

|                         |  |
|-------------------------|--|
| 1. Record Nr.           | UNINA9910458589803321  |
| Autore                  | Hayes Latisha  |
| Titolo                  | Developing word recognition / / Latisha Hayes, Kevin Flanigan  |
| Pubbl/distr/stampa      | New York, New York : , : The Guilford Press, , 2014<br>©2014   |
| ISBN                    | 1-4625-1578-9  |
| Descrizione fisica      | 1 online resource (250 p.)   |
| Collana                 | The Essential Library of PreK-2 Literacy   |
| Disciplina              | 372.46/2   |
| Soggetti                | Word recognition<br>Electronic books.  |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Note generali           | Description based upon print version of record.  |
| Nota di bibliografia    | Includes bibliographical references and index.   |
| Nota di contenuto       | Cover; Half Title Page; Series Page; Title Page; Copyright Page; Dedication; About the Authors; Series Editors' Note; Preface; Acknowledgments; Contents; 1. An Introduction to Word Recognition: What You Need to Know about How Words Work; Guiding Questions; Why Focus on Word Recognition?; The Language of Language: Defining Our Terms; What Does It Mean to "Know" a Word?; The Reading Mind as a Pattern Detector; Word Knowledge Development and Instruction: One Size Doesn't Fit All; The Word Knowledge Instructional Zone: Negotiating the Spelling-Reading Slant<br>The Balanced Literacy "Diet": A Comprehensive Approach to Literacy Instruction<br>The Word Knowledge Instructional Toolkit; Transferring Word Knowledge to Context: The Missing Link in Word Study Instruction; Literacy Standards in the Common Core; Conclusion; 2. Assessing Word Knowledge: A Comprehensive Look at the Word Knowledge Zone; Guiding Questions; A Look at Word Knowledge through Spelling; The Emergent Tier; The Beginner Tier; The Transitional Tier; Interpreting the TSI: Three Ways; Ways to Monitor Your Students' Progress; Conclusion<br>3. The Emergent Reader and Writer: Building Foundational Skills That Facilitate Word Learning<br>Guiding Questions; Characteristics of Emergent Readers and Writers; Common Core Alignment; Emergent Readers and Writers: A Balanced Literacy Diet; Emergent Milestones; Daily and Weekly Schedules; When Will Your Students Be Ready to Move to the |

Next Stage?; Conclusion; 4. The Emergent Reader's Toolkit: Activities and Student Strategies; Guiding Questions; Word Knowledge Toolkit Part I: Reading Words; Word Knowledge Toolkit Part II: Writing Words; Word Knowledge Toolkit Part III: Manipulating Words Word Knowledge Toolkit Part IV: Transferring Word Knowledge to ContextConclusion; 5. The Beginning Reader and Writer: Building a Bank of Known Words; Guiding Questions; Characteristics of Beginning Readers and Writers; Beginning Readers' Word Knowledge Development: Common Features of Study; Common Core Alignment; Beginning Readers and Writers: A Balanced Literacy Diet; Beginner Milestones; Daily and Weekly Schedules; When Will Your Students Be Ready to Move to the Next Stage?; Conclusion; 6. The Beginning Reader's Toolkit: Activities and Student Strategies; Guiding Questions Word Knowledge Toolkit Part I: Reading WordsWord Knowledge Toolkit Part II: Writing Words; Word Knowledge Toolkit Part III: Manipulating Words; Word Knowledge Toolkit Part IV: Transferring Word Knowledge to Context; Conclusion; 7. The Transitional Reader and Writer: Building Automatic Word Knowledge for Fluency; Guiding Questions; Characteristics of Transitional Readers and Writers; Transitional Readers' Word Knowledge Development: Common Features of Study; Common Core Alignment; Transitional Readers and Writers: A Balanced Literacy Diet; Transitional Milestones; Daily and Weekly Schedules When Will Your Students Be Ready to Move to the Next Stage?

---

Sommario/riassunto

A complete road map for word knowledge instruction in PreK-2, this book focuses on developing the word recognition and phonics skills identified in the Common Core standards for foundational skills. It offers clear-cut instructions for assessing students' stages of word knowledge development--emergent, beginning, or transitional--and their specific instructional needs. Chapters on each developmental stage are packed with effective learning activities and strategies, plus guidance for fitting them into the classroom day. Of special value, online-only appendices provide purchasers with more than

---