Module 4: Word Recognition

Understanding How Word Recognition Promotes Reading Automaticity

Early Literacy Department

School Leadership Series

October 2020

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Virtual Norms

- Choose a Quiet Place, free from distractions.
- Stay muted until directed to unmute.
- Utilize the "Raise Hand" button, if you would like to contribute (be sure to lower your hand afterwards)
- Type questions and/or general comments into the chat box.
- NOTE referenced documents/attachments.
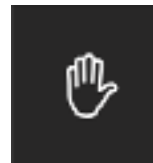- Maintain RESPECT in speaking, writing, and appearance.

DIGITAL CITIZENSHIP

Discussion

Chat Box

Breakout Session

Raise Your Hand

Video

Poll

Leaders will

- Know that word recognition is an essential skill that underlies a student's ability to learn to read and spell.

- Understand how word recognition instruction looks in action.

- Be able to support effective implementation of instruction in word recognition.

Agenda

I. **Definition** of Word Recognition

II. **Research**

III. **Standards** and **Subskills**

IV. **Standards in Action**

- – Example

- – Experience
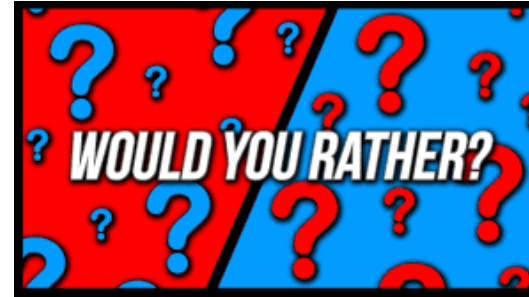
V. **Instruction and Alignment**

VI. **Next Steps**

Icebreaker

Attend…

A. An all-day professional development session on a topic you know so well that you should be leading the group?

B. A 3-hour training course on new technology in which someone raises his/her hand every 30 seconds to ask something the speaker already covered?

Realize halfway through your day that…

A. You had your shirt on inside-out?

B. You had two different shoes on?

Discover…

A.   A cockroach in the Keurig at school?

B.   A rat in your supply closet?

Go…

A. The first three months of the school year with no coffee, tea or caffeine of any kind?

B. The whole standardized testing season with no coffee, tea or caffeine of any kind?

1. For students to achieve automaticity in word recognition, students require instruction in phonemic awareness, decoding and vocabulary. **True or False**

2. Without word recognition, reading comprehension cannot be achieved. **True or False**

3. Some words are "irregular," meaning they are difficult to read using a sounding out strategy. **True or False**
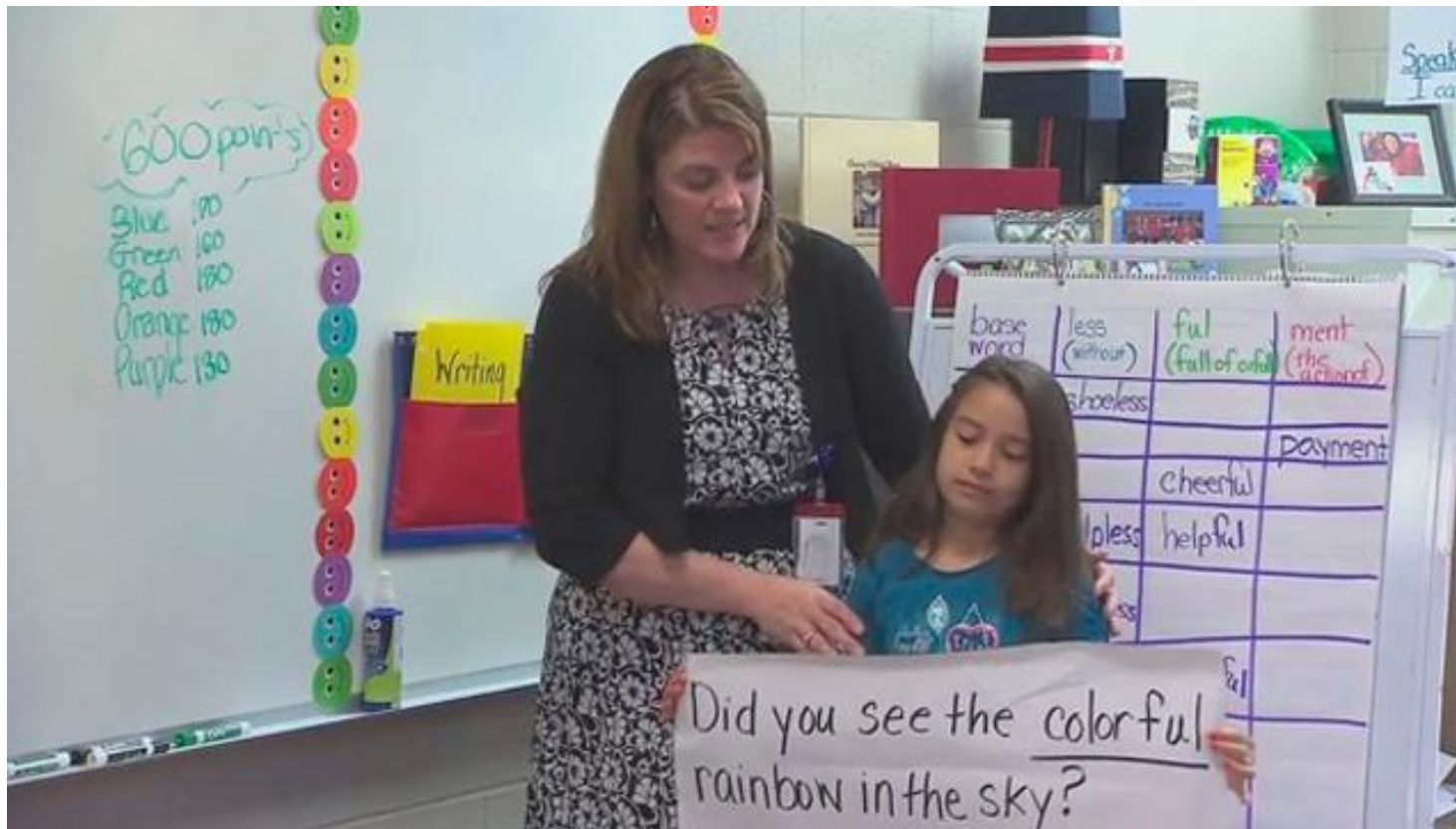
1. For students to achieve automaticity in word recognition, students require instruction in phonemic awareness, decoding and vocabulary. **False**

2. Without word recognition, reading comprehension cannot be achieved. **True**

3. Some words are "irregular," meaning they are difficult to read using a sounding out strategy. **True**

DEFINITION: What is word recognition?

Word Recognition is...

- the ability to read words **accurately** and **automatically**

- the act of seeing a word and recognizing its **pronunciation immediately** and **without any conscious effort**

- the ability to read words in **isolation** or **within the context** of a sentence or story **without** hesitation

- Refers to the ability to **identify**, **read**, and **analyze** the **meaning attached to the word**. It is the basic foundation skill in reading upon which learning of advanced reading skills depends

In order for students to achieve automaticity in word recognition, students require instruction in:

- **phonological awareness** (syllables, phonemes, etc.)
- **decoding** (alphabetic principle, spelling sound correspondences)
- **sight recognition** of high frequency words (e.g., "said," "put").

Examine the following words below. Which words are high frequency words?

Word List		
Grandma	elephant	library
video	but	when
there	basketball	dinosaur
chocolate	Ms. Taylor	so
was	big	Ava
Tennessee	Sponge Bob	bookmark

Examine the following words below. Which words are high frequency words?

| Word List		
Grandma	elephant	library
video	but	when
there	basketball	dinosaur
chocolate	Ms. Taylor	so
Tennessee	big	Ava
was	Sponge Bob	bookmark

A sight word is any word a student can recognize instantly without sounding it out (decoding).	Grandma, chocolate, library, Sponge Bob
High frequency words are words that occur most often in text.	when, so, big, but, there, was

*Thirteen words make up about 25% of words used in school text: **a, and, for, he, in, is, it, of, that, the, to, was, you.***
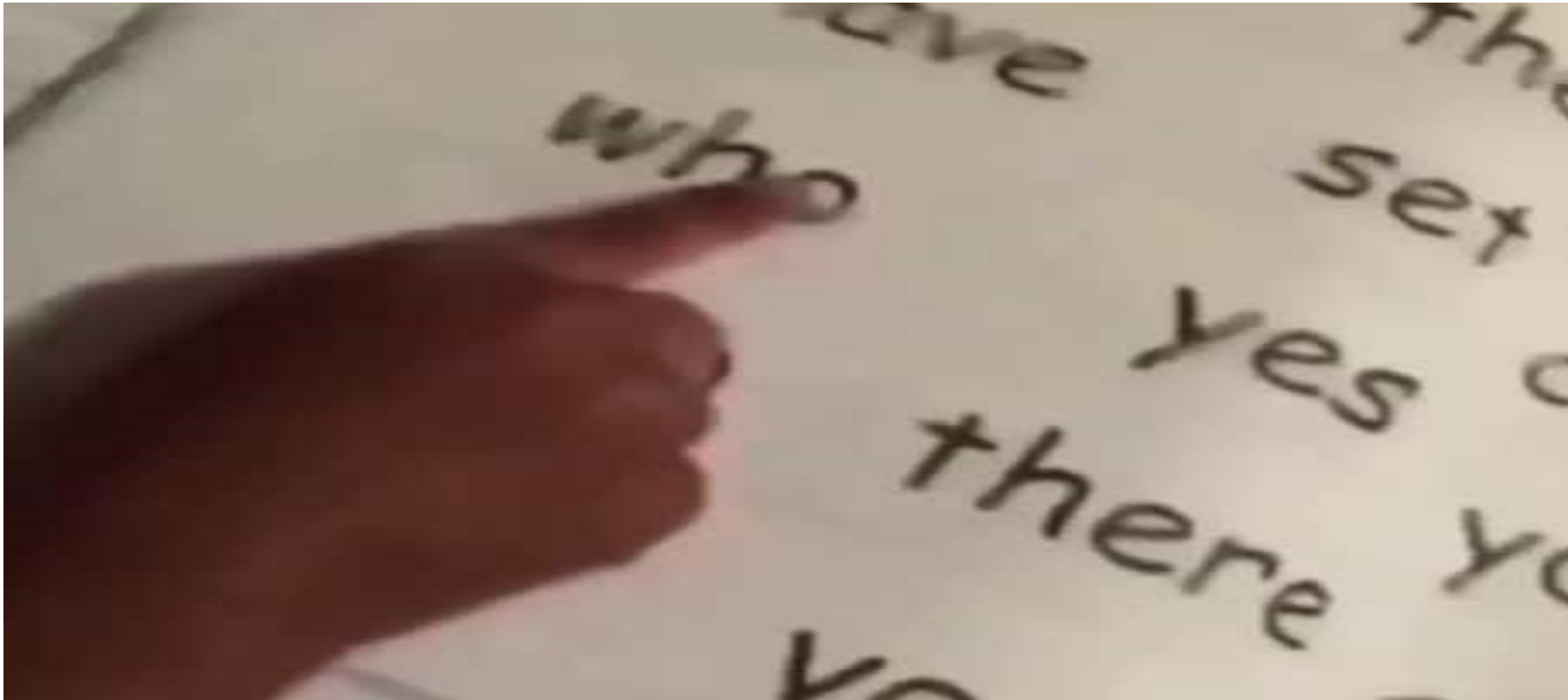
Sight words and high frequency words are the same.

True or False

- A *prefix* is a morpheme placed in front of a base word or root to create a new word.

- Each prefix has a meaning that, when combined with the base word or root, creates a new meaning. For example, the prefix *re-* means "again."

- When added to the word *use*, it creates the new word *reuse,* which means "to use again."

Most Frequent Prefixes in Printed School English

81% of all prefixed words use one of the prefixes below.

Rank	Prefix	Meaning	Percentage
1	*un-*	not, opposite of	26
2	*re-*	again	14
3	*in-, im-, il-, ir-*	not	11
4	*dis-*	not, opposite of	7
5	*en-, em-*	cause to	4
6	*non-*	not	4
7	*in-, im-*	in	3
8	*over-*	too much	3
9	*mis-*	wrongly	3
10	*sub-*	under	3
11	*pre-*	before	3

A *suffix* is a morpheme placed at the end of a base word or root to create a new word.

Inflectional suffixes:

- Are learned early.

- Do not change a word's part of speech.

- Are a fixed set or class of words.

- Change tense, number, possession, comparison, or degree
(e.g., *-ing, -ed, -s, -es, -er, -est*).

Derivational suffixes:

- Are added to a root.

- Mark a part of speech or grammatical role (e.g., *compare, comparison, comparative, comparatively*).

- Are more numerous than inflectional suffixes.

- Are usually Latin in origin.

Rank	Suffix	Percentage
1	-s, -es	31
2	-ed	20
3	-ing	14
4	-ly	7
5	-er, -or	4
6	-ion, -ation, -ition, -tion	4
7	-able, -ible	2
8	-al, -ial	1
9	-y	1
10	-ness	1
11	-ity, -ty	1
12	-ment	1

Look at the suffixes on the first three lines of the chart.

- What percentage of suffixed words are made with these suffixes?

- What implications does this have on instruction?

Unfinished Sentences

Fill in the missing prefixes and suffixes for the sentences to make sense.

1. The __re__ port __er__ __inter__ viewed the act __or__ about his performance.

2. We __de__ cided to make an agree __ment__ to be help __ful__ and friend __ly__ to each other.

3. The boy __pre__ tended he was on an __ex__ citing __ad__ vent __ure__ in out __er__ space.

RESEARCH: Why is word recognition important?

- In order to unlock comprehension of text, two keys are required—being able to read the words on the page and understanding what the words and language mean within the text children are reading (Davis, 2006).

- Since reading comprehension is the ultimate goal in teaching children to read, a critical early objective is to ensure that they are able to read words with instant, automatic recognition (Garnett, 2011).

- Students who have success with reading comprehension are those who are skilled in both word recognition and language comprehension. (Davis, 2006)

Emoji Annotation

Read the Facts and Stats. **What do you think?**
Respond in the chat box and include an emoji and one sentence commentary.
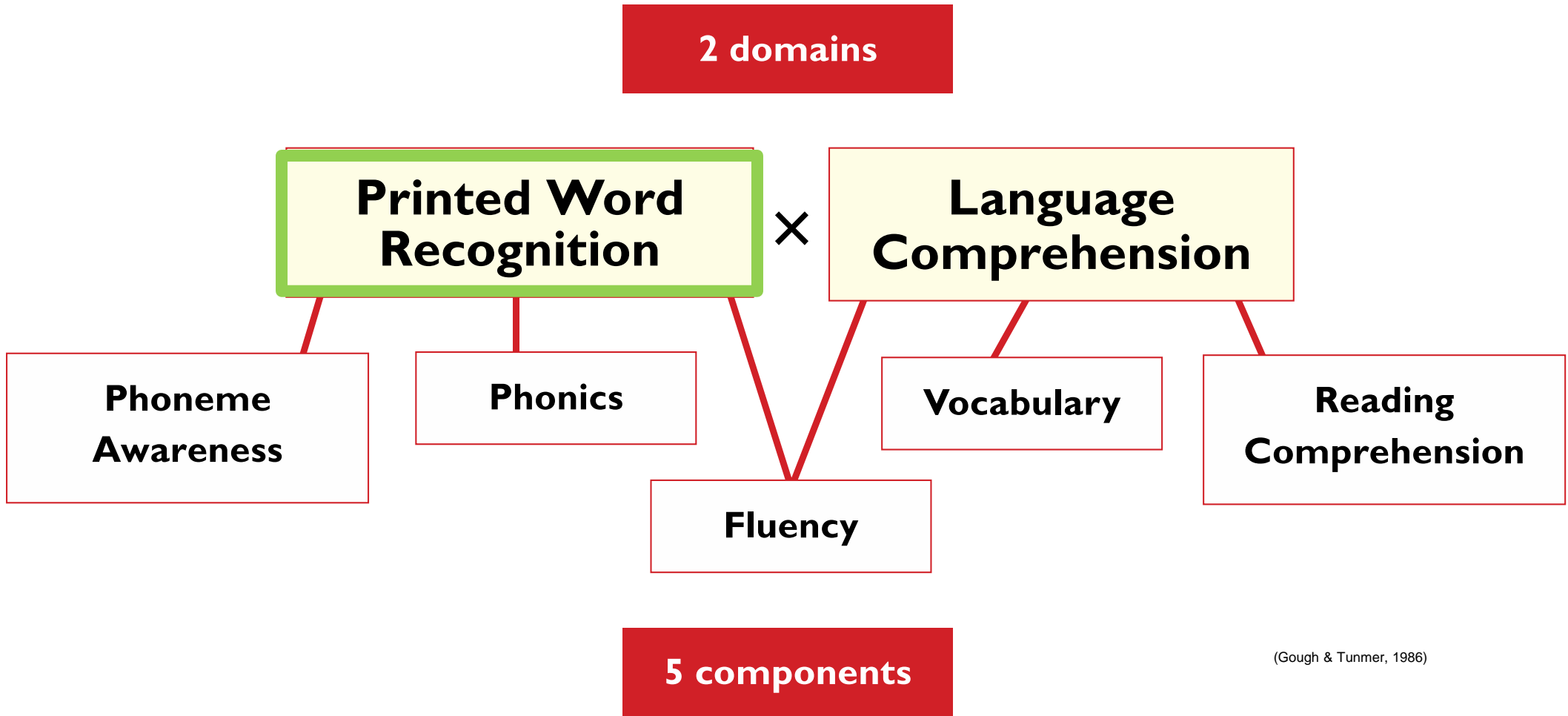
I wonder.............

This surprises me ......

I agree with this.........

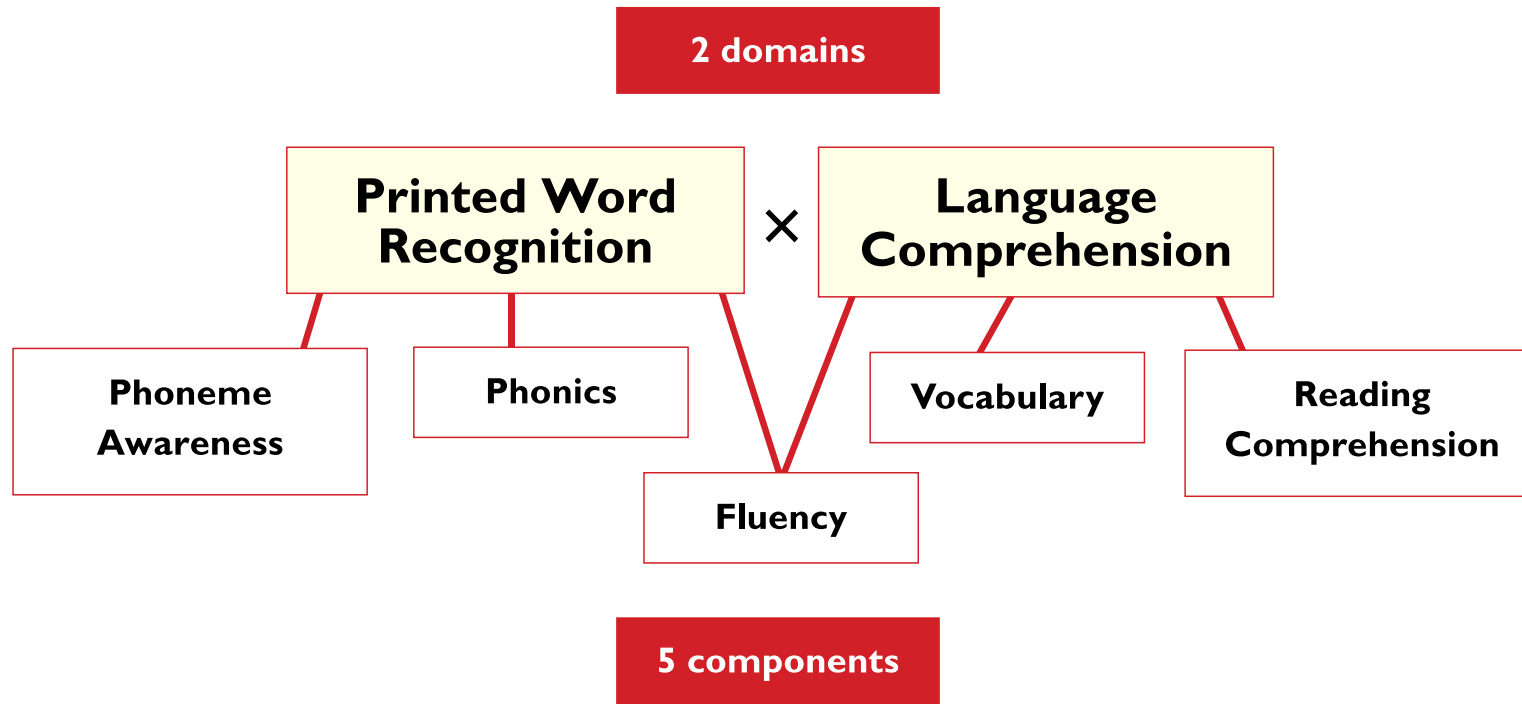This makes me feel......

The Simple View of Reading (SVR)

2 domains

Printed Word Recognition × **Language Comprehension**

Phoneme Awareness

Phonics

Fluency

Vocabulary

Reading Comprehension

(Gough & Tunmer, 1986)

5 components

What do the two domains in the Simple View of Reading have in common? Why?

2 domains

Printed Word Recognition	×	**Language Comprehension**

| Phoneme Awareness | Phonics | | Vocabulary | Reading Comprehension |

Fluency

5 components

Reading Comp

=

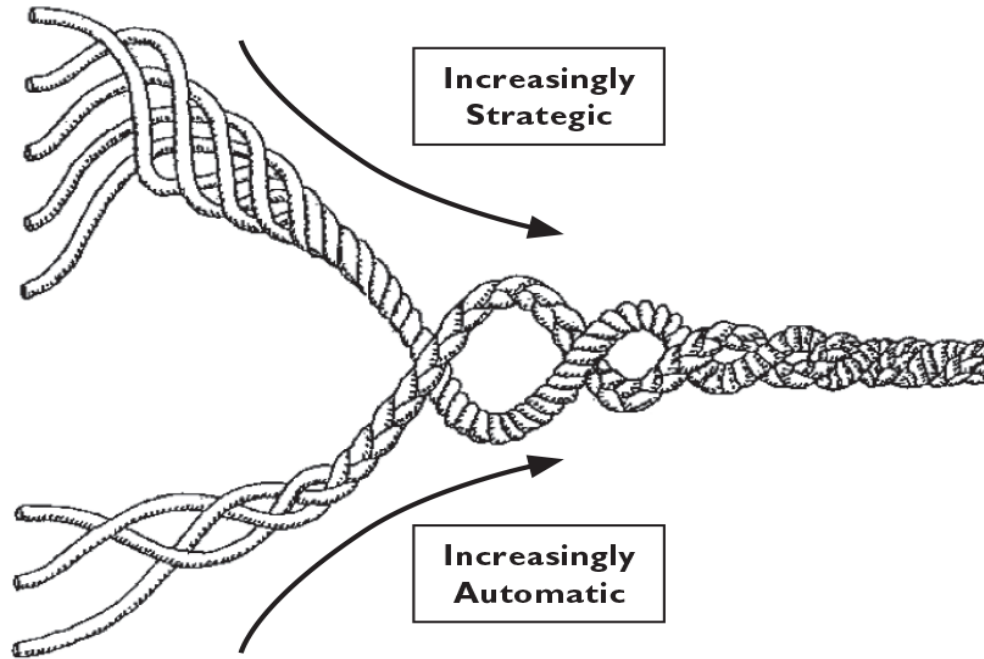**Language Comprehension**

×

Decoding Word Recognition

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary
- Verbal Reasoning
- Language Structures
- Knowledge of Text Structure and Genre (Literacy Knowledge)

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Strategic

Increasingly Automatic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

(Hollis Scarborough's Reading Rope)

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Effective word recognition instruction builds steadily on children's understanding and use of both spoken and written language, and includes the following elements:

| |
|---|
| Print Awareness |
| Alphabetic Knowledge |
| Phonological and Phonemic Awareness |
| Alphabetic Principle |
| Decoding |
| Irregular/High Frequency Words |
| Spelling and Writing |
| Reading Practice with Decodable Texts |
| Reading Fluency |

Which of the following is NOT an underlying element of word recognition?

a. *Phonological Awareness*

b. *Sight Recognition*

c. *Vocabulary*

d. *Decoding/Spelling*
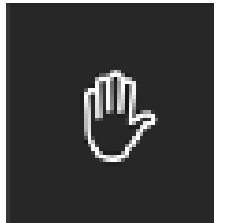
STANDARDS: Which foundational literacy standards are addressed through word recognition instruction?
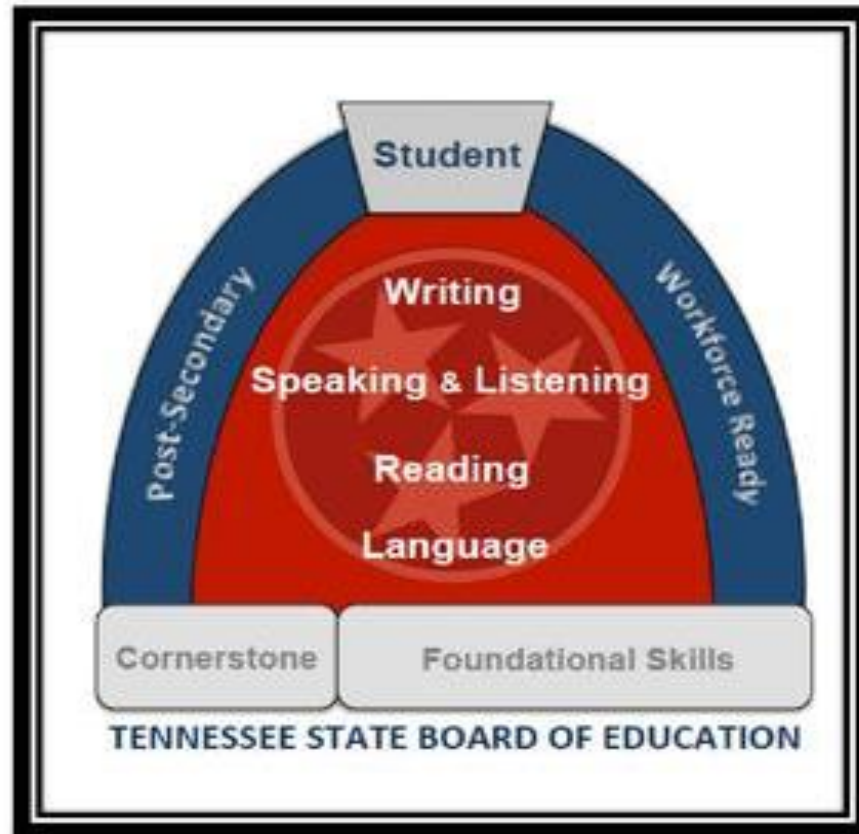
K.FL.PWR.3 **Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.**

a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
b. Associate the long and short phonemes with common spellings for the five major vowels.
c. Read common high-frequency words by sight.
d. Decode regularly spelled CVC words.
e. Distinguish between similarly spelled words by identifying the letters that differ.

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

a. Know the sound-spelling correspondence for common consonant digraphs.
b. Decode regularly spelled one-syllable words.
c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Read words with inflectional endings.
g. Recognize and read grade-appropriate irregularly spelled words.
h. Read grade-level decodable text with purpose and understanding.

2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

g. Decode grade-level texts with purpose and understanding.

K ▶ 1 ▶ 2 ▶ 3-5

Grade 3 - 3.FL.PWR.3

- a. Identify and define the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Grade 4 - 4.FL.PWR.3

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 5 - 5.FL.PWR.3

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

STANDARD IN ACTION: What are the expectations for instruction in word recognition?

- As you view the video, think about the teacher actions and student actions

- How will this instructional routine be implemented in a remote classroom setting?

Mr. Memphis is a 2nd grade teacher. He teaches high-frequency words through rote memorization. Many of his second-grade students are failing to learn high-frequency words, even though they are progressing in their phonics lessons. The high-frequency words the students are responsible for knowing in this lesson are the words: *together, which, without, between,* and *example*. All of his students are having difficulty reading those words in or out of context.

What teacher actions can Mr. Memphis employ to provide high level high frequency word instruction?

High Frequency Word Instruction

Indicator	Actions
Teacher provides direct instruction	• Displays high frequency word cards • Reads the word and uses it in a sentence • Spells the word • Writes the word in the air
Students practice reading, spelling, and writing HFWs	• Say the HFW • Spell the HFW • Write the HFW in the air • Read HFW in and out of context
Students practice HFWs in context (use HFWs in oral sentences or read HFWs in sentences)	• Identify sentences with high frequency words • Build sentences with high frequency words • Read sentences with high frequency • Orally generate sentences with high frequency words

Where is Word Recognition explicitly taught?

Phonemic Awareness
Phonics
High Frequency Words
Structural Analysis

Foundational Skills K–5

BLEND WORDS

K.FL.PWR.3e Distinguish between similarly spelled words by identifying the letters that differ.

1 Guided Practice Display **Word-Building Cards** *s, i, t.* Point to letter *s.* *This is the letter* s. *The letter* s *stands for* /s/. *Say* /sss/. *This is the letter* i. *The letter* i *stands for* /i/. *Listen as I blend the two sounds together:* /sssiii/. *Say* /sssiii/. *This is the letter* t. *The letter* t *stands for* /t/. *Listen as I blend the three sounds:* /sssiiit/, sit. *Now you say it. Let's change* i *to* a. Use the same routine to blend sat.

2 Practice Write tip, tap. Have children say the sounds for each letter and blend and read the words. Point to tip and tap. Ask children which letters are the sameblend and read the words. Point to *tip* and *tap.* Ask children which letters are the same. (t, p) Ask children to tell which letters are different. (i, a) Discuss the sound each letter stands for and how it changes the word. Repeat with *pit, pat.* Remind children that words are made up of vowels and consonants. The letters i and a are vowels, and the letters *s, p,* and *t* are consonants.

If children need additional practice identifying the sounds for letters, have them use **Practice Book** page 120.

1.FL.PWR.3f. Read words with inflectional endings.

INFLECTIONAL ENDINGS -ED, -ING

Review Have children tell what a syllable is and then tell how many syllables they hear in the word *advice*. Have children explain how to add inflectional endings -ed and -ing to words that end with a short vowel followed by one consonant. Children should note that we use the endings -ed and -ing to change the meanings of action words or verbs. Have children practice writing words with -ed and -ing such as *chatted, stopped, hopped, drumming, petting, wagged, trimmed,* and *getting.*

Word Work

Structural Analysis

5 Mins

Prefixes re-, un-, dis-

1 **Model** Write and read aloud *write, rewrite, safe, unsafe, infect, disinfect*. Underline the prefixes *re-, un-,* and *dis-*. Say: *You know that adding the prefix* re-, un-, *or* dis- *to the beginning of a word changes its meaning. Remember that the prefix* re- *means "again." Rewrite means "to write again." The prefixes* un- *and* dis- *both mean "not" or "opposite of." Unsafe means "the opposite of safe," and* disinfect *means "not to infect."*

2 **Guided Practice/Practice** Have children add the prefixes *re-, un-,* or *dis-* to the words as shown. Then have them read each new word and use it in a sentence. Give corrective feedback as necessary.

re-: size, sell, fill, mix, pack   *un-*: ripe, cut, lace   *dis-*: lodge, band

Have children independently practice reading and writing words with prefixes *re-, un-, dis-* using **Practice Book** page 126.

2.FL.PWR.3d Decode words with common prefixes and suffixes.

When might I see Word Recognition instruction?

Whole Group Instruction

Word Work

- Phonics/Spelling/Handwriting/Hight Frequency Words/Structural Analysis

Weekly Text Set

- Decodable Reader (2nd Grade)
- Shared Read
- Literature Big Book
- Interactive Read Aloud
- Literature Anthology

Building Writing Skills

- Reading/Writing Companion
- Practice Book
- Response Board

Small Group Instruction

Text-Based Lessons

- Leveled Readers
- Decodable Readers

Skills-Focused Lessons

- Response Boards
- Differentiated Lessons

Literacy Workstations

- Workstation Task Cards
- Digital Activities

BACK IN THE BUILDING: What are my next steps for supporting instruction in word recognition?

In addition to instructional practices 1 and 2, the following should be "looked for" during informal observations:

- Ensure student engagement in Wonders HFW routines.
- K-2 teachers to equip students with effective word reading strategies:
    - Sound it out-blend the sounds and link to the letter or group of letters
    - Segment a word into sounds, syllables or chunks
    - Look for parts you know, ask someone
    - See if the word has prefixes or suffixes.

- Review Dr. Dickeys info on HFWs
- Ensure lessons are multisensory—involving more than one sense at a time [visual, auditory (both listening and speaking), tactile/kinesthetic].

Leaders will

- Know that word recognition is an essential skill that underlies a student's ability to learn to read and spell.

- Understand how word recognition instruction looks in action.

- Be able to support effective implementation of instruction in word recognition.

Mark Your Calendar!

Module	Date	Time	PLZ Code
Module 5: Word Composition	November 10, 2020 November 30, 2020	4:00 – 6:00	24246
Module 6: Fluency	January 12, 2021 January 13, 2021	4:00 – 6:00	24246
Module 7: Sentence Composition & Vocabulary Acquisition	February 4, 2021 February 23, 20201	4:00 – 6:00	24246

PLC Coaches and Instructional Facilitators

Module	Date	Time	PLZ Code
Module 4: Phonics & Module 5 Word Recognition	October 27, 2020	4:00 – 6:00	24329
Module 6: Word Composition	November 16, 2020	4:00 – 6:00	24329
Module 7: Fluency	December 10, 2020	4:00 – 6:00	24329
Module 8: Sentence Composition	January 21, 2021	4:00 – 6:00	24329
Module 9: Vocabulary Acquisition	February 8, 2021	4:00 – 6:00	24329

Attendance Survey

http://bit.ly/SCSLSSurvey

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