

## Literacy Terms

### Balanced Literacy

Leveled Literacy

Whole Language

Psycholinguistic Guessing Game

Phonics taught incidentally

#### Examples of associated names:

Lucy Calkins

Fountas and Pinnell (F & P)

Goodman

### Structured Literacy

Explicit Instruction

Direct Instruction

Systematic /Sequential Instruction

Explicit phonics taught in planned sequence

#### Examples of associated names:

Orton-Gillingham (O-G)

Wilson

Lindamood-Bell

Alphabetic Principle -Written code (letters) represent units in spoken language (sounds)

Phoneme – sound (smallest units making up spoken language)

Grapheme - letter

Phonemic Awareness -ability to perceive and manipulate sounds within words

Phonics -learn to pronounce words by identifying sounds of letters

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Reading Wars? Perhaps just a question of emphasis and degree of instruction!  
All programs claim to be “research-based”

### 5 Components of Reading:

- **Phonemic awareness**
- **Phonics.** ...
- **Vocabulary** development. ...
- **Reading fluency**, including oral reading skills. ...
- Reading **comprehension** strategies.
- Mastery of spelling and writing
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### Consider a reading method’s underlying philosophy:

Is reading guessing by first letter?

Guessing possible meaning?

Guessing from pictures?

Exact recognition of words: Is a “house” always a “home?”

Don’t teach guessing. Teach reading for meaning through explicit, sequential, direct phonics instruction.

Guessing and/or three-cuing methods have absolutely no place in any part of early reading or spelling instruction. **Any method that takes a student’s eyes off the letters to be decoded to look for “clues” in a picture or elsewhere is a method that will fail our struggling readers.**