-EXPERIENCE ACTIVITIES** Activities 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 DEVELOPMENT**The stages of language experience. **LITERACY PLAY CENTER**Designated 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 ENVIRONMENT**An environment that fosters and nurtures interest in and curiosity about written language and supports children's efforts to become readers and writers. **PRETEND PLAY**The spontaneous creation of stories - including setting, characters, goal, plot, and resolution - during children's play. **SCRIBBLING**One of primary forms of written expression; the fountainhead for writing that occurs from the moment a child grasps and uses a writing tool. **SHARED READING**Strategy 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 BOOKS**Enlarged versions of children's storybooks, distinguished by large print and illustrations, designed to offer numerous opportunities for interaction. **EMERGENT LITERACY**Children'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 LEARNING**Shared writing activity in which children are invited to volunteer to write parts of a story. **LINGUISTIC AWARENESS**Understanding the technical terms and labels needed to talk and think about reading.

**OBSERVATION**Informal assessment by classroom teachers to document growth in learning by watching and recording students' literate behaviors.

**PHONEMIC AWARENESS**An understanding that speech is composed of a series of written sounds; a powerful predictor of children's later reading

achievement. **PHONOLOGICAL AWARENESS**The ability to hear, recognize, and play with sounds in our language. It involves hearing the sounds of language apart from meaning. **READING READINESS**The level of physical, mental, and emotional maturity that children need to reach to benefit from reading instruction. **STORYBOOK EXPERIENCES**Read-alouds, read-alongs, interactive reading, interactive writing, re-readings of favorite texts, and independent reading and writing. **USES OF ORAL LANGUAGE**Language functions that can and should be adapted to print at the beginning of instruction. **ANALOGY-BASED INSTRUCTIONS**Sometimes referred to as analogic phonics; teaches children to use onsets and rimes they already know to help decode unknown words. **ANALYTIC PHONICS**An approach to phonics teaching that emphasizes the discovery of letter-sound relationships through the analysis of known words. **CROSS-CHECKING**Using letter-sound information and meaning to identify words. **DECODABLE TEXT**Text 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 INSTRUCTION**Often called holistic, meaning centered instruction, teaches phonics within the context of stories that make sense to children. **HIGH-FREQUENCY WORDS**Words that appear often in printed material. **INCREMENTAL REHEARSAL**A technique that uses flashcards to teach unknown words with a ratio of known words. **INFLECTED ENDINGS**Suffixes that change the tense or degree of a word. Ex. /s/, /es/, /ies/, /d/, /ed/, /er/, /ier/, /est/. **KEY WORDS**Words charged with personal meaning and feeling selected for use in helping beginning readers identify words quickly and easily. **LINGUISTIC INSTRUCTION**A traditional approach to teaching phonics popular in the 1960s. **MORPHEME**The smallest meaningful

unit of a word. Ex. /un/ means not. **ONSET**The initial part of a word (a consonant, consonant blend, or digraph) that precedes the vowel.

**PHONOGRAMS**Letter clusters that help form word families or rhyming words;

see also rime. **RIME**The 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-MONITORING**Being aware of miscues, the pronunciation of unknown words, and comprehension processes during reading to develop

the ability to correct oneself. **SEMANTIC GRADIENTS**A collection of related words that go from one extreme to another, such as hot, warm, cool, cold,

freezing and frigid. **SPELLING-BASED INSTRUCTION**Instruction 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 ANALYSIS**Word 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 PHONICS**A building block approach to phonics intended to foster the understanding of letter-sound relationships

and develop phonic knowledge and skill. **WORD BANKS**Boxes of word cards that individual students are studying as they relate to phonics, spelling or

vocabulary learning. **WORD LADDERS**A game in which students add, delete, or replace letters using cues to make new words. **WORD WALLS**Words

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 PROCESS**Bottom-Up

Top-Down

Blended Philosophy/Interactive **BOTTOM-UP MODEL**Reading starts with print

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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 MODEL Reading 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 PROCESS Some feel it is a two way street, uses knowledge of text but also uses prior knowledge, what is in his mind and skills. BAR Beliefs about Reading Interview TORP Deford Theoretical Orientation to Reading Profile HOW DO WE COME TO KNOW ABOUT READING? Personal Knowledge

Practical Knowledge

Professional Knowledge PERSONAL KNOWLEDGE Beliefs are based on what you experienced when learning to read and what has worked with the children you teach. PRACTICAL KNOWLEDGE Experiences in and out of the classroom. PROFESSIONAL KNOWLEDGE Knowledge acquired from on going study of the practice of teaching SCHEME Idea of having lots of information, like a file system. 3 SYSTEMS IN WRITTEN LANGUAGE Graphophonemic Syntactic

Semantic GRAPHOPHONEMIC SYSTEM phonics - graphic symbols on page represent speech sounds. SYNTACTIC SYSTEM Word order - arrangement of words to construct meaning SEMANTIC SYSTEM Stores the schemata that readers bring to a text in terms of background knowledge, experiences, conceptual understandings, attitudes, beliefs and values.

SOCIOLINGUISTICS Study of everyday functions of Language.

How interactions aid Language Learning. ALPHABETIC

PRINCIPLE Correspondence 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 & LEARNING Knowledge about the regulation of some for of cognitive activity. (Ann Brown, 1985). TYPES (FORMS) OF METACOGNITION-

Self Knowledge

-Task Knowledge

-Self Monitoring WHAT 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.

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independence.

-Effective teachers adapt to individual differences among children. READING INSTRUCTION & TEACHERS' BELIEF SYSTEMS Systematic Instructional Constructivist SYSTEMATIC INSTRUCTIONAL Approach includes direct teaching & a logical instructional sequence. CONSTRUCTIVIST View is focused on the needs of the individual child. INTERNATIONAL READING ASSOCIATION Journals:

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Journals:

The Reading Teacher - Elementary

The Journal of Adolescent and Adult Literacy

Reading Research Quarterly BASAL READING APPROACH-includes scope and sequence

-Scott Foresman -oldest

-now includes more diverse population

-contains narrative and expository text

-incorporates instructional strategy DIRECTED READING THINKING ACTIVITY

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(PRE-READING)-activate/build schema

-teach new words and concepts

-reading is purposeful-encourage students to make predictions

-motivation is crucial  
DIRECTED 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 level  
DIRECTED READING THINKING ACTIVITY (AFTER READING)-check comprehension - discuss

-student led questions

-follow up activity

-build anticipation for future reading  
TAXONOMY 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 learn  
STEPS IN IMPLEMENTING LEA1. stimulation/motivation

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2. oral exchange of ideas

3. composing phase

4. post composing phase - rereading

5. extension activities

LEA - STIMULATION/MOTIVATION-ongoing class activity  
-everyday experiences

-new, teacher - introduced experience  
LEA - ORAL EXCHANGE OF IDEAS-

teacher guides group discussion of important concepts and presentation of concepts in logical order

-brainstorming and semantic mapping can be used  
LEA - 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 along  
LEA -

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 WRITING  
Birth-PreK - Awareness and Exploration

K - Experimental

1 - Early

2 - Transitional

3 - Independent and productive HOW READING DEVELOPS-Environmental

Print

-Family Interactions

-Literate Environments FAMILY 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 members LITERATE HOME ENVIRONMENT-

access to print and books

-adult demos of literate activity

-supportive adults

-storybook reading DEVELOPMENTALLY APPROPRIATE PRACTICES-creative literate learning environments

-designing literacy-related play centers

-exploring print through language experience

-reading to children HOW WRITING DEVELOPS-early scribbling

-controlled scribbling

-name scribbling

-scribble drawing DEVELOPMENTAL STAGES OF SPELLING-prephonemic spelling

-phonemic spelling

-transitional spelling

-conventional spelling PREPHONEMIC SPELLING Children'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

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children begin their invented spellings. MALTRANSITIONAL

SPELLINGS Children's invented spellings represent chunks or patterns of letters that represent spoken sounds. CVC, CVCE CONVENTIONAL SPELLING By 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 responsibility DEVELOPMENTALLY APPROPRIATE PRACTICE-age appropriate

- individually appropriate

- socially and culturally appropriate READING TO CHILDREN: JIM TRELEASE RESOURCES-The New Read Aloud Handbook

- Read All About It: Great Read Aloud Stories, Poems, and Newspaper

Pieces RESEARCH-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 enjoyment SHARED READING: REREAD

FAMILIAR STORIES-Once familiar with several stories, ask children to choose favorites

- strive for increased participation by creating read along situations

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- 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 STRATEGIES
- teach literacy skills and strategies
  - recognize letter-sound relations
  - using context to identify words
  - build sight word vocabulary
  - develop oral reading fluency
  - comprehend meaning
- ENCOURAGE INDEPENDENT READING
- develop classroom library that has been shared and reread
  - encourage students to read favorite books on their own
- THREE QUESTIONS UNDERLIE INSTRUCTION AND ASSESSMENT
1. 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 STRATEGIES
- EMERGENT 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 read by mastering skills arranged and sequenced in a hierarchy according to their level of difficulty.
- COMPARISON OF EMERGENT LITERACY AND READING READINESS - THEORETICAL PERSPECTIVE
- EMERGENT 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 WRITING EMERGENT 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

LEARNING EMERGENT 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 DEVELOPMENT EMERGENT

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 skills READING 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 instruction EMERGENT READING-

implies that children are becoming literate from birth and continue to develop as literate beings throughout life

-beginning instruction serves to extend literacy development in Early

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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 Caterpillar

**PHONOLOGICAL AND PHONEMIC AWARENESS INSTRUCTION** Involve the conceptual understanding that spoken language can be broken down into smaller units.

-sentences

-phrases

-words

-syllables

-onsets

-rimes

-phonemes

**DEVELOPMENTAL STEPS FROM PHONOLOGICAL AWARENESS TO PHONEMIC AWARENESS**

1. awareness of spoken words

2. awareness of spoken syllables

3. awareness of phonemes

**PHONEMIC AWARENESS INSTRUCTION**

1. 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 categories

**RESEARCH BASED CATEGORIES - PHONEME ISOLATION** Recognizing individual sounds in words.

**RESEARCH BASED CATEGORIES - PHONEME IDENTITY** Having the same sound in different words.

**RESEARCH BASED CATEGORIES - PHONEMIC CATEGORIZATION** Recognizing a word having a different sound in a group of three or four words.

**RESEARCH BASED CATEGORIES - PHONEME BLENDING** Children listen to phonemes spoken separately, then blend them together to form a word.

**RESEARCH BASED CATEGORIES - PHONEME SEGMENTATION** Breaking a spoken word into

separate phonemes while tapping or counting on their fingers each sound.

RESEARCH BASED CATEGORIES - PHONEME DELETION Recognizing that

phonemes can be removed from a spoken word and that part of the word

remains. RESEARCH BASED CATEGORIES - PHONEME ADDITION The ability to

create a new word by adding a phoneme. RESEARCH BASED CATEGORIES -

PHONEME SUBSTITUTION Exchanging a phoneme for one in a spoken word to

create a new one. INSTRUCTIONAL GOAL IN PHONEMIC AWARENESS

INSTRUCTION Segmenting 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 Restaurant LETTER NAME INSTRUCTION 1.

Recognizing letters

2. Searching for letters

3. Writing letters

4. Instructional pacing of letter recognition - distinguished practice NEEDS OF

CHILDREN WHO STRUGGLE WITH LEARNING TO READ 1. More instructional

time

2. Structure and routine

3. Exposure to more knowledge

4. Early intervention

5. Clearly articulated reading feedback

6. School-wide assessment LEARNING LITERACY THROUGH STORYBOOKS

BOOKS

-predictability of plot and language makes them easier to understand and

remember

INTERACTIVE READING AND WRITING

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-process demonstrates that literacy learning is social and collaborative  
RELATIONSHIP BETWEEN SPEECH AND PRINT  
Understanding 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 goals  
THE VALUE OF LANGUAGE EXPERIENCE

APPROACH  
1. 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 punctuation  
LEARNING ABOUT

FEATURES OF WRITTEN LANGUAGE  
1. Linguistic Awareness

2. The Concepts About Print Test

3. Observing Children's Emerging Literacy Accomplishments  
LEARNING

ABOUT SOUNDS AND LETTERS  
1. Recognizing letters

2. Developing Phonemic Awareness  
WORD IDENTIFICATION  
IMMEDIATE

IDENTIFICATION

-word recognition

-sight word recognition

-context clues (semantic, syntactic)

MEDIATED IDENTIFICATION

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-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

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identification strategies

-use phonics (structural analysis) only until word has become part of sight vocabulary

PURPOSES 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 INSTRUCTION

1. 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 vocabulary

ANALYTIC PHONICS INSTRUCTION-small store of words by sight

-teacher presents some words

-invites children to analyze

= looks, sound

= generalizations

SYNTHETIC PHONICS INSTRUCTION-letter names

-sounds each letter represents

-drill on letter-sound relationship

-teach blending

-provide opportunity to apply blending to unknown words

LINGUISTIC PHONICS INSTRUCTION-minimal change

-decoding through letter patterns

-decodable text

APPROACHES TO TEACHING PHONICS

1. analytic approach

2. synthetic approach

3. linguistic approach
4. direct instruction - teaching phonics elements  
PHONICS 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 reading  
ACTIVITIES FOR STRUCTURAL ANALYSIS -

#### WORD SORTING OPEN

- word bank
- children group words
- child tells what words grouped
- no correct answer

#### CLOSED

- specific attribute
- correct way - student must find  
STRATEGIES FOR TEACHING CONTEXT  
CLOZE  
passages - modified
- constructed from easy to read material
- selected word deletion
- systematic word deletion
- partial word deletion