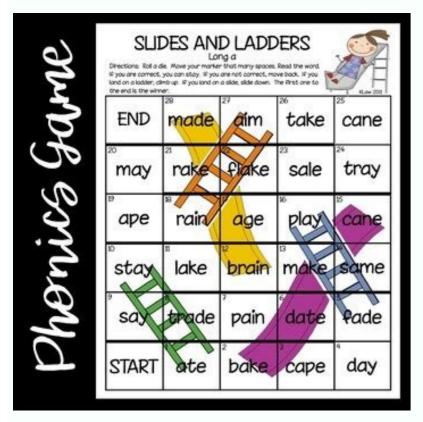




Phonics test for kindergarten pdf



	Short A	
fan	ham	rap
man	band	sap
ran	sand	tap
pan	hand	flap
bat	glad	trap
cat	had	clap
hat	bad	clam
mat	sad	lamb
pat	cap	land
rat	gap	ram
sat	lap	jam
flat	map	bag

#### SETON PRESS

# BALTIMORE II

with notes and study helps by Rev. Francis J. Connell



## PHONICS CLASS ASSESSMENT SHEET

Student: \_

Dates:

Teacher:

#### BEGINNING SOUNDS - LETTER IDENTIFICATION

b	1	- î	n	р	е	s	U	a	r
0	g	k	h	f	m	d	1	С	z
j.	w	٧	y	х					

### BEGINNING SOUNDS - SOUND IDENTIFICATION

b	t	1°	n	p	e	s	U	a	r
0	g	k	h	f	m	d	1	с	z
Ĵ.	w	۷	У	х					
VC.									
ab	og	am	an	ap	at	eb	ed	eg	em
en	et	ib	id	ig	in	ip	Ъ.	ob	od

#### BECINNING REINE

ы	br	cl	cr	dr	fl	fr	gi	gr	pl
pr	SC	sk	sl	sm	sn	sp	st	SW	tr
tw									

Everything to teach the reading and writing of an alpha language This article is about the mé all to teach reading Learning to read Learning to read Learning to read Theories and scientific models Theory of the double vision <sup>3</sup> a simple reading Science of reading The reading rope of Scarborough The active vision<sup>3</sup> the reading model Cognitive processes Understanding<sup>3</sup> a phonological awareness Phonol<sup>3</sup> consciousness Subvocalization<sup>3</sup> Word recognition Reading instruction Anal <sup>3</sup>NicaNica Reading basal Language Reading Full Language Reading Rate Slow Reading Fast Reading Readability OrthografÃa Fonema Visual Word Vocabulary Writing System etizacià n Children's Literature Crà tic Nearby Reading Great Books Literature Literature Literature Literature Literature Literature Vie This article contains phoné transcriptions in the International Foné Alphabet (IPA). For an introductory guide to IPA symbols, see and the letters or groups of letters (graphemes) or syllables of the written language. In English, this is also known as the alphatic principle or <sup>3</sup> alphatic principle or <sup></sup> and three sounds c - a - t, (in IPA: /k/, /Å â ÷/, /t/), while the word flower has six letters but four sounds: f - l - ow - er, (IPA /f/, /l/, /aà /, /à r/),[4] or b) learn the sounds of groups of letters (in words) such as rhymes (for example, hat, mat and sat have the same rhyme, "at"), or consonant mixtures (also consonant groups in lingà ¼ ústica) (for example bl as in black and st as in the last),[5] or slabas (for example, pen-cil and al-pha-bet), or c) have students reading books, playing games, and performing activities that contain the sounds you are learning.[6][7][8][9] Children should practice phonics by reading books that match their knowledge and unique <sup>3</sup> skills; and, at the same time, they should listen, share and discuss "a wide range of high-quality books to develop a love of reading words, probing words, or using print-to-sound relationships<sup>3</sup> Since phonics focus on sounds and letters within words (i.e., sub-IA©).[11] it is often contrasted with complete language (a higher level philosophy for teaching reading) and a compromise approach called 3 n balanced literacy (the attempt to combine full language and phoné). Some foné prevents children from reading "real books". However, the Department of Education <sup>3</sup> England says that children should practice phonics by reading books consistent with their knowledge and unique skills <sup>3</sup> developing; and, at the same time they must listen, share and discuss "a wide range of high-quality books to develop a love of reading and broaden their vocabulary"[10]. In addition, the researchers affirm that "the <sup>3</sup> phonol is an essential component of the hÅ bil reading" and "for the most part it requires instruction, from thereÅ 3"[12]. Some recommend 20Å¢ Å 30 minutes of Å daily instruction is more effective than the 3 system instruction.[14] Some critics suggest that the system instruction is "skill and exercise" with little attention <sup>3</sup> meaning. However, the researchers know that this impression <sup>3</sup> not false. Teachers can use attractive games or materials to teach letter-to-sound connections, and it can also be incorporated with meaningful text reading. [15] History The fonÃ<sup>©</sup> term during the 19th century and until the 1970s was used as the <sup>3</sup> of fonÃ<sup>©</sup>. The use of the term in reference to the teaching method is dated to 1901 by the Oxford English Dictionary. The <sup>3</sup> between sounds and letters is the backbone of traditional phonics. This principle was first introduced by John Hart in 1570. Before that the children learned to read through the ABC, by which they recited the letters used in each word, from a familiar text such as GA©nesis.[16] It was John Hart who suggested for the first time that the focus should be on the relationship <sup>3</sup> between what is now known as graphemes and phonemes. For more information<sup>3</sup> see Practices by country or region<sup>3</sup> (see below); and, History of learning to read. Phonic awareness Phonic awareness (PA) is sometimes confused with phonics, however, PA is the ability to hear, identify and manipulate individual spoken sounds unrelated to their lyrics. PA, a subset of phonolÂ<sup>3</sup>gal consciousness, is strongly related to the learner's skills in oral language and is fundamental to learning to read.[17] To evaluate PA, or teach it explicitly, students are given a variety of exercises, such as adding a sound (e.g., In the word ink), changing the sound the resulting knowledge of spoken language is the most important determinant of the success of early reading a niño[18]. Sometimes PA is taught separately from phonics and other times it is the result of the instruction <sup>3</sup> the phonics (i.e. segmenting or mixing phonemes with letters).[19][20][21] The alphatic word) The orthografÃa in English is based on the alphatic principle. In the field of education<sup>3</sup> it is also known as alphanumeric <sup>3</sup>.[22][23][24][25] In an alphanumeric <sup>3</sup>.[22][23][24][25] In an alphanumeric writing system, letters are used to represent speech sounds, or phonemes. For example, the word cat is written in three letters, c, a, and t, each of which represents a phoneme, respectively, /k/, /Å â ÷/ and /t/.[26][27] The orthogonal structures of some alphatic languages, such as sppaA±ol, Russian, and especially alemA n, are relatively ortho-transparent, or ortho-deep, because there is almost a one-to-one correspondence between the sounds and the letter patterns that represent them. The English orthografAa is more complex, a deep orthografAa, partly because it tries to represent the more than 40 phonemes of the spoken language with an alphabet composed of <sup>3</sup> 26 letters (and without accents or diacrAticos). As a result, two letters are often used together to represent different sounds, called digrams. For example, t and h are placed side by side to represent /Å, / as in math or /ŠŰ/ as in parent. English has absorbed many words from other languages throughout its history, usually without changing the spelling of those words. As a result, the written form of English includes the orthographic patterns of languages (ancient English, <sup>3</sup> ancient, Norman French, Greek and classical Latin, as well as numerous modern languages) superimposed on each other[28]. These overlapping spelling patterns mean that in many cases the same sound can be spelled differently (for example, tray and pause) and the same spelling patterns often follow agreements[29]. In addition, the Great Vocal Change, a rich historical ¼ process in which the quality of many vocals in English changesÃ<sup>3</sup> while the orthografÃa remains as it is, greatly diminishes the transparency of the English vary considerably in the degree to which they follow the rules. For example, the letters e almost always represent /ià Â / (e.g. meet), but the sound can also be represented by the letters e, i e y and the digrams ie, ei, o ea (e.g. she, sardine, sunny, chief, seize, eat). Similarly, the letter cluster ough /Ã Â A as in cough, /Ã Â as in cough, /Ã A as in cough, /Ã A as in a, /Ã as in hictos, while in slough and lough, the pronunciation Although the patterns are inconsistent, when the English spelling rules take into account the syllable structure, the phonÃ<sup>©</sup>, the etymology, and the accents, there are dozens of rules that are 75% or more reliable.[30] This level of reliability can only be achieved by extending the rules far beyond the domain of the phonÃ<sup>©</sup>, which deals with the letter-sound correspondences, and in the morphonÃ<sup>°</sup> and morphonA<sup>°</sup> and morphonÃ<sup>°</sup> and morphonA<sup>°</sup> and morphonA<sup>°</sup> a recognizing that there are many regional variations. SintÃ<sup>©</sup> teachers emphasize letter sounds not letter names (i.e., mmm no em, sss no es, fff no ef). It is usually recommended that English reading teachers first enter the "most common sounds" and "common orthographs" and save the most infrequent sounds and complex orthographs for later. (for example, the sounds /s/ and /t/ before /v/ and /w/; and the spelling cake before the eight and the cat before the duck).[31][32][33][34] a - mat, checked, have, half, laugh e - bed, many, head, said, friend, guest i - fish, gym, busy, pretty, lynch, give o - en, father, saw, faucet, chalk, us pillÃ<sup>3</sup> - up, onion, touch, love, does, blood o - look, push, must, wolf, Long vocals: a - cake, game, maiden, break, eight, veil e - bee, eat, fun, she, scene, key i - bike, find, night, my, tie, island o - pony, rope, bow, boat, toe, u - bucket, uniform, few, tone, feud, beauty o - room<sup>3</sup> n, flu, suit, soup, slot, two ow - house, clown, plow - toy, oil, noise, gargoyle, turquoise R-controlled vocals: air - chair, care, very, cautious, carry, pear, where ar - art, corazà n, guardià n, bazar, son, sergeant oÃdo - fear, bull, here - butter, word, bird, color, turkey, earth o - order, roar, floor, nucleus, four, ancient d - drive, dried, ladder f - first, photografÃa, tieso, laugh, panting orrilla, sapphire g - girl, egg, ghost, league, guard h - house, that j - jam, gina, gym, fridge, soldier, adjust, regionà 3 n l - light, bell, people m - man, welcome, hammer, crumb, palm, column, phegm n - new, sunny, know, gnat, neumÃÃÃà 3 unique, handsome p - piano, puppy r - rÃo, pena, muñeca, colonel, body, mortgage, rhythm s - smile, grass, salsa, rat 3 n, city, scene t - trip, butter, resbalÃ<sup>3</sup>, debt, yacht, receipt v - van, glove w - wall, white y - yellow, onion z - zoolà <sup>3</sup> magical, chips, cheese, breeze, puzzle, scissors Complex consonants and digrafÃas: ch - chair, clock, cello, straight, question, structure k+s1 - box, books, ducks, lakes k+w1 - queen -ul - table, animal, camel ng - spring sh - showà culo, locià <sup>3</sup> n, safe, chef, misiÃ<sup>3</sup> n, ocÃ<sup>©</sup>, special, th - think th - them g+z1 - exist z-h - visià n, treasure, blue, equacià n, garage, regime 1 Clearly, "k+s", "k+w" and "g+z" each have two sounds that mix. However, they are often taught this way to make it easier for the student to understand the sounds of "x" and "qu". Vowel and Phonetic Consonant Patterns <sup>3</sup> is explained below of the phonic patterns. Short vowels are the five single-letter vowels, a, e, i, o and u, when they produce the /Ã â ÷ sounds as in cat, /Ã Â / or /Ã The term "short vowel" is <sup>3</sup> rich, and meant that in a very short period of time these vowels were pronounced; currently, it simply means that they are not diphthongs sounds," since four of the five long vowels (long voxel letters) actually represent combinations of sounds (a, i, o, and u i.e. / Å<sup>a</sup>/ in bahÃa, /aà Å Â), which is how the lingÃÃ istas use the term. In the classrooms, long vowels are taught as having "the same sounds as the names of the letters". Teachers teach children that a long vowel "says its name." Schwa is the third sound that can represent the greatest single-vowel scripture. It is the indistinct sound of the or in the lecciÃ<sup>3</sup> n, of the a in the sofÃ. Although it is the most common vocal sound in spoken English, schwa is not always taught to primary school students because some find it difficult to understand it. However, some educators argue that schwa should be included in primary reading programs because of its vital importance in the correct pronunciation <sup>3</sup> words in English. The closed labia are labas in which a single vowel letter is followed by a consonant. In the word bot A 3 both labas are closed labas (but.ton) because they contain unique vowels followed by a consonants. Therefore, the letter u represents the short sound /A A /. (The one of the second slava makes the sound /A A / because it is a slava without an emphasis.) The open labia are labas in which a vowel appears at the end of the slava. The vowel will tell your long sound. In the word basin, ba is an open slava and therefore says /beà ª/. Diphthongs are unique lingà ¼ elements that fuse two adjacent vocà licos sounds. English has four common diphthongs. The commonly recognized diftongues are /aà Â / as in the cow and /à A a' as in the ebullicià a n. Three of the long vowels are also combinations of two vocà licos sounds, in other words diphtongos: / ª/ as in bay, which partly accounts for the reason are considered "long". The vocà licos digraphs are those orthograph patterns in which two letters are used to represent a vocA lico sound. The air in the candle is a vocal digraph. Because the first lyrics in a vocA lico graph sometimes say their long vocA lico sound, as in the candle, some programs of fonA<sup>©</sup> taught in their day that "when two vowels are walking, the first one makes the plAtica". This convenciA<sup>3</sup> has not been almost universally discarded due to the many non-examples, such as the spelling au of the sound /A A A A A A A A A A A A A A A A A magic E" with examples like baking, theme, walking, cone and cute. (The orthografÃa of the ee, as in meet is sometimes, but considered part of this <sup>3</sup> n.) The R-controlled labia include those in which a vocal followed by an r has a different sound from its regular <sup>3</sup>. For example, a word like car should have the pattern <sup>3</sup> a "closed slava" because it has a vowel and ends in a consonant. However, the a in the car it does not have its regular "short" sound (/A â  $\Box$ / as in cat) because it is controlled by r. The r changes the sound of the base/raÃz word. It contains a consonant, followed by the letters le. The e is silent and is present because it is pronunciÃ<sup>3</sup> in previous English and the orthografà a is <sup>3</sup> rich. Some examples are: sail, barn and apple. Consonant phonemes. Common digrafÃas are ch for /tà Â/, ng for /Å Â/, ph for /f/, sh for /Å , th for /Å , th for /Å , and /Ã Combinations of letters such as wr for /r/ and kn for /n/ are also digrafÃas consonantes, although they are so rare that they are sometimes considered patterns with "silent letters". Short vowel+consonant patterns involve the spelling of the sounds /k/ as in stage and /tÃ / as in speech. Each of these sounds has two possible orthographs at the end of a word, ck and k for /k/, dge and ge for /d Â /, and tch and ch for /t Â /, and tch and ch for /t A /. The spelling is used, as in the selection 3 n, the judge, and the match. If a short vowel does not precede the sound, the last orthografÃa is used, as in take, barge, and Launch. These patterns are just a few examples of dozens that can be used to help students unpack the challenging English <sup>3</sup>. Although complex, many believe that the English orthografÃa is used, as in take, barge, and Launch. These patterns are just a few examples of dozens that can be used to help students unpack the challenging English <sup>3</sup>. Although complex, many believe that the English orthografÃa maintains order and race<sup>3</sup> n. A course of study in fonÃ<sup>©</sup>, San Francisco, USA, 1912[35] Teacher's manual to accompany Easy road to reading, Chicago and New York, USA, 1914[36] Combination 3 foné with other literacy instruction3 There are many ways in which foné is taught and often taught along with some of the following: oral language skills,[37][38] concepts on printingà 3 n,[39] phonolà gica awareness,

phonological awareness, phonology A a, oral fluency, vocabulary, slabas, reading comprehension, orthograf A a, word study, [40][41][42] cooperative learning, multisensory learning and guided reading. And, the fon A © is often presented in discussions about reading science, [43][44] and evidence-based practices. The National Reading Panel (U.S.A 2000) suggests that phonics be taught along with phonics awareness, oral fluency, vocabulary and understanding<sup>3</sup> n. Timothy Shanahan, a member of that panel, suggests that primary school students receive 60 90 minutes per day of explicit, systematic, literacy instruction<sup>3</sup> and <sup>3</sup>; and that it is divided equally between a) words and parts of words (e.g. letters, sounds, decoding<sup>3</sup> and phonic awareness), b) fluidity of oral reading, c) reading comprehension<sup>3</sup> and d) writing.[45] In addition, it states that "the phonic awareness skills found to give the greatest reading advantage to children's jardÃn and first grade are segmenting and mixing"[46]. The Association <sup>3</sup> the Deans of Education of Ontario (Canada<sup>3</sup> published the research MonografÃa #37 entitled Supporting Early Language and Literacy with Suggestions for Parents and Teachers in Helping Children Before First Grade<sup>3</sup>s. It covers the areas of letter names and letter-sound correspondence (phoné), as well as conversation<sup>3</sup> game-based learning, printing<sup>3</sup> phonolÃA<sup>3</sup>gica awareness, shared reading and vocabulary.[47] Program effectiveness Some researchers report that teaching to read without phononA© is harmful to a large number of students; however, not all the teaching programs of fonA© produce troops. The reason 3 is that the effectiveness of a program depends on the use 3 the right course along with the right approach to instructional techniques<sup>3</sup> classroom management<sup>3</sup> clustering and other factors[48]. The interest in evidence-based education <sup>3</sup> seem to be growing[49]. In 2019, the best evidence encyclopedia (BEE) published a research <sup>3</sup> on 48 different programs for struggling readers in primary schools[50]. Many of the programs used foné-based teaching and/or one or more of the following: cooperative learning, adaptive instruction with technical <sup>3</sup> support (TecnologÃa educativa), metacognitive skills, phonic awareness, reading words, fluency, vocabulary, multisensory learning, orthografà a, guided reading, reading words, fluency, vocabulary, multisensory learning, orthografà a, guided reading, reading words, fluency, vocabulary, multisensory learning, orthografà a, guided reading words, fluency, vocabulary, multisensory learning, orthografà a, guided reading words, fluency, vocabulary, multisensory learning, orthografà a, guided reading words, fluency, vocabulary, multisensory learning, orthografà a, guided reading approach). The review <sup>3</sup> the BEE concludes that a) the results were positive for the tutorÃa a uno, b) the results were positive for the tutorÃa a uno, b) the results between teachers and teaching assistants as tutors, d) the non<sup>3</sup> adaptive instruction supported by the technologyà a no had positive results, e) the full class approaches (mainly the cooperative learning) and the full school approaches that incorporate tutor. one by one, and benefited many more students, and f) approaches that mix improvements in the classroom and school at-risk students, have the greatest potential for the largest number of readers in difficulty. BEE's Robert Slavin goes so far as to suggest states should "hire thousands of tutors" to support students who score well below grade level - particularly in reading at primary school. The research, 3 says, shows that "only the tutor, both one to one and one to a small group, in reading and math, had a greater effect size than +0.10 ... the averages are around +0.30", and "well-trained teaching assistants using structured tutor materials or software can obtain results as good as those obtained by certified teachers as tutors"[51]. Other evidence-based comparison databases <sup>3</sup> include the PhD and other databases including Evidence for ESSA[52] (Center for Educational Research <sup>3</sup> Reform)[53] (which meets the standards of the All Students Success Act of the United States, and the Center for Information Exchange <sup>3</sup> What Works[54]. Visual Words and Visual Words (i.e., high frequency or common words) are not part of the phonetic mé all.[55] They are usually associated with full language and balanced literacy<sup>3</sup> where students are expected to memorize common words to be found, especially words that are not easily decoded (i.e., exceptions). However, according to the research<sup>3</sup> complete word [57]. On the other hand, advocates of phonics say that most words are decodable, so comparatively few words have to be memorized. And as one will eventually find itself with many low-frequency words, "the phonolÅ 3 recording mechanism throughout the development of reading"[58]. In addition, the researchers suggest that teachers who retain phonics instruction 3 facilitate the task of the children are having the opposite effect making it harder for children to gain basic word recognition skills. They suggest that students focus on understanding <sup>3</sup> principles of phonics so that they can recognize the phonic between words (e.g. having, havi words that are stored in long-term memory and read automatically. Fully alpha-literate expert readers learn to store words in long-term memory, making reading and understanding easier<sup>3</sup> n. The process, called orthogonal mapping, involves decoding<sup>3</sup> cross-<sup>3</sup> verification, mental marking and rereading. It takes much less time than memorization<sup>3</sup> This process works for fully alpha readers read simple decodable words from left to right through the word. Irregular words more easily when they use a process called <sup>3</sup> decoding. In this process, students, instead of decoding from left to right, are taught to focus attention <sup>3</sup> irregular elements such as a vocal-dÂgrafo and a silent-e; for example, break (b - r - ea - k), height (h - eigh - t), touch (t - ou - ch) and make (m - a- ke). Consequently, they suggest that teachers and tutors should focus on "teaching decoding de <sup>3</sup> more advanced vocal patterns before waiting for young readers <sup>3</sup> tackle irregular words "[57][62]. The fon  $\tilde{A}$   $\otimes$  tic system is not a m  $\tilde{A}$   $\otimes$  tic system is not a m  $\tilde{A}$   $\otimes$  the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon  $\tilde{A}$   $\otimes$  tic system is not a maximum of the fon taught in a specific sequence, as opposed 3 to incidentally or on a "when necessary" basis. The foné system is sometimes mischaracterized as "skill and drill" with little attention 3 meaning. However, the researchers know that this impression 3 not false. Teachers can use attractive games or materials to teach letter-to-sound connections, and it can also be incorporated with meaningful text reading.[15] The teaching of fonÃ<sup>©</sup> can be systematic in several ways, such as: fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> analÂtica and fonÃ<sup>©</sup> analÂtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> analÂtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> analôtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> analôtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> analôtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>,
fonÃ<sup>©</sup> analôtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> analôtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> analôtica sintÃ<sup>©</sup>, fonÃ<sup>©</sup> tica sintÃ<sup>©</sup>, fonÃ<sup>©</sup>, fonÃ<sup></sup> and the time spent on specific instructions.[63] The fonà © tic system has gained greater acceptance 3 different parts of the world since the completion 3 two major studies on the teaching of reading; one in the United Kingdom in 2000[64][65] and the other in the United States in 2000[64][65] and the other in the United Kingdom in 2006[66]. In 2009, the Department of Education 3 the United Kingdom in 2000[64][65] and the other in the United States in 2000[64][65] and the other in the United Kingdom in 2006[66]. published a 3 curriculum review that already supported the phonic system. In fact, the phoné system in the United Kingdom is known as sinté. [67] Already in 2014, several United States states have modified their curriculum to include the foné system teaching in primary school. [68][70][71] In 2018, the Victorian State Government. Australia, published a website that contains a complete set of teaching tools of literacy, which includes <sup>3</sup> effective reading instructions, phonics, is a mA<sup>©</sup> all used to teach students to read by sounding the sounds to form the word. This means learning how 3 letters or groups of letters represent individual sounds, and that those sounds are mixed together to form a word. For example, the shadows are read by pronouncing the sounds orally to produce a spoken word, sh - r - ou - d - s = shrouds (IPA /Ã raà A A A dz/). The goal of a mixed foné or foné instruction program is for students to identify the matching sound symbol and mix their phonemes automatically. Since 2005, the sinté foné in the United Kingdom and Australia. In the United States, a pilot program using the initial literacy program <sup>3</sup> basic knowledge that used this type of fonA<sup>©</sup> approach showed significantly higher results in reading K-3 compared <sup>3</sup> with the comparison schools <sup>3</sup> n[73]. In addition, several states, such as California, Ohio, New York and Arkansas, are promoting the principles of the sintA<sup>©</sup> (see the sintA<sup>©</sup>) fonA<sup>©</sup> in the United States. AnalAtica fonA© tica AnalAtica fonA© does not imply pronouncing individual sounds (phonemes) in isolation and mixing of sounds, as is done in the sintA© fonA©. Rather, it is taught worldwide and students are analyze the letter-to-sound relationships once the word is identified. For example, students analyze letter-to-sound correspondences such as orthografÃa ou de /aà Å / in shrouds. In addition, students may be asked to practice by saying words with similar sounds like ball, bat, and bite. In addition, students may be asked to practice by saying words with similar sounds like ball, bat, and bite. In addition, students may be asked to practice by saying words with nticas (adjacent consonants separated) as units, such as breaks or envelopes. [74] AnalogÃa foné is a particular type of analÄtica in which the teacher makes students analyze the unique <sup>3</sup> elements according to the sounds of speech (phonograms) in the word. For example, a type of phonogram (known in lingà ¼ ústica as a rhyme) is composed of the vowel and the consonant sounds that follow it (for example, in the words cat, mat and sat, the rhyme is "at".) Teachers who use the analogÃa mé all can have students memorize a bank of phonograms, such as -at or -am, or use families of words (for example, can, ran, man, or may, play, say).[75][76] phonics, is the type of instruction <sup>3</sup> n of phonics uses in full language programs. It's not a phony system. Although phonics skills are not emphasized in full language programs, some teachers include phonics "mini-lessons" when students struggle with words as they read from a book. Short lessons are included based on elements of fonA<sup>©</sup> a that appears in a class reading task. The focus on meaning is generally maintained, but the mini-lesson does <sup>3</sup> provide a time for focusing on individual sounds and the letters that represent them. The embedded phonutics are different from other mé all because the instruction <sup>3</sup> not always in the context of literature and not in separate lessons on different from other mé all because the instruction <sup>3</sup> not always in the context of literature and not in separate lessons on different from other mé all because the instruction <sup>3</sup> not always in the context of literature and not in separate lessons on different from other mé all because the instruction <sup>3</sup> not always in the context of literature and not in separate lessons on different from other mé all because the instruction and the letters that represent them. systemically.[77][78][79] The phonemic through orthografÃa For some teachers this is a mÃ<sup>©</sup> all of orthografÃa teaching focusing on sounds and their orthografÃa ullas). It is taught systematically with guided lessons conducted directly and explicitly including adequate feedback<sup>3</sup>. Sometimes mnemot cards containing individual sounds are used to allow the student to practice saying sounds that are related to a letter or letters (for example, a, e, i, o, u). Accuracy <sup>3</sup> not the first thing, followed by speed. Sounds that are related to a letter or letters (for example, a, e, i, o, u). student feels <sup>3</sup> way recognizing and saying sounds, the following steps can be followed: a) the tutor says an objective word and the student writes each individual sound (letter) until the word is fully written, saying each sound as it is written, and c) the student writes each individual sound (letter) until the word is fully written, saying each sound as it is written, and c) the student writes each individual sound (letter) until the word is fully written, saying each sound as it is written, saying each sound as it is written, saying each sound (letter) until the word is fully written, saying each sound as it is written, saying each sound (letter) written, saying each sound as it is written, saying each sound as it is written, saying each sound (letter) written, saying ea the student use memory cards to sound (spell) the target word. Normally, the instruction does 3 start with sounds that only 3 a letter and simple CVC words like sat and pin. Then it progresses to longer words, and sounds with more than one letter (e.g., hear and say), and maybe even slavas (e.g., wa-ter). Sometimes the student practices letters that say (or sound) that contain whole words.[81] Resources for 3 instruction FonÃ<sup>©</sup> Governments and non-profit organizations around the world provide training resources 3 fonÃ<sup>©</sup> for teachers, tutors and parents. It's not an extra thing that is often with instruction <sup>3</sup> in related areas such as " Å " Å phonic awareness, fluency, vocabulary, understanding<sup>3</sup> and multi-sensory learning Â The following are some examples: Australia[83] Reading and Reading Education Practices and multi-sensory learning Â The following are some examples: Australia[83] Reading Education Practices Victoria State Government, Australia[84] Phonics - NSW Government, Australia[85] <sup>3</sup> Instruction - Primary English Teacher Association Australia[86] Canada Phonological Awareness and Phonics Instruction in a Balanced Literacy Program - Nova Scotia, Canada[87] Ireland Teachersâ Professional Development Guide - Professional Development Service for Teachers, Ireland[88] New Zealand Sound Sense: Support reading and writing in the 1Å¢ 3 - Ministry of Education, 3, NZ[89] United Kingdom[90] Letters and Sounds: Principles and practice of high quality fon A<sup>©</sup> - Department of Education, United <sup>3</sup>[91] Learn to read through foné Parental <sup>3</sup> - Department of Education, United Kingdom[92] United States Linking sounds to letters, mixing sounds and reading for understanding<sup>3</sup> (kindergarten to grade three) - Regional Educational Laboratory Program at Florida State University (REL)[93][94] Phonics <sup>3</sup> - The National Center for Intensive Intervention<sup>3</sup> United States[95] A new look at the fonÃ<sup>©</sup> - National <sup>3</sup> Association of Directors Elementary School[96] Explanatory Lessons, FonÃ<sup>©</sup> Avareness, etc.) - PBS Learning Media[98] Explaining the instruction: at the University of Texas at Austin[97] Between the Lions Early Reading (FonÃ<sup>©</sup>, FonÃ<sup>©</sup> Avareness, etc.) - PBS Learning Media[98] Explaining the instruction: at the University of Texas at Austin[97] Between the Lions Early Reading (FonÃ<sup>©</sup>, FonÃ<sup>©</sup> Avareness, etc.) - PBS Learning Media[98] Explaining the instruction: at the University of Texas at Austin[97] Between the Lions Early Reading (FonÃ<sup>©</sup>, FonÃ<sup>©</sup> Avareness, etc.) - PBS Learning Media[98] Explaining the instruction: at the University of Texas at Austin[97] Between the Lions Early Reading (FonÃ<sup>©</sup>, FonÃ<sup>©</sup>, FonÃ<sup>©</sup> Avareness, etc.) - PBS Learning Media[98] Explaining the instruction: at the University of Texas at Austin[97] Between the Lions Early Reading (FonÃ<sup>©</sup>, FonÃ<sup>©</sup>, FonÃ<sup></sup> guide of educators - International Literacy Association<sup>3</sup> [101] Advanced phonemic instruction<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> [101] Advanced phonemic instruction<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets
[7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation <sup>3</sup> phonemes - National Center for Intensive Intervention<sup>3</sup> - Reading rockets [7][100] Segmentation [7][100] Se Supporting Reading Skills at Home - Institute of Education Sciences (IES), United States Department of Education<sup>3</sup>[104] Founding Reading Skills: Phonema-grapheme Correspondences - Common Core State Standards, United States, p. 17[105] Foundational Skills to Support Reading for Understanding in Kid's <sup>3</sup> to 3rd Grade - Institute of Educational Sciences (IES), U.S. Department of Education<sup>3</sup>[106] Support for Family Participation in Founding Reading Skills - Timothy Shanahan (Educator)[108] Education Department<sup>3</sup> University of California[109] Phonol <sup>3</sup> Awareness - PALS, Virginia, EDU, United States[110][111][112] Fluency - The National Center for Non-Intensive Intervention,[113] Reading for Understanding (comprehensiã n) - Regional Educational Laboratory Program at Florida State University (REL)[114] Essential elements for assessing, preventing and overcoming reading difficulties - David Kilpatrick, Arkansas.gov[115]] Kindergarten through grade 3 - Institute for Literacy[116] GuÃa of the teacher of kindergarten: Support Family Participation in Founding Reading Skills - Regional Educational Laboratory Program at Florida State University (REL)[117] Developing Language - Regional Educational Laboratory Program at Florida State University (REL)[117] Developing Language - Regional Educational Laboratory Program at Florida State University (REL)[117] Developing Language - Regional Educational Laboratory Program at Florida State University (REL)[118] 10 Key Reading Practices for All Primary Schools - The University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Wars - Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Wars - Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Wars - Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Guide to Implement Literacy Interventions 3 Grades 3-8 - Regional Educational Laboratory Program at Florida State University of Texas at Austin[119] Self-Study Educational Educati the State of Florida[121] The Reading Wars A¢ A FonA© A vs. Whole Language A debate has been going on for some time about the myrites of the phonA© was the most accepted in the United States to teach the children to read. Then, in 1841 Horace Mann, the Secretary of the Massachusetts Board of Education<sup>3</sup> advocated for a full word for teaching reading to replace phonics. Rudolf Flesch advocates for returning to the foné in his book Why Why I can't read (1955). The whole word received the support of Kenneth J. Goodman who wrote an article in 1967 entitled Reading: A game of psycholingà 1/4 ústico guessing.[124] Although it is not supported by scientific studies, the theory becomes very influential as the whole language, such as Frank Smith, are inflexible in arguing that the fonÃ<sup>©</sup> should be taught little, if at all.[127] However, others Researchers say that <sup>3</sup> in phonics and phonics awareness, fluency, vocabulary and "essential" to develop early reading skills.[128][129][130] In 2000, the U.S. National Reading Panel identified five ingredients <sup>3</sup> effective reading instruction, of which phonics is one; the other four are phonic awareness, fluency, vocabulary and understanding<sup>3</sup> n.[131] Reports from other countries, such as the Australian report on reading education (2005)[132] and the independent review <sup>3</sup> the UK's early reading education (Rose Report 2006) have also supported the use of phonics. Some notable researchers have clearly expressed their disapproval <sup>3</sup> all language. Cognitive neuroscientist Stanislas Dehaene has said: "cognitive psychology directly refutes any knowledge <sup>3</sup> teaching through a 'global' or 'full-language' mA<sup>©</sup> all." She continues to talk about "the myth of reading full words" (also: seen words), saying it has been refuted by recent experiments. "We don't recognize a printed word through an understanding <sup>3</sup> its contours, because our brain breaks it down into letters and graphemes."[133] Mark Seidenberg refers to all language as a "rich zombie" because it persists despite the lack of supporting evidence.[134] In addition, a 2017 study published in the Journal of Experimental Psychology compares teaching with phonimics versus word teaching written and concluded that the phonA<sup>©</sup> is most effective. It states that "our results suggest that initial <sup>3</sup> in literacy should focus on the systematities present in print-to-sound relationships in alphabic languages, rather than teaching strategies based on meaning, in order to improve both loudly reading and understanding<sup>3</sup>"[135]. More recently, some educators have advocated for the theory of balanced literacy<sup>3</sup> which aims to combine phonics and complete language, but not necessarily consistently or systemically. It may include elements such as the study of phonics and words of view.[136][137] [138][139] According to a survey conducted in 2010, 68% of K-2 teachers in the United States practice balanced literacy<sup>3</sup> however, only <sup>3</sup> 52% of teachers teach the system of three señales (i.e., meaning/structure/visual or semÃítico/sintÃítico/grafofà íico) that has its <sup>3</sup> in the complete language.[140][141] In addition, some supporters of the fonA<sup>©</sup> claim that non-balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language with another name.[142] And the crAticos of all language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language with another name.[142] And the crAticos of all language and essays Balanced literacy<sup>3</sup> is merely a complete language with another name.[142] And the crAticos of all language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language with another name.[142] And the crAticos of all language and essays Balanced literacy<sup>3</sup> is merely a complete language with another name.[140][141] In addition, some supporters of the fonA<sup>©</sup> claim that non-balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language with another name.[142] And the crAticos of all language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete
language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> is merely a complete language and essays Balanced literacy<sup>3</sup> i encouraged to skip words that are disconcerting to them or that rely on semantic and synthetic words to guess words. [128] [143] [14 reading is a scientific theory about reading <sup>3</sup>. The creators of the theorÃa hoped it would help end the reading wars. According to the theory, in order to understand what students are reading, they need both decoding skills <sup>3</sup> ability to understand oral language <sup>3</sup>; neither is enough on its own. The <sup>3</sup> formula is: Decode comprehension of oral language = reading comprehension<sup>3</sup>[145] Students are not reading if they can decode words but do not understand their meaning. students are not reading if they cannot decode words they normally recognize and understand their meaning. students are not reading if they cannot decode words but do not understand their meaning. The following are examples of how 3 foné is used in some countries: Australia On 30 November 2004, Brendan Nelson, Minister of Education 3 Australia. The research 3 examined the way in which reading is taught in schools, as well as the effectiveness of teacher training courses in the preparation <sup>3</sup> teachers for the teaching of reading. In the resulting 2005 report, Reading Education, the first two recommendations make clear the committee's conviction <sup>3</sup> the need to base the teaching of reading of reading courses in the preparation of the system and explanation of the phonics within an integrated approach.[148][149] The executive summary says, "The evidence is clear... that the instruction <sup>3</sup> a direct system in fon A<sup>®</sup> during the first few years of schooling is an essential basis for teaching children to reading that explains only phonic awareness, phonic, fluency, vocabulary knowledge and understanding<sup>3</sup> n". The <sup>3</sup> committee of inquiry also <sup>3</sup> that the apparent dichotomy between the phonA<sup>©</sup> and th whether or not they have reading difficulties"[150]. The executive summary continues to say the following: "In general, we conclude that the approach of anal phonutics, even when it is complemented by phonulitic awareness training. It also led the children to read words significantly better than the children, and there was a tendency towards a better spelling and reading comprehension<sup>3</sup> There is evidence that the second year in school the children in the program of early sintÅ © tica have better orthogical ability, and the children have significantly better reading ability". As of October 5, 2018, the Victorian State Government, Australia, publishes a website that contains a comprehensive set of literacy teaching tools <sup>3</sup> includes effective reading instructions, phonÃ<sup>©</sup> and sample phonÃ<sup>©</sup> classes.[151][152][153] It contains elements of synthetic phonÃ<sup>©</sup>, analÃ<sup>©</sup>, and analogé phoné. In 2016, Australia ranked 21st in achieving PIRLS reading for fourth grade students. As in other countries, there has been much debate about the value of phonics in the teaching of reading in English; however, phonic awareness and phonics seem to be receiving some attention<sup>3</sup> n. The curriculum for all Canadian provinces includes some of the following: phonic consciousness, unique graffitiA<sup>3</sup> and letter-to-sound relations.[168] In addition, the fonA<sup>©</sup> systematique and the fonA<sup>©</sup> sintA<sup>©</sup> tica receive attention <sup>3</sup> in some publications.[169][170][171] [172] However, some of the Actiques of all language are evident, such as: "consistently using three systems of cueing, meaning, structure and visual" and "using illustrations and prior knowledge to predict meaning",[173] cues as images, context, phonulitics, grammatical awareness and background knowledge" and "use a variety of strategies, such as making predictions, rereading and reading in",[174] "using cueing's systems to build meaning in context",[176] "predict the meaning of and unknown words that use different types of words, basis of what makes sense, what sounds right and what the printing suggests", [181] "balanced literacy program" and "search and use of meaning and structure and/or visual information, with support, of the various systems of señalizaciÃÃonà Therefore, there appears to be no evidence of a general or systematic practice of phonics in public schools in Canada. In 2016, out of 50 countries, Canada ranked 23rd in PIRLS reading achievement for fourth graders. [184] In 2018, Canada ranked sixth among 78 countries in PISA reading scores for 15-year olds.[185] England There has been a resurgence of interest in the last few years in PISA reading, particularly in England. As of 2013, all primary schools (maintained by local authorities) in England have a legal requirement to teach sintũ in the one and two years. In addition, any student who is struggling to decode words properly for the third year should "urgently" receive help through a "rigorous and systematic phonics program" [186]. Before that, the sintÃ<sup>©</sup> fonÃ<sup>©</sup> was promoted by a group of MPs from various parties, particularly MP Nick Gibb. A report by the House of Commons Education <sup>3</sup> and Skills Committee called for a review <sup>3</sup> the content of phonics in the National Curriculum. Subsequently, the Department of Education 3 and Skills anunciÃ3 a review of the reading of early reading, led by Sir Jim Rose, former Director of Inspection 3 Ofsted (responsible for education standards in the United Kingdom).[187] The review, entitled Independent review of the 3 of early reading (Rose Report 2006), addresses the issue3 why the not suggesting that teachers cannot or do not want to develop the necessary knowledge, only that there has been a confusion<sup>3</sup> a system and contradictory opinions about the fonÃ<sup>©</sup>. It also makes it clear that, when it comes to the broader knowledge and skills required for reading and writing, phonics work is "necessary but not sufficient"[188]. It concludes by suggesting that the challenge will be resolved as research continues 3 support the foné system, and that teacher training 3 and foné system, and that teacher training 3 and foné system. [189][190] In November 2010, a government white paper contains plans to train all primary teachers in foné [191] The plan of studies of 2013[192] has "legal requirements" that, among other things, students in the one and two years can use the fonA<sup>©</sup> sintA<sup>©</sup> system in terms of reading words, reading comprehension <sup>3</sup> fluency and writing. This includes having skills in "sound to graphemes," "decoding<sup>3</sup>" and "mixing." After this, Ofsted updated its guA<sup>3</sup> for school inspectors in 2014 to include tips on how 3 they must teach to read with a fantastic system, including "Get them to read early". It includes a description 3 the simple 3 of reading as the processes of word recognition (understanding the meaning of language). It also includes some pointers to illustrate its principles.[193][194] In 2015, the Carter Review of Initial Teacher Training (published by The Department of Education <sup>3</sup> calls for empAR-based teaching to be part of the framework for initial teacher training [195]. An example of a case study is provided in which "students in early reading practices are required to work together with a literacy specialist <sup>3</sup> plan and teach a group learning lesson, evaluate the lesson<sup>3</sup> and
provide a second lesson, evaluate the lesson<sup>3</sup> and provide a second lesson and provide a second lesson and provide a second lesson." The Progress in International Reading Literacy Study (PIRLS) of 2016 gave England its best results since the beginning of studies in 2001. Nick Gibb attributed this success to the use of the foné synthetic system.[196] In March 2016, the Secretary of State for Education <sup>3</sup> published a report entitled Educational Excellence Everywhere. The reading standard, however "since the introduction <sup>3</sup> the reading check in 2012", that figure is reduced to 20%. The report goes on to say that there is still a lot to do, particularly with disadvantaged students.[197][198][199] The phonulithium check involves students reached the expected level of 32 correct words compared to 77% in 2015.[200] In 2016, the London School of Economics published a document supporting the teaching of the synthetic phonics to disadvantaged children because it helps close the literacy gap <sup>3</sup> n.[201][202] In 2018, Ofsted, as part of its <sup>3</sup> curriculum research, has produced a YouTube video on early reading. It says "It is absolutely essential that every single person dominates the <sup>3</sup> I say <sup>3</sup> as quickly as possible ... Thus, successful schools first teach first, fast and furious" [203]. In January 2019 Ofsted publishedÃ<sup>3</sup> a report entitled Education <sup>3</sup> Inspection Framework <sup>3</sup>: <sup>3</sup> general view of the research <sup>3</sup> supports the most important system of the phonÃ<sup>©</sup> together with phonÃ<sup>©</sup> awareness, fluency, vocabulary and understanding. [204] Although concern has been expressed <sup>3</sup> the test of phonÃ<sup>©</sup> <sup>3</sup> at the end of the first year, some report that phonÃ<sup>©</sup> is especially valuable for poor readers and those without native language. [205] Finland Before the start of compulsory education, a Finnish child must participate in a pre<sup>3</sup>primary education, and compulsory education usually begins at 7. Some suggest that most Finnish children read before they start school.[206] In the first and second grades, Finnish students develop their reading skills by practicing techniques in the areas of sound letter correspondence (fon A<sup>©</sup>); break down speech into words, slabs and sounds; word recognition; orthografÃa; daily reading and writing; and comprehension strategies n<sup>3</sup>[207] In 2016, among 50 countries, Finland ranked fifth in the Achievement of Reading for fourth-grade students, according to the Study on Progress in International Literacy <sup>3</sup> Reading (PIRLS).[208] France There has been a strong debate in France about the teaching of phonics ("mÅ "© thode syllabique") versus the whole language ("mà thode globale'). After the 1990s, supporters of the latter began to defend a so-called "mixed everything" (also known as balanced literacy<sup>3</sup> in which both approaches are used. France is home to some of the most influential researchers in the psycho-pedagog, cognitive sciences, such as Stanislas Dehaene[209] and Michel Fayol, who support phonÃ<sup>©</sup>. Most recently, with the appointment of academic Jean-Michel Blanquer as Minister of Education, the ministry created a scientific educational council[210] chaired by Dehaene<sup>3</sup>n. This advice supports the fonÃ<sup>©</sup>. In April 2018, the Minister published a set of four guidance documents[211] for early education in reading and mathematics and a booklet[212] detailing the phonetic recommendations. Teachers' unions and a few educators were very critical in their positions,[213] and classified their perspective as "traditionalist", trying to bring the debate to the political sphere. But Blanquer has done so openly that the so-called mixed approach is not a serious option[214]. In 2016, France is slightly above average in terms of reading achievement of fourth grade students, according to the Progress in International Reading Literacy Study (PIRLS)[215]. Hungrãa The official language and language and language and language of instruction <sup>3</sup> the Hungarian Republic is the Hungarian Republic minorÃas (Croats, Germans, Romanians, Serbs, Slovaks and Slovenians) attended schools or kindergartens in mother tongues, bilingà ¼ es o lingà ¼ ústicas operated by minorÃas[216]. Crà Å'che (child care center) in Hungaryà a is a "welfare institution<sup>3</sup> which caters to children from 20 weeks to 3 years and provides professional services of child care and development. In addition, education <sup>3</sup> and care in kindergartens are free and compulsory for children from 3 years of age 6. Priority is given in enrollment to those who are socially disadvantaged<sup>3</sup> The preschool programs focus on the development of new literacy skills <sup>3</sup> children through play rather than the training <sup>3</sup> a fonÂ<sup>©</sup> or the teaching of the alphabet. According to the Encyclopedia PIRLS, the Ministry of Education does <sup>3</sup> not explicitly recommend one particular reading over another, however all accredited textbook series use the "polling-annAolisis". The European Literacy PolAtica Network (ELINET) <sup>3</sup> 2016[217] reports that the Hungarian children in grades one and two receive instruction in phonutical and phonulitical awareness "as the route to decode words". In the third and fourth grades they continue to apply their knowledge of phonics, however the emphasis shifts to the technical aspects more focused on the meaning of reading and writing (i.e., vocabulary, types of texts, reading strategies, orthografÃa, punctuationÃà 3 and gramÃÃÃ[218] In 2016, among 50 countries, Hungrà obtained the thirteenth highest score 3 literacy 3 Another for fourth grade students, according to the Progress in International Reading, just above the EU average of 20%.[220] Ireland's school curriculum focuses on ensuring that children learn both English and Irish. In 2011, the Department of Education <sup>3</sup> and Skills (Ireland) developed a national strategy to improve literacy <sup>3</sup> elementary arythm.[221] The 2014 Professional Development Guide[222] covers the seven areas of attitude and motivation, fluency, understanding, word identification, vocabulary, phonological awareness, phonological <sup>3</sup>, phonics and evaluation. It recommends that phonolÅ <sup>3</sup> conscience. In 2016, among 50 countries, Ireland achieved the fourth highest reading literacy score <sup>33</sup> for fourth grade students, according to the Progress in International Reading Literacy Study (PIRLS)[223]. The International Student Assessment Program (3) for 2018 showed that students in 15 years of Ireland were significantly above average in reading, science and math[224]. The 2019 Primary Language Curriculum specifies that reading outcomes should include phonutics, phonol<sup>3</sup>ic awareness, and phonological awareness, and phonological awareness, and phonological awareness, and phonological awareness, and phonol<sup>3</sup>ic awareness, and phonological awareness, and phonol more than 60% of third-grade students in Latin America and the Caribbean (LAC) have only attained basic skills in partly due to lack of evidence, training, <sup>3</sup> training, <sup>3</sup> training, <sup>3</sup> and support for teachers. The review <sup>3</sup> summarizes the findings of 107 studies of initial <sup>3</sup> literacy interventions (EGL) in LAC. They conclude that teacher training<sup>3</sup> nutrition <sup>3</sup> and technology in Å education programs Å on average show no positive effects on the results of the EGL in the LAC region<sup>3</sup>. However, some factors may have positive effects; including the combination <sup>3</sup> coaching, focusing on school <sup>3</sup> and other nutrition programs Å on average show no positive effects on the results of the EGL in the LAC region<sup>3</sup>. However, some factors may have positive effects; including the combination <sup>3</sup> coaching, focusing on school <sup>3</sup> and other nutrition programs <sup>3</sup> low income countries with high rates of stunting and wastage and combining technology with a strong focus on <sup>3</sup> educational programs. They also suggest that "quantitative studies of non-intervention<sup>3</sup> do not indicate that phonic awareness, phonulitics, fluidity, and understanding<sup>3</sup> are not associated with reading ability," and that low levels of reading among children "may be the consequence of not providing" are not associated with reading ability," and that low levels of reading among children "may be the consequence of not providing" are not associated with reading ability, "and that low levels of reading ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of non-intervention ability," and that low levels of non-intervention ability, "and that low levels of
non-intervention ability," and that low levels of non-intervention ability, and that low levels of non-intervention ability, and that low levels of non-intervention ability, and that low levels ability, and that low le them with adequate instructions on metaphonol<sup>3</sup> gical and phonulitic strategies." However, the available studies are incapable of providing conclusive evidence on the effects of the teaching of phonic awareness, phonutics, fluidity and understanding <sup>3</sup> on reading ability, suggesting the need for research <sup>3</sup> high quality. The Study on Progress in International Literacy 3 (PIRLS 2016) describes special reading initiatives in Trinidad and Tobago[227]. In 2013, the National Commission 3 UNESCO launched the Leading for Literacy project to develop literacy skills 3 students in grades 1 and 2. The project facilitates the training 3 primary teachers in the use of a sintA© program. From 2013 to 2015 Trinidad and Tobago's Ministry of Education <sup>3</sup> appointed seven reading specialists to help primary and secondary teachers improve their literacy <sup>33</sup>. From February 2016, literacy instructors <sup>3</sup> selected primary schools were recruited to assist kindergarten teachers, grades 1 and 2 with education and content of early literacy instruction and <sup>3</sup>. Literacy resources for instruction have been provided to primary schools<sup>3</sup> including phonimic knowledge, word recognition, vocabulary manipulation, phonimics<sup>3</sup> and <sup>3</sup> understanding. New Zealand Ministry of Education <sup>3</sup> has online information <sup>3</sup> has online information <sup>3</sup> has online information, phonimics<sup>3</sup> and <sup>3</sup> understanding. New Zealand Ministry of Education <sup>3</sup> has online information <sup>3</sup> has online information <sup>3</sup> has online information. sounds, letters and words. It has specific suggestions in the areas of oral language, phonological awareness, phonemic awareness, phonemes and phonulitics. There are also recommended examples and letters (initial, final and medial). In his introduction, he 3 that 3 instruction "is not an end in itself" and it is not necessary to teach students "every combination 3 letters and sounds" [228]. New Zealand's score (523) in the 2016 PIRLS report on the reading performance of fourth-graders was above the average of 500 and below other English-speaking countries such as Canada (543), the United States (549), England (559), Northern Ireland (565) and Ireland (567).[229] Northern Ireland in 2007 the Department of Education<sup>3</sup> n (DE) Northern Ireland (567).[229] Northern Ireland (567).[229] Northern Ireland in 2007 the Department of Education<sup>3</sup> n (DE) Northern Ireland (567).[229] Northern Ireland in 2007 the Department of Education<sup>3</sup> n (DE) Northern Ireland (567).[229] Northern Ireland (567).[229] Northern Ireland in 2007 the Department of Education<sup>3</sup> n (DE) Northern Ireland (567).[229] Nor and that sounds are represented by letters (phoneme/grapheme consciousness) A¢ A A [230] In 2010, the DE went further in outlining a new strategy with standards that require teachers to be supported in the use of evidence-based practices for literacy and numeracy education. Ten requirements were outlined, including a program high-quality phonics system Â that was explicit, structured, well-accelerated, interactive, attractive and applied in a meaningful context[231]. In 2016, out of 50 countries, Northern Ireland achieved the highest score <sup>3</sup> the Reading for fourth grade students, according to the Progress in International Reading Literacy Study (PIRLS)[232]. In 2018, at the PISA Reading Performance of 15-year-old students, students, students from Northern Ireland achieved a score 3 505 compared to England in 507 and the OECD average of 487.[233] Norway Norwegian is the main language of Norway and English is taught from first grade.[234] Children enter first grade in August of the year they reach 6 a00. . The El The largest number of students are enrolled in public (government-owned) schools. In the Norwegian curriculum, basic skills include "decoding 3 and understanding of simple texts" (i.e., phon3tica). At the end of the second grade, students are expected to demonstrate an understanding 3 the relationship 3 "sound of speech and lyrics." [235] In 2016, among 50 countries, Norway scored the eighth highest 3 in Reading Literacy 3 fourth grade students according to the International Reading Literacy 3 fourth grade students 15 years in PISA 2018.[237] Poland The national curriculum in Poland considers reading to be the primary objective of primary education, defining it as the technical ability to "decode graphemes into phonemes and understand, use and process written texts" (i.e. phonematics).[238] Instruction <sup>3</sup> often consists of telling students how to do things rather than letting them experience them themselves and experience them results. use the internet and other digital technologies during <sup>3</sup> reading instruction. Polish schools do not have trained reading specialists, but speech and educational therapists are available to help students with special needs or learning difficulties. In 1998 a national campaign was launched to encourage parents to read aloud to their children for 20 minutes each day[239]. In 2014, 10.6% of young people <sup>3</sup> 15 years have a lower performance than reading, less than the EU average of 17.8%[240]. From 2014, a program to provide free school books was gradually introduced throughout Poland. In 2015, the social <sup>3</sup> of the students was a cause of concern<sup>3</sup> and in that year the children of six years began the compulsory schooling <sup>3</sup>. According to the 2000 International Student <sup>3</sup> (PISA), A 15 A aA±o A A old Polish students read significantly below the OECD average. However, with a renewed emphasis on reading, by 2018 Poland made the biggest progress in reading since 1994 and Poles from 16 to 19 years outperformed their European peers in reading (10th of 72 pairs in PISA). Poland ranked sixth in the 4th grade reading achievement of the 2016 PIRLS.[241] Portugal, but not explicitly. Emphasis was placed on the meaning, reading for pleasure and the development of a critical approach to the texts. Explicit phonic awareness and <sup>3</sup> training for reading fluency were considered obsolete by some teacher organizations[242]. Poor results in international comparisons led parents and schools to react to this approach and insist on more <sup>3</sup> direct instruction. Later, during the tenure of Minister Nuno Cratoâ (2011â Â Â 2015), who is known to be an open critic of constructivist approaches and an advocate for cognitive psychology findings, new standards ("goals") were established.[243] The ministry convocÅ<sup>3</sup> to a team led by a well-known reading specialist, JosÅ A<sup>©</sup> Morais.[244] This team introduced an explicit approach teaching of the phonítica, emphasizing on the decoding <sup>3</sup> and the fluidity of reading. Subsequently, the international evaluations TIMSS and PISA showed a marked improvement in the areas of mathematics, reading and science from 2006 to 2015. The results ever for Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results of Portuguese students rose above the OECD and IEA averages[245], reaching the best results above the OECD and IEA averages[245], reaching the best results at the portuguese students rose above the OECD and IEA averages[245], reaching the best results at the portuguese students rose at the portuguese stable at the port United with 497. However, by 2018 Portugal had dropped slightly to 492 and the United States had increased to 505. Some analysts explain this progress by the educational measures that Portugal put in place: a more demanding course, the emphasis on direct teaching, standardized tests, a lower capacity for streaming and an <sup>3</sup> training in fluency in reading and math.[246] In 2016, among 50 countries, Portugal achieved the highest score <sup>3</sup> 30 in Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students
according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade students according to the International Study of Reading Literacy <sup>3</sup> fourth grade stude Viktorovna Pronina, an author and teacher in Moscow, allegedly said that today, the largest number of teachers in Russia will tell you that they use the fonA<sup>®</sup> [248] The 2016 PISA international study states that the most widely used now for teaching reading in the Russian Federation<sup>3</sup> was developed by the famous psicA<sup>3</sup> logo Danikonil Elkonil in the most widely used now for teaching reading in the Russian Federation<sup>3</sup> was developed by the famous psicA<sup>3</sup> logo Danikonil Elkonil in the famous psicA<sup>3</sup> logo Danikonil Elkonil Elkonil Elkonil in the famous psicA<sup>3</sup> logo Danikonil Elkonil Elkonil in the famous psicA<sup>3</sup> logo Danikonil Elkonil El 1960s. It says, "Students learn to define the sequence of sounds in a word and characterize each sound... by acquiring knowledge of the phononé system at an early stage" and "become better acquainted with reading skills." [249] In 1959, a journal report adds more details about how phononé is <sup>3</sup> used. He says other observers report that the Russian system in the initial reading is "strictly phonotic." However, there are no separate phonics classes, but exercises, drills, exercises, dr letter. There is no "mixing" of sounds, no "crutches" like equating the sound of /s/ with a snake. On the other hand, "all learning is by eye and by ndem", and the association <sup>3</sup> formed only between the printed symbol and its sound. And, finally, each lesson <sup>3</sup> uses exercises to confirm understanding<sup>3</sup>[250] [251] Among 50 countries, the Russian Federation earned the <sup>3</sup> score (581) in reading literacy <sup>3</sup> fourth-graders, according to the 2016 Study on Progress in International Reading Literacy <sup>3</sup> (PIRLS).[252] Scotland Synthetic FonA<sup>©</sup> with the Synt and the students favored with disadvantaged children. In the report it was determined that, using the sintA<sup>©</sup> technique, the children of favored environments in primary school (while with the education of analA<sup>©</sup> they obtain significantly lower results). and the children had a better performance than or as good as the children.[253] A five-year follow-up of the study concluded that the beneficial effects were long-lasting, in fact the increases in reading increased[254]. Education Scotland subsequently concluded that <sup>3</sup> programs, generally integrated into a rich literacy environment, provide an additional four months of progress over other programs such as full language, and are particularly beneficial for young <sup>3</sup> (4 7 years old). There is evidence, albeit less certain, that sintA<sup>®</sup> programs can be more beneficial than analA<sup>®</sup> programs; however, it is more important to teach systemically.[255] In the 2018 PISA reading results of students from 15 years, Scotland's score was higher than average, 504 <sup>3</sup> the OECD average of 487.[256] Scotland does not participate in PIRLS. Singapore Singapore Singapore Singapore Singapore has a diverse <sup>1</sup>/<sub>4</sub> environment with four official languages, including English, which is the language of education <sup>3</sup> administration<sup>3</sup> Biling<sup>1</sup>/<sub>4</sub> itself is the "cornerstone" of the education system, where students learn English and their own mother tongue in school.[257] 99% of children attend pre-school education (3 by 18 months of age), although it is not mandatory in Singapore English language curriculum called for "a balance between decoding 3 and -based instruction." â ÷ fonA<sup>©</sup> and the whole language". Without a review in 2006 advocated a "systematic" approach. The subsequent curriculum, in 2010, does not mention any <sup>3</sup> of the entire language and recommended a balanced, interactive and comprehensive reading program. It refers to Learning to Read: The Great Debate of Jeanne Chall (1967) and the National Reading Panel (2000), which supported the phonotic system; and the International Literacy 3 (2005) 3 supported by the 3 n saying that the fonÃ<sup>©</sup> is "necessary but insufficient". The curriculum for 2010 advocates a balance between "3 and explUcitic instruction" and "a rich ¼ environment". He asked that the teaching of the techniques of oral language be increased, along with the phonic awareness and the key elements of decoding <sup>3</sup> the synthetic phonics, the anal phonics and the phonics of analogÃa. Specifically, he advocated for the instruction <sup>3</sup> mixing (e.g. /k/, /Å â ÷/, /t/= cat), vowels, consonants and slabs. And, finally, it asked for <sup>3</sup> in the study of words, grammar, vocabulary, writing and understanding<sup>3</sup>[259] Singapore scored the second highest reading score (576) after the Russian Federation (581) in the 2016 PIRLS report on fourth-grade students<sup>3</sup>[260]. Sweden Since the 1860s it was "taken for granted" that phonics is an important part of reading instruction <sup>3</sup> early school children in Sweden. In the 1990s, however, the National Agency for Education (Sweden)<sup>3</sup> encouraged teachers to try out more than all others, including the full language. Sweden's performance in international fourth-degree reading assessments (IRLS) decreased by 19 points between 2001 (561) and 2011 (542) and recovered by 13 points in 2016 (555), still lower than the 2001 results[261]. Some suggest that the lower scores are related to the increase in immigration<sup>3</sup> n[262]. In 2016, the European Literacy Pol<sup>3</sup> Network (ELINET)[263] published a report on literacy <sup>3</sup> Sweden stating that there is an " urgent need" to address the decline <sup>3</sup> performance as measured by PIRLS and PISA[264]. United States More than a century of debate has taken place on whether or not the English phonics should be used in the initial reading ducation. The use of phonics include the early card set Reading Disentangled (1834) [265] and the text Reading Without Tears (1857). Despite the work of nineteenth-century advocates like Rebecca Smith Pollard, some American educators, especially Horace Mann, argued that no foné should be taught at all. This led to the commonly used "look-say" approach installed on popular Dick and Jane readers in the mid-20th century. However, starting from the 1950s, inspired by a rich historical study by Dr. Harry E. Houtz, [266] and spurred by the acritics of Rudolf Flesch to the absence of instruction 3 a nof phonics (particularly in her book, Why Johnny Can't Read- 1955) and Jeanne Chall (the author of Learning to Read the Great Debate - 1967-1995[267] fonics resurrects A3 as a spurred by the acritics of Rudolf Flesch to the absence of instruction 4 and particularly in her book. the most comprehensive teaching of reading. In the 1980s, the "whole language" approach to polarized reading is the most important debate in the United States. All language teaching was based on the principle that children could learn to read if they had a) proper motivation, b) access to good literature, c) many reading opportunities, d) focus on meaning and e) instruction <sup>3</sup> help students use semÃ0nticas, sintÃÂ0cticas and grafofÃÃÃÃ<sup>3</sup>nicas to "guess" the pronunciation, in practice people are often taught to use images to guess a word. For some advocates of the whole language, the phonutics were antithetical to helping new readers get the meaning; they stated that analyzing the words in small pieces and reassembling them have no connection <sup>3</sup> the ideas the author wants to convey[268]. The emphasis of all language on identifying words using context and focusing only a little on the (usually the consonants of the alphabet and the short vowels) could not be reconciled with the phonA<sup>©</sup> emphasis on individual correspondences of sound-symbol. Thus, in the United States a dichotomous between the focus of all language and phonutics arose that provoked an intense debate. Ultimately, this debate led to a series of panels commissioned by Congress and government-funded reviews of reading instruction <sup>3</sup> the U.S. In 1984, the National Academy of Education <sup>3</sup> Education <sup>3</sup> a report on the state of research and instruction practices <sup>3</sup> reading education<sup>3</sup> Becoming a <sup>3</sup> of readers[269]. Among other results, the report includes the finding that the
<sup>3</sup> instruction improves the ability of children to identify words. It reports that useful phonA<sup>©</sup> strategies include teaching the children the sounds of letters in the sounds of letters in the sound of let isolation and in words, and teaching them to mix the sounds of letters to produce approximate pronunciations of words. It also states that the <sup>3</sup> instruction must occur in conjunction <sup>3</sup> opportunities to identify words in meaningful sentences and stories. In 1990, Congress asked the U.S. Department of Education (<sup>3</sup>) to compile a list of available program. on initial reading instruction, each evaluating in terms <sup>3</sup> the effectiveness of its phonetic component. As part of this requirement, the ED asked Dr. Marilyn J. Adams to prepare a report on the role <sup>3</sup> phonics instruction in the initial reading. This resulted A<sup>3</sup> in his 1994 book Beginning to Read: Thinking and learning about printing<sup>3</sup>[270] In the book, Adams asserted that existing scientific research <sup>3</sup> supported phonics as an effective way to teach students the <sup>3</sup> alphatic - building their skills in decoding unknown words. By learning the <sup>3</sup> I say alphatic, argumentÃ<sup>3</sup>, students can release the mental energy used for word analysis and dedicate this mental effort to meaning, which leads to a stronger understanding. I also suggested that students be encouraged not to skip words that would be difficult for them. Instead, they should take the time to study the challenging words and reread sentences after they have decoded them. He also concluded that while <sup>3</sup> instruction is a necessary component of the reading instruction<sup>3</sup> it is not enough by itself Children should also have practice reading text as long as they don't make too many mistakes. In spite of his study, the argument about how <sup>3</sup> teach to read, finally known as "the Great Debate", continued unabated. In 1996, the California Department of Education <sup>3</sup> became increasingly interested in the use of phonics in schools.[271] And in 1997 the department asked for first-grade education in concepts of printing<sup>3</sup> phonics awareness, decoding and word recognition, and development of vocabulary and concept. [272] In 1997, the Congress asked the Director of the National Institute of Child Health and Human Development (NICHD) of the National Institutes of Health, in consultation with the Secretary of Education<sup>3</sup> to convene a national group to evaluate the effectiveness of the different approaches used for teaching to children (among other issues in education<sup>3</sup>) and in 1998 published the results in the Prevention Difficulties of Reading in Children.[273] The findings of the National Research Council <sup>3</sup> largely coincided with those of Adams. They concluded that phonÃ<sup>©</sup> is a very effective way to teach children to read worldwide, more effective than what is known as the "embedded fonÃ<sup>©</sup>" approach to all language (where phonÃ<sup>©</sup> is taught opportunistic in the context of literature). They found that the <sup>3</sup> instruction must be systematic (following a sequence of increasingly challenging phonics patterns) and explicit (teaching students exactly how the patterns) and exactly research studies <sup>3</sup> many areas of the teaching of reading, including phonutics and full language. The resulting report Enseıando a leer a los niıos: An evidence<sup>3</sup> based assessment of the scientific research literature <sup>3</sup> reading and its implications for reading instruction provides a <sup>3</sup> review of what is known about the best practices in reading instruction in the U.S.[275] The panel informsÃ<sup>3</sup> that several reading skills are critical to becoming good readers: phonÃ<sup>©</sup> for the word word fluency, vocabulary and <sup>3</sup> comprehension of texts. With regard to phonics, his meta-analysis of hundreds of studies confirms the conclusions of the National Research Council<sup>3</sup> the teaching of phonics (and related phonics skills, such as phonics awareness) is a more effective way of teaching<sup>3</sup> reading for students from kindergarten to 6th grade degree, and for all children who are having difficulty learning to read. They also discovered that <sup>3</sup> instruction benefits all ages in the learning of spelling. They also reported that teachers need more education <sup>3</sup> teaching effective reading, both before the service and during the service. The State-led Common Core Standards Initiative was developed in 2009 due to the lack of standardization 3 the principles and practices of education3 n[277]. The site has a complete description 3 the specific details of the English Language Arts Standards that include the areas of the Alphabetic Principle, Printing Concepts, 3, Phonolà 3 Awareness, Phonography and Word Recognition, and Fluency.[278] It is up to each State and school district to draw up plans to implement the standards. Since 2020, 41 States have adopted the standards and, in most cases, have taken three or more years to implemented them in the 2014Â Â 2015 school year, but in 2020 the state Department of Public Instruction <sup>3</sup> was in the process of developing materials to support standards in phonocytic education. [280][281] The State of Mississippi approved the State's Law on 3-Based Promotion Abetizaciã 3 in 2013, in part due to the poor presentation of states in the National Assessment 3 Educational Progress. [288][2882] [83] The Mississippi Department of Education provides resources for teachers in the areas of phonic awareness, phonÃ<sup>©</sup>, vocabulary, fluency, understanding, and reading strategies.[284] In 2019 Mississippi pi made greater progress in reading than any other state.[285][286] In 2014, the California Department of Education declared: "It is crucial to make sure that children know how <sup>3</sup> decode words with a slang written regularly by the middle of the first grade." He goes on to say that "students need to be phonemically aware (especially able to segment and mix phonemes)"[287]. In grades two and three, children receive <sup>3</sup> instruction in advanced single-<sup>3</sup> lysis and reading of polysylà bic and more complex words. [288] In 2015, the New York state public school system began a process to review its standards of learning of the English language arts. The new rules require teaching that involves "reading or literacy experiences," as well as phonological awareness from kindergarten to grade 1 and phonics and word recognition from grade 1 to grade 4.[289] In 2015, the Ohio Legislature established the <sup>3</sup> standards that require the use of phonics as a technique for teaching reading. Includes guidelines for teaching phonics, phonics, fluency, vocabulary, and <sup>3</sup>.[290][291][292] In February 2017, the Ohio Department of Education <sup>3</sup> adopted new learning standards for the English language arts. They include Reading Standards for Foundational Skills 12 that clearly establish a systematic approach to phonolÃ-3 awareness education in kindergarten and grade one, and phonotics skills and grade one and g Sciences, an independent, non-partisan branch of the U.S. Department of Education<sup>3</sup> published an Educator Practice Guide (with evidence) on Foundational Skills to Support Reading for Understanding<sup>3</sup> in Children's Playground through Grade 3.[295] It contains four recommendations to support reading: 1) Teaching students practical <sup>1</sup>/<sub>4</sub> skills, including the use of inferential and narrative language, and vocabulary vocabulary vocabulary 2) Develop awareness of sound segments in speech and how 3 are linked to letters (phonic and phonÃ<sup>©</sup>), and 4) Ensure that each student reads text connected to all the days to support accuracy 3 n of reading, fluidity and understanding 3 n. Some universities have created additional material based on this classroom [296][297] In 2016, the Colorado Department of Education updated its Literacy 3 Elementary Teachers Standards with a comprehensive framework that includes standards for development in the areas of FonologoÃa; Phonics and word recognition; Fluid Auto Reading; Vocabulary; Understanding <sup>3</sup> text; and handwriting, spelling and <sup>3</sup>.[298] At the same time, the Delaware Department of Education<sup>3</sup>. It states that teachers' <sup>3</sup> programs should include evidence-based practices, including the five essential components of reading instruction 3 (phonic awareness, phonic awareness, phonic awareness, fluency, vocabulary and 3)[299]. In 2017, research 3 published in the Journal of Experimental Psychology has shown that learning to read by sounding words (i.e. phoné) has a dramatic impact on the accuracy 3 loudly reading and understanding 3 n[300]. It is concluded that early literacy <sup>3</sup> focus on the systematic approach of "print-to-sound relations<sup>3</sup>" in alphatic languages, instead of teaching "strategies based on meaning", in order to improve both reading Wars: Acquisition <sup>3</sup> reading from beginner to expert. The purpose <sup>3</sup> the article is to fill the gap between current research knowledge <sup>3</sup> public understanding of how we learn to read, and to explain "why <sup>3</sup> instruction is so central to learning in a writing system as English"[301]. In 2018, the Arkansas Department of Education, Literacy Support Unit, released a report on its new initiative known as R.I.S.E., Reading Initiative for Student Excellence, which was the result of the Right to Read Act, <sup>3</sup> passed in 2017.[302] The first objective of this initiative is to provide educators with the in-depth knowledge and skills of "reading science" and evidence-based instructional strategies.[303] This includes a shift in focus to
research-based <sup>3</sup> on phonolA <sup>3</sup> ogic awareness, phonulitics, vocabulary, fluency, and understanding<sup>3</sup> n. The specific requirements are that the reading instruction <sup>3</sup> be systematic and explicit, and include decoding techniques.[304] Part of the instruction <sup>3</sup> involves the use of a book and study guide entitled Essentials of Assessing, Preventing and Overcoming Reading Difficulties, by David Kilpatrick.[305] In 2018, the Minnesota Reading Corps (MRC)[306] published assessment reports 3 impact of their pre-kindergarten reading programs up to third grade (2017Å Å 2018). MRC is a 3-participating organization under Americorps in which volunteer tutors of at-risk students who need additional support in reading and math. The tutors are trained to use the research-based literacy activities and interventions <sup>3</sup> identified by the National Reading Panel, including phonolà <sup>3</sup>gica awareness, phonics, fluency, vocabulary and <sup>3</sup>. The reports, submitted by NORC at the University of Chicago, compare the results of students in the MRC program with students in the control groups. They found that students MRC achieved significantly higher scores in lyric and sound fluency, and MRC first-graders achieved significantly higher scores in both meaningless word fluency.[307] In 2019, the Minnesota Department of Education <sup>3</sup> introduced rules requiring school districts to "develop a Local Literacy Plan<sup>3</sup> ensure that all students have reached early reading mastery by the end of third grade at the latest," in accordance with an Education Statute Legislature that requires primary school teachers to be able to implement comprehensive, science-based reading and oral language instruction <sup>3</sup> the five areas of phonic, phonetic, fluent, vocabulary and <sup>3</sup> comprehension reading.[309] In 2019, the International Literacy Association <sup>3</sup> early[310] The report clearly supports the use of <sup>3</sup> instruction which is explicit and systematic, stating that "the instruction is useful for all students, harmful for none, and crucial for some." It also offers an opinion <sup>3</sup> the ten most common causes of FonÃ<sup>©</sup> Instructional Failure, namely: inadequate time spent mastering a new phonulitic ability such as mixing (4 Å 6 weeks recommended); lack of application <sup>3</sup> the actual reading material to practice skills; too much teacher instruction<sup>3</sup> and too little reading by the student; time lost during instructional transitions<sup>3</sup> n; the attitude and knowledge of the teacher on the foné's material; lessons that are not quick and rigorous; lack of evaluations of phoné at the expense of other aspects such as vocabulary. In 2019, the Encyclopedia of Best Evidence,[311] part of Johns Hopkins University, published a review <sup>3</sup> research <sup>3</sup> 61 studies of 48 different programs for struggling readers in elementary schools.[312] It concluded that:[313] The results were positive for the individual tutor. The results were positive, but not so great for the group tutor from one to small. There were no differences in the results between teachers and teaching assistants, since tutors The <sup>3</sup> non-adaptive instruction supported by technology did not have positive results. tutorÃa got results for readers in difficulties as large as those found for individual tutorÃa, and benefited many more students. for the largest number of hard-pressed readers In 2019, 52.8% of Louisiana's third-graders scored <sup>3</sup> egual to or above the state reading benchmark[314]. Also in 2019, 26% of fourth-grade students were given a level of competence in accordance with the Nation's Report 3.[315] In the same period, the Louisiana State Legislature adopted resolution 222<sup>3</sup> urging the Education Department to create the Early Literacy <sup>3</sup> Commission<sup>3</sup> to make recommendations for implementing a system that provides instruction<sup>3</sup> effective evidence-based reading for children from birth through third grade.[316][317] On March 8, 2019, the Louisiana Department of Education <sup>3</sup> revised its K-12 English language arts curriculum. Its Reading Standards for Founding Skills include requirements for alpha-literate instruction, phonolà gica awareness, phoné and word recognition, fluidity and comprehension.[31] [8] Effective 2020 The Louisiana Board of Elementary and Secondary Education (BESE) examines the following skills: Phonic awareness of the childhood garden; First Degree Foné; Second Degree Oral Reading Fluency; and third-grade reading to the NaciÃ<sup>3</sup> n Report, compared <sup>3</sup> the National Average of 34%.[320][321][322] In June of that same year, the Texas Legislature passed House Law 3 (HB 3 Reading Academies) that requires all gardens children through grade three teachers and principals "start a teacher literacy academy <sup>3</sup> before the school year 20222223" ... Training is expected to <sup>3</sup> a total of 80 hours.[323] The aim is "to increase teacher awareness and the implementation <sup>3</sup> evidence-based practices to positively impact the achievement of student literacy<sup>3</sup>"[324]. The required content of the training <sup>3</sup> academies includes the of Science of Teaching Reading, Oral Language, Phonolà gica Consciousness, Decodification <sup>3</sup> (i.e., Phonotica), Fluency and Comprehension <sup>3</sup> n. In 2016, among 50 countries, the United States achieved the 15th highest reading literacy score <sup>3</sup> fourth-grade students, according to the Study on Progress in International Literacy <sup>3</sup> (PIRLS).[325] Of 78 countries, the United States achieved the 15th highest reading literacy score <sup>3</sup> fourth-grade students, according to the Study for 15-year-olds.[326] In 2019, with respect to In the fourth grade of public schools of the Nationà n, 34% of students work in or above the "competent level" Report Card (3 acadé lido performance) and 65% work in or above the "right to read" to enter 2023. It requires education standards <sup>3</sup> be evidence-based and science-based and focused on competition in the five reading areas: phonic awareness, fluidity, development of vocabulary and fluency in reading, including oral skills and reading comprehension.[328] In the same period, the state of North Carolina approved a bill that requires that reading education be based on the science of reading.[329] See also AllografÃa Principio alfabA<sup>®</sup> AlfabetizaciÃ<sup>3</sup> n balanced Text HipÃ<sup>3</sup> from double reading AsA<sup>§</sup> Learn to read Reading§ Reading AsA<sup>®</sup> Reading AsA<sup>®</sup> Learn to read Reading§ Reading AsA<sup>®</sup> R Reading FonÃ<sup>©</sup> SintÃ<sup>©</sup> Full language References ^ "Why Arabic is not as hard as you think, Warwick University, UK". ^ "PIRLS 2016 Russian Federation, Language and Russian Federation, Literacy" (PDF). 2016. p.Ã 3. ^ a b "National reading for Understanding in Kindergarten Through 3rd Grade, Institute of Education Sciences (IES) 2016" (PDF). 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