

What does it mean to use meaning & structural information?

Don't we read using phonics? Try This:

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid. Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttae in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? Yaeh, and I awlyas thought slpeling was ipmorantt. Wsnat taht ipmrsevise??

I'm not sure about how reliable the source is, or how much Cambridge University had to do with it, but it helps to illustrate the ideas below. You'll also note that the 2 and 3 letter words were not rearranged, just anchoring on those little words helped you through the text- having those "sight words" become automatic is SO, SO important!

When reading the passage, we used meaning (What makes sense?) and sentence structure (Does it sound right to say it like that?) to guide our reading (our brain is predicting) and THEN, we used phonics/letter information to confirm or reject our predictions.

It is important to FIRST ask a child what makes sense (if it will at all help them solve the word) backing up and rereading, before the tricky part, often helps with this. That does not mean we don't teach word attack/phonics skills. It just means, that all parts of reading information and ways to solve a word must be kept in balance. The reader has to orchestrate all the strategies & information available to them in order to read- and meaning and sentence structure are 2 extremely important parts. -K. Froscheiser