Concepts of Print

What they are:

The concepts of print are "the conventions that surround how books are printed and how we read them" (McKenna & Stahl, 2009). These are basic skills about how we read books and how they work (Watanabe, L.M. September, Concepts of Print). The alphabetic principle is important in relation to the concepts of print. This is the concept that words are made of letters, which stand for the sound when we say the word. The order matters, and if we change the order we change the word (Bennett-Armistead, Duke, Moses, 2005). According to the PowerPoint presented in class, the elements of the concepts of print include:

- Directionality (reading left to right, return sweep)

- Concept of word

- Language

- Illustration related to print

- Orientation of a letter matters (p, b, q)

- Words do not change between readings

- We hold a book a certain way (spine on the left, or in the middle as we read), and turn pages a certain way (right to left), we read a page from top to bottom

- Spaces distinguish between different words

- Words, sentences, and texts have a "beginning" and an "end." Words have "first letters," "middle letters," and "last letters."

- Understanding the use of punctuation, and the meaning of capitalization.

(Watanabe, L. M. 2011)

Why they are important:

The Concepts of Print are important because they are essential to reading and writing, are predictive of growth in literacy in early grades and because sometimes instruction sometimes relies on, or assumes concepts of print (Watanabe, L.M. September, Concepts of Print).

How they are expected to develop:

The Concepts of Print develop very early, and are still developing in the elementary years. Some are acquired before others. It is important to remember that as children are developing an understanding of these concepts of print, they are also developing their on theories of how print works (Watanabe, L. M. 2011). For example, a child may write, "LAEYMBABCODLPK" and tell the reader that the text says, "I like rainbows because they have so many colors." This students has not yet mastered the conventional concepts of print, but has developed her own theory (Teale & Sulzby, 1989).

How they can be assessed:

The Concepts of Print can be assessed informally by observing students when they are interacting with books, such as book orientation as well as when they are drawing and writing. A more formal assessment of the Concepts of Print is in using a Book Handling Assessment. This is seen in page 91 of McKenna and Stahl (2009).

How they can be taught/instructional strategy:

One way to teach the Concepts of Print is through an Interactive Read Aloud. An interactive read aloud is "a systematic method of reading aloud, that allows teachers to scaffold children's understanding of the book being read, model strategies for making inferences and explanation, and teach vocabulary and concepts" (McGee & Schickdanz, 2007). This can be done by holding

open and reading a book in front of the student, talking about different parts of the book and pointing to the words, and asking questions about the book. This is effective because this keeps students engaged, allows them to better understand the book, and can be mind-opening through new vocabulary and concepts.

Issues for ELLs:

Some issues for English Language Learners (ELL) regarding the Concepts of Print include sentence structure varying from one language to another, characters in some languages mean entire words or even phrases, while English uses letters, and some languages, such as Hebrew or Arabic read from right to left, while English reads from left to right. Ineffective strategies for teaching ELL students include remembering that speaking louder does not allow a student to understand better, while an effective strategy is knowing the culture of your student and having parental communication, so you can better adapt their learning to them.

Phonological Awareness

What it is:

This is conscious attention to the sounds of spoken language (Watanabe, L.M, September, Phonological Awareness). It includes the awareness of phonemes, syllables, onset and rime. Phonological Awareness involves listening to sounds in words.

Why it is Important:

Phonological Awareness is important because it is considered the most powerful predictor of later reading achievement, especially for younger students (Watanabe, L.M., September, Phonological Awareness). A child's phonological skill in first grade can predict that of third grade (their skills that they have younger will develop further as they get older).

How it is Expected to Develop:

A student learns syllables before rhyming, before individual phonemes or sounds, recognition before generation, and beginnings of words before the endings, before the middles. They learn blending before segmenting, and the ability to move sounds around to create new words is often the last skill acquired. The different stages of this process build on one another, that is to say a new skill cannot be developed before the one before it. According to Bennett-Armistead, Duke and Moses: "Developing phonological awareness is…a critical part of learning to read and write" (2005).

How it Can be Assessed:

One way to asses is to have the child recognize and generate rhyming words, break words into syllables, blend sounds together into words, recognize and generate words that start or end with the same sound, and to move sounds around to make new words (Bennett-Armistead et al. 2005). These all come together on one assessment on page 98 of McKenna and Stahl (2009).

One Instructional Strategy to Address it:

A few strategies can be derived from using songs, books, poetry, tongue twisters, word games and stretching words (Bennett-Armistead et al. 2005).

Sound-Letter Knowledge

What it is:

Sound-Letter Knowledge can be defined as the relationship between phonology, the sounds in speech, and orthography, the spelling patterns of written language (Watanabe, L.M., September, Sound-Letter Knowledge). This includes knowledge of letter names and their sounds, the idea that within the English language each letter has its own sound, and using this knowledge of letters to deduce the pronunciation of previously unseen words, and recognize previously seen words.

Why it is Important:

This is important because it allows students to understand the sounds for each letter in the English language. It aids in the decoding and reading of words, and understand a word's meaning (Watanabe, L.M., September, Sound-Letter Knowledge). This helps the student learn how to spell and understand the meaning of a word.

How it is expected to Develop:

Including stages of sight word and spelling development and multiple cueing systems Sound-Letter knowledge goes from no knowledge to gaining a full knowledge from pre-Elementary to the Middle School years.

How it can be Assessed:

One way to assess this are using spelling inventories such as Dolch words, which can be found on page 123 of McKenna and Stahl (2005). Another option is on page 129, the informal Phonics Inventory, and the Elementary Spelling Inventory found on page 143. The Morris-McCall Spelling List on page 146 is another tool.

One Instructional Strategy to Address it:

An instructional strategy for Sound-Letter Knowledge is to keep the English Orthography strategies (all 10) in mind throughout the year in all aspects of lessons dealing with words

(Block & Duke). Or even making words as described by Rasinski, which can help the student in word-building knowledge and spelling strength (1999).

Issues for ELL's

The English Language is systematic, but it is not necessarily simple, so although it may seem simple to a native speaker, these commonalities are not always as cut as dry as a native speaker may see it. In addition, teachers need to be completely confident in their knowledge of this area and their ability to teach it so students can excel in this area.

(Watanabe, L.M. September, Sound Letter Knowledge)

Fluency

What it is:

Fluency is a process involving rapid, accurate, and expressive rendering of text (Watanabe, L.M. October, Fluency). It has 3 components; the first is accuracy, which means correctly decoding words. Second is automaticity, defined as reading and recognizing words without conscious effort, this is also known as the rate. Third is prosody, the use of appropriate features and inflection in a text. Fluency can also be described as the ability to read that appears to be fairly automatic and effortless.

Why it's Important:

It is important to be fluent in reading so the reader can devote their attention to other tasks, such as comprehension.

How it is Expected to Develop:

Fluency develops over time, in a stage-manner for children that have some entering knowledge about words (Watanabe, L.M. October, Fluency). Fluency builds on a student's ability to decode, recognize words and the features of the text. As each aspect of fluency develops, the ability to read fluently increases. Practice and support are very important for this to develop.

How it can be Assessed:

Fluency can be assessed through accuracy, rate, and prosody as the reader reads, making sure they can recognize words as a fast pace with inflection and comprehension. One option for this is the QRI, where all these aspects are assessed.

One Instructional Strategy to Implement it:

Teachers need to match reading ability with the assessment of the reader. Students need independent reading opportunities, practice with oral reading, such as guided reading, and read aloud. Some examples are: echo reading, partner reading, buddy reading, and reader's theater (Martinez, Roser & Strecker 1999).

Comprehension

What it is:

A clear idea of what reading is means summarization, brief description, knowing words, knowing the plot, and understanding what the words mean. According to the PowerPoint, it is "the act of constructing meaning with oral or written text" (Watanabe, L.M, October, Comprehension).   This means making reading from what is being read According to RAND, it is the "process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (2002).

Why it's Important:

This is the point of reading. Making meaning from text is the most important aspect of reading, so we can extract purpose from a text.

How It is expected to develop:

This is a growth construction that develops over time (Watanabe, L.M. October, Comprehension). It is influenced by instruction that is given. This is an individualistic skill, not everyone develops it at the same time or in the same way. Since this is developed on an individual basis, different influences can affect the development, such as; decoding (if it is a cognitive effort or not,) vocabulary and prior knowledge, motivation, and memory (short term or working).

How it can be assessed:

Looking at formal and informal testing are both ways to assess comprehension. Informal assessment entails summarizing, retelling, or writing in a journal. Formal includes the CLUZE assessment, and the MAZE assessment, both found in McKenna and Stahl (2009). Teachers

must remember to individualize these, keep the student's motivation and primary language in mind.

Instructional Strategy:

Having students:

- Summarize

- Predict

- Ask questions

- Make inferences

- Visualization/Mental Images

- Drawing

(Watanabe, L.M. October, Comprehension)

Issues for ELL's

A student who does not speak English originally will have limited background knowledge, limited phonological awareness, and limited textual and syntactic abilities. This can also include misinterpretation of text. (Watanabe L.M. October, Comprehension)

Composition/Writing

What it is (Components of writing):

Writing is the process of communicating with written language, the readers work to get the writers meaning, writers work to make the meaning clear (Resnick &Hampton 2009). This is a communicative act within a social event that involves an audience and a writer. This is a cognitive and situational way to communicate, it incorporates purpose, context, process, problem solving, genre, audience, strategies and is much more permanent than oral language (Watanabe, L.M, October, Composition and Writing). Composition is the act of producing a piece of writing by bringing together writing processes, elements and strategies. This is a process of planning, production and revision (Watanabe, L.M., October, Composition and Writing). So, writing is a broader term while composition is an act of revising, and re-writing to give a piece of writing a specific purpose.

Why it's Important:

This is important for learning and incorporating reading, for all means of communication in everyday life (Watanabe, L.M. October, Composition and Writing). This can help fine motor skills and develop them for the future to be able to attain a more structured type of writing. By students being able to write certain genres and understanding these structures they can better read different genres.

How it is Expected to Develop:

Children develop this skill over time; even very young children can recognize some type of writing. Their early experiences will help them in the future. This develops through discovery, cognitive, meaningful examples and experimentation. This includes seeing different types of writing, looking at a variation of text, and trying it out on their own. According to Sulzby's developmental continuum of writing levels, there are six different stages within writing and

composition (Sulzby & Teale 1985). Levels are not definite, students can move between levels and based on genre these levels can vary in the child. The six levels are;

1. Drawing – no letters shown, students believe pictures depict meaning.
2. Scribbling – student realizes that there is a form to communicating; this typically follows a format such as list or story.
3. Letter-like forms and String of Letters – looks more like letters, as they develop more actual letters are shown and put together.
4. Estimated spelling – students sound out words and use those letter's sounds to spell a word.
5. Conventional spelling – students spell words correctly. This does not typically happen until formal school.

How it Can be Assessed:

There are three main ways that this is assessed: product-based, process-based, and problem-solving strategies (Watanabe, L.M. October, Composition and Writing). Product-based is when the teacher typically looks at the final product only to assess a student's writing, process-based is when the teacher looks at the actual process of writing only to assess the student. Problem solving combines these two to decide who they are writing to, why they are writing, and how they will get to this point. This is the most comprehensive strategy for assessment.

One Instructional Strategy:

One way to do this is to have an authentic literacy activity. Having students write a piece which relates to their lives outside of school, and writing for a specific purpose to a specific audience will allow students to learn this process best. One example is to give a student a certain text, have them interpret this and write their own review, interpretation, or skit based on the text (Duke, Porcell-Gates, Hall, & Tower)

Issues for ELL's:

In class, we discussed a disconnect between the first language and English for the child, sounding out words can be difficult because of different sounds between languages, directionality or writing, different symbols in different language, resulting in a lack of sound-

letter knowledge, and homophones, synonyms, and multiple meaning words in the English language. The PowerPoint talked about formulas of expressions, lack of exposure and experience, a lack of or too much focus on the form of writing, and instruction that does not focus on meaning (Ellis, R 2008). (Watanabe, L.M., October, Composition and Writing).

Vocabulary

What it is:

Vocabulary is basically words, not just those that we are learning. Vocabulary learning is tying the words meaning in with the sounds. There are different kinds of vocabulary; academic, receptive and expressive. Academic vocabulary is the language that is used in school and is not very common outside of school, except in academic conversations. Receptive vocabulary includes which one can understand, but not necessarily use on their own, while expressive vocabulary, also known as productive vocabulary, is the vocabulary which one can easily use (Watanabe, L.M., November, Vocabulary).

Why it's Important:

According to Bean and Swan: "teachers can often identify vocabulary knowledge as a key to reading success" (2006). This means that there is a strong connection between vocabulary and reading comprehension. According to the Ehri and Rosenthal, vocabulary is related to success in regards to perceived intelligence, content-learning, and reading comprehension (2007).

How it Develops:

Word learning is a developmental process, each time someone sees a word their understanding of that word increases. According to Stahl and Bravo, there are four incremental stages of word knowledge (2010). They include;

1. Stage 1 – never having seen the term before
2. Stage 2 – knowing there is such a word, but not knowing what it means
3. Stage 3 – having context bound and vague knowledge of the word's meaning
4. Stage 4 – knowing the word well and remembering it.

Knowledge of other words can help a student learn a new word presented to them. There are stages of determining word knowledge, they are;

- Generalization – the ability to define a word
- Application – selecting an appropriate use of the word
- Breadth – knowledge of multiple meanings of the word

- Precision – the ability to apply a word correctly to all situations

- Availability – the ability to use the word productively

The more often a student sees a word, the closer they become to moving down these stages and being fluent in this word (Stahl and Bravo 2010).

How it can be Assessed:

There are formal and informal ways of assessing vocabulary. Formal includes a norm-regulated assessment, such as the SAT where a student's knowledge is put against a large group of other students'. Informal ways of assessing this are interviews or filling out a checklist while observing a student. Teachers need to give students many opportunities to learn the word through other words. According to Beck, McKeown, and Kucan, there are 3 tiers. "Tier 1 consists of the most basic words, rarely requiring instruction in school. Tier 2 words are high frequency words from mature language learners, which can add productively to an individual's language ability. Finally tier 3 includes words whose frequency of use is quite low, often being limited to specific domains and best learned when needed in a content area" (2002).

One Instructional Strategy:

There are multiple ways to instruct children in vocabulary. These include concept wheels, semantic word maps, webbing, concept of definition, and semantic feature analysis, according to Rupley, Logan and Nichols (1998). In order to make a concept wheel, a student is given a specific topic. Based off this topic the student generates a list of words that pertain to this subject and chooses the four which they think are most important in describing the topic. These go in a concept wheel. This is good practice because it is helping students to think based on new and background knowledge.   Again, it is important to give students many opportunities to practice this. Selecting words is important, remember to consider the role in language as well as the role in lexicon, the role in existing knowledge and the lesson at hand (Nagy and Hiebert, 2011).

Issues for ELL's

We must remember that having vocabulary knowledge in one language can be helpful in learning a second language. For example, if a student is learning a new word in English, and

already knows this word and its conceptual idea in another language it will be easier for the student to learn this new word. An academic vocabulary, as we mentioned in the reading comprehension portion, is more difficult to learn than everyday language, as well as idioms and words with multiple meanings (Watanabe, L.M., November, Vocabulary).

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Morphology

What it is:

Morphology is the study of structure and form of words. Morphemes are the building block of morphology, as they are the smallest unit of meaning in a word. Morphemic analysis is analyzing structure to determine the meaning of a word (Watanabe, L.M., November, Morphology). Morphological awareness is associated with reading, spelling, vocabulary and comprehension success. Within morphological awareness there is an understanding of free and bound morphemes. Free morphemes are those that can stand alone and are usually the root of a word, while bound are those that cannot stand alone. These typically include prefixes and suffixes.

Why it's Important:

This greatly influences spelling, vocabulary and comprehension success, as mentioned before. This allows students to separate morphemes within a word, individually define them and combine the definitions in order to understand a word they are unfamiliar with (Watanabe L.M. November, Morphology). By students knowing smaller morphemes and morpheme combinations they can understand large words.

Genre Knowledge

What It Is:

Before genre was described as the type or form of artistic expression. The focus was on common features in each genre. However, recently the definition of genre has turned to a purpose of a text in a social context, or a specific need for a particular type of text. This description is followed by the features, which are secondary to its purpose. Students will encounter many different genres in their daily lives, just like they will encounter many different social contexts and needs for texts. The vast purposes for texts call for a vast number of genres (Watanabe, L. M., September, Concepts of Print and Genre Knowledge).

Why it is Important to Comprehension and Composition:

Knowledge of many different genres is imperative for students to be able to read and write different types of texts. In school students are required to master genres such as fiction and nonfiction, and in their everyday lives students must be able to decipher and use genres such as grocery lists, and news mediums. As teachers we must introduce students in the classroom to all of the different types of genre in order to prepare them for those that they will encounter outside of the classroom. However, instruction from one genre does not mean that that knowledge will transfer to another genre, and students can be at different levels of knowledge in different genres. Students must be able to comprehend different genres in order to write in them, and knowledge of how to write in a genre helps a student to read that genre (Watanabe, L. M. September Concepts about Print and Genre Knowledge).

Motivation

What it is:

According to Harris and Hodges (1995), motivation is "the forces within an organism that arouse and direct behavior, as internal sensory stimulation, ego needs, etc" (p.158). This means that within an organism, such as a human, there is some force that causes that person to complete a task or behavior. More helpful in the classroom setting, however, is Brophy's (1998) definition, "the tendency to find academic activities meaningful and worthwhile and to try and get the intended learning benefits from them" (p. 12). This means that we want students to find a meaning in what they are learning and take ownership of that.

There are a number of ways to think about motivation, intrinsic and extrinsic, competence and self-efficacy. Intrinsic motivation, the type that we strive for in the classroom, is described as motivation that has no external rewards. Things such as personal interest, curiosity, a desire to learn and know, and a good feeling inside would fall into the category of intrinsic motivation. On the other hand, extrinsic motivation has some external reward. These would include grades, a reward such as money or a physical prize, and praise from others. Self-Efficacy is a student's belief that they have the capability to accomplish a goal, and that they are able to do everything that is required to accomplish that goal (Watanabe, L. M. November, Motivation). According to White, competence motivation is described as humans has a desire to be competent at the things that they do, and have a natural motivation to develop this competence (1959).

Why it is Important:

There is a correlation between reading motivation and achievement, as well as motivation in writing and achievement in writing. This is because students who are motivated to read and write will do so more, resulting in higher achievement (Guthrie, Wigfield, Metsala, & Cox, 1999). Thus, on the other side those who are struggling in reading and writing are going to be less motivated to put time into practicing these skills. According to the PowerPoint presented in class, motivation is fragile and tends to decline as students get older. Teachers need to

recognize that motivation leads to achievement, and getting students motivated from within themselves is going to have the best outcome (Watanabe, L. M. November, Motivation).

How it is Expected to Develop:

There is no specific way that motivation develops. Motivation is very situational. This means that motivation is not a fixed characteristic of students, but a student can be very motivated in one aspect of school and not at all motivated in a different, and anywhere between these two extremes in all other aspects (Watanabe, L. M. November, Motivation).

How it Can Be Assessed:

Motivation can be assessed in a number of informal ways, such as classroom observations, reading journals, open-ended questionnaires, interest inventories and attitude surveys. All of these give the student a place to demonstrate their motivation, or give the teacher some insight to what that student is interested in, since if the student has higher interest they are more likely to be motivated to perform in the classroom (Watanabe, L. M. 2011). McKenna and Stahl give a few different examples of attitude surveys, such as on page 213, where the student finishes the sentences that have been started. Page 218 gives an Elementary Reading Attitude Survey, which lets the student answer questions by coloring in different faces of Garfield, giving the teacher a better idea of how that student feels about reading.

Instructional Strategy:

Motivation is not something that you teach in a lesson on its own, but is often incorporated into other lessons. For example, being a reading model, by reading along with students during silent reading time, and bringing in other adults to read not only allows students to work on their own literacy, but gives them an example to strive toward in their own reading. Additionally, providing incentives that are related to the action that is being rewarded instead of candy for reading a good incentive may be a new book for reading (Watanabe L. M., November, Motivation.)

According to Turner and Paris (1995), there are six C's that relate to increased motivation in lessons. By incorporating a few of these into each lesson students will have increased motivation to complete the task and will be more interested in the lesson. The six C's are choice, challenge, control, collaboration, constructing meaning and consequences. By offering a choice as to which activity to do, students will take more ownership of the task. Challenge for each task should be moderate, not too hard or too easy, if students have control of the assignment they are, again, going to have more ownership of the assignment. Collaboration means that students can talk to other students about the assignment and work on it together, and by constructing meaning the teacher gives students a reason for writing beyond practicing reading and writing. Finally, if there are consequences beyond a grade or prize to finish an assignment, such as this assignment will inform others or will help them outside of the classroom, students will have more purpose to complete it.