


CUEING SYSTEMS AND READING STRATEGIES ENCOURAGING INDEPENDENCE IN READERS AND WRITERS

SURFACE STRUCTURE SYSTEMS

GOAL-- Independent word use in which children use print knowledge to identify and write words, read and write fluently.

 **Grapho-Phonic** recognizing letters and features of letters

forming letters in upper and lower case

recognizing sounds associated with the letters

understanding that there is a consistent relationship between letters and corresponding sounds -- alphabetic principle

isolating sounds associated with letters by pronouncing them separately

recognizing patterns in words -- spelling patterns or word families

using above to pronounce unknown words and make early attempts and writing unknown words

 **Lexical**

recognizing words instantly without sounding out

recognizing words despite graphic differences in different contexts

understanding features of words (i.e. vowels in each syllable)

writing words in a graphically similar way each time

building a bank of words that can be written and spelled conventionally through all writing experiences

continuing to build a bank of instantly recognized words through all reading experiences

storing all newly learned words in visual memory so they can be read fluently when next encountered

using above to identify words and write words rapidly and fluently

Syntactic

recognizing when language is constructed in a grammatically correct manner when spoken or written

recognizing which words carry the weight of the meaning when spoken or written in a particular context

recognizing and writing acceptable word, sentence, paragraph, and text structure

using knowledge of text structure and conventions of language to read and write fluently and comprehensively

LEARNING STRATEGIES PROFICIENT READERS USE TO IDENTIFY WORDS RAPIDLY AND ACCURATELY, TO SOLVE WORD IDENTIFICATION PROBLEMS, TO READ FLUENTLY AND TO ANALYZE TEXT STRUCTURES AND PATTERNS

Grapho-Phonic

Recognizing spelling patterns and word families --- generating new words from patterns already known

Using invented spelling during daily writing

Isolating sounds from within words and pronouncing the sounds correctly

Focusing on finding grapho-phonically similar words in context

Substituting a likely word -- monitor attempt for graphic and/or phonic similarity

Searching for words within words that are familiar; using them in writing

Point and slide -- gradually reveal the letters in a word as they are pronounced

Lexical

Demonstrate various graphic representations of a word, asking the child to identify them as the same word

Regular writing in which children use words they recognize visually, gradually building a large bank of conventionally spelled words

Search for words they do recognize in surrounding text -- substitute a likely word they have seen before

Purposefully remembering what a word looks like ---- finding known words and pronouncing them by sight -- closing eyes and picturing a word

Word analysis -- looking for recognized words within words, root words, compound words, prefixes and suffixes

Marking and collecting frequently used words (sight words)

Syntactic

Become familiar with the "architecture" of language and help children discover the syntactic system as the scaffolding of language

Help children recognize (hear) increasingly subtle examples and non-examples of syntax and to use increasingly complex sentence and text structure forms in their writing

Encourage children to practice oral reading varying their use of punctuation -- discuss implications for surface and deep structure

Help children recognize author style in relation to flexible use of syntax

Invite children to experiment with syntactical forms for various stylistic effects in their writing.

Help children understand language structure from the word to text level (in narrative and expository forms)

DEEP STRUCTURE SYSTEMS

GOAL Independent construction of meaning and interpretation during reading and independent construction of meaning during writing

Semantic

word meanings

concepts that relate to words and phrases

wide variety of associations in word meanings

connections among many words

word usage in writing

taking care to select the word with the closest gradation of meaning given purpose/audience

Schematic

personal experiences that relate to the text and help the reader to understand it

world knowledge that relates to the text and helps the reader to understand it

knowledge of text types, elements, and formats that helps the reader to better understand it

knowledge about the author's style
the reader uses to better understand it

knowledge of other related texts
the reader uses to better understand a text

understanding the whole text
and drawing conclusions about it that may include inferences, opinions
and judgments

understanding key themes in a text

using background knowledge to engage the reader when writing a fiction, non-
fiction or poetry piece

building a greater background knowledge than is used when writing fiction, non-
fiction or poetry

Pragmatic

purpose for reading and writing

adapting written form and content for an audience

understanding of the social mores and needs of readers and writers in general
and oneself in particular

enhancing comprehension because of the interpretations of others

using others' opinions and recommendations to revise one's writing

assuming a stance toward the author, the text, other readers

creating models (oral, written, artistic and dramatic) to show thinking about text

**LEARNING STRATEGIES PROFICIENT READERS USE TO DEVELOP DEEP
STRUCTURE SYSTEMS AND SOLVE COMPREHENSION PROBLEMS**

Determining Importance

Inferring

Asking Questions

Activating and creating schema

Using sensory and emotional images

Monitoring for meaning

Synthesizing

INSTRUCTION IN KEY DIFFERENCES IN NARRATIVE AND EXPOSITORY TEXT STRUCTURES

Key types of expository paragraph structures

Key types of hurdles faced in expository text

Key features of expository text

Key features of other types of text such as poetry, persuasive text, journalism, opinion/editorial, biography, etc.

Tactics for successfully navigating a wide range of text types

Strategies for writing persuasively and meaningfully in a wide range of genres

Characteristics and qualities of a wide variety of genres

INSTRUCTION AND EXPERIENCE IN THE RITUAL AND ROUTINES OF LIVING A LITERATE LIFE

Learning about and discussing the rituals and routines of a readers' and writer's life

How a reader selects material to read

How a writer selects topics about which he or she will write

How a reader and writer adopt routines and rituals that support his/her reading and writing

How readers and writers seek others' opinions and feedback; how they use that feedback to shape their own opinions or modify their writing

How readers and writers engage in rigorous discourse about text and one another's writing