

LIFT

TASK CARD 2

Speech to Print *by Louisa Moats*

Read Chapter 1

- Guiding Questions Section 1: Why Start with Speech Sounds? (p.26)
 - Dr. Moats starts the chapter by providing three reasons for a focus on the role of phonemes in learning to speak, read, and spell: 1) phonemes determine the identity of words, 2) English orthography represents language at the phoneme level, and 3) automatic manipulation of phonemes is related to proficient reading and spelling.
 - Q1: What are the implications for curriculum, instruction and assessment? What would you see in classrooms that base practices on these understandings? How are those practices contrasted to whole word approaches to teaching reading?
- Guiding Questions Section 2: Becoming Metalinguistic (p.27)
 - Skilled readers' knowledge of print and the way words are spelled can be an obstacle to thinking about speech sounds.
 - Q2: Does this make it difficult for teachers to understand how important phonological awareness is?
 - Q3: How would you respond to a colleague who says, "I learned to read without being explicitly taught about phonemes?"
- Guiding Questions Section 3: Counting Phonemes (p.27-28)
 - Exercise 2.1 asks you to count phonemes in words like "mix" "quake" and "measure."
 - Q4: What could cause two educators to have different answers to the question... How many phonemes are in the word mix?

Speech to Print Workbook *by Louisa Moats*

- Complete Exercises 1-3 on pages 12-13.
- These activities correspond to pages 27, 28, and 30 in the textbook, *Speech to Print*.

Overcoming Dyslexia *by Sally Shaywitz, MD*

Read pages 45-60 in Chapter 5: "Everyone Speaks but Not Everyone Reads"

- How would you expand on the statement "Speaking is natural, reading is not"?
- Do you agree with the finding that both spoken and written words are made up of smaller units of speech/sound phonemes? Why or why not?