

Course: Foundations of Reading (8634)
Semester: Spring, 2021
ASSIGNMENT No.2

Q.1 Differentiate among orthography, phonology and morphology. Also discuss the semantic and syntactic processing systems.

Language is the ability to produce and comprehend spoken and written words; linguistics is the study of language.

- o **Grammar** is a **set** of rules for generating logical communication.
- o All languages have a grammar, and native speakers of a language have internalized the rules of that language's grammar.
- o Every language has a **lexicon**, or the sum total of all the words in that language.
- o Phonetics and phonemics are the study of individual units of sound in languages.
- o Morphology is the study of words and other meaningful units of language.
- o Syntax is the study of sentences and phrases, and the rules of grammar that sentences obey.
- o **Semantics** is the study of sentence meaning; pragmatics is the study of sentence meaning in context.
- o **lexicon** The sum total of all words in a language.
- o **grammar** The set of rules a language obeys for creating words and sentences.

Language is the ability to produce and comprehend both spoken and written (and in the case of sign language, signed) words. Understanding how language works means reaching across many branches of psychology—everything from basic **neurological** functioning to high-level **cognitive** processing. Language shapes our social interactions and brings order to our lives. Complex language is one of the defining factors that makes us human. Two of the **concepts** that make language unique are grammar and lexicon.

Grammar

Because all language obeys a set of combinatory rules, we can communicate an infinite number of concepts. While every language has a different set of rules, all languages do obey rules. These rules are known as grammar. Speakers of a language have internalized the rules and exceptions for that language's grammar. There are rules for every level of language—word formation (for example, native speakers of English have internalized the general rule that -ed is the ending for past-tense verbs, so even when they encounter a brand-new verb, they automatically know how to put it into past tense); phrase formation (for example, knowing that when you use the verb “buy,” it needs a subject and an object; “She buys” is wrong, but “She buys a gift” is okay); and sentence formation.

Lexicon

Every language has its rules, which act as a framework for meaningful communication. But what do people fill that framework up with? The answer is, of course, words. Every human language has a lexicon—the sum total of all of the words in that language. By using grammatical rules to combine words into logical sentences, humans can convey an infinite number of concepts.

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Major levels of linguistics

This diagram outlines the various subfields of linguistics, the study of language. These include phonetics, phonology, morphology, syntax, semantics, and pragmatics.

Phonetics and Phonology

Phonetics is the study of individual speech sounds; phonology is the study of **phonemes**, which are the speech sounds of an individual language. These two heavily overlapping subfields cover all the sounds that humans can make, as well as which sounds make up different languages. A phonologist could answer the question, “Why do BAT and TAB have different meanings even though they are made of the same three sounds, A, B and T?”

Morphology

Morphology is the study of words and other meaningful units of language like suffixes and prefixes. A morphologist would be interested in the relationship between words like “dog” and “dogs” or “walk” and “walking,” and how people figure out the differences between those words.

Syntax

Syntax is the study of sentences and phrases, or how people put words into the right order so that they can communicate meaningfully. All languages have underlying rules of syntax, which, along with morphological rules, make up every language’s grammar. An example of syntax coming into play in language is “Eugene walked the dog” versus “The dog walked Eugene.” The order of words is not arbitrary—in order for the sentence to convey the intended meaning, the words must be in a certain order.

Semantics and Pragmatics

Semantics, most generally, is about the meaning of sentences. Someone who studies semantics is interested in words and what real-world object or concept those words denote, or point to. Pragmatics is an even broader field that studies how the context of a sentence contributes to meaning—for example, someone shouting “Fire!” has a very different meaning if they are in charge of a seven-gun salute than it does if they are sitting in a crowded movie theater.

Q.2 Positive and healthy teacher-students relationship has positive impact students' reading development. Discuss.

The majority of teachers agree that many students face learning barriers that come from outside of school.[1] But when asked what these factors might be, fewer have concrete answers. Early literacy development is complex and, while no one thing leads to success or failure, both social and cognitive elements contribute to it. Educators, however, can learn a few common factors their students might identify with to provide the best support possible.

Understanding how literacy and language development in early childhood works can help you learn why certain factors can change it. One of the most popular theories comes from Dr. Jeanne Chall, an esteemed Harvard

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University educational researcher. After decades of studying how students learn to read, she pinpointed five crucial stages of reading development that students should reach throughout their educational career.

Chall's five stages of reading development are:

- Emerging pre-reader (6 months-5 years)
- Novice reader (6-7 years)
- Decoding reader (7-9 years)
- Comprehending reader (9-15 years)
- Expert reader (16 years and up)

While the final three stages are all crucial for mature literacy development, the first two (emerging and novice) are essential stages of development for early students. Emerging pre-readers are mostly focused on skills that lead to reading later on, like learning the letters of the alphabet or becoming familiar with printed text.[2] While they don't necessarily start reading until they begin school, children are already picking up traits that contribute to it later on. Any exposure to books, especially being read aloud to, can help them pick up literacy faster later on.[3]

Once children begin elementary school, they will start to associate letters and sounds with printed or spoken words.[4] This phase is known as the novice reader. A student will usually enter this stage during kindergarten or first grade, though the transition from pre-reading to early reading is different for each student. The more complex words that students are exposed to through language and print, the faster they will enter this stage.

The last three stages happen later in a student's academic career: decoding, comprehending, and expert.[5] Decoding readers start to focus on the story's meaning instead of just word recognition, and their speed and fluency increase dramatically. Comprehending students build upon these skills by recognizing themes, and they read to learn about new experiences, understand issues important to them, and gain more complex knowledge. And expert readers, the last stage, focuses on reading from a wide variety of sources and synthesizing information into their own cohesive essays.

The earlier you address any issues that might affect a student's reading skills, the stronger their academic gains will be. The ideal time is while they are either in the pre-reading or novice stage. If you're an early education teacher, keep an eye out for various factors that could contribute to student's literacy development and provide appropriate support.

Sociocultural Factors that Affect Emergent Literacy

According to Dr. Nell Duke, an early education professor at the University of Michigan, culture is one of the primary factors that affect reading development– “When you read Arabic,” she explains, “you read it from right to left–something as fundamental as that will vary on the cultural and the sociolinguistic context in which reading occurs.”[6]

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Cultural contexts can be positive, negative, or neutral. Whether a student reads left to right or right to left, for example, is neither advantageous nor damaging as long as the direction fits the cultural norm. Educators should be aware, however, of which factors are positive or negative so they can assist students and their families as needed.

One link between socioeconomic status and education, for example, is that there's often a vocabulary gap between low- and high-income students. By second grade, low socioeconomic status (SES) students know about 4000 less words than their high SES peers. The reason isn't because low-income students aren't as capable of learning words but that they're less likely to access early education programs because their family cannot afford it.

According to Dr. Duke, a literacy achievement gap in education is “not any fault of family, not any fault of children—it's the fault of a system that isn't providing equitable access to quality preschool.”[7] Because one in five children in the United States live on or below the poverty line, finding ways to supplement these deficiencies is a core responsibility for educators.[8] The more access students of all SES levels have to classroom and at-home resources, the more vocabulary gaps close.[9]

Another cultural factor that can affect a student's reading comprehension is whether they're learning a second language. English language-learning students, for example, may have trouble learning to read in English if they haven't achieved oral fluency yet. Once a student has reached bilingualism, however, they're actually at a cognitive advantage for learning to read.[10] By nurturing pre-reading skills in a bilingual classroom, your students' academic gains can reach or even exceed their monolingual peers.

Types of Learning Disabilities Linked to Reading

Beyond sociocultural factors, certain conditions or developmental issues can result in reading disabilities. Dyslexia, for example, is one of the most well-known types of reading disabilities. It is also the most common learning disability in general, affecting about 20% of all students.[11] Although no specific gene has been pinpointed as the cause of dyslexia, researchers believe a combination of genetics and how the brain processes words can lead to this disorder.[12]

How dyslexia affects reading varies for all students, but it usually impairs the way students see letters or connect them with sounds. Some students may have trouble seeing certain letters, while others might struggle to learn which sounds pair with which letters. If you have a dyslexic student in your class, work with their parents to determine the severity of the disorder and how you can best reach the student's needs.

Although dyslexia is the most popular learning disability linked to reading, there are several others educators should be aware of. Dysgraphia, for example, is a learning disability that affects a student's handwriting, as well as how a student writes letters or learns to spell. Another, language processing disorder, can stunt a child's ability to attach meaning to words or sentences. Even math literacy can be affected: dyscalculia is a learning disorder that can hinder a child's ability to read numbers and mathematical equations.

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Other medical conditions may also lead to difficulties learning to read. Studies have found a link, for example, between attention-deficit hyperactivity disorder (ADHD) and reading disabilities.[13]

Other conditions known to cause reading comprehension issues include:

- Autism
- Visual or hearing impairments
- Intellectual disabilities
- Memory processing issues
- Aphasia

When teaching students with learning disorders, keep in mind that a reading disability is not a measurement of intelligence. Many people with reading disorders are just as intelligent and capable of success as their peers with the right resources. If you think a student in your classroom may have a reading disability, consider discussing it with their parents so they can seek professional treatment, if needed.

Viewing Struggling Readers Through a Fixed Mindset vs Growth Mindset

Regardless of the cause, the most important way to help students with reading comprehension difficulties is to view them through a growth mindset. The definition of growth mindset comes from Dr. Carol Dweck, a psychologist at Stanford University. While researching how to reach at-risk students, she found that our beliefs about ourselves and others can influence educational outcomes.[14]

Teachers usually view students through one of two lenses: a fixed mindset or a growth mindset. Educators with a fixed mindset assume that a student's intelligence, personality, and creativity cannot change. Any successes or failures their students reach are a result of who they are rather than what they do. A growth mindset, on the other hand, allows teachers to view failure as a learning opportunity and bridge to success later on. These educators believe that their student's academic ability can change and develop over time and that their intelligence is more than just their grades.

Studies have found that using a growth mindset for students in your class can help induce academic gains in struggling readers, particularly those from low-income families.[15] Try to view every child in your class as capable of success not in spite of, but because of their failures. While working with struggling students, celebrate their strengths and teach them that even if they struggle with reading now, they have the capacity for strong reading skills.

Q.3 What are the major challenges in teaching reading?

Teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement.

For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice.

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The difficulty of teaching reading has been underestimated. Consider what the classroom demands of the teacher:

- Children's interest in reading must be stimulated through regular exposure to interesting books and through discussions in which students respond to many kinds of texts.
- For best results, the teacher must instruct most students directly, systematically, and explicitly to decipher words in print, all the while keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand.
- To accommodate children's variability, the teacher must assess children and tailor lessons to individuals. She must interpret errors, give corrective feedback, select examples to illustrate concepts, explain new ideas in several ways, and connect linguistic symbols with "real" reading and writing.

No one can develop such expertise by taking one or two college courses, or attending a few one-shot inservice workshops.

Although reading is the cornerstone of academic success, a single course in reading methods is often all that is offered most prospective teachers. Even if well taught, a single course is only the beginning. Without deeper knowledge, the specific techniques of lesson delivery cannot be acquired, let alone knowledge of language, reading psychology, children's literature, or the management of a reading program based on assessment.

The demands of competent reading instruction, and the training experiences necessary to learn it, have been seriously underestimated by universities and by those who have approved licensing programs. The consequences for teachers and students alike have been disastrous.

Not every student acquires reading skills at the same rate. Reading begins with mastering pre-literacy skills, including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words.

As more terms become familiar to a beginner reader, the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary.

When students move into middle school, they will be asked to achieve greater feats of comprehension, which include understanding complex texts and processing more information in shorter amounts of time.

Being a fast and efficient reader is important for classroom based lessons, but also for satisfying homework requirements and performing well on standardized exams. Learn more about teaching children to read.

3 Common difficulties

Issues with decoding

Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present, or a physical impairment that is

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preventing them from physically seeing the letters or hearing the sounds in spoken language. Learn more in our posts on dyslexia and visual impairment in the classroom.

Poor comprehension

There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level

However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. If a student has problems staying focused as a result of ADD or ADHD, it can impact on comprehension.

Speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. Students who continue to decode may benefit from overlearning sight words such as those on the Dolch List.

If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

Q.4 Define motivation for reading. Discuss its types in details.

Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it.

Students who are intrinsically motivated might say things like the following.

- "Literature interests me."
- "Learning math enables me to think clearly."
- "I feel good when I succeed in class."

Advantages: Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.

Disadvantages: On the other hand, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these

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interests with the subject matter. This requires getting to know one's students. Also, it helps if the instructor is interested in the subject to begin with!

Extrinsic Motivation

Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades (which keep scholarships coming).

Students who are extrinsically motivated might say things like the following.

- "I need a B- in statistics to get into business school."
- "If I flunk chemistry, I will lose my scholarship."
- "Our instructor will bring us donuts if we do well on today's quiz."

Advantages: Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students.

Disadvantages: On the other hand, extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation.

Source: Matt DeLong and Dale Winter, Learning to Teaching and Teaching to Learn Mathematics: Resources for Professional Development, Mathematical Association of America, 2002, page 163.

Furthermore, research indicates that **extrinsic rewards can have a negative impact on intrinsic motivation**. In one series of experiments, psychologist Edward Deci had two groups of college students play with a puzzle called Soma. One group of students was paid for each puzzle they solved; the other wasn't. He found that the group that was paid to solve puzzles stopped solving puzzles as soon as the experiment—and the payment—ended. However, the group that wasn't paid kept solving the puzzles even after the experiment was over. They had found the puzzles intrinsically interesting. Deci argued that the group that had been paid to solve puzzles might have found the puzzles intrinsically interesting as well, but the extrinsic, monetary reward had reduced their intrinsic interest.

Effects of Motivation on Learning Styles

- **Deep learners** respond well to the challenge of mastering a difficult and complex subject. These are intrinsically motivated students who are often a joy to teach!
- **Strategic learners** are motivated primarily by rewards. They react well to competition and the opportunity to best others. They often make good grades but won't engage deeply with a subject unless there is a clear reward for doing so. They are sometimes called "bulimic learners," learning as much as they need to do well on a test or exam and then promptly forgetting the

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material once the assessment is over. Handle strategic learners by avoiding appeals to competition. Appeal to their intrinsic interest in the subject at hand. Design your assignments (tests, papers, projects, etc.) so that deep engagement with the subject is necessary for success on the assignments. Do so by requiring students to apply, synthesize, or evaluate material instead of merely comprehending or memorizing material.

- **Surface learners** are often motivated by a desire to avoid failure. They typically avoid deep learning because they see it as inherently risky behavior. They will often do what it takes to pass an exam or course, but they won't choose to go beyond the minimum required for fear of failure. Handle surface learners by helping them gain confidence in their abilities to learn and perform. "Scaffold" course material and assignments by designing a series of activities or assignments that build on each other over time in complexity and challenge. Encourage these learners often and help them reflect on what they've learned and what they've accomplished.

A Model of Intrinsic Motivation

James Middleton, Joan Littlefield, and Rich Lehrer have proposed the following model of intrinsic academic motivation.

- First, given the opportunity to engage in a learning activity, a student determines if the activity is one that is known to be **interesting**. If so, the student engages in the activity.
- If not, then the student evaluates the activity on two factors—the **stimulation** (e.g. challenge, curiosity, fantasy) it provides and the **personal control** (e.g. free choice, not too difficult) it affords.
- If the student perceives the activity as stimulating and controllable, then the student tentatively labels the activity as interesting and engages in it. If either condition becomes insufficient, then the student disengages from the activity—unless some extrinsic motivator influences the student to continue.
- If the activity is repeatedly deemed stimulating and controllable, then the student may deem the activity interesting. Then the student will be more likely to engage in the activity in the future.
- If over time activities that are deemed interesting provide little stimulation or control, then the student will remove the activity from his or her mental list of interesting activities.

The challenge, then, is to provide teaching and learning activities that are both stimulating and offer students a degree of personal control.

Teachers spend years of hard work and thousands of dollars to become experts in their content areas, with degrees and teaching certification to prove it. We develop curriculum maps and teaching calendars to be sure to cover the appropriate standards. We endure hours of professional development so that we are well versed in all the current educational pedagogy. We collaborate with colleagues so that we are all using best practices in the

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classroom. We develop assessments for students so that we can track their progress. When all this doesn't work, we have intentional interventions aimed at getting students back on track.

The problem is that many students are not motivated to learn. Even with the perfect lesson plan in place, an unmotivated student will not learn. Some teachers claim that motivating students is not their job. It is a teacher's job to know the content and to teach it well; the student must take responsibility for his or her learning and find his or her own motivation. This old-fashioned idea is what limits many teachers to being average. A great teacher recognizes that student motivation is necessary for success in learning and that teachers are in the perfect position to improve student motivation. Here are some strategies that can be used in the classroom to help motivate students:

1. Promote growth mindset over fixed mindset.

In her book, *Mindset*, Carol Dweck argues that students have an underlying belief about learning: either a fixed mindset or a growth mindset. A fixed mindset belief suggests that people are born with or without certain abilities and talents, and that abilities cannot be changed. Fixed mindset learners try to prove themselves and will often shy away from challenges because they do not want to appear to be struggling. A growth mindset learner, on the other hand, believes that abilities and talents can be cultivated and improved through hard work. Growth mindset students enjoy a challenge and see struggles and failures as necessary parts of growth. Learners with a growth mindset are certainly more motivated to work hard.

How do we foster a growth mindset in the classroom?

One of the most powerful elements of feedback for our learners is to praise them for their efforts and hard work. "I can tell that you have been practicing your reading," or "The practice is paying off on your times tables," tells learners that they have the power to improve their academic success. That said, we must stop praising ability: "Wow, you are such a smart math student," or "You are such an incredible reader." Praise for abilities over efforts reinforces the fixed mindset that students have the ability or they don't and no amount of hard work on the learner's part can change the outcome. We are all learners, and should be encouraged as such.

Throughout a learning cycle, teachers assess student progress by incorporating formative and summative assessments. The purpose of formative assessment is to pinpoint the learning needed for ultimate success on a later summative assessment. Formative assessment informs teachers and students about student and classroom needs for improvement so both can act accordingly to improve performance on the final assessment. Some formative assessments are: a thumbs up/thumbs down check for understanding, a quiz in small groups, or an exit slip at the end of a lesson. What is important is that students get timely and descriptive feedback from the assessment so that they can move forward in their learning. This cycle of learning will improve results on a later summative assessment.

As teachers, we can model the growth mindset. Have courage! Ask students for feedback about your teaching and be willing to make necessary changes. Be dedicated! Work hard for students and share how hard work and

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dedication translates to success and growth. This feedback shows that we, too, are learners. It also invites our students to continue on the learning journey alongside us. Students are always willing to work hard for a teacher that is reciprocating that hard work.

2. Develop meaningful and respectful relationships with your students.

If we are going to truly inspire and motivate all of our students, we should know each of them on a personal level. We need to know their interests and hobbies, who they hang out with, their family situations, and what gets them excited. Each student is going to require different motivational strategies, and we have to know them to be able to predict what strategies might work.

In order to begin that “knowing,” try allowing for five minutes where students may share “Good News.” For example, student A shares, “I am a new uncle! My sister had a new baby boy this weekend!” This is an opportunity for us to learn about our students as people and to let them know that we care about them individually. This also provides an avenue for teachers to share some details about their lives outside of school. When teachers are willing to share personally and become vulnerable, students are more likely to do the same. When learners see one another as whole people, they are more willing to take risks, and ask the questions they need to ask in order to obtain success.

We all learn differently. In each classroom several types of learners exist: visual, tactile, verbal and more reserved. We can see it as our responsibility to discover this by knowing them and endeavor to teach them accordingly. This work results in our ability to know our students which leads to a more cohesive, open learning community.

3. Grow a community of learners in your classroom.

Students need a classroom environment that is safe, where they are willing to take risks and struggle. To achieve this goal, the students and teacher must work together towards common collective goals. Students must be willing to work with and assist other students in class. Struggle should be acceptable and encouraged as a part of the learning process.

Traditional teaching consists of teachers lecturing and learners taking notes, followed by the learners doing independent work to check for understanding. Transforming this outdated model to include more time where students are talking to students brings about true community. Collaborative group work should be the activity between the teacher lecture and the independent work. This is the time when students can digest information and ask questions collectively. Learners participate in what could be considered the “problem solving” phase of their development with new ideas, and together they come to new learnings. This gradual release of responsibility from teacher to student encourages deeper understanding of lesson rather than rote memorization; thus the students are participants in their own learning, rather than witnesses to the instructor’s knowledge.

Student work should be proudly displayed throughout the classroom. This sends a message to students that they are active participants in creating the knowledge in the classroom. The teacher is not the sole holder of

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knowledge. Additionally, teachers can use language that promotes the community of learners – including the teacher – rather than a room full of individual learners. Using the words “we” and “our” rather than “I” and “you” has a significant impact on classroom culture, and how students function as interdependent learners.

4. Establish high expectations and establish clear goals.

Setting high expectations and supporting students as they struggle allows learners to rise to meet those expectations. When expectations are transparent, students know where their learning is headed and are motivated to get there because it seems possible: the path is visible. Working towards daily, weekly, and yearly goals gives students a purpose and a meaning for the hard work that they do.

Daily learning goals (learning targets, or “I can” statements) should be posted, visible and referenced on a daily basis. Establishing the “goal of the day” at the start of the lesson gives students a purpose for their learning. Students can also formatively assess themselves at the end of each lesson by checking to be sure they have met the learning goals.

Maintaining high expectations for academics is tantamount to learning, but high standards for behavior, academic language, group work, and even the length and format of individual work is also necessary for deep learning. We cannot assume that students know these expectations. They must be clearly outlined. If we expect students to interact in a certain way together, we need to teach them how, and hold them accountable. If we want an assignment displayed in a certain format, we need to model it and expect it. Once the routines to support expectations are established and clear to the learning community, learning becomes the most important action in the classroom.

5. Be inspirational.

Most adults can recall a specific teacher from their childhood who had a lasting impact. These are the teachers that have inspired, challenged, and motivated students enough to be memorable years later.

Inspirational teachers represent success to their students. Teacher success might be: completing a 10K race, owning a small business, or receiving a teaching award. We each have successes to share. Through our triumphs, students can learn what success looks like and go after it. Once our students decide that they want success, they pay close attention to the behaviors and choices and even sacrifices that led us to our success. These behaviors include hard work, willingness to struggle, and ability to learn from our mistakes. Students internalize our behaviors and strategies as a way to accomplish their own goals. We give them an opportunity to do so in our everyday routines, assignments and encounters with them.

Q.5 Reading development is facing challenges worldwide. Discuss those international challenges.

Developing strong reading skills in students is one of the key goals of every early education program. It is through reading that students expand their vocabulary and learn about the world. Reading is also the key to success in spelling and writing.

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And while 6 and 7-year-olds are fluent speakers, they require instruction in how to navigate print. If a student is having problems with literacy skills, it can affect their performance across the school curriculum and have a negative impact on motivation to learn and self-esteem.

Sometimes there may be an undiagnosed learning difficulty to blame – as is the case for students who struggle with dyslexia or slow processing. In these situations parents and educators are tasked with understanding the root of the problem and providing children with appropriate coping strategies, to ensure they continue to progress and achieve reading milestones.

How reading works

Not every student acquires reading skills at the same rate. Reading begins with mastering pre-literacy skills, including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words.

As more terms become familiar to a beginner reader, the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary.

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3 Common difficulties

1. Issues with decoding

Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language. Learn more in our posts on dyslexia and visual impairment in the classroom.

2. Poor comprehension

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However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. If a student has problems staying focused as a result of ADD or ADHD, it can impact on comprehension.

3. Speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. Students who continue to decode may benefit from overlearning sight words such as those on the Dolch List.

If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

Reading strategies that can help

Activate ideas

Help students activate their prior knowledge of a topic and take guesses about what they are about to read by analyzing pictures and titles or skimming a text to assess the main idea. You can also create mind-maps as a pre-reading activity or put a few questions on the board and have the students start by discussing them in order to prepare for the reading.

Build vocabulary

The more words a student knows, the easier it will be to recognize them in reading. Teaching vocabulary is also helpful for spelling skills. Teachers can provide a glossary alongside a text or pre-teach key terms before the reading begins. As learning words in context provides additional depth in meaning, teachers might also consider providing instruction on contextual guessing.

Teach the Dolch List

Repeated exposure to high frequency terms that are common across children's books and school worksheets can help children save their cognitive energy for decoding harder and less frequent vocabulary. Directly teaching these words using a program like Touch-type Read and Spell to reinforce them, can help kids read more quickly and efficiently.

Patterns of reading difficulty provide an educationally useful way to think about different kinds of reading problems, whether those problems are mainly experiential in nature (e.g., those common among English learners) or associated with disabilities (e.g., those typical of children with dyslexia).

This article reviews research on three common patterns of poor reading: specific word-reading difficulties, specific reading-comprehension difficulties, and mixed reading difficulties.

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The purpose of the article is to explain how teachers can use assessments to identify individual struggling readers' patterns of reading difficulties, and how this information is valuable in differentiating classroom instruction and planning interventions.

Recently I visited the classroom of a third-grade teacher, Ms. Jackson (all names are pseudonyms). Like many teachers, Ms. Jackson had a diverse group of students, which included many children who were English learners or who had limited home experiences with academic language and literacy. Several children with disabilities also were included in her classroom, three with learning disabilities and one with high-functioning autism. Ms. Jackson had great enthusiasm and dedication for teaching her students, but she was concerned about the number of children who entered her class with problems in reading, commenting quietly to me at one point, "So many of them are needy, but in different ways."

Individual children do vary in important ways, including in their specific interests, personalities, and prior learning experiences. However, when it comes to reading problems, three common patterns of difficulties tend to recur repeatedly, and most struggling readers in Ms. Jackson's class probably fit one of these patterns. Recognizing the underlying pattern of poor reading is particularly helpful to providing effective intervention and differentiation of classroom instruction. This article reviews research on common patterns of reading difficulties and explains how understanding those patterns is useful both to classroom teachers and literacy specialists.

Children with SWRD have problems related specifically to reading words, not to core comprehension areas such as vocabulary or background knowledge. Those with SRCD have the opposite pattern: poor reading comprehension despite at least average word-reading skills. And those with MRD have a combination of weaknesses in word-reading skills and core comprehension areas. Knowledge of these patterns is useful for helping students with many kinds of reading problems—not only those involving certain disabilities (Aaron, Joshi, Gooden, & Bentum, 2008; Nation, Clarke, Wright, & Williams, 2006) but also more experientially based reading difficulties, such as those sometimes found among English learners or children from low-socioeconomic-status backgrounds (Allington & McGill-Franzen, 2008; Kieffer, 2010; Lesaux & Kieffer, 2010).

Many studies have shown that children with difficulties in word reading benefit from explicit, systematic phonics interventions, whereas children with comprehension difficulties benefit from explicit teaching and modeling of text comprehension strategies as well as from interventions that promote vocabulary and oral language development (Aaron et al., 2008; Clarke, Snowling, Truelove, & Hulme, 2010; Ehri, 2004; Snowling & Hulme, 2012). Aaron, Joshi, Gooden, and Bentum (2008) studied the performance of elementary-age struggling readers who received differentially targeted interventions, depending on whether they had weaknesses specific to word recognition (systematic phonemic awareness and phonics intervention) or comprehension (intervention in comprehension strategies such as questioning and summarization). Relative to

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comparison children who received undifferentiated intervention in resource rooms, the intervention groups made significantly more progress in their weak area of reading.

Differentiating classroom instruction according to different patterns also may improve children's reading outcomes. For example, Juel and Minden-Cupp (1999-2000) observed four experienced grade 1 teachers at two schools serving primarily low-income students throughout a school year. At the end of the year, overall reading achievement was lowest in the classroom of the teacher who provided the least differentiation of instruction.

In addition, however, children who entered first grade with the lowest phonics skills did best in reading with the teacher who provided the most emphasis on explicit, systematic phonics for the first half of the school year, with more emphasis on vocabulary and discussion of text later in the year. Conversely, children who began grade 1 with strong basic reading skills did very well in reading with a teacher who provided relatively little direct phonics teaching but emphasized discussion of text from trade books and meaning-oriented writing activities from the start; presumably, these children had less need for systematic phonics teaching because they already possessed these skills. This study suggests that differentiating classroom reading instruction according to individual children's word recognition needs and comprehension needs can be beneficial.

Component	Examples of Useful Assessments	Suggestions
Out-of-context word decoding (and spelling)	IRI graded word lists CBMs with nonsense words Informal spelling inventories	Include at least one assessment containing nonsense words. If nonsense word decoding is weak, assess PA. Spelling inventories may be useful for screening groups.
Oral text reading accuracy	IRI graded passages: child's accuracy of word reading in context	Consider whether the child applies known decoding skills when reading passages or over-relies on context.
Oral text reading fluency	IRI graded passages: child's rate of reading in context CBMs involving oral passage reading fluency	Consider whether fluency problems involve 1) poor decoding, 2) weak vocabulary/listening comprehension, or 3) both areas.

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	Prosody rating scales	
Oral vocabulary	Informal classroom assessments of child's oral vocabulary knowledge	Consider whether weak vocabulary accounts for weak listening/reading comprehension.
Listening comprehension (sentences/passages)	IRI graded passages: child's listening comprehension for passages read aloud by the teacher	Follow up with multiple measures or more in-depth assessment if needed.
Reading comprehension	Answering comprehension questions about passages read Maze CBMs	Follow up with multiple measures or more in-depth assessment if needed.