Balanced reading for word identification through links: literature titles, instructional procedures, necessary accommodations, and knowledge and skills objectives

Citation metadata

Authors: Nancy Spence Horton and Amy Stevens Griffith
Date: Summer 2003
From: Reading Improvement (Vol. 40, Issue 2)
Publisher: Project Innovation (Alabama)
Document Type: Article
Length: 2,766 words

Main content

Article Preview:

Reading teachers can incorporate a balanced approach to teaching word identification by linking learning objectives (state mandated in many areas) to authentic literature and accommodations for learning differences. This model begins with the desired objective followed by a suggested instructional procedure, a specific example, three appropriate children's book titles, and accommodations for special learners. For the purposes of this article, word identification objectives are used. Cunningham (2000) recommends that "You engage the children's minds and hearts in reading good literature and finding their own voices as authors, and at the same time, teach them how our alphabetic language works". Word identification objectives addressed include letter-sound correspondences, word patterns, high frequency irregular words, multisyllabic words, inflections, affixes, syntax, and fluency.

**********

Reading teachers are encouraged to use balanced literacy instruction or combined approaches that are effective for individual children (Cunningham, 2000; Miller, 2000; Rasinski and Padak, 2001; Tompkins, 2003). Word identification taught in the context of children's literature provides the learners with the advantages of authentic reading, the explicitness of direct teaching if needed, and the use of holistic teaching. By introducing children to appropriate books while focusing on word identification skills, the teacher is using a balanced approach. Therefore, the demands for authenticity in literature and the emphasis of learning skills and strategies for word identification are satisfied. The teacher or team of teachers can use this model to develop objectives for teaching by matching appropriate instructional procedures, literature titles, and accommodations to meet the individual needs of students. Careful planning will ensure that literature remains enjoyable and enriching for the learner rather than another tool of skill and drill.

Provided first are second grade word identification objectives (many which overlap from first grade and continue through third grade) from the Texas Essential Knowledge and Skills (TEKS) for Language Arts (2001). The objective is numbered as it is in the TEKS with the grade range following the statement of the objective. For example, (1-3) means that the objective is also in grade one and grade three. In that case the suggestions given may be appropriate for all three levels according to teacher discretion. Next, corresponding instructional procedures and quality children's literature titles are presented. Finally, accommodations tailored for the instructional procedures are presented for special learners.

Letter-sound Correspondences

Objective:

(A) The student is expected to decode by using all letter-sound correspondences within a word (1-3). (Texas Education Agency, 2001)

Instructional procedure:

Making words (Cunningham and Allington, 1994)) Teachers choose a target word for selected lessons and make a letter card for each needed letter. During direct instruction, the students arrange the letter cards to represent the words. The trial, error, and confirmation of the exercise provide the practice needed to accomplish the objective of decoding a variety of letter-sound combinations within the target word. Students practice, review, and explore phonics and identification strategies by manipulating the letter cards. It is not necessary that the students come up with words for all the columns. To implement this activity as shown in Table...

Access from your library

This is a preview. Get the full text through your school or public library.
Academic journal article Reading Improvement. Balanced Reading for Word Identification through Links: Literature Titles, Instructional Procedures, Necessary Accommodations, and Knowledge and Skills Objectives. By Horton, Nancy Spence; Griffith, Amy Stevens. Read preview. Academic journal article Reading Improvement. Balanced Reading for Word Identification through Links: Literature Titles, Instructional Procedures, Necessary Accommodations, and Knowledge and Skills Objectives. By Horton, Nancy Spence; Griffith, Amy Stevens. Read preview. Article excerpt. 1.1. Approaches to teaching reading skills. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading becomes effective when teacher starts with words that are familiar to pupils, uses simple structures, blackboard and flashcards, and gives emphasis to recognizing and understanding the meaning of a word simultaneously. We can not expect to develop such habits and skills of our pupils effectively if we do not know and take into account the psychology of habits and skills, the ways of forming them, the influence of formerly acquired habits on the formation of new ones, and many other necessary factors that psychology can supply us with.