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ED 403

Week 4



Agenda

- Book Talk
- Problems of Practice
- *Out of the Dust* activity
- Word study in the upper elementary years
- Teaching for fluency
- The productive enactment of writer's workshop



Out of the Dust activity

- Responses to the novel
- Focus on making meaning with the novel
 - Images
 - Connections
 - Finding instructional opportunities
 - Appreciating the Author's Craft



How do children learn to read words?

- Contextual guessing
- Letter-sound decoding
- Analogy
- Sight



Contextual guessing

- The use of meaning and grammar cues to guess unknown words.

Billy Joe loved her mom's apple pandowdy.



Letter-sound decoding

Letter-sound decoding is:

“Identifying an unknown word by using a few select letter-sound matches, as well as matching all the letters or letter patterns in the words to sounds.”

Example:

“p a n d o w d y”



Analogy

Using knowledge of spelling patterns to identify the word

“an - pan”

“how” “dow”

“dy” (cloudy) - “dee”



Sight

- Recognizing the word as they see it
- Words are read from memory, not from conscious and deliberate decoding and blending



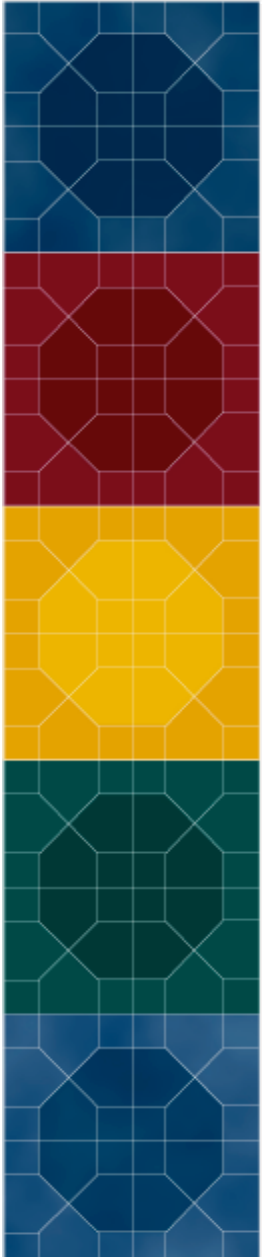
Phases of word reading

- Pre-alphabetic or visual-cue
 - baby - donkey - king
- Partial alphabetic
 - Not using ALL the letter-sound information
- Full alphabetic
 - Remembering matches between all letters and sounds
- Consolidated alphabetic
 - Remembering matches between multi-letter units and syllabic units
 - E.g., “shade” - “sh-ship” “ade” “made”

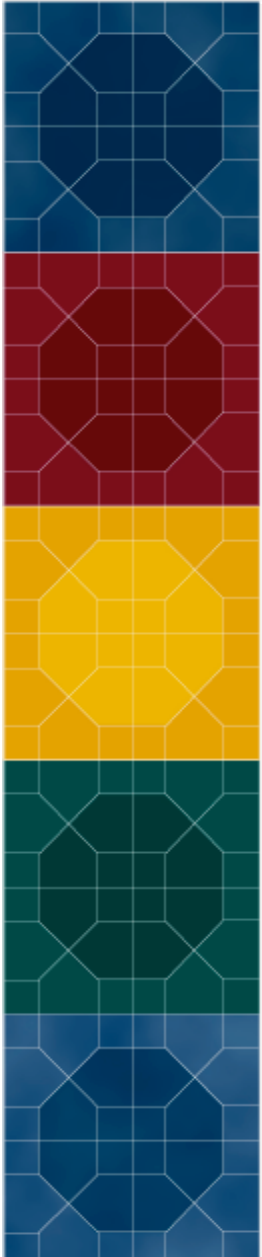


Benchmark's Word Identification Approach

- Let's focus on the practices of the teacher as she teaches her students to read unfamiliar words by analogy.



But, we're not done yet!
We need to teach for fluency



What are the signs of a fluent reader?

- Quick word recognition
- Accurate word recognition
- Reading aloud with appropriate use of prosody (intonation, emphasis, phrasing)
- Comprehension



Most useful approach to teaching for fluency

Assisted reading

- Teacher models reading aloud of instructional level text
- Echo reading of that text
- Independent work (such as writing a response to the text)
- Choral reading
- Partner reading
- Bringing the text home to read to family members