Word Knowledge

Problems:
1. Misunderstanding of word knowledge vs. blending boards
2. Overlooking sentence extending -- who, what, when, where, how
3. Too much teacher talk
4. Pacing too slow, too fast
5. Lack of intense student interaction
6. Having all words displayed

Solutions and Purpose:
1. (a) It is important that the students know the objective of a Word Knowledge Board (eg. focus of each line being word history, word structure, word use, etc.) so that they can recognize these components in other areas.
   (b) It is important that the students know the objective of a Phonics/Fluency Board (eg. focus is phonics and spelling patterns) so that they can apply these skills to decoding.
2. During Dev. Oral Lang., it is important for the students to extend sentences so that they learn to be more explicit in their speaking/writing.
3. It is important to eliminate extraneous "teacher talk" so that students can focus on the given objective (ie. word knowledge (day 1) or phonics (day 3)).
4. It is important for students’ pacing to be as quick as appropriate so that they maintain engagement and thus learning.
5. It is important to keep the intensity of student/lesson interaction high so that engagement and enthusiasm promote greater learning (time on task).
6. It is important to not have the boards prewritten (on the first exposure) so that students are engaged in the objective rather than simply "knowing how to pronounce the word."