

Teaching Children to Read and Write

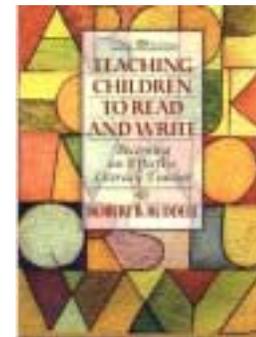
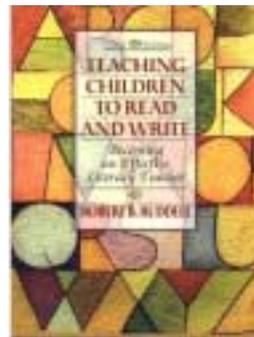
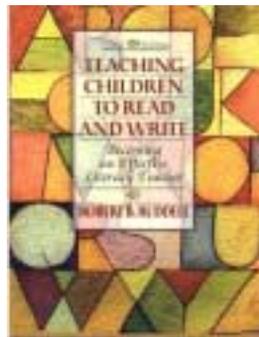
by Robert B. Ruddell

Allyn Bacon Publishing

correlated to

Reading/Language Arts Frameworks
for California Public Schools

Grades 1-5



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READING-GRADE 1	
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	
Concepts About Print	
1.1 Match oral words to printed words.	69, 74-75, 80-81
1.2 Identify the title and author of a reading selection.	Teacher can integrate: 73-74.
1.3 Identify letters, words, and sentences.	69, 71-77, 192, 196-197
Phonemic Awareness	
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	77-79, 186, 196-197
1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).	40, 195
1.6 Create and state a series of rhyming words, including consonant blends.	78, 313
1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i>).	78
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).	78-79
1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).	79
Decoding and Word Recognition	
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	191-206
1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	214-216
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	195-196
1.13 Read compound words and contractions.	206-207
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	209
1.15 Read common word families (e.g., -ite, -ate).	186-187, 201, 312-313
1.16 Read aloud with fluency in a manner that sounds like natural speech.	See pages 67, 99, 216, 311, 340, and 389. Also determined by pages 103-149.

READING-GRADE 1, cont.	
Vocabulary and Concept Development	
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	See pages 174, 176; teacher can incorporate pages 72, 73, 80, and 81.
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.	
Structural Features of Informational Materials	
2.1 Identify text that uses sequence or other logical order.	See pages 41, 81, 84. Teacher can help students identify: 235.
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Respond to <i>who, what, when, where,</i> and <i>how</i> questions.	Teacher can integrate into instruction: 270-272.
2.3 Follow one-step written instructions.	NA; teacher can integrate into instruction strategies.
2.4 Use context to resolve ambiguities about word and sentence meanings.	29, 31, 41, 209-213, 263, 268
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	30, 41, 80, 270-273
2.6 Relate prior knowledge to textual information.	41, 63, 222, 261-263, 264-268
2.7 Retell the central ideas of simple expository or narrative passages.	41, 264-268
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	
Narrative Analysis of Grade-Level-Appropriate Text	
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	41, 222-223
3.2 Describe the roles of authors and illustrators and their contributions to print materials.	Can be integrated into instruction (e.g. 72, 73, 89-91).
3.3 Recollect, talk, and write about books during the school year.	90, 92-94, 221, 238-254

READING- GRADE 2	
2.0 Word Analysis, Fluency, and Systematic Vocabulary Development	
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	
Decoding and Word Recognition	
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	195, 196
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).	40, 196, 199-203
1.3 Decode two-syllable nonsense words and regular multi-syllable words.	29, 30, 186
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	NA; teacher can address abbreviations in context.
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	32-33
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	See pages 67, 99, 188, 216, 311, 340, and 389. Also determined by pages 103-149.
Vocabulary and Concept Development	
1.7 Understand and explain common antonyms and synonyms.	166, 177
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	206-207
1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	208-210
1.10 Identify simple multiple-meaning words.	153-154
2.0 Reading Comprehension	
Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrates the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.	
Structural Features of Informational Materials	
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	262, 272

READING-GRADE 2 cont.	
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 State the purpose in reading (i.e., tell what information is sought).	262, 265-272
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	Teacher can integrate into discussion sessions: 245-249.
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).	Teacher can integrate into instruction: 264.
2.5 Restate facts and details in the text to clarify and organize ideas.	266-268
2.6 Recognize cause-and-effect relationships in a text.	Teacher can integrate: 234, 266-268.
2.7 Interpret information from diagrams, charts, and graphs.	262
2.8 Follow two-step written instructions.	NA; teacher can integrate into instruction.
3.0 Literary Response and Analysis	
Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	
Narrative Analysis of Grade-Level-Appropriate Text	
3.1 Compare and contrast plots, settings, and characters presented by different authors.	Teacher can lead students into discussion: 245-250.
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	Teacher can assign exercises, writings, or lead discussions to address standard: 243-250, 251-252.
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	Teacher can create assignments, or lead discussions to address standard: 243-250, 334, 358-360.
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	48-49, 223-234, 236-237, 240, 320

READING-GRADE 3	
3.0 Word Analysis, Fluency, and Systematic Vocabulary Development	
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	
Decoding and Word Recognition	
1.1 Know and use complex word families when reading (e.g., <i>-igh</i>) to decode unfamiliar words.	186-187, 188, 312-313
1.2 Decode regular multi-syllabic words.	187, 190-191, 205, 313
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Fluency is addressed throughout text as an expert reader competency and goal (e.g. 222, 223, 384).
Vocabulary and Concept Development	
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	161, 166, 177
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/ animal/living things</i>).	Teacher can incorporate techniques to teach standard: 167-173.
1.6 Use sentence and word context to find the meaning of unknown words. Use a dictionary to learn the meaning and other features of unknown words.	159-161
1.7 Use a dictionary to learn the meaning and other features of unknown words.	161
1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -st, -ful) to determine the meaning of words.	208-210
2.0 Reading Comprehension	
Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrates the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students begin to make progress toward this goal.	
Structural Features of Informational Materials	
2.1 Use titles, tables of contents, and chapter headings, glossaries, and indexes to locate information in text.	262
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	Teacher can expand to address standard: 264-272.
2.3 Demonstrate comprehension by identifying answers in the text.	Teacher can expand upon comprehension: 31, 263.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	222, 262-272
2.5 Distinguish the main idea and supporting details in expository text.	261-272
2.6 Extract appropriate and significant information from the text, including problems and solutions.	261-272
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	Teachers should require a great variety of reading opportunities: 262-263.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	223, 233-237
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Narrative Analysis of Grade-Level-Appropriate Text

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	30, 334-335, 358-360
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Teacher can expand upon basic information: 233
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	Teacher can expand upon basic information to address standard: 221, 233-237.
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	Teacher can integrate into poetry instruction: 236-237.
3.6 Identify the speaker or narrator in a selection.	234-235

READING-GRADE 4	
4.0 Word Analysis, Fluency, and Systematic Vocabulary Development	
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	
Word Recognition	
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	Fluency is addressed throughout text as an expert reader competency and goal (e.g. 222, 223, 384).
Vocabulary and Concept Development	
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	See pages 166, and 177. Teacher can expand to integrate: 161-163.
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	208-210
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).	208-210
1.5 Use a thesaurus to determine related words and concepts.	See page 176. Teacher can expand: 208-210.
1.6 Distinguish and interpret words with multiple meanings.	154, 160-161
2.0 Reading Comprehension	
Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrates the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).	
Structural Features of Informational Materials	
2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	Teacher can instruct students in identification: 235.
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	262, 272
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	261, 263-272
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	31, 261-265
2.5 Compare and contrast information on the same topic after reading several passages or articles.	Teacher can integrate: 235, 286-288.
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	Teacher can integrate: 235, 286-288.
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	Teachers should require a great variety of reading opportunities: 262-263.

READING-GRADE 4 cont.	
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	
Structural Features of Literature	
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Teacher can address standard via discussions: 245-250.
Narrative Analysis of Grade-Level-Appropriate Text	
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	Teacher can expand upon basic information via discussions: 233, 245-250.
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Teacher can expand upon basic information via discussions: 233-234, 245-250.
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	Teacher can address standard by integrating multicultural education and discussions: 332-335, 245-250.
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	Teacher can expand upon basic figurative language: 167, 177.

READING-GRADE 5	
5.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
Word Recognition	
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Fluency is addressed throughout text as an expert reader competency and goal (e.g. 222, 223, 384).
Vocabulary and Concept Development	
1.2 Use word origins to determine the meaning of unknown words.	175-176
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	166, 177
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).	208-210
1.5 Understand and explain the figurative and metaphorical use of words in context.	167

READING-GRADE 5 cont.	
2.0 Reading Comprehension	
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.	
Structural Features of Informational Materials	
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	272
2.2 Analyze text that is organized in sequential or chronological order.	Teacher can teach students to analyze: 235.
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	261-262, 263-272
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	261, 263-272
Expository Critique	
2.5 Distinguish facts, supported inferences, and opinions in text.	Teacher can teach during discussions: 245-250.
3.0 Literary Response and Analysis	
Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	
Structural Features of Literature	
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	Teacher can expand upon information (233-237), and during discussions sessions (245-250).
Narrative Analysis of Grade-Level-Appropriate Text	
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	Teacher can integrate into discussion: 245-250.
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	Teacher can integrate into discussion: 245-250.
3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	See page 221. Teacher can expand upon during discussions: 245-250.
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	See pages 167, and 177. Teacher can expand upon during discussions: 245-250.
Literary Criticism	
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	Teacher can extrapolate from and expand upon: 334-335.
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	Teacher can lead discussions to include standard: 245-250.

Practise reading and writing in English with texts and tasks. Reading is a great way to improve your vocabulary and learn new things. We have lots of interesting texts for you to read. Read, play games, print activities and post comments too! Have you seen 3.78299.

Teaching children to read is one of the most complicated, arduous and time-consuming parts of teaching English. There are many approaches to teaching to read nowadays. However, I will focus on two popular and effective methods: Phonics and Look and say. Phonics. Phonics is a method of teaching young learners how to read which focuses on how letters make sounds, and how these sounds make words. Phonics is the study of the relationship between the spoken and written language, i.e. phonemic awareness and letter shape. Each letter or combination of letters represents a sound or sounds. The information is codified, as we must be able to recognise which symbols make which sounds in order to read. Important: Teaching Your Children to Read and Write Better - 5 Reasons Why Parents Must Start Early. Sponsored by Postfun. What are 20 rules that all Hells Angels have to follow? Be sure your child understands what kind of written or oral task will follow a particular reading assignment, so that she can focus her reading to that end. For example, if she must write a book report, identify the type of report she has to write. Ask, "Will your report be a retelling of the story, or will you be analyzing the characters?" Although reading and writing abilities continue to develop throughout the life span, the early childhood years "from birth through age eight" are the most important period for literacy development. It is for this reason that the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) joined together to formulate a position statement regarding early literacy development. It is essential and urgent to teach children to read and write competently, enabling them to achieve today's high standards of literacy. Although the United States enjoys the highest literacy rate in its history, society now expects virtually everyone in the population to function beyond the minimum standards of literacy.

Xxxiii, 555 pages : 25 cm. Includes bibliographical references (pages 493-536) and indexes. 1. Becoming an effective and influential literacy teacher -- 2. Understanding meaning making and the reading and writing process -- 3. Understanding early reading and writing development -- 4. Using instructional strategies to develop reading comprehension -- 5. Building vocabulary and comprehension connections -- 6. Building word analysis strategies and skills -- 7. Using literature and reader. Response to enhance motivation and comprehension -- 8. Developing children's reading and writing in cont