

## Teaching Reading in Light of Orthographic Mapping

- Prerequisite Skills Necessary for Mapping
  - Letter-sound proficiency- sounds associated with letters are instantly and unconsciously activated upon seeing letters
  - Phonemic proficiency- ability to analyze spoken words into phonemes automatically and unconsciously
  - Word study- process of making connections between oral structure of spoken words and the printed letter sequence used to represent those words
- Recommendations for educators, supported by scientific research
  - Train prerequisite skills for orthographic mapping
  - Teach reading in a developmental sequence
  - Avoid/postpone teaching word reading strategies that do not promote orthographic mapping
  - Teach and use specific word study strategies that promote and reinforce orthographic mapping
- Linnea Ehri's Phases of Sight Word Development
  - Pre-Alphabetic Phase
    - Children do not have enough letter-sound knowledge to map words to memory
    - Children use visual cues to remember words
    - Children learn concepts of print in this phase
  - Partial Alphabetic Phase
    - Students use some alphabetic knowledge to store words
    - Can usually match the first sound with the first letter

Only part of the word is mapped

Many weak readers get stuck in this phase

- Full Alphabetic Phase

Students can map every sound-letter combination in words they see

Students would not confuse minimal pairs (words that differ by only one letter)

Students need solid phoneme-level awareness and letter-sound skills to reach this phase

- Consolidated Alphabetic Phase

Students attend to bigger word parts and patterns which allows for more efficient mapping and speed

Students have stored memories for word parts: -alk, -ing, -tion

Students can tackle multi-syllabic words

- Kindergarten: Pre-Alphabetic Phase

- Students need to master letter names and sounds, develop phonological awareness skills at the syllable level and onset-rime, and need to be read to extensively
- If schools are mandated to teach words in kindergarten, then word families are preferred
- Limit exposure to high frequency words that do not follow standard spelling sounds rules

- First Grade: Partial and Full Alphabetic Phases

- Phonics requires phoneme-level processing, which can be challenging for some beginning readers
- Phonics is most appropriate for students at the full alphabetic phase

- Alternative to Phonics

- Rebus reading aligns to pre-alphabetic phase, uses small pictures in place of words
- **Linguistic Approach** aligns with partial alphabetic phase of sight word recognition, and the onset-rime level of phonological awareness

Focuses on rime unit and is often referred to as word family approach

- Teaching Strategies to Avoid/Postpone

- Teaching guess strategies to child who are not good orthographic mappers hinders word reading development

If a student guesses, they don't have to pay attention to the internal structure of a word