Teaching Word Recognition: Grades K-4

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From Beginnings to Skilled Reading

- Oral language
- Phonemic awareness
- Letter to sound correspondences
- Decoding words
- Recognizing words
- Building reading fluency
- Comprehending language
- Comprehending written text
- (good spelling would be nice, too!)

Effective Intervention

- Determine where the child falls on the reading continuum
- Choose an intervention with a strong research base
- Shore up preskills while maintaining age-appropriate oral language

Word Study Strategies

- **Phonemic Awareness and Phonics**
  - Teach most common sound for each letter, along with blending

- **Structural Analysis**
  - Letter combinations
  - Silent –e rule

- **Multisyllable Word Strategies**
  - Dropping a silent –e
  - Affixes

- **Morphemic Analysis**
  - BEST
  - Teach meaningful parts of words

- **Contextual Analysis**
 - After a student tries a pronunciation: Does that make sense?

The Likely Suspects…

- Kindergarten
  - **Understanding & use of the alphabetic principle**
- First Grade
  - Alphabetic principle
  - **Phonics and decoding words**
- Second Grade
  - Alphabetic principle, phonics and decoding
  - **Reading fluently**
- Third Grade
  - Phonics and decoding, fluency
  - **Multisyllable words and comprehension**
- Fourth Grade
  - Decoding, fluency, multisyllable words
  - **Active comprehension of sentences, paragraphs, and passages**

Interventions in **Kindergarten**

- Segmenting
- Blending
- Letter Sounds
- The alphabetic principle
- [and meanings of words]

Stretched Blending
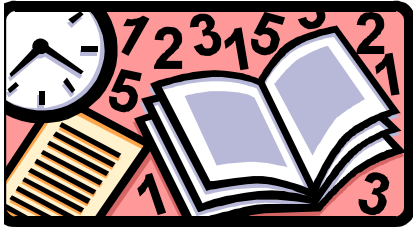
Teaching Letter Sounds

- Avoid alphabetical order (Carnine et al., 1998)
- Use cumulative introduction
- Teach short vowels in kindergarten
- Start teaching letter sounds as soon as possible
- Integrate letter sounds with phonological awareness activities (Ball & Blachman, 1991; O'Connor et al., 1995)
- Assess letter knowledge, and begin "catch-up" instruction immediately

Onset-rime with 1st Sound

m	

Segment 3-phoneme Words

Ex: Segment to Spell

a   m   s   t   i   f

Measuring Progress: Alphabetic Principle

- Rapid Letter Naming

- Segmenting

- Goals:
  - >50 Letters per minute

  - >30 segments per minute

Rapid Letter Naming

- Time: <u>1 minute</u>   Number correct:_____

D	N	b	H	f	i	m	O	A	R
s	E	W	y	L	T	c	X	g	k
B	F	o	j	a	S	p	r	U	e
M	z	K	C	t	q	n	J	P	x
u	G	Q	l	w	Z	I	v	Y	d
V	h								

Segmenting

- "I will say a word, and you tell me the sounds you hear in the word. My turn. I can say the sounds in *Mike*. M--i--ke. Your turn." (1 point/phoneme)

1. soap_____	6. leaf_____
2. van_____	7. fall_____
3. food_____	8. not_____
4. show_____	9. mad_____
5. make_____	10. zoo_____

Interventions in First Grade

- Segment to Spell
- Phonics
- High frequency words
- [and meanings of words]

Phonics

- Teach common sounds first
- Teach blending letter sounds
- After ~20 sounds are well known, add consonant digraphs like th, wh, ch
- After consonant digraphs, introduce letter combos (ee, ar, ing, or, al, er, ou)
- Add the silent -e Rule

ai says /aaa/. *ai* says—

Teach ai	Discriminate ai	Sight words
ai	main	they
rain	boat	good
fail	fish	come
bait	paid	
plain	old	
afraid	mail	
fair	far	

And for Students Who Reverse...

Stretched blending [don't stop between sounds]:
Sound it out:
- Mmmiiix = mix
- Lllaaap = lap

Bigram blending: [Fayne & Bryant; O'Connor & Padeliadu, 2000]

K<u>i</u>t

d<u>o</u>ck

- Say the middle sound: iiii
- Add the first sound: kiiii
- Do it again: kiiiit = kit

The problem with word families

Discuss this problem with a colleague.

Word Building

pet—pot—pat—pad—sad—sod

Sight Words

- 25 high frequency words make up nearly 1/3 of all print for primary readers
- 100 high frequency words make up nearly 1/2 of all print

28 High Frequency Words

the	you	are	this
of	that	as	from
and	it	with	I
a	he	his	have
to	for	they	or
in	was	at	by
is	on	be	one

Teaching Sight Words

- Constant time delay
- Spelling words aloud
- Word walls [ok, but be CAREFUL]

Patterns in the 100 Most Common Words

- th: that, than, this
- or: for, or, more
- ch: much, [which]
- wh: when, which, what
- ee: see, three
- al: all, call, also
- ou: out, around
- er: her, after
- ar: are, part

Teaching Silent -e

- **One generalization covers them all:**
- **"When there's an -e at the end, the vowel says its name."**

  - **Is there an -e at the end?**

  - **Game   sit   hop   hope**

yes	no
What's the name of this letter?	What's the sound of this letter?
Read the word	Read the word

Assess Progress

- Most common sound for each letter
- High frequency letter combinations
- Lists of 25, 50, 75, 100 common words

- Pocket Children:
  - Opportunistic Cumulative Introduction

Interventions in Second Grade

- Common letter patterns & affixes
- Fluency
- [and meanings of words]

Highly Regular Letter Combinations

th	oa	qu	oi
er	ar	ay	oy
ing	ea	igh	ph
ch	oo	ol	wr
wh	ee	ir	au
or	ai	ur	aw
ou	sh	kn	

Small Moves toward 2-Syllables

- **Inflected endings: -ed, -ing, -s, -es**
- **Words that divide between consonants**

Words That Divide Between Consonants

cannot	happen
goblet	kidnap
cactus	magnet
rabbit	triplet
plastic	dentist
tablet	absent

Common Affixes (Morphemes)

- ## Prefixes
  - **Un-, re-, in-, dis- account for 58% of words with prefixes** (White et al., 1989)
- ## Suffixes
  - **-ly, -er/or, -sion/tion, -ible/able, -al, -y, -ness,   -less**
- ## Decoding:
  <u>un</u>like<u>ly</u>

  <u>re</u>color<u>ing</u>

Why Bother Building Fluency?

- One piece of the comprehension puzzle
- Minimum fluency requirements (Good et al., in press; O'Connor et al., 2002)
- Silent reading is NOT effective in improving fluency (NRP, 2000)
- Building fluency requires frequent, long-term practice

Strategies to Increase Fluency

- Rereading (Dowhower, 1991; Sindelar et al., 1990)
- Partner reading (Fuchs et al; 1998; Greenwood et al., 1998)
- Control the difficulty level of text (O'Connor et al., 2002)

Reading with Adults

- Training accomplished in 1 hour
- Adults need not be teachers

Practice

- <u>Repeated reading</u>, 3 times per page of text (good for students with poor accuracy or rate < 40 wpm)
- <u>Continuous reading</u>, read as long as time allows (good for everybody)
- <u>Rules</u> for both:
  - Help with the hard words
  - Respond to student questions (words and gist)

Conditions

- Can use materials a bit above current reading level

  - Check accuracy: Students should read at least 85% of words correctly

- Older students need to read longer to get the benefits of younger students in less time

  - Try for 20 min of sustained reading aloud for 4th grade and above

2 Methods of Partner Reading

- **<u>Modeled reading (PALS)</u>**

  - Each student reads in 5 minute intervals

  - Strongest partner reads first

  - Allows a model for the poorer reader
- **<u>Sentence-by-sentence (CWPT)</u>**

  - Partners take turns reading sentence by sentence

  - Reread with other student starting first

  - Encourages attention and error correction

Getting Started with Peer Tutoring

- Control for time, not pages
  - All students practice for 15 minutes, 3 days per week
- Teacher forms pairs, picks text, sets rules
- Models appropriate reading (fishbowl technique)

Modeling Appropriate Behavior

- Listener follows along with a finger (or bookmark for older students)
- Listener helps with hard words (That word was *represents*. Please read the sentence.)
- If students finish early, go back to the beginning
- 6 inch voice

To Implement with Partners

- Do you group students for reading?
  - Pair students within group
- Do you teach to the whole-class for reading?
  - Pair low readers with middle readers,
  - Middle readers with high readers
- Students who read at high rates can read silently instead of aloud
  - Check student's rate against average rates by grade

Choosing Text

- Check that students read at least 85% of words accurately
- Can use basal, novels, packaged materials
- Teacher monitors and reinforces good behavior

- [Fast, accurate readers can read silently in more difficult materials as others partner-read (teacher decides)]

Assess Reading Fluency

- Listen to student read aloud for 1 min from Grade level text
- Mark errors and omissions
- Help with hard words after 3 sec, but count as error
- Count the words read correctly in 1 min

Grade	Average Rate	Danger
1, March	45	25
1, May	60	40
2, Dec	75	50
2, May	100	60
3, Dec	120	70
3, May	135	80

Interventions in Third Grade

- **Every syllable has at least one vowel**
- Morphemes
- Rules for combining morphemes
- [and meanings of words]

Rules for Reading & Spelling

- Every syllable has at least 1 vowel
    - U<u>n</u><u>a</u>bl<u>e</u>
    - Cl<u>ou</u>dl<u>e</u>ss

- Drop the –e when you add a word part with a vowel
    - close+ing, close+ly, sense +ible, sense+less

When do you drop the –e?

- When the next part begins with a vowel.
- T: Does this word end in –e?
  - Does the next part begin with a vowel?
  - Will you drop the –e?
- make + ing   port + able
- like + ed   come + ly
- use + ful   use + ing
- back + ed   guide +ing

Keys to Successful Intervention

- Determine where the child falls on the reading continuum
- Choose an intervention with a strong research base
- **Students with reading difficulties will need 7-20 practice sessions <u>or more </u>to master a new concept**
- **Use the student's progress to determine the next appropriate intervention**