

Top-Down reading model

Top-down model suggests that processing of a text begins in the mind of the readers with:

Meaning driven processes or

An assumption about the meaning of the text

Readers identify letters and words only to confirm their assumptions about the meaning of the text. Proponents agree that:

Comprehension is the basis for decoding skills, not a singular result, and meaning is brought to print, not derived from it.

Proponents:

Goodman, Kenneth 1985

Smith, Frank 1994

Definition:

A model that emphasizes what the reader brings to the text, says reading is driven with meaning, and proceeds from whole to part

Bottom-up reading model

Emphasizes a single-direction, part-to-whole processing of a text. In the beginning stages it gives little emphasis to the influences of the reader's world knowledge, contextual information, or higher-order processing strategies.

Definition: emphasizes the written of printed text, says reading is driven by a process that results in meaning, proceeds from part to whole

Proponents:

Flesch 1955

Gough 1985

LaBerge and Samuels 1985

Features: reader needs to--

Identify letter features

Link those features to recognize letters

Combine letters to recognize spelling patterns

Link spelling patterns to recognize words

**Proceed to sentence, paragraph and text –
level processing**

Interactive Reading Model

-One of the most promising theories

- Attempts to combine the valid insights of bottom-up and top-down models. Uses strong points of both and tries to avoid the criticisms leveled against each

Definition- a reading model that recognizes the interaction of bottom-up and top-down simultaneously throughout the reading process

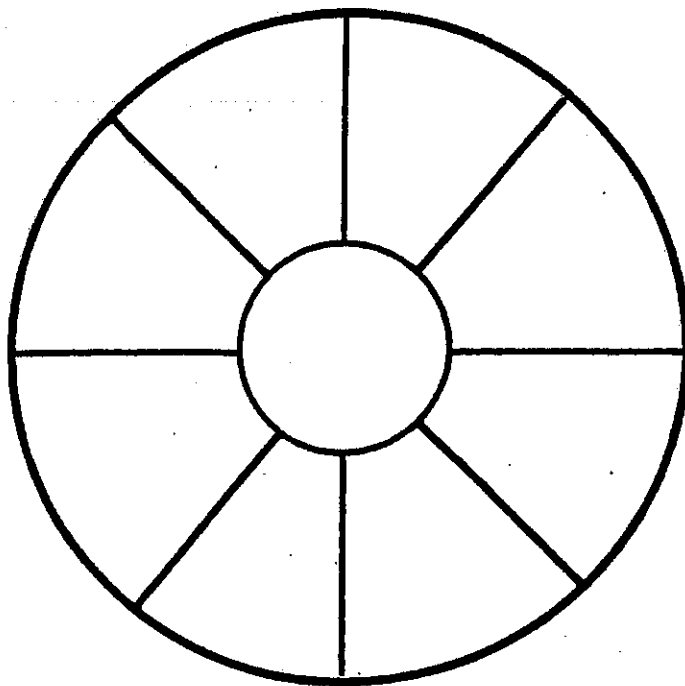
Proponents- Rumelhart, D. 1985

Barr, Sadow, & Blachowicz

1990

Ruddell and Speaker 1985

WORD WHEELS



IDEAS FOR USING THE WORD WHEEL

RR/98

Word wheels could have terrific applications in a number of areas.

1. To enhance student writing, the teacher could begin the process by suggesting or writing a word used frequently by the students. Students would write in "other" ways to say the same thing on the spokes of the wheel. These lists could be posted around on the walls or even the ceiling for writers in need. Students have created a "Thesaurus-at-a-glance".

2. Create a list of words that have a "common" theme. The teacher would begin by writing the theme word in the center. Students would add to the list by writing their ideas on the spokes of the wheel. In a social studies class a theme word might be land forms or perhaps government.

A math teacher might use math operations as a theme word or perhaps geometric shapes as a key phrase. A language arts class might use "feelings" as a theme word. A science teacher might use "kinds of reactions" as a key phrase. A physical education teacher might use "rules of the game" as their key phrase.

3. In a math class, a teacher might put down two numbers and the phrase "math operations". The students use the two numbers and illustrate the use of the math operations on the spokes of the wheel.

COMPARE/CONTRAST MATRIX

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Appropriate for:

similarities/differences between

- two things (or more)
- people
- events
- ideas, etc.

Key considerations:

what things are being compared?

- How are they similar?
- How are they different?