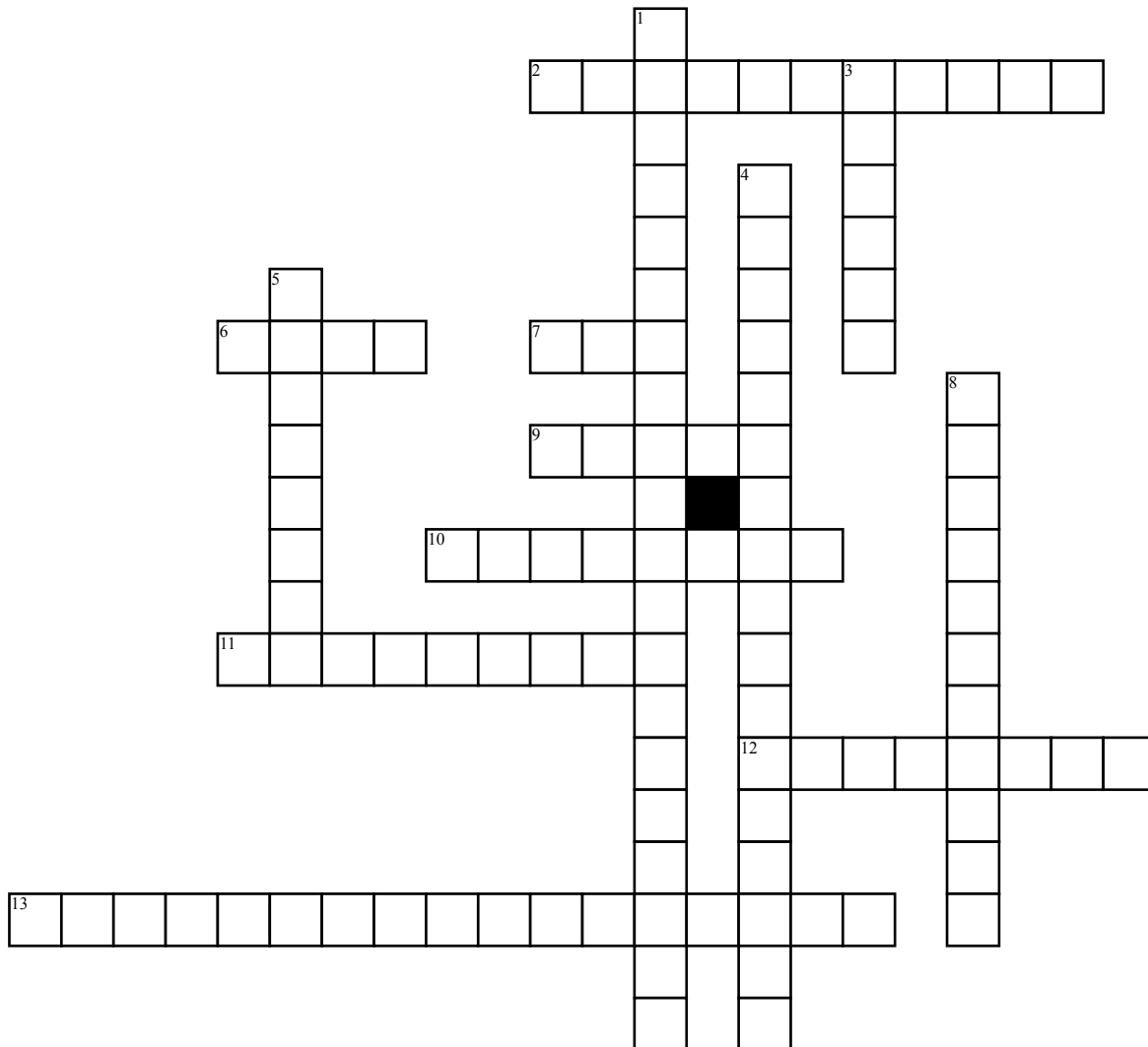


# Sayre.165 EDUTL 5468 Chapter 2: Reading Instruction



## Across

2. Learning in which students work together to further the chance of learning and reaching goals.
6. The cycle in which students learn new things bit by bit and assume increased responsibility for this new information. (Abbreviated.)
7. Idea in which the social nature of learning and that learning is very much a social phenomenon is encompassed along with the idea that students basically have a "cap" on their learning capability at any given time. (Abbreviated.)
9. Knowledge that is usually quickly forgotten and is typically useless.

10. Teaching that consists of asking students to complete a task and then showing them how only when they struggle.
11. Teaching that consists of deliberately showing students how to do something before expecting them to do it themselves.
12. Readers that take advantage of spelling patterns and letter-sound correspondences to find unfamiliar word meanings.
13. The first stage in the Gradual Release of Responsibility Model that employs straight-forward instruction and cognitive modeling.

## Down

1. A federal law that includes, but is not limited to, making sure all students learn to read.

3. Teaching that relies on the the teacher to know their instructional goals and to be fully knowledgeable about the topic at hand while trying to incorporate new ideas.
4. When teachers use explicit instructional talk to reveal their thought processes while performing tasks that students will later have to do.
5. The use of skills and/or knowledge in more contexts than just the one(s) it was learned in.
8. Peeling a typically more difficult task apart layer by layer to create steps or checkpoints that make it easier to accomplish.