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**INTERCONEXIUNEA ÎN FORMAREA COMPETENȚELOR
LINGVISTICĂ, DE CITIRE ȘI SCRIERE LA ELEVII DE
VÂRSTĂ ȘCOLARĂ MICĂ**

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**INTERCONNECTION IN LINGUISTIC, READING AND
WRITING COMPETENCES FORMATION OF ELEMENTARY
SCHOOL STUDENTS**

SPECIALITY 531.01-GENERAL THEORY OF EDUCATION

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ADNOTARE

Shtral Niva, „Interconexiunea în formarea competențelor lingvistică, de citire și scriere la elevii de vârstă școlară mică”, teză de doctor în științe pedagogice, Chișinău, 2019

Structura tezei. Teza este structurată în introducere, trei capitole, concluzii generale și recomandări, bibliografie (216 titluri) și 17 anexe. Teza are 131 pagini text de bază, 5 figuri, 8 tabele.

Publicații la tema tezei. Rezultatele cercetării sunt reflectate în 9 lucrări științifice, inclusiv: 3 articole în reviste de profil, 4 lucrări ce constituie materiale ale conferințelor naționale și internaționale și 2 publicații electronice.

Cuvinte-cheie: competență, competență lingvistică, competență de citire, competență de scriere, fazele formării competenței, interconexiune, dimensiunile interconexiunii, legile învățării din perspectiva curentului conexiunist, copii de vârstă școlară mică.

Domeniul de studiu îl constituie fenomenul interconexiunii în formarea competențelor lingvistice, de citire și scriere la elevii de vârstă școlară mică.

Scopul cercetării constă în conceptualizarea, elaborarea și aprobarea experimentală a Modelului Pedagogic HIVE de formare interconexă a competențelor lingvistice, de citire, de scriere la elevii de vârstă școlară mică, implicit și a Programului de intervenție axat pe formarea concomitentă a competențelor lingvistice, de citire și de scriere.

Obiectivele cercetării: abordarea epistemologică a fenomenelor competență, competențe lingvistice, de citire, de scriere; fundamentarea interconexiunii dintre competența lingvistică și celor de citire și scriere; argumentarea și elaborarea Modelului Pedagogic HIVE de formare interconexă a competențelor lingvistice, de citire, de scriere la elevii de vârstă școlară mică; elaborarea și implementarea Programului de intervenție (în baza Modelului HIVE) pentru facilitarea progresului concomitent al competențelor lingvistice, de citire și scriere; determinarea impactului formativ al Programului de intervenție asupra competențelor lingvistice, de citire și scriere; elaborarea concluziilor generale și a recomandărilor practice.

Noutatea și originalitatea științifică constă în fundamentarea și elaborarea Modelului Pedagogic HIVE de formare interconexă a competențelor lingvistice, de citire, de scriere la elevii de vârstă școlară mică; rezidă în validarea Programului de intervenție axat pe formarea concomitentă a competențelor lingvistice, de citire și de scriere, elaborat în baza Modelului Pedagogic HIVE, care a direcționat intervențiile pedagogice la o juxtapunere a fazelor de formare a competenței la legile învățării din perspectiva curentului conexiunist, precum și asigurarea interconexiunii între dimensiunile strategiilor de predare propuse în 2014 de Ministerul Educației din Israel. *Problema științifică importantă soluționată* constă în elucidarea semnificației formării interconexe a unor valori între care există relații firești de intercondiționare și interrelaționare cu similitudini semnificative în evoluția progresivă a acestora, fapt demonstrat prin validarea Modelului Pedagogic HIVE de formare interconexă a competențelor lingvistice, de citire și scriere.

Semnificația teoretică a lucrării este marcată prin elucidarea argumentelor științifice privind importanța procesului de achiziție a competenței lingvistice în deținerea competențelor de citire și scriere de către elevii de vârstă școlară mică; argumentarea necesității stabilirii corelației dintre fazele formării competenței și legile învățării din perspectiva curentului conexiunist; elaborarea Modelului Pedagogic HIVE de formare interconexă a competențelor lingvistice, de citire, de scriere la elevii de vârstă școlară mică.

Valoarea aplicativă a cercetării constă în implementarea și validarea Programului de intervenție ce include strategii didactice speciale derivate din Modelul Pedagogic HIVE de formare interconexă a competențelor lingvistice, de citire, de scriere la elevii de vârstă școlară mică; validarea tehnologiilor de implementare a strategiilor „Puterea cititorului” și „Cheia magică” în vederea formării interconexe a competențelor lingvistice, de citire și scriere nu numai în cazul predării limbii ebraice, dar și a altor limbi, inclusiv a celor studiate în instituțiile de învățământ din Republica Moldova.

Implementarea rezultatelor științifice. Rezultatele științifice au fost implementate în școlile primare din Israel prin realizarea Programului de intervenție axat pe formarea concomitentă a competențelor lingvistice, de citire și de scriere cu valorificarea strategiilor „Puterea cititorului” și „Cheia magică” în perioada anilor 2012-2015.

АННОТАЦИЯ

Shtral Niva, „Взаимосвязь формирования компетенции чтения, письма и лингвистической у школьников младшего возраста”, диссертация доктора педагогических наук, Кишинёв, 2019.

Структура диссертации: Диссертация состоит из введения, трёх глав, общие выводы и рекомендации, библиографии (216 назв.) и 17 приложений. Объём основного текста диссертации охватывает 131 страниц, 5 рис. фигур, 8 таблиц.

Публикации по теме диссертации: результаты исследования освещены в 8 научных работах, включительно 3 статьи в профильных журналах, 4 работы в сборниках научных интернациональных и национальных конференциях и 1 электронная публикация.

Ключевые слова: компетенция, лингвистическая компетенция, компетенция чтения, компетенция письма, фазы формирования компетенции, взаимосвязь, аспекты взаимосвязи, закономерности учения в свете коннекционистской школы, школьники младшего возраста.

Область исследования: общая теория образования с фокусировкой на феномен взаимосвязи формирования компетенции чтения, письма и лингвистической у школьников младшего возраста.

Цель исследования заключается в концептуализации, разработки и экспериментальной апробации Педагогической Модели HIVE взаимосвязного формирования компетенции чтения, письма и лингвистической у школьников младшего возраста, включительно Экспериментальной Программы ориентированной на параллельное формирование компетенции чтения, письма и лингвистической.

Задачи исследования: научное обоснование феноменов: компетенция, лингвистическая компетенция, компетенция чтения, письменная компетенция; обоснование и разработка Педагогической Модели HIVE; разработка и внедрение экспериментальной программы (на основе Модели HIVE) для содействия параллельного прогресса компетенции чтения, письма и лингвистической; определение формационного воздействия экспериментальной программы на компетенции чтения, письма и лингвистической; разработка общих выводов и практических рекомендаций.

Научная новизна и оригинальность исследования заключается в обоснование и разработки Педагогической Модели HIVE, соблюдая взаимосвязь в качестве принципа; представлена в валидации Экспериментальной Программы ориентированная на параллельное формирование компетенции чтения, письма и лингвистической, созданная на основе разработанной Педагогической Модели которая направляла педагогические воздействия на подчинение поэтапности формирования компетенции закономерностям учения предложенными коннекционистской школы, а также обеспечения взаимосвязи между стратегиями преподавания предложенными в 2014 году Министерством Образования Израиля.

Решение важной научной проблемы заключается в освещении значения взаимосвязного формирования отдельных компетенций между которыми существует естественные отношения взаимообусловленности и взаимосвязанности важными идентичными их признаками прогрессивного развития, что и было доказано посредством валидации Педагогической Модели HIVE.

Теоретическая значимость исследования представлена в освещении научного обоснования относительно важности процесса приобретения лингвистической компетенции в освоении компетенции чтения и письма школьниками младшего возраста; обосновании необходимости установления корреляции между поэтапности формирования компетенции и закономерностями учения, предложенными представителями коннекционистской школы, разработки Педагогической Модели HIVE.

Практическая значимость исследования заключается во внедрении и валидации Экспериментальной Программы, которая включает дидактические специальные стратегии исходящие из Педагогической Модели HIVE; валидации технологии внедрения стратегий „Сила читателя” и "Волшебный ключ" в целях взаимосвязного формирования компетенции чтения, письма и лингвистической не только в случае обучении иврита, но и других языков, в том числе языков, преподаваемых в учебных учреждениях Республики Молдова.

Внедрение научных результатов. Научные результаты были внедрены в начальных школах Израиля в ходе реализации Экспериментальной Программы направленной на взаимосвязного формирования компетенции чтения, письма и лингвистической с применением стратегий „Сила читателя”, „Волшебный ключ” в период 2012-2015гг.

ANNOTATION

Shtral Niva, „Interconnection in linguistic, reading and writing competences formation of elementary school students”, Doctoral Thesis in pedagogy, Chişinău, 2019

Thesis structure. The paper consists of introduction, 3 chapters, general conclusions and recommendations, annotation (in Romanian, Russian and English), abbreviations, bibliography (216 titles), 17 annexes. The volume of the thesis consists of 131 basic text pages, 8 tables, 5 figures.

Publications on the thesis. The results of the research are reflected in 9 scientific papers, including: 3 articles in profile magazines, 4 papers at national and international conferences and 2 electronic publications.

Key words: competence, linguistic competence, reading competence, writing competence, competence development phases, interconnection, interconnection dimensions, learning laws from the perspective of the connectionist current, students of low school age.

The field of study is the phenomenon of interconnection in the formation of linguistic, reading and writing skills in students of low school age.

Research purpose consists in conceptualizing, elaborating and experimentally approving the *HIVE Pedagogic Model* aimed at intertwined formation of elementary school students' linguistic, reading and writing competences and, implicitly, the *Intervention Program* focused on the simultaneous formation of linguistic, reading and writing competences.

Research objectives: establish the epistemological highlights of the concepts of competence, linguistic, reading, and writing competences; substantiate the interconnection between linguistic, reading and writing competences; justify and elaborate the HIVE Pedagogic Model for intertwined formation of linguistic, reading, and writing competences of elementary school students; elaborate and implement the Intervention Program (based on the HIVE Pedagogic Model) for facilitating the concurrent progress of linguistic, reading, and writing competences; determine the formative impact of the Intervention Program on linguistic, reading and writing competences; develop general conclusions and practical recommendations.

Scientific novelty and originality consists in substantiating and elaborating the HIVE Pedagogical Model of linguistic, reading, writing competences intertwined formation of elementary school students; lies in the validation of the Intervention Program focused on the simultaneous formation of linguistic, reading and writing competences, elaborated on the basis of the HIVE Pedagogical Model, which directed the pedagogical intervention towards the juxtaposition of the competence formation stages to the laws of learning from the perspective of the connectionist current, ensuring the interconnection between the dimensions of teaching strategies proposed by the Israeli Ministry of Education in 2014.

The important scientific problem solved consists in elucidating the significance of the intertwined formation of some values between which there are natural relations of interconditioning and interrelation with significant similarities in their progressive evolution, as demonstrated by the validation of the HIVE Pedagogical Model of Linguistic, Reading and Writing competences intertwined formation.

The theoretical significance of the work is marked by the elucidation of scientific arguments regarding the importance of linguistic competence acquisition in mastering reading and writing competences by the students of elementary school age; the argumentation of the need to establish the correlation between the stages of competence formation and the laws of learning from the perspective of the connectionist current; the elaboration of the HIVE Pedagogical Model of linguistic, reading, writing competence intertwined formation of elementary school students.

The applicative value of the research is justified by the implementation and validation of the Intervention Program, which includes special teaching strategies derived from the HIVE Pedagogical Model of Linguistic, Reading, Writing competences intertwined formation of elementary school students; the validation of technologies aimed at implementing the "Power to the reader" and "Magic Key" strategies for interconnex formation of elementary school students' linguistic, reading and writing competences, not only for Hebrew teaching, but for other languages as well, including those studied in the educational institutions of Republic of Moldova.

Implementation of scientific results. The scientific results were implemented in Israeli primary schools, through the achievement of the Intervention Program focused on the simultaneous formation of linguistic, reading and writing skills, by using the "Power to the reader" and "Magic Key" strategies during 2012-2015.

LIST OF ACRONYMS

CEO- Chief executive officer

e.g. - Meaning

etc. - Et cetera

MANOVA- Multivariate analysis of variance or multiple analyses of variance

No- Number

SD-Standard Deviation

TV- Television

PDP- Neuropsychological model – PDP model of crossing channels

INTRODUCTION

The research theme relevance: Mother tongue mastery is essentially determined by linguistic, reading and writing competences, which have always been a special preoccupation for the education of the developing personality. The formation of children's previously mentioned competences represents a major resonance problem for modern education, as it addresses phenomena that start and run continuously long before formal studies begin in school [14, p.96, 213]. According to the unanimously accepted contemporary approach in the field, it is a perpetual life-learning process in which the teacher holds the key position, facilitating the progress of the nominated process, providing the inevitable support in overcoming the critical stages inevitable in its development. Children learn to read and write while simultaneously improving their linguistic competence, or in the process of acquiring the written language, children assimilate the letters, assimilate new words, formulate various types of sentences that gradually become significant units which are ultimately applied to transmit and gain consciously receptive messages [143, p. 507-511]. In the context of dealing with the problem of forming the reading and writing competencies, the term literacy is now used, a concept which is taken from the Anglo-Saxon pedagogical literature, especially from the North American one. Also, in most educational systems around the world, there is an idea that the first time students learn to read and write, and then read and write to learn. In fact, these are two concurrent and mutually supportive processes: as students read better, they are better able to learn from what they read. As they learn from what they read, they naturally enrich their knowledge, vocabulary, and apply reading skills to a wider variety of written materials [209, p.7]. The literacy level is currently considered an indicator of a country's international competitiveness. International comparative studies of pupil reading skills, such as PISA (The International Student Assessment Program) and PIRLS (Progress in International Reading Literacy Studies) are taken into account with considerate seriousness by governments. Mayor of the Republic of Moldova [216, 13] and Israel [213]. Description of the situation in the research field and identification of research problems. The issue of approaching the standardization process of reading and writing skills, including the written language which is based on the development of cognitive mechanisms which are responsible for language processing has been researched by: J.R Hayers, L.Flower [86, p.1-26] U Frith [76, p.1-33], RT Kellogg [97, p.1-26] C. Bereiter, M.Scardamalia [137, p.142-175] M. Norel [33, p.11] N. Silistraru [45, p.57-60]. The problem of coping with the integrative learning of lecture through the incorporation of all key components: decoding, diacritical reading, precision in word recognition and reading, reading fluency, writing encouragement, language cultivation, and objective anthology was studied by: F.Smith [150, p.211] D. Poulsen, E.

Kintsch, W. Kintsch, D. Premack [127, p.379-403], V. Molan [29, p.143, 30, p.162] C. Munteanu, E. Munteanu E. Guide [31, p.259], I. Gantea Marin M. [21, p.73-85]. The problem of linguistic characteristics that change according to genres defining the circumstances of written communication has been studied by D.S.McNamara, S.A. Crossley, P.M. McCarthy [108, p.57-86]. The issues related to enriching the lexicon and the simultaneous learning of written language have been investigated by E. Shatil, D. I.Share, I. Levin [141, p.21] V. Botnari, D. Stah [11, p. 58-65]. The holistic approach in the formation of competence is attested in V. Botnari's works [3, p.4-8, 4, p.187-19, 5, p.97-100]. The problem of continuity in the formation of linguistic skills of preschool and elementary children was elucidated by the following researchers: V. Botnari [10, p.66-72] V. Mîslițchi [26, p.158]. The problem of the interconnected formation of various categories of goals is addressed in the works of the scholars of the Republic of Moldova: L. Cuznețov [16, p. 8-13], D. Patrascu [36; 37, p.1-84] V.Goraș-Postică [23, p.148], V. Andrițchi, T. Callo [2], A.Potang, V. Botnari [40, p.134; 41; 42], N. Garștea [22, p.200]. In the Republic of Moldova [14] the prerequisites for the formation of the reading and writing competence are being formed in the context of preschool institutions, starting with 2008, the specific goals of the competencies, have being transposed into the curricular area of Language and communication development. This argues the perspective of the ability to read and write in interconnection with language. Nevertheless, the methodical support for such an intention remains to be modest. In the Israeli educational system, the acquisition of reading competence takes place in the kindergarten [108, p.57-86, 211] while the processes of acquiring the writing are formally made in the first class [182, p.164-165, 213]. Children are interested in writing and experiencing it before it reaches a formal study setting, preparing for writing by starting out in the kindergarten [184, p.7-28] Therefore, this tendency must be constantly cultivated by creating contexts that facilitate to practice the hand and eye for writing. Initially, the writing process in children does not refer to agreed standard writing but reflects initiation in the skill of "knowing how to do", a knowledge that is monitored for the purpose of continuous progress. The analysis of the educational practice of training pupils in reading and writing skills attests to the observance of certain interdependencies in their formation, but not in the formation of linguistic competence, which contradicts the rationale for interconditioning the progress of the three nominated competences. These premises and contradictions have led to the formulation of **the research problem**: How does the interconnection between linguistic, reading and writing competences show up praxiologically, in elementary -school pupils?

The research purpose consists in conceptualizing, elaborating and experimentally approving the *HIVE Pedagogic Model* aimed at intertwined formation of elementary school

students' linguistic, reading and writing competences and, implicitly, the *Intervention Program* focused on the simultaneous formation of linguistic, reading and writing competences.

The research objectives: 1. Establish the epistemological highlights of the concepts of competence, linguistic, reading, and writing competences; 2. Substantiate the interconnection between linguistic, reading and writing competences; 3. Justify and elaborate the HIVE Pedagogic Model for intertwined formation of linguistic, reading, and writing competences of elementary school students; 4. Elaborate and implement the Intervention Program (based on the HIVE Pedagogic Model) for facilitating the concurrent progress of linguistic, reading, and writing competences; 5. Determine the formative impact of the Intervention Program on linguistic, reading and writing competences; 6. Develop general conclusions and practical recommendations.

Scientific research methodology consists of: 1. Theoretical methods: analysis, synthesis, comparison, generalization, classification, systematization. 2. Empirical methods: observation, conversation, questioning, testing. 3. Methods and tools of data processing and interpretation: mathematical and statistical methods - Alpha Cronbach test (Cronbach's), MANOVA, T-Student test for independent samples, T-Student test for one sample, analysis of variance indicators, Pearson Test, etc.

Scientific novelty and originality consists in substantiating and elaborating the HIVE Pedagogic Model for intertwined formation of linguistic, reading, and writing competences of elementary school students; lies in the validation of the Intervention Program focused on the simultaneous formation of linguistic, reading and writing competences, elaborated on the basis of the HIVE Pedagogical Model, which directed the pedagogical intervention towards the juxtaposition of the competence formation stages to the laws of learning from the perspective of the connectionist current, ensuring the interconnection between the dimensions of the teaching strategies proposed by the Israeli Ministry of Education in 2014 [213].

The important scientific problem solved in the field consists in determining the peculiarities of interconnection in the formation of linguistic, reading and writing competences; in the elaboration and validation of the Intervention Program (based on the HIVE Pedagogical Model), consisting of different strategies of linguistic competence formation in interdependence with the formation of reading and writing competences, contributing to reading comprehension by the students of elementary school age.

The theoretical significance of the work is marked by the elucidation of scientific arguments regarding the importance of linguistic competence acquisition in mastering reading and writing competences by the students of elementary school age; the argumentation of the

need to establish the correlation between the stages of competence formation and the laws of learning from the perspective of the connectionist current; the elaboration of the HIVE Pedagogic Model for intertwined formation of linguistic, reading, and writing competences of elementary school students.

The applicative value of the research is justified by the implementation and validation of the Intervention Program, which includes special teaching strategies derived from the HIVE Pedagogic Model for intertwined formation of linguistic, reading, and writing competences of elementary school students; the validation of technologies aimed at implementing the "Power to the reader" and "Magic Key"[196, p.122, 161, p.1-12] strategies for intertwined formation of elementary school students' linguistic, reading and writing competences, not only for Hebrew teaching, but for other languages as well, including those studied in the educational institutions of the Republic of Moldova.

Main scientific results offered for defense: 1. The interconnection in the formation of elementary school students' linguistic, reading and writing competences demonstrates that the progress of reading and writing competences is more significant if their formation takes place simultaneously with the formation of linguistic competence. 2. Writing competence formation, aimed at rendering the graphic model of the word, reaches high levels in terms of form and content if it is achieved in accordance with the evocation of reading competence, that facilitates the comprehension offered by the linguistic competence, in its turn ensuring the phonetic, lexical and grammatical expectations, and as a result, the correct text gets meaning and value. 3. Child's acquaintance with new linguistic phenomena, in case of text activity, creates contexts that facilitate the simultaneous practice of linguistic, reading and writing competences. 4. The conceptualization of strategies at the theoretical and applicative levels derived from the connectionist current that presents a relevant support for intertwined formation of linguistic, reading and writing competences through the functionality of the HIVE Pedagogical Model and the Intervention Program.

Approval of scientific results. The scientific results were implemented in Israeli primary schools, through the achievement of the Intervention Program focused on the simultaneous formation of linguistic, reading and writing competences, by using the "Power to the reader" and "Magic Key" strategies during 2012-2015. The scientific results were approved within the meetings of the Department of Psychopedagogy and Pre-school Education of Tiraspol State University and within the Teachers' Councils of the educational institutions where the experiment was carried out. Also, the scientific value of the research results was confirmed in the national and international scientific conferences: "Reconceptualizing initial and continuous

training of teachers from the perspective of the interconnection of modern and university modern education". Chisinau: Tiraspol State University, 2017; Conference with International Participation "Reconceptualizing initial and continuous training of teachers from the perspective of the interconnection of modern and university modern education". Chisinau: Tiraspol State University, 2017; Scientific and Methodological Conference "Pre-university and university prerogatives in the context of a knowledge-based society". Chisinau: Tiraspol State University, 2014; International Conference "Education from Values Perspectives: Ideas, Concepts, Models." Alba-Iulia: "1 December 1918" University, 2013; International Scientific Conference "Education for Sustainable Development: Innovation, Competitiveness, Efficiency." Chisinau: Institute of Education Sciences, 2013. Publications on the research topic: The results of the research are reflected in 8 scientific papers, including: 3 articles in profile magazines, 4 papers that are materials of national and international conferences and 1 electronic publication.

Volume and structure of the thesis. The paper consists of introduction, 3 chapters, general conclusions and recommendations, annotation (in Romanian, Russian, English), abbreviations, bibliography (216 titles), 17 annexes. The volume of the thesis consists of 131 basic text pages, 8 tables, 5 figures.

Key words: competence, linguistic competence, reading, writing competence phases, interconnection, interconnection dimensions, learning laws from the perspective of the connectionist current, children of elementary school age.

Abbreviations list: HIVE, CEO [173, p.1-62] - Chief executive officer, e.g. – Meaning, etc. - Et cetera, MANOVA - Multivariate analysis of variance or multiple analyses of variance, No-Number, SD - Standard Deviation, TV- Television, PDP- Neuropsychological model – PDP model of crossing channels.

The author's publications: 1. Shtral N. Failure in meeting schedules amongst Primary school pupils. *Univers Pedagogic*, 2014, p. 50-55. 2. Shtral N. Success is the driving force for pleasure from reading amongst children. *Coordinators University, from Alba-Iulia, (Romania)*, 2013, p.4-5. 3. Shtral N. Correct reading, comprehension and verbal language skills as a function of reading skills teaching approach. *Educatia pentru dezvoltare dubabila inovatie competitivitate Eficienta Materials of International Scientific Conference*. 2013, p.507-511. 4. Shtral N. The Contribution of Language to Writing, Reading and Text Comprehension. July 2014, Carmel College, Israel. http://mcd.org.il/site/wp-content/uploads/2014/07/The-contribution-of-language-to-reading-and-writing-and-reading_comprehension-in-elementary-school.pdf 5. Shtral N. Identifying the correlation between reading, writing and linguistic competences. *Univers Pedagogic, ISE, Nr.7-8*, 2014, p.197-205. 6. Shtral N. Developing language skills reciprocity. În:

Acta et commentationes. Științe ale Educației, 2015, p.69-79. 7. Shtral N. Parallel development of language skills components to elementary school pupils. Dezvoltarea paralelă a componentelor competenței lingvistice a elevilor de vârstă școlară mică. În: Artă și educație artistică, Revistă de cultură, știință și practică educațională, 2015 8. Shtral N., Botnari V., Efectele strategiilor acționale de formare la elevii mici a competențelor lingvistică, de citire și scriere în contextul respectării interconexiunii / In: Romanian Journal of School Psychology, 2017, p.182-189. **Content of the thesis:** The Introduction presents the actuality and importance of the problem addressed, the problem that generated the investigation, the purpose and the objectives of the research, the scientific novelty and originality of the work, the theoretical significance and the applicative value of the research, the methods of research results approval and the summary of the thesis compartments.

Chapter 1: Theoretical framework of the interconnection in linguistic, reading and writing competences formation of elementary school students, represents an overview of the concepts of interconnection, competence, linguistic competence, reading and writing competences, the relationship between linguistic, reading and writing competences, as well as reciprocal effects in case of their intertwined formation. Interconnection aims at connecting the numerous elements that act as a whole, involve interdependence and similarity between objects or ideas. The concept of connection introduces, in its current use, a dynamic nuance, referring to structural and / or functional relationships that connect two or more concrete objects or abstract entities, being used within cognitive sciences to designate the relationships between the elements of a treatment system; it lies at the origin of connexionism, a name given to research currents which aim to model the cognitive systems that play a significant role in the connectivity between the elements of a network and its efficient operation [19, p.167]. In the context of the European Qualifications Framework, this competence is described from the perspective of responsibility and autonomy. Competencies have cognitive/intellectual, affective-attitude and psychomotor components; they use, integrate and mobilize knowledge, cognitive resources, as well as affective and contextual contexts in order to successfully deal with a situation, without being confused with these resources [24, p. 78]. We join the ideas of the researchers V. Botnari and V. Milsitchi in whose view the linguistic competence has two perspectives of interpretation: one general and another one special. From a general perspective, linguistic competence represents an immanent integrity of the phonetic, lexical and grammatical system of the language, which calls for the motivated mobilization of a structured set of knowledge, capacities and attitudes that are in a relationship of interdependence and manifested through mutual influences.while the personality aims to achieve the purpose of communication. [8, p.87].The paper presents the

researchers' definitions of the meaning of the concepts of reading and writing competencies. According to the praxiological dictionary of pedagogy, reading competence is a type of competence that involves the development of mental processes for giving meaning and interpreting the written word. Reading is the intellectual ability that implies the correct, clear and expressive presentation of words, simultaneously with the decoding of their meaning; is based on graph-phoneme conscious correlation [18, p.204]. M. Norel argues that reading-writing is the complex process of decoding and graphic rendering of written text, which involves knowing the sounds and letters of the language: correct pronunciation, correlation of sound with the letter / group of letters, understanding the meaning of the read text. Writing formation requires a complex process that is much more difficult than reading. The difficulty lies in the fact that writing does not reduce the recognition of phonemes and graphs, but synthesizes the complex combinations of graphic signs and their correct and aesthetic reproduction. Based on the fact that writing is a complex cognitive process, the scholars express their views on various perspectives of the writing, especially opinions referring to the scriptural system and the written discourse system, such as structures and genres, vocabulary and syntax, spelling and punctuation. In order for pupils to choose logically and consciously the written content, the way they are organized, the vocabulary and the linguistic register appropriate for the purpose for which they write and for their recipients, much writing experience is needed in different contexts, subjects and genres. In most educational systems around the world, there is an idea that the first time students learn to read and write, and then read and write to learn. In fact, these are two concurrent and mutually supportive processes: as students read better, they are better able to learn from what they read. As they learn from what they read, they naturally enrich their knowledge, vocabulary, and apply reading skills to a wider variety of written materials [209, p.7]. In conclusion, we should mention that the results attested in previous theoretical studies demonstrate the presence of simultaneity and recursiveness which are present in the comprehensive reading and correct writing and which refer to the linguistic performance of the young pupil involved in acquiring the aforementioned complex linguistic processes. In this context, the relevant aim of the current research in this field would be to develop and validate relevant pedagogical models that would illustrate the praxiological achievement of the interconnection training of linguistic, reading and writing skills, which we propose to achieve in relation to young elementary pupils. This intention calls for the achievement of the objectives focused on: the epistemological approach of the named phenomena, the foundation of the interconnection between the linguistic competence and the reading and writing competences, the elaboration and validation of a Pedagogical Model and implicitly of the Specific Practical Program focused on the interconnection formation of the

linguistic competence beside the reading and the writing competences to elementary schoolchildren. These are, in fact, the main directions of action, which lead to the solution of the problem of interdependent training of linguistic, reading and writing competences.

Chapter 2: Study of contexts and values acquired by elementary school students for linguistic, reading and writing competences- includes an analysis of teachers' experiences focused on elementary school students' linguistic, reading and writing competences. This chapter presents the results of the ascertaining experiment concerning the initial level of linguistic, reading and writing competences in the subjects from the experimental and control groups which is based on recent research approaches adopted by the National Reading Panel. The researcher S. Cemortan, in the Republic of Moldova [13, p.53-59] "The preparation of children for reading and writing processes starts in pre-school institutions, when the prerequisites for reading and writing are formed. In this respect, children are familiarized with the components of speech (word, sentence, text), with the structure of the word. They find and understand that each word sounds its way, the word has its structure, it is composed of parts (syllables) etc. [13, p.53-59]. In order to be able to produce a written discourse well, children must understand the spoken language and the written form of their language with mediation, involvement and guidance which are very important to the learning process. The more you read the greater is advancement in writing, and the more you write, the greater is advance in reading and in linguistic competences [186, p.271-293, 141, p.1-21]. The tests evaluating the level of reading and writing competence of 1-st grade students has been approved by the Shomron Committee, whose pedagogical mission is to promote reform in reading and writing. National standards have been formulated to assess these competences. Within the present study, there have been analyzed the results of the students who studied following the intervention program and the results of the students who studied in parallel, through accepted learning strategies but outside the intervention program (a total of 200 pupils, by 100 students in a strategy, four groups of 50 students per learning strategy). The study was approved by the Scientific Director of the Ministry of Education in Israel for execution and was achieved after receiving the parents' consent forms. The survey provided data confidentiality as well as anonymity of participants. The second chapter of the study paper discusses the research literature on Relationship and contribution of linguistic, reading and writing competences. This chapter has led to the Fourth research hypothesis.

Chapter 3: The intertwined process of linguistic, reading and writing competences formation of elementary school students. General conclusions and recommendations. The linguistic development of any child, regardless of where they take place, whether in Israel,

Moldova or elsewhere, is a single holistic interactive unit, because all the dimensions of language are interdependent and develop in the same way and at the same time. Although the above-mentioned universal reality is unanimously accepted and has become a predominant educational principle because the spoken and written language is inseparable, not enough attention has yet been paid to our knowledge in our field of study to the practical training of language skills, reading and writing of children in elementary schools. The current research therefore comes up against the lack of clear theoretical and practical references that can be used in the linguistic acquisition process from the inter-connective perspective among the children of elementary Israeli schools. Because, to our knowledge, the existing strategies attested in the theory and practice of language skills, reading and writing skills have not yet received sufficient emphasis on the interconnected teaching of the nominated competencies, we mention the need to conceptualize an innovative program to provide a concrete opportunity in the implementation of the linguistic holistic perspective. Our research is in line with the most dominant contemporary educational approach in the field of research that states that: "Fluency helps to understand information by releasing the cognitive resources available to the student and possibly allocating them to the interpretation of the text," as confirmed by the findings of the National Reading Conference in the US - when the student develops his / her mechanisms of automatic approach to the elementary levels of the linguistic acquisition process, his / her attention will increasingly focus on the understanding of the texts he / she crosses. In our present research, the following prerogatives have served as a starting point in focusing on the creation, implementation and validation of the HIVE model and based on the results of the diagnostic phase, an intervention program for the development of linguistic, reading and writing skills to improve pupils' performance was implemented, focusing on three directions for solving the problem of interconnected linguistic, reading and writing skills: 1. Improvement of the continuous professional training system for teachers. 2. Monitoring students' results throughout the experiment; 3. The HIVE pedagogical model developed in the current study validates the methodology of interconnected language, reading and writing skills. The methods for solving the complex problems of interconnection of competences are as follows: 1) Respecting the stages of competence building 2) Respecting the laws of learning from the perspective of the current connection - the law of preparation, the law of exercise, the law of belonging, the law of effect. 3) The results of the experimental experiment conducted in the current research denote the functionality of the HIVE pedagogical model within the intervention program. In conclusion. 1) Such oversight should be based on the principles of research and should have objective

parameters. 2) The use of this tool should be done with care to minimize the negative effects on the self-image of weak students and schools in disadvantaged areas. 3) Teaching methods in reading should be teaching of alphabetical codes and the formation of correct word-writing skills. The above premises lead us to conclude that the solution to the scientific research problem lies in the correct implementation of the newly designed program that was created and validated in the current research intervention phase on the base of the HIVE pedagogical model. Based on the research results we use the following specific recommendations: For the Policy Makers /the Ministry of Education: There is urgent need to provide coping tools in linguistic competence formation from the holistic perspective of its inter-connection ,considering the continuation of reading and writing competences formation.

1. THEORETICAL FRAMEWORK OF THE INTERCONNECTION IN LINGUISTIC, READING AND WRITING COMPETENCES FORMATION OF ELEMENTARY SCHOOL STUDENTS

1.1 The interconnection between the linguistic, reading and writing competences formation.

Different theoretical models attempt to explain the process of reading comprehension, and most of them agree that the process of comprehension is an active one, where the reader constructs a mental representation of the world described in the text and combines different strategies in order to produce a meaning [122, p.227-247, 113, p.342-356]. The different models give a significant importance to encoding, decoding and reading fluency competences, and agree that the basic condition for reading comprehension of a written text is fluent, automatic and effortless reading, so that attention is aimed at the understanding of the text [167, p.211-239]. Reading skills in alphabetical systems in general and in Hebrew in particular, are based upon linguistic processes and comprise an inherent part in reading comprehension process. Alongside the universal processes that characterize reading acquisition in various languages, there are unique reading processes preserved for Hebrew and outlined by the unique character of this language [50, p.553-581].

The processing of written words is hereby illustrated by the "Mental Lexicon Model" [133, p.211-236]. Accepted by the majority of reading researchers: According to this model, there are diverse apparatuses for identifying written words, relating to the manner in which sound and semantic information are extracted from them. The following are the three important factors of this model: a) Both the beginner and the proficient reader always break the word down to its components, according to the character-sound translation laws. b. Recognition of written words which is the foundation of reading includes orthographic decoding which is based upon a familiarity with the sounds of letters and the matching of graphemes and phonemes and also upon phonological knowledge of sounds of a word [72, p.250-287]. c. Comprehension of the word's semantic significance is also a result of the reciprocal relations between the sound structure of the spoken word and its spelling [129, p.459-485]. This interaction makes it possible for the reader to discern differences in meaning even if the spelling of two words is identical or if they have the same sound. d. The following are the reading models, constructed by researchers of reading, describing the text comprehension process in reference to the elements shared by the models and principles: 1. The generation (chronological order) reading model according to A. Wohl, 1976. 2. The linear hierarchical process model according to A.R. Harris and M.S. Smith

1978. 3. The cognitive process model according to D.E. Rumelhart, 1981. 4. The stages the model of reading development by J.S. Chall, 1983. 5. The interactive-behavioral process model according to G.G. Duffy, 1987. 6. The componential model of W. Kintsch, 1988. 7. The text processing reading model according to R. Nir, 1989. 8. The ecological models The Rand research group headed by C.E. Snow, 2002. The generation (chronological order) reading model. A. Wohl [204, p.11-19] classified the definitions of the reading process according to their development throughout the generations. The first generation (the 'sixties), represented by M. Gaon, defined reading as an accumulative process of significance, from the smallest units – characters, to the largest unit – the text. This theory is known as 'bottom-up'; it states that the author of the text determines the meaning dictated by the text, and the readers' task is to produce a uniform understanding of it [177, p.184-115]. The second generation (the 'seventies) is represented by K.S. Goodman's [78, p.1-47], psycho-linguistic approach which determines that the reading process consists of assumptions, guesswork and negotiation, based on the reader's knowledge of the world and related to concepts, vocabulary, syntax and semantic clues. This theory refers to a process known as "top-down". The new element it introduces is that significance is determined by the reader's world and therefore, different readers have different interpretations of an identical text. The "reading without a reader" method (see below) is based on this approach. The third generation (the 'nineties) consists of the interactive approach introduced by D.E. Rumelhart [134, p.335-359]. It states that reading is a process of structuring significance by means of the reciprocal relations between the reader and the text. M.J. Adams [48, p.339-374] claims that reading fluency is an important index in examining the reading level. It is a prerequisite for the production of meaning from a written text. A relation between reading fluency and comprehension has been found. Reading fluency is related to several literacy competences: phonological awareness, letters familiarity and considerable competence of recognition of written words [124, p.510-519]. The hierarchical-linear reading model according to A.R. Harris and M.S. Smith [83, p.441-448]. In 1978, A.R. Harris and M.S. Smith developed a reading model of the communicative process between the reader and the writer, wherein the reader performs certain thinking activities designed to help him comprehend the writer's intention. The reading process is a hierarchical-linear process, where each stage is based on the preceding one, and progress at each stage is possible only when the reader has acquired the skills required to master the previous stage. This model's main contribution to processing thinking skills is based on B.S Blum's taxonomy for graded skills assisting in text comprehension [203, p.13-60].

Table 1.1 A comparison between B.S Blum's taxonomy and M.S. Smith's reading levels.

Stages according to B.S Blum	Stages according to Smith	
knowledge skills	Memory Translation	Verbal understanding of the Message
Comprehension	Interpretation Implementation	Interpretation of the message in intrinsic terms in extra-textual contexts
Synthesis	Analysis Evaluation	Critical and creative reading

A.R. Harris and M.S. Smith developed series of cognitive attributes, according to B.S Blum's levels, within each reading stage, as follows: The thinking and skills included in B.S Blum's levels: Level A – Verbal Comprehension (knowledge). 1) Development of a vocabulary. 2) Identification of a main idea (declared in the text). 3) Finding and memorizing details. 4) Comprehension of text organization. 5) Following instructions. Level B – Interpretation (Comprehension). 1) Word interpretations. 2) Finding the main idea (when it is not declared in the text). 3) Creation of analogies: a) Drawing conclusions. b) Forecast of events. c) Identification of the writer's view. 4.) Completion of content, e.g. interpretation of the protagonist's emotions and analysis of different figures. Level C – Implementation (Evaluation) 1) Problem solving. 2) Critical reading. a) Assessment of the precision level. b) Discrimination between views and facts. c) Identifying propaganda.

In 1986, with the progress made in reading research, A.R. Harris and M.S. Smith added two components – memory and language – as affecting the reading process, and more precisely – the linear process of significance production, enabling progress from one stage to another [84, p.166]. In 1990, in light of additional developments in reading research, A.R Harris and M.S. Smith changed their model for the third time and added another two components: a) Affectivity – the impact of emotional stands on the reading process. b) The purpose of reading – adaptation of reading behaviors (scan, perusal, in-depth) to different texts. In conclusion: the reading process is undergoing dynamic changes. The hierarchical-linear model of the 'seventies has been replaced by the interactive model which includes eight graded elementary skills which affect each other. These skills are based on memory, language, the purpose of reading and stands from the reader's emotional world. Readers make assumptions about the text by means of previous experience and knowledge, check these assumption and change them according to need, and this helps them grasp the writer's intentions. Reading as a Cognitive Process – the Scheme Theory

[134, p.335-359]. The scheme theory explains how we store knowledge in our memory, use it and acquire new information. The term "scheme" refers to the information structure in the human mind. According to this theory, the information stored in the memory is organized in the form of "information packages", in mental representations known as "schemes". J.A. Piaget [123, p.12-27] regarded the scheme as a spiritual structure organizing previous experience. Schemes save us the need to interpret events or activities over and over. They guide our interpretations and expand when new information is added. The characteristics of the scheme: a. The scheme variables are a species of scenarios stored in the memory, enabling us to understand concepts such as "going shopping" or "baking a cake". Such scenarios and activities can include figures, objects, goals and logical instructions. b. Schemes can be coordinated among themselves, and connected one inside the other; they can also include sub-schemes, such as "paying the bill", which belongs to the scheme of "shopping". c. The schemes can be represented on several abstraction levels. d. The schemes represent extensive aspects of knowledge and not only definitions. A person could have incomplete schemes consisting of several aspects of the world. For example; in order to understand the shopping scheme we need not only a definition of the term shopping, but also familiarity with the interactions between sellers and buyers. We develop a universal understanding whose source is information about a variety of selling and buying processes. e. Activation of the scheme is an active process which tests incoming information, in an attempt to determine integration of this information with the existing scheme, or create a new one. The scheme activation process, we activate the scheme by means of identification and application. The schemes make it possible to make and verify assumptions which constitute a bridge between the new information and the existing knowledge [203, p.13-60]. Identification of a scheme is a process of recall and it is assessed in relation to new information. Schemes and the reading process, the schemes created by the readers 'contain' the previous information they have gathered. This knowledge will guide them in interpreting the written text [101, p.1-39]. J.A. Langer claims that previous information has an effect on the following: a. Organization and storage of new information. b. The decision what kind of information to recall when reading a certain text. c. Our reservoir of associations. d. The readers' vocabulary and their linguistic level. Throughout the years the model of cognitive process has been criticized regarding additional cognitive components not being mentioned in the model and have been found to be influencing the writing process, such as the active memory, explicit meta-cognitive knowledge regarding the writing process and addressee's awareness [57, p.193-218]. Different additions have been proposed for the model that relates only to cognitive components, such as the effects of cultural, social, emotional and motivational components on the writing process. Similarly to the concept

presented by RAND group [152, p.184] regarding reading comprehension, the writing process is a communication act as well, and therefore it takes place in a social-cultural context. In addition, emotional and motivational components affect the task environment, as well as the writing process and its components, thus it is important to include these as well in the writing model [57, p.193-218]. Interpersonal differences in linguistic skills and inner-personal gaps have been found to be affecting the writing process as well [80, p.1-19]. The stages the model of reading development by J.S. Chall [64, p.617-626]. Present an approach of reading development stages, according to which the pupil first learns the founding blocks of decoding ("learns how to read"), and with the stabilization of basic skills he develops further skills of comprehension, interpretation and criticism ("reads in order to learn").

The Interactive-Behavioral Reading Process Model: Several principles regarding the definition of reading from the point-of-view of the behaviors of skilled readers were determined at the Center for Reading Research, University of Illinois, U.S. [71, p.347-368].

- a. Proficient readers extract information from a given text by means of an analysis based on knowledge of different language components: graphemic, morphemic, semantic, syntactic, pragmatic, schematic and interpretive.
- b. Reading is a constructive process. The meaning of the text does not stem from the words and the syntax, but from the readers' interpretation, constructed while they progress, in relation to their previous information about the subject, the writer and the specific type of text they are reading. This previous knowledge, in addition to the readers' assumptions regarding the writer's intentions and goals, prepares the readers for their contest with the text before them and for the construction of their personal interpretation.
- c. Reading is a strategic process. The componential model of W. Kintsch, [98, p.33-62], describes the interaction taking place between the linguistic factors, cognitive processes and use of prior knowledge, in the process of production of a meaning out of a text. Reading comprehension, according to this model, occurs on two levels: the decoding of words, their literal understanding, semantic analysis for determining their meaning and relations between them (macrostructure), occurs on the text level (text base); on the second level, a more global understanding of a text takes place (situation model). In this stage, integration is performed between the information received out of the text and prior knowledge of the reader. The construction of a mental model is not limited to words, and the model can represent the text meaning by visual similes and emotions.

C.A. Perfetti, N. Landi and J. Oakhill [122, p.227-247] also view the reading comprehension process as construction of a mental representation of the text on levels of word, sentence and an entire text. Relating one sentence to the next unites the text on a local level, and the integration of different events, actions and ideas unites the text on a global level. The reader activates processes of concluding while integrating knowledge that is

produced out of the text with general knowledge brought along by the reader, and constructs a representation of the world depicted in the text [117, p.174, 163, p.134]. According to these approaches, in the process of comprehension, the reader bases upon prior knowledge, reaches conclusions, exposes structural and semantic ambiguity and performs integration of many linguistic and cognitive skills with prior knowledge and cultural knowledge [109, p.1-43]. In summary: the wide perspective of reading comprehension processes of the componential approach is supported by many studies that show that additional linguistic and literacy components, such as: naming, reading fluency, various indexes of production of spoken language and writing skills are responsible for explanation of the observed variance in reading comprehension amongst pupils [92, p.339-361]. The reading model as text processing [115, p.5-11]. Model A of text processing is based on Goodman's approach [78, p.1-47], defining the reading process as a "game of assumptions" between the reader and the text. According to this definition, the readers perform five text processing activities: a) Sampling – lingering on significant clues. b) Forecast – making assumptions regarding the meaning. c) Check – testing the assumptions against information from the text. d) Verification/Refutation of previous assumptions. e) Correction – final structuring of the text's meaning. Model B of reading processing – De-Bougerand's Linear Model by R. Nir [115, p.5-11]: This model comprises seven cognitive activities which take place simultaneously and automatically, each on the following levels: graphic, verbal, semantic, syntactic, textual and pragmatic. The seven activities of text processing are: a) Discrimination between major and secondary. b) Location of "blocks" and intervals. c) Reference to previous sections. d) Reference to forthcoming sections. e) Observation of emphases. f) Solution of double meanings. g) Addition of details with a common denominator for the purpose of generalization. Model C of text processing – the strategies model. The strategies leading to text comprehension can be classified into four groups of strategies assisting text processing: a) Strategies in the linguistic field – this includes various levels of interpretation, identification of written symbols, identification of dictionary units and the syntax structure of a sentence. A correlation has been found between the competence to employ strategies in the linguistic field and text comprehension [115, p.5-11]. b) Strategies in the conceptual-pragmatic field, which include retrieval of information acquired from three fields: 1) Knowledge of the world, organized in schemes. 2) Current and circumstantial information (context-dependent). 3) Knowledge related to the type of text (genre-related conventions) c) Textual strategies – the competence to organize the text logically, turning it from a collection of items into a significant unit. d) Formative strategies – organization of the text and its technical division into blocs and paragraphs [115, p.5-11].

Ecological models are characterized in their wide relation to emotional, social, environmental and cultural factors, in addition to linguistic and cognitive factors and their reciprocal relations. The Rand research group headed by C.E. Snow [151, p.165-189]. appointed by the US Ministry of Education in order to conduct a research on literacy amongst children and adolescents and to propose ways of promoting it, defined reading comprehension as "a process of extraction and construction of meaning out of a written text that takes place in a wide social and cultural context in an integration between the reader, the text and the practice of reading". In regards to the reader's role, linguistic competence and basic cognitive competences are of importance. High thinking processes and a collection of social, emotional and psychological factors influence the reading process as well. These factors are complex for measurement and evaluation and they include such variables as social concepts of reading and concepts about self prior knowledge, reading motivation [40, p.134, 41, p.152, 42, p.269, 166, p.403-422]. In summary. The theoretical models presented above represent the theories explaining the processes in the base of understanding a written text. Most of those who practice in this field agree that an understanding process is an active process by which the reader constructs a mental representation of the world described in the text and combines various strategies in order to produce a meaning: an up-down strategy, from recognition of the smallest units comprising the text and up to a creative decoding of the text as a whole; and also an up-down strategy, from constructing assumed super-meanings and up to proving or disproving them later [158, p.3-12, 149]. The different models give high significance to encoding, decoding and reading fluency competences, and agree that a basic condition for the understanding of a written text is effective reading – fast, accurate, automatic and effortless reading, so that the attention is entirely devoted to understanding the text. Following this, the process of reading acquisition will be presented, while stressing the linguistic processes that are in the base of reading acquisition, the sequence between decoding and reading fluency and between reading comprehension, and the involvement of context in these processes.

Review of approaches in their relation to writing and linguistic competence.

There are several reading methods employed in different sectors and under diverse learning conditions. The following is a short survey of the reading methods and their classification according to the joint characteristics of each method.

1. The so-called "Synthetic" Methods

The "Heder" or "character-naming" methods: The reading instruction methods in all three were similar; the common ground is that somebody who learns to read must realize how the graphic system works and how it represents the spoken language by symbols. They consisted of

deliberate and guided teaching of all the components of the writing system. According to this method, the child had to first be given principles and rules and later he was to cope with them on his own [135, p.1-33]. "The teacher's task was to provide the pupil with the tools required to learn the orthography and the manner in which it is translated into the sounds of the words and their meaning" [48, p.339-374]. According to the comparative research conducted by Spector, Katz and Yakov [199, p.73], this method attained significant achievements in reading fluency at the end of the first grade. There are no findings about text comprehension. The method was taught by means of precise vocal reading and was accompanied by pressure; a child who refused to cooperate was punished. This approach was supported by the parents and accepted as a normal means to enforce reading instruction [189, p.296-368]. In most "Heders", reading began with getting to know the letters of the alphabet.

2. Phonetic" or "Vocal" Methods. Characteristics - Learning the enunciation of the consonant, the vowel and the syllable separately [175, p.223-228, 169, p.215-219]. Vocal ABC method: enunciation of a letter and a vowel, or naming them. The phonomimic method: learning how to enunciate a vocal or vowel by copying the position of the speech organs (of a teacher or a picture). The "phonetic" method of learning the characters according to a phonetic division: all the guttural vocals, all the vocals relating to the teeth, etc. [105, p.64-77]. Effective phonemic awareness instruction teaches children to notice, think about, and manipulate sounds in spoken language. Phoneme blending and phoneme segmentation are two important components of this instruction. D. Elkonin, a Russian psychologist, explored students' competence to manipulate phonemes by asking them to place counters in boxes [73, p.551-579]. Additionally, recent research on "best practices" by the National Reading Panel, indicate that many effective reading programs use this technique. Students who use D. Elkonin boxes are able to hear sounds in words, segment words and demonstrate an understanding of letter-sound correspondence.

3. The "syllable" methods. Characteristics: The unit learned is the syllable, namely the combination of character and vowel (into words) before all the characters and vowels are studied. Learning the syllables according to the order of all the characters with a specific vowel in turn. Learning several syllables and their combinations into significant words, so the syllable acquires meaning (e.g. "flo" drawing of a flower). The word has to represent something real, so the teacher can illustrate it by a picture. The synthesis begins immediately following the first two syllables learned (flo-wer, dra-wer)

4. "Clustered" methods or "real" methods. Characteristics: Learning a character, vowel and syllable from a whole enunciated word. Learning a character, vowel and syllable from a whole written word. A whole syllable: fa = part of face. An initial character: ca = part of car.



5. The "normal voices" or "natural voices" or "the live character" methods. Characteristics - Learning a character, vowel and syllable in a

"natural" voice, motivating the child to learn. For example: bee = zzz, cow = moo, etc. Learning the syllables according to the alphabet, each with its respective vowel. Syllables and characters are learnt according to the requirements of the main subject. 6. Global" methods or the methods of "The sentence", "The story", "Dakruli", "Associative", "American" and "reading without a reader". Darin [194, p.456-473] stated that the method is based on two main concepts: 1. Providing opportunities to develop as a natural and spontaneous process. 2. The teacher's intervention will be based on the study of morphemes, namely on the significant language parts and the rules of syntax [194, p.456-473]. Acquisition of reading and writing generates the child's interest out of the will to know how to read and write [194, p.456-473]. Being exposed to a linguistic environment, the children are aware of the function of the printed letter and the grapho-phonemic, syntactic and pragmatic system. Moreover, children understand that the written language represents spoken language and that it is based on certain alphabetic principles [78, p.47, 85, p.105-131]. The supporters of the natural approach claim that the most important issue is the understanding the meaning of the written language – an understanding acquired naturally, in authentic situations, and it develops from past experience and from attempts to use written language. [120, p.889, 156, p.458-481, 159, p.234], Characteristics - the point-of-departure of this method is words, either in a sentence or in a story shared by all the pupils. There is no instruction intended to separate the words into syllables until the children discover this by them. The child studies without any pressures of achievement. 7. Methods: "Analytical", "functionality", "synthetic analytical", "balanced approach" Characteristics - Learning of whole words, their comparison, division into syllables (characters) and composition into new words. Characteristics: Following are the key principles of the balanced approach as published by Legislation Committees in the United States in the past decade: Stressing of phonological awareness, direct teaching of the alphabetical code, direct teaching of correct spelling and fast recognition of words as a basis for development of reading fluency and reading comprehension. Developing of reading preparedness as early as in kindergarten, but teaching of reading only in first grade. Direct teaching of reading is not recommended in kindergarten, rather than an instilling of readiness that would open the spoken language and the knowledge of the world of children alongside with casual occupation with written letters and development of phonological awareness. Development of the spoken and written language while using suitable literature and rich and diverse literacy environment in terms of subjects and types of texts. In summary, each method belongs to a separate category, but in fact, not every category is significantly different from another. Moreover, there are pedagogic interaction and mutual influence among the categories. There is, however, a definite line of development from the previous period of the

different synthetic and vocal methods [178, p.1-35, 168, p.31-54] to more holistic methods like the balanced method. The "natural voice" and the "cluster" methods are very close to the "synthetic analytical" methods and they were followed by the "global and analytical" and "balanced approach" methods. In time, different solutions were proposed in the reading method field.

There are several main writing models which can illustrate the most relevant processes of thinking in writing. A literate person is one that presents a mastery of a richer repertoire of a given language and competence to move in skill and flexibility throughout the different fashions (spoken and written), diverse discourse types (narrative, scientific, journalistic), a diverse register use (daily, formal, literary) and different communicational functions (interactive, referential) [130, p.417-447]. Transition to a "literacy language" [131, p.71-92], occurs during school years and is realized through a diversity of systems operating in an acquisition interface between them. For acquiring a "literacy language" years of cognitive and linguistic maturation are required, as well as much diverse experience in literate, academic and social activities. A written language serves as a general super-model for explicit thinking and for representation of a spoken and written language, and constitutes a necessary platform for acquisition of literacy language. The cognitive process model presented by J.R Hayers and L. Flower [86, p.368] relates to the processes of thinking in writing; a writer has targets and he shall achieve them in his writing. Key ingredients of the model: task environment and writing processes. The subject and the target audience affect the text structure, with its contents and the way of ideas' development. The writing processes are: planning, control, reading anew, transcription. The key perception focuses on mental aspects of a writer. In planning: the writer begins with an idea, organizes the material and sets targets of writing. The writer translates the ideas into a written product through graphic-motoric and linguistic means. The model describes a writer as one writing according to known strategies and making decisions. The writer supplies control by repeating reading, so that the targets would be optimally achieved. The writer enacts these procedures facing two types of information: 1. Task physical and social environment variables of the writer – type of writing task, purpose of writing, subject of writing who is the target audience, what has been written so far. 2. Memory in the long-term memory of the writer – the prior knowledge of the writer regarding the subject, readers' audience, writing plan, syntax and standards of writing a text. These two processes are performed in parallel in the writing process, this model is called "simultaneousness and reclusiveness model", the writer plans, produces text parts, edits them gives supervision and reads them and continues to read, change and edit. The cognitive activities are applied throughout the process on segments in the text [86, p.368].

Table 1.2 Developmental model of U. Frith, 1985 [76, p.1-33]

Stages of proper development in writing and spelling	Stages		Characteristics of improper development in reading and spelling
· Rapid recognition of phonetic and morphological units in reading.	Orthographic stage		Difficulties in rapid decoding of words, orthographic spelling errors which are mainly morphological.
· Encoding of patterns of words according to morphological structures (fast and accurate decoding of words and proper spelling representations).			
· Accurate but slow decoding of words.			
· Full or partial phonetic writing.			
· Learning the letter-sound relations.			
· Acquiring an ability of graphic representation of sound patterns of words.			
	Alphabetic stage		Difficulties in rapid and accurate decoding of words and a fast drawing of interpretation of the graphic symbol into a sound.
			Phonetic spelling errors and partial phonetic spelling. Difficulties with familiarity of letter-name, letter-sound and vowel-sound relations.
			Difficulties in graphic representation of sound patterns of words.
· Recognition of common words in the environment, not according to comprehension of letter-sound relations.	Logographic stage		Non-familiarity with letters and patterns of common words.
· Spelling on a random-letter or partial phonetic level.			Spelling on a writing-like or doodling level.

Stage one – logographic. At this stage, the reader arrives at a meaning out of the written stimulus (the written word) through a visual (logo) hint that signifies the word for him. At this stage the reader is assisted by a visual hint (the outlines of a written word) that leans on the pragmatic (useful) context, on visual perception and remembering and on meta-linguistic awareness regarding the context that exists between a spoken and a written language.

Stage two – alphabetic. In order to arrive at an exact decoding of a word, a reader must reach the realization of alphabetic principle; meaning, that behind the graphic symbols there are spoken sounds. At the alphabetic stage, a segmentation strategy is enacted – a division of whole words into the units that comprise them. This stage obligates an awareness of phonological structure of a word up to the phonemic level (phonological awareness). Stage three – orthographic. At this stage, the skill of word decoding is developed into a high level. The reader "attacks" the complete and accurate spelling pattern of a word: in terms of composition of letters and the sequence in which they are organized in a word. This achievement – of established orthographic knowledge, requires a combination of multiple exposure and experiences in written language alongside with linguistic knowledge. Model of interactive processors of Marion M.J. Adam [48, p.339-374]. This model deals both in processes of perception of words (lexical accessibility) and in process of production of meaning. The process of production of meaning in reading occurs parallel to several information processing mechanisms: phonological, orthographic, and semantic and syntax. The starting point changes according to characteristics of a pupil and a text. Neuropsychological model – PDP model of crossing channels [126, p.1-56].

The mental lexicon is a reservoir of words stored in the long-term memory, over a person's lifetime. A person is born with a competence to perceive and strengthen spoken language as a result of designated mechanisms (language centers). Evolution of vocabulary depends upon two variables. One is functional brain (language centers fit to receive and create a spoken language). The second is a speaking and communicating environment that awards a person with opportunities to execute, from theory to practice, the generic potential to produce and receive a language. When a person is about in the environment, the two conditions meet, and as a result of such an encounter, the vocabulary of a person gets richer and the linguistic schemes expand in the private mental lexicon of a person. When a child arrives to the formal educational system, he arrived equipped with rich and extensive mental lexicon of spoken words. The responsibility of the educational system is to teach a pupil the rules and principles through which spoken words are to be connected to written words.

The neuropsychological model plots the course of reading in form of use and draws two channels or two courses which a reader employs in order to decode the written word and produce linguistic meaning from it: The direct channel is called also the lexical channel – a reader operates this channel when the word is familiar to him, meaning that he has seen it before and its orthographic sequence has been imprinted in his memory, meaning, its orthographic identification has aroused designated neural networks and the process of accessibility of the lexicon is done rapidly. This course is a fast and effective one and consumes less attentiveness

resources (cognitive energy) from the central attentiveness system. PDP crossing channel model from the book of Prof. S. Bentin [172, p.184-202]. Later models [65, p.80-98, 96, p.57-71] related to the planning process as a reflective process which includes putting forward of ideas, a process of problems resolution, decision making and drawing conclusions. Translation is a process of production of a written language with social and physical task scheme (the audience, partners, teaching context, a developing text and its formation). Cognitive processes are processes that translate ideas into words in the "inner speech" [96, p.57-71]. The ideas are translated into spoken language and transcribed into written language [65, p.80-98, 135, p.1-33]. The knowledge model [137, p.142-175, 97, p.1-26] - the assumption in this model is that there are three cognitive processes in the writing process, the ideas of a writer, the text and the interpretation of the writer of the written text.

A young reader translates the idea into a written text, but he hardly goes through the processes of editing and reviews [134, p.335-359]. And, indeed, studies show that young writers have a hard time to understand the message of a text they have written and with advance in age come the competence to supply control and interpretation to a text [52, p.219-238, 137, p.142-175]. This model sees the development of writing in the cognitive maturation but at the same time R.T Kellogg [96, p.57-71] states that the development of writing is conditional to linguistic maturation, studying, instruction and directed practice in writing tasks.

The relationship between the linguistic, reading and writing competences formation.

Writing competence, with significant linguistic resources are acquired in school years, a period characterized by intensive linguistic and literacy development, termed "latent" as opposed to "early" language acquisition that takes place in the first years of life [55 p.9-34]. In school years, a wide and diverse lexicon is acquired, that includes advance and specific dictionary items from a high and formal linguistic register from various fields of knowledge (such as conductivity, probcompetence) [69, p.35-52], use of lexical items in a high abstract level appears (challenge, courage) and abstract and metaphorical meanings are added to existing words (the way to peace, the key to success).

In parallel, school children are exposed to long and complex forms of words based on obscure and less canonical morphological structures, such as multiple-syllable and multiple-morphemic words (childish, becomingness), the complex and abstract morpho-lexical units constitute the foundation for development of complex and long syntax and discourse structures [104, p.144].

On a syntax aspect, it leads to a spoken and written discourse that is diversified in information, is informative and effective [155, p.45-68], in which children show an appropriate knowledge of the relation between level of compressibility of information in clauses to the character of formal or informal communicative context [139, p.201-217].

The extensive experience in communication situations, leads to improvement of pragmatic skills and is known in competence to raise a subject for conversation and preserving it in a relevant, clear and informative manner and in a discursive literacy – the knowledge of how to decode and produce a discourse while employing linguistic forms that are compatible with the genre and methods [88, p.166]. Acquisition in the various linguistic dimensions advances alongside with establishment of meta-linguistic thinking that allows a speaker to manipulate the units of language and consciously criticize his own linguistic knowledge [119, p.23-50, 58, p.13-32]. Latent acquisition takes place, then, in every linguistic level and characterized in integration of linguistic knowledge with all its types. From representation of isolated structures, linguistic knowledge turns into a complex, compressed and accessible network that connects between the different linguistic systems and allows for creation of rich and complex linguistic schemes, as well as explicit meta-linguistic competence regarding lingual structures [130, p.417-447].

Latent linguistic acquisition and consolidation of writing competence move in circle of acquisition alongside with one another – the prolonged school exposure to a wide variety of written styles in various fields of contents promotes exposure and encourages use of advanced vocabulary, figurative meanings and complex morphic-syntax structures [189, p.296-368]. Oppositely, the competence to master up rich language resources allows for a creative production of diverse contents, while a quality control of writing and adjusting it to communicational circumstances it is intended for and to its recipients [155, p.45-68].

A comprehensive study of D.S. McNamara, S.A. Crossley and P.M. McCarthy [108, p.57-86] has revealed that the three most powerful indexes that predict the high quality of connection at the age of college are syntax complexity, lexical variance and use of uncommon words. The linguistic characteristics involved in a writing process change depending upon the various study genres, that define the communicational circumstances of writing and differ from one another in the linguistic and cognitive challenge they set before a writer on the way of production thereof. In conclusion, we may sum up that the provision of the inter-conditioned laws of the connectionist current that attest to the fact that the evolution of the linguistic, reading and writing competences, allow us to place interconnection at a status of a principle of value which aims to direct pedagogical actions to ensure simultaneous progress of the nominated competences.

1.2. Peculiarities of linguistic, reading and writing competences manifestation of elementary school students

Scientific studies conducted by researchers from R.Moldova V.Botnari and V.Maslițchi concerning continuity formation of linguistic competences. Particular interest for our research presents scientific studies conducted by researchers from R. Moldova V.Botnari and V.Maslițchi concerning continuity formation of linguistic competences at the children of preschool and primary school ages by elaborating of a technology for implementation of a Pedagogical Model directed for realization of the principles which ensure the continuity of linguistic competence training, compliance of pedagogical efficiency continuity in training of children linguistic competences, objectives achievement, content evaluation, implementation of didactic technologies for formation of linguistic competences at the children, compliance of general forming phases of competences and specific stages to acquire linguistic competences [10, p. 67]. Implementation of the Pedagogical Model concerning continuity training of linguistic competence at the children, elaborated by these scientists, covered the principal objective to form linguistic competence and the frame objective have been to train grammatical correctness of speech, and the reference objective has consisted in formation of competence to use grammatical forms of a noun [10, p.70]. V.Botnari, V.Maslitchi consider that learning of grammatical language aspect by the children of preschool and elementary school involved the development of logical operations (analysis, synthesis, generalization, comparing etc.) that contributed to the generalization and differentiation of grammatical forms by children. Also, the interdependence between three aspects of the language (phonetic, lexical, grammatical) forced to exercise vocal organ of speech in order to clear pronouncement of the words, to develop of phonemic hearing, to develop vocabulary, to activate and improve oral expression etc. [10, p.70] The same scientists remark that it is necessary to respect the following phases in formation of linguistic competences at the children: cognitive phase, analytical learning phase, systematization and synthesis phase, phase of competence automation and improvement [9, p.74-79]. For the effectiveness of the formation of linguistic competence V.Botnari and V.Maslițchi found it necessary to take into account the individual particularities of each child and focused on the implementation of the strategy of centering on the child: the active involvement of preschool and primary school children in the insight process of speech grammatical correctness, monitoring of their learning opportunities and responsibilities to achieve the purpose of communication. V.Botnari examining the learning competences mentions that competence as a general concept includes in itself definitive elements (knowledges, capacities, attitudes) and dimensions (originality, effectiveness and integration) but each of them can be with specific content which

depend from competence domain [3, p.4-8]. The other study fulfilled by V.Botnari concerning professional competences was devised as conceptual reflection on professional competences from the perspective of modern demands. This research aims at changing the traditional paradigm of professional competence perception. The scientist effectuated a complex analysis of the specialist's activity which had led to the idea that any specialist had represented the outcome of holistic functionality. V.Botnari came to the conclusion that the holistic paradigm presented a referential frame adequate for the conceptualization of professional competence. Also this author focused on and described a series of characteristics and facilitating conditions of the professional Self which were approached from the perspective of national and European education policy framework. In this context, V. Botnari, claims that teaching anybody to learn and develop his / her own learning practice, engages the adoption of a certain methodology and the training of versatile practices. Among them, along with the methodology of counseling (how to do), a place of interest tends to occupy the metacognitive methodology. In this context, the training methodology of the learning competence should focus on valorizing the subject's resources [11, p.58-65]. Which consist of: knowledge, skills, abilities ("to do") and attitudes, values ("to be", "to become") in a concrete situation in which the subject puts this potential into practice [3, p.6]. The other study realized by V.Botnari, M.Ianioglo reveals an analysis of the main scholarly contributions to such phenomena as assertiveness, assertive communications and competence. The authors used many arguments and interpretations of different scientists with the purpose to ultimately shape the concept of assertive communication competence from the perspective of a holistic paradigm. They fulfilled a synthesis of different definitions given to the concept of competence by N. Chomsky, U. Schiopu, D. Salade, S. Moscovici, L. Jinga, V. Serikov, I.A. Zimneaia, A. Hutorscoi, D. Ivanov, Vl. Gutu, Vl. Paslaru, T. Calo, V. Botnari, and affirmed that competence presented a result of knowledge, capacities, attitudes, abilities and characterological-temperamental features of personality and permanent behavioral flexibility in relationship with other persons leading to performance in different situations [7, p.53]. In order to shape the concept of linguistic competence in the present work we have examined the article elaborated by V.Botnari and V.Maslitchi addressed to linguistic competence from psycholinguistic and psychopedagogical perspectives. Examination of the definition of linguistic competence was made from a general and a specific perspective, its conceptualization being derived from the holistic paradigm. Based on the analysis of children's peculiarities of noun grammatical forms acquisition, from the specific mechanisms of linguistic competence's evolutionary manifestations revealed [8, p.86-99]. Represents an overview of the concepts of interconnection, competence, linguistic competence, reading and writing competences, the

relationship between linguistic, reading and writing competences, as well as reciprocal effects in case of their intertwined formation. Interconnection aims at connecting the numerous elements that act as a whole, involve interdependence and similarity between objects or ideas. The concept of connection introduces, in its current use, a dynamic nuance, referring to structural and / or functional relationships that connect two or more concrete objects or abstract entities, being used within cognitive sciences to designate the relationships between the elements of a treatment system; lies at the origin of connexionism, name given to research currents which aim to model the cognitive systems that play a significant role in the connectivity between the elements of a network and its efficient operation. E. Noveanu and D. Potolea define the term competence as a set of potential behaviors (affective, cognitive and psychomotor) available to an individual to carry out an activity [34]. In the context of the European Qualifications Framework, the term competence is described from the perspective of responsibility and autonomy. Competence is an individual or collective feature to effectively select, mobilize, combine and use an integrated set of knowledge, skills and attitudes. As integrated sets of knowledge, skills and attitudes of application, operation and transfer of acquisitions, competences allow the successful pursuit of an activity, the efficient solution of a problem or a class of problems / situations. Competences have cognitive / intellectual, affective-attitude and psychomotor components; they use, integrate and mobilize knowledge, cognitive resources, and also pertinent affective and contextual resources. To be competent requires "to act" qualitatively, efficiently and promptly in a category / class of similar or atypical situations. Due to the mastered competences, a person can act expediently and effectively, can critically think, choose quickly, make pertinent decisions, select, analyze and synthesize information, judge, argue, identify and solve problems, knowingly improvise, can deal with various situations, etc. "While projecting the competence standards, it is recommended to proceed out of the complex structure of the modern educational standards- which indicate besides the pure informational components also the practical aspect of what should be done by school pupils at a certain age [212] A competence is the result of a dynamic process that is specific to a situation and can be adapted to other situations that are almost isomorphic to the current situation and belong to the same family of situations. "A competence is defined, therefore, by: 1. a context; 2. a person or group of persons; 3. a situational framework: a situation and its family of situations; 4. a sphere of experience formerly experienced by a person or group of people in situations almost isomorphic to the situation undergoing processing; 5. a framework of action: categories of actions including a certain number of actions made by one or more persons in this situation; 6. a resource framework: resources used to develop a competence; 7. an assessment framework: the results obtained, the changes observed in the situation and in

the persons concerned and the criteria that make it possible to assert that the processing of the situation is complete, successful and socially acceptable " [7, p.48-56, 23, p.148]. Ph. Jonnaert, M. Ettayebi, and R. Defis speak about three different, but articulated competence logics: logic of action in situation, a curricular logic, and logic of learning. Competence is an intrinsic, unobservable feature that brings together dormant elements, while performance represents the observable manifestation, the effect of competence. Competence therefore includes performance and is inferred from performance, making it achievable at longer intervals. Additionally, based on the performance it integrates, there can be made inferences about behaviors, visible manifestations, and performances of evaluated people in the immediate future [24, p.101]. The concept of competence has been given different meanings, without a unanimously accepted definition. The created circumstance has generated the need to select and appreciate a valuable and appropriate concept for the research in question. In this context, it appears significant the holistic approach of the competence concept proposed by Botnari V., in whose view the competence represents the immanent completeness of a subject's acquisitions from the moment when he accepts and aims to reach a goal [4, p.100]. Botnari V. conceptualizes a holistic paradigm, as a methodological mile stone of acquiring linguistic competence. Mislitchi's approach to the aspect of continuity achievement in the development process of preschool and early school age children language competences motivates an educational intervention for a flexible juxtaposition of the general phases of competences formation-resulting into a progressive evolution of linguistic competence [26, p.55, 27, p.185-191, 28, p.309-320]. From the holistic perspective approach, the competence requires a specific way of conceiving the personality that masters it or is about to acquire it. Such a person, from the point of view of its authentic manifestation, would present a dynamic constellation of energetic, reactive, attitudinal potentialities; would present availability as well as resilient and creative strategies, behaviors expressed and symbolized by manifest, transient and virtual, dynamic and transformative roles [4, p.190]. According to the New Encyclopaedic Dictionary of Language Sciences, "linguistic competence is the individual's capacity to construct and recognize the infinity of correct phrases, to interpret the meaningful ones, and to identify the ambiguous phrases" [34, p.35]. V. Pâslaru adheres to the formula of X. Roegiers and defines the communicative-linguistic competence as an "integrated set of linguistic and communicative knowledge, of capacities to explore the language systems values and to engage them in various contexts of communication and attitudes towards the phenomena of language, communication and communicated / received, spontaneously exercised messages, enabling the general and special communication activity to be accomplished" [35, p.37]. The same researcher, V. Pâslaru, underlines that the

communicative-linguistic competence is at the same time a general competence, in relation to the general classification of competences, which distinguishes between specific and general competences, since it is indispensable to any human activity and communication specific competence [35, p.36]. We adhere to the ideas of the researchers V. Botnari and V. Mislitchi in whose view the linguistic competence has two perspectives of interpretation: one general and another one special. From the general perspective, the linguistic competence represents an immanent integrity of the phonetic, lexical and grammatical system of the language, which calls for the motivated mobilization of a structured set of knowledge, capacities and attitudes that are in a relationship of interdependence and manifest through mutual influences, since the personality aims to achieve the purpose of communication. From the special perspective, the linguistic competence represents an immanent integrity of specific acquisitions typical to a concrete linguistic phenomenon selected by the subject (knowledge, abilities, attitudes) that are in a relationship of interdependence and manifest in an unusual way, since the subject intends to encode accurately and precisely the message [9, p.74-79]. The paper presents researchers' definitions of the meaning of the concepts of reading and writing competences. According to the *Practical dictionary of pedagogy*, reading competence is a type of competence that involves performing mental processes of giving meaning and interpreting the written word. Reading is an intellectual ability that implies the correct, clear and expressive presentation of words, simultaneously with their meaning decoding; having at its basis the grapheme- phoneme conscious correlation. P. Poopescu-Neveanu asserts that reading is "prior and complementary to writing, reading is an activity conditioned by verbo-acoustic-optical coordination, or by the correspondence between the acoustic and graphic patterns of words having meaning; consists of graphic and verbal perception and understanding" [39, p.114]. M. Norel mentions that reading-writing is the complex process of decoding and graphic rendering of the written text, which involves the knowledge of language sounds and letters: correct pronunciation, correlation of sound with the letter / group of letters, comprehension. In this respect, the author states: "The union of letters in syllables and the realization of a syllable reading field is an important part of reading literacy. Passing the threshold from syllables to words, setting the place of each word in a sentence or phrase, and understanding their meaning are extremely complex activities, but very important components of the reading act. The activity of reading learning is achieved through students' personal effort, that must be stimulated so that the young students could develop self-control and self-regulation skills of the actions they achieve while learning to read and write" [33, p.55]. The reading competence refers to the ability to understand, use, and reflect on the forms that written language can take in order to achieve personal and social fulfillment [9, p.74-

79, 211, p.35]. Nowadays, in the context of dealing with the issue of reading-writing competences formation, it is used the term literacy, a concept taken from the Anglo-Saxon pedagogical literature, especially from the North American one. Also, in most educational systems around the world, there is the idea that first students learn to read and write, and then read and write in order to learn. In fact, these are two concurrent processes that support each other: as students read better, they are better able to learn from what they read. As they learn from what they read, they naturally enrich their knowledge, vocabulary and apply reading skills to a wider variety of written materials [209, p.7]. The literacy level is currently considered an indicator of a country's international competitiveness. International comparative studies of student reading skills, such as PISA (The International Student Assessment Program) and PIRLS (Progress in International Reading Literacy Studies), are considered with seriousness by governments. Emerging literacy is a term taken from scholars in the field of psycholinguistics, who researched the processes that children go through while learning to read and write. The concept of emerging literacy differs from behavioral theories on reading, which consider that reading can be broken down into separate skills and taught to children. Emerging literacy theory considers that reading cannot be taught bitterly, but throughout a holistic approach that children notice about readers around them and try to learn how to do the same. It differs from maturation or *reading-readiness* concepts because it does not consider that teachers have to wait until a "magical moment" of child preparation is reached before they can teach a child to read. Emerging literacy is a developmental approach, because it assumes that learning is influenced by a combination of maturity and experiences. As children learn to read and write, they are progressing along predictable development paths and are encouraged by the guidance and teaching they benefit from [210, p.6]. For a long time, the exact mechanisms on whose basis children learn to read and write have not been identified. There have been some famous opposing theories in this respect. For the most part, these theories have argued that there is a prevalence of reading versus writing [38]. The first form of coherent exercise of implicit and deep metacognitive skills (associated with already acquired oral language) is literacy (acquisition of reading and writing capacities), an essentially "educated" cultural feature, without which the subsequent acquisition of a whole set of cognitive content and skills remains limited or inaccessible. As G.J. Whitehurst and C.J. Lonigan observe, the actual learning of written language (generally, the result of formal learning) is preceded by a spontaneous and relatively precocious interest of children (from literate societies) for written language. Responding to this curiosity, interactive reading by parents, especially of text associated with pictures, is the first step towards the formation of reading and writing protoabilities. From child to child, towards the

end of the pre-school period, they can develop into real reading skills (and to a lesser extent in writing), relatively independent [20, p.51]. A meta-analysis of neuroimaging studies on brain areas involved in the first steps of literacy, achieved by G. Jobard, F. Crivello and N. Tzourio-Mazoyer, indicated in the dominant (left, most common) hemisphere an occipital-temporal passage area called the "visual area of the word form", responsible for the first graphical and phonological conversions needed during reading. Having the cortical region in the center, the formation of complicated functional networks (including cortical areas belonging to all the cerebral lobes and subcortical areas and fibers between them), through long-lasting and sustained efforts under adult monitoring, will then refine, during the early school years, the effective use of written language [20, p.51]. The researchers E. Ferreiro and L. Tolchinsky Landsman have conducted a series of investigations into how children acquire reading and writing and have established that the interaction between preschoolers and graphic signs generates a number of assumptions in the minds of children. These mental understandings of written language are common to all children who learn to read and write. As a result of research on groups of pre-school children from different countries, it has been found that there are three phases of psychogenetic development. The first stage is characterized by the fact that at first, the young child (3-4 years) does not differentiate the picture from the text. From this moment on, the child tries to find a one-to-one correspondence between graphics and sounds. The preschooler assumes that there must be at least three letters (principle of minimum quantity) that are different (the principle of internal quality variations) for a text to be readable. It distinguishes in this way between meaningful and meaningless texts. At the same time, to any scratch made on paper or on another support the child assigns a certain meaning. What is important is the teacher's discussion with the child about this meaning and less the actual graphic training. Graphic training only targets fine motor development. And this development can be better achieved through modeling activities, for example. The outdated practices of educators who think they are doing lessons by placing the children at desks and by making them systematically "write" beginning with the small or middle group denote a certain lack of professionalism [31, p.107]. In the context of the second stage, it is identified that, in order to be able to explain the differences between two texts, the child continues to use both the qualitative and the quantitative criteria in his analysis. Through successive approximations and estimates, the child concludes that a word consisting of several letters refers to a larger object or a larger person; instead, a word made up of fewer letters refers to a smaller object or even a child. On the other hand, the child observes that changing the order of letters in a word implicitly changes its significance (pan-nap). By making such comparisons, approximations, and estimates, the child goes through a more than

necessary step in acquiring reading and writing. In this respect, the authors C. Munteanu and E. Munteanu state: "From ignorance, some teachers force reading and writing learning by excessively using the analytical-phonetic-synthetic method [31, p.108].

In the third stage, the 6-7 year old child learns the easiest way to read and write starting from his own name. At first, the child recognizes the first letter of his name, and then notes that there is a correlation between sound groups and letter groups. It is advisable to have a large panel in the class where the photos and names of all children are displayed. Each name has a certain emotional load and a certain semantic resonance for children. These two attributes of the name (affective and semantic) allow the child to approach the word from a phonetic point of view. Starting from the beginning of each name, children first learn the letters and then easily form various syllables. By practicing these acquisitions, for example, using small tokens in large and small prints, the child manages to know all the letters of the alphabet, while observing that certain sounds correspond to certain letters. From this point on, the child is able to read, even if he still does not master spelling rules and all punctuation marks [31, p.108]. Research has demonstrated the important role played by phonetics ("phonemes"), an element also called "grapho-phonemic correspondence", in teaching and learning reading. Phonetics training teaches students how "equivalence between letters and sounds (phonemes) is made to form letter-sound correspondence and syllabus patterns, and how they can help them apply that knowledge when they read" It has been shown that systematic phoneme instruction has a positive impact when the student begins to identify written words and to syllabize, and provides an effective way of interfering in improving or accelerating the progress in children with low literacy rates, bringing them to the level reached by their fellows [211, p.33]. The authors Molan V., Bizduna M. assert that it is necessary to give "special attention to the formation of phonematic hearing without which the child will not read and write correctly. If the child does not perceive all the sounds in a word, he cannot form a proper reading in the sense that he renounces to the sounds he does not perceive or adds others. If reading is not correct, it cannot be conscious, so the child will not understand what he reads. If the pronunciation of words is not correct, the child will not correctly write because, during writing, he dictates sound by sound" [29, p.55]. Vocabulary development is another important aspect for the student who is learning to read. Students with a rich vocabulary are expected to improve their reading and understanding skills, while those who do not have certain words in their oral vocabulary cannot understand those words when they appear in printed texts they go through. The research findings also confirm the importance of vocabulary and its connection to text understanding. For example, studies have shown that a vocabulary developed in the kindergarten, accurately predicts that its owner will better

understand the texts in the early school years; the oral vocabulary that the child has at the end of the first grade can significantly predict the student's ability to understand texts ten years later. Vocabulary gaps grow faster in small classes, for example, the gap between first-class pupils with limited vocabulary knowledge and their colleagues who initially had a richer vocabulary deepens. These conclusions highlight the importance of implementing vocabulary development programs in children since the early years of school. It should also be noted that the development of vocabulary should be regarded as a continuous process, starting from the lack of any knowledge of word meaning, continuing with its broad meaning understanding, followed by a step of narrowing the scope of significance due to contextualization, to the end reaching to word meaning de-contextualization, sensing its relationship with other words and its use extension through metaphors [211, p.35]. The development of reading fluency is another important element in the development of reading competences because without fluency, readers may have difficulty in understanding the text. Fluency in reading is described by Timothy V. Rasinski [161, p.1-12] as the ability to read the text fragments correctly, quickly, effortlessly and with the appropriate expression ("prosody"). Nichols et al. expand this definition by emphasizing the role of speed in fluent reading and specifying that it ensures the automatism of word recognition. Even students with reading difficulties can get to read without mistakes, but they will not be able to read fluently because of the low speed they are reading. In general, reading proceeds first by developing the right reading skills, afterwards there can be introduced various elements that will increase reading speed, followed by elements related to spoken and written language, such as grammar and punctuation. As students develop their mechanisms of automatic approach to the elementary levels of the process, their attention will increasingly focus on understanding the texts they are going through. This was confirmed by the findings of the US National Reading Panel, which show that "fluency helps to understand information by releasing cognitive resources and allocating them for the interpretation of the text" [211, p.34]. As pupils make progress in reading, they have to cope with increasing demands that involve the need to understand the read texts, which may be literary texts or informative texts from different thematic areas. The emphasis therefore changes from the ability to decode words to the ability to understand a message or an entire text. At this stage, the comprehension of lectured texts is defined by Durkin as "an intentional process of thought, during which meaning is built up by interactions between the reader and the text." Therefore, reading comprehension involves both linguistic and cognitive processes that intertwine during the act of reading as the reader tries to extract and create meaning from the written text [211, p.35]. In 1908, E.B. Huley defined reading both as a process and operation of thinking [82, p.575-586]. A. Miller [110, p.3-4], E. Melitz, Z.

Melitz [190, p.250] and G. Sarig [196, p.122] have shown that effective teaching is achieved through the incorporation of learning strategies. A. Wohl and R. Ardon [203, p.13-60] emphasize that the key value of learning is the understanding of read contents and the ability to transfer prior knowledge in the process of learning the new knowledge that appears in the text. An experienced reader is characterized by the integration of already mastered knowledge and new knowledge, the flexible use of strategies to promote, monitor, regulate and enhance comprehension of the read. The processes of producing information meaning are affected by word perception processes. The more "automatic" the decoding act, the more the reader is exposed to an increasing amount of texts and the processes of meaning production and strategic knowledge are strengthened. Additional variables that affect the process of reading comprehension, the writing of a discourse are the reader's variables such as the universe of contents and terms, the volume of words and syntactic structures, the writer's intention and tone, the genre and structure of a text, and other aspects influencing the reading level [122, p.227-247, 128, p.538-555].

Following a critique of reading teaching methods, E. Olstein and E. Cohen [192, p.1-58] reviewed dozens of studies and surveys of the best specialists of the USA. Thus, they focused on reports, summaries of a selection of 100,000 studies that had been carried out between 1966-2001, on the decisions of the Legislative Committees on the issue of reading, on behalf of the American Congress. The Ministry of Education has published a CEO Circular [173, p.1-62], which defined the basic components to be included as part of reading teaching in the first grade. In this respect, each method implemented for teaching reading in the educational system must include the components: a) decoding - familiarity with the letters of the alphabet and the sounds they represent, including their names; a direct teaching of the alphabetical principle and its mastery, the decoding of syllables, consonants and vowels. An automatic and fast decoding of a word is a prerequisite for effective reading that allows attention resources focusing on reading understanding; b) diacritical reading - the use of diacriticals for reading purposes; understanding the way diacritical signs represent vowels in Hebrew; c) accuracy in word recognition and reading - the correct reading of a word that is not based on guessing it from a text context; d) reading fluency - the correct reading of sentences and their understanding; e) encouragement of writing - includes correct spelling, which illustrates the transparency issues that characterize the Hebrew language, while it is understood that manipulation of spelling (correction of mistakes) does not impair the quality of teaching; f) language cultivation as a basis of reading teaching - vocabulary enrichment, understanding the structure of the Hebrew language that is structured on roots and families of words and the understanding of the unique characteristics of the Hebrew

spelling; g) objective anthology - each teaching method must be objectively assessed and meet the uniform criteria of supervision, control and measurement. Such supervision should be based on the principles of research and should have objective parameters. The use of this tool should be achieved with care to minimize the negative effects on the self-image of weak students and schools from disadvantaged areas. It is also necessary to encourage children to read books. Reading teaching methods must be direct and explicitly centered on alphabetical code teaching and formation of correct word spelling abilities [99, p.946-953]. Reading and writing are perceived as complex processes in which the reader constructs a message that has been encoded by the writer in graphical language [77, p.505-508]. In this definition, the graphical input and exact identification of the components appearing on paper are partial, and the main point is centered on the process of gathering information and producing meaning from a text. The progress of a child can be expressed in leaps and occasionally in withdrawals attested in the context of development [202, p.1-14]. For literacy development or other literacy activity – as in any other learning process - adult encouragement is important. In addition, mediation, engagement and guidance are also significant [164, p.159, 182, p.160-165, 183, p.99-111], for they lead the child to tasks that are more difficult than his/her apparent level of development, and thus pave the way for potential development level, that can be reached through the mediation of an adult or a friend of high competence [54, p.265-282]. Writing skills forging stipulates the progress of a complex process, much more difficult than reading. The difficulty lies in the fact that writing does not reduce to phoneme and graph recognition, but synthesizes the complex combinations of graphic signs and their correct and aesthetic reproduction. Based on the fact that writing is a complex cognitive process, the scholars express their views on various perspectives of writing, especially opinions referring to the scriptural system and the written discourse system, such as: structures and genres, vocabulary and syntax, spelling and punctuation. In order for pupils to choose logically and consciously the written content, the way they are organized, the vocabulary and the linguistic register appropriate for the purpose for which they write and for their recipients, much writing experience is needed in different contexts, subjects and genres. A. Levin, P. Amsterder, E. Korat [187, p.248-289] distinguish five levels of the writing process development: *a) unrepresentative scratch* that refers to the graphic characteristics of writing; *b) writing*; *c) random letters* that can be identified even if the letter is misspelled; *d) phonetic writing* - the writing consisting of capitalized letters which were partially chosen to represent the phonetic composition of a word; *e) orthographic writing* - some letters that represent the sounds and the morphology of a language. Children of low school age are at different levels. The transition between levels is gradual. In naturalistic-spontaneous writing, a child can reveal

several levels at the same time, but in structured attributions, it can be observed that a certain level prevails [187, p.248-289]. Another model of development is the model of U. Frith [76, p.1-33] which refers to the relationship between written language and linguistic knowledge and between correct reading and reading comprehension. This achievement of solid spelling requires, in addition to linguistic knowledge, the integration of exposure and prolonged experience written language. The reader becomes aware of additional linguistic features such as: linguistic system, meaning, and grammatical configurations of affixes and word root that confer correctness to the reading process.

The cognitive model presented by J.R. Hayers and Flower [86, p.368, 65, p.80-98], refers to the peculiarities of thinking in the writing process, when the subject proposes certain goals that he subsequently carries out in his writing. This model is called the "simultaneity and recursiveness" model. The key components of the model are: the physical and social environment variables of the subject involved in the writing process, the writing task type, the purpose of writing, the subject of writing, the target group, and the previously written contents. In the last two decades, there have been a number of researches in the field demonstrating that the pace of children's individual development has major implications in writing competence. Specialists in the field believe that understanding the spatial and temporal concepts influences writing. Thus, there is a relationship between children's understanding of the words that refer to spatial and temporal relations (up, down, after, between, etc.) and graphomotor development (copying some forms or letters). Studies have shown that there are a number of precursors to writing skills: internal factors and external factors. Among these factors that precede writing are: cognitive skills related to attention, memory, perception, language (expressiveness, rapid naming, image naming etc.); visual perceptions; oculomotor skills; motor action planning; manipulation of objects; manipulation of necessary utensils for writing; developing small hand muscles; oculomotor coordination; recognition of letters; writing orientation; the dominant hand; body posture; ability to copy figures, etc. Children like to express themselves freely by drawing and "writing", and educators are obliged to stimulate them without taking hold of this joy of expression through excessive didacticism [31, p.111]. M. Norel argues: "Writing is a conscious act and its transformation into action is achieved through exercises. Writing skills have several distinct phases: a) The orientation phase - in which rules are to be followed: correct handling of the writing instrument; approaching the correct position of the body during writing; hand movements for gesture formation; intuitive representation of graphical elements; execution of the model by the teacher, accompanied by the necessary verbalization; the acquisition of graphic elements by students; b) The analytical phase - takes place simultaneously with sound analysis

and reproduction of sounds: graph recognition; phonem pronunciation until fluent reproduction; achievement of two or three letters syntheses that are reproduced in writing; setting the technical and hygienic rules of writing; c) The synthetic phase - in which letter writing becomes a means of graphic expression of ideas, writing becomes automated, speed of graphics is accelerated, without neglecting the aesthetic aspect [33, p.58]. The process of acquiring writing takes several stages: a) the stage of graphic elements b) the stage of letter creation c) the stage of tied writing. Correct writing, in its graphic aspect, is achieved simultaneously with the concern for its correctness and spelling, as well as for understanding the meaning of words; d) the stage of fast writing [33, p.58].

1.3 Conclusions of chapter 1

The theoretical models presented above represent the theories explaining the processes in the base of understanding a written text. Most of those who practice in this field agree that an understanding process is an active process by which the reader constructs a mental representation of the world described in the text and combines various strategies in order to produce a meaning: an up-down strategy, from recognition of the smallest units comprising the text and up to a creative decoding of the text as a whole; and also an up-down strategy, from constructing assumed super-meanings and up to proving or disproving them later on [158, p.3-12, 152, p.184]. The different models give high significance to encoding, decoding and reading fluency competences, and agree that a basic condition for the understanding of a written text is effective reading – fast, accurate, automatic and effortless reading, so that the attention is entirely devoted to understanding the text. Following this, the process of reading acquisition will be presented, while stressing the linguistic processes that are in the base of reading acquisition, the sequence between decoding and reading fluency and between reading comprehension, and the involvement of context in these processes. The eight models of text comprehension have several ideas in common, but they also have unique points-of-view. The shared premises are: a. The reading process is a mental process accompanied by cognitive activities on various levels of absorption, processing and assimilation. b. The reading process is a process wherein the readers are active, contrary to the passive process of relaying an objective message from writers to readers. c) The reading process is a complex procedure related to cognitive processing, knowledge, language and emotional stands of the readers towards the text. The text does not have an actual existence of its own. It is the readers who create its meaning. Some regard this

activity as a bridging between old and new knowledge, others deal with the various techniques employed to extricate the meaning, or the presentation of assumptions assisting this purpose.

The Ideas Unique to Each of the Models. The points of departure for the text comprehension process are diverse. Model No. 1 departs from the historical development of the term "text comprehension" and the changes it has undergone under the influence of psychology, sociology and language. Model No. 2 and No.6 are based on the concept the hierarchical-mental skills which accompany the reading process. Model No. 3 emphasizes the information processes which are accompanied by the construction of information schemes and their extension. Model No. 4 and No.5 departs from the mental behavior of proficient readers before, during and after reading. Model No. 7 presents text processing as the organization of the text parts, based on the semantic and syntactic language components. Model No. 8 Refers to the emotional, social, environmental and cultural. This work examines whether there is any connection between reading instruction methods and the pupils' achievements in text comprehension exams and verbal linguistic competence in reference to the principles presented by the models relating to general knowledge, comprehension processes, application of language and the employment of learning and text comprehension skills. The premises and contradictions mentioned above lead to the formulation of the research problem: The need for determining the epistemological elements manifestation of interconnection in linguistic, reading and writing competences formation of elementary school students. The research purpose consists in conceptualizing, elaborating and experimentally approving the HIVE Pedagogic Model aimed at intertwined formation of elementary school students' linguistic, reading and writing competences and, implicitly, the Intervention Program focused on the simultaneous formation of linguistic, reading and writing competences; from the main identified purpose we derived several inter-connected objectives As following: to establish the epistemological highlights of the concepts of competence, linguistic, reading, and writing competences; substantiate the interconnection between linguistic, reading and writing competences; justify and elaborate the HIVE Pedagogic Model for intertwined formation of linguistic, reading, and writing competences of elementary school students; elaborate and implement the Intervention Program (based on the HIVE Pedagogic Model) for facilitating the concurrent progress of linguistic, reading, and writing competences; determine the formative impact of the Intervention Program on linguistic, reading and writing competences and consequently develop general conclusions and practical recommendations. On the basis of the diagnostic phase results, in order to improve students' performance, it has been implemented an intervention program for developing linguistic, reading and writing competences that focused on three directions of action:

1. Improving the system of continuous professional training of teachers,
2. Monitoring students' outcomes throughout the experiment;
3. Rallying time to achieve performance at the students' own rhythm of learning.

The HIVE Pedagogical Model developed by us certifies the methodology of linguistic, reading and writing competences intertwined formation.

Respecting the stages of competence formation - deconstruction, construction, reconstruction - ensures the progress of linguistic, reading and writing competences from the level of action and situational competence to reflection and explanation, then to conceptualized and generalized competence.

Respecting the learning laws from the connectionist current perspective- preparation law, exercise law, belongingness law, and effect law- facilitates the intertwined formation of linguistic, reading and writing competences of elementary school students.

The results of the organized formative experiment denote the functionality of the HIVE Pedagogical Model within the Intervention Program focused on the implementation of the " Magic Key " and "The power to the reader" strategies.

Consequently, each method implemented for teaching reading in the educational system must include the components: a) decoding - familiarity with the letters of the alphabet and the sounds they represent, including their names; a direct teaching of the alphabetical principle and its mastery, the decoding of syllables, consonants and vowels.

At the same time, an automatic and fast decoding of a word is a prerequisite for effective reading that allows attention resources focusing on reading understanding; b) diacritical reading - the use of diacriticals for reading purposes; understanding the way diacritical signs represent vowels in Hebrew; c) accuracy in word recognition and reading - the correct reading of a word that is not based on guessing it from a text context; d) reading fluency - the correct reading of sentences and their understanding; e) encouragement of writing - includes correct spelling, which illustrates the transparency issues that characterize the Hebrew language, while it is understood that manipulation of spelling (correction of mistakes) does not impair the quality of teaching; f) language cultivation as a basis of reading teaching - vocabulary enrichment, understanding the structure of the Hebrew language that is structured on roots and families of words and the understanding of the unique characteristics of the Hebrew spelling; g) objective anthology - each teaching method must be objectively assessed and meet the uniform criteria of supervision, control and measurement. Such supervision should be based on the principles of research and should have objective parameters.

The use of this tool should be achieved with care to minimize the negative effects on the self-image of weak students and schools from disadvantaged areas. It is also necessary to encourage children to read books. Reading teaching methods must be direct and explicitly centered on alphabetical code teaching and formation of correct word spelling abilities.

In conclusion, we note that the results attested in the theoretical studies demonstrate the presence of simultaneity and recursiveness present in the comprehensive reading and correct writing, which have as reference the linguistic performance of the subject involved in acquiring the complex processes nominated. In this context, *the relevant aim* of current research in this field would be to develop and validate relevant pedagogical models that would illustrate the praxiological achievement of the interconex training of linguistic, reading and writing skills, which we propose to achieve in current research in relation to students of small school age. This intention calls for the achievement of *the objectives* focused on: the epistemological approach of the named phenomena, the foundation of the interconnection between the linguistic competence and the reading and writing competences, the elaboration and validation of a Pedagogical Model and implicitly of the Specific Practical Program focused on the interconectional formation of linguistic competences reading, writing to schoolchildren. These are, in fact, *the main directions of action*, which lead to *the solution of the problem* of interdependent training of linguistic, reading and writing competences.

2. STUDY OF CONTEXTS AND VALUES ACQUIRED BY ELEMENTARY SCHOOL STUDENTS FOR LINGUISTIC, READING AND WRITING COMPETENCES

2.1 Analysis of didactic staff experiences focused on linguistic, reading and writing competences formation of elementary school students

Reading comprehension constitutes a foundation for further studies, many occupational competence and satisfaction from life and it also enhances mental perception. The following processes influence reading comprehension: phonology, acquisition of graphic-phonetic principle, morphology, and syntax, relations between words that comprise a sentence, semantics, contextual knowledge, vocabulary, understanding, motivation and worldly knowledge [122, p.227-247, 128, p.538-555].

Researchers assume that verbal linguistic development runs parallel to the child's meta-cognitive development. Ericsson and Simon [196, p.122] discern two situations of verbal linguistic mediation:

1. Talking aloud – a situation wherein the reader processes thought into verbal symbols, and then in turn processes these symbols into sounds.
2. Thinking aloud – internal thought in verbal symbols.

This is a method for the structuring of meanings using strategies, by means of inspection and control processes. It improves comprehension and learning competence and reflects the meta-cognitive behaviors of the readers in the problem solution processes.

Verbal linguistic competence which accompanies the meta-cognitive awareness process refers to the term "thinking aloud" [179, p.131, 196, p.122]. Until recent years, this method was regarded a tool for learning how readers construct meaning. Today, psycho-linguistic and cognitive researchers employ this method in order to learn how readers acquire knowledge, create information and comprehend the significance of the reading processes. J. Dewey [68] states that the exposure of students to the thoughts arising in their minds by means of the "thinking aloud" technique improves their comprehension and learning competence. G. Sarig [196, p.122] refers to verbal linguistic competence as a knowledge-generating means which helps solve learning problems. Intermediate instruction, where the teacher focuses on the question of how we learn, think, read or write, has a decisive effect on achievements in these fields. The acquisition of language during school years (Later Language Development) is characterized by three main fields of development: acquisition of a new and extensive linguistic variety of items, categories and syntax structures; development of new ways of connecting

between items and systems in order to create more complex and richer language patterns; and acquisition of more effective and explicit means of representation and thinking about the language [131, p.71-92]. Linguistic acquisition is performed with mutual support of one another of its various components (bootstrapping), so that the acquisition of each knowledge dimension is affected by and affects other knowledge dimensions, and the complex linguistic system evolves on its own [125, p.1-63]. Pictorial teaching for the improvement of the Linguistic and Cognitive Competence. B. Zvi [208, p.1-30] stated that small children whose environment provided them with picture books and similar stimuli develop the competence to derive significance from graphic signs, since a picture is a graphic representation of the object in reality. A baby who sees a picture of a cat and says "miao" proves that he has learned that a picture of the cat symbolizes the cat walking outside in the yard. A baby who was given sufficient opportunity to deal with drawn symbols will find it easier to interpret written symbols when he begins reading. Looking at a picture can help develop concepts and in the transfer from the real to the abstract, the picture develops recognition of the link between the details of which it is made and the whole situation illustrated in the picture.

The attributes of a picture are:

- It arouses curiosity.
- It develops motivation for learning.
- It can be used for self-learning.
- It strengthens processes of observation, imagination and thought.

There are clear benefits to use instruction by pictures. Instruction by illustrations enriches the vocabulary and develops thought [104, p.196-228, 153, p.325-344]. It enhances verbal expression when the child has the opportunity to participate in situations necessitating speech, and arouses associations of previous pleasant experience. From a very early age, children love to look at pictures and react to them; pictures enable them to express their feelings. They also provide the teacher with information about the child, his world and what occupies him; the child may not want to speak about personal problems but he may be willing to attribute these problems to the child in the picture. Pictorial instruction can develop verbal linguistic competence which constitute the basis for written expression [59, p.1-52]. Development of verbal expression leads to better reading and writing competences [111, p.10-14]. Some researchers maintain that mastery of the spoken language constitutes an obligatory, but possibly not sufficient, condition for text comprehension [176, p.339-356].

The contribution of language to linguistic, reading and writing competence. A rich language and extensive vocabulary have a central role in the child's competence to read and comprehend. Research shows a link between a rich vocabulary and text comprehension [60, p.144-179]. Many studies point at a relation between vocabulary and reading success [67, p.51-77], and show that school children who have a rich and literate vocabulary present better reading and writing competence as compared to their siblings with a more limited knowledge of words [112, p.19-35]. The relation between vocabulary difficulty and verbal expression and between low functioning and difficulties in reading comprehension have been explained by Nation, [74, p.171-187] as stemming from a lack of semantic-lexical knowledge and less effective semantic processing and decoding processes. Those practicing in this field, agree that with the rise in age, a limited dictionary knowledge comprises a potential difficulty in reading comprehension [154, p.220], and define the relationship between possession of vocabulary and reading comprehension skills as being reciprocal – a wide dictionary knowledge leads to a successful reading comprehension, and extensive reading accompanied by good comprehension leads to a wider vocabulary. A child with a limited verbal vocabulary will encounter more difficulties in text comprehension than the child who was encouraged to use language freely and acquired a rich verbal vocabulary, [95, p.261-276]. Culturally deprived children whose language has not developed sufficiently are also apt to think "small". The scant reservoir of words keeps the child from understanding fine points and he cannot differentiate between words with similar meanings. Significant reading is related to the understanding of verbal concepts and their hidden meanings. Since reading is mostly a process consisting of identification of familiar words, children with a limited vocabulary will find it more difficult to understand a text including uncommon words than children with a rich vocabulary. A culturally deprived reader who attempts to interpret words whose meanings are unknown to him may feel as if he is reading a text in a foreign language. Such a child may impose his own interpretations to the text he is reading. When a child understands most of the words he usually understands those he does not know by their context, the name of the text or an illustration, but when a large percentage of the words are unfamiliar, the child cannot understand the text and it sounds like a foreign language to him. Pupils with a very limited vocabulary find it difficult to form clear ideas. The linguistic poverty makes matters difficult for both pupil and teacher, since the pupil cannot repeat the information he has learnt in other words and the teacher cannot ascertain whether the student has understood the subject matter or is merely repeating it "like a parrot". Another difficulty is the time required to explain a text, instead of devoting it to discussions of the subject, an evaluation of the material being taught and a criticism of the text [94, p.1-65, 132, p.63-69]. Children with a poor

vocabulary and children lacking these skills use imagery, picturesque symbols or non-verbal symbols as language substitutes. And Reading comprehension is a process that evolves and develops from linguistic understanding and language comprehension [60, p.144-179]. The contribution of language to writing. Writing is defined by its communication purpose and circumstances of its production, which means, through a genre. The term genre relates to the linguistic patterns typical of a style of text according to its cultural-social designation and according to its communicational purpose [61, p.3-30]. A wide variety of textual types belongs to genres and sub-genres with different designation, such as a story, theoretical text, scientific text, contracts, recipes, songs, riddles, jokes, personal letters and more. The various school disciplines create discourse genres and sub-genres that are different from one another and at the same time, share similar characteristics [53, p.183-202]. The discourse genres are different from one another in the communicational purposes they serve [63, p.243-263] and in various mental structures they create – that are expressed in contents, in principles of organizing information and thus, in the global structure, in syntax and grammatical structures, and in vocabulary characterizing them [130, p.417-447]. The research literature is saturated with empiric evidences relating to writing development in a narrative and theoretical genre – most common genres in a written school discourse. The narrative genre exists in all cultures of the world since the beginning of human history and represents a basic and universal text that is familiar to children since infancy [193, p.261-326]. A story text describes the proceedings of events in a specific context, characterized by oriented agents and in its center is a conflict between purposes or heroes that motivates the plot until a solution. Although a story indicates a sequence of events – opening, series of episodes (plot) and closing – it's global organization is hierarchical, as it is built on a foundation of search-conflict-solution that motivates the plot and supplies a meaning and path to it. The components of a story are related to one another in relations of time (before, after, while) and in logical relations (but, as, for that) that lead from the point of opening of a story to its end. The research reveals that in lower grades and in beginning of reading acquisition, children are exposed mainly to texts saturated with narratives, such as stories of the Bible, history or literature and the narrative serves as the most significant platform for familiarity with a written school language [54, p.265-282]. A theoretical text, on the other hand, is mainly a product of school learning and deals in issues and processes that have a social-cultural character that logically are related to one another [193, p.261-326]. The "heroes" of a theoretical text are ideas, concepts, arguments and abstract subjects (topic oriented). In difference from a story text, the information in theoretical texts is organized in a thematic-causal sequence by means of rhetorical units: motion unit that presents a new subject; expansion unit that develops and

explains a subject already presented; and a summing unit, that summates acquired information. Theoretical texts are common in all the studied subjects in a school, and variance of their appearance significantly rises in Junior High and High school years, where discussion of ideas, concepts and theories lies in the very center of education [136, p.31-41]. The language of theoretical text suits the abstract subjects and issues it deals in and carries an abstract, distant and general character. The factors that distinguish between a narrative text and a theoretical text are what make a theoretical text into more difficult for writing in communicational processes, to the extent of exposure to genres and in cognitive processes required for production of a discourse in a logic-scientific paradigm [61, p.3-30]. Writing is, therefore, genre-dependent in each of its aspects, and therefore, genre constitutes a central factor in evaluation of writing. The cross-linguistic dichotomy that is recognized in production of various genres at a young age testifies to the fact that as early as at a pre-school age, children distinguish between a story and a theoretical genre [70, p.131-143]. Story texts produced by young children include almost only specific and extremely dynamic events that are plotted in a past tense; and oppositely, theoretical texts are very general, expressed in present tense or in timeless structures and use general referents. A comparison of production of various genres in primary school ages reveals that a syntax complexity in a theoretical-convincing genre is higher in comparison to a narrative genre, and an informative genre is characterized by the highest number of words in a clause, due to the presence of more complex and longer noun combinations [53, p.183-202]. Similarly, another comparative study [118, p.45-65] reveals that scientific writing in 5th grade is characterized by greater use of content words and in extensions in a way of noun phrases; a more diverse and richer theoretical writing in a lexical aspect and is characterized by a higher register than the one appears in narrative and scientific writings; whereas a narrative text has the ripest structure and, lexically, more diverse than a scientific text. Researchers have concluded that in Primary school age, a lexical dimension predicts the quality of text in all three genres. A text describing events of the past in order to interest, intrigue, entertain, make laugh or shock, all according to the case and the target audience. Stories can be different from one another in background materials (reality or fiction), in structure, in function and the emphasized messages (suspense stories, tragic, comic stories, etc.) and in many other characteristics. Stories can be different in the way of telling them (by heart, in writing, in a book, in a movie, series of pictures or dancing).

In order for them to deserve, they must describe exceptional, surprising and extraordinary events, in some way (at least from the viewpoint of the author).

A typical story is usually comprised with a set pattern, the story frame that includes the following component:

- Opening which is the background to the story, that includes the presentation of characters, description of time and place of the occurrences.

- The plot that includes:

An initiating event – a primary condition which a problem emanates from.

Complication – development of the problematic situation.

A peak – the climax of the story.

Resolution – description of the barriers on the way of resolving the problem and eventually the resolution of the problem.

Additional common elements:

- Turning point (after description of the problem) that determines the character of the resolution, whether it is in a comic or tragic direction.
- Secondary events.
- Closing (coda) that connects the story event to the present and occasionally includes a moral.

In order to mark the entrance to the story world there are formulas in the opening of the story – once upon a time..., once there was... and in the verbal story opening – "you know what happened to me?", "something incredible just happened!"

In construction of the plot sequence, in connection between following events, there is use of past tense – he was walking in the fields..., I went to bed early..., and of causal relations – as..., due to..., thanks to..., because..., and of time relations – following that..., later..., since..., while..., in the meantime....

Narrativeness is expressed in the dramatic building, in creation of tension, curiosity and surprise in the process of the story. A variety of means are employed:

- A dramatic present in a past: he was walking on the way and suddenly a terrifying figure appears in from of him...
- Repetitions.
- Deviations from the chronological order.
- Presentation of event from various viewpoints.

In characterizing and developing of characters the following can appear:

- Detailed descriptions of outer appearance (adjectives).
- Description of feelings (emotion and thinking verbs).
- Description of actions of the characters.

- Dialogues between characters.

Presence of an author in the story – the storyteller voice – would be expressed through evaluative statements: look what the brat has done to him..., no wonder that..., as it could be expected....

Story in a class in writing and verbally. Activities for familiarity with text Contexts [213]

Teachers and pupils:

- Reading stories and listening to stories of various types and distinguish between these components: plot components and their unique expressions in each and every story. Different means for characterization of the characters, creation of drama, emphasizing points of climax.
- Watching stories, movies and TV programs and distinguish between ways of storytelling in the media.
- Talking about stories.
- Telling stories by heart.
- Meeting storytellers.
- Recreating in writing and verbally, stories they have heard/read/watched.
- Making stories in writing and verbally.
- Recording stories of children and adults.
- Making an anthology.
- Meetings in which stories are told.
- Producing stories for publication in school newspaper.
- Sharing peers and teaching with special experiences.
- Studying various fields such as: mass media, society, citizenship, and bible.

Two teaching methods in the study, those are approved and customary in the educational system in first grade, the "Magic Key" method and the "Power to the Reader" method and their contribution to linguistic, reading and writing competence.

"The power to reader" Method – D. Snir [198, p.65]

A method characterized by meta-cognition. The main principle of this method is to teach the logic behind the code. For example: consonants – have no power, stop in the throat.

Vowels – are the power that drives the consonants.

The analogical deduction is studied in an explicit manner.

Main principles of the method:

1. Distinction between "with power" and without power" – meaning, a phonemic distinction between a consonant with and without a vowel following it ("Le" and "L").

2. Phonological memory supporters: consonants and the vowel "a" are taught and then "with no power" and the phonemic distinction of no vowel is created.

Then the vowel "o" (Holam in Hebrew) is being taught through this analogy. This is the name of the power and it has the power to "transfer to" – the power can transfer consonants into sounds. The assignment of "do transfer to" is one of phonological awareness of transferring phonemes. The instilling emphasizes the phonological understanding and is supported by it. D. Snir uses it for handling of reading problems through the understanding of the child and self-correction of mistakes.

3. Clarifications: a sheet on which combinations appear in different color and size. A child has to read the combinations quickly – encoding and memorizing. A child clarifies for himself. Additionally, mediation is being performed by the teacher "let's understand why?" – And work is being done on automation and meta-cognition.

4. Separation of the word into sounds with the help of fingers: finish – fi/ni/sh. This sound division serves also for writing, the use of fingers allows for holding the representations in working memory as the representations "are before one's eyes" and they assist in the physical representation at the time of writing.

5. Writing: the method includes many writings which purpose is: 1. Phonological awareness. 2. Phonological encoding [reverse encoding – instead of symbol-sound relation (like in reading) in writing a sound-symbol relation is being done. In writing, we begin with the phonological unit and create a phoneme-grapheme conversion. If there is a block in the transition from a written word to a phonological unit, it can be released by use in the opposite direction. 3. Writing teaches orthographic awareness in terms of pattern of the word and also in terms of correct spelling. The rules of spelling are taught explicitly. For example after the power "e" comes the friend "y", when a child writes he needs to say what he is writing in order to reinforce the phonological side, the encoding and the phonemic structure of a word.

In terms of language cultivation – the texts include very difficult words. In order to develop reading fluency the text needs to have intensiveness of repetitions as well as rhythm, tone that allows for maintaining the fluency.

In addition – the field of phonological awareness was lacking and therefore in the new booklets opening sound and closing sound etc had been added.

Advantages of the method:

- The code is apparent: the method harnesses meta-cognitive competence.
- Bases on phonological awareness and develops it.
- Very structured, systematic and thorough method.

There is also systematic work on writing as well. There is learning of reading parallel to writing.

Shortcomings of the method:

- Children with low intelligence would have difficulties as the method is based on meta-cognition.
- A child who has many difficulties with phonological awareness would have difficulties in acquisition of reading in this method.
- The method is structured and systematic and therefore requires mediation.
- A child with significant graph motor difficulties would have a hard time as there is much work in writing.
- Boring – texts and pictures are boring.
- A systematic-inflexible method, must work in order.

Instilling of alphabetical code: the way of instilling is meta-cognitive, explicit, systematic.

Memory supporters: phonological (a picture of a word that represents the sound); meta-cognitive – the child has to remember 28 representations.

Phonological awareness: replacing a phoneme/ adding a phoneme / omitting a phoneme; sound separation; separation into phonemes (in writing) – vocal, graph motor, visual support; opening/closing sound; emphasis on separation and merging which are most important for reading acquisition. Phonological encoding: clarifications – in each booklet there is only one page of clarifications and therefore, this method is not fitting to a child who requires assimilation and memorizing for the purpose of automation; reverse encoding in writing. Extraction: the method is neutral in terms of extracting: it is not based entirely on code words and on the other hand, memory supporters are based on extraction to some extent (if a child would not be able to extract the word "comb" he would not be able to reach the sound of "co"). Working memory: there is support of memory with the help of fingers, pictures, wording of anything, and writing – use of written representations. There is much emphasis on this matter and the method is very suitable for children with difficulties in working memory. Orthographic components: exposure to writing in texts but not enough fluency and richness of rhythm, stories are intensely uninteresting. Orthographical awareness: in writing. Work on spelling: much – through writings and laws. Reading comprehension: there is repetitiveness in the work of reading comprehension. The method is suitable for children with difficulties in working memory (memory supporters).

- Children with mild to mediocre difficulties in phonological awareness.
- Adult children.
- Children who do not have mastery of the alphabetical code.
- Children with extraction and RAN competence.

The method is not suitable for children with difficulties in automation, those requiring memorizing and repetitions:

- Very young children
- Significant reading problem – production of meaning
- Those having difficulty on extraction from memory of a written word (for example the son/sun test). In this method it can be seen that an emphasis has been put on components of organizing of teaching, feedback and observation following writing and writing opportunities, out of recommendations of the teaching program for implementation of targets of Hebrew (see "Hive" module components, Appendix 16, but there is no addressing of development of learning environment and parents' inclusion in the process of writing development.

The "Magic key" Method

The "magic key" is also based on the balanced approach that integrates principles of the phonetic method and of language as a whole. The "magic key" method is a contemporary program which purpose is to instill the entirety of first grade pupils with basic reading and writing competence. The program emphasizes spoken discourse, teaching of the alphabetical principle, reinforcement of reading fluency and reading comprehension. The program integrates the principles of phonetic method and of a language as a whole, and offers a unique and simple method of teaching and learning. As part of the program there are texts integrated which pupils can read by themselves and texts intended for listening comprehension. The program is based on the Ministry of Education study [170, p.1-14] program. The purpose of the program is to instill the entirety of first grade pupils with basic reading and writing competence, to confront them with basic structures of a language while using quality texts of various genres. The program cultivates literacy discourse while at the same time teaching the alphabetic principle and reinforcement of reading fluency, and it promotes reading comprehension through the emphasizing of meaning and cultivating of vocabulary. The program employs texts which include contents from the world of children and that are written in a natural, communicative language [89, p.540]. The principles of the teaching method: Reading acquisition in three phases – the teaching method developed in the program is logical, simple and easy both for teaching and for learning: Phase 1 – in the first booklet, one vowel and some consonants (letters) are studied. Phase 2 – in the second booklet, one additional vowel and the rest of the consonants are studied. Phase 3 – in the third booklet, the rest of the vowels are studied, with integration with all the consonants.

Components of the method:

- 3 pupils' booklets – in which there is a gradual teaching towards reading and writing as well as acquisition of basic linguistic structures of the language.
- 3 guides to a teacher – the guides include the pupils' booklets and evaluation sheets.
- Pupils' accessories: letter cards integrated in the pupils' booklet.
- Class accessories (teacher):

Large cards with all the letters.

Ruler of vowels, designed according to the order of the studied letters.

Drawings cards – each letter in the alphabet has 4 drawings cards with words beginning with same letter. Website – intended for pupils, teachers and parents. The website includes reinforcement activities for pupils with difficulties and enrichment activities for advanced pupils. In this method, it can be seen that an emphasis is being put on the components of learning environments and organizing of teaching, out of recommendations of the teaching program for implementation of targets of Hebrew (Fig. 2.1), but it is not clear how much time, if any, is devoted in the teaching processes for components of feedback and observation following writing, production of written text and writing opportunities.

As the director of the Center of Professional Development of Pedagogical Staff, I had the opportunity to have conversations with various teachers who formed linguistic, reading and writing skills in the primary classes, finding that although most of them manage to integrate the three skills in the teaching process and even implement those two strategies recommended by the Ministry of Education, they are still not sufficiently aware of the need to interconnect these competences. Also, there are currently no special intervention programs proposed by the Ministry of Education in Israel for the interdependent training of nominative skills

In Summary, in every method of implementation of teaching of reading in the system, all the following components must be present: Decoding – familiarity with letters of the alphabet and the sounds they represent, including their naming; a direct teaching of the alphabetical principle and mastering it, decoding of syllables and decoding of consonants and vowels. An automatic and fast decoding of a word is a necessary condition for effective reading that allows for directing attention resources to reading comprehension. Diacritical reading – use of diacritics for the purpose of reading; understanding of how diacritical signs represents vowels in the Hebrew language. Accuracy in recognition and reading of words – accurate reading of a word that is not based on guessing out of a text. Reading fluency – accurate reading of whole sentences and comprehension thereof. Writing encouragement – includes proper spelling, that illustrates the

problems of transparency that characterize the Hebrew language, while understanding that handing of spelling (correction of mistakes) does not damage the quality of teaching. Cultivation of language as a supportive basis for teaching of reading – enriching vocabulary, understanding the structure of the Hebrew language that is structured in roots and families of words and understanding the unique characteristics of the Hebrew spelling. Objective anthology – every teaching method must be able to be evaluated objectively and meet uniform criteria of supervision, control, and measurement. Such a supervision should be based on research principles and have objective parameters. The tests of pupils should allow for compassion between pupils, classes and approaches. Notwithstanding, the use of this tool should be careful, in order to minimize its damages to the image of weak pupils and schools in distress areas (see this subject in the section of anthology as well). All study materials that serve a particular method would undergo examination as to their suit competence to these principles of teaching of reading, also encouragement of reading of books. In this method it can be seen that an emphasis has been put on components of organizing of teaching, feedback and observation following writing and writing opportunities, out of recommendations of the teaching program for implementation of targets of Hebrew (Appendix 15), but there is no addressing of development of learning environment and parents' inclusion in the process of writing development. In conclusion, the relevant literature does not attribute sufficient importance to interpretation, but one must keep in mind that without interpretation there is no reading and that difficulties in interpretation can lead to difficulties in text comprehension, whether due to lack of awareness of comprehension or because of a disruption of the reading pace and the sequence of thought. On the other hand, fast interpretation is not an obligatory condition for text comprehension.

Different competences demand different application of emphasis.

In reading and listening heed should be paid to the identification of plot components and characterization of the characters; attention should be given to cause and effect of certain events and messages of the story; the text design means should be distinguished (how the characters are being described, how important events are being emphasized) and fill the gaps in it. In writing you need to make sure to use different types of delivering of conversation [144, p.243-245].

– direct speech, as compared to indirect speech – and presenting the differences of the types in writing (quotation mark, colon, statement verbs); care should be given to clarity and order in presentation of the events and identification of the heroes; correct use should be made of time of verbs in the story in writing and by heart and correct spelling; attention should be paid to the way of creating gaps in the story and the filling thereof by the readers. Changes in style should be

noticed that apply in a transition from *spoken* to *written* language, to choosing of the connection and vocabulary.

In summary, Effective readers use strategies for production of meaning in the reading process; they distinguish a text structure and the way it is organized, identify a central idea, raise hypotheses regarding the content of the text and examine those hypotheses throughout the reading, summarize the text for themselves, integrate prior knowledge with new knowledge they read, draw conclusions in the process of reading and use visual similes.

Improved verbal linguistic competence with a rich vocabulary sometimes enhances mental competences such as: memory, the drawing of conclusions and problem solving. Understanding is based on language. The more words one learns, the more precise one's thinking [174, p.293].

The role of an adequate Supportive learning environment is decisive. The duty of a teacher in instruction and training is oriented by assignments of reading, reading comprehension and writing. The study of E. Ise, L. Blomert, D. Bertrand, L. Faisca, A. Puolakanaho [90, p.228-245] have compared between two schools in different European countries. The findings of the study have indicated the fact that there have been less pupils that had reading and writing difficulties in school that teachers have specialized and received current instruction from an expert. The researchers have concluded that supplying of training in the field of teaching of reading and writing to the teachers' team according to guiding lines, contributes to reading, reading comprehension and writing competences of pupils. Presently, for several years, educational studies emphasize the central position of teachers in the teaching-learning process. The studies consider an intelligent and independent planning of teaching as a link between a formal-obligating study program and between the professional knowledge of a teacher that becomes and structured by experiencing in teaching.

According to this approach, the study program should therefore have association to the planning processes of an independent teacher, and allowing him to derive the class study program from it. The personal work of planning of teaching might instill additional meaning to a teacher's work, raise his sense of personal competence and also to enrich the overall body of knowledge out of sensitivity stemming from proximity to the field of teaching [197, p.4-6].

The approach of L.S. Vygotsky that considers the learning process as a social-cultural process, in which interaction between a child and an adult develops the cognitive skills of a child, has constituted the theoretical foundation of integration of discourse, class discussion, in the school learning process. A class discussion means a discourse between pupils, in the process of which pupils express their opinions regarding the text. In the process of class discussion, pupils are required to critical thinking and reaching conclusions based on their exposure to a

competitive viewpoint proposed by their classmates, a conflict between these viewpoints and an attempt to resolve the contradictions between them. A class discourse allows for a pupil to reach conclusions and insights that he might have not reached in an individual independent work, but beyond the high thinking competences involved in the process of participation in the discussion, there are additional advantages to this way of learning: encouragement of active involvement and interest in studies and the possibility of pupils with language impairment to study the material through listening and fully participating in a class [103, p.320-337]. Studies indicate a positive correlation between discussion in class and between achievements in reading comprehension and expression in writing. J.A. Langer [102, p.837-880] has reviewed 21 Junior High and High schools in the United States and found that in schools with high achievements in standard tests, 11% of the teachers have initiated opportunities for discussion and mutual work during lessons, while in schools that are average in achievements, learning has been individual and has not integrated exchanging of ideas between pupils. A wide-scale study conducted by A.N. Applebee, J.A. Langer, M. Nystrand and A. Gamoran [49, p.685-730] has examined the extent to which a dialogue takes place in class, length of class discussion, extent of diversity in strategies used by the teacher in the teaching process and the extent to which a teacher has related between the materials studied in various subjects. From the findings, encompassing 2322 pupils from 13 classes, the findings have revealed that a discussion-based teaching method has impact on expression in writing competence. Many intervention programs use the discussion technique as a means to promote reading comprehension, while a discussion can be a class activity with a teacher's guidance or activity in small groups which purpose is active reading and increasing of involvement in a text. Nonetheless, researchers indicate that not every discussion promotes reading comprehension, but only one that indeed operates high-order thinking, drawing conclusions and critical thinking. Additionally, a greater impact of class discussion upon reading comprehension has been found in the population of readers with difficulties.

One of the recommendations in the educational literature is allowing teachers to take an active and creative part. One of the recommendations that appear in the educational literature is to allow teachers to take an active and creative part in the planning of studies and curricular activity [171, p.131], indeed, one of the primary target audiences of the study program, presently, is a teacher. Therefore, an attempt has been made, lately, to make sure that the study programs would be clear in terms of opinions, basic assumptions and ways of evaluation that presently comprise an inseparable part of teaching itself. Additionally, there is a desire not to "close" the program too much, in order to allow a teacher for flexibility in teaching and the planning thereof. The writing of parents with their children constitutes a natural alternative

interaction that has been researched very little, and it might be that the understanding of processes that take place in this activity might shed additional light on the duty of parents in development of emergent literacy of their children [140, p.96-116]. Young children experience with their parents a variety of literacy experiences that might promote the level of their emergent literacy: reading books to children; mutual writing of greetings, notes and lists; family conversations; watching TV programs; mutual reading of environment print; rhyming games and letters games. All these are literacy experiences that take place naturally in the daily life of many families. Literacy activities with children take place at home and outside of home (on the street, in the supermarket, the library, etc.) and parents choose and adjust their literacy activities to fields of interest of their children and to their skills. C.E. Snow and G.E. Jordan [93, p.524-546] describe the relation between a parent-child discourse and development of literacy skills. She clarifies that rich lingual interaction with a parent predicts a higher lingual competence. A higher language level is expressed in a rich vocabulary, assists children to pronounce words correctly and identify more difficult words in the reading process. Vocabulary testifies to a wider world familiarity, and that connects to understanding of language and reading comprehension. In addition, an effective lingual competence, the competence to tell about events or express ideas in an organized way, is related to planning, organizing of information and the analysis thereof, that constitute central skills for succeeding in studies. Observations conducted in home activity of young children reveal that children turn to their parents and ask them how to write a note, a message or a particular word. Children show their parents the products of their childish writing and ask: "what did I write?" The parents respond to their children and mediate for them in the field of writing and occasionally even initiate writing. Parents use the writing conditions in order to deliver their children a message relating to connection of sounds to letters, names of letters and the graphic form of letters [160, p.173-206, 162, p.252-281].

In summary, several case studies described natural writing of young children with parents, teachers or adult siblings. These descriptions related to the writing tasks of daily life such as making a list of friends' names, note to a friend, writing of signs for games, a game of "let's pretend", doing homework, writing of stories, letters, etc. The key conclusions that researchers conclude from these case studies are that children practice writing with adults. In these activities, young children accumulate experience, and upon getting older, their knowledge of written language gets richer and consolidates, and becomes more conventional up to a standard writing [81, p.1-58]. I. Serdean highlights the role of phonetic analysis and synthesis exercises, supported by the articulated expression of words: "This operation is a good means of simultaneous practicing the visual analyzer with the verbo-motor one; it is a particularly

effective tool of self-control for each student during the reading practice. That is why the articulated expression of word sound units (sounds, syllables) must accompany any reading activity, word-writing with the mobile or writing alphabet. The articulated expression must be introduced into the work system of each student, not only when asked by the teacher, but also in his independent work as a self-control tool "[47, p.94]. In recent years, special support has been given to explicit teaching of text comprehension strategies throughout the whole schooling period. The idea behind this approach, as formulated by the National Reading Panel (NICHHD, 2000), is that reading comprehension can be enhanced by teaching approaches that help students use specific cognitive strategies or strategically ratiocinate when they meet barriers of comprehension as they read. There have been identified strategies with impact on improving students' reading competences: monitoring comprehension, in which students learn to monitor the extent to which they understand what they are reading; learning in co-operation where students learn reading strategies and discuss together the teaching materials used at reading hours; the use of graphs and semantic organizational elements (including the storytelling plan), where students develop graphic representations of teaching materials and use them to better understand and memorize; providing questions and answers, where students answer the questions asked by the teacher and receive immediate comments; generating questions in which students learn to ask questions to themselves and answer them based on logical deductions; the presentation of the story structure, in which students learn to use the structure of a story as an instrument that will allow them to recall the subject and answer questions about the text they have gone through; drawing up the summary, in which students are taught to extract the main ideas and synthesize, starting from the information of the text [211, p.37]. Reading-writing simultaneously call for cognitive, volitional, affective and psychomotor processes, which make reading and writing tasks difficult for children, and require a careful choice of teaching strategies. As noted by the researcher S. Cemortan, in the Republic of Moldova [13, p.53-59], "the preparation of children for reading and writing processes starts in pre-school institutions, when the prerequisites for reading and writing are formed. In this respect, children are familiarized with the components of speech (word, sentence, text), with the structure of the word. They find and understand that each word sounds its way, the word has its structure, it is composed of parts (syllables) etc. Through various didactic (verbal) games and specially organized activities, children learn to observe elementary linguistic phenomena. The children are explained that: the text can be divided into sentences, the sentences are divided into words, the words are divided into syllables (parts), the syllables are made up of sounds, the sounds can be "written" in letters. To form these competences in children, teachers use various methods, such

as the didactic play modeling. Children are offered to: "inscribe" the sentence by cards (or lines); to formulate the word pattern (so the child "sees" in the model more easily the word); to count chips to tell the number of sounds in a word; to identify the order of sounds; to determine where a sound is placed and what is the place of each sound in a certain word; to elucidate the connection between words in a sentence, the relationship between sentences in a text, etc. Thus, the systematic activity of teachers with children contributes to their curiosity and interest upkeep in linguistic phenomena, sounds of speech, words and sentences" [13, p.53-59].

Regarding the acquisition of writing skills, in the Romanian space educational institutions, there are two types of practices. Teachers formed in a postmodern pedagogical paradigm focus on the semantic component of writing. Instead, most of the over twenty-year-old teachers, whose initial training was made in the paradigm of Soviet pedagogy, emphasize the calligraphic composition of writing. In their view, children have to participate in as many graphical or even letter writing activities as possible. However, small child development experts declare unanimously that mass-writing activities are not at all recommended, as they have a negative impact on child development. The art of being a good educator *is not to systematically impose* on children *what* and *how* to write. On the contrary, it consists in creating and capitalizing on individual learning opportunities, so that each child could enjoy writing when he feels the need. In this context, not the hardness, but the subtlety of methods certifies the degree of teacher's competence [6]. The authors C. Munteanu and E. Munteanu present some of the curriculum practices they have used to acquire reading and writing for children aged 6-7:- every day, the educator should read the children at least a bedtime story, which had a decisive role in motivating children to learn to read;- two to three times a week, within pre-school games, pre-school children made words based on pictures, and plastic-printed letters;- periodically, the educator used the video projector and various educational software packages specially designed for acquiring reading and writing by preschoolers; these programs were interactive and very attractive to children; at the same time, computer keyboard in the classroom was an important means of learning large print letters;- once a week children made a story based on pictures;- every week the children borrowed by a hardcover colored book, with pictures and text from the group's library; after a while the children recommended different books to each other and discussed with each other their content; a special moment was when the children had to sign on the loan card;-some of the thematic projects made in group have "edited" books with children (*Domestic Animals*, *Wild Animals* - Volume I, *Wild Animals* - Volume II, *Wild Animals* - Volume III); in these "books," the children attached pictures and wrote underneath, in large print letters, the names of animals; for the preparation of these activities, children selected pictures at

home, together with their parents, by involving them permanently in kindergarten activities; books were subsequently used by both the preparatory group children and the children of the next series (small group) at the Children's Library;- I created with the children a "pictorial with images", which they themselves called: *Let's learn the alphabet*, where for each letter had been allocated more pages for pictures, under each picture the children wrote (in large print letters), with different colors, the words they called the pictures; the books allowed all children to get familiar with the concepts of *cover*, *author*, *publishing house*, *first page*, *contents*, *content*, *price*; the books were then also used as working tools in reading the pictures, in making sentences based on pictures etc.;- the presence of children in the group was individually achieved by each child, moving his / her own photograph from *Absent* to *Present* on arrival and *Present* to *Absent* at departure; between the words *Absent* and *Present* was a column with children's surnames and names written with large and small print letters [31, p.109]. I. Șerdean speaks of the relation between language specificity and learning reading and writing, specifying that "the reading and writing acts involve language facts. That is why, it is necessary, when we take care of students' initiation in reading and writing, to take into account the language components, given that language implies, together with a number of words, a set of rules, whose application leads to communication, while their violation is the source of mistakes. Without being aware of all these rules, reading and writing learning is determined by the extent to which students have mastered some of the basic language rules, even if it is done only intuitively and practically. If for students such intuitively learnt elementary rules are sufficient, than for the teacher, the process of acquainting students with reading and writing supposes its foundation on linguistic data" [47, p.58] The specific features of a language, in particular of its orthography determine, to a great extent, the choice of the most appropriate learning methods used in the process of initiating students in reading and writing. Suffice it to recall that some languages are based on etymological spelling and some others are phonetically based. Etymological spelling marks the words not as they are today, but as they were pronounced in an earlier phase of the language, possibly in a language from which they were borrowed, in this case value presents the global method. In the Romanian language, as well as in other languages having a phonetic spelling, it is suitable the phonetic or analytical-synthetic method. The researcher Macri-Gologan C. describes the algorithm of phonetic, analytical-synthetic method used in forming reading and writing competences as a process targeting various steps. Thus, during the *pre-alphabetical / pregraphic period*, the initial (partial) analytical phonetic analysis aims at: separating the sentence from the speech - taking a sentence by decoding the illustration; graphical representation of the sentence; dividing the sentence into words; graphical representation of words belonging to the sentence;

separating the words that contain the new sound; graphic representation of the words that contain the new sound; separating the syllables from the words that contain the new sound; schematizing the syllable containing the new sound. The final phonetic analysis views: new sound separating; new sound position determination in the syllable (beginning / inner / final); new sound graphic representation, use of different symbols for vowels and consonants. The synthetic phonetic analysis refers to: recompose syllables from the words that contain the new sound; graphic representation of the syllable containing the new sound; rewriting words that contain the new sound; schematization of words containing the new sound; recombination of sentence from words; schematization of words belonging to the sentence. In the alphabet / graphematic period, the initial (partial) analytical phonetic analysis refers to: separation of the sentence from speech; sentence division into words; separating the words that contain the new sound; separating the syllables from the words that contain the new sound; The final analysis refers to the new sound separation/study, determination of the new sound position in the syllable. Synthetic phonetic analysis: study/recognize print letters and associate them with the appropriate sound; writing handwriting elements / handwriting letter; composing syllables using alphabet letters; writing handwritten syllables - tying handwriting letters; composition of words and their reading; writing words with handwriting letters - syllable tying; reading sentences; writing sentences with handwriting letters - noticing the blank between words, capitalization at the beginning of the sentence, dot placement at the end [25, p.25]. The pedagogical experiment was made up of three classic parts: 1) the initial diagnostic stage of linguistic, reading and writing competences of low school age pupils; 2) the formative stage which was based on the application of the key formal strategies of "Magic Key" and "Power to the reader" supported by the *HIVE Pedagogic Model*, the innovative intervention program highlighting the writing teaching components. 3) the final diagnosis of students' acquisitions in the two groups - the control group vis-à-vis the experimental group. In order to identify the methodology of building up the linguistic, reading and writing competences within the context of teachers training in Israel and the Republic of Moldova, individual and group conversations had been maintained. As a result, it was found that Israel's teachers do actually apply the apply the apply the nominated competences of the training apply apply the key principles of the inter conex methodology, as described in the author's work: B. Zvi, M. Shani, Y. Cohen [208], R.A. Berman [54, 56], E. Shatil, D.L. Share, I. Levin [141], N. Shtral [146]. The didactic technologies of pedagogues in the Republic of Moldova, used in the formation of linguistic, reading and writing competences, refer to the theoretical and methodological works of the authors: I. Șerdean [47], M. Peneș [38], V. Molan [29, p.27], C. Munteanu, E. Munteanu [31], C. Macri -Gologan [25], M. Buruiana, S. Cotelea, A.

Ermicioi[12], S. Cemortan[13], V. Botnari, V. Milsitchi[10], etc. In the initial stage of the diagnostic approach of reading, writing and linguistic competences, there participated 200 first-grade students aged 6 to 7. All subjects come from families with medium economic backgrounds, are physically healthy and have proper behaviors, are Israeli natives whose parents are Israeli natives or immigrants who immigrated at least 10 years ago. All students study in state religious schools. Each class has been assigned an equal number of girls and boys. All the students in the experimental sample were exposed to the same diagnostic methods. Students were divided into four study groups: 50 students who studied in their school through the *Power to the reader* strategy, within the intervention program highlighting the writing teaching components, and 50 students with the same learning strategy studied outside the intervention program. Other 50 students studied through the *Magic Key* strategy, within the intervention program highlighting the writing teaching components, and 50 students with the same strategy studied outside the intervention program. The Test for Reading evaluation in the 1-st grade (Appendix 1) was developed by the Reading Committee [214] and the Coordination Committee for Reform in Teaching Reading and Literacy Education. This is a national standardized test for evaluating reading and reading comprehension at all first grades, developed by the First Science Room of the Ministry of Education in Israel in cooperation with the National Examination and Evaluation Center. The Writing Competence Assessment Test (Appendix 1) included dictation and subsequent examination of the number of words spoken by children and their correct spelling. The linguistic competence assessment test (Appendix 2) was taken from a set of existing tests in previous studies [176, p.339-356]. The story analysis was achieved following the criteria offered by R.A. Berman [54, p.265-282, 184, p.7-28, 79, p.1-12]. The analysis of the test referring to retelling based on the order of pictures was done according to the model proposed by D. Poulsen, E. Kintsch, W. Kintsch and D. Premack [127, p.379-403]. The tests evaluating the level of reading and writing competence of 1-st grade students has been approved by the Shomron Committee, whose pedagogical mission is to promote reform in reading and writing. National standards have been formulated to assess these competences. Within the present study, there have been analyzed the results of the students who studied following the intervention program and the results of the students who studied in parallel, through accepted learning strategies but outside the intervention program (a total of 200 pupils, by 100 students in a strategy, four groups of 50 students per learning strategy).

2.2 Identification of the initial level of linguistic, reading and writing competences of subjects between the experimental group and the control group

In the preliminary experiment an attempt was made to implement the intervention program in the teaching of writing on 20 pupils from first grade, of a medium-high socioeconomic condition similarly to pupils who have participated in the main study, half boys and half girls who studied in a reading method approved by the Ministry of Education [180, p.101]. The Ministry of Education conducts tests that examine the level of reading and reading comprehension of first graders. However, these tests do not test the level of writing and linguistic competences but focus only on the component of reading comprehension. As a result of the above facts and within the frame-work of my present position as a regional director of elementary school teachers training, I have been asked by the Chief Scientist of Israel asked to conduct the current research. This research was intended to contain a focused intervention program for writing development. The program had been operated in a careful manner while increasing the initial basic instruction system for teachers, supplying extra-depth of intervention expanding the duration of the intervention program for a period of one month and especially addressing to the class teachers. The addressing of teachers of the writing was throughout the entire school day, and in every subject. Considering the above-mentioned objectives, the teachers initiated different writing opportunities, while giving attention to reading, correct writing, and enrichment of linguistic competence in various forms, in groups, individually and in class. The teachers made sure to talk to pupils after they have written, and give feedbacks to every pupil, for correct writing and writing that enriches linguistic competence. A very relevant component of the interventional program constituted parents participation which added an element of direct involvement to the whole research project –actually parents were active partners to the writing process. Prior to beginning of the program, the pupils were given a series of tests examining linguistic competence, reading competence, and writing competence. Apre- test battery identical to that which served the main study had been applied as a pilot at the stage of the preliminary research. At the end of the intervention program, a second post-test test battery was given to the pupils. After that, the rate of change of pupils in various research indexes was examined and the findings are reported.

The research Findings are furtherly presented. Rate of change in reading competence:

Reading competence is examined by 6 tasks.

For examination of change, a dependent-samples T-test was performed, and the findings are presented in appendix 3

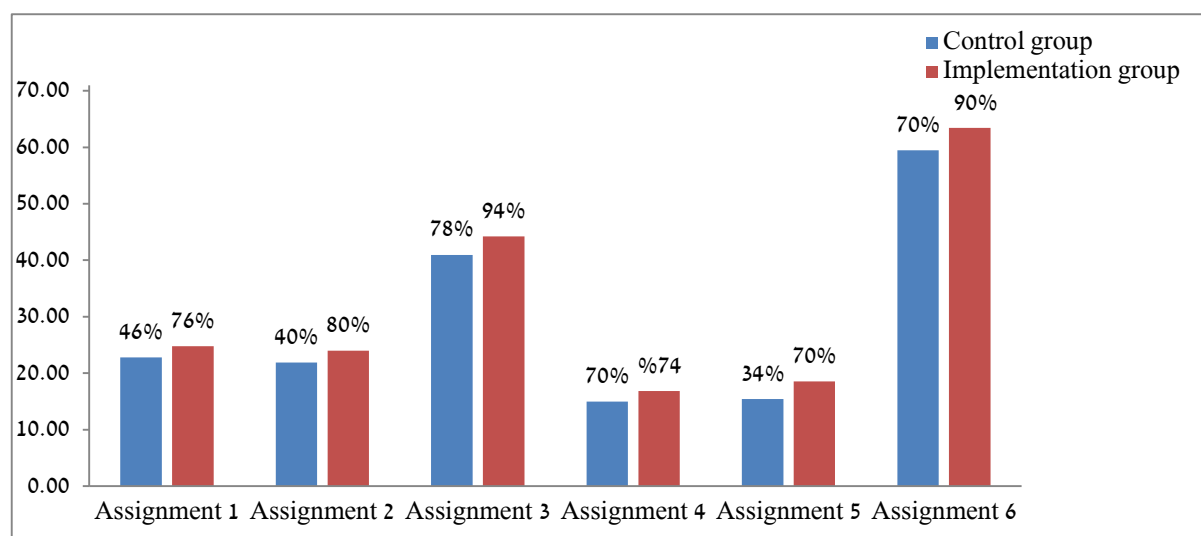


Fig 2.1: Percentage of students who succeed in tasks in the experimental and control groups.

The findings in appendix 3 indicate a significant rise in all indexes in reading competence and in some of the indexes, it can be seen that after intervention, standard deviations are reduced, which indicated an increase in homogeneity in reading competence amongst pupils following the intervention. These findings of the applied research study, confirm the first research hypothesis of main study.

Rate of change in writing competence: to examine the differences in the test between the experimental group and the control group. The T test was conducted for independent groups and the differences were significant,

$t(98) = 3.60, p < 0.00$.

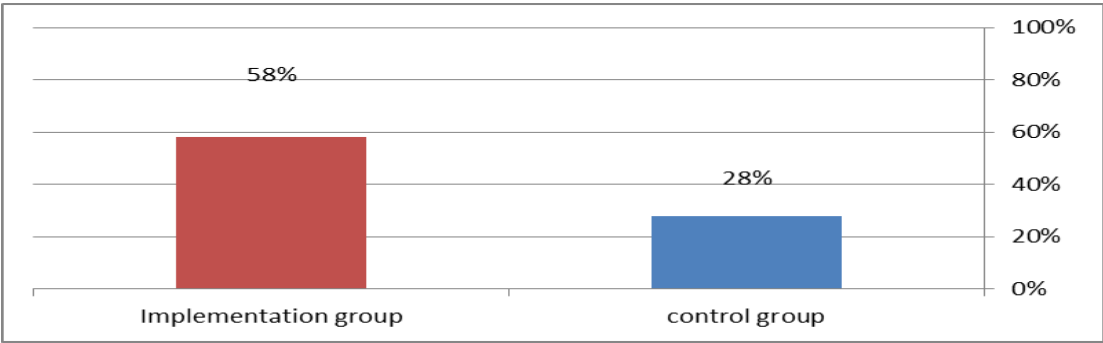


Figure 2.2: The rate of the students that succeed in the writing test in experiment of control group

According to the findings, it can be seen that standard deviation after intervention is also reduced, which indicates homogeneity in writing competence after intervention. This finding in the applied research study confirms the second research hypothesis of main study.

Rate of change in linguistic competence: linguistic competence of pupils was measured by 5 indexes: opening, body, closing, causality and tenses, in a series of dependent-samples T-test, and are presented in appendix 4

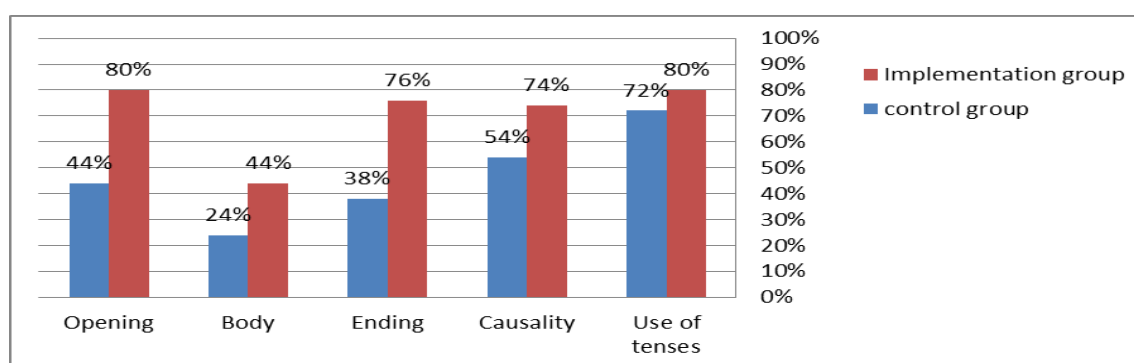


Fig 2.3: Percent successful mission linguistic competence in the experimental and the control groups.

From Appendix 4, it can be seen that the competences of pupils in indexes of linguistic competence of writing an opening, body and closing have significantly improved, it can also be seen that standard deviation in the measurement after is even more reduced, which indicates homogeneity in the linguistic competence. Although no significant differences were found in indexes of causality and use of tenses, it can be seen that in these indexes, there was as well a trend of rise in competence and decrease in standard deviation, but, as stated above, no significant indexes were found. These findings in applied practical part of the study confirm also the third research hypothesis of main study.

Table 2.1: Pre Test Results of the reading competence

Reading Competence /tests	Control Group		Experimental Group		F (7,92)
	Pre-Test M	Pre-Test SD	Pre-Test M	Pre-Test SD	
1	23.27	4.33	24.57	3.90	5.39*
2	23.58	4.09	24.32	3.85	6.34*
3	41.30	5.41	43.23	4.33	16.18***
4	15.12	4.41	16.53	3.87	4.12*
5	18.16	2.73	18.90	2.43	20.98***
6	62.25	16.06	64.30	13.68	3.58*

The Pre Test indicates similar weak results in reading competence within all subjects

Table 2.2: Pre Test Results of the writing competence

Writing Competence	Control Group		Experimental Group		F(3,196)
	Pre-Test M	Pre-Test SD	Pre-Test M	Pre-Test SD	
	10.21	3.14	11.30	2.83	3.03*

The Pre Test indicates similar weak results in writing competence within all subjects

Table 2.3: Pre Test Results of the linguistic competence

Lingvistic Competence /Test	Control Group		Experimental Group		F (7,92)
	Pre-Test M	Pre-Test SD	Pre-Test M	Pre-Test SD	
1. Opening	3.64	1.45	4.32	1.11	5.15**
2. Body	3.27	1.24	3.92	1.15	5.52***
3. Ending	3.02	1.61	4.25	1.09	4.36***
4. Causality	1.04	1.00	1.36	0.94	1.85
5. Use of tenses	1.74	0.68	1.74	0.67	0.10

The Pre Test indicates similar weak initial results in linguistic competence within all subjects

The results of the study have shown as it had been initially expected that the Intervention Program focused on the intertwined formation of linguistic, reading and writing competences has facilitated the successful formation of the given competences in elementary school children. The research has clarified and confirmed that there is a significant positive correlation between the formation of linguistic, reading and writing competences, and the children progressively show characteristics specific to experienced readers manifested through speed, reading ease, comprehension and meaning elucidation of read and written content. D. McCutchen, B. Logan [107, p.334-349], a young reader interprets an idea into a written text, but he practically does not undergo editing and repeating controlling processes and indeed, studies show that young writers have difficulties to understand a message of a text they have written and with advance in age comes the competence to control and interpret a text. C. Bereiter and M. Scardamalia [137, p.142-175] and C. R Beal [52, p.219-238] show the process of developing writing competence as a cognitive maturation process, but at the same time R.T. Kellogg [97, p.1-26] states that although the development of writing is conditioned by linguistic maturity, it develops along with the study and encounter with texts, training, and practice monitored during the process of achieving various writing tasks. Thus, writing competence is enhanced when the process is integrated with vocabulary enrichment, deep and meaningful familiarization with the word when

it is relevant, grammatical correctness achieved through many rehearsals in various forms and contexts, associated with reading competence, in particular throughout reading comprehension. The experimental results showed that the students of the groups involved within the Intervention Program, based on the HIVE Pedagogical Model, achieved better results in different variables of linguistic and reading competences unlike the students who studied through other programs. This experimental study has found that implementing effective strategies and teaching means in the process of teaching reading and writing, providing enough time for writing and reading, providing a variety of reading and writing practical opportunities, facilitating the contexts for acquiring spelling rules, capitalizing on the educational partnership with parents are key to optimizing the literacy process improvement in elementary school students.[22, p.200]

2.3 Conclusions of chapter 2

Study of contexts and values acquired by elementary school students for linguistic, reading and writing competences.

Study of contexts and values acquired by elementary school students for linguistic, reading and writing competences- includes an analysis of teachers' experiences focused on elementary school students' linguistic, reading and writing competences. This chapter presents the results of the ascertaining experiment concerning the initial level of linguistic, reading and writing competences in the subjects from the experimental and control groups which is based on recent research approaches adopted by the National Reading Panel. The preparation of children for reading and writing processes starts in pre-school institutions, when the prerequisites for reading and writing are formed. In this respect, children are familiarized with the components of speech (word, sentence, text), with the structure of the word. They find and understand that each word sounds its way, the word has its structure, it is composed of parts (syllables) etc. Through various didactic (verbal) games and specially organized activities. Thus, the systematic activity of teachers with children contributes to their curiosity and interest upkeep in linguistic phenomena, sounds of speech, words and sentences. In order to be able to produce a written discourse well, children must understand the spoken language and the written form of their language with mediation, involvement and guidance which are very important to the learning process. The more you read the greater is advancement in writing, and the more you write, the greater is advance in reading and in linguistic competences. The tests evaluating the level of reading and writing competence of 1-st grade students has been approved by the Shomron Committee, whose

pedagogical mission is to promote reform in reading and writing. National standards have been formulated to assess these competences. Within the present study, there have been analyzed the results of the students who studied following the intervention program and the results of the students who studied in parallel, through accepted learning strategies but outside the intervention program (a total of 200 pupils, by 100 students in a strategy, four groups of 50 students per learning strategy). The study was approved by the Scientific Director of the Ministry of Education in Israel for execution and was achieved after receiving the parents' consent forms. The analysis of the training contexts of linguistic, reading and writing competencies within elementary-school pupils, as well as the level of initial ownership of the nominated competences, highlights the real de- facto situation in the field. After maintaining the individual and group conversations with elementary school teachers, it was found that those pupils who had been involved in the preliminary experiment had practically mastered the methodology of the reading, writing and linguistic competences, as these have been largely derived from the researchers' works in the case of teachers from Israel; B. Zvi, M. Shani, Y. Cohen [208], R.A. Berman [56], E. Shatil, D.L. Share, I. Levin [141], N. Shtral [146, 148] and researchers such as: I. Șerdean [47], M. Peneș [38], V. Molan [30], C. Munteanu, E. Munteanu [31], C. Macri-Gologan [25], M. Buruiană, S. Cotelea, A. Ermicioi [12], S. Cemortan [13], V. Botnari [9], V. Milsitchi [26], in the case of teachers from the Romanian space. At the same time, the general algorithm of action of teachers in Israel and the Republic of Moldova is being developed, which attests to the formation of reading and writing skills in the initial stages in an isolated way, then in contextual training contexts, while the formation of the linguistic competence is not usually affiliated with the practice of reading and writing skills. This fact, as well as the rationale of the current research, based on the theoretician's opinion, highlights the need to develop a pedagogical model that would elucidate the praxeology of the interconnectional formation of linguistic, reading and writing competences within pupils of elementary school through a possible experimental program.

The survey provided data confidentiality as well as anonymity of participants. This chapter has led to the Fourth research hypothesis.

3. THE INTERTWINED PROCESS OF LINGUISTIC, READING AND WRITING COMPETENCES FORMATION OF ELEMENTARY SCHOOL STUDENTS

3.1 Characteristics of the HIVE Pedagogical Model and Implementation approval.

In the teaching program of implementation of targets of Hebrew in first grade of the Ministry of Education [213], components are recommended that should be addressed while teaching of writing in the primary grades. These recommendations can be presented by means of following model, which can be termed a "Hive" model. See Appendix 16: The HIVE Pedagogic formation interconnections linguistic competences, reading and writing to students of school age.

According to recommendations, since writing is a complex cognitive process, the writers express their knowledge of subjects they write about, their understanding in the circumstances of the communication, and their linguistic knowledge of the script system and the written discourse system, such as: structures and genres, vocabulary and syntax in the conventions of spelling and punctuations. In order for pupils to be able to choose logically and consciously the writing contents, the way they are organized, the vocabulary and the linguistic register suitable to purposed they are writing for and for their addressees, much experience in writing is required in various contexts, various subjects and different genres. This experiencing occurs with accompaniment of explicit teaching of writing competences and strategies. In first grade grades, most pupils have not yet completed the acquisition of required skills in the process of transition from speech to writing, and although they are aware of the differences between a spoken and written language, they still are not able to create texts that fully express the characters of a written language. In this stage of development pupils tend to create texts that are close in characteristics to spoken texts. The texts they spontaneously create mostly lack planning, the contents are organized associatively, not always logically, and pupils still do not tend to use, on their own initiative, control and rewriting processes. The process of growing of linguistic competences in a written discourse takes time, multiplicity of experiences in the fashions of writing, understanding of the value of communicative planned and accurate writing towards the addressees, and receiving a rewarding feedback for the products of writing from the addressees, from the teacher and with inclusion of parents. All these can be achieved by planning of an appropriate learning environment and planned and explicit teaching. These variables affect the way the participants relate to the various events taking place in a class (maintaining a proper lesson, meeting schedules and upholding the school code) [143, p.507-511, 213]. In fig.3.1, practical instructions for teachers are detailed, as to how they should work with pupils, according to the recommendations of the teaching program for implementation of targets of Hebrew in first

grade grades of the Ministry of Education [213]. It can be seen from Appendix 16, that the practical instructions for teachers include cooperation of parents in the development of writing in a child, while explaining the importance of writing, their inclusion in the encouragement and reinforcement of their child for writing and publishing materials and instructions recommend to teachers to develop learning environments with communication aspects such as: bulletin board, writing of greetings for birthdays, lost and found board and allocation of place for publishing of products. Importance for organization of teaching for effective and consistent learning; the teacher would allocate a set time at in a day for writing and supplying of directed activities for proper writing. The teacher would initiate writing opportunities and various activities that are relevant for a child that invite writing, such as: writing of experiences from trips, impressions from a play, stories, invitations, etc. The teacher would encourage a pupil to produce a written text, while guiding of organization and planning the editing of a text, the teacher would initiate collaborative learning around a text and supply a feedback following writing. The teachers would talk to pupils about the text and strengthen good points, and indicate points from promotion of the product, and plan a new product accordingly. The teacher would present and hold a discussion following a text in the general assembly for purpose of experiential learning.

The findings in the applied research Shtral [146, p.197-205], 148, p.69-79] indicated the fact that the intervention program for writing development, on a teaching method has the following characteristics: increasing the instruction system for a teacher, depth of intervention and conduct within the intervention program, indeed improve the competence of linguistic competence and competences of reading and writing in parallel.

The first grade, and to some extent, also the second grade, represent a unique period in context of production of written texts. In this age period, pupils produce rather evolved spoken texts – telling stories, describe processes and more, but due to the great effort entailed in the production of spelling and script (that leaves limited resources for creation of a text) they have difficulties, at this stage, to produce such texts in writing. As in this period, there is a gap between the texts pupils can read (texts for self-reading, easy and simple that correspond mainly the code acquisition stage) and between the texts read aloud, that they can understand (more complex texts cognitively and linguistically). Thus, a gap is created also between the texts a pupil can write (short and laconic textual units, presented mainly by production of spelling and script) and between texts he can produce in the channel of speech.

Cultivation of competence to produce written texts in this period leans mainly on production of spoken texts, and therefore, it is recommended to create a learning environment and assignments that encourage spoken texts as a foundation for production of a written text [213].

Shtral's research [143, p.507-511, 215] has shown that attention to the learning of the reading principle and the interpretation of characters and words enables the pupil to achieve significant learning and expand the different learning horizons. Therefore, the teacher should at first teach the characters, vowels and consonants and during the next stage – exercise reading and focus on interpretation and comprehension of the written message and the learning of text comprehension skills, while developing the pupil's linguistic competences, which showed there is a connection between comprehension and vocabulary.

It is important to inform and explain parents that at the first stages of writing pupils do not master fully the conventions of writing and the conventions of spelling, and therefore, the "mistakes" are not to be considered as mistakes, but to see in them a starting point for further processes of their experiencing and learning.

It is recommended to describe to parents the processes of learning of writing in class and present to them the products of writing of pupils, for example: through presenting of an anthology of writing of their children, publication and distribution of stories that pupils write, etc. This way, the process of advancement of their children is presented, from unskilled writers to skilled ones.

It is important to enlist the parents to the process of supporting the efforts of their children to experience in writing, to offer parent to read the products of writing of their children and respond on them in a positive and strengthening manner.

The purposes in inclusion of parent in the cultivation of writing, is a way that encourages them to be active partners in construction of their new knowledge. The characteristics of interaction and inclusion, which are part of the cognitive changing theory, are to serve this purpose. Two common mediation principles defined by P.S Klein [181, p.55-70], are regulation of behavior and mediation of competence emotions. It is worth mentioning that quality interactions that support the organizing of knowledge and studying of learning strategies in children are what flows and integrates between the principles of mediation. That which guides a parent upon an actual interaction is a learning child, his intentions, emotions and the care of how to expand his knowledge.

Following are the definitions of mediation and several examples of applications out of interaction which purpose is the cultivation of writing amongst children on the part of their parents.

Regulation of behavior: is intended to make the learner adjust his actions to requirements of the task, and following this, to plan his actions ahead [75, p.292-313]. P.S Klein gives an operative definition to regulation of behavior: every behavior on the part of an adult that demonstrates or proposes a child verbally how to regulate his behavior according to requirements

of the task. For example, a parent might point at a written word and ask the child to rewrite the written word. Another example: a parent might demonstrate the child how to write a word and the child would copy it. Furthermore, the child might ask or propose to regulate the behavior by asking a parent to write for him the name of his sister. Quality mediation is what encourages the learner to study from his own experiences.

Sense of competence: R. Feuerstein and S. Feuerstein [75, p.292-313] propose that we are alert to the distinction between competence as an objective characteristic of functioning and the sense of competence that relates to the subjective evaluation of an individual of his abilities. The sense of competence relates to ways in which the mediator gives a sense of trust in his abilities and insistence to continue dealing with the tasks, even if these pose challenges before him.

Examples: Giving verbal reinforcements ("good", "great", "correct") out of a focused relation to the behavior of a child, or repeating the answer of a child as an expression of agreement with it. A reinforcement that is accompanied with an explanation to the reason of satisfaction of a parent for example, when a parent says to a child: "well done for thinking of sharing with us the writing of the experience from the annual school trip".

One can distinguish between reinforcements focused on the product, between reinforcements focused on the process and between reinforcements focused on the child. Thus, it is of importance to encourage children regarding their coping and persistence that they reveal while attempts of decoding and writing, and not only encouraging them (or not mainly encouraging them) regarding their products. A parent is to give encouragement to his child for his initiatives, original ideas, while writing stories.

Pupils arrive to the first grade from kindergartens with rich learning environments that cultivate reading (according to the study program in a kindergarten), where they have accumulated initial experiences in writing. In order to create a study sequence that allows pupils to continue developing their writing competences, it is recommended to prepare a learning environment that assists and empowers the communication aspects of writing, such as areas in which there are birthdates board of class pupils that invites a reason to write greetings, a lost-and-found board and more. Additionally, it is recommended to present "memory supporters" in the environment, such as posters with letters, vowels and words studied, dictionaries of various kinds as well as writing accessories: paints, pencils, color paper, notepads, notes, etc. It is important to allocate a place in the learning environment for publishing of the writing products of pupils, as publishing is one of the ways to encourage pupils to write. There is a linkage between the reciprocal activities taking place in a class and the many environmental variables

(physical environment, teaching methods, study subjects, etc.). These variables affect the way the participants relate to the various events taking place in a class [145, p.50-55].

The teaching organizing is of great importance. Pupils in first grade grades, undergo a gradient process in which they turn from unskilled writers into skilled ones. In the beginning of the process in the first grade, their competence to use the script system is limited, and therefore it should be considered as to whether, if indeed, to hold processes of drafting and rewriting of written texts they produce. Any success of pupils to write according to the developmental stage they are in, is to be encouraged and empowered, alongside with development of their competences, to make stories and spoken event descriptions. With the advancement and control of the script system they acquire during the first and 2nd grades, focused and distinguishable processes of drafting and rewriting can be begun with. Therefore, it is important in the teaching processes to invite and plan these components: writing time for pupils every single day; directed and explicit actions of teaching that promote the writing processes; learning environment most suitable for promotion of production of texts: groups of similar level (homogeneous groups), interest groups (heterogeneous), general assembly or individual meeting. The knowledge of group pupils regarding production of texts is to be considered, as well as the possibility of group composition to create peer learning instead of dependency on a teacher's instruction. Sarig [196, p.122] refers to verbal linguistic competence as a knowledge-generating means which helps solve learning problems. Intermediate instruction, where the teacher focuses on the question of how we learn, think, read or write, has a decisive effect on achievements in these fields.

It is important to encourage pupils starting from day one of first grade, in free writing with no relation to the developmental stage they are in, and creating a supporting environment that accepts the products of pupils, despite the fact that these are not written in a customary manner. Tasks and proposals of writing can stem from various school contexts or those related to the life of children outside school, such as writing of stories, experiences from trips or visits in educational sites, greetings and invitations to birthdays, etc. Writing can be initiated by a teacher or by pupils. V.Botnari, V.Maslitchi consider that efficient formation in preschool period of competence to use a grammatical forms of nouns, as a special linguistic competence, will ensure future pupils in effective learning and understanding about substantive grammatical concepts and will help to automate and improve the mentioned competence [10, p. 70]. With the advance in stages of script system acquisition, the assignments become more educational and related to subjects and texts that are being studied both in the Hebrew lessons and in other fields of knowledge, such as questions following reading of a text, writing of information following an observation, etc.

Cultivation of competence of producing written texts, especially in the first grade, leans mainly on production of spoken texts. V.Botnari and V.Masliṭchi found it necessary to take into account the individual particularities of each child and focused on the implementation of the strategy of centering on the child: the active involvement of preschool and primary school children in the insight process of speech grammatical correctness, monitoring of their learning opportunities and responsibilities to achieve the purpose of communication [9, p.74-79].

Therefore, it is recommended to propose assignments that encourage the production of spoken texts that direct pupils towards organizing and creation of a continuous text, such as: production of story for various teasers such as a pictures or pictures in sequence and subject or event that hold interest to pupils. A situation can be simulated of writing through a pupil's recording of himself to a recorder or a computer through dictating to a teacher of a story or a scenario (the teacher would write the story as told by the pupil). The more pupils have control of the script system, this it is recommended to allow them to experience in writing, through mediating activities towards writing: it is important to arouse prior knowledge of pupils on the proposed subject of writing, to propose ideas and relevant contents and also, to choose the suitable vocabulary for production of a text. Planning of a text as part of a group of a general assembly allows for cross-fertilizations and inclusion processes in learning. It is recommended to propose to skilled pupils ways of organizing the ideas their have proposed through various graphic representations that fit the age of the learners such as a table, a flow- chart, etc. It is important to allow pupils to transcribe the sequence of ideas that would appear in the text that they are about to produce. Creation of a text that is planned in their mind, would assist them in a transition from speech to writing, and would allow them to be supported with inner speech in the process of writing. It is recommended to present pupils with an example of an optimal text such as a story they have already learned and indicate in the text the various aspects and their impact on the matter and the curiosity created in readers, such as: opening, interesting descriptions, dialogue between characters, etc. It is recommended to create activities that would emphasize the logical relation between parts of the text and the editing considerations. For example: the teacher would present clipped parts of operating text (stages of preparation, materials, etc.), and the pupils would discuss and organize the parts of the text in proper sequence. Writing of a group product – pupil write collaboratively. In this process they verbalize (writing verbally), conduct a peer dialogue and offer alternatives to words and syntax structures.

Feedback and observation must be supplied following the writing. In first grade, young pupils who are in the first stages of acquisition of script system invest much effort in translation

of sound into a written symbol, in production of letters and in attempt to express what has been meant.

They are supposed to muster up many types of knowledge in order to succeed in the writing assignment. Therefore, in the first experiences of writing, it is important that the feedback would be accepting, reinforcing and rewarding, both in the emotional aspect and in the communicative aspect. R. Feuerstein emphasizes the importance of mediation of criteria according to which learners can evaluate themselves and their achievements. The criteria are given to the children as a consistent explanation that accompanies the giving of reinforcements. Accompaniment of the reinforcement by an explanation assists the child to focus on processes that have led to success and on actions of thinking preceding it. In fact, the explanation and the substantiation that accompany the reinforcements are a kind of transcendence mediation.

In some more advanced stages, channels that direct towards improvement of writing can be appealed and to assist pupils to advance to an intelligent and focused observation of their products of writing. Following are some examples: in a stage when pupils still do not write with customary writing, mainly in the beginning of first grade, a gap can be created between a text a child intended to write and between the written representations. Therefore, it is recommended that a teacher would read with the pupil the "childish" text the pupil has written and the teacher would document and write the story as told by the pupil. Writing of a teacher as told by the pupil, allows a pupil to see a customary representation of his text. This is also an opportunity to talk to the pupil about his writing and make changes for improving the text.

In first grade, it is recommended to append the original text of a pupil with a customary transcription and present them side by side. It is recommended that a teacher would indicate for himself the point for promoting in the product of a pupil. In processes of planning a new product, a teacher would focus the attention of a pupil in aspects he recognized in the previous product. Pupils in these early stages occasionally would manage to plan anew, a better new product than promoting an existing product. A text written by one of the pupils can be chosen and presented in the general assembly after the pupil has agreed. It is important to exercise judgment in choosing a text in which maintaining of processes of intervention and promotion is intended. One of the considerations can be a certain aspect in writing, in which a teacher has recognized as constituting a class, group or personal difficulty. Another consideration, which is as important, is examining the emotional willingness of a pupil to experience this process. If a teacher has chosen for promotion, an aspect related to the script system (Such as spelling errors), the text is to be presented to pupils as written by the pupil. If other aspects are chosen for promotion, the texts should be transcribed, meaning to type the text and write in a customary writing. In any

case, concurrent intervention in several aspects in one writing product is to be avoided. In a young age, it is important that the actions that contribute to the promotion of required knowledge for reading are conducted in a way that does not hurt the pleasure of children, but promotes it. Thus for example, the narrow aspects of recognitions of the signs of writing (such as letters) should not be dealt with, in a way that is separated from the immediate needs and purposes of children (for example, an enforced filling in of work booklet and memorizing), as it would harm children's wish to succeed in dealing with written texts. The social power of children groups can be utilized in order to encourage reading: it is possible to establish a library in the school, to lend books to children, and encourage them to tell their friends about the books they have borrowed. Thus a norm of reviewing books would be set as well as a discussion about them. This activity would promote the pleasure from reading as well and enrich the language of children [155, p.45-68]. A discussion can be held in the general assembly and through it, the points of strength of a text and point for promotion are identified, and as well, practical suggestions are being offered for improvement of the text. A similar proceeding can be organized in small groups and to make sure that each pupil has a copy of the discussed text. It is recommended that the text is typed so that pupils would not have difficulties in reading it. It is important to make sure to ask the writer for his opinion, and which of the suggestions of his friends are acceptable by him.

After an experience described above, pupils can get back to their personal writing products and try to think what they can improve in their writing, and that they would experience in it in actuality. It is recommended to hold a discussion in a small group in which the pupils are asked to indicate changes they have made in their texts, and explain what they have changed and why. The choosing of products for publishing in the learning environment can be discussed. The discussions would allow for an observation anew of the writing products, and also develop the competence to explain their choice. In first grade, a reinforcing and rewarding anthology contributes to the experience of success, and it encourages pupils to continue experiencing in writing for diverse purposes. The fact of the publishing process of pupils' products can contribute to the sense of self-value and understanding that this publishing reflects success. In choosing of products to be published, it is important to consult the pupils as well, and thus to slowly construct the ingredients for the anthology.

In later stages of acquisition of the script system, navigators can be designed for anthology of writing in collaboration with pupils. It is important to make sure that the navigators are phrased in a friendly language that fits to the linguistic level of pupils and to allow for a diverse use of these navigators. For example: using a navigator in the process of writing or at its end in order to observe the text with peers or with a teacher.

Creating an anthology – it is recommended to maintain a set and routine activity in class, in which pupils examine once in a period of time (between a week and a month), a writing product that would be included in the anthology. The product can be one that has undergone a process of promotion or a writing product that has not undergone any process of promotion. The writing products would be diverse, those written in study contexts and for diverse purposes or in an initiated and free manner by the pupils. A teacher can give an advance notice on a writing assignment that he would ask all pupils to add into their anthology. The pupils should be informed on the time of feedback for the anthology of each pupil. The feedback can be by means of a verbal discussion. As part of the feedback, one can ask: why a pupil has chosen to include a certain text in the anthology, what is the difference between a draft and a complete product, and questions that invite a child to a reflective thinking about the development of his writing.

In summary,

Reading with the cultivation of emphasizing of components of writing in an intervention program would promote the achievements of pupils in reading, writing and linguistic competences. The intervention program obligates a quality interaction with children in first grade that includes trusting their competences, listening to their feelings and instilling with contents that encourage writing.

Several observations have been conducted during class lessons. Visits in the experiment classes and in conversations with teachers. It appears that the teachers receive every day many products of writing of their pupils, which they are supposed to address. The teachers react gladly and with enthusiasm. They complement the children in front of the whole class, read aloud what they have written, or ask the children to read by themselves. They show the products of writing to other children, and even include the parents (Appendix 13). This positive attention spurs and encourages the children to continue writing, and naturally even demand from the teacher to continue and give attention to children's writing and invests time in it. Any intervention of teachers in writing of children depends upon circumstances of writing, the children themselves, the atmosphere and character of a teacher. Thus, every intervention will be different from one another and addresses the event itself. The teachers find it appropriate to intervene in the writing of children when they carefully examine what the child has written. The teachers know that children write in different ways and in different questions such as: "what is written in the section?", "what have you written?", "how did you write?"

These questions arouse his awareness regarding the questions on what he has written and what writing is, and even encourage him to continue writing.

Teaching of writing in class included demonstrated writing, guided writing and free writing, and it was done through drawing papers. The pupils write and draw a drawing that fits the story, paste colorful pictures. The writing has been done by observing memory words relevant to the subject of the lesson, put on the wall beside the board. The children have been assisted by them for writing of stories, and then, read the story to the teacher, while the teacher gives a feedback on the product of the writing. This way writing has constituted inseparable part of reading. The further examples illustrate the way children cope with writing assignments. Example 1: See Appendix 14

Shira is 6 years and two months old. She wrote about an experience that happened to her, about a cat she has lost. Shira wrote: "once I had a cat, and it disappeared. We looked and looked for it and couldn't find it. And finally we found the cat". Shira is familiar with the sound value of letters, she gives careful attention to writing forms of letters, she has written an opening, contents and ending for the story. After Shira finished writing the experience, she read to the teacher what she has written. And even read it to the class children. The teacher praised Shira in front of all the pupils, and after listening to other children, she approached Shira and talked to her about her writing, that it is better to separate the words in order for it to be clearer and stated on what could be the right way of writing of a word, and which emotions Shira had when the cat was lost and when it was found. This example illustrates the effectiveness in writing an experience in class while an active addressing and proper guidance of a teacher for correct writing, and using a diversified vocabulary, and that is when the teacher encourages children to write, she reads with them what they have written and talks to them about their writing. She allows the children to express themselves, each one according to his competence, and she promotes them accordingly.

Example 2: See Appendix 14. This is an example of pupil Shira after 27 days. Shira writes more confidently, adds emotions to her writing. She maintains the rules of correct writing, keeps spaces between words. The teacher says that Shira has had a writing block. She feared of doing mistakes. But when she received lots of reinforcements and much encouragement from the children and parents, she wouldn't stop writing. Description of conversations with teachers, their pedagogical perceptions, purposes in lessons, and evaluations of the learning processes taking place in their classes

In a personal conversation with teachers, the researcher has put forward several questions, which focused the conversation, and these are: What is the extent of the effect of response of a teacher on behavior of children according to her opinion? Do remarks of a teacher have any meaning? Does encouragement of a teacher improves and promotes writing of children or mainly supports them from an emotional aspect? On the other hand, should a teacher respond only

following an appeal of a child, or is it called for that even on her own initiative, and out of an intentional planning, would she see how a child writes, and respond on his writing? Does every product of writing of children deserve a response of impression? Is there a need to address each and every product that children write, equally? How can a conversation with the children be extended on what they have written? Following is the addressing of teachers to the questions asked: Teacher: "in order to know how to relate to the activity of a child in general and his activity in a written language in particular, I must be familiar with the development of each child in class in the field of written language. Only this way I knew where I must direct the children and even knew how to respond and how to evaluate the products of writing of the children".

Teacher: "a teacher must be alert to the writing of a pupil. When a child writes the same thing over and over and not advancing in his writing, and when a child builds another layer in the process of his familiarity with the written language and in a way that he is acquainted with the use of the writing system, and there is no doubt that it strengthens reading". Teacher: "a teacher should know when a child writes in a beginner and early manner, and when he writes in an advanced and mature way". Teacher: "a teacher should know what a child knows about the various genres of texts, and which use he makes of this knowledge and enrich his linguistic competence for him". Teacher: "My basic assumption was that every pupil can succeed, if he is given the guidance and directing assistance that fits his need. And what a pupil does not know, a teacher should complete for his missing knowledge, by a conversation, demonstration at time of writing and in a feedback after writing". Teacher: "the content is more important than the form. It was important for me to encourage the child to experience in repeating experiences in order that a child gains confidence in writing and only then to address the spelling mistakes".

Teacher: "the more pupils coped with the understanding of script system; they understood the relation between writing and reading".

In summary,

The products of writing of children conceal a whole world within them of children's personality, their thoughts, desires and personal and developmental competence in writing, reading and linguistic competence. They can assist a teacher and parents to examine the inner world of children, their way of thinking and to be one of the central tools of expression for children. A profound observation of these products (Appendix 13) and conversation about them between a writing child and the teacher, might advance a child in processes of writing, linguistic competence and even reading.

3.2 Experimental validation of the HIVE Pedagogical Model

In oral story clarity and order in presenting the plot and the heroes should be maintained as well as use of means of emphasis and illustration; peer stories should be listened to, in a mutual and active listening. In instilling linguistic and textual knowledge the various means of delivering of speech would be stressed, and structural components of a narrative text, and also the use of adjectives, emotion and thinking verbs would be emphasized, in various connections and the time form of the verb.

Effective readers use strategies for production of meaning in the reading process; they distinguish a text structure and the way it is organized, identify a central idea, raise hypotheses regarding the content of the text and examine those hypotheses throughout the reading, summarize the text for themselves, integrate prior knowledge with new knowledge they read, draw conclusions in the process of reading and use visual similes.

Improved verbal linguistic competences with a rich vocabulary sometimes enhance mental competences such as: memory, the drawing of conclusions and problem solving. Understanding is based on language. The more words one learns, the more precise one's thinking [174, p.293]. One of the recommendations that appear in the educational literature is to allow teachers to take an active and creative part in the planning of studies and curricular activity [171, p.131, 206, p.350] Indeed, one of the primary target audiences of the study program, presently, is a teacher. Therefore, an attempt has been made, lately, to make sure that the study programs would be clear in terms of opinions, basic assumptions and ways of evaluation that presently comprise an inseparable part of teaching itself. Additionally, there is a desire not to "close" the program too much, in order to allow a teacher for flexibility in teaching and the planning thereof.

The writing of parents with their children constitutes a natural alternative interaction that has been researched very little, and it might be that the understanding of processes that take place in this activity might shed additional light on the duty of parents in development of emergent literacy of their children [140, p.96-116].

Young children experience with their parents a variety of literacy experiences that might promote the level of their emergent literacy: reading books to children; mutual writing of greetings, notes and lists; family conversations; watching T.V programs; mutual reading of environment print; rhyming games and letters games. All these are literacy experiences that take place naturally in the daily life of many families. Literacy activities with children take place at home and outside of home (on the street, in the supermarket, the library, etc.) and parents choose and adjust their literacy activities to fields of interest of their children and to their skills. C.E.

Snow and G.E Jordan [93, p.524-546] describe the relation between a parent-child discourse and development of literacy skills. She clarifies that rich lingual interaction with a parent predicts a higher lingual competence. A higher language level is expressed in a rich vocabulary, assists children to pronounce words correctly and identify more difficult words in the reading process. Vocabulary testifies to a wider world familiarity, and that connects to understanding of language and reading comprehension. In addition, an effective lingual competence, the competence to tell about events or express ideas in an organized way, is related to planning, organizing of information and the analysis thereof, that constitute central skills for succeeding in studies. Observations conducted in home activity of young children reveal that children turn to their parents and ask them how to write a note, a message or a particular word. Children show their parents the products of their childish writing and ask: "what did I write?" The parents respond to their children and mediate for them in the field of writing and occasionally even initiate writing. Parents use the writing conditions in order to deliver their children a message relating to connection of sounds to letters, names of letters and the graphic form of letters, [160, p.173-206, 162, p.252-281]. Several case studies described natural writing of young children with parents, teachers or adult siblings. These descriptions related to the writing tasks of daily life such as making a list of friends' names, note to a friend, writing of signs for games, a game of "let's pretend", doing homework, writing of stories, letters, etc. The key conclusions that researchers conclude from these case studies are that children practice writing with adults. In these activities, young children accumulate experience, and upon getting older, their knowledge of written language gets richer and consolidates, and becomes more conventional up to a standard writing [81, p.1-58]. Reading with the cultivation of emphasizing of components of writing in an intervention program would promote the achievements of pupils in linguistic, reading and writing competences. The intervention program obligates a quality interaction with children in first grade that includes trusting their competences, listening to their feelings and instilling with contents that encourage writing. The products of writing of children conceal a whole world within them of children's personality, their thoughts, desires and personal and developmental competence in writing, reading and linguistic competence. They can assist a teacher and parents to examine the inner world of children, their way of thinking and to be one of the central tools of expression for children. A profound observation of these products (Appendix 13) and conversation about them between a writing child and the teacher, might advance a child in processes of writing, linguistic competence and even reading.

The research purpose consists in conceptualizing, elaborating and experimentally approving the *HIVE Pedagogic Model* aimed at intertwined formation of elementary school students' linguistic, reading and writing competences and, implicitly, the *Intervention Program* focused on the simultaneous formation of linguistic, reading and writing competences.

The research objectives: which stem from the forementioned purpose are as following:

1. Establish the epistemological highlights of the concepts of competence, linguistic, reading, and writing competences;
2. Substantiate the interconnection between linguistic, reading and writing competences;
3. Justify and elaborate the HIVE Pedagogic Model for intertwined formation of linguistic, reading, and writing competences of elementary school students;
4. Elaborate and implement the Intervention Program (based on the HIVE Pedagogic Model) for facilitating the concurrent progress of linguistic, reading, and writing competences;
5. Determine the formative impact of the Intervention Program on linguistic, reading and writing competences;
6. Develop general conclusions and practical recommendations.

The research problem: How does the interconnection between linguistic, reading and writing competences show up praxiologically, in elementary -school pupils?

Consequently, we identified the following research hypotheses:

1. Pupils that would study in the teaching method with an intervention program that integrates writing development would improve their reading competence, as compared to pupils that would study by a similar teaching method without emphasizing of writing development.
2. Pupils that would study in the teaching method with an intervention program that integrates writing development would improve their writing competence, as compared to pupils that would study by a similar teaching method without emphasizing of writing development.
3. Pupils that would study in the teaching method with an intervention program that integrates writing development would improve their linguistic competence as compared to pupils that would study by a similar teaching method without emphasizing of writing development.
4. The progress of reading and writing competences will increase if their formation takes place in parallel with linguistic competence formation.

Independent variable of teaching method that includes four comparison groups: two teaching methods that are approved and customary in the educational system in first grade, the "Magic Key" method and the "Power to the Reader" method and two comparison groups that would

study in parallel, by the two mentioned methods, but with integration, in each one of them, of an intervention program for development of writing.

Dependent variables: reading competence, writing competence and linguistic competence.

200 first grade pupils of a medium-high socio-economic condition, without any known learning difficulties (without known diagnoses) participated in the study; all of them were Israeli natives whose parents are Israeli natives as well or immigrants, who immigrated at least 10 years ago. All the pupils have been studying in a state-religious school. The pupils have participated in four study groups. 50 pupils that have been chosen for the study have been studying in their school by "power to the reader" method, with the intervention program for emphasizing of components for teaching of writing while 50 additional pupils who were taught with the same method have been studying without intervention. Another group of 50 pupils have been studying by the "magic key" method with the intervention program for emphasizing the components of writing teaching, while 50 additional pupils who studied by the same method had not been exposed to the intervention.

The Research Tools are presented below: detailing of components of the independent variable:

1. "Magic key" method, approved by the Ministry of Education [170, p.1-14]. The method is based on the balanced approach that integrates principles of the phonetic method and language as a whole. The "magic key" method is an updated program which purpose is to instill the entirety of first grade pupils with basic reading and writing competences. The program emphasizes a spoken discourse, teaching of the alphabetical principle, reinforcing reading fluency and reading comprehension. The program combines principles of the phonetic method and of language as a whole, and offers a unique and simple method for teaching and learning. Texts that pupils can read on their own are integrated in the program as well as texts that are intended for listening comprehension. The program is based on a study program of the Ministry of Education.

The purpose of the method is to instill the entirety of first grade pupils with basic reading and writing competences and encounter them with basic structures of the language while using quality texts in various genres.

The program nurtures literate spoken discourse alongside with teaching of the alphabetical principle and reinforcing of reading fluency, and it promotes reading comprehension through stressing of meaning and nurturing of vocabulary. The program employs texts that include contents taken from the world of children and that are written in a natural and communicative language.

2. "The power to read" method, approved by the Ministry of Education [198, p.65]. This as well is a method of instilling of reading in the balanced approach. The emphasis is on structure of words and their meaning, while giving maximal attention to the combination of sounds. The instilling is done gradually according to vowels ("Power" in Hebrew is also a name for vowels). The method is based on processes of analysis and synthesis, acquisition of consonants and vowels, combination of words and construction of new words. The instilling is of a combination: consonant + vowel when the vowel is defined as a Power. It supplies the consonant with power. Phonetic writing according to the sounds that are sounded when the phonological disassembling is according to combinations – ba-na-na, e-le-phant. As part of the teaching, 6 booklets are being employed, one for each vowel.

Tests for evaluation of reading for first grades (Appendix 1) – the tests have been written by the Reading Teaching Committee and the Steering Committee for the Reform in Teaching of Reading and the Literacy Education [214]. This is a national, standard test, for the evaluation of reading and reading comprehension in all first grades, and it has been conducted by the Chief Scientist Chamber in the Ministry of Education, in cooperation with the National Center for Examinations and Evaluation.

Writing competence test (Appendix 1). The test would include two components. A component of writing that would be examined by the number of words written in correct spelling. A component of linguistic [191, p.47-74], (Appendix 2). The test was taken from a set of tests which served in previous studies [207, p.69-85]. The analysis of the story has been done according to criteria chosen from the works of R.A Berman [54, p.265-282], L. Kozminski and A. Kozminski [184, p.7-28], The analysis of the picture sequence test has been done according to the model of D. Poulsen, E. Kintsch, W. Kintsch and D. Premack [127, p.379-403].

Indexes of linguistic competence test – a story in sequential pictures

The analysis of a sequential story test was carried out according to the model of D. Poulsen, E. Kintsch, W. Kintsch and D. Premack, [127, p.379-403]. This model describes verbal expression competence and conversation styles, according to five quality levels. These levels move from poor expressive competence which provides a fragmented and partial description of single objects to an extensive and comprehensive description of events in the story. The indexes suggested by D. Poulsen [127, p.379-403]. Which were tested in this research are: opening and ending of the story, discovery of motive and use of tenses.

The research literature often indicates gender differences. The variance of performing verbal tasks and of processes of verbal processing between men and women is in favor of women [74, p.171-187]. A good verbal competence can be expressed in various verbal skills, such as academic skills, like reading and spelling. H. Wagemaker [165, p.1-32] has found that in the group of examined subjects at ages of 9 to 15, a pattern has been found of consistent performance of female supremacy in comparison with male performance in reading skills. Researchers F. Norrelgen, F. Lacerda and H. Forssberg [116, p.359-369] have not found any significant differences in performance of girls in tasks of phonological processing from performance of boys, although higher performance of girls have been received, but same differences between the averages of performance have not been found to be significant. In current study, no significant gender differences have been found.

Therefore, appendix 5 presents the distribution of pupils according to gender in each study group. From data presented in appendix 5, it can be seen that the distribution of pupils according to gender in all four study groups is similar, and the differences are not significant.

The research literature states that there might be differences in reading competence and reading comprehension between first-borns and those who are not first-born [87, p.1-23]. Therefore, differences have been examined between four study groups in order of birth to avoid a confounding variable. Appendix 6 presents the distribution according to order of birth. It can be seen from appendix 6. that in all four study groups, the rate of first-born pupils is relatively low (26%-32%), as opposed to rate of pupils who are not first-born (68%-74%). The differences between the groups in this variable are not significant.

In addition to differences according to gender and order of birth, the differences have been examined, as well, in ages of children to avoid a confounding variable. It is known that in first grade, children can be in a range of ages in about a year's difference. Therefore, the ages of children have been calculated, in the four research groups, according to months of life and the differences between the groups in average of ages have been examined by means of one-way variance analysis.

Appendix 7 presents the averages and standard deviations in age of pupils in months of life, in a comparison between the study groups.

A variance analysis conducted, did not indicate significant age differences between the four teaching methods. $F(3,196) = 0.04, p > 0.05$

According to data presented above, it can be deduced that there is no difference between the four research groups in distribution of gender, order of birth and age of pupils.

The main research tools include a test for evaluation of level of reading competence, and of writing competence of pupils (Appendix 1)

The test for evaluation of level of reading, reading comprehension and writing in first grades has been designed by a team of researchers headed by Zvi, Shani and Cohen [208, p.1-30] and following a recommendation of the committee for teaching of reading and of a steering committee for reform in reading in R. Shapira committee [214]. The test has been intended to evaluate the achievements of first grade pupils after several months of studying in first grade. For examination of skills, national standards have been formulated for execution of assignments.

The test includes seven assignments that examine different aspects of skills of reading, writing:

First assignment – reading names of letters

Second assignment – reading sounds of letters

Third assignment – reading combinations of consonants and vowels

Fourth assignment – reading of meaningless words with diacritics

Fifth assignment – reading of words

Sixth assignment – reading aloud of a text

Seven assignment – writing

The test kit includes: pupil's personal booklet of assignments in which a pupil's responses are written. In the assignments' delivery booklet, during the test, the examiner writes a pupil's responses and sums up the results of each assignment in summary tables appended to the booklet.

"Reading and writing test for first grade" includes seven assignments that examine, as stated above, various aspects of skills of reading, writing and reading comprehension. Two first assignments examine familiarity with names of alphabet letters and the sounds thereof, the two next assignments examine mastery of the alphabetical principle (phonological decoding), two additional assignments examine reading functions and two final assignments examine reading comprehension and spelling, accordingly.

Following is a detailed description of the assignments included in the test, the rationale each one is based on and indexes of performance that have served for evaluation of each assignment. First assignment – reading names of letters. This assignment examines the familiarity of pupils with alphabet letters; instruction guides pupils to say the names of letters in order. The rationale of this assignment is based on developmental models according to which familiarity with names of the alphabet letters at a kindergarten age predicts language acquisition [48, p.339-374, 141, p.1-21, 76, p.1-33, 185, p.271-293].

The assignment includes 27 letters: 22 alphabet letters and 5 last letters. The letters are presented in lines, 3 letters in each line (David 36 font) and in each page four to five lines of letters. The alphabet letters appear on the list in random order without diacritics. The indexes of score of this assignment are time of performance and accuracy in performance (number of letters which names have been said correctly).

Second assignment – reading sounds of letters. This assignment examines familiarity of a pupil with the sound that fits each letter of the alphabet. The instructions guide a pupil to pronounce the sound of each letter, meaning, pronouncing the sound of a letter as a consonant without a vowel (phoneme). The rationale lying in the basis of this assignment is detailed in first assignment. The assignment includes 26 letters: 22 letters of the alphabet, the letter װ, and the letters ף, ץ, ן which sounds changes when they bear a diacritic dot inside the letter. The letters are presented in lines. In each line, 4 letters are presented (David 36 font), and in each page there are three to four lines of letters. The alphabet letters appear in the assignment in random order, without diacritics except for the dot inside the letter. Letters with graphic similarity (like ץ, ן, ן) are presented in proximity in order to emphasize the difference between them. All the letters are presented on printed lines as in a notebook. The indexes of score in this assignment are time of performance and the accuracy in performance (number if letters which sounds has been properly pronounced).

Third assignment – reading combinations of consonants and vowels. This assignment examines basic phonological decoding by means of examination of quality of reading combinations of vowels and consonants. Instructions guide a pupil to pronounce the sound that is suitable for each combination. The rationale of this assignment is based on a perception according to which, phonological decoding represents basic competence of decoding the alphabetical system. The key tasks for the evaluation of this competence examine the decoding of single combinations (various combinations of consonants and vowels) and reading of meaningless words (see fourth assignment- Appendix 1) that requires decoding of several combinations of consonants and vowels. The combinations are usually built according to morphic-phonological principles that exist in spoken language; their decoding is not performed on basis of employing a syntax context of meaning, but requires an accurate decoding according to consonants and vowels that participate in creation of the morphic-phonological structure. Difficulties in the alphabetical stage – in graphic-phonemic code acquisitions, are expressed in various mistakes in reading of meaningless words such as vowel mistakes. It should be stressed that the alphabetical code for recognizing of words requires a mastery of the diacritic system [142, p.301-319] in the assignment, 46 combinations of consonants and vowels are presented to a

pupil. In order to cover all the building blocks of the Hebrew alphabet, all alphabet letters are included in the combinations (22 letters and the letter װ). The letters פ, כ, ג appear with a diacritic dot when they are at the beginning of a word, as customary in the Hebrew language. Additionally, all the letters are included in the combinations, including the vowel of full and partial "Hirik" ("e" in Hebrew) and "Holam" ("o" in Hebrew), but without certain "Hata" vowels (total of nine vowels). Each consonant appears twice and each vowel appears 3-5 times, each time with a different consonant. The combination of consonant and vowel is made according to the rules of the Hebrew language, and only if there is, in fact, a word in Hebrew that includes the given combination. The combinations are presented in lines, three combination in each one (David 36 font), eight lines per page. Each of the letters appears twice (22 letters + װ). The vowels "Kamatz", "Patah", "Segol", "Zere" and "Shva" appear 5 times each; the vowels "Kobutz", full "Holam", partial "Holam", full "Hirik", Partial "Hirik" appear three times each. The indexes of score in this assignment are time of performance and accuracy in performance (number of combinations pronounced properly).

Fourth assignment – reading of meaningless words with diacritics. This assignment examines a basic phonological decoding through examination of quality of reading of meaningless words with diacritics. The instructions guide a pupil to pronounce the meaningless words with accuracy. The rationale is based on reading a vast number of consonants and vowels and combining them together into a pattern parallel to the patterns of standard words in the language. The process of reading meaningless words is parallel to the process of reading "actual" words which are not familiar to pupils, and therefore it predicts in the best way the effectiveness of reading. In this assignment pupils are presented with 17 meaningless words with diacritics that are made of phonological units of more than one syllable (two and three syllables). The meaningless words have no meaning. All the meaningless words have been constructed according to common patterns and patterns of nouns or adjectives that first grade pupils are exposed to in the study books approved for teaching of reading. The diacritics of the meaningless words do not exceed the rules of diacritics. The meaningless words are presented to pupils in two lines, four-five words in each line (David 36 font). The indexes of score in this assignment are time of performance and accuracy in performance (number of meaningless words properly read).

Fifth assignment – reading of words. This assignment examines the quality of reading of single words as is expressed in the speed of reading and accuracy of reading. The rationale is that the main purpose of alphabetical writing is to allow a graphic expression of all the phonological units that define the sound structure of a spoken word. The most basic competence in the process of reading is the competence to extract the phonological structure out of graphic information,

without leaning about further sources of information. In this assignment, pupils are presented with 20 words without any relation, that present various levels of variance, length and diversity of morphological structures. The words included in these assignments have been chosen from the approved study materials and recommended by the Sub-Committee for Examination of Reading Teaching Methods and that are studied in a high variance in the state education and the state-religious education. The words have been chosen according to following principles: (1) short words a learner is exposed to during learning of reading (for example: dwarf, children); (2) words that are nouns; (3) words with letters that serve as consonants and vowels. The words are presented in lines, one line in each page, and five words in each line (David 36 font). The indexes of score in these assignments are time of performance and accuracy in performance (number if words read properly).

Sixth assignment – reading aloud of a text. This assignment examines the quality of reading, of a continuous text, aloud, as expressed in fluency (speed) of reading and accuracy of reading. The rationale is based on speed of reading that is measured by number of word being read in a minute, which rise from year to year until becoming stable. The importance of speed of reading is anchored in the model of automaticity in reading [100, p.293-323] and according to it; a fast "extraction" of words testifies that recognition of words is done automatically. Acquisition of automaticity in reading allows for diverting resources of attention to higher processes of processing, including production of meaning from a written text. When there is a failure in development of alphabetical and orthographical knowledge, the speed of reading and accuracy of reading are low in relation to age. Additionally, it has been found that the speed of reading is related to a level of spelling [62, p.3-43, 205, p.167-203], maybe, due to the fact that the speed of recognition of words reflects a proper storing of spelling patterns in orthographic memory. Accuracy in reading is measured by a percentage of words recognized properly out of all the words in a text. In the Hebrew language, the level of exactness in reading aloud can be examined through texts with diacritics and without diacritics. A text with diacritics represents the flat orthography (direct relation between spelling and pronunciation), and allows a reader to reach an exact pronunciation of a word through decoding of sounds of consonants and vowels. A Hebrew script without diacritics represents a deep orthography and makes it necessary for a reader to implement judgment, contexts and morphological knowledge in order to reach an exact recognition of words. The findings of studies in the Hebrew language indicate the fact that when an alphabetical principle and decoding skills develop properly, a relatively high level of accuracy in reading words with diacritics is achieved as early as in first and 2nd grades [205, p.167-203].

In this assignment, a reading section has been delivered that serves for examination of quality of reading – a short story (narrative text) that deals in a familiar situation for every boy and girl and is taken from the daily life. In the section there are 71 words (including headings) and it is adjusted for first grade pupils in terms of semantic, syntax and morphological complexity. The section has diacritics (full diacritics) and is presented in David 24 font. The instruction for executions of the assignment guide a pupil to read the section aloud and accurately in a rhythm that fits him and that allows him to understand its content. The indexes of score in this assignment are time of performance and accuracy in performance (number of words properly read).

This assignment examines the understanding of sentences, instructions and short texts of two sentences. The rationale is based on reading comprehension, which in fact is the purpose of teaching of reading. Various researchers consider reading comprehension a process in which a reader constructs a "mental model" of the text – a representation of what is described in the text [121, p.21-38] while understanding its micro and macro structure. The macro level relates to words and syntax, that create the information and therefore, it necessitates the understanding of meanings of single words, grammatical structures and relations between words. The macro level necessitates the understanding of the general organization of the text and the ideas stemming from the micro level. This understanding requires a combination of the knowledge presented in the text with knowledge of the personal world of a reader. An extensive study indicates the fact that processes of comprehension a reader operates, change according to the type of text [149, p.109]. For example, a narrative text requires understanding of relation of time, recognition of participants and understanding of psychological causality – understanding of the viewpoint of another. On the other hand, an informative text invites a deductive thinking, understanding of sequence and relations of cause and effect. These goals are achieved in the later stages in Primary school. The first stage to be examined in the first grade is verbal understanding competence in a level of short sentences. Naturally, the examination of understanding of short sentences allows for examination of understanding mainly on the micro level. The assignment includes 11 items that represent tasks, which are common in books for teaching of reading. Six items that include short instructions that ask to circle a target item (such as : letter, picture or a group of pictures); in three items a completion of word in a sentence is required and in the other two items a writing of a word is required as a response to a question on a short text. The index of score in this assignment is accuracy in performance (number of correct answers).

The seven assignments – a first test for examination of writing competence. This assignment examines the standard spelling competence through a writing of words that are presented

separately in a sentence. The rationale is based on writing competence in two components: a linguistic component, that includes choosing of letters that are suitable for the word, and a motor component, that includes proper graphic designing of letters and proper organizing of words on the page (for example: maintaining a uniform size of letters and spaces between letters). Researcher J.P Jaffré [91, p.3-20] defines the spelling process as "encoding of linguistic forms (units) into written forms; or: use of a conventional script system in order to encode a spoken language". The spelling is arbitrary, based on social convention and represents principles of the script system. Spelling shows directly how a pupil represents a spoken sound in a written form. The research literature [172, p.184-202] indicates two central strategies for spelling of words: [48, p.339-374] "The combining way", in which a mapping of sound components of a word is being done, into written symbols, this way allowing for spelling of words and meaningless words. The other way leans on a direct approach to the mental vocabulary, in which representation of familiar words is retained (mental "word storage"). This way is vital especially in languages which sound pattern of a word does not fully predict spelling. Many a researcher claims that the development of reading and spelling are interwoven, and they affect each other in the process of learning. Development of spelling competence in children is affected by phonological awareness, morphological processing and exposure to printed materials [141, p.1-21, 188, p.77-104]. This assignment includes 15 words. The words are voiced to the pupils three times: separately, in a sentence and again, separately. The words include different lexical categories, including nouns, adjectives, verbs, prepositions, and all taken from study materials used for teaching of reading in first grade. The words have been chosen in a way to make it possible to distinguish between various types of spelling errors. For example: basic errors (morphological errors in root or letters that mark the pattern of a noun), errors in inflection morphology (errors in inflection of a word) and phonological errors (errors in sound of a word). The indexes of score in this assignment are number of spelling errors by the various categories and quality of script. In current study, the researcher has examined the internal reliability of the "reading and writing in first grade" test by a Cronbach's method and a reliability coefficient calculated, indicated a high reliability, $\alpha=0.87$.

Linguistic competence test (Appendix 2)

The second test for examination of *linguistic competence* is based on pictures in sequence test [176, p.339-356]. A pupil must first organize the information from a picture into a narrative scheme, and then, to transfer that scheme into a narrative text he writes. Understanding of a story and the linguistic level of the storyteller can be expressed when a pupil tells it independently. The story chosen in current study is comprised of 4 pictures [207, p.69-85]. It has been was

presented to pupils in proper sequence (Appendix 2), the test is been taken from a system of texts which has been in use in past studies [207, p.69-85]. The analysis of a study has been conducted by criteria chosen from the works of R.A Berman [54, p.265-282], L. Kozminski and A. Kozminski [184, p.7-28]. The analysis of pictures' sequence test has been done according to the model of D. Poulsen, E. Kintsch, W. Kintsch and D. Premack [127, p.379-403]. This model describes the competence of linguistic expression and the discourse styles, according to a scale of 5 levels of quality. These levels span from poor expression that describes a fragmented and partial description of single items, and up to an extensive and comprehensive description of events and occurrences in a story. The indexes proposed by D. Poulsen [127, p.379-403] and that have been examined in current study are: opening, body, ending, causality and use of tenses. Following is a detailing of each index in separate. In "opening" of a story, the competence of presenting the hero, place and context in which the plot takes place has been examined. The scores in "opening" have been given according to these criteria: score of 5 – for an "opening" with introductory framework, such as: once upon a time, once a child, one time there was. A score of 4 – for a descriptive "opening" with a limited introductory framework, such as: once a child, one child once. A score of 3 – for descriptive "opening" with no introductory framework at all, such as: a child found, some child. A score of 2 – for an "opening" which presented the subject with capital "s", with no prior presentation of the subject, such as: s child rides a bike. A score of 1 – for an "opening" that does not create any sort of narrative framework, but relates to the description of single items in the picture only, a relation of "here" and "now", like: there is, I see here. In "ending" of a story, each episode ending can be addressed separately or a final ending of the story. Accordingly, a scale of 5 levels has been designed that relates to the competence of a child to end the complete plot of a story. The highest rank is given to a story with a moral, and the lowest rank is given to lack of any ending. The rank is set according to these criteria: a score of 5 – for an "ending" with a plot, while drawing conclusions, and with a moral such as: and from that time on, he has always been careful riding a bike. A score of 4 – for an "ending" in which the subject has been closed without drawing any conclusions, such as: always be healthy. A score of 3 – for an "ending" with no summarizing addressing, such as: she put a bandage on him. A score of 2 – for an "ending" that hasn't reached the end of a story, such as: went to the clinic. A score of 1 – for an "ending" which hasn't received any ending, but a description of single item only of a picture, with no relation between them, a description of here and now. In the component of "causality", children who have indicated the reason explicitly, by presenting the context of cause and effect, have shown a fuller and clearer understanding of development of the events. A score of 2 was a clear indication of relation between cause and

effect, such as: looked at the tree up in the sky, did not pay attention and fell. A score of 0 is received by children who presented a wrong cause or did not address at all the causal factor. In the component of "use of tenses", R.A Berman says that addressing of time in a discourse, develops with age. At the age of school, children use, upon describing and telling a story, the past tense. Expressing oneself in present tense indicates lack of generalization and description of details in the picture. The transition from one tense to another, in one story framework, indicates lack of decision and in terms of development fits the age of three, according to R.A Berman [54]. The use of tenses has been grades by two levels. A score of 2 – for using exclusively the past tense. A score of 0 – for use of past and present tenses in combination or present tense only.

The tests have been delivered to pupils about four months after teaching of reading with integration of the intervention program for writing development. After receiving the approval of the Chief Scientist of the Ministry of Education in Israel, for conducting of the study, and accepting approvals from inspectors and principals of the schools, the researcher appealed in writing for receiving the agreement of pupils' parent for their participation in the study.

Most parents agreed to the participation of their children in the tests except for five pupils whose parents objected to their participation in the test. Delivery of the test has been done in two meetings. In the first meeting the reading and writing test was delivered, it has been individually done and taken about 10 minute. For that purpose, the researcher has assisted by class teachers and the delivery of the tests has taken about three weeks. The competence, the meeting was held at the end of collection of data of the first test. The test has been conducted in class during the lesson and delivered in a group manner to all pupils that have been asked, as stated above, to write a story according to a picture story. Length of delivery of the test was about 45 minutes; most pupils have cooperated. Pupils who had difficulties have received more detailed explanations from the researcher.

All the data collected from pupils, have been kept anonymously by the researcher and have not been delivered to any other factor in school.

The research findings will be furtherly presented. In the research hypotheses we have hypothesized that pupils who studied by a teaching method with intervention program that integrates development of writing would improve reading competence and writing competence and linguistic competence, in comparison to pupils who study by a similar method without emphasis on development of writing. As described in the Method chapter, four comparison groups have participated in the study, two groups of pupils who study by the "Power to the Reader" teaching method, one group that is taught with an intervention program that integrates

development of writing, and the other from same method that teach reading without intervention. And two study groups who study by the "Magic Key" method, while in one, an intervention program is enacted that integrates writing development, and the other with no intervention program. Evaluations of reading competence and writing competence and linguistic competence have been done through tests described in the research tool. Findings of the study shall be detailed according to hypotheses.

There are clear cut differences in all three main competences in relation to various teaching methods. For examination of differences in reading competence according to teaching methods, a Multiple Analysis of Variance has been conducted.

The independent variable in the analysis was the four teaching methods, and the dependent variables have been six assignments of the reading competence test: reading of names of letters, reading of sounds of letters, reading of combinations and vowels, reading of meaningless words with diacritics, reading of words and reading aloud of text. In appendix 8, the findings of the analyses are presented which include the score indexes in all assignments and relating to time and accuracy of performance.

Appendix 8, present averages, standard deviations and test results for comparison between four teaching methods in accuracy of performance and time of performance in the reading competence test appendix 8

In the variance analyses done, significant differences have been found between the four teaching methods in reading combinations of consonants and vowels. Continuance analyses done according to the Scheffe formula, indicated the fact that those pupils who studied by "Power to the Reader" method with intervention program that integrates writing development, gained the highest achievements in this assignments.

Oppositely, pupils who studied by the "Magic Key" method without intervention program that integrates writing development gained significantly lowest achievements in this assignment. Pupils who have studied by the two remaining teaching methods "Power to the Reader" without intervention and "Magic Key" with intervention have not been different in the level of achievements, which have been mediocre. Nonetheless, it is worth mentioning that pupils in most tests gained relatively high achievements, in the range of scores of each test. It can be seen that the achievements of pupils in groups with intervention ("Power to the Reader" with intervention and "Magic key" with intervention) have been a little higher in comparison to groups without intervention; and also, the times of performance in those groups have been a little shorter, as compared with groups without intervention, but the differences have not reached statistical significance.

According to these findings, the research hypothesis regarding differences between the teaching methods in reading has not been confirmed, except for differences in the index of reading of combinations.

The most common differences in writing competence in relation to teaching methods will be mentioned further on. Writing competence has been measured by the writing assignment (eighth assignment) from reading and writing test of Ministry of Education, for examination of differences, a Multiple Analysis of variance has been conducted, while the independent variable in the analysis was teaching method and the dependent variables were the indexes for evaluation of writing competence. Appendix 9 present averages, standard deviations, variance analyses of differences in writing competence in a comparison according to teaching method.

There are also differences in linguistic competence in relation to teaching methods. Linguistic competence, which included five components: opening, body, ending, causality and use of tenses. For examination of differences, a Multiple Analysis of variance has been conducted, while the independent variable in the analysis was teaching method and the dependent variables were the indexes for evaluation of linguistic competence.

The findings of the analysis are presented in appendix 10

Averages, standard deviations, variance analyses of differences in linguistic competence in a comparison according to teaching method

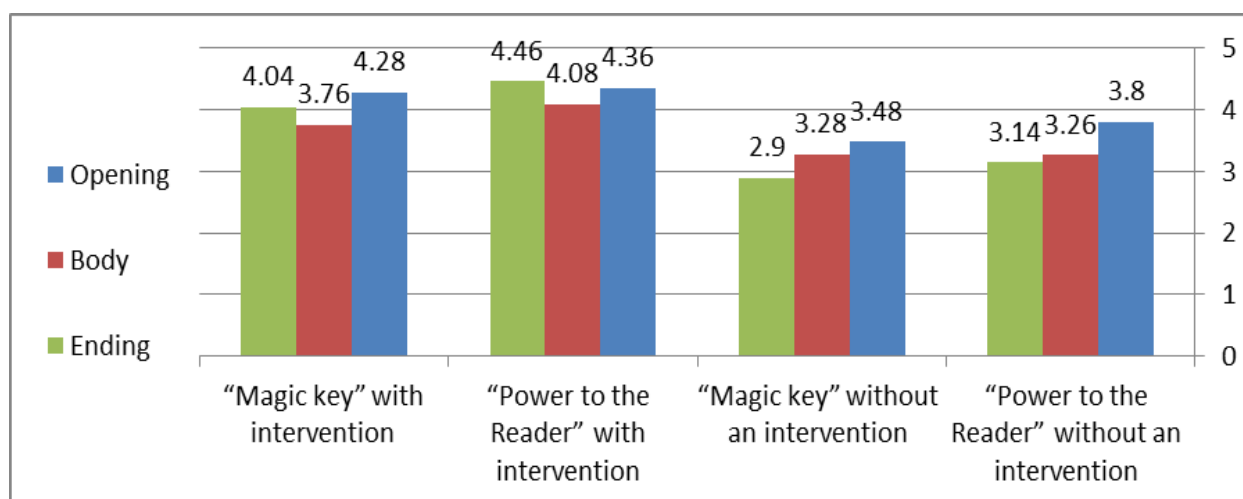


Fig. 3.1 Differences in linguistic in opening, body and closing in comparison between the teaching methods.

From observing above appendix 10 and fig. 3.1 it can be seen that both in the writing assignment and in the dimension of discourse linguistic (except for a component of causality and component

of use of tenses that are not presented in the figure), significant differences have been found between the four teaching methods. Examination of the source of differences through continuity analyses according to Scheffe, has indicated the fact that pupils who have studied by the "Power to the Reader" method with an intervention program that has integrated development of writing, have achieved the highest achievements in writing, as compared to children who have studied by the "Magic Key" method without intervention who have gained significantly the lowest achievements.

Pupils who have studied by the "Magic Key" method with intervention that has integrated writing development and "Power to the Reader" without intervention, have gained mediocre achievements. In components of discourse writing, the continuance analysis has indicated the following findings: in components of writing of opening, body and closing, pupils who have studied by teaching methods with intervention program that integrates writing development ("Power to the Reader" and "Magic Key") have achieved significantly higher achievements in comparison to pupils who have studied by teaching methods without intervention.

As mentioned earlier, no significant differences have been found in causality writing and tense writing, while it can be seen that nearly all groups have achieved high achievements in use of tenses (averages around 0.75 on a scale of 0-2). It might be that lack of differences stems from the small range of scores which has characterized these components (0-2).

According to these findings, the research hypotheses regarding differences in writing competence and linguistic competence has been confirmed, except for an index of causality in which the differences have not reached significance and the index of use of tenses in which no differences have been found. Although no research hypotheses have been formulated regarding gender differences in reading competence, and writing competence and linguistic competence, differences between teaching methods have been examined according to gender, as well. However, the findings have not indicated significant differences between boys and girls in indexes examined, and additionally, no significant interactions have been found between the independent variables (study group X gender) and therefore, findings of the study have presented differences only according to a study group.

For the examination of correlations between the change in linguistic competence in reading and writing, Pearson correlations are presented in appendix 11. Appendix 11 shows the correlation between linguistic competence and reading and writing competence.

From the correlations presented in appendix 11, it can be seen that there are low, however significant positive correlations between linguistic competences measured by means of opening, body and cause and between reading competences measured in various tasks. The correlations

between linguistic competence relating to ending and reading competence in various tasks were mediocre, positive and significant. No linear significant correlations were found between linguistic competences in index of tenses and between reading competences in different tasks. Meaning, that there is a positive correlation between linguistic competence amongst the pupils and between their reading competences. According to it, the higher is linguistic competence, the higher is the reading competence. The correlations are between linguistic competence and between writing competence with exclusion of the index of use of tenses, have been found to be mediocre, positive and significant. Meaning, the higher is linguistic competence, the higher is writing competence. These findings confirm the research hypothesis almost in full.

The purpose of current study has been an examination of differences in achievements in linguistic, reading and writing between pupils who study by methods acceptable and approved by the Ministry of Education, and between pupils who study by acceptable methods in which an integration program has been integrated for emphasizing the components of teaching of writing. We have hypothesized that pupils who would study by the teaching method with a program for development of writing would improve competences of writing, reading and linguistic, in comparison to pupils who study by similar methods with no intervention program for emphasizing of writing development. Recent studies indicate the dealing with a word in a written language, both in reading and in writing, while studying its semantic and morphological components, methods of using it and its various meanings. These studies have shown that enriching of vocabulary from a text and profound and significant familiarity with a word, when it is relevant, contributes to strengthening of linguistic, reading and writing [94, p.1-65, 208, p.1-30], In addition, studies have shown that multiple repeating in various forms such as: creation of a learning environment, organizing of teaching, writing opportunities, reading, in various contexts, while employing various methods – reading, listening, and speech and writing, contribute to improvement of reading writing and linguistic [104, p.196-228, 153, p.325-344]. In current study, an intervention program for writing development has been delivered, which has included the components mentioned in the research literature, for about four months, to two groups of pupils who have studied by teaching methods that are presently acceptable and approved for first grade pupils: "Power to the reader" and "Magic Key" (total of 100 pupils, 50 pupils in each teaching method).

In current study, a comparison has been made between achievements of pupils who have studied with an intervention program to achievements of pupils who have studied in parallel by the acceptable teaching methods, but with no intervention program (total of 100 pupils, 50 pupils in each teaching method). Reliable and valid tests for examination of reading and writing

competence (Appendix 1) and for evaluation of linguistic competence. Appendix 2 has been delivered at the end of the intervention program, to all the pupils and the findings have been analyzed through a one-way Manova variance analysis for examination of the research hypotheses see tables no 3.1, 3.2, 3.3. The significant results show the clear benefic effect of the interventional model indifferently of the specific standard strategy which is being used.

Table 3.1, Post Test Results of the reading competence

Reading Competence /tests	Control Group		Experimental Group		F (7,92)
	Post test M	Post test SD	Post test M	Post test SD	
1	22.78	4.52	24.80	4.19	5.39*
2	21.88	4.06	24.00	4.35	6.34*
3	40.96	4.81	44.24	3.17	16.18***
4	14.98	5.08	16.86	4.14	4.12*
5	15.44	4.23	18.56	2.30	20.98***
6	59.46	15.23	63.42	13.39	3.58*

Table 3.2, Post Test Results of the writing competence

Writing Competence	Control Group		Experimental Group		F(3,196)
	Post test M	Post test SD	Post test M	Post test SD	
	10.38	3.21	11.68	2.83	3.03*

Table 3.3, Post Test Results of the linguistic competence

Lingvistic Competence /Test	Control Group		Experimental Group		F (7,92)
	Post test M	Post test SD	Post test M	Post test SD	
1. Opening	3.80	1.37	4.86	1.24	5.15**
2. Body	3.26	1.41	4.08	1.16	5.52***
3. Ending	3.14	1.60	4.46	0.99	4.36***
4. Causality	1.00	1.01	1.36	0.94	1.85
5. Use of tenses	1.78	0.62	1.76	0.66	0.10

In the first research hypothesis, it has been hypothesized that pupils, who would study by a teaching method with an intervention program that integrates development of writing, would improve the reading competence, in comparison to pupils who would study by a similar teaching method without emphasizing of writing development.

For examination of the hypotheses, a Manova type one-way variance analyses have been conducted which have examined the differences in reading competence both in the level of accuracy in execution of assignments and in the time required for its execution, in six assignments, and also in a separate score of reading comprehension which has been calculated on the basis of reading in other assignments. The findings have shown that in groups an intervention program has been conducted in, pupils have gained slightly higher achievements in the various indexes of reading competence in comparison to pupils who have studied by methods without intervention. However, these differences have not reached statistical significance, except for one index of reading competence, reading of combinations. In which, it has been found that pupils who have been studying by the "Power to the Reader" method with an intervention program for writing development, have gained higher achievements in comparison to the other three groups. Nonetheless, it might be that the difference that has been found in this index, is in terms of an acceptable alpha error (meaning, that since 12 statistical comparisons have been performed for examination of the evaluation, significant differences in one index only, can be incidental), In addition, observing the averages of the groups in various tasks, indicates high averages in the

scale of scores, and thus it can be assumed that the customary test for reading competence, which has been employed in current study, and is considered to be a standard test for needs of diagnosis in the Israeli educational system, is a relatively easy test for pupils' population of medium-high socioeconomic background.

Therefore, according to these findings, the research hypothesis regarding differences between teaching methods in reading has not been confirmed.

Possible explanation for these findings can be found in prior studies which have examined, as well, the change in reading competence following intervention programs for improvement of writing competence, but in those, more time has been invested in the learning process for cultivation of writing. For example, in studies conducted on kindergarten children [141, p.1-21], in which long time has been invested in cultivation of writing in children in a kindergarten and at home, in cooperation with parents, it has been found that children have reached a realization that there is a correlation between a spoken and a written language and that reading is an encoded system of the spoken language. According to explanations in these studies, directed and focused studying that explicitly presents the relation between a human voice and the graphic symbol in all kinds of writing opportunities, has contributed to higher achievements in reading, and the more a child writes, the more he advances in reading. An examination of reading programs in these studies has revealed that the length of time allocated for instilling of reading has been similar to the length of time allocated to cultivation of writing. In a comparative study between educational systems in various European countries, it has been found that in fine educational systems (where the rate of pupils with difficulties is low) more time has been invested in studying the subject of language. A similar finding has been mentioned in G. Biancarosa and C.E. Snow [59, p.1-52]. These researchers have emphasized that it is recommended to invest between 2-4 hours every day, both as part of the language lessons and in other subjects, to activities that integrate reading, reading comprehension and writing, and awarding of opportunities in dealing in writing. They recommended that each study activity takes place around some text, be it a discussion, answering questions or a writing assignment. Additionally, it is recommended to increase the use of diverse texts that expose pupils to different genres and discourse styles and raise the level of interest and involvement in reading [111, p.10-14]. In the study of Perssley [80, p.1-19], as well, it has been found that in school where achievements of pupils have been higher than the average, a good balance has existed between a systematic teaching of skills and reading for fun or delivering messages by means of writing. In the teaching process, teachers have integrated authentic texts on subjects of science, literature and Arts, and in

them, as in the study a text, an emphasis has been put on use of writing rather than only reading. Another possible explanation for the fact that no differences have been found in reading competence and in reading comprehension, but differences in writing have been found, lies in the training of teachers, as well.

As part of the intervention program, teachers have been trained for teaching of writing and the cultivation thereof, while a close weekly guidance of the researcher, and indeed, studies conducted in Europe on training of teachers, have indicated that effective intervention programs that support a teacher, that supply a comprehensive training in prepared study materials, in diversity of ways of teaching and in professional instruction, contribute to reading, writing and reading comprehension [104, p.196-228]. A study of E. have compared between [90, p.228-245] have compared between schools in different European countries and found that in schools where there has been the lowest number of pupils with difficulties have been those in which teachers have received much support by professionals. For example in Finland, more than 60% of the teachers have been trained and have constantly consulted a professional in the field of language in school. The researchers have concluded that supplying of training in the field of teaching of reading and writing to the teachers' staff, has contributed to reading comprehension. The findings of these studies reinforce the findings of current study regarding improvement of writing competence of pupils. Indeed, teachers in current study have not received this type of instruction and close guidance in teaching of reading and reading comprehension. Instruction in these subjects is usually performed once in two-three weeks or once a month only, which does not allow, to the estimation of the researcher, for satisfying progress in reading and reading comprehension. Indeed, the trend of achievements of pupils who have undergone an intervention program in reading and writing has been higher than that of pupils who have not undergone an intervention program, but as mentioned above, it has not reached significance. Thus, it is assumed that with an accompanying of closer instruction in reading and reading comprehension, the progress in these aspects, would have been better. Similarly, the advancement in writing competences.

In the second research hypothesis, it has been hypothesized that pupils who would study by a teaching method with an intervention program that integrates writing development would improve their writing competence in comparison to pupils who would study by a similar teaching method without emphasizing the development of writing. differences in writing have been examined, and it has been found that the achievements in writing in the two methods the pupils have been studying by, with an intervention program, have been high in comparison to

methods they have been studying by, without an intervention program. According to these findings, the second research hypothesis has been confirmed.

In the third research hypothesis, it has been hypothesized that pupils, who would study by a teaching method with an intervention program that integrates development of writing, would improve the linguistic competence. Analyses conducted for examination of the differences in the writing indexes: opening, body, closing, causality and use of tenses, have indicated significant differences between the teaching methods in indexes of writing, except for the index of causality and the index of usage of tenses.

The pattern of differences between teaching methods has repeated itself in all indexes, meaning that pupils who have studied by the "Power to the Reader" method with an intervention program for development of writing, have gained significantly higher achievements in indexes of writing, in comparison to pupils who have studied by rest of methods, and pupils who have studied by the "Magic Key" method without intervention, have gained significantly, the lowest achievements in these indexes. The third research hypothesis has been confirmed.

These differences in writing competence of opening, body and closing indicate an acquisition in a writer of agreements of story structure, understanding of the concept of a story and an competence to write a story with a whole and significant structure.

The opening design, to a large extent, establishes the background, in which a plot of a story takes place. The opening presents a stable frame of events, it relates to the presentation of a main hero, describes the place, time and context in which the plot takes place [133, p.211-236]. Opening, body and closing indicate a sequence of events. Organization of the story structure is hierarchical, as it is built on a foundation of problem and solution that drive the plot and supply it with meaning and course. Components of a story are related to one another in relations of understanding. It might be that the high achievements have stemmed from organizing of teaching, as part of the intervention program. During the lessons, as has been described in the method chapter, a set lesson has been allocated for learning of writing, every day. During it, directed and explicit teaching actions have been performed in class, that promote the processes of writing, as well as various activities that invite experiencing in writing: preparing an anthology of writing, production of a story text about experiences, preparation of greetings for events or holidays, invitations, etc. Activities have included also reading aloud of stories children have written, while receiving encouragement from the teacher and proposals for improvement and advancement of the text from their peers. The learning environment in classes studying with an intervention program has been, as well, rich and cultivating of writing; thus, for example, a

special board had been allocated in class for publication of the writing products. The purpose of the lessons has been, as mentioned above, to expand and improve the competence of organizing the cognitive agreements of children in relation to the study structure. Part of the intervention program included recruitment of parents for supporting the efforts of their children in experiencing in writing, while parents are being guided by the teacher to read the writing products of their children and respond to them in an encouraging and reinforcing manner. Therefore, it should be assumed that children whose writing competence has been cultivated by means of the intervention program, have indeed shown higher competences in writing as compared to their peers, who have not studied as part of this intervention program. Therefore, it should be assumed that children whose writing competence has been cultivated by means of the intervention program, have been found to be similar, in other studies which have examined the relation between development of discourse and the development of linguistic and literacy skills of reading, reading comprehension, spelling and expression in writing. Although, these studies have been conducted on pupils of a slightly higher age, pupils in 4th-5th grades, 11th grade and adults [208, p.1-30, 56, p.347-367], the analysis of the linguistic picture produced from the discourse being studied and that are written in indexes of language, syntax and discourse structure, have indicated that the morphic-lexical knowledge in these ages, is higher in comparison to their peers who have not experienced in creation of class discourse and in creation of different writing opportunities individually and in a group. From the studies, it appears that an effective work in expanding the vocabulary through discourse writing enriches morphological and meta-linguistic competences in addition to development of syntax skills as well as linguistic register [131, p.71-92].

In addition, in the fourth hypothesis, the correlation between linguistic competence of children and between their reading and writing competences has been examined, and indeed, it has been found that there are linear positive correlations between the competences. Meaning, that the higher is linguistic competence of pupils in various indexes, the higher is their reading and writing competence, with the exception of linguistic competence of use of tenses, possibly due to the young age and lack of linguistic maturity. C. Bereiter and M. Scardamalia [137, p.142-175] and C.R. Beal [52, p.219-238] also see the writing development process as a process of cognitive maturation but at the same time R.T Kellogg [97, p.1-26] states that although the development of writing is conditioned by linguistic maturation, it develops with studying and encounters with texts, instruction and directed practice in writing tasks. Meaning, writing competence is reinforced when the process is integrated with enriching of vocabulary from a text and profound and significant familiarity with the word when it is relevant and achieved by means of many

repetitions in various forms and various contexts and reading competence and reading comprehension are improved as well.

In summary,

Reading and writing are processes that complement each other and base on reading comprehension and significant reading and a production thereof. Study of aspects of a written language, is at the same time a process in which one aspect might support another. The acquisition of writing necessitates, therefore, at the same time, a control of automatic graphic-phonemic mapping of a language and strategies of comprehending the meaning of contents and written ideas. Thus, in order to be able to produce a written discourse well, children must understand the spoken language and the written form of their language. The more you read the greater is advancement in writing, and the more you write, the greater is advance in reading [186, p.271-293, 141, p.1-21].

The duty of social environment of a child and the duty of an instructing adult (such as parent or teacher), is worth mentioning in instruction and directed practice in tasks of reading, reading comprehension and writing.

Also the findings have shown that in groups an intervention program has been conducted in, pupils have gained slightly higher achievements in the various indexes of reading competence in comparison and reading comprehension to pupils who have studied by methods without intervention. pupils who have studied by the "Power to the Reader" method with an intervention program for development of writing, have gained significantly higher achievements in indexes of writing, in comparison to pupils who have studied by rest of methods, and pupils who have studied by the "Magic Key" method without intervention, have gained significantly, the lowest achievements in these indexes. Additionally, differences in writing have been examined, and it has been found that the achievements in writing in the two methods the pupils have been studying by, with an intervention program, have been high in comparison to methods they have been studying by, without an intervention program. We can therefore conclude that the dealing with a word in a written language, both in reading and in writing, while studying its semantic and morphological components, methods of using it and its various meanings. These studies have shown that enriching of vocabulary from a text and profound and significant familiarity with a word, when it is relevant, contributes to strengthening of reading and writing.

The intertwined process of linguistic, reading and writing competences formation of elementary school students reflects the conceptual, epistemological and pr axiological benchmarks of optimal reading and writing teaching strategies implemented in the context of the

HIVE Pedagogical Model of elementary school students' linguistic, reading and writing competences intertwined formation.

Reading and writing are processes that complement each other and focus on reading comprehension, oral and graphic reproduction of messages. Our research [43, p.182-190, 141, p.1-21, 143, p.507-511, 144, p.243-245, 146, p.197-205, 147, p.72-79, 200, p.69-82] has demonstrated that interconnection consideration in the formation of elementary school students' linguistic, reading and writing competences ensures the progress of reading and writing competences, especially if their training is carried out simultaneously and in correlation with the linguistic competence formation. Therefore, the teacher must first teach the characters, vowels and consonants, and during the next stage, apply reading exercises and focus on interpreting and understanding the written message, developing the ability to understand the text, while exercising linguistic competence. Studying the aspects of a written language and reading simultaneously with the development of linguistic competence is at the same time a process in which one aspect supports the other. Acquiring the ability to write requires, at the same time, control of automatic graphical-phonemic mapping of the language and strategies for understanding the meaning of written content and ideas. Thus, in order to produce a correct written discourse, children must understand the spoken and written form of their language [127, p.379-403]. The more you read, the greater the progress in writing, and the more you write, the greater your progress in reading [141, p.1-21, 186, p.271-293]. Our goal was to simultaneously form elementary school students' linguistic, reading and writing competences. In order to achieve the research purpose, it was developed the HIVE Pedagogic Model of elementary school students' linguistic, reading and writing competences intertwined formation. The architecture of cognitive systems is, in the connectionist models, conceived as a homogeneous network of identically interconnected isomorphic units. The unit is a simple element whose internal functional state can have two levels (ie active or inactive) according to a limit function and depends on the sum of positive or activating and negative or inhibitory influences transmitted by other units. This network information flow is provided by connections between units and depends on the weight assigned to each connection. Within the net structure can be distinguished a layer of input units accessible to external interventions and a layer of output units that can also be accessed, eventually separated by one or more intermediate or concealed layers. In the most classical version of a connectionist model, the network is stimulated by activating differentiated input units, an activation pattern that is a representation of stimulus. These input unit activations propagate by interacting in the network connections until it emerges a stable pattern of output units activations, which represent the network response. The operation mode of

such a network where information flow is unidirectional (from input to output) can be complicated by the presence of internal links that allow the circulation of information. The essential functional properties of connectionist models result from the parallelism of treatment operations, from global and non-local involvement of network elements and from its ability to self-organize, making it fit to learn. The connectionist approach is based on the hypothesis that such networks allow, as a result of adapting or self-adapting the synaptic weights of connections, the simulation of cognitive functions and the opening of a way to explain cognition. According to the connectionist theory of E.L. Thorndike, the mind appears as a connection system that continuously forms connections between stimuli (situations), so that human knowledge, feelings, desires, and behaviors make up a whole resulting from the many adjustments of stimulus-answer associations throughout the whole life [32, p.17]. E.L. Thorndike observes that before launching certain operations, the subject exhibits a ready-to-run specific conduit. In this sense, he formulated *a readiness law* specifying the circumstances in which the learner tends to be satisfied or dissatisfied: 1. if a traction unit (nervous) is ready to drive (an impulse) then the transmission takes place satisfactorily, and the action is not altered by anything. 2. For the traction unit, ready to drive the impulse, non-transmission is troublesome and causes a reaction, which naturally occurs as a result of the state of dissatisfaction [32, p.21].

The term readiness precisely conveys the idea of consciousness intervention, conscious mobilization and voluntary precontrol of action. One of the examples with which E.L. Thorndike argued his theory, representative for our research, is "reading readiness", familiar to preschool and primary school teachers, obvious in the classroom when students are asked to lecture a text. The state of "reading readiness" very well illustrates the law of E.L. Thorndike, which has an obvious conscious character, refers to preparatory preparations, which can be very different from one subject to another. Another law outlined by E.L. Thorndike refers to the "Law of Exercise" which includes two "sub-laws": „the law of use” and the "law of disuse". They enounce as follows: 1. *The law of use*: "If a modifiable connection resumes between a stimulus and a response, then the power of that connection is equal to or increases as related to other connections." 2. *The law of disuse*: "If a modifiable connection between a stimulus and an answer is not resumed for a certain time, then the power of that connection decreases." It can be said that these laws do nothing but resume the ancient Latin dictum *Repetitio est mater studiorum*. The laws of exercise are indeed about strengthening and forgetting. Consolidation is defined as an increase in the probability of response occurrence, with the recurrence of situation. This is what Thorndike calls "connection is made". However, the expression is well chosen, as it emphasizes that Thorndike is not referring to the scholastic rehearsal, but to resuming a S-R

connection that has been achieved at least once. Therefore, the law of exercise has been used as a fundamental principle of training (sports, military, etc.), but also of intellectual abilities such as learning verbal content, learning writing, learning mathematical algorithms, etc. This learning through exercising has determined the contemporary extension of the English term *training* meanings; currently used in the sense of "instruction" or "rigorously controlled training" [32, p.22]. According to another law set forth by E.L. Thorndike - *the law of effect*: "If a modifiable connection has been made between a situation and an answer, and it is accompanied or followed by a state of satisfaction, then the power of connection increases. If it is accompanied or followed by dissatisfaction, its power decreases." The concept of power or *connection strength* has a major importance in the law formulation. Thorndike realized this fact and explained it. He specified that it has the same meaning as in the formulation of the "law of use". Satisfaction produces a "*strengthening effect of satisfyingness*", and irritation generates a "*weakening effect of annoyingness*" [32, p.23].

E.L. Thorndike sets forth five subordinate laws of effect: *the law of multiple response*, *the law of sets*, *the law of partial activity*, *the law of response by analogy*, *the law of associative shifting*.

The Law of Multiple Responses (also called the "Various Response Law") states: "If the learner has a problem to solve, then one must try one after another; if it stops because learning has been acquired, then satisfaction and learning are followed. " The basis of this law is the ability of the body to produce varied responses. Without this possibility, he would never find the right solutions to the problems he faces. *The law of sets* (also called the "Law of Attitudes") is based on the postulate that learning is guided by a general attitude of the body (set, "predisposition"). According to this law, the learner does not only learn the concrete task he has but seeks satisfaction in general (or avoids dissatisfaction). The set or attitude has individual predetermination, and is not identical to all individuals. *The law of partial activity* (also called *the element efficacy law* or *the law of gradual activity*) establishes that the learner has the ability to choose the effective elements of the problem by neglecting other additional elements. Human learning is eminently analytical and selective; animal learning is eminently "mechanical", choosing too little of the elements appropriate to solving a problematic situation.

The law of response by analogy (also called the "*assimilation law*") determines how the learner encounters a new situation. "If man encounters a new stimulus, then he reacts similarly to resembling ones; if the new situation resembles an old situation, then the learner makes similar connections to the old ones by resorting to experience "(to the personal set or personal repertoire of conexions). *The law of transfer* (or "the law of associative shifting") is stated as follows: "If a

reaction can be kept intact in a series of changes imposed by the new stimulating situation, then the learner becomes fit to respond to a totally new stimulus; the learner resorts to add-ons and eliminations in the stimulus until there is nothing of the original situation. " A more general statement is as follows: "The learner can give any answer to any situation he is sensitive to." In fact, this law describes the process of replacing unconditional stimuli with conditioned stimuli described by reflexologists and behaviorists [32, p.27]. According to *the law of belongingness* introduced by E.L. Thorndike "connections work more easily in the direction they were formed than in the opposite direction." The typical example is the appropriation of words from a dictionary. For example, an English-Romanian dictionary. The Romanian who learned well English will still answer the English word more easily through the Romanian one than the other way round. This unidirectionality loses its importance when both elements of connection are absolutely new. But in human learning such "absolutely new" connections are uncommon. Hence, the practical value of polarity principle is considerable [32, p.29]. E.L.Thorndike derives from the fundamental and subsidiary laws three aspects of school learning that enable it to be facilitated: a) the correct identification of connections to be made and those to be destroyed in the process of student formation; b) rigorous establishment of learning situations based on satisfaction and dissatisfaction; c) the scientifically controlled challenge of satisfaction and dissatisfaction in given educational situations. The teacher becomes a manager of a student's training process that is made aware of the characteristics and performance standards to be achieved. We join the opinion of the researcher V. Botnari, who claims that to teach the subject to learn and to develop his / her own learning practice, engages a certain methodology and trains varied practices. Between them, along with the methodology of counseling (how to do), a place of interest tends to occupy the metacognitive methodology. In this context, the methodology of learning competence training should focus on valorizing the subject's resources, consisting of: knowledge (know), skills, abilities (do) and attitudes, values (to be, become) in a concrete situation in which the subject puts this potential into practice [3, p.4-8]

The researchers Ph. Jonnaert, M. Ettayebi, R. Defise talk about the existence of 3 phases of competence building: deconstruction, construction and reconstruction. Deconstruction involves bringing into question knowledge, beliefs, mentalities, individual or collective representations of reality and knowledge. Building is the process by which learners build their own meanings and meanings of perceived reality, acquire knowledge that affects them affectively, verify its viability and adhere to it. Reconstruction is, in fact, a new construction that reflects the structural change produced in the cognitive experience of the subject, in the ways of interpreting reality, in problem-solving strategies, in subject's behaviors and conduct [24, p.101].

The HIVE Pedagogical Model has been developed in the research to contribute to the efficient intertwined formation of linguistic, reading, and writing competences.

In developing the Pedagogical Model, we took into account the recommendations of the Israeli Ministry of Education on the study program for the implementation of the Hebrew language objectives in the first grade [213], which specify the components that need to be addressed while teaching writing in primary school. In our Model, they relate to the dimensions of interconnection and relate to: creating a written text; writing opportunities; organizing teaching; the means of education; partnership with parents; feed-back and observation.

On the basis of the diagnostic phase results, in order to improve students' performance, it has been implemented an intervention program for developing linguistic, reading and writing competences that focused on three directions of action:

- 1) improving the system of continuous professional training of teachers,
- 2) monitoring students' outcomes throughout the experiment;
- 3) rallying time to achieve performance at the students' own rhythm of learning.

Four groups of students have studied through teaching strategies currently accepted and approved for first-grade students by the Israeli Ministry of Education, among which can be cited the "Power to the reader" and "Magic Key" strategies.

Synthesizing the results obtained during the ascertaining experiment stage, there have been identified shortcomings in the training mode and it has been remarked the need to implement a special program oriented toward forming the reading and writing competences. In such circumstances, the teacher training system improved throughout special completion of the curricular content, the reorganization of time and training forms. In this context, continuous training was extended by one month including different forms of teaching: individual, group, frontal. The formative experiment included 100 first-grade students with an average-high socio-economic status, equivalent to the students who participated in the main study. The sample included an equal number of boys and girls. Teachers dealt with writing teaching throughout the school day and every discipline. Pedagogues have initiated different writing contexts, while paying attention to reading, correct writing and linguistic competence practising under different situations that required pupils to engage in verbal and written communication, fact that has facilitated the simultaneous progress of linguistic, reading and writing competences. The writing competence development aimed at producing written texts; writing practice; text planning; updating graphical representations; transcribing texts, etc. Various writing opportunities have been provided: writing competence experiences; writing assignment; text-based questions; information following an observation; writing stories. The organization of teaching was focused

on the following aspects: time allocated to writing and reading; promoting writing / reading; monitored actions; learning environment; learning contexts [44, p.55-60, 45, p.57-60, 46, p.76-79]. The means of education used were: domain dictionaries; storage stands; computer, recorder device; product panel; writing accessories [36, 37, p.1-84]. Parents were partners in the process of nominated competences intertwined formation formation [1, p.1-50, 2, 6, p.48-56]. The partnership with parents was achieved through various forms of inclusion in the activities organized with the children, the publication of products; cooperation for writing and writing development; anthology of writing; encouraging students to write and read. Among the interventions with maximum impact on the optimization of the process of students' linguistic, reading and writing competences intertwined formation [11, p.58-65], we designate parents' cooperation in children's writing skills, by expressing the importance of that process, including parents in encouraging and reassuring their child for writing and publishing materials and instructions, which enabled the teacher to use educational means such as the notice board, congratulatory birthday board, billboard for product publication. It was emphasized the motivation of parents to actively participate in the development of child's writing [15, p.328, 16, p.8-13, 17, p.519-523], noting the importance of writing, including them in encouraging and supporting their child for writing and publishing materials, describing the classroom learning processes and presenting the students' writing products: by presenting an anthology of their children's writing, the publication and distribution of stories written by pupils, etc. The findings of the study have proven that the intervention program for writing development, that is delivered with a close accompanying and instruction and relates to each study subject, including lessons of learning how to read, will significantly increase achievements in reading, writing and linguistic competence. The study clarifies and confirms that there is a correlation between formation of linguistic competence, reading and writing, and the three have a communicative function, and children that begin to read, naturally employ same strategies as a skilled reader with speed and ease with the purpose of achieving meaning from a written text, in their natural language, [78, p.1-47, 150, p.211, 157, p.273-285]. Reading is thus perceived as a complex process in which a reader constructs a message which has been encoded by the writer in a graphic language [77, p.505-508]. In this definition, the graphic input and the exact identification of components that appear in print are partial and the main point is focused on the process of collection of information and in production of meaning out of a text.

The intervention program constructed from the hive model is based on studies, and indeed the acquisition of beginning reading is comprised of two processes: the process of perception of print, that includes graphic awareness, phonemic awareness and the graphic-phonemic

adjustment and the process of production of meaning from the text. These processes constitute a single holistic interactive unit and this is due to the fact that all dimensions of a written language are interrelated and develop in the same way and at the same time. In fact, a combined process takes place here that integrates expanding of the repertoire and lingual knowledge of children, and is not a transition from one separate process to another. Thus, spoken language and written language are inseparable [114, p.1-15, 138, p.3-23, 151, p.165-189]. In literate societies, such as the Western societies, a child is exposed to a written language from the start, and emergent literacy is expressed even prior to the child has acquired his world and making it into a meaningful one. Children even prior to school age, use writing which in part is their personal invention. They do so, one way or another, by means of judgment that are usually different from those of their parents and teachers [66, p.1-78, 156, p.458-481].

"A child is like a scientist. He is born to be a nature researcher. In his every step and every expression, he has an assumption of a guess which he confirms or negates in his further activity" [194, p.456-473]. Learning of reading and writing is acquired while a socialization processes, in which traditions of culture, verbal communication and attitudes regarding the written text are reflected. In these societies, a child internalizes the functional characteristics of literacy as part of learning of reading and writing. Reading is closely related to familiar activity and situations; the children learn to produce meaning from their literacy environment. The term of emergent literacy first coined by M.M. Clay [66, p.1-78], indicated the process of literacy development that takes place while reciprocal relations between a child and the print. In fact, children arrive to school with a variety of competences that might assist them in acquisition of linguistic, reading and writing competences. Differences in these competences in young children predict later differences in acquisition of reading, writing competence and linguistic competences, [142, p.301-319] as well as academic achievements in general [51, p.815-829], that he has the competence to "read" stories that are familiar to him from listening [156, p.458-481], and "write" messages and stories on his own [201, p.53-62, 157, p.273-285]. Nonetheless, researchers assume that at the time this development occurs, something new appears in a child, something that has not been in him before. They emphasize, that children learn, change their motives and strategies, and even develop new strategies, and improve their lingual competence. This is a result of use of writing and reading in daily contexts at home and in school, as well as a result of stimulation and arousing in a child's environment.

Pedagogical applied model that emphasizes the quantity and quality of instruction that promotes skills and competences.

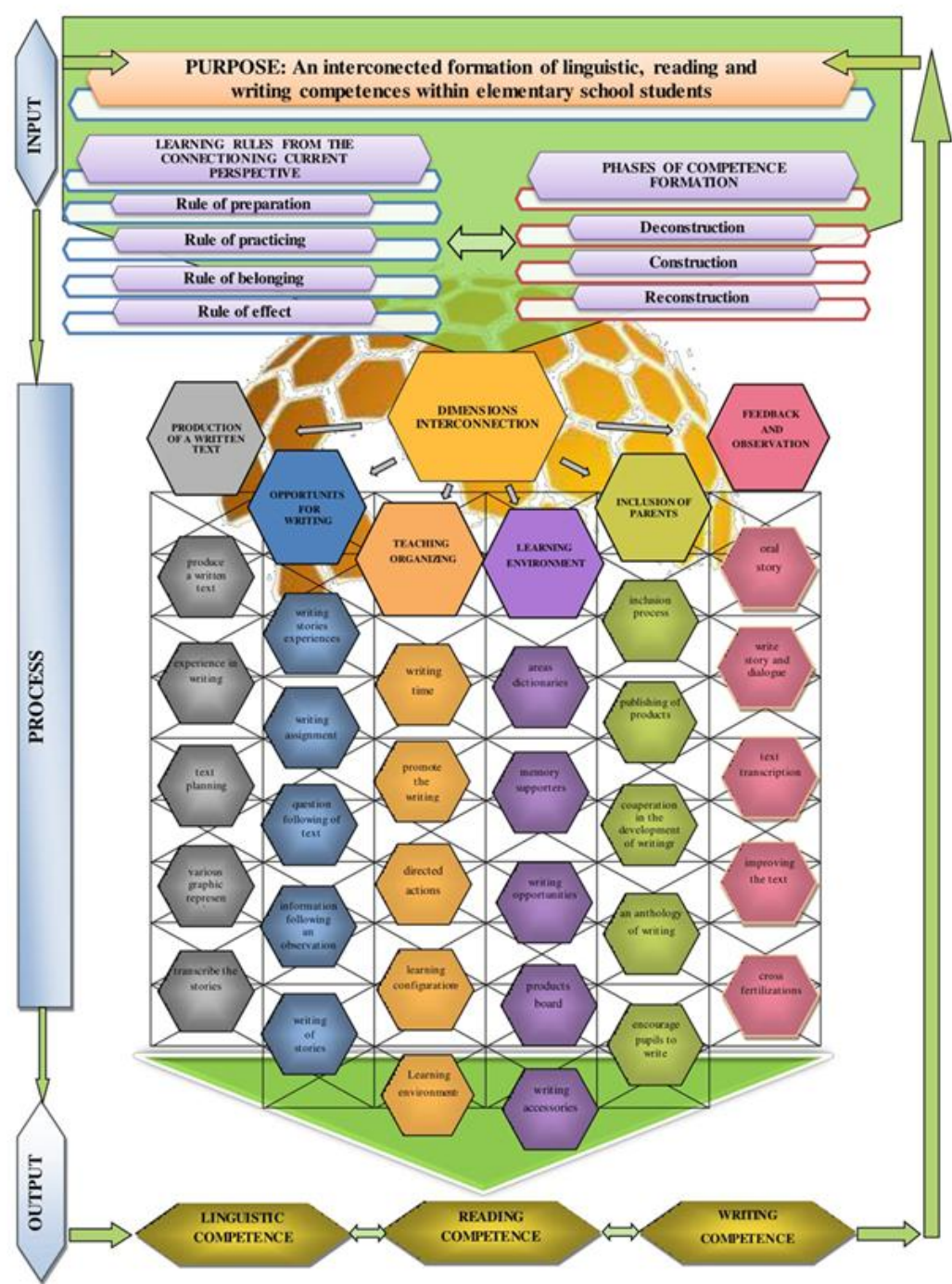


Fig. 3.2 The HIVE Pedagogic formation interconnections linguistic competences, reading and writing to students of school age with the Implementation of the program (Appendix 15)

This application study emphasizes that there is much importance of the time devoted to writing, and in the way of teaching and instruction at early reading that would teach the contexts

and rules of orthography, graphemes, and distinction between them and their duties, as part of executing tasks and writing assignments at the time of reading acquisition

Importance of interaction between a teacher, a parent and a pupil is a key motive in child's development. Differences in the perception of teachers of themselves as mediators, and differences in quantity and quality of mediation explain variance in functioning of young children. According to these approaches, the experiences a child has experienced with an adult that responds to him are of most significance in development of awareness [195, p.242]. Just like at time of reading books, at time of writing with children, mediation for writing promotes the same skills. The quality of mediation is measured by the extent of separation of a word into its sounds by the teacher or a parent and encouraging a child to relate sounds to names of letters and their graphic forms. Indeed, children who have been encouraged to separate a word into sounds, to relate sounds to names of letters and their form, related to morphology and final letters, exhibited a higher level of linguistic, reading and writing competences in current study. Every literacy activity has its own unique character and thus, in the process of activity unique characteristics of the activity receive an extensive attention. Thus, it is likely to assume that those skills that receive focused attention at the time of the activity will be especially reinforced. Learning of reading with the intervention program for writing development testifies to the fact that it is important to diversify in the writing activity of teachers, parents with children. There is a separate importance to the various activities. Reading of books allows for a child an exposure to a way of writing of the language, to its orthography and development of his linguistic competences, and also to spread out before the child a rich language and a vocabulary which he does not encounter in daily life [140, p.96-116].

In summary,

Literacy begins long time before the beginning of formal studies in school. A child evolves and develops linguistic competences, his reading and writing at the same time. Reading, writing, listening and speech are skills that develop in reciprocity, as different aspects of the language, rather than one after the other. Literacy develops in the daily reality of a child. Thus, its function is an integral part of the childhood period. Children learn to read and write and improve their lingual competence while studying a written language and by active activity, and in that process, they research the print and are assisted by significant adults in their life, their parents and teachers.

3.3 Conclusions of chapter 3

Findings of current study indicate the advantages of first grade pupils, who have learned how to read with inclusion of an intervention program for writing development. These advantages were prominent in competences of reading, writing and the competence of linguistic competences the pupils achieve higher achievements, similarly to the "Power to the Reader" method operated in the main study. Additionally, it can be seen that in large part of the competences, achievements in implementation group with the intervention, amongst pupils were more homogeneous (lower standard deviation after intervention). Although both indicators: use of tenses and the non-word reading tasks was not found to be significant between the control group and implementation group, this can be explained by their young age and lingual maturity. As these researchers wrote in their study, C. Bereiter and M. Scardamalia [137, p.142-175] and C.R. Beal [52, p.219-238] also see the writing development process as a process of cognitive maturation but at the same time R.T Kellogg [97, p.1-26] states that although the development of writing is conditioned by linguistic maturation, it develops with studying and encounters with texts, instruction and directed practice in writing tasks.

The correlations are very high and indicate a strong linear correlation; these findings in the applied research study confirm the fourth research hypothesis of main study. The correlations between indexes of linguistic competence and indexes of reading and writing competences that were found to be high indicate the advantage of the intervention program that integrated development of writing in applied research study over the program operated in main study. Another explanation for these differences intensity of the intervention program in the implementation group.

As described in detail the applied research method on a teaching method has the following characteristics: increasing the instruction system for a teacher, depth of intervention and conduct within the intervention program, indeed improve the competence of linguistic competence and competences of reading and writing in parallel, similarly to the "Power to the Reader" method operated in the main study.

However one must consider that the intervention program taught in special schools (Sotzioakonomi medium-high, periphery, religious).

The study arouses further questions such as: to what extent, if any, the intervention program for writing development would supply a response to needs of children that require cultivation, who do not come with a literacy background to the first grade. This point was not examined,

Another aspect that needs to be examined is, to what extent there is importance to prolong the process of reading acquisition until the end of first school year and not to continue the process in the second school year as well, as this process is a developmental one, that is build layer by layer and this is to prevent failures and study difficulties in higher grades.

In summary,

The intervention program for writing development that was put to use in the applied research study improves the correlations between lingual competence and reading and writing competence, even more than the intervention program employed in main study. It might be that the close instruction received by the teachers, the depth of intervention, time devoted to the program and the conduct with the intervention program, indicate the fact that this program is effective for improvement of competences of first grade pupils.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The linguistic development of any child no matter where it takes place, either in Israel, Moldova or elsewhere constitute a single holistic interactive unit due to the fact that all dimensions of language are interrelated and develop in the same way and at the same time .Although the aforementioned universal reality is unanimously accepted and had become a predominant educational principle since spoken language and written language are inseparable, not sufficient attention has been yet paid to the integral formation of linguistic, reading and writing competences of elementary school children. The current research comes to meet the lack of clear theoretical and practical benchmarks which can be used in the process of linguistic acquisition among Israeli elementary school children. Since, to our knowledge, the existing strategies attested in the theory and practice of linguistic, reading and writing competences formation do not place sufficient emphasis on the entwined formation of the nominated competencies an innovative program should be created in order to provide a concrete opportunity for the implementation of the holistic vision. In an attempt to do so the following prerogatives have served us as starting points when focusing on the creation, implementation and validation of the HIVE model:

Linguistic development through a text, deep and meaningful familiarization with the word when relevant and achieved through multiple rehearsals in various forms and contexts, contributes to the efficiency of the process of reading, writing and linguistic competences formation.

- The ontogenetic evolution of child's personality records early acquisition of values, implicitly the linguistic competence, simultaneous common pre-acquisitions, as well as pre-acquisitions particular for reading and writing competences.

- in every method of implementation of teaching of reading in the system, all the following components must be present: Decoding, Diacritical reading, Accuracy in recognition and reading of words, Reading fluency, Writing encouragement, Cultivation of language, Objective anthology.

- The tests evaluating the level of reading and writing competence of 1-st grade , whose pedagogical mission is to promote reform in reading writing and linguistic had been distributed and validated ,definitely confirming the need to correct former deficits in the language teaching methodology; The pro/post tests findings reveal a significantly different level of elementary school students' in all three key linguistic, reading and writing competences.

- Our research is in concordance with most contemporary educational approach which maintains that that "fluency helps to understand information by releasing cognitive resources and allocating them for the interpretation of the text", as confirmed by the findings of the US National Reading Panel - as students develop their mechanisms of automatic approach to the elementary levels of the process, their attention will increasingly focus on understanding the texts they are going through. "
- On the basis of the diagnostic phase results, in order to improve students' performance, it has been implemented an intervention program for developing linguistic, reading and writing competences that focused on *three directions of action*:
 1. improving the system of continuous professional training of teachers,
 2. monitoring students' outcomes throughout the experiment;
 3. rallying time to achieve performance at the students' own rhythm of learning. [145, p.50-55]
 - The HIVE Pedagogical Model developed by us certifies the methodology of linguistic, reading and writing competences intertwined formation.
- 1. Respecting the stages of competence formation - deconstruction, construction, reconstruction - ensures the progress of linguistic, reading and writing competences from the level of action and situational competence to reflection and explanation, then to conceptualized and generalized competence. [43, p.182-190]
- 2. Respecting the learning laws from the connectionist current perspective- preparation law, exercise law, belongingness law, effect law- facilitates the intertwined formation of linguistic, reading and writing competences of elementary school students.
- 3. The results of the organized formative experiment denote the functionality of the HIVE Pedagogical Model within the Intervention Program focused on the implementation of the " Magic Key " and "The power to the reader" strategies.
- 4. In conclusion, each method implemented for teaching reading in the educational system must include the components: a) decoding - familiarity with the letters of the alphabet and the sounds they represent, including their names; a direct teaching of the alphabetical principle and its mastery, the decoding of syllables, consonants and vowels. [143,p.507-511]

5. At the same time, an automatic and fast decoding of a word is a prerequisite for effective reading that allows attention resources focusing on reading understanding; b) diacritical reading - the use of diacriticals for reading purposes; understanding the way diacritical signs represent vowels in Hebrew; c) accuracy in word recognition and reading - the correct reading of a word that is not based on guessing it from a text context; d) reading fluency - the correct reading of sentences and their understanding; e) encouragement of writing - includes correct spelling, which illustrates the transparency issues that characterize the Hebrew language, while it is understood that manipulation of spelling (correction of mistakes) does not impair the quality of teaching; f) language cultivation as a basis of reading teaching - vocabulary enrichment, understanding the structure of the Hebrew language that is structured on roots and families of words and the understanding of the unique characteristics of the Hebrew spelling; g) objective anthology - each teaching method must be objectively assessed and meet the uniform criteria of supervision, control and measurement. [147,p.72-79, 215]
6. Such supervision should be based on the principles of research and should have objective parameters.[148, p.69-79]
7. The use of this tool should be achieved with care to minimize the negative effects on the self-image of weak students and schools from disadvantaged areas. It is also necessary to encourage children to read books. [144, p.243-245]
8. Reading teaching methods must be direct and explicitly centered on alphabetical code teaching and formation of correct word spelling abilities. [146, p.197-205]
9. *The important scientific problem solved* in this research consists in elucidating the significance of the intertwined formation of some values between which there are natural relations of interconditioning and interrelation with significant similarities in their progressive evolution, as demonstrated by the validation of the HIVE Pedagogical Model of linguistic, reading and writing competences intertwined formation. [43, p.182-190].

In concordance with the forementioned conclusions, we conclude that the solution of the scientific research problem lies in the accurate implementation of the newly designed program which had been created and validated in the interventional phase of the current research. On the basis of the research findings we consider the use of the following specific recommendations:

Recommendations:**For the Policy Makers /the Ministry of Education**

- There is urgent need to provide coping tools to teachers which are in charge of elementary pupils linguistic competence formation from the holistic perspective of its inter-connection ,considering the continuation of reading and writing competences formation.

For school managers:

- Create partnerships among school, parents and community to enhance new opportunities for contextual language learning and enhancing long-life literacy development.
- Nominate language teachers to design enjoyable programs that facilitate fluent communication and involves extended relevant target groups: parents,whole school,community.

For the teachers:

- The interventional program based on the HIVE Model provides a solid base for achieving the interconnection of linguistic, reading and writing competences by observing the learning laws derived from the connectionist current standpoint: preparation law, exercise law, belongingness law, effect law; respecting the stages of competence formation: deconstruction, construction/ reconstruction.

For the parents:

- Parents should be encouraged to acquire awareness and gradually get involved in ensuring their children development of linguistic, reading and writing competences at an as early stage as possible.
- Encourage children to opt for a long-term learning and permanent development of their own literacy development.

In summary, Reading channels the ideas of readers through a text of the author whereas writing forces a writer to control the process and leads him to form meaning. Writing competence is acquired through the use of writing, and it is reinforced by actual experience and is improved in the process of being exposed to written texts and enriching of vocabulary.

A few specific conclusions concerning further research

According to the findings of current study, it can be understood that extending the length of time dedicated to teaching of writing, as part of an integrative intervention program (fig. 3.2) and enhancement of an instruction system for teachers, might improve the achievements in writing competence of pupils, as early as in the beginning of the formal study system. It is appropriate to examine whether emphasizing these aspects in the teaching of reading and reading comprehension, as well, might improve achievements, following a similar intervention program. In summary, writing, reading and reading comprehension processes are processes that complement one another. Reading channels the ideas of readers through a text of the author whereas writing forces a writer to control the process and leads him to form meaning. Writing competence is acquired through the use of writing, and it is reinforced by actual experience and is improved in the process of being exposed to written texts and enriching of vocabulary.

Recommendations for further research:

1. To conduct a further research for the purpose validating the interventional program based on the HIVE model which had been validated in the current research, together with a supplementary standardized reading strategy "Telling Sounds" by applying the interconnective approach.
2. To conduct a long term applicative research based on the findings of the current research –with the purpose of examining the effect of an integrative intervention program dedicated to improving the teaching of writing (fig. 3.2) and enhancement of an instruction system for teachers, assuming that such a step might improve the achievements in writing competence of pupils, as early as in the beginning of the formal study system.
3. It is appropriate to examine whether emphasizing these aspects in the teaching of reading and reading comprehension, as well, might improve achievements, following a similar intervention program.
4. Additionally, since examination of achievements in current study has been conducted about four months only after the beginning of the intervention program, it would be appropriate to examine the achievements and the differences between the study groups, over time, maybe even towards the second grade, with the purpose of finding out whether the skills in writing achieved in mid-first grade, have been implemented in pupils, and the differences have been retained over time as well, and such differences might even be found in reading competences and reading comprehension, over time.

5. The integrative program must be accurately elaborated so that it includes in a proportional manner the three key competences- writing, reading and reading comprehension which as proven in the current research complement one another.

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APPENDICES

Appendix 1

Reading test of the Ministry of Education

Assignment: reading-aloud of a text

On Friday morning mother went with Dana to grandma Lea. I stayed at home with my father, as I was ill. Mother asked father to take care of me and make hot tea for me.

Suddenly, I caught a smell of something burning. I ran over to the kitchen and I saw that father put on the stove an empty pot with a cup of water in it. I laughed and said, "Dad, this is not the way to make tea. You have to turn on the electric kettle and boil the water in it". Father said: "OK, so you make me some tea".

משימה 1 - קריאת שמות אותיות

עמוד 2

1. ☐ נ _____ 2. ☐ ב _____ 3. ☐ כ _____

4. ☐ ד _____ 5. ☐ ה _____ 6. ☐ ו _____

7. ☐ ז _____ 8. ☐ ח _____ 9. ☐ ט _____

10. ☐ י _____ 11. ☐ יא _____ 12. ☐ יב _____

עמוד 3

13. ☐ יג _____ 14. ☐ יד _____ 15. ☐ יו _____

16. ☐ יז _____ 17. ☐ יח _____ 18. ☐ יט _____

19. ☐ כ _____ 20. ☐ כא _____ 21. ☐ כב _____

22. ☐ כג _____ 23. ☐ כד _____ 24. ☐ כה _____

25. ☐ כו _____ 26. ☐ כז _____ 27. ☐ כח _____

Second assignment – Reading sounds of letters

משימה 2 - קריאת צלילי אותיות

עמוד 6

1. ☐ נ 2. ☐ ב 3. ☐ כ 4. ☐ א

5. ☐ ד 6. ☐ פ 7. ☐ ר 8. ☐ ז

9. ☐ ג 10. ☐ ו 11. ☐ י 12. ☐ ב

13. ☐ ה 14. ☐ ת 15. ☐ ח 16. ☐ ק

עמוד 7

17. ☐ ע 18. ☐ ש 19. ☐ צ 20. ☐ פ

21. ☐ ט 22. ☐ פ 23. ☐ ש' 24. ☐ ל

25. ☐ מ 26. ☐ ס

Third assignment – Reading combinations of consonants and vowels

משימה 3 – קריאת צירופים של עיצורים ותנועות

עמוד 10

1. ☐ ב _____ 2. ☐ ל _____ 3. ☐ ד _____

4. ☐ רו _____ 5. ☐ ז _____ 6. ☐ ח _____

7. ☐ ס _____ 8. ☐ נ _____ 9. ☐ אי _____

10. ☐ נ _____ 11. ☐ צ _____ 12. ☐ או _____

13. ☐ הי _____ 14. ☐ ג _____ 15. ☐ ט _____

16. ☐ ס _____ 17. ☐ רו _____ 18. ☐ מ _____

19. ☐ פ _____ 20. ☐ צ _____ 21. ☐ יו _____

22. ☐ ש _____ 23. ☐ ש _____ 24. ☐ ח _____

10

מבדק קריאה וכתובה בכיתות א' - תיק משימות לתלמיד/ה

משימה 3 – קריאת צירופים של עיצורים ותנועות

עמוד 11

25. קי ☐ 26. דו ☐ 27. ה ☐

28. ע ☐ 29. שו ☐ 30. מ ☐

31. ט ☐ 32. ז ☐ 33. פ ☐

34. ל ☐ 35. ו ☐ 36. ג ☐

37. פ ☐ 38. ע ☐ 39. נ ☐

40. ז ☐ 41. ת ☐ 42. פ ☐

43. ק ☐ 44. ב ☐ 45. תו ☐

46. ש ☐

Fourth assignment – Reading of meaningless words with diacritics

משימה 4 – קריאת מילות תפל מנוקדות (מילים מומצאות)

עמוד 14

1. ☐ אַק _____ 11. ☐ צְכִינָה _____

2. ☐ תּוֹל _____ 12. ☐ לֶהֱר _____

3. ☐ מִיק _____ 13. ☐ מְלֶסֶק _____

4. ☐ יֶצֶג _____

עמוד 16

5. ☐ מֶץ _____ 14. ☐ קְרוֹדָה _____

6. ☐ מְרָמֵר _____ 15. ☐ דְּרוֹלִית _____

16. ☐ בִּשְׂרָה _____

עמוד 15

7. ☐ מְזֵלִישׁ _____ 17. ☐ תּוֹשׁ _____

8. ☐ נְלוֹס _____ 18. ☐ עֲרָבוֹר _____

9. ☐ לָטָם _____ 19. ☐ לָפְפוֹן _____

10. ☐ וְלוֹדָה _____ 20. ☐ שִׁנְחָף _____

Fifth assignment – Reading of words

משימה 5 – קריאת מילים	
<p>עמוד 20</p> <p>11. <input type="checkbox"/> פֶּסֶא _____</p> <p>12. <input type="checkbox"/> לִיפֶן _____</p> <p>13. <input type="checkbox"/> מְכוֹנִית _____</p> <p>14. <input type="checkbox"/> מְשַׁקְפִים _____</p> <p>15. <input type="checkbox"/> סִירָה _____</p> <p>עמוד 21</p> <p>16. <input type="checkbox"/> עֲגֻבָּנִיָה _____</p> <p>17. <input type="checkbox"/> פֶּטִישׁ _____</p> <p>18. <input type="checkbox"/> פָּרַח _____</p> <p>19. <input type="checkbox"/> תַּפּוּז _____</p> <p>20. <input type="checkbox"/> בְּרִכָּה _____</p>	<p>עמוד 18</p> <p>1. <input type="checkbox"/> אֲוִירוֹן _____</p> <p>2. <input type="checkbox"/> אֲרִיָה _____</p> <p>3. <input type="checkbox"/> בְּנָנָה _____</p> <p>4. <input type="checkbox"/> גִּמְד _____</p> <p>5. <input type="checkbox"/> חֲלָצָה _____</p> <p>עמוד 19</p> <p>6. <input type="checkbox"/> חֲתוּל _____</p> <p>7. <input type="checkbox"/> טֶלְפוֹן _____</p> <p>8. <input type="checkbox"/> יֻלְדִים _____</p> <p>9. <input type="checkbox"/> יָרֵק _____</p> <p>10. <input type="checkbox"/> כּוֹבֵעַ _____</p>

משימה 6 – קריאה קולית של טקסט

עמוד 23

אבא מכין תה

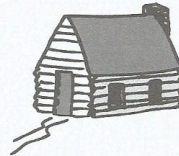
ביום ששי בבקר אמא נסעה עם דנה לסבתא לאה. אני נשארת
בבית עם אבא כי הייתי חולה. אמא בקשה מאבא שישמר עלי
וניכין לי תה חם.

לפתע הרחתי ריח שרוף. רצתי למטבח וראיתי כי אבא שם על
האש שפכירים סיר ריק ובתוכו כוס עם מים. צחקתי ואמרתי:
"אבא, ככה לא מכינים תה. מדליקים את הקמקום החשמלי
ומרתיחים בו את המים". אמר אבא: "טוב, אז את תכיני לי
תה".

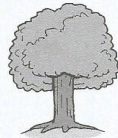
משימה 7 – הבנת הנקרא

1. כתבו מלה שמתחילה באות מ: _____

2. כתבו את האות ב מתחת לבית: _____



3. צירו עגול מסביב לעץ: _____

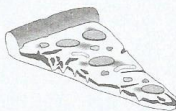


משימה 7 – הַבֵּנֶת הַנִּקְרָא

4. צִירוּ עֵגוּל מִסָּבִיב לְכָל הַחַיּוֹת:



5. צִירוּ עֵגוּל מִסָּבִיב לַמֶּאֱכָל הַכִּי מֵתוֹק:



6. כָּתְבוּ אֶת הַמֶּלֶה הַחֲסֵרָה בַּמִּשְׁפָּט:

דָּנָה _____ לְבֵית הַסֵּפֶר.

מִשְׁחָקֶת

הוֹלָכֶת

אוֹכֶלֶת

7. כתבו את המלה החסרה במשפט:

חיים משחק בכדור _____.

כלב

גדול

כסא

8. כתבו את המלה החסרה במשפט:

מיכל כתבה _____ ספור יפה.

במחברת

בחלון

בילקוט

9. סמנו את המשפט המתאים לתמונה:



הילד משחק בכדור

הילד אוכל תפוח

הכדור בתוך הסל

10. קראו את הקטע וכתבו תשובה לשאלה:

"מזל טוב, יעל", אמר אבא.

"היום את כבר בת שמונה".

למי יש יום הולדת? _____

11. קראו את הקטע וכתבו תשובה לשאלה:

"איפה המחברת שלי?" שאל משה.

חפש וחפש ובסוף מצא.

"הנה היא, בתוך התיק!"

איפה מצא משה את המחברת? _____

משימה 8 – הכתבה

כתב/כתבי את המלים המקראות:

1.

2.

3.

4.

5.

6.

7.

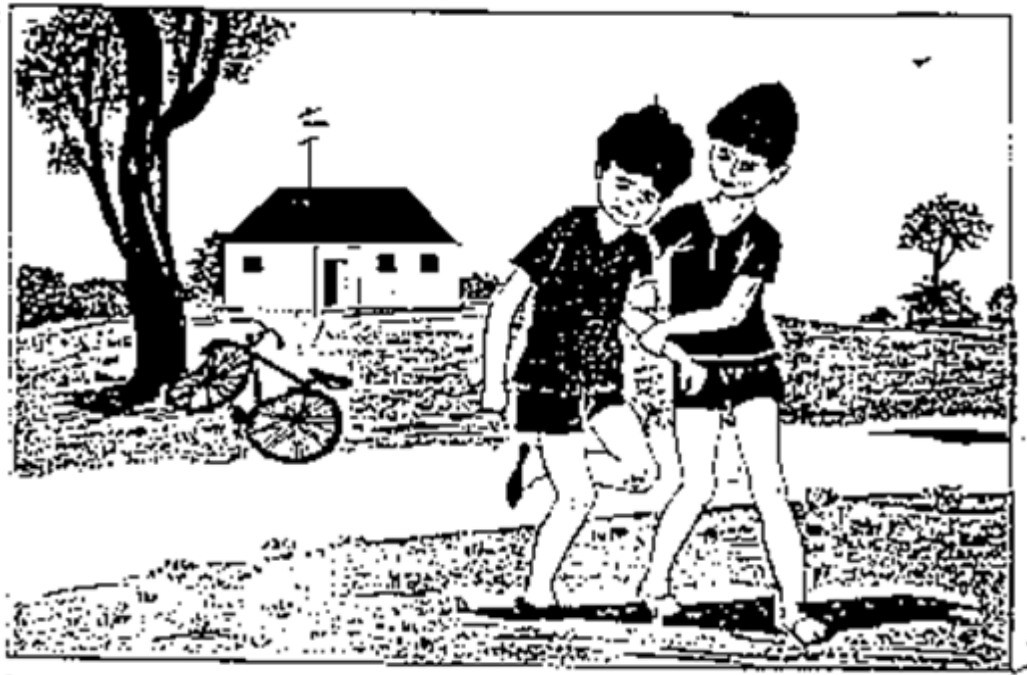
8.

9.

10.

11.





Average of reading competence for control groups and implementation group students in reading competence.

Assignment	Control group		Implementation group		F(7,92)
	M	SD	M	SD	
1	22.78	4.52	24.80	4.19	5.39*
2	21.88	4.06	24.00	4.35	6.34*
3	40.96	4.81	44.24	3.17	16.18***
4	14.98	5.08	16.86	4.14	4.12*
5	15.44	4.23	18.56	2.30	20.98***
6	59.46	15.23	63.42	13.39	3.58*

*p<0.05 **p<0.01 ***p<0.001

Appendix 4

Averages, and standard deviations and results of dependent-samples T-tests in linguistic competence.

Index	Control group		Implementation group		F(5,94)
	M	SD	M	SD	
Opening	3.98	1.12	4.74	0.56	18.47***
Body	3.36	1.29	4.10	0.93	10.82***
Ending	3.80	1.18	4.76	0.44	29.28***
Causality	1.08	1.00	1.48	0.89	1.37
use of tenses	1.24	0.98	1.60	0.82	1.08

***p<0.001

Distribution of pupils according to teaching method and gender

Teaching method	Boys		Girls		Total	
	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage
"Power to the Reader" without intervention	23	46%	27	54%	50	100%
"Power to the Reader" with intervention	22	44 %	28	56%	50	100%
"Magic Key" without intervention	26	52%	24	48%	50	100%
"Magic Key" with intervention	24	48%	26	52%	50	100%

Distribution of pupils according to teaching method and order of birth

Teaching method	Boys		Girls		Total	
	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage
"Power to the Reader" without intervention	16	32%	34	68%	50	100%
"Power to the Reader" with intervention	15	30%	35	70%	50	100%
"Magic Key" without intervention	13	26%	37	74%	50	100%
"Magic Key" with intervention	15	30%	35	70%	50	100%

Appendix 7

Averages and standard variations in age of pupils in months of life, in a comparison between the study group

Teaching method	N	Average	Standard deviation
"Power to the Reader" without intervention	50	90.80	5.25
"Power to the Reader" with intervention	50	90.76	5.75
" Magic Key" without intervention	50	90.60	4.76
"Magic Key" with Intervention	50	90.96	5.69

Averages, standard deviations and test results for comparison between four teaching methods in accuracy of performance and time of performance in the reading competence test

Assignment		"Power to the reader" – without intervention	"Magic Key" – without intervention	"Power to the reader" – with intervention	"Magic Key" – with intervention	F[3,196]
Reading of names of letters						
Accuracy [range 1-27]	M	23.36	23.38	25.20	23.94	2.37
	SD	4.31	4.38	3.22	4.41	
Time of performance in seconds	M	71.22	71.04	56.20	62.82	1.89
	SD	49.28	35.36	29.08	31.90	
Reading of sounds of letters						
Accuracy [range 1-26]	M	23.78	23.38	24.46	24.06	0.65
	SD	3.67	4.50	3.53	4.17	
Time of performance in seconds	M	66.54	77.24	62.92	69.34	1.34
	SD	38.56	39.03	34.41	36.55	
Reading of combinations						
Accuracy [range 1-46]	M	42.24	40.36	45.32	42.68	3.74**
	SD	4.60	6.00	5.13	4.36	
Time of performance in seconds	M	82.94	81.98	68.50	75.12	1.10
	SD	57.25	36.39	41.00	43.13	
Reading of meaningless words						
Accuracy [range 1-20]	M	15.50	14.74	19.12	16.24	2.07
	SD	4.40	4.42	7.28	3.97	

Time of performance in seconds	M	69.24	78.30	64.86	73.24	1.39
	SD	37.53	34.62	30.83	34.28	
Reading of words						
Accuracy [range 1-20]	M	18.30	18.02	21.04	18.56	2.02
	SD	2.76	2.71	2.99	2.74	
Time of performance in seconds	M	58.46	68.82	55.12	59.56	1.55
	SD	35.25	37.95	26.74	32.14	
Reading aloud of text						
Accuracy [range 1-71]	M	62.16	62.34	65.50	63.90	0.52
	SD	16.52	15.76	15.19	13.77	
Time of performance in seconds	M	79.10	85.10	71.78	77.22	0.90
	SD	43.02	46.97	34.10	38.41	

***p<0.05

Averages, standard deviations, variance analyses of differences in writing competence in a comparison according to teaching method

Index			"Power to the reader" – without intervention	"Magic Key" without intervention	"Power to the reader" – with intervention	"Magic Key" with intervention	F[3,196]
Writing [range 1-15]	M		10.38	10.04	11.68	10.92	3.03*
		SD	3.21	3.09	2.83	2.81	

*p<0.05

Appendix 10

Averages, standard deviations, variance analyses of differences in linguistic competence in a comparison according to teaching method

Index	"Power reader" intervention	to without intervention	the "Magic Key" without intervention	"Power reader" intervention	to the "Magic Key" with intervention	F[3,196]
Opening [range 0-5]	M	3.80	3.48	4.36	4.28	5.15**
	SD	1.37	1.52	1.24	0.99	
Body [range 0-5]	M	3.26	3.28	4.08	3.76	5.52***
	SD	1.41	1.05	1.16	1.13	
Ending [range 0-5]	M	3.14	2.90	4.46	4.04	14.36***
	SD	1.60	1.63	0.99	1.16	
Causality [range 0-2]	M	1.00	1.00	1.36	1.36	1.85
	SD	1.01	1.01	0.94	0.94	
use of tenses [range 0-2]	M	1.78	1.78	1.76	1.72	0.10
	SD	0.62	0.62	0.66	0.71	

*p<0.05

**p<0.01

***p<0.001

*p<0.05 **p<0.01 ***p<0.001

The correlation between linguistic competence and reading and writing competence.

Linguistic Competence	Reading competence						Writing Competence
1	2	3	4	5	6	7	
Opening	0.19**	0.15*	0.20**	0.24***	0.19**	0.18*	0.25***
Body	0.24***	0.17*	0.23***	0.24***	0.24***	0.22**	0.26***
Ending	0.37***	0.28***	0.33***	0.36***	0.34***	0.31***	0.37***
Causality	0.19**	0.10	0.22**	0.21**	0.15*	0.13	0.25***
use of tenses	0.15*	0.12	0.13	0.14*	0.13	0.18*	0.13

A letter of Parental Involvement.

Feb. 17, 2014

Dear parents,

This is an update on what is being done in class, in writing lessons.

We have prepared a writing anthology of all of children's writing products, it is important for me to share with you what is being done in class in order that you encourage them towards writing at home, as well, be it writing a shopping list, greetings for birthdays, notes and writing of stories and experiences. The more children are experienced in writing, the better the writing would be and we shall enrich them with vocabulary and improvement of reading.

We practice writing daily.

We have worked on opening of a story, middle of story – plot development, complication and ending. We emphasize in the writing process the importance of descriptions and emotions, we have learned how to phrase the emotions of characters in the story and examine what is the complication in the plot that is in front of us (creation of interest).

After writing a story we think about an interesting and intriguing headline...

The stages for writing of a story:

- Looking at pictures, putting them in order and painting them.
- Writing an opening of a story. The opening includes: time, place, characters (it is important to give names to characters and describe them).
- Body of story: problem – interesting development (use of words such as: suddenly, all of a sudden...) and resolution of the problem.
- Ending – a good/bad ending can be considered.

The stages are written in detail in a writing binder, prior to each studied stage there is an explanation and giving of examples...

Important – each picture is to be looked at, in order, to examine the details of the picture and only then to move to the next picture...

Opening – always from the first picture, body – from the middle picture and ending – from the last picture.

What do we have in the binder? Writing an experience story, free writing – children who wish to practice writing of a story or and experience at home, are welcomed to do so; encourage them.

Follow-up on reading – every week a reading follow-up form is to be filled in by the pupils, on books they will receive in school. Writing of the follow-up is mandatory.

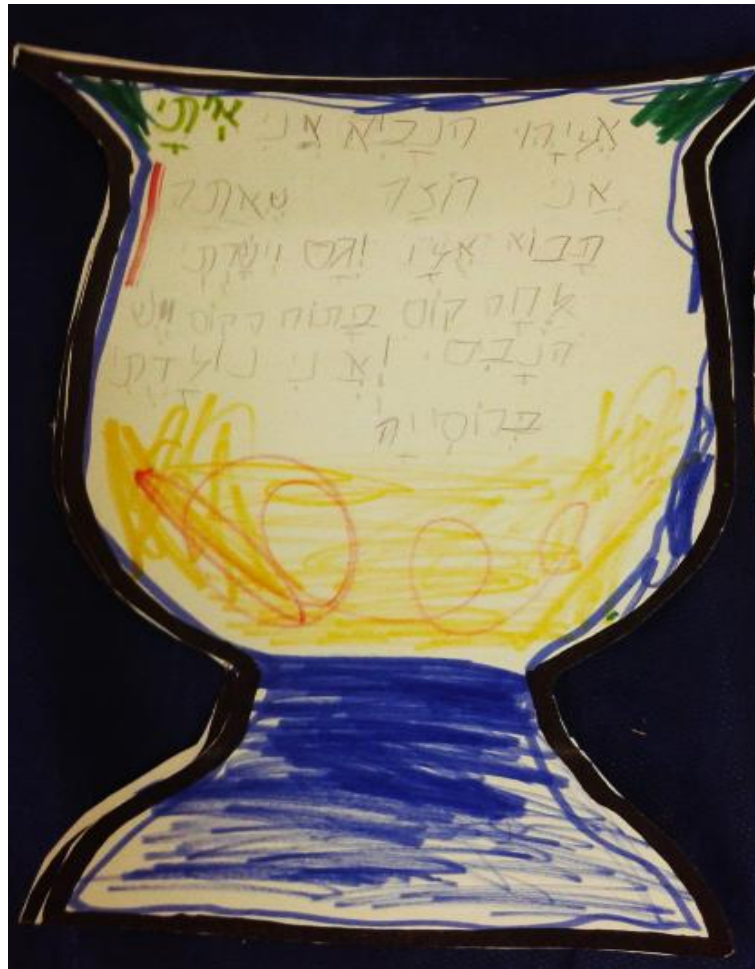
Children who are interested in writing a reading follow-up on books they read at home, are welcomed to do so.

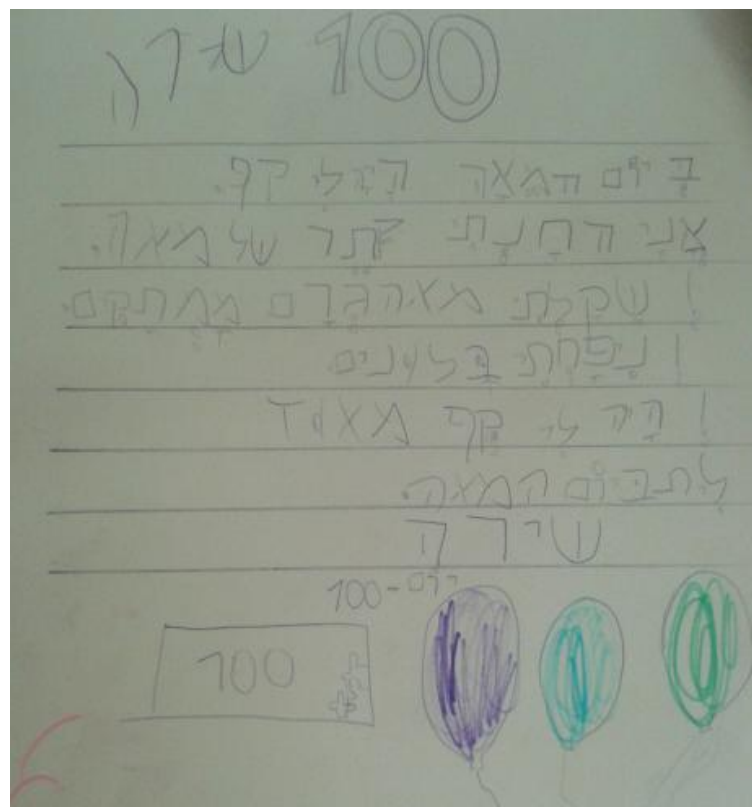
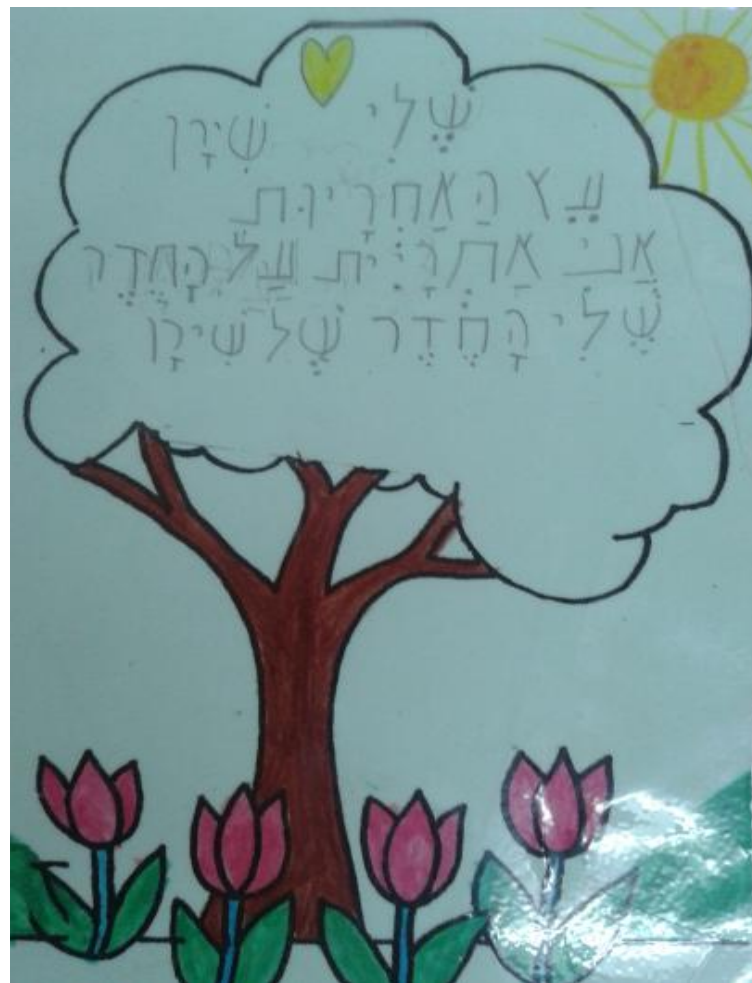
I encourage and reinforce children who are already bringing to me stories they have written in their free time on a daily basis – way to go!

Sincerely,

Merav









על מה הספור?

אני משער/ת על פי הקריכה, על מה הסיפור?

הסידה אהבה לאהבה

בספר ויכוחה מאצ'סול

אותה ואהבה

הי חברים

אני מציר/ת ציור מתאים :



והחסידה? עפה לה משם?

ימה קרה לצפרדע? מישהו יודע...?

ובחב' ידה ערה והצפרדע

יאה

יאה

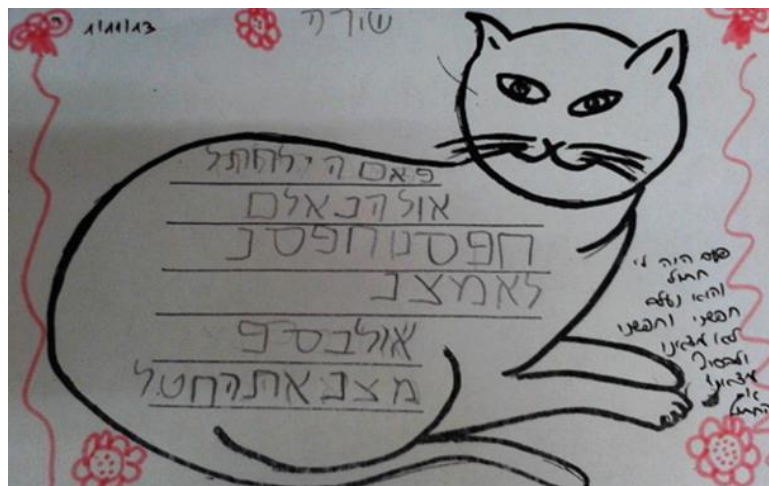
יאה

יאה



Example 1:

Appendix 14



Example 2:



Appendix 15

Extent of the intervention program for emphasizing reading, for improving achievements in linguistic, reading and writing competences

Use of a system of agreed-upon symbols (international and personal) to produce written communication

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Educated use of a system of agreed-upon symbols to advance his participation in studying	Use of personal symbols for personal needs and targets (*personal symbols = understood to the close environment of the pupil only)	Mediating use of transition between personal symbols and agreed-upon international symbols in contents studied in a classroom	Autonomic use of agreed-upon signs to create interaction with his friends and teachers	<ul style="list-style-type: none"> - Bank of pictures, symbols and words according to studied contents - Variety of means to use symbols: communication boards, surfaces for writing with symbols, computer programs for writing with symbols/words - Use of the bank in all study environments and activities 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil is assisted by the staff and friends in operating a personal symbols system (physical help/verbal encouragement) - The pupil operates by himself a system of agreed-upon symbols - The pupil initiates operation of a system of agreed-upon symbols and operates it by himself
Initiative to deliver a significant written message	Relating a tangible item to a photograph	Relating a photograph to a picture and an agreed-upon symbol (P.C.S)	Relating between an item a picture and an agreed-upon symbol, and between a written (logo-graphic word)	<ul style="list-style-type: none"> - Bank of items, pictures and symbols representing familiar personal needs of a pupil - Attaching a picture to every tangible item used to communicational intent and a literal translation of the intent. - Bank of words adjusted to items, pictures and symbols. - Use of all message methods in the various study environments and in every action executed by the pupil. 	<ul style="list-style-type: none"> - The pupil indicates a photograph that represents an item - The pupil indicates a picture / agreed-upon symbol that represent an object - The pupil indicates a word (logographic) that represents an object

Writing letters – designing the system of alphabetical scripts symbols (print and cursive)

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Writing letters of the alphabet	Holding of a pencil that enables copying letters in a readable and identifiable script	Writing some of the letters in a readable and identifiable manner	Writing all the letters in a readable and identifiable manner	<ul style="list-style-type: none"> - Personal kits of letters of first name and additional letters - Letters game – assembling letters from particles FITUERS - Use of motion - Following with finger and pencil a broken line - Designing letters with different materials, and with a stencil - Highlighting lines in a notebook, marking writing direction with arrows - Writing without a pencil: letters made out of various materials (magnet/Velcro) - Typing in a computer - Practice an automatic letter writing: polishing letters and dictation. 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil relates between a letter name and its shape - The pupil puts/glues the letter which name was said by the teacher on the working surface - The pupil goes over the outlines of a letter with his finger - The pupil copies letters with a readable script - The pupil writes by himself some of the letters - The pupil writes by himself all the letters in printed script - The pupil writes by himself all the letters cursive script

Writing words and expanding written words vocabulary

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
Start	Midway	End			
Writing patterns of complete words (logographic) from a private lexicon	Writing first name	Writing names of friends and family and additional significant words	Writing 50 words taught in a classroom	<ul style="list-style-type: none"> - Boards of words + P.C.S symbol - "Logographic words writing with Velcro. - Bank of prepared letters for sticking/attaching ("writing") - "Writing without a pencil": sticking/placing a picture/symbol word/key, stamps, cards - Daily use of pupils' names, days of the week, daily routine, etc. - Working surfaces to put words/letters on - Notebooks with means of assistance: marked lines, marks for direction of writing, etc. 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil attaches written word to an agreed-upon symbol - The pupil copies a word from an "memory card" - The pupil writes a word following a dictation - The pupil assembles a word from prepared letters and attaches them in correct sequence on Velcro ribbon. - The pupil writes a word without dictation (free writing)
Educated use of written words	Relating written words to familiar and relevant items (private lexicon)	Relating agreed-upon symbol (P.C.S) to a written word	Use of patterns of written words in study situations in a classroom	<ul style="list-style-type: none"> - Identification of packages of products according to a list prepared in advance - Preparing a shopping list according to icons - Identification of script on the package without the package itself (separating an icon from a product) - Identification of a word in a written list in various fonts - Writing assignments on different 	<ul style="list-style-type: none"> - The pupil attaches a word to a familiar item - The pupil attaches a word to an agreed-upon sign - The pupil places a word on a working surface in accordance with the assignment: answering a question, completing a sentence, etc.

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
				subjects that require writing of a single word: blessing, answer, naming, completing, etc.	
Accurate spelling	Phonological spelling according to the graphic-phonemic conversion laws (translating syllable to script sign)	Spelling words using morphological knowledge: affixes and prefixes, grammar patterns of verb deflections and noun inflections	Spelling words using morphological knowledge: addressing sequence of letters of a root	<ul style="list-style-type: none"> - Direct teaching of spelling words in a gradually developing vocabulary from his personal world to his natural environment - Learning laws of graphic-phonemic conversion combined with exercising phonological awareness on a single phoneme level. - Exercises of breaking words into phonological sequences: syllables and phonemes. - Personal dictionary – all words starting with letters of first name, etc., to be used in writing activities. - Personal ABC dictionary – me and my environment (K-Kyriat Shmona – my city, S-Shimon – my father, H – Havetzelet – name of my street, etc.), to be used in writing activities. - Class dictionary of terms learned in the classroom to be used in writing activities - Marathon and contests of words dictations - Learning morphological laws: - Affixes, suffixes, prefixes of verbal stems and verbs – realizing the repeating patterns by various means - The "tree of roots" game: what 	<ul style="list-style-type: none"> - The pupil writes/types/puts letters while a one for one conversion of sound to a sign (not necessarily standard spelling – "writes what he hears") - The pupil writes/types/puts letters while emphasizing homophonic letters (identical sound) and "silent" letters. - The pupil writes/types/puts letters while using lingual knowledge laws (see standard 4): single-plural, masculine-feminine, verbs, families of words, tenses, etc. - The pupil corrects his mistakes while a verbal mediation of a staff member - The pupil corrects his mistakes while comparing with a correct model - The pupil corrects his mistakes out of regular habit

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
				<p>words grow on a tree which roots contains the root of the word (identification, circle, and bringing up from lexical memory)</p> <ul style="list-style-type: none"> - Lexical decision: complete a word in a sentence – son/sun – "The man said the small child is his ____ " - "The box of personal vocabulary" which includes word cards from vocabulary studied in class - "Bag of words and concepts" organized according to subjects in the computer - Writing words with pencil / use of complete words made of different materials / symbols that represent a word for assignments such as: dictation / writing words on a studied subject - Activating inspection processes to correct mistakes and examine writing – agreed-upon clues for self-examination of mistakes - Comparing the writing to a correct model and its correction - Writing with a word processor, while using a program to check spelling - Preparing lists in relevant contexts like: list of invitees to a party, list of names of teachers entering the classroom, etc. 	

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Quick word spelling	Writing a complete word accurately and fluently	Writing words in a sentence, accurately and fluently	Writing words in a section, accurately and fluently	<ul style="list-style-type: none"> - Multiple exposure to words - Dictations - Memory games - Various writing assignments, integrated in all study contents and in various subjects - Spelling games (contests) 	

Writing correct sentences from the syntactic and communicative aspects, including use in punctuation marks

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Writing sentences	Writing significant expression: combining several words in proper syntactic order	Writing a simple sentence, complete and correct in terms of syntax and communication	Writing combined sentence, complete and communicative	<ul style="list-style-type: none"> - Writing a sentence in symbols. - Attaching word cards to a sentence - Writing sentences in a computer - With pen/pencil - Completing words in "close" - Using correct sentence patterns as "scaffolding" for building a correct sentence (pupil using technologies/ communication boards that has difficulties writing correct sentences syntactically will require constant help in sentence organizing) - Comprising a sentence from words - Building different sentences to a given word - Matching sentence to a picture - Giving a headline (sentence) to experience / event / photograph taken by the pupil - Writing answer / one sentence to a question - Organizing sentences in sequence as a reconstruction to a story or a picture story - Short summary of key sentences marked in a text Phrasing headline suitable to the text - Short personal diary in which one sentence is written every day: "what did I do today?" "I succeeded in.." etc. - Writing a short sentence on e-mail 	<p>The pupil adds symbols/ prepared words / types in the computer / writes:</p> <ol style="list-style-type: none"> 1. Short expression that is not a complete sentence like: good morning greeting 2. Complete basic sentence (subject, predicate, object) – basic report on recreation on Saturday, summary of the week, compliment in society lesson, planning the classroom, etc. 3. Complete sentence with 3 words and above, while using adjectives, place, cause, time description, etc. 4. Complete combined sentence, while using coordinating conjunction

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Correct use of the punctuation marks	Use of full stop and question mark, while understanding their meaning.	Use of exclamation mark, colon, quotation mark and brackets while understanding their meaning.	Free use of all punctuation marks according to rules while understanding their meaning.	<ul style="list-style-type: none"> - General memorizing – use of punctuation marks through: "personal fan" of grammar rules with examples. Once in a while a new rule is added, poetry in a set phrasing - Use in the class board as a model for writing with punctuation marks - Restoration of dialogues through writing - Writing a "script" with restoration of a situation with a number of participants - Use of traffic signs to reinforce meaning of signs like slow and stop... - Creating learning opportunities in which there is a situation of dialogue for use in quotation marks and colons, such as: writing a play, restoration of dialogues in bible stories (Exodus) and more. 	<ul style="list-style-type: none"> - The pupil identifies symbols of punctuation marks according to their names - The pupil names punctuation marks - The pupil attributes a punctuation mark to a correct sentence - The pupil uses syntactic correct punctuation marks (puts / types / writes): <ol style="list-style-type: none"> 1. Full stop in end of sentence 2. Question mark in end of interrogative sentence 3. Exclamation mark in end of exclamatory sentence 4. Colons, quotation marks and brackets in proper place

Writing texts while using structural components suitable for type of text and world of written discourse

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Writing answer to a question	Giving a single word answer to a closed question (Where? How much?)	Giving a single sentence answer to an open question (describe the...), which answer is in a given text	Giving answer with two sentences and above to an open question, while using the text as a reminder	<ul style="list-style-type: none"> - Marking words inside a question to be used in the answer - Use of patterns for building a correct sentence (see above) - Building a visual pattern with combination of verbal clues to order of words in a full answer - Giving answers on different levels – single symbol/picture as an answer, single word (with/without word storage), selection of written answers to choose from - Use of visual help patterns that were presented in lines above 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: The pupil will put symbols or words/types/ write: 1. A single word answer to a closed question 2. One or more answer to an open question 3. Text that constitutes an answer to a question and development of the idea presented in it
Subject/idea oriented writing and their development	Writing a text that represents idea / subject, of two-three sentences	Developing a subject/idea by giving clarifications, examples and descriptions.	Developing the subject or the idea by presenting opinions and aspects, while maintaining a uniform central axis	<ul style="list-style-type: none"> - Use of literal hints in an assignment page as: "description of the idea... examples... personal opinion" etc. - See additional opportunities – main headline and sub headlines. - Use of navigation cards for organization of the text 	<ul style="list-style-type: none"> - Through complete words, typing or writing, the pupil: 1. Will present given idea or personal idea 2. Will present description/s, example/s or clarification/s in accordance to the idea presented 3. Will present aspects and personal and other opinions
Writing texts while using structural components: opening, body and closing	Writing in a given pattern containing: opening, body, closing	Writing while using parts of a pattern as a clue	Writing according to the 3 components with no pattern or visual clues	<ul style="list-style-type: none"> - Visual patterns combined with verbal clues, divided according to text structure - Organizing text parts written in advance inside the visual pattern - Locating opening, body and closing sections in a given text - Maintaining logical sequence between 	<ul style="list-style-type: none"> - The pupil puts parts of text, types / writes in a given pattern of – opening, body and closing. - The pupil writes a text while using clues to components of the text

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
				<p>sentences and use of relations: time, cause and result</p> <ul style="list-style-type: none"> - Maintaining sequence between paragraphs and use of relations: time, cause and result - Organizing given text parts according to sequence – opening, body, closing - Writing text when the headline – opening, body and closing serves as use as clue - Writing on 3 separate pages: opening, body, closing - Building "my story book" according to a pattern: opening, body, closing 	<ul style="list-style-type: none"> - The pupil writes text while using the 3 components without visual clues
Organizing structure of the text	Giving main headline	Giving sub headlines suitable to subject of the interval	Organizing paragraphs according to a logical order	<ul style="list-style-type: none"> - Giving headline – preparing title page for personal work, pasting/typing on name of class in the curriculum in beginning of lesson, on my favorite field in the library, etc. - Visual patterns combined with verbal clues according to structure of the text - Organizing text parts written in advance in a visual pattern - Matching headline to a given text - Organizing paragraphs to a text - Demonstrating efficiency in use of tabs or numbers as opposed to writing same content without them - Translating relevant parts in the text into numbered lists - Matching sub-headlines to given texts - Writing according to given headlines 	<ul style="list-style-type: none"> - The pupil writes main title, sub-title and numbered paragraphs (including tabs) - The pupil writes text according to main headline to contents of the text - The pupil separates main headline to sub-headlines - The pupil numbers relevant parts in a text

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Writing text while using typical structural components for sub-genre	Writing in a given pattern	Writing while using pattern parts as a clue	Writing according to components of sub-genre with no pattern or visual clues	<ul style="list-style-type: none"> - Visual clues combining verbal clues, containing the components of sub-genre - Organizing text parts written in advance in visual pattern representing the sub-genre - Organizing given text parts according to structure of the sub-genre without a visual pattern - Writing text while the name of the components serves as a clue - Writing text according to the desired sub-genre, with no pattern and no visual clues 	
Writing texts from various different worlds of discourse	Writing functional texts for daily use of pupils (greeting, invitation, list, recipe etc.).	Writing sub-genres from inter-personal, communicative world of discourse (letter, personal story, etc.).	Writing sub-genres from worlds of discourse: mass media, literary, theoretical (newspaper, book, workbook)	<ul style="list-style-type: none"> - Pool of written texts from selection of sub-genres characterizing the world of discourse - Visual patterns combined with verbal clues, suitable for the studied sub-genres - Daily use of study opportunities that invite writing according to sub-genres - Writing a position, writing a report, writing an experience, writing a summary, writing for purposes of reflection and evaluation 	<ul style="list-style-type: none"> - Writing sub-genre according to suitable event (application for work, filling forms, etc.).
Integrating visual material in a written text	Selection of picture and writing a text according to it	Combination of text summarizing picture	Combination of visual/ graphic material for emphasizing an idea in the text and expanding it	<ul style="list-style-type: none"> - Marking key words in a text and using them as a category to search for pictures in computerized pools - Instilling skills of searching visual materials according to categories 	<ul style="list-style-type: none"> - Locating summarizing picture to a text - Writing text according to a picture - Combination of graphic means suitable to the text

Identification of agreed-upon graphic signs and symbols and producing the meaning they represent

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Identification, objects, photography, pictures and agreed-upon symbols (including digital icons)	Recognition of <u>objects</u> and relating them to matching <u>photographs</u> : turns head, points, smiles, makes sounds, activates vocal output, name	Recognition of <u>photographs</u> and <u>pictures</u> as representing objects: turns head, points, smiles, makes sounds, activates vocal output names	Recognition of <u>agreed-upon symbols</u> as representing objects: turns head, points, smiles, makes sounds, activates vocal output names	<p>Multiple exposure to following accessories:</p> <ul style="list-style-type: none"> - Pool of significant objects connected to photographs, pictures, signs and symbols - PCS symbols, WRITING WITH SYMBOLS system, clicker/foreign currency, agreed-upon signs on packages of products: like a symbol of throwing to trash - Representing the above in all components of a learning environment – walls of classroom, personal booklet, on computer and more - Use of pictures and agreed-upon symbols in all activities, during all day and by all staff persons – orders like: cut/glue etc. with/without wording, in learning activities and in worksheets, symbol of going out to the toilet, saying good morning, different requests and more. 	<p>Observation, documentation of behavior over time, functional evaluation and initiative interaction:</p> <ul style="list-style-type: none"> - The pupil adjusting photographs, signs and agreed-upon symbols to objects and actions they represent and to spoken words - The pupil is naming photographs, pictures, signs and agreed-upon symbols
	Recognition of photographs, pictures and <u>personal</u> symbols (structured for a close environment of the pupil alone)	Recognition of agreed-upon signs and symbols in the <u>educational environment</u>	Recognition of <u>universal symbols</u> and signs		
	Recognition of pictures and symbols that represent nouns	Recognition of pictures and symbols that represent actions	Recognition of pictures and symbols that represent feelings and adjectives		
Producing meaning	Following	Following	Following	- Varied exposure to personal and	- The pupil acts independently with

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
from objects, signs and <u>single</u> symbols (including digital icons)	orders and acting in a suitable contexts following photographs and <u>personal</u> pictures	orders and acting in a suitable contexts following agreed-upon symbols in the <u>educational environment</u>	orders and acting in a suitable context following <u>universal</u> symbols	universally agreed-upon symbol systems, in different contexts and life arenas, which are relevant and authentic for a pupil - Mediation of sequence of a presentation: connection and adjustment between picture or symbol and guidance, instructions, questions or a quality it represents	worksheets, cards or any other activity given in class according to single agreed-upon symbols
Producing information and meaning from visual <u>text</u> (combined from sequence of pictures and PCS symbols)	Reading a <u>short expression</u> ("good morning, Danny") and an action following it	Reading a short sentence (3 words and above), and an action following it	Reading text, and an action following it	- Developing kits with varied texts in contents relevant to pupils that contain pictures from variety of sources, different types and subjects, PCS symbols, software and communication devises - Expressing information was produced in a variety of ways: answering a question regarding a picture, picture story, story following action derived from the text and more - Producing information from maps / graphs	- The pupil reads sentence/text comprised of pictures, signs and symbols, answers to questions and relates to it - The pupil acts independently in every activity, studying or other given in a class according to a sentence or text that is comprised of agreed-upon symbols

Logographic reading

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Logographic reading of word patterns	Recognition of a significant word from his personal world, such as: his first name	Recognition of number of significant words from his personal world	Recognition of patterns of significant words from fields of knowledge studied in the classroom (such as words and key concepts)	<ul style="list-style-type: none"> - Giving multiple diverse opportunities for exposure to written words, while a gradient mediation on the representations axle: from a spoken word, to exhibit, to photograph, to picture, to icon, to a spoken word, to a written word - Bank of personal words (box of words, visual dictionary/pictures) - The words appear in variety of environments: on the walls of a classroom, in personal booklet, on the computer and more - Learning names of class children - Use of words alongside with pictures and symbols in all activities and lessons and by all staff members - Integrating words alongside with symbols in a story and study texts - Concept research work: while using visual-personal words (computer applications, photo albums). 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil recognizes his name in a growing list of names. - The pupil remembers the logographic word patterns on identification (pointing the desired word) or naming level - The pupil matches an exhibit, picture or symbol to a written word - The pupil sorts groups of words/symbols according to various criteria
Logographic reading of a text, while producing a meaning	Reading personal text or book: the content is backed up by pictures and small number of words familiar to the pupil (up to	Reading personal text or book, on a familiar subject, the content is backed up by pictures and accompanied by sentences	Reading text or personal book, based on familiar words in a subject that is not personal and familiar	<ul style="list-style-type: none"> - Book for every pupil: producing personal book that is adjusted to lingual, emotional, cognitive and motor function level - Preparing adjusted interactive books, in which the wording is backed up by pictures or symbols - Use of different personal or social stories, comics and more 	<ul style="list-style-type: none"> - The child recognizes accurately and fluently logographic words in a text - The pupil uses pictures as a tool for understanding a text, for excitation of expectations and prediction in relation to meaning of a text - The pupil reads text logographically, answers

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	sentence per page)	up to a paragraph in each page			questions and relates to it - The pupil acts independently in every activity, studying or other delivered in class according to a text

Secondary field 3.3. Controlling the alphabetical code – systematic relation between writing signs and syllables (including phonological awareness)

- **Controlling the alphabetical code is feed from development of phonological awareness**, the process of acquisition of the graphic-phonemic mapping laws (converting writing sign to syllable and vice versa) is affected by phonologic awareness (recognition that a spoken word is comprised of a sequence of syllables). There are mutual linkage relations between writing signs and syllables, be considered in planning a teaching-learning-evaluation processes.
- Letters and vowels are not to be taught, while a pupil does not yet relate between spoken words and objects, does not remember words, or relate between pattern and a spoken word. A child in this level of development – is to be first taught words (logographic).

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Discerning letters as a separate category (from drawings) of signs that are used for reading and writing	Recognition of letters in the environment (pointing at a letter)	Differentiation between letters and signs and/or graphic symbols	Differentiation between letters and numbers	<ul style="list-style-type: none"> - Game cards and sorting games between letters and other signs - Letter game: Aviva Yavlovitz - Touching letters from different materials - Typing letters into a computer, locating letters in a newspaper and more - All of the above only for discerning letters as a separate graphic category and at this stage without knowing the letters by their names or sounds 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil sorts accurately letters and other graphic signs into separate groups

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Knowing alphabetic letters in print	Recognizing names of all the letters <u>in print</u> of different size color and font, through literal or not literal reaction	Naming names of all the letters in print, through literal reaction or pressing a switch in vocal output	Pronouncing a phoneme (syllable) that represents the letter in print	<ul style="list-style-type: none"> - Bank of standard print letters from different materials in a variety of environments: classroom walls, personal kits, games. - Pictures that represent opening sound of a letter - Creating letters in multi-sense channels: baking, craft, motion and more 	<ul style="list-style-type: none"> - The pupil attributes letters in different sizes, fonts and colors to same letter - The pupil pronounces the name of a letter or responds with precision to an instruction: "show me the letter called..." - The pupil pronounces the phoneme, or responds precisely to an instruction: "does the letter ... makes the phoneme/ sound:..." or: "show me the letter which sound is ..."
Knowing cursive alphabetical letters (in writing)	Identifying all the letters <u>in writing</u> in different sizes, fonts and colors, through literal or not literal reaction	Naming the names of all the letters <u>in cursive writing</u>	Pronouncing the phoneme (syllable) that represent the letter <u>in cursive writing</u>	<ul style="list-style-type: none"> - As above in cursive writing 	<ul style="list-style-type: none"> - As above
Knowing punctuation marks	Form recognition of diacritics (vowels)	Pronouncing the phoneme (sound) that represent the vowel diacritic	Naming the vowels' name (diacritics)	<ul style="list-style-type: none"> - The order of instilling is not hierarchical and changes in accordance with the development of a pupil in understanding of mapping laws - Laws of shortened diacritics can be taught: one vowel represents a syllable - Use of memory reminders to identify vowels: like the shape of a mouth or vowels ruler with a clue of a picture for a vowel - Choosing memory reminders from personal knowledge of a pupil (familiar spoken words) 	<ul style="list-style-type: none"> - Identification: the pupil points at the correct vowel after the teacher voices its sound - Pronunciation: the pupil pronounces the sound of the desired vowel - The pupil names desired vowel (answers to the question: "how is this vowel called?")

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
				<ul style="list-style-type: none"> - It is advised to choose words that support memory which start with a silent consonant to emphasize a vowel 	
Combinations – use of laws of graphic-phonemic mapping	Exact reading of combination (graphic-phonemic relation)	Systematic and exact relation between consonant and vowel	Consistent activation of graphic-phonemic mapping laws, in decoding unfamiliar words	<ul style="list-style-type: none"> - Direct teaching of graphic-phonemic mapping laws, combined with practicing phonological awareness - Supervision of accuracy in reading: quantitative feedback on mistakes and qualitative feedback on use of strategies and correcting reading mistakes 	<ul style="list-style-type: none"> - The pupil reads single combinations accurately – all the consonants combined with all the vowels - The pupil reads list of words with diacritics out of context, with gradient length, complexity and recurrence in the language
Phonological awareness	<p>Notes: the required achievements in phonologic awareness will appear in the contents standard as well: 4. Knowledge and meta-lingual awareness, sub-field: 4.6</p> <p>In all activities for developing phonologic awareness study materials and games by Michal Rosenberg, can be used</p>				
	Identifying rhyming patterns in end of words	Pleasure and motivation for rhyming games	Self-creation of rhymes	<ul style="list-style-type: none"> - Drumming / other, every time a rhyme sounds. Marking rhymes with colors in the text (if can read) - Reading recitations and stories/singing songs in rhymes. Rhyme games 	<ul style="list-style-type: none"> - The pupil completes a rhyme at the end of a given word or sentence - The pupil creates rhymes by himself to a word/ sentence he says
	Identification of opening syllable in spoken words of two syllables and above	Identification of closing syllable in spoken words with two syllables and above	Breaking of a word of two syllables and above into syllables	<ul style="list-style-type: none"> - Saying the word while breaking it into syllables and drumming every time a syllable sounds - Assignment of breaking into syllables verbally and in writing (if can read) 	<ul style="list-style-type: none"> - The pupil is drumming every time a syllable is changing in a word said by a teacher - The pupil breaks by himself the desired word into syllables

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	Omitting opening syllable in spoken words (with three syllables)	Omitting closing syllable	Omitting syllable in a middle of a word	<ul style="list-style-type: none"> - Breaking words into syllables, while saying the syllable intended to be omitted silently - Direct coaching in omitting syllables 	<ul style="list-style-type: none"> - The pupil performs the exact assignment: "say the word ... without the syllable ..."
	Identification of opening / closing phoneme in a single syllable spoken word	Breaking a single syllable combination into two phonemes	Omission of phoneme in single syllable combination in beginning/end of a word	<ul style="list-style-type: none"> - Games like in the syllable BA hiding two sounds: B and A, pronouncing the sounds, checking which sound is heard first. Direct coaching 	<ul style="list-style-type: none"> - The pupil pronounces the phonemes "hiding" in every given syllable - The pupil performs the assignment accurately: "say BAG without saying B"
	Omitting opening phoneme in a spoken word	Omitting closing phoneme in a word	Omitting phoneme in middle of a word	<ul style="list-style-type: none"> - Breaking words into phonemes, while saying silently the phoneme intended to be omitted - Direct coaching in omitting syllables 	<ul style="list-style-type: none"> - The pupil pronounces the phonemes "hiding" in every given syllable - The pupil pronounces accurately the assignment: "say ... without saying ..."

Strategic and controlled reading of words

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Reading words with diacritics through a graphic-phonemic strategy	Precise decoding of single syllable words, while activating the graphic-phonemic mapping laws (relation between consonant and vowel)	Precise decoding of two syllable words, while activating graphic-phonemic mapping laws	Precise decoding of three syllable and above words, while activating graphic-phonemic mapping laws	<ul style="list-style-type: none"> - Direct teaching of graphic-phonemic mapping laws - Practicing and drilling of accurate use in combination of consonant and vowel - Practice in phonological awareness 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil is accurate in reading words with diacritics outside of context (Evaluation kits: Current Mapping of Reading and Writing Kit, A to Z)
Reading words with diacritics through analogy (deducing from familiar word to unfamiliar word)	Activating strategy of analogical reading: deducing from familiar single syllable word to unfamiliar single syllable word	Activating strategy of analogical reading: deducing from familiar two syllable word to unfamiliar two syllable word	Activating strategy of analogical reading: deducing from familiar three syllable word to unfamiliar three syllable word	<ul style="list-style-type: none"> - Analogy drilling (Shirly Har-Tzvi) - Direct teaching of using analogies 	<ul style="list-style-type: none"> - The pupil corrects a mistake by use of correction strategy - The pupil can explain the strategy he used
Orthographic reading (quick decoding of words through morphological knowledge)	Accurate reading of complete word	Accurate and fluent reading of complete word, out of awareness of morphologic forms (affixes, prefixes and suffixes)	Accurate and fluent reading of complete word, out of awareness of the three root consonants	<ul style="list-style-type: none"> - Direct teaching of Hebrew affixes - Games of roots and families of words 	<ul style="list-style-type: none"> - The pupil reads a complete word accurately and quickly, while awareness of affixes and root

Fluent and quick reading aloud

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation															
	Start	Midway	End																	
Fluent and quick reading aloud of complete words	Fluent reading of familiar words with diacritics	Fluent reading of unfamiliar words with diacritics	Fluent reading of unfamiliar words with no diacritics	<ul style="list-style-type: none">- Polishing words- Accelerating reading through: reading loudly alternately, echo reading and shadow reading- Reading following a tape	Achievements required relating to age – grade: <table><tr><td>1st grade</td><td>20-40 words a minute</td></tr><tr><td>2nd grade</td><td>40-60 words</td></tr><tr><td>3rd grade</td><td>60-80 words</td></tr><tr><td>4th grade</td><td>80-100 words</td></tr><tr><td>5th grade</td><td>100-120 words</td></tr><tr><td>6th grade</td><td>120-140 words</td></tr><tr><td>7th grade</td><td>140 words and above (speed of speech)</td></tr></table>		1 st grade	20-40 words a minute	2 nd grade	40-60 words	3 rd grade	60-80 words	4 th grade	80-100 words	5 th grade	100-120 words	6 th grade	120-140 words	7 th grade	140 words and above (speed of speech)
1 st grade	20-40 words a minute																			
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4 th grade	80-100 words																			
5 th grade	100-120 words																			
6 th grade	120-140 words																			
7 th grade	140 words and above (speed of speech)																			
Fluent and quick reading aloud of complete words in a sentence	Fluent reading of words in familiar sentence with diacritics	Fluent reading of words in unfamiliar sentence with diacritics	Fluent reading of words in unfamiliar sentence with no diacritics	<ul style="list-style-type: none">- Reading accompanied by following with a finger- Time measuring (successes graph)- Reading competitions while measuring time	<ul style="list-style-type: none">- Dynamic and continuous evaluation of a pupil's progress in fluent reading indexes (number of words per minute)- Documenting his progress by graphs- List of words from Current Mapping of Reading and Writing Kit, Ester Tov-Lee or evaluation exams of the Primary school education department															
Fluent and quick reading aloud of complete words in a paragraph	Fluent reading of paragraph: familiar words with diacritics	Fluent reading of paragraph: words with diacritics but unfamiliar	Fluent reading of paragraph: unfamiliar words with no diacritics	<ul style="list-style-type: none">- Reading accompanied by following with the finger.- Listening to the story tape + following with the finger	<ul style="list-style-type: none">- As written above- Texts from the evaluation kit: Current Mapping of Reading and Writing Kit, Ester Tov-Lee or evaluation exams of Primary school education department															
Fluent and quick reading aloud of words in a complete text	Fluent reading of complete text: familiar content and	Fluent reading of complete text: unfamiliar	Fluent reading of complete text: unfamiliar	<ul style="list-style-type: none">- Repetitive reading model- Text with diacritics- Same text with no diacritics	<ul style="list-style-type: none">- As written above															

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	words with diacritics.	content and words with diacritics.	content and words with no diacritics		
Fluent and quick reading aloud of a complete book	Fluent reading of book: familiar contents with diacritics	Fluent reading of book: familiar contents with no diacritics	Fluent reading of book: unfamiliar contents with no diacritics	- As written above	- As written above

Understanding the meaning in a written text

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Silent reading	Reading aloud quietly a text/book	Quiet reading accompanied by lip movements text/book	Silent reading of book/text	<ul style="list-style-type: none"> - Direct teaching to encourage transitions between reading aloud and silently: use of same text, method of repeating first aloud and later in silent reading - Allocating time to practice transitions between reading aloud and silently: documenting reading by tape recorder – pupil listens to a text with the headphones and later reads by silent reading 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil answers to questions after silent reading
Understanding the meaning of written words	Meaningful connection between written words and objects in reality	Meaningful connection between written words and photographs, pictures and	Creating a meaningful sentence while using written words	<ul style="list-style-type: none"> - Direct teaching of vocabulary, while backing up with pictures and symbols - Use of a word in broad lingual and social contexts - Board / personal dictionary 	<ul style="list-style-type: none"> - The pupil adjusts: exhibit to photograph, to symbol, to a written word - The pupil assigns a written word in given sentence, spoken or written (any place in the sentence)

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
		symbols		of concepts and words in studied contents - Direct teaching of dictionary browsing skill	- The pupil produces a sentence, spoken or written, according to a written word - The pupil explains a written word through synonyms
Meaning and clarification of written words	Use of strategy to clarify words through a syntactic-semantic context	Use of strategy to clarify words through morphological knowledge (affixes and root)	Use of strategy to clarify words through dictionary knowledge	Direct teaching of strategies to clarify difficult words: - Dictionary - Context - Through root - Syntactic location	- Personal use of dictionary while reading a text or giving explanation to a desired word according to context
Knowing written words of various types	Understanding the meaning of pronouns through pointing or demonstrating	Understanding the meaning of nouns, through adjusting to photograph/picture or symbol	Understanding the meaning of nouns, and producing a sentence with the noun	- Direct teaching of vocabulary of different types, while a gradient relation between exhibits, photographs, pictures, symbols, spoken and written words - Multiple use of a written word in broad contexts, in all classes and subjects - Multiple use of written words in the study environment and in teaching aids: communication boards, sticking boards of personal marks on the table, wall of concepts and words, personal dictionary relating words and pictures in the studied contents and more	- The pupil adjusts a written word to a spoken word, photograph, picture or PCS symbol - The pupil attributes a written word to the appropriate semantic category (glass, mug, cup etc.) - The pupil recognizes, identifies, and demonstrates his understanding in spontaneous activity - The pupil uses words of above types in independent activity according to what is required in activating text as a recipe, or creative activity
	Understanding the meaning of verbs, through pointing or demonstrating	Understanding the meaning of verbs, through adjusting to photograph/picture or symbol	Understanding the meaning of verbs, and producing a sentence containing a verb	- Direct teaching of teaching words in daily activating texts such as: worksheets, tests - Building activating texts	
	Understanding the meaning of adjectives, through pointing or demonstrating	Understanding the meaning of adjectives, through adjusting to photograph/picture or symbol	Understanding the meaning of adjectives, and producing a sentence containing adjective		
	Understanding the meaning of prepositions, through pointing or	Understanding the meaning of propositions, through adjusting	Understanding the meaning of propositions, and producing a		

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	demonstrating	to photograph/ picture or symbol	sentence containing a proposition	such as: recipes. - Different activating games as: "Simon Says" - Memory supporting symbols for teaching words such as cut, glue, circle - Instilling computer activation instructions	
	Understanding the meaning of pronouns, through pointing or demonstrating	Understanding the meaning of pronouns, through adjusting to photograph/ picture or symbol	Understanding the meaning of pronouns, and producing a sentence containing a pronoun		
	Understanding the meaning of words that represent emotions, through pointing or demonstrating	Understanding the meaning of words that represent emotions, through adjusting to photograph/ picture or symbol	Understanding the meaning of words that represent emotions, and producing a sentence containing such words		
	Understanding the meaning of words that represent instructions of action, like cut and glue, through pointing or demonstrating.	Understanding the meaning of words that represent instructions of action, through adjusting to photograph/ picture or symbol	Understanding the meaning of words that represent instructions of action, and producing a sentence containing such words		

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Producing basic information out of a written text	Producing information through the pictures accompanying the content, while answering questions relating to the picture	Producing information through "yes" or "no" answers on questions from the text	Producing information through asking question and restoring the information in his own words (paraphrase)	<ul style="list-style-type: none"> - Adjusting length of text to reading and understanding functions of a pupil - Adjusting pictures to contents and to the understanding of a pupil - Direct teaching of asking questions to extract main information from a text, in all study contents - Direct teaching of giving relevant answers relating to words of a question, in teaching-learning-evaluation activities in a classroom - Patterns of answers (including a full answer) 	<ul style="list-style-type: none"> - The pupil asks questions or answers to questions from the text, orally, in writing or in alternate communication.
Giving answers to questions from a text read by the pupil	Giving practical answers to questions to locate the obvious information in the text like: who? What? How many? Which? Where?	Giving practical answers to questions that examine reasonable connection declared in the text like: why? What for? For what reason?	Giving practical answers to questions that clarify personal positions and opinions that are not declared in the text, like: what is your opinion? what do you think? From text he read.	<ul style="list-style-type: none"> - Gradient transition from giving answers to questions on sentence read by a pupil to giving answers to questions from a text - Marking answers in the text (with color/other) - Use of patterns of answers (including full answer) 	<ul style="list-style-type: none"> - The pupil gives answers according to the type of question, orally, in writing or through alternate communication on the basis of a text he read.
Asking questions regarding a text read by the pupil	Asking questions to locate the obvious information in the text	Asking questions to research the reasons and clarify the logic	Asking questions that clarify personal positions and opinions.	<ul style="list-style-type: none"> - Direct teaching of asking questions on all studied contents - Practicing question words in teaching-learning-evaluating activities - Placing question words in 	<ul style="list-style-type: none"> - The pupil asks questions from different types, by heart, in writing or through alternative communication on the basis of a text he read.

		connection that exists between facts/events.		"close" assignments	
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Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Understanding the sequence of a story	Organizing pictures in an order that reflects the sequence of development of the story	Organizing written sentences according to sequence of the development of the story.	Restoring the sequence of development of events in the story, in his own words (paraphrase)	<ul style="list-style-type: none"> - Exposure of sequence of development in a story text - Drilling a pupil in understanding sequence of a story through organizing the pictures and key sentences in a story in correct sequence - Organizing pictures and sentences or restoration of a story according to a story pattern 	<ul style="list-style-type: none"> - The pupil organizing pictures or sentences from the story according to correct sequence - The pupil recreates the story after its reading
Understanding causal relations interpreted in the text	Understanding the reasons to occurrence of events through questions like: why?	Relation between events in the story through reasonable explanation like: the poet is sad because.....	Clarifying the causal -logical relation: between circumstances to results, in his own words (paraphrase)	<ul style="list-style-type: none"> - Direct teaching to produce causal relations between events in a story - Direct teaching to produce processed causal relations in informative text 	<ul style="list-style-type: none"> - The pupil can explain in words, in writing or by alternative communication the reasons for different events in the text he has read
Identifying the subject/overt idea in the text and understanding it	Locating key sentence in the text that represents the central idea	Distinction between expressions/ sentences that provide excessive information, to those that supply substantial	Declaration on the central idea that is obvious in the text in his own words (paraphrase)	<ul style="list-style-type: none"> - Teaching strategies to locate the central idea and marking it as: color marking, use of clues from the headline, the picture or the cover - Direct teaching to produce central idea in texts that declare an idea in the overt layer - Gradient teaching – from producing an overt to covert meaning - Gradient teaching in producing 	<ul style="list-style-type: none"> - The pupil declares on the subject or the expressed idea in pictures and in text after reading a text that is adjusted to his level

		information on the subject/idea		meanings from short texts that are backed up with pictures to longer and more complex texts	
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Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Understanding text while relating it to personal worldly knowledge	Identifying details in the text, that are relevant to the pupil's life, such as: places, events and characters	Transferring relevant components, appearing in the text, to his personal world, such as: feelings and thoughts, dilemmas and conflicts	Expressing explained criticism, regarding specific components in the text	<ul style="list-style-type: none"> - Producing stories and theoretical texts that related to personal knowledge of the pupil - Direct teaching to identify knowledge details relevant to life experience of the pupil - Opportunities for personal evaluation and criticism of the pupil - Opportunities for identification of the pupil with situations and characters 	

Use of information sources

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Use of dictionary to clarify meaning of words in the text	Educated use of personal dictionary, constructed to fit the pupil.	Educated use of abridged dictionary, constructed to fit the class	Educated use of abridged dictionary	<ul style="list-style-type: none"> - Exposure to abridged / standard dictionaries - Availability of abridged / standard dictionaries in a classroom and the library - Personal dictionary, made to fit the pupil 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil asks to use a dictionary when he encounters a misunderstood word in the text - The pupil uses dictionary independently
Use of reference books, encyclopedias and atlases to produce information and learning	Educated use of encyclopedias , theory books and atlases, constructed to personally fit the pupil	Educated use of abridged and illustrated encyclopedias , theory books and atlases	Educated use of standard encyclopedias , theory books and atlases	<ul style="list-style-type: none"> - Availability of reference books, atlases and encyclopedias in a classroom and the library, and direct teaching with the help thereof - Matching reference books, atlases and encyclopedias to pupils - Integration thereof in the study environment 	<ul style="list-style-type: none"> - The pupil initiates use of reference books, atlases and encyclopedias for production of information and learning - The pupil locates desired information in reference books, atlases and encyclopedias according to his level
Use of newspapers for production of information and learning	Browse various children's magazines	Browse teenagers' magazines	Browse daily and weekly newspapers	<ul style="list-style-type: none"> - Availability of different newspapers in a classroom / the library - Direct teaching newspaper subject - Tour in a newspaper editorial and meeting with position holders - Writing and distributing of a school newspaper 	<ul style="list-style-type: none"> - The pupil locates story in the newspaper on a given subject - The pupil can answer question from what reviewing the context of the contents, sections and professionals in the newspaper
Use of computerized databases, such as the internet, for production of information and learning	Familiarity with agreed-upon icons of computer / internet	Independent activation of icons to search information sources in the internet	Independent surfing the internet	<ul style="list-style-type: none"> - Direct access to computers and the internet - Structural / direct learning of key words in internet - Daily direct experience in surfing the internet. 	<ul style="list-style-type: none"> - The pupil is surfing the internet independently and locates independently websites according to a subject

Use of organizing promoters in the text

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Use of information hiding in the headline to understand the text	Identification of headlines	Understanding information / idea that exists in the headline	Educated use of the headline for prediction of text understanding promoter	<ul style="list-style-type: none"> - Text patterns that contain organizing promoters of various types. - Marking organizing promoters in various manners like: color, line - Adjusting text parts to their proper position according to organizing promoters - Answering questions and reporting according to organizing promoters. 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil reports on a text he has read, while building the report in accordance to various organizing promoters.
Use of numbering and in the table of contents	Identification of the numbering in the text	Understanding the meaning that hides in the numbering	Educated use in numbering, as a factor that promotes the understanding of the written content.		
Use of emphases	Identification of the emphases	Understanding the meaning hiding in the emphases	Educated use emphases, as a factor that promotes understanding of the written content		

Conduct with a book and enjoying its reading

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Acquaintance with school library	Orientation in library space	Orientation in the principles that organize location of the books, according to fields	Conduct according to acceptable procedures in changing books in the library	<ul style="list-style-type: none"> - Exposure to a library in school and community, while anchoring the visit in the library in the schedule - Integration of pupils in activation of the library - Preparing reading cards based on pictures of the pupils and pictures of the cover - Organizing the library through wording and symbols that characterize fields of the books like: legends, reference books 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil changes books regularly in set times and independently
Accessibility to diverse sources of information	Locating the source of information according to learning need	Locating relevant information from the sources of information	Extracting relevant information from a number of sources, including the internet	<ul style="list-style-type: none"> - Exposure to different sources of information in direct teaching and in occasional teaching following a study or personal subject 	<ul style="list-style-type: none"> - The pupil initiates search of sources of information suitable to what is studied / field of interest - The pupil produces information in writing or by heart from a variety of sources, according to need
Relating to a book as an enjoyable cultural experience	Relating a book to significant emotional experiences	Relating a book to significant learning experiences	Relating the book to significant social-cultural experiences	<ul style="list-style-type: none"> - Adjusting the book contents and its lingual level to developmental function of the pupil: lingual, emotional, cognitive - Choosing the book according to the subject that interests the pupil. - It is recommended to consult with a speech therapist in everything involved in the lingual level of the pupil - Daily reading of books 	<ul style="list-style-type: none"> - "Conceptualization of the written" exam, Hava Tuval and Ilana Zayler, Learning Plans Productions - Adjusting the exam to reading level and to a book adjusted to the pupil (reading level): <ol style="list-style-type: none"> 1. Contents 2. Pictures that back up the contents 3. Size of font 4. Length of line 5. Overload of words with details

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
				<ul style="list-style-type: none"> - Experience in choosing a book - Book center of a pupil's height - Participation in Hebrew book-week - Participation in book parade 	6. Level of theoretical abstracting
Identification of books	Identification of books according to illustration on the cover, through literal/non-literal responses	Identification of books according to the main title (name of the book) on the cover	Identification of books according to names of authors	<ul style="list-style-type: none"> - Building interactive books on the basis of existing books - Scanning the cover of books and adjusting them to the original book - Adjusting the cover to the book and to its title - Establishment of class library 	- Identification of 5-10 books according to name or cover
Educated choice of book out of personal taste	Choosing a book according to illustration on the cover	Choosing a book according to a name (main title) on the cover, and/or name of the author	Choosing a book according to a subject / genre	- Pool of scanned covers for selecting pictures that represent books categories and of authors' pictures alongside with pictures of their books	- Clarified book choice by heart or with the help of supportive alternative communication
Enjoying literary works taught in the class	Read through the book while listening to a tape / reading aloud	Read through the book while assisting in mediation of the type of "alternate reading" by the teacher/ adult / colleague	Independent book reading	<ul style="list-style-type: none"> - Bank of recorded stories on different levels, in relation to existing books or rewriting of complex stories - Allocation of hours in the schedule 	- The pupil chooses literary work for additional playing from literary works studied
Book holding	Holding the	Receiving	Independent	- It is advised to consult	- Functional evaluation

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	book by a teacher/ adult / colleague adjusted accessibility means	help in holding the book in proper direction	holding of a book in proper direction	occupational therapist with regard to a pupil for whom holding a book is difficult due to developmental difficulties	"conceptualization of the written" through a book fit to the pupil
Browsing a book	Turning pages by teacher/ adult / colleague	Receiving help from teacher/ adult / colleague/ adjusted accessibility means	Independent page turning: one page at a time and in proper direction	<ul style="list-style-type: none"> - It is advised to consult an occupational therapist for adjustments of the sensor-motor-kinetic performance level - Use of arrow to mark the desired direction, little sticks for page turning and/or extremely thick pages 	- As written above
Familiarity with book components	Identification of literate components on the cover, such as: title (name of the book), name of the author/poet, name of the illustrator	Identification the numbering (numbers of pages)	Receiving help from pictures as promoters of understanding of the written contents	<ul style="list-style-type: none"> - Preparing a big, three dimensional book - Preparing an interactive board that illustrates components of the book - Identifying the components and naming them with mean of illustration and in the original book 	- As written above
Producing meaning from pictures and illustrations as clues that promote understanding of lingual contents in a book	Producing personal knowledge and meaning from pictures and illustrations	Significant relation between pictures and the written content	Educated use of pictures to predict and recreate (paraphrase) written contents.	<ul style="list-style-type: none"> - Direct teaching that directs the pupil to produce personal/ social story in response to picture - Producing books that contain visual and sensory information that supports understanding of the written message - Producing interactive book / presentation - Cartoon / comics as part of the 	<p>The pupil follows on sequence of pictures and uses them to recreate the printed content:</p> <ul style="list-style-type: none"> - Before the reading / reading aloud – as a means to predict contents - During the reading / reading aloud, as a support in producing meanings - At the end of the reading / reading aloud as scaffolding that helps

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
				<p>written contents</p> <ul style="list-style-type: none"> - Multiple exposure to text / book that contains pictures that back up contents - Building a personal book for each pupil: on significant subjects, to broaden his horizons and to support his social-emotional world - Including the pupil in reading aloud, completing words, rhymes, expressions - Asking questions to evaluate the understanding. 	recreating story contents, in logical sequence and in his own words (paraphrase)
Acquaintance with central lingual units	Identifying opening and closing word in the text	Identifying opening and closing letter in a word	Identifying opening and closing of a sentence	<ul style="list-style-type: none"> - Drilling the pupil in identifying key lingual units: letter, word, sentence through texts from different discourse worlds and genres 	<ul style="list-style-type: none"> - Dynamic performance evaluation through asking: "show me...", or through answers to questions: "is it a letter? A word?"
Reading focused on words appearance sequence (adjustment of voice-pattern)	Relating written words to spoken/ heard/ read words	Pointing at familiar words, while listening to the read text	Following (finger) on the sequence of words during reading	<ul style="list-style-type: none"> - Focusing bookmark - Windows ruler for gradient exposure of amount of words in a line - Reading alternately (the teacher starts, the child continues, or a colleague in class) - Reading in group round (Ann Braun) 	<ul style="list-style-type: none"> - Continuous evaluation of progress of the pupil in following on words
Identification of book language	Identifying typical expressions for opening of a story, such as: once upon a time	Identifying expressions of story ending, such as: and they lived happily... the lesson...	Identifying words that indicate the stage of restart of the plot, such as: and	<ul style="list-style-type: none"> - Direct teaching of words, expressions and idioms from books - Bank of words and expressions that characterize opening and closing of a story - A changing board with the opening and ending expressions of 	<ul style="list-style-type: none"> - The pupil identifies words and repeats them - The pupil knows which book it is spoken about, when a teacher quotes words, expressions, statements from a studied book / text

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
			suddenly... and words that insinuate a peak	every book - Visual story pattern combined with literal clues	
Use of terminology of a book	Interest in and pleasure from terminology of a book	Quoting words, expressions, rhymes, and repeating sentences	Accompanying reading with pictures with full quotations	- Short stories with illustrations / pictures that back up contents - Books that contain repeated expressions / idioms	- The pupil quotes key words / sentences/expressions/idioms when introduced with a book he has read - The pupil tells the story through pictures and quotes written text
Joining book reading	Focused listening to reading of a book	Joining reading, while completing words and sentences (alternate reading)	Joining reading, while completing parts of the plot according to pictures clues and significant context	- Multiple exposure to reading aloud of books the child knows/likes - Reading aloud of the story with a technique of a pupil joining the reading - The pupil corrects the teacher that changes specific details in the story, while emphasizing intonation and instructions: "pay attention, correct me when I'm reading incorrectly "	- The pupil completes words in the proper place while reading. - Evaluation of reading comprehension (Klaris): 1. Exact quotation 2. Correct statement but in words of the teacher. 3. Statement that contains correct information that is not indicated in the text 4. Statement that contains incorrect information
Acquaintance with a narrative pattern	Identifying the structural components in a story pattern: opening and closing	Identifying structure components in the story pattern: plot	Use of structure components such as "scaffolding" to recreate the story in its terminology (paraphrase)	- Exposure of components of story pattern: opening, plot, closing (lesson) - Rewriting texts according to components of the structure as written above - Pictures backing up the structure components - Books with PCS signs and / or "Writing in Symbols, Educational Technology Center" program	- The pupil is telling a story according to components of the narrative pattern - The pupil points at the right component in the narrative pattern according to the reading aloud by a teacher (for pupils that don't speak)
Acquaintance with	Identifying	Use of the	Producing a	- Direct teaching to use the	- The pupil produces a story while

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
narrative pattern of various genres from the world of literary discourse	components of the narrative pattern: in short story, folk, fiction, legend and fable	components of the narrative pattern for recreation of the story in words of the pupil	story, while using the pattern components of the genre	components of narrative pattern - Multiple experience in production of stories following meeting with genres: story following a story, by heart and in writing - Producing illustrated books following reading	using components of the pattern
Recreation of plot sequence	Recreation of central occurrences in his words, while indicating central details	Recreation of central occurrences in his words, according to chronological sequence appearing in the story	Recreation of the plot according to the order of events' development and while indicating significant characters in every event	- Drilling the pupil to be assisted by pictures, as promoters of remembrance of sequence of events - Use of narrative pattern and visual clues with their different components	- The pupil recreates by heart a story that was read, while relating to sequence, characters and main events
Understanding the plot	Locating the event that restarts the plot	Locating the turning point and the peak in development of the plot	Clarifying the message/ idea/ lesson of the story in his words	Direct teaching of structuring the plot: - Identifying the restarting event and the words that characterize it. - Identifying turning points: drawing a story, emphasizing the story according to turning points - Producing message/lesson from every story: fable, folk story, fiction, short story. - Board: words that indicate restart, turning points and peak, lesson.	- The pupil tells the plot while indicating key points in its development - The pupil gives name to the text he has read – that indicates understanding the message / lesson - The pupil adjusts key words to the text he has read
Acquaintance with key/ main characters	Description of the main character is	Description of character, based on	Expressing personal attitude	Direct teaching to be familiar with the qualities of a character, while guiding questions:	- The pupil chooses a character from a story and tells about it, draws it, freely or with supportive sentences.

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	based on obvious information in the story	making conclusions based on its deeds and words (covert information)	towards characters in the story	<ul style="list-style-type: none"> - Draw how it looks like? How can we know how it looks like? - How does it talk? Act? - What can we learn about the qualities of the character from its behavior and talks with other characters? 	

Orthographic knowledge

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Acquaintance with letters	Identifying the shape of the letters	Identifying names of the letters	Exact relation between shape of a letter and the syllable it represents (phonemic knowledge)	<ul style="list-style-type: none"> - Bank of standard letters in print of various materials in a variety of environments: classroom walls, personal kits, games - Pictures that represent the opening sound of a letter. - Creation of letters in multi-sensual channels: baking, craft, motion and more - Matching games between shape of a letter, and its name and the syllable it represents 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil points at the correct letter when asked ("where is the letter ...?") - The pupil says the name of the letter presented to him ("this letter is called Gimel", etc.) - The pupil points at the correct letter when he hears the sound/syllable - The pupil pronounces correct sound of the letter presented to him
Naming the names of letters according to alphabetical order	Naming a letter mediated by pictures/ rules of letters	Exact naming	Quick naming	<ul style="list-style-type: none"> - As written above 	<ul style="list-style-type: none"> - The pupil says names of the letters according to the correct order, accurately and quickly, with/without aids
Acquaintance with the diacritic vowels	Identifying the shape of	Exact and systematic	Expertise in names of vowels	<ul style="list-style-type: none"> - Bank of the punctuation marks, from different materials in a variety of 	<ul style="list-style-type: none"> - The pupil points at the correct diacritic when he hears its sound

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	vowels	relation between shape of a vowel and the syllable it represents		environments: classroom walls, personal kits, games - Pictures that represent the sound of a vowel (different shapes of mouth according to the sound of a diacritic) - Matching games between the diacritic and the sound it represents and its name	- The pupil pronounces the correct diacritic sound when he sees the right sign - The pupil says the names of diacritics when he sees their shape
Use of graphic-phonemic mapping laws – combinations	Exact relation between consonant and vowel (creation of combination)	Quick relation connection between consonant and vowel (creation of combination)	Alphabetical insight – understanding the consistent relation existing between script shapes and sounds of speech	- Direct teaching of mapping laws: breaking of words into syllables, breaking of syllables into phonemes. - Maintaining accuracy in reading while a quantitative feedback on mistakes and qualitative feedback on use of strategies and correction of reading mistakes	- The pupil reads single combinations exactly – all consonants combined with all vowels - The pupil reads list of words with diacritics out of context, by gradient that have incidence in the language (Current Mapping of Reading and Writing Kit, Ester Tov-Lee, A to Z)

Lexical knowledge

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
4.2.2 Looking up in a dictionary	Locating key letters in a dictionary (all words belonging to a specific letter)	Locating key words in a dictionary according to alphabetical order	Looking up according to internal alphabet (second letter in a word and so forth)	- Different booklets to study the principle of looking up in a dictionary ("audiobooks" and others) - Directed practice of locating words in a dictionary - Use of a dictionary as inseparable part of the study process	- The pupil will locate in the dictionary any desired word

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
4.2.3 Familiarity with the punctuation marks	Identification of a full stop, question mark, exclamation mark	Familiarity with their role and the way they are used in a written text	Use of punctuation marks in the writing process	<ul style="list-style-type: none"> - Emphasizing the need for punctuation marks, by reading a text without punctuation marks (there are texts for emphasis, which meaning is not understandable without punctuation marks) - Reading a text by the teacher while an expressed emphasis of punctuation marks - Multiple practice of: reading punctuated text by the pupil, completing missing punctuation marks and writing text with correct punctuation marks 	<ul style="list-style-type: none"> - The pupil has read a text according to the punctuation marks - The pupil will complete missing punctuation marks in a given text - The pupil will write a text, while using punctuation marks correctly
	Identification of comma and quotation mark	As written above	As written above		
	Identification of brackets, hyphen, dash, three dots	As written above	As written above		

Morphological knowledge

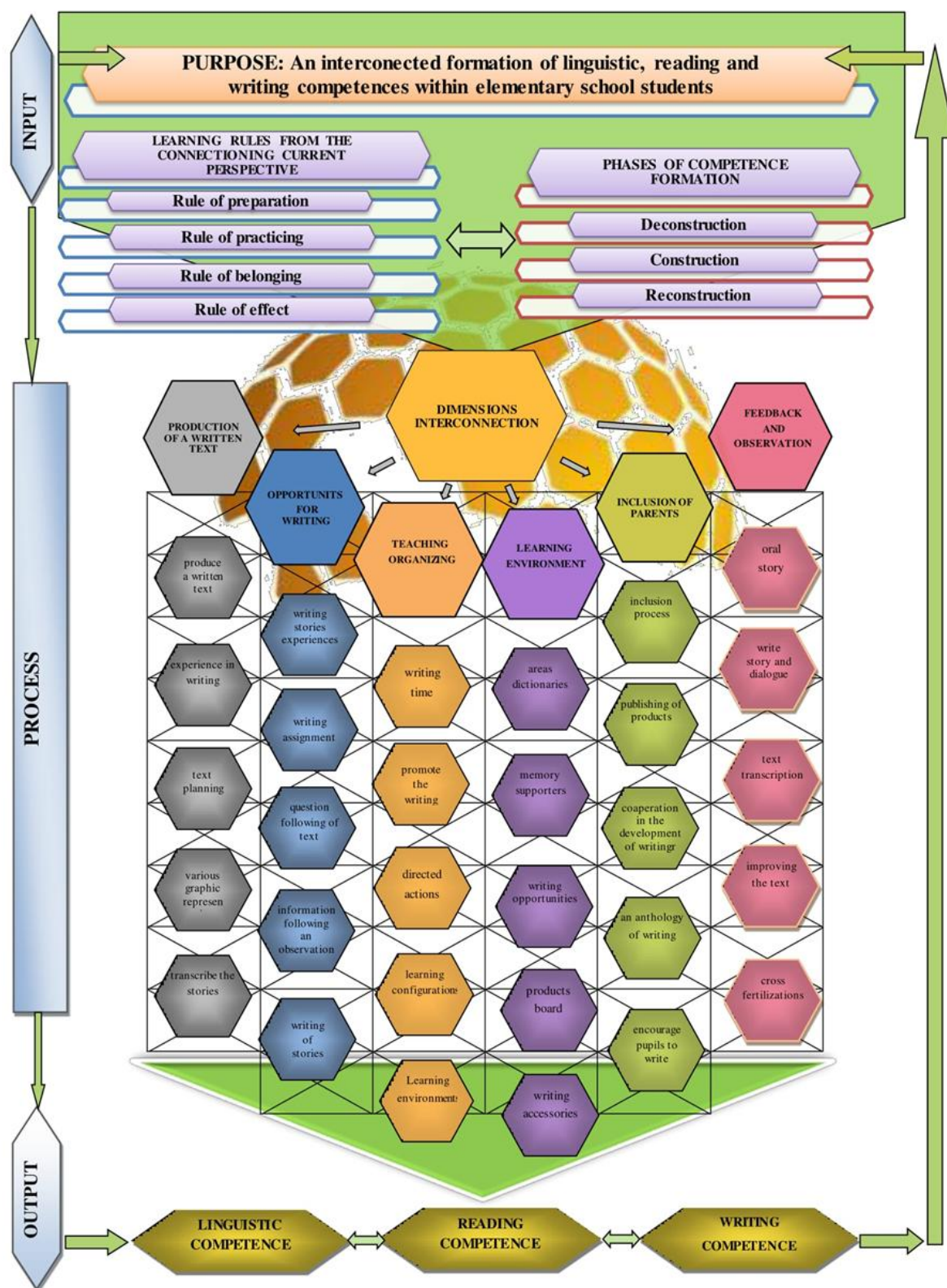
Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Familiarity with typical suffixes of words in masculine and feminine gender	Identifying suffixes	Understanding their linguistic meaning	Correct use of suffixes	<ul style="list-style-type: none"> - Sorting words written in masculine and feminine gender - Emphasis with color or by other method of suffixes in masculine and feminine gender - Marking words in masculine and feminine gender in a text - Illustrating suffixes in the study environment - Turning words from masculine to feminine gender and vice versa - Attribution of words in masculine or feminine gender to correct pictures 	Observation, documentation of behavior over time, functional evaluation and initiative interaction: <ul style="list-style-type: none"> - The pupil will differentiate between words in masculine and feminine gender - The pupil will locate the desired suffix in the written texts ("mark suffixes for...") - The pupil will read words with different suffixes and say the gender that is right for them - The pupil will say words with different suffixes according to the instruction ("say boys in feminine, the girl ate in masculine").
Familiarity with suffixes typical to words in singular and plural	Identifying the suffixes	Understanding their linguistic meaning	Correct use of suffixes	<ul style="list-style-type: none"> - Sorting singular and plural written words - Emphasis with color or by another method of singular and plural suffixes - Marking singular and plural words inside a text - Illustrating suffixes in the study environment - Turning words from singular to plural gender and vice versa - Attribution singular and plural words to correct pictures 	<ul style="list-style-type: none"> - The pupil will differentiate between words in singular and plural - The pupil will locate desired suffix in the written texts ("mark suffixes to singular, to plural") - The pupil will read words with different suffixes and say the correct quantifier for them - The pupil will say words with different suffixes according to the instruction ("say: boys in singular, say: the girl ate in plural").

Phonologic knowledge

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
Phonological awareness	Notes: the required achievements in phonologic awareness will also appear in the content standard: 3. reading, sub-field: 3.3. In all activities to develop phonologic awareness study materials and games by Michal Rosenberg can be employed.				
	Identifying rhyming patterns in end of words	Fun and participation in rhyming games	Self-creation of rhymes	<ul style="list-style-type: none">- Tapping a drum/other every time a rhyme is heard. Marking rhymes in the text with colors (if can read)- Reading recitations and stories / singing songs in rhymes. Rhyme games	<ul style="list-style-type: none">- The pupil completes rhyme at the end of a given word or sentence- The pupil creates rhymes by himself to a word/ sentence he says
	Identifying opening syllable in spoken words with two syllables and above	Identifying closing syllable in spoken words with two syllables and above	Breaking word with two syllables and above into syllables	<ul style="list-style-type: none">- Saying the word while breaking into syllables and tapping every time a syllable is heard- Assignments of breaking into syllables by heart and in writing (if can read)	<ul style="list-style-type: none">- The pupil taps every time a syllable is replaced in a word said by the teacher- The pupil breaks by himself the desired word into syllables
	Omitting opening syllable in a spoken word (with three syllables)	Omitting closing syllable	Omitting syllable in a middle of a word	<ul style="list-style-type: none">- Breaking words into syllables, while saying silently the syllable designated to be omitted- Direct practice in omitting syllables	<ul style="list-style-type: none">- The pupil performs an assignment exactly: "say the word ... without the syllable ..."
	Identifying opening/ closing phoneme in a single syllable spoken word	Breaking a single syllable combination into two phonemes	Omitting phoneme in single syllable combination in beginning /end of a word	<ul style="list-style-type: none">- Games as – in the syllable BA hiding two sound: B and A pronouncing the sounds, checking which sound is heard first. Direct practice.	<ul style="list-style-type: none">- The pupil pronounces the phonemes "hiding" in every given syllable- The pupil executes an assignment precisely: "say FISH without saying F"
	Omitting opening phoneme in a	Omitting a phoneme that closes a word	Omitting phoneme in middle of a	<ul style="list-style-type: none">- Breaking words into phonemes, while silently saying the phoneme designated to be omitted	<ul style="list-style-type: none">- The pupil pronounces the phonemes "hiding" in every given syllable

Milestones (targets)	Description of required execution			Standards of optimal learning opportunities	Standards of evaluation
	Start	Midway	End		
	spoken word		word	- Direct practice in omitting syllables	- The pupil executes an assignment precisely: "say ... without saying ..."

The HIVE Pedagogic formation interconnections linguistic competences, reading and writing to students of school age



מדינת ישראל
משרד החינוך
לשכת המדען הראשי

כ"ב אדר ב תשע"ד
24 מרץ 2014
תיק 7763 רו 415

היתר לאיסוף מידע לצורך המחקר בנושא

"הקשר בין הדגשת רכיבי הוראת הכתיבה לבין כישורי כתיבה ו כישורי קריאה והבנת הנקרא בקרב תלמידים בכיתה א'"

בביצוע של גב' ניבה שטרהל

ההיתר בתוקף החל מהתאריך הרשום לעיל ועד לסיום שנת הלימודים תשע"ה בלבד

במסמך זה ההתייחסות לכל אלה שלא מזהים לפי שם, היא בלשון זכר. זאת מטעמי נוחות בלבד, כאשר הכוונה היא גם לנקבה, אם לא מצוין אחרת.

לצורך הכניסה לבית הספר יומצא העתק של מסמך זה למנהל המוסד

המסגרת שבה נערך המחקר: עבודת גמר לתואר שלישי באוניברסיטת 'טירספול' שבמולדובה

עיקרי המרכיבים של המחקר לעניין היתר זה:

הנבדקים: תלמידי כיתות א' ומוריהם

מערך המחקר, הליך איסוף המידע וכלי המחקר:

עורכת המחקר תבדוק את כישורי הקריאה, הכתיבה והבנת הנקרא של התלמידים נבדקים, תוך השוואה בין תלמידים הלומדים בכיתות, שבהן המורה מדווח כי נותן דגש מיוחד בהוראתו לנושא 'הוראת הכתיבה' לבין תלמידים בכיתות, שבהן המורה, עפ"י דיווחו, אינו נותן דגש מיוחד לנושא הנ"ל. במסגרת איסוף המידע תצפה עורכת המחקר במספר שיעורים בכל אחת מהכיתות שעלו במדגם, לצורך בדיקת מידת הדגש שאותו נותן המורה בהוראתו לנושא הכתיבה. לאחר ביצוע התצפיות, היא תערוך מבדק בנושאים שלעיל לתלמידי הכיתה, שהוריהם הסכימו לשיתופם במחקר.

הבקשה לאיסוף המידע לצורך המחקר הנ"ל נבדקה על ידי לשכת המדען הראשי, ונמצאה עומדת בכל התנאים הנוגעים בדבר הקבועים ב"הוראת המורה" במסגרת החינוך, לרבות הסכמתו של המנהל לחינוך ממלכתי דתי לאיסוף המידע המבוקש במוסדות שבפיקוחו. לאור זאת הוחלט להתיר את איסוף המידע שלעיל בקרב תלמידי כיתות א' ומוריהם בבתי ספר ממלכתיים ובבתי ספר ממלכתיים-דתיים במחוז המרכז ובמחוז ירושלים ובבתי ספר ממלכתיים וממלכתיים-דתיים שבפיקוח המנהל לחינוך התיישבותי בלבד.

ההיתר כפוף לכל התנאים שלהלן שלקיומם אחראים עורכת המחקר ומנהל בית הספר הנוגע בדבר:

1. המורים והורי התלמידים המועמדים להשתתף במחקר אינם כפופים לעורכת המחקר. כמו כן, ההורים והתלמידים המועמדים להשתתף במחקר אינם תלויים בעורכת המחקר בכל דרך אחרת.
2. איסוף המידע ייערך אך ורק על ידי עורכת המחקר עצמה.
3. במבדקים ישתתפו אך ורק התלמידים, שהוריהם הביעו את הסכמתם לכך בכתובים. לצורך קיום תנאי זה תיערכנה פעולות אלה:
 - א. עורכת המחקר תספק להנהלת בית הספר את המספר הנחוץ של מכתבי הפנייה להורים שנועדו לבקש את הסכמתם לשיתוף ילדם במבדק (מצ"ב הנוסח של המכתב ושל כתב ההסכמה, עם חותמת לשכת המדען הראשי, שאותם יש להפיץ בקרב ההורים).
 - ב. הנהלת בית הספר תסדיר את הפצת המכתבים להורים.¹

¹ אין לאפשר לעורכת המחקר נגישות לפרטים מזהים כלשהם על אודות ההורים שהיו נחוצים לה לצורך הפצת המכתבים בכוחות עצמה.

מדינת ישראל

משרד החינוך

לשכת המדען הראשי

ג. ההורים אשר מסכימים לשיתוף ילדם במחקר יחזירו את כתבי ההסכמה החתומים על ידם להנהלת בית הספר. זו תמסור את כתבי ההסכמה של ההורים לעורכת המחקר ותשמור העתק מכתבי ההסכמה ברשותה.²

4. זכותו של כל הורה וילדו להחליט שהתלמיד לא ישתתף בביצוע המבדקים המבוקשים (כולם או חלקם), מבלי שהתלמיד ייפגע באופן כלשהו בעקבות החלטותיו או החלטת הוריו. זאת יובהר לתלמידים עצמם, לפני תחילת איסוף המידע, בשפה המותאמת לגילם.³
5. התלמידים הנבדקים יונחו שלא לציין בדפי המבדקים שיבצעו כל פרט מזהה על אודותיהם ולא יירשם כל פרט מזהה על אודותיהם על ידי עורכת המחקר.
6. המבדקים ייערכו במהלך מפגש אחד, במסגרת פרטנית, במהלך יום הלימודים. לצורך השתתפותו במפגש, יצא התלמיד מהכיתה בתאום עם המורה.
7. במהלך ביצוע המבדקים תישמר זכותו של התלמיד הנבדק לפרטיות, מבלי שתוסר מעליו ההשגחה הנדרשת עליו על ידי צוות בית הספר.
8. משך ביצוע המבדקים בקרב התלמידים לא יארך יותר מארבעים דקות לכל תלמיד.
9. תיעוד התצפיות בשיעורים ייערך בכתב בלבד.
10. במהלך התצפיות לא יירשם על ידי עורכת המחקר כל פרט מזהה על אודות תלמיד או מורה.
11. בעת הכניסה לבית הספר, על עורכת המחקר לשמור על הופעה ההולמת את המקובל במוסד.

עוד יובהר כלהלן:

- עורכת המחקר התחייבה בכתובים לפני לשכת המדען הראשי לא לפרסם את ממצאי המחקר באופן שיאפשר את זיהוי הנבדקים.
- ההיתר ניתן אך ורק לאיסוף המידע באמצעות כלי המחקר שהוצגו לבדיקה ללשכת המדען הראשי, במתכונת שהותרה לשימוש.
- ככל שקיימות זכויות יוצרים בנוגע לכלי המחקר או בנוגע לתשובות או לתוצרים האחרים של הנבדקים הנוצרים במסגרת המחקר /או הנמסרים לעורכת המחקר במסגרתו, באחריותה הבלעדית של עורכת המחקר להסדיר את הנושא בהתאם לכל הוראות החוק/ים הנוגעים בדבר.
- אין במכתב זה משום חיווי דעה של לשכת המדען הראשי על איכותו של המחקר.
- לא נדרש היתר נפרד מטעם המחוז.

רנה אוסישקין
מרכזת בכירה בקרה ומעקב

תפוצה:

גב' ניבה שטרלה, רחוב הדרור 259, יקיר, ד.נ. לב השומרון
הרב דוד עצמון, מפקח תכניות לימודים
הרב זכריה טובי, אחראי על מחקרים מול לשכת המדען הראשי
מנהלי המחוזות שלעיל

² המסמכים הנ"ל יישמרו על ידי הנהלת בית הספר ובאחריותה בארון נעול לתקופה של שלוש שנים לפחות.

³ הבחירות אלה נמסרות גם להורים במסגרת המכתב המופץ בקרבם

STATEMENT

The undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I am aware of the fact that, otherwise, I will bear the consequences in accordance with the law in force.

Sincerely,

Shtral Niva

Sagnature

04.01.2019

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Hebrew – [Mother tongue]

English – [Excellent reading, writing and speech skills].

Work experience

- 2015-2019- Director of the of professional development of teachers and kindergarten teachers and Lecturer and pedagogical instructor in "Israel Orot" college.
 - 2014-2015- Pedagogical coordinator of teacher education center and Lecturer and pedagogical instructor in "Israel Orot" college.
 - 2012-2014- Lecturer and pedagogical instructor in "Israel Orot" college.
 - 2011-2012 – Teachers Pedagogical Instructor at *Tikshuv* a program for shaping the education system into the 21st century.
 - 2009-2012 – Fifth grade teacher.
- Concentration of third and fourth grade students.

- Computer coordinator.
- 1993-2009 – First grade teacher at *Yakir* Elementary school of the Yakir community.
- Computer coordinator
- Fifth and Sixth grade math teacher
- Social coordinator
- 1993-1995 – Management of *Cherner* Children's Club of Jaffa, Tel-Aviv.
- 1991-1993 – Worked at the special education school *Yachdav* Tel Aviv.

Education and training:

- 2011-2014 – PH.D. In Education Studies at *Trisfol University of Moldova*.
- 1999-2001 – M.A. Degree in Education leadership at the University of Alabama at Birmingham [UAB], Elkana extension.
- 1991-1995 – B.ED. Degree in Special Education at *Talpiot College of Education*, Tel-Aviv.
- 1989 – Full 12 Year High School Diploma from *HaRo'e High School*, Ramat-Gan.
- Various courses on Development and Curriculum writing, Ethics and Rules in Education, Learning Strategies, Educational Psychology, Mathematics, ICT – 21st century skills.
- Additional courses can be viewed upon request.

National Service:

- 1998-1990 – Head counselor at *Benei Akiva* youth group in a development community.
- 1990-1991 – Instructor at the *Yachdav* school for autistic children Tel-Aviv.

* References can be provided upon request.