

The processes of learning to read:

Models of reading acquisition and skilled reading

Snow Part I

Milestones in learning to read

- Emerging literacy (Kindergarten)
- Becoming real readers: Learning to identify words in print (Grade 1-3)
 - Reading acquisition model
 - Spelling acquisition
- Skilled reading (from Grade 4 on)
 - Good word identification skills
 - Good text comprehension skills

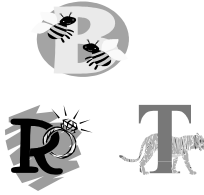
Emerging Literacy

- "Real reading" begins at age 5-7
 - Print awareness
 - Can name some book titles and authors
 - Knows the parts of a book and their functions
 - Begins to track print when listening to a familiar text being read



Emerging Literacy

- "Real reading" begins at age 5-7
 - Letter knowledge
 - Recognizes and can name all letters
 - Independently writes many letters
 - Letter knowledge is one of the best predictors of beginning reading achievement. Why?
 - Is letter knowledge sufficient? Why?



Emerging Literacy

- "Real reading" begins at age 5-7
 - Reading
 - Recognizes some words by sight – a few very common ones
 - e.g., a, the, I, my, you, is, are
 - Writing
 - Writes own name (first and last), and the first names of some friends

Becoming real readers: Learning to identify words in print (Grade 1-3)

- Stages of reading acquisition
 - Stage 1: Logographic reading
 - Stage 2: Phonetic cue reading
 - Stage 3: True alphabetic reading
 - Stage 4: Orthographic reading

Stages of reading acquisition

- Stage 1: Logographic reading
 - Read whole words
 - Learn selective, visual paired-association
 - e.g., *dog, a tail on "g"; donkey, a tail on "y", camel, humps on "m"*
 - *sometimes can be a particular letter pair, "oo" in moon, "oo" in look*
 - Children use visual cues in learning to read their first 40 or so words
 - Children at this stage are often called cue readers

Stages of reading acquisition

- Stage 2: Phonetic cue reading
 - An intermediate stage
 - Use phonetic values of the names of letters
 - e.g., *jail - "j" and "l", giraffe - "g", "r", "f"*
 - Usually first and final letters are salient, so they are used as cues
 - A primitive form of decoding. Why?

Stages of reading acquisition

- Stage 3: True alphabetic reading
 - Use complete letter-sound correspondences
 - The ability to pronounce pseudowords is a good measure
 - e.g., *zot, spiv*
- Stage 4: Orthographic reading: Spelling acquisition
 - Learn multi-letter units: rimes (e.g., *nest, chest, test, west*)
 - Attend to word-specific orthographic (spelling) information
 - e.g., silent letter in words: *t in listen*
 - Irregular words: *have, said, where...*

Spelling acquisition

- Children must learn to analyze how individual letters symbolize phonemic constituents in pronunciations
 - Must know how to segment pronunciations into phonemes
 - Must know the particular phonemes that the letters typically symbolize
e.g., *rich*, *pitch*

More to spelling acquisition

- Spellings of words are stored in memory as symbols for phonemes.
- Learning spellings improves children's understanding of sounds in words.
 - e.g., *which* - *witch*, *rows* - *rose*,
choose - *chews*

Invented spelling

- Children's early invented spellings reflect children's knowledge of letter-sound correspondences.
 - Phonetically based invented or creative spelling:
 - *mi* for *my*
 - *egle* for *eagle*
 - *peekt* for *peeked*

Orthographic spellers

- Orthographic knowledge refers to understanding how phonemes are represented by individual or multiple letters – spelling.
- Children need to learn:
 - consonant digraphs: *sh, th, ch, ph,...*
 - initial consonant clusters: *sp, sl, st,...*
 - silent phonemes: *listen*
 - doubling letters: *happy*
 - vowel combinations: *please*
 - one sound can be spelled in different ways:
e.g., /k/ can be spelled as *k, c, cc, ck, ch*, etc. in different words.

Sensitivity to morphology is important for reading and spelling

- Children come to understand that changes in word forms result in changes in word meanings.
 - e.g., *like-dislike, do-undo*
- Morphological and syntactic awareness support children's learning words.
 - e.g., **-ed** indicates past tense
 - **kissed** is the right use, but not **sofed**

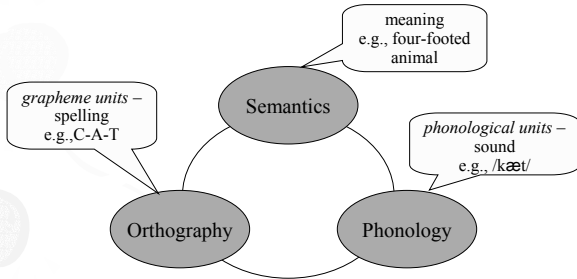
Skilled reading (from Grade 4 on)

Skilled vs. less skilled readers

- Skilled readers differ from less skilled readers in their:
 - Word identification abilities
 - Comprehension abilities
- These differences apply to both adults and middle-grade children.

Skilled word identification

- Develop complete and accurate representations of 3 word reading components



Skilled word identification

- Context sometimes is important for word identification
 - *bank*: can refer to river *bank*, or financial *bank*
 - *read*: can be pronounced as *reed*, or *red*

Reading Comprehension

- Skilled readers:
 - Have good comprehension of *words*
 - Use general world knowledge to comprehend text *literally* and to *draw inferences* from text
 - Use comprehension *monitoring* and repair *strategies*

General world knowledge (or Background Knowledge)

- The comprehension of text requires more than just being able to read each word.
- Both word recognition skills and world knowledge are important for comprehension.

Comprehension monitoring

- **Comprehension monitoring** is the ability to accurately assess one's own comprehension.
 - Knowing that you did not understand the paragraph about "laundry"
 - Study strategies
 - Outlining, concept maps, note cards
 - Rehearsing, reviewing, underlining, note taking

Group discussion

- Table 2-2: Accomplishments in Reading in Snow's book (p.80-83)
 - Summarize the major accomplishments:
 - Kindergarten
 - First-grade
 - Second-grade
 - Third-grade
