

Oeuvres de Condillac LArt de Penser. Cours DEtudes Pour LInstruction Du Prince de Parme (6)



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Reviews

This publication is definitely not simple to begin on studying but quite fun to see. It really is full of knowledge and wisdom I am just effortlessly can get a satisfaction of studying a created pdf.

(Alfreda Bradtke)

OEUVRES DE CONDILLAC LART DE PENSER. COURS DETUDES POUR LINSTRUCTION DU PRINCE DE PARME (6)



RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 74 pages. Original publisher: Washington, D. C. : National Institute for Literacy, 2007. OCLC Number: (OCoLC)317577592 Subject: Reading (Middle school) -- United States. Excerpt: . . . As mentioned earlier, for those students who continue to struggle with phonics and phonemic awareness skills, more focused instruction should primarily be delivered by reading specialists after the reading skills of these struggling students have been formally assessed and their areas of difficulties identified. Listed below are some suggested guidelines for how phonics instruction could be delivered for difficult academic vocabulary and sound patterns: Take time before lessons to determine the content-area words with which students may struggle. When introducing these words, articulate each syllable slowly (e. g. , e-co-sys-tem), pausing slightly between the syllables 16, 17, 31 . Repeat this articulation several times. Point out patterns in the pronunciation and spelling of prefixes, suffixes, and vowels in selected words (e. g. , rac-ism, sex-ism, age-ism, etc.) 11, 20 . Point out similarities and differences among words that belong to word families (e. g. , define, definitely, definition) 32 . Model using new or difficult words in different contexts 16, 26, 33 . Provide opportunities for students to practice using new or difficult words and reinforce correct pronunciation and usage 16, 26, 33 . Ask open-ended questions that require students to respond using the new or difficult words (e. g. , Do you think racism, sexism, or ageism is more prevalent in our society Why) 16, 26, 33 . Use Direct, Explicit, and Systematic Instruction to Teach Phonemic Awareness and Phonics Skills Scientific research supports the use of direct, explicit, and systematic instruction for teaching phonemic awareness and phonics 6, 12, 16, 20,...



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