

Teaching Reading in Today's Elementary Schools

Chapter 3 Study Guide Questions (*Word Recognition*)

- Distinguish good readers from poor readers in terms of word recognition.

Word Recognition Strategies

Sight Words

- What are "sight words"? Why do sight words need to be taught?
- Name two common sight word lists. What do these lists represent?
- The text mentions about 18 methods or techniques for teaching sight words. Out of these, which six do you think might be most important for you in your classroom? Why do you think so?

Context Clues

- What are context clues and why are they helpful to children with word recognition?
- How can picture clues be *unhelpful* to children learning to read?
- What is the difference between *syntactic* clues and *semantic* clues? Give an example each of how a syntactic clue works and how a semantic clue works.
- Instead of simply telling children unknown words in a reading passage, what are some strategies that a teacher can use to help children determine unknown words in a reading passage?

- What are “cloze passage” and why are they used?

Phonics

- What is “phonics”?
- Why are the grapho-phonemic connections more difficult for children to grasp in English?
- “Phonics techniques are not intended to be ends in themselves; rather, they are means to the end of successful reading” (p. 87). Explain this statement.
- Give an example of each of the following:
 - phoneme
 - grapheme
 - vowels
 - consonants
 - consonant blends (clusters)
 - consonant digraphs
 - vowel digraphs
 - diphthongs
- What are some prerequisites for phonics instruction?
- What three difficulties can arise from assuming that merely presenting phonics principles to children will help them internalize and use those principles?
- Give an example of a phonics generalization.

- State whether the following statement is true or false. If the statement is false, correct it. Then, explain why the statement is true or false.

Phonics generalizations should be taught as infallible clues to pronunciation of a word.

- Describe the two major approaches to phonics instruction mentioned in the text.
- How does the whole language approach to reading address phonics?
- What are onsets and rimes? How do they relate to the concept of “word families”?
- What is a Word Wall? Why is a Word Wall helpful in teaching sound-symbol associations?

Structural Analysis

- For each of the five aspects of structural analysis, give an example of each.

Inflectional Endings

Prefixes and Suffixes

Contractions

Compound Words

Syllabication/Accent

- Out of all the Model Activities given in the text for each of the above aspects of structural analysis, which activity appeals to you the most? Why?

Dictionary Study

- How can dictionary study be useful in helping children with word recognition skills?
- What two skills do children need in order to use the pronunciation information in a dictionary? Summarize an activity for each of the two skills.

Word Recognition Procedure

- What is the word recognition procedure, or list of strategies, for children to decode unfamiliar words?