

ESSENTIAL COGNITIVE READING INSTRUCTION

<p>SURFACE STRUCTURE SYSTEMS <i>The content of reading, writing, speaking, and listening</i></p>	<p><u>FLUENCY STRATEGIES</u> <i>Identifying and pronouncing words, reading fluently orally and silently</i></p> <ul style="list-style-type: none"> • Using context • Visual word recognition strategies including use of environmental print • Word analysis strategies such as prefixes, suffixes, compound words and word derivations • Text management strategies such as rereading, reading ahead, deep reading, skimming/scanning • Decoding strategies such as identifying word families, chunking, point and slide, looking for known words within words • Cross check across system (make sense, sound like language, letters match sounds) • Asking another reader 	DEEP STRUCTURES WORK SIMULTANEOUSLY AND WITH SURFACE STRUCTURES	<p>DEEP STRUCTURE SYSTEMS <i>Comprehending deeply and literally Extending meaning</i></p>
<p><u>Grapho-Phonic</u> <i>Identify words, reading fluently</i></p> <ul style="list-style-type: none"> • Letter Sound Knowledge • Phonemic Awareness • Decoding • Alphabet recognition • Sounds (43-46 sounds) • Each letter has a sound. 	<p><u>ESSENTIAL COGNITIVE STRATEGIES</u> <i>The purpose of a strategy is to give kids a language to communicate their understanding of human thought and to go deeper into their own thinking.</i></p> <p>Students learn best when we teach:</p> <ul style="list-style-type: none"> • A few concepts • Of great import • Taught in great depth • Over a long period of time • Applied in a variety of text and context <p>There is <u>NO SEQUENCE</u> to teaching these skills!</p>		<p><u>Semantic</u> <i>Word meanings, experiences, association; precision in word usage in writing.</i></p> <ul style="list-style-type: none"> • Choosing the perfect word at the perfect time.
<p><u>Lexical</u> <i>Visual word recognition based on frequent exposure: visual memory for all words.</i></p> <ul style="list-style-type: none"> • <u>THE most frequently used system</u> • Not just sight words • Fluency comes from this system • Aids in spelling • Like a huge camera that takes a picture of the word for your mind to remember. 	SURFACE STRUCTURES WORK SIMULTANEOUSLY AND WITH DEEP STRUCTURES	<p><u>Schematic</u> <i>Constructing meaning at the whole text level; prior knowledge that governs storage and retrieval of information, understanding themes, concepts, ideas</i></p> <ul style="list-style-type: none"> • Inferential thinking • Connecting ideas together • Association of the new with the known 	
<p><u>Syntactic</u> <i>Our mind's ear. Auditory understanding of language structure at the word, sentence and text level.</i></p> <ul style="list-style-type: none"> • Learned through talk • Oral Language is necessary for this to develop. 		<p><u>COGNITIVE STRATEGIES FOR COMPREHENDING</u> <i>Probing ideas and extending meaning; reading deeply</i></p> <ul style="list-style-type: none"> • <i>Monitoring for meaning</i> • <i>Determining importance</i> • <i>Creating mental images</i> • <i>Synthesizing</i> • <i>Relating new to known (schema)</i> • <i>Questioning</i> • <i>Inferring</i> 	<p><u>Pragmatic</u> <i>Social construction of meaning, reading and writing for specific purposes and audiences: adopting the social mores of a reader/writer, reading and writing habitually, interacting with other around ideas read.</i></p> <ul style="list-style-type: none"> • Read aloud, read silently • Write • Share, report out, share partner thinking
<h2 style="font-size: 2em; color: #4F81BD;">Fluency</h2>			<h2 style="font-size: 2em; color: #4F81BD;">Comprehension</h2>