PHONICS BASED APPROACH

“I am hot,” said the pot.
“I am wet,” said the pet.
“I am cut,” said the nut.

Get the pot. The pot is hot.
Get the pet. The pet is wet.
Get the nut. The nut is cut.

I got the nut. The nut was cut.
I got the pet. The pet was wet.
I got the pot. The pot was hot.
Owl was in bed.

“It is time
to blow out the candle
and go to sleep.”
he said with a yawn.
Then Owl saw two bumps
under the blanket
at the bottom of his bed.
“What can those strange
bumps be?” asked Owl.
WHICH METHOD SHOULD WE USE?

*Question 1: How do skilled readers read?*

- They use direct, visually based retrieval from LTM
  
  That is, they recognize whole words
  
  Evidence: word superiority effects
  
  skilled readers are more accurate in recognizing
  
  letters when they are parts of words

- They employ fast and accurate decoding processes
  
  Evidence: pronunciation studies
  
  skilled readers pronounce familiar words, unfamiliar words, and pseudo-words quickly
WHICH METHOD SHOULD WE USE?

Question 2: Which method provides a transition from less skilled to more skilled reading?

Answer: whichever method increases the likelihood of correct pronunciation of new words

- the phonics based approach enables a child to adopt a sounding out strategy when a word is not automatically recognized

- & each correct pronunciation strengthens the tie between the written word and its auditory representation

Thus, the phonics based approach is best!!!
SO, ONCE AGAIN, WHICH METHOD SHOULD WE USE?

*The case for the whole word method:* It emphasizes direct, visually based retrieval from LTM, just like skilled readers, and reading for meaning.

*The case for the phonics based approach:* It emphasizes correct pronunciation of new words, enhancing the transition to automaticity of decoding skills.

*Recommendation:* Phonics based approach has the advantage, but a combination of both is best.
TECHNIQUES FOR IMPROVING AUTOMATICITY

Method of Repeated Readings

have students read the same passage until a certain level of fluency is obtained

two components of fluency: rate of reading and # of recognition errors

Focus on Printed Word - “Focal Attention Hypothesis”

context cues such as pictures and sentences distract from decoding

suggests that flash cards are useful
WHEN DOES DECODING REACH LEVELS OF AUTOMATICITY THAT IT DOES NOT DETRACT FROM COMPREHENSION?

Answer: when listening and reading performance on questions of deeper comprehension is the same

*** 7th and 8th grade ***