

Expert teaching focuses on . . .

the relevant subskills that enable a child to pass through each phase of reading development successfully and are tailored to the student's strengths and weaknesses across the major components of reading.

Until the bank of known words has grown to several thousand, kindergarten and first-grade students will expend most of their mental effort on . . .

decoding.

The major subcomponents of reading in the SVR change in relative importance . . .

between grades 1 and 3.

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The ability to recognize many words by "sight" during fluent reading depends on . . .

phonemic awareness and the ability to map phonemes to graphemes.

Alphabetic learning requires progressive differentiation of both .

..

the sounds in words and the letter sequences in print.

Phoneme-Grapheme Mapping

The matching of phonemes (sounds) in words with the graphemes (letters) that represent them.

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Most students require lots of additional practice in second and third grade before they can read . . .

grade level passages with fluency and comprehension and reading has become automatic.

Name Ehri's Phases of Word-Reading Development

Prealphabetic, Early Alphabetic, Later Alphabetic, Consolidated Alphabetic

Prealphabetic Phase

No letter-sound awareness, guessing constrained by context or memory, cannot read text, and strings random letters together

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Early Alphabetic Phase

Initial sound and salient consonants, constrained by context (gets first sound and guesses), confuses similar-appearing words, represents a few salient sounds (such as beginning and ending consonants), fills in other letters randomly, knows some letter names for sounds

Later Alphabetic Phase

Pronunciation of whole words on the bases of complete phoneme-grapheme mapping, full use of sound-letter correspondence, blends all sounds left to right, begins to use analogy to known patterns, rapid reading of whole familiar words is increasing, phonetically accurate spelling, spelling sight word knowledge increasing

Consolidated Alphabetic Phase

Reads variously by phonemes, syllabic units, morpheme units, and whole words; sequential and hierarchical decoding, notices familiar parts first, reads by analogy to similar known words, remembers multi-syllabic words, associates word structure with meaning, word knowledge includes language of origin; morphemes; syntactic role; ending rules; prefix, suffix, and root forms

Alphabetic Principle

The concept that letters are used to represent individual phonemes in the spoken language; insight into this principle is critical for learning to read and spell

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Children in the prealphabetic phase need to learn that words are made up of _____ (3 words)
individual speech sounds

Children in the early alphabetic phase must learn the _____ spelling for each phoneme and develop the habit of looking at _____.
common, all letters

For students at the later alphabetic phase, instruction should aim to build their fast and accurate word recognition and spelling so that cognitive "desk space" is freed up for _____.
comprehension

sight vocabulary

A student's bank of words that are instantly and effortlessly recognized; includes both regularly spelled and irregularly spelled words.

Most children do not complete the transition to consolidated, accurate, and fluent reading and writing until _____ or _____ grade.

second, third

After two months of instruction in phoneme-grapheme correspondence, the children's brain activation patterns are normalized, going from _____ (back) area to the _____ (front) and then to the _____ (orthographic memory) area.

visual, phonological, word storage

After two months of daily, systematic instruction in how to match graphemes and phonemes, these students' brains established pathways in the _____ hemisphere, enabling them to move into _____ reading and automatic _____ or more whole words.

middle-left, later alphabetic, recognition

While many teachers may believe that poor comprehension is the primary issue for poor readers, the majority of those students have underdeveloped skills in _____ (3 words) and automatic _____ (2 words).

Consequently, these students do not have the attentional resources available to _____ (2 words).
advanced phonemic awareness, word recognition, comprehend text

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