

DOMAIN I

ENGLISH LANGUAGE ARTS

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PERSONALIZED STUDY PLAN



KNOWN MATERIAL/
SKIP IT



BRIEFLY REVIEW
eSTICKYNOTES



MAKE
eFLASHCARDS



TAKE
ADDITIONAL
SAMPLE TESTS

PAGE	COMPETENCY AND SKILL	KNOWN MATERIAL/ SKIP IT	BRIEFLY REVIEW eSTICKYNOTES	MAKE eFLASHCARDS	TAKE ADDITIONAL SAMPLE TESTS
5	1: Foundations of Reading Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.1: Developmental knowledge of literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2: Phonological and phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3: Knowledge of print concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.4: Knowledge and use of alphabetic principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.5: Knowledge of word identification strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.6: Constructing meaning from texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	2: Reading Comprehension Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.1: Literal comprehension skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.2: Inferential comprehension skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.3: Evaluative comprehension skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.4: Applying knowledge of strategies that enhance comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.5: Methods for aiding reader comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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37	3: Reading Skills for Various Purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	3.3: Analyzing and assessing a writer's credibility or objectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.4: Analyzing and interpreting visuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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45	4: Developing and Publishing Written Texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.1: Knowledge of prewriting strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.2: Techniques for note taking, outlining, and drafting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.3: Revising written texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.4: Editing written work to ensure conformity to standard English usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.5: Editing and proofreading written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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61	5: Writing Skills and Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.1: Writing for a variety of audiences and purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.2: Incorporating graphic representations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.3: Writing a research paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.4: Expressing a point of view and avoiding bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.5: Writing a response to a literary selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.6: Voice in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PAGE	COMPETENCY AND SKILL	KNOWN MATERIAL/ SKIP IT	BRIEFLY REVIEW eSTICKYNOTES	MAKE eFLASHCARDS	TAKE ADDITIONAL SAMPLE TESTS
69	6: Listening and Speaking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.1: Listening strategies for contexts and purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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76	7: Literary Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.1: Comparison of fiction and nonfiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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91	8: Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8.1: How literary texts reflect the time and place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	8.3: Themes and characteristics of well-known authors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8.4: Works of literature for children and adolescents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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COMPETENCY 1

UNDERSTAND THE FOUNDATIONS OF READING DEVELOPMENT

SKILL 1.1 Demonstrating knowledge of the developmental progression from prereading to conventional literacy, with individual variations, and analyzing how literacy develops in multiple contexts through reading, writing, and oral language experiences

When students practice fluency, they practice by reading connected pieces of text. In other words, instead of looking at a word as just a word, they might read a sentence straight through. Reading fluently is important because it enables students to comprehend what they are reading. Students who are NOT fluent in reading would sound out each letter or word slowly and pay more attention to the phonics of each word. Fluent readers, on the other hand, might read a sentence aloud using appropriate intonations. The best way to test for fluency, in fact, is to have a student read something aloud, preferably a few sentences in a row—or more. Sure, most students just learning to read will probably not be very fluent right away; but with practice, they will increase their fluency. Even though fluency is not the same as comprehension, it is said that fluency is a good predictor of comprehension. Think about it: If you're focusing too much on sounding out each word, you're not going to be paying attention to the meaning.

During the preschool years, children acquire cognitive skills in oral language that they apply later on to reading comprehension. Reading aloud to young children is one of the most important things that an adult can do because they are teaching children how to monitor, question, predict, and confirm what they hear in the stories. Reid (1988, p. 165) describes four metalinguistic abilities that young children acquire through early involvement in reading activities:

1. **Word consciousness.** Children who have access to books can first tell the story through the pictures. Gradually they begin to realize the connection between the spoken words and the printed words. The beginning of letter and word discrimination begins in the early years.
2. **Language and conventions of print.** During this stage, children learn how to hold a book, where to begin to read, the left-to-right motion, and how to continue from one line to another.
3. **Functions of print.** Children discover that print can be used for a variety of purposes and functions, including entertainment and information.

The typical variation in literacy backgrounds that children bring to reading can make teaching more difficult. Often a teacher has to choose between focusing on the learning needs of a few students at the expense of the group, or focusing on the group at the risk of leaving some students behind academically. This situation is particularly critical for children with gaps in their literacy knowledge who may be at risk in subsequent grades for becoming “diverse learners.”

Areas of Emerging Evidence

Experiences with print help preschool children develop an understanding of the conventions, purposes, and functions of print. Children learn about print from a variety of sources (through reading and writing) and in the process come to realize that print carries the story. They also learn how text is structured visually (e.g., text begins at the top of the page, moves from left to right, and carries over to the next page when it is turned). While knowledge about the conventions of print enables children to understand the physical structure of language, the conceptual knowledge that printed words convey a message also helps children bridge the gap between oral and written language.

Reading activities for emergent readers:

<http://www.readingrockets.org/article/392>

<http://www.leeandlow.com/images/pdfs/intro.pdf>

Phonological awareness and letter recognition contribute to initial reading acquisition by helping children develop efficient word-recognition strategies, such as detecting pronunciations and storing associations in memory. Phonological awareness and knowledge of print–speech relations play an important role in facilitating reading acquisition. Therefore, phonological awareness instruction should be an integral component of early reading programs. Within the emergent literacy research, viewpoints diverge on whether acquisition of phonological awareness and letter recognition are preconditions of literacy acquisition or whether they develop interdependently with literacy activities such as story reading and writing.

Storybook reading affects children’s knowledge about, strategies for, and attitudes toward reading. Of all the strategies intended to promote growth in literacy acquisition, none is as commonly practiced, nor as strongly supported across the emergent literacy literature, as storybook reading. Children from different social and cultural backgrounds have differing degrees of access to storybook reading. For example, it is not unusual for a teacher to have students who have experienced thousands of hours of story reading time, along with other students who have had little or no such exposure.

It has long been recognized that early language development follows a continuum. This early language development is important to later reading development. Some early theories focus on experience and thought processes in explaining language development, though all theories indicate a progression of development.

Learning approach

Early theories of language development were formulated from learning theory research. The assumption was that language development evolved from learning the rules of language structures and applying them through imitation and reinforcement. This approach also assumed that language, cognitive, and social developments were independent of each other. Thus, children were expected to learn language from patterning after adults who spoke and wrote Standard English. No allowance was made for communication through child jargon, idiomatic expressions, or grammatical and mechanical errors resulting from too strict adherence to the rules of inflection (childs instead of children) or conjugation (runned instead of ran). No association was made between physical and operational development and language mastery.

Linguistic approach

Studies spearheaded by Noam Chomsky in the 1950s formulated the theory that language ability is innate and develops through natural human maturation as environmental stimuli trigger acquisition of syntactical structures appropriate to each exposure level. The assumption of a hierarchy of syntax downplayed the significance of semantics. Because of the complexity of syntax and the relative speed with which children acquire language, linguists attributed language development to biological rather than cognitive or social influences.

Cognitive approach

Researchers in the 1970s proposed that language knowledge derives from both syntactic and semantic structures. Drawing on the studies of Piaget and other cognitive learning theorists, supporters of the cognitive approach maintained that children acquire knowledge of linguistic structures after they have acquired the cognitive structures necessary to process language. For example, joining words for specific meaning necessitates sensory motor intelligence. Children must be able to coordinate movement and recognize objects before they can identify words to name the objects or word groups to describe the actions performed with those objects. Children must have developed the mental abilities for organizing concepts as well as concrete operations, predicting outcomes, and theorizing before they can assimilate and verbalize complex sentence structures, choose vocabulary for particular nuances of meaning, and examine semantic structures for tone and manipulative effect.

Sociocognitive approach

Other theorists in the 1970s proposed that language development results from sociolinguistic competence. Language, cognitive, and social competencies are interactive elements of total human development. Emphasis on verbal

*For further information
on phonological and
phonemic awareness:*

<http://www.indiana.edu/~reading/ieo/digests/d119.html>

communication as the medium for language expression resulted in the inclusion of speech activities in most language arts curricula.

Unlike previous approaches, the sociocognitive approach allowed that determining the appropriateness of language in given situations for specific listeners is as important as understanding semantic and syntactic structures. By engaging in conversation, children at all stages of development have opportunities to test their language skills, receive feedback, and make modifications. As a social activity, conversation is as structured by social order as grammar is structured by the rules of syntax. Conversation satisfies the learner's need to be heard and understood and to influence others. Thus, choices of vocabulary, tone, and content are dictated by the ability to assess the language knowledge of listeners. Children are constantly applying cognitive skills to using language in a social interaction. If the capacity to acquire language is inborn, without an environment in which to practice language, a child would not pass beyond grunts and gestures as did primitive man.

Of course, the varying degrees of environmental stimuli to which children are exposed at all age levels creates a slower or faster development of language. Some children are prepared to articulate concepts and recognize symbolism by the time they enter fifth grade because they have been exposed to challenging reading and conversations with well-spoken adults at home or in their social groups. Others are still trying to master the sight recognition skills and are not yet ready to combine words in complex patterns.

Sample Test Questions and Rationale

Average Rigor

1. Which of the following indicates that a student is a fluent reader?
- A. reads texts with expression or prosody.
 - B. reads word-to-word and haltingly.
 - C. must intentionally decode a majority of the words.
 - D. in a writing assignment, sentences are poorly-organized structurally.

Answer: A – reads texts with expression or prosody.

Rationale: Student reads texts with expression or prosody. The teacher should listen to the children read aloud, but there are also clues to reading levels in their writing.

Easy

2. All of the following are true about phonological awareness EXCEPT:
- A. It may involve print.
 - B. It is a prerequisite for spelling and phonics.
 - C. Activities can be done by the children with their eyes closed.
 - D. Starts before letter recognition is taught.

Answer: A – may not involve print.

Rationale: The key word here is EXCEPT which will be highlighted in upper case on the test as well. All of the options are correct aspects of phonological awareness except the first one, A, because phonological awareness DOES NOT involve print.

Average Rigor

3. Which of the following theories was spearheaded by Noam Chomsky in the 1950s?
- A. Learning approach
 - B. Linguistic approach
 - C. Cognitive approach
 - D. Montessori approach

Answer: B – Linguistic approach

Rationale: Studies spearheaded by Noam Chomsky in the 1950s formulated the theory that language ability is innate and develops through natural human maturation as environmental stimuli trigger acquisition of syntactical structures appropriate to each exposure level. The assumption of a hierarchy of syntax downplayed the significance of semantics. Because of the complexity of syntax and the relative speed with which children acquire language, linguists attributed language development to biological rather than cognitive or social influences.

SKILL Defining phonological awareness and phonemic awareness, and 1.2 analyzing their role in reading development

PHONOLOGICAL AWARENESS: the ability of the reader to recognize the sounds of spoken language

Phonological awareness skills:

- Rhyming and syllabification
- Blending sounds into words—such as *pic-tur-bo-k*
- Identifying the beginning or starting sounds of words and the ending or closing sounds of words
- Breaking words down into sounds, also called “segmenting” words
- Recognizing other smaller words in the big word, by removing starting sounds—such as *hear to ear*

PHONEMIC AWARENESS: understanding that words are composed of sounds

Phonological Awareness

PHONOLOGICAL AWARENESS is the ability of the reader to recognize the sounds of spoken language. This recognition includes how these sounds can be blended together, segmented (divided up), and manipulated (switched around). This awareness then leads to **phonics**, a method for teaching children to read. It helps them “sound out words.”

Development of phonological skills may begin during pre-K years. Indeed, by the age of five, a child who has been exposed to rhyme can recognize a rhyme. Such a child can demonstrate phonological awareness by filling in the missing rhyming word in a familiar rhyme or rhymed picture book.

You teach children phonological awareness when you teach them the sounds made by the letters and the sounds made by various combinations of letters, as well as how to recognize individual sounds in words.

Phonemic Awareness

PHONEMIC AWARENESS is understanding that words are composed of sounds. To be phonemically aware means that the reader and the listener can recognize and manipulate specific sounds in spoken words.

Phonemic awareness deals with sounds in words that are spoken. The majority of phonemic awareness tasks, activities, and exercises are **oral**.

Theorist Marilyn Jager Adams, who researches early reading, has outlined five basic types of phonemic awareness tasks.

Task 1: Ability to hear rhymes and alliteration. Children listen to a poem, rhyming picture book, or song and identify the rhyming words heard, which the teacher might then record or list on an experiential chart.

Task 2: Ability to do oddity tasks (recognize the member of a set that is different, or odd, among the group). Children look at the pictures of a blade of grass, a garden, and a rose, and identify which starts with a different sound.

Task 3: Ability to orally blend words and split syllables. Children say the first sound of a word and then the rest of the word and put it together as a single word.

Task 4: Ability to orally segment words. The ability to count sounds. Children would be asked as a group to count the sounds in “hamburger.”

Task 5: Ability to do phonics manipulation tasks. Children replace the “r” sound in rose with a “p” sound.

Because the ability to distinguish between individual sounds, or phonemes, within words is a prerequisite to association of sounds with letters and manipulating sounds to blend words—a fancy way of saying “reading”—the teaching of phonemic awareness is crucial to emergent literacy (early childhood K-2 reading instruction). Children need a strong background in phonemic awareness in order for phonics instruction (sound-spelling relationship—printed materials) to be effective.

Instructional methods that may be effective for teaching phonemic awareness can include:

- Clapping out syllables in words
- Distinguishing between a word and a sound
- Using visual cues and movements to help children understand when the speaker goes from one sound to another
- Incorporating oral segmentation activities that focus on easily distinguished syllables rather than sounds
- Singing familiar songs (e.g., Happy Birthday, Knick Knack Paddy Wack) and replacing key words in them with words with a different ending or middle sound (oral segmentation)
- Dealing children a deck of picture cards and having them sound out the words for the pictures on their cards or calling for a picture by asking for its first and second sound

SKILL 1.3 **Demonstrating knowledge of concepts about print** (*e.g., book-handling skills, awareness that print carries meaning, recognition of directionality, ability to track print, ability to recognize and name letters*)

Understanding that print carries meaning is demonstrated every day in the elementary classroom as the teacher holds up a selected book to read it aloud to the class. The teachers explicitly and deliberately think aloud about how to hold the book, how to focus the class on looking at its cover, where to start reading, and in what direction to begin.

Even in writing the morning message on the board, the teacher targets the children on the placement of the message and its proper place at the top of the board to be followed by additional activities and a schedule for the rest of the day.

When a teacher challenges children to make letter posters of a single letter and the items in the classroom, their home, or their knowledge base that start with that letter, the children are making concrete the understanding that print carries meaning.

Teachers should look for five basic behaviors in students:

1. Do students know how to hold the book?
2. Can students match speech to print?
3. Do students know the difference between letters and words?
4. Do students know that print conveys meaning?
5. Can students track print from left to right?

In order for students to understand concepts of print, they must be able to recognize text and understand the various mechanics that text contains. This includes:

- All text contains a message
- The English language has a specific structure
- In order to decode words and read text, students must be able to understand that structure

The structure of the English language consists of rules of **grammar**, **capitalization**, and **punctuation**. For younger children, this means being able to recognize letters and form words. For older children, it means being able to recognize different types of text, such as lists, stories, and signs, and knowing the purpose of each one.

When reading to children, teachers point to words as they read them. Illustrations and pictures also contribute to being able to understand the meaning of the text. Therefore, teachers should also discuss illustrations related to the text. Teachers also discuss the common characteristics of books, such as the author, title page, and table of contents. Asking students to predict what the story might be about is a good strategy to help teach students about the cover and its importance to the story. Pocket charts, big books, and song charts provide ample opportunity for teachers to point to words as they read.

Instructional Strategies

<p>Using Big Books in the Classroom</p>	<p>Gather the children around you in a group with the big book placed on a stand. This allows all children to see the words and pictures. As you read, point to each word. It is best to use a pointer so that you are not covering any other words or part of the page. When students read from the big book on their own, have them also use the pointer for each word. When students begin reading from smaller books, have them transfer what they have learned about pointing to the words by using their finger to track the reading.</p> <p>Observation is a key point in assessing students' ability to track words and speech.</p>
<p>A Classroom Rich in Print</p>	<p>Having words from a familiar rhyme or poem in a pocket chart lends itself to an activity where the students arrange the words in the correct order and then read the rhyme. This is an instructional strategy that reinforces directionality of print. It also reinforces punctuation, capitalization, and matching print to speech.</p> <p>Using highlighters or sticky tabs to locate upper and lower case letters or specific words can help students isolate words and learn about the structure of language they need to have for reading.</p> <p>There should be plenty of books in the classroom for children to read on their own or in small groups. As you observe each of these groups, take note of how the child holds the book in addition to how he or she tracks and reads the words.</p>
<p>Word Wall</p>	<p>A word wall is a great teaching tool for words in isolation and with writing. Each of the letters of the alphabet is displayed with words that begin with that letter under each one. Students are able to find the letter on the wall and read the words under each one.</p>
<p>Sounds of the Letters</p>	<p>In addition to teaching the letter names, students should learn the corresponding sound of each letter. This is a key feature of decoding when beginning to read. The use of rhyming words is an effective way to teach letter sounds so that children have a solid background.</p>

Students should be exposed to daily opportunities for viewing and reading texts. Teachers can do this by engaging the students in discussions about books during shared, guided, and independent reading times. The teacher should draw the students' attention to the conventions of print and discuss with them the reasons for choosing different books. For example, teachers should let the students know that it is perfectly acceptable to return a book and select another if they think it is too hard for them.

Predictable books help engage the students in reading. Once the students realize what words are repeated in the text, they will eagerly chime in to repeat the words at the appropriate time during the reading. Rereading of texts helps the students learn the words and helps them to read these lines fluently.

Sites with information on using word walls:

<http://www.teachingfirst.net/wordwallact.htm>

http://www.theschoolbell.com/Links/word_walls/words.html

Some things for teachers to observe during reading:

- Students' responses during reading conferences, such as pointing to letters or words
- Students' knowledge about where they should begin reading and how to stop or pause depending on the punctuation
- Students' behavior when holding a book (e.g., holding the book right side up or upside down, reading from left to right, stopping to look at the pictures to confirm meaning)

SKILL 1.4 Demonstrating knowledge of the alphabetic principle and analyzing how emergent readers use this principle to master letter-sound correspondence and to decode simple words

There are basically two parts to the alphabetic principle:

- *An understanding that words are made up of letters and that each of these letters has a specific sound.*
- *The correspondence between sounds and letters leads to phonological reading. This consists of reading regular and irregular words and doing advanced analysis of words.*

Critical skills that students need to learn are:

- *Letter-sound correspondence*
- *How to sound out words*
- *How to decode text to make meaning*

The **alphabetic principle** is sometimes called graphophonemic awareness. This multisyllabic technical reading foundation term details the theory that written words are composed of patterns of letters that represent the sounds of spoken words.

Because the English language is dependent on the alphabet, being able to recognize and sound out letters is the first step for beginning readers. Relying simply on memorization of words is just not feasible as a way for children to learn to recognize words. Therefore, decoding is essential. The most important goal of beginning reading teachers is to teach students to decode text so that they can read fluently and with understanding.

There are four basic features of the alphabetic principle:

1. Students need to be able to take spoken words apart and blend different sounds together to make new words
2. Students need to apply letter sounds to all their reading
3. Teachers need to use a systematic effective program in order to teach children to read
4. The teaching of the alphabetic principle usually begins in kindergarten

It is important to keep in mind that some children already know the letters and sounds before they come to school. Others may catch on to this quickly and still others need to have one-on-one instruction in order to learn to read.

SKILL 1.5 Demonstrating knowledge of a variety of word identification strategies, including use of phonics, use of semantic and syntactic cues, context clues, syllabication, analysis of word structure (e.g., roots, prefixes, suffixes), and sight-word recognition

The Structure of Language

MORPHOLOGY is the study of word structure. When readers develop morphemic skills, they are developing an understanding of patterns they see in words. For example, English speakers realize that cat, cats, and caterpillar share some similarities in structure. This understanding helps readers to recognize words at a faster and easier rate, because each word doesn't need individual decoding.

Syntax refers to the rules or patterned relationships that correctly create phrases and sentences from words. When readers develop an understanding of syntax, they begin to understand the structure of how sentences are built, and eventually the beginning of grammar.

Example: "I am going to the movies."

This statement is syntactically and grammatically correct.

Example: "They am going to the movies."

This statement is syntactically correct since all the words are in their correct place, but it is grammatically incorrect with the use of the word "They" rather than "I."

Semantics refers to the meaning expressed when words are arranged in a specific way. This is where connotation and denotation of words eventually will have a role with readers.

All of these skill sets are important to eventually developing effective word recognition skills, which help emerging readers develop fluency.

Phonics

Unlike phonemic awareness, the study of phonics must be done with the eyes open. It's the connection between the sounds and letters on a page. In other words, students learning phonics might see the word "bad" and sound each letter out slowly until they recognize that they just said the word. *See also Skill 1.2*

MORPHOLOGY: the study of word structure

WORD ANALYSIS: the process readers use to figure out unfamiliar words based on written patterns

WORD RECOGNITION: the process of automatically determining the pronunciation and some degree of the meaning of an unknown word

DECODE: to change communication signals into messages

Decoding, Word Recognition, and Spelling

WORD ANALYSIS (also called phonics or decoding) is the process readers use to figure out unfamiliar words based on written patterns. **WORD RECOGNITION** is the process of automatically determining the pronunciation and some degree of the meaning of an unknown word. In other words, fluent readers recognize most written words easily and correctly, without consciously decoding or breaking them down. These elements of literacy are skills readers need for word recognition.

To **DECODE** means to change communication signals into messages. Reading comprehension requires that the reader learn the code within which a message is written and be able to decode it to get the message. Encoding involves changing a message into symbols. For example, to encode oral language into writing (spelling) or to encode an idea into words or to encode a mathematical or physical idea into appropriate mathematical symbols.

Although effective reading comprehension requires identifying words automatically (Adams, 1990, Perfetti, 1985), children do not have to be able to identify every single word or know the exact meaning of every word in a text to understand it. Indeed, Nagy (1988) says that children can read a work with a high level of comprehension even if they do not fully know as many as fifteen percent of the words within a given text. Children develop the ability to decode and recognize words automatically. They then can extend their ability to decode to multisyllabic words.

Spelling instruction should include practicing words misspelled in daily writing, generalizing spelling knowledge, and mastering objectives in progressive phases of development.

The developmental stages of spelling are:

1. **Prephonemic spelling:** Children know that letters stand for a message, but they do not know the relationship between spelling and pronunciation.
2. **Early phonemic spelling:** Children are beginning to understand spelling. They usually write the beginning letter correctly, followed by consonants or long vowels.
3. **Letter-name spelling:** Some words are consistently spelled correctly. The student is developing a sight vocabulary and a stable understanding of letters as representing sounds. Long vowels are usually used accurately, but silent vowels are omitted. Unknown words are spelled by the child attempting to match the name of the letter to the sound.

4. **Transitional spelling:** This phase is typically entered in late elementary school. Short vowel sounds are mastered and some spelling rules known. They are developing a sense of which spellings are correct and which are not.
5. **Derivational spelling:** This is usually reached from high school to adulthood. This is the stage where spelling rules are being mastered.

How Words Are Built

Knowledge of how words are built can help students with basic and more advanced decoding. A **ROOT WORD** is the primary base of a word.

A **PREFIX** is the affix (a morpheme that attaches to a base word) that is placed at the start of a root word, but can't make a word on its own.

Examples of prefixes include re-, pre-, and un-.

A **SUFFIX** follows the root word to which it attaches and appears at the end of the word.

Examples of suffixes include -s, -es, -ed, -ly, and -tion.

In the word unlikely, “un” is a prefix, “like” is the root word, and “ly” is a suffix.

ROOT WORD: the primary base of a word

PREFIX: the affix that is placed at the start of a root word, but can't make a word on its own

SUFFIX: follows the root word to which it attaches and appears at the end of the word

Sample Test Questions and Rationale

Average Rigor

1. The arrangement and relationship of words in sentences or sentence structure best describes:

- A. style
- B. discourse
- C. thesis
- D. syntax

Answer: D – syntax

Rationale: Syntax is the grammatical structure of sentences.

Rigorous

2. To decode is to:

- A. Use a special code to decipher a message
- B. Sound out a printed sequence of letters
- C. Change communication signals into messages
- D. Change a message into symbols

Answer: C – Change communication signals into messages

Rationale: To decode means to change communication signals into messages. Reading comprehension requires that the reader learn the code within which a message is written and be able to decode it to get the message.

Rigorous

3. To encode means that you:

- A. Change a message into symbols
- B. Construct meaning from a code.
- C. Change communication signals into messages
- D. Sound out a printed sequence of letters

Answer: A – Change a message into symbols

Rationale: Encoding involves changing a message into symbols. For example to encode oral language into writing (spelling) or to encode an idea into words or to encode a mathematical or physical idea into appropriate mathematical symbols.

SKILL Analyzing factors that affect a reader's ability to construct meaning
1.6 from texts (e.g., word recognition, reading fluency, vocabulary development, context clues, visual cues, prior knowledge and experience)

If any two words are synonymous with reading comprehension, as far as the balanced literacy approach is concerned, they would be **Constructing Meaning**.

Cooper, Taberski, Strickland, and other key theorists and classroom teachers, conceptualize readers as designating a specific meaning to the text using both clues in the text and their own prior knowledge. Comprehension for the balanced literacy theorists is a strategic process.

Readers interact with the text and bring their prior knowledge and experience to it, or their **lack** of prior knowledge and experience. Writing is interlaced with

reading and is a mutually integrative and supportive parallel process. Hence the division of literacy learning by the balanced literacy folks into reading workshop and writing workshop, with the same anchor readings, or books, being used for both.

Consider the sentence

“The test booklet was white with black print, but very scary looking.”

The ultimate meaning that the reader derives from the sentence is from the reader’s own responses and experiences with the ideas the author presents. The reader constructs a meaning that reflects the author’s intent and also the reader’s response to that intent.

One must also remember that readings are generally fairly lengthy passages, composed of paragraphs, which, in turn, are composed of more than one sentence. With each successive sentence, and every new paragraph, the reader refocuses, the schemata are reconsidered, and a new meaning is constructed.

The purpose of reading is to convert visual images (the letters and words) into a message. Pronouncing the words is not enough; the reader must be able to extract the meaning of the text. When people read, they utilize four sources of background information to comprehend the meaning behind the literal text (Reid, pp.166-171).

- 1. Word Knowledge.** Information about words and letters. One’s knowledge about word meanings is lexical knowledge—a sort of dictionary. Knowledge about spelling patterns and pronunciation is orthographic knowledge. Poor readers do not develop the level of automatically using orthographic knowledge to identify words and decode unfamiliar words.
- 2. Syntax and Contextual Information.** When children encounter unknown words in a sentence, they rely on their background knowledge to choose a word that makes sense. The errors of younger children, therefore, are often substitutions of words in the same syntactic class. Poor readers often fail to make use of context clues to help them identify words or activate the background knowledge that would help them with comprehension. Poor readers also process sentences word by word, instead of “chunking” phrases and clauses, resulting in a slow pace that focuses on the decoding rather than comprehension. They also have problems answering “wh-” questions (who, what, where, when, why) due to these problems with syntax.
- 3. Semantic Knowledge.** This includes the reader’s background knowledge about a topic, which is combined with the text information as the

reader tries to comprehend the material. New information is compared to the background information and incorporated into the reader's schema. Poor readers have problems using their background knowledge, especially with passages that require inference or cause-and-effect.

- 4. Text Organization.** Good readers are able to differentiate types of text structure, such as story narrative, exposition, compare–contrast, or time sequence. They use knowledge of text to build expectations and construct a framework of ideas on which to build meaning. Poor readers may not be able to differentiate types of text and miss important ideas. They may also miss important ideas and details by concentrating on lesser or irrelevant details.

Research on reading development has yielded information on the behaviors and habits of good readers versus poor readers. Some of the characteristics of good readers are:

- They think about the information that they will read in the text, formulate questions that they predict will be answered in the text, and confirm those predictions from the information in the text
- When faced with unfamiliar words, they attempt to pronounce them using analogies to familiar words
- Before reading, they establish a purpose for reading, select possible text structure, choose a reading strategy, and make predictions about what will be in the reading
- As they read, they continually test and confirm their predictions, go back when something does not make sense, and make new predictions