

Chapter 1 : 5 Effective Strategies for Teaching Decoding Skills - WeAreTeachers

Strategies Student Page - great for a reading folder, reading area, or small group Bookmarks - great for inserting into that book, easy to have for on-the-go like in the summer months when you take a vacation {pictured book is a printable word family book from my curriculum Learn to Read }.

This is often problematic for struggling readers who lack skills to tackle the multi-syllabic vocabulary encountered from 4th grade on. Word attack instruction teaches techniques to make it easier to decode complex multi-syllable words. If students struggle to read individual words, they lack a pathway to comprehension. By equipping students with word attack strategies, they are enabled to decode with less effort which ultimately leads to improvement both in reading fluency and comprehension. This statistic suggests that while many students develop the skills to read the one and two syllable words predominant in early elementary school work, they lack the ability to apply these skills to the multi-syllable words encountered with increasing frequency in the 4th grade and beyond. This is sufficient for many students, but often poses a challenge for those with reading difficulties. Struggling readers can derive enormous benefit from direct instruction in decoding the longer and more difficult words encountered in later grades. There are a number of techniques which can help facilitate this process. Provide explicit instruction in recognition of common affixes prefixes and suffixes. Provide repeated practice reading affixes, vowel teams, and common word roots in isolation. Have students do timed reading of drill sheets containing just the isolated word parts. The goal is to build quick visual recognition of the smaller segments that comprise larger words. Teach segmenting of longer words into decodable chunks. Rather than approaching a word like disrespectfully as a whole, once taught the prefixes dis and re and the suffixes ful and ly, the student is able to first break the word into more manageable chunks dis re spect ful ly, and then read the word as a whole. There are two effective ways to practice this segmenting skill. One is to provide a list of words containing learned affixes and having the student first circle the prefixes and suffixes in each word. Then, read the individual word parts, and finally read the whole word. Another technique is to create a list of words in columns with spaces separating the word parts. Once the student is comfortable reading words containing the visible spaces to delineate word parts, transition them to columns of words without the spaces. With repeated drill and practice, both techniques strengthen speed and accuracy in reading multi-syllable words. REWARDS , Megawords , and Abecedarian Level C are examples of user friendly curricula designed with an emphasis on teaching strategies that focus on decoding multi-syllable words by focusing on syllables, affixes, and morphemes. Each comes with both student and teacher guides and are suitable for either group or individual instruction.

Chapter 2 : Teaching Reading: Word Attack by Jenny MacGregor on Prezi

Furthermore, the word attack skills discussed so far are only part of the clutter. Another site says: One of the most popular and widely referenced models for word recognition is the Three Cueing.

Eclectic Educating Word Attack Strategies! When I work with my students during guided reading, I really focus on helping them develop good "word attack" strategies. I keep this anchor chart up for them to refer to. When they are stuck on a word, I always ask, "What strategy are you going to try? After reading together, we even added another one after I took this picture. The fifth one is: Look for chunks you know. This has actually ended up being one of the most popular ones! So here is a quick list of the strategies we use: Look at the picture. What would make sense? Look at the beginning letter. Skip it, read to the end of the sentence, then go back. I use these strategies with all the grade levels I work with. I have really been pushing the strategies with my third graders. They wanted to sound out every word! I told them now that we were reading harder books, the words were getting too long to sound out. My third graders are also still working on learning several phonics rules, so their sounding out often was not successful. To break them of this "sounding out habit," I made a checklist. I made a small list of the strategies for each student to have in front of them. I laminated the strategies so that students could check off the strategies with a dry erase marker as they used them. It has been a huge success! I am so pleased! My students are really starting to use these strategies instead of sounding out. I find it very interesting how certain students favor different strategies. Some students prefer to use a couple of the strategies over and over, whereas other students like to use every single one in a book. Differentiation at its finest, right?! If you would like a copy of the strategies, [click here](#) , or on the picture above. I hope your students find them as useful as mine do! What word attack strategies do you use with your students?

Chapter 3 : Comprehension | Reading A-Z - Reading A-Z

Learning to read individual words is a tricky business. Reading words require kids to decode, or figure out, the word. -> APPS for decoding words.(PHONICS) Sight words are words children need to know without decoding, just by a glance.

Teaching The Basic Code Establishing The Alphabetic Principle The information and reading activities on this page are designed for young children just learning to read or older children who are struggling with learning to read. As mentioned on the Teaching Reading page, by basic code we mean when the letters of the alphabet are used individually to represent the sounds in a word. All letters and sounds have a one-to-one sound correspondence. Kids need to learn the basic alphabetic code first before moving on to the more difficult advanced code. The following words contain only basic code: By practicing the basic code we help children accomplish some critical learning objectives essential to establishing reading fluency. Words are made up of sounds. Letters represent those sounds. Written words are made up of letters that represent sounds. The correspondence between all the sounds and letters that make up the basic code. Words are written from left to right. If we expect children to properly decode more difficult words containing advanced code and multiple syllables then it simply makes sense to teach them the basic code first. This answer is obvious yet just about any book used to teach reading in our kindergarten and first grade classrooms is filled with advanced code and multisyllabic words. When children read these books without being taught good decoding skills they are forced to rely on their memories, picture cues, repetitive text, wild guesses and other poor reading behaviors to gain fluency. Eventually, these supports and reading strategies in the absence of good code knowledge fail them. Pictures eventually disappear from books. Repetitive text does the same. And as children have to memorize more words than humanly possible to sustain fluency Memories begin to fail. This sequence all occurs by the end of first grade! So what is left to support reading fluency without good reading decoding skills? Children who have been taught to rely too heavily on reading strategies inconsistent with the nature of our written code eventually turn into guessers. Their reading is slow, inaccurate and labored. Fluency is poor and any chance of comprehension is gone as well. While picture cues, repetitive text and memory all have their appropriate places in reading they are NO replacements for learning the code and proper word attack strategies. Too often the teaching of these non-essential reading skills receive more time and emphasis than they should. We must explicitly incorporate reading activities into our teaching to ensure children are developing the reading decoding skills needed to support their later literacy development. After all, what does decoding mean? You want your child to: Know the basic code perfectly. The first step in learning to read is to understand the nature of our written code. There are symbols which we call letters that represent sounds. Each time we see one of the symbols we are supposed to say the sound that it represents. As we make our way through the word we get to the end and have meaning. Many children fail to understand this nature. They think letters make sounds instead of standing for them or they pay more attention to the names of letters than the sounds they represent and are forever confused trying to use the names of letters to decode words. Incorporating the following reading activities into your teaching strategies or reading activities at home will bring the written code to life and allow your children to develop the reading decoding skills needed to support their literacy development. Helping children understand that environmental print IS reading gives them confidence as they are learning letter sounds and putting those sounds together to make words! Ideas For The Classroom Sound Scavenger Hunt Working with a partner, have children find objects at school or home that begin with a particular sound. Cross off the letter and write the name of the object next to the letter. This is a great reading activity to see if children can not only find words with a certain sound, but write the sounds they hear in words! Have children write down as many things that begin like the first sound in their name. Try this on the first day of school and share it with your students on the last day of school. Using a flashlight, turn off all of the lights, sing the song, and shine the flashlight on a word. Have a child say the sounds in that word and put them together to "read" the word. Repeat this song and shine on another word to be read! Our first grader students love interactive reading activities like this. Print, laminate, and cut out the cards. Each child in the classroom receives a card. The person with the "Go" sign will read out loud, "Who has the word The other

child who has that card will say, "I have the word..

Chapter 4 : Multi-Syllable Word Attack Strategies to Boost Reading Skills

By equipping students with word attack strategies, they are enabled to decode with less effort which ultimately leads to improvement both in reading fluency and comprehension. According to the National Assessment of Educational Progress 69% of the nation's 4th graders read below grade level.

Fri, 03 September IEP Reading Goals I would like to see goals set for reading accuracy, comprehension, fluency and word attack skills that are based on an objective test such as Gray Oral Reading Test with a benchmark mid year and a test at the end of the year. Can you give me an example of what these IEP goals would look like? Which test or tests will measure these things? I was told that he was reading at grade level 2. I asked the teacher a few weeks before school was out to retest but she did not. Also, she lowered is spelling words from grade level 3. What are my chances? We are in a Texas public school. I think he will shortly be at a beginning fourth grade level reading comprehension. Thanks for your advice, Caran Posted: Sun, 05 September SOme of the more structured ones that I used are at <http://> You are concerned that the goals and objectives are vague and are not measured by objective, standardized measures. The BIG question though, is, are they really teaching reading? I mean, could be all they really need to do is be a little more structured in keeping records, and need to find the time and infrastructural support to do that testing. It does take personnel and time and usually at a crazy time of year. How many kids are in the class? Someone asked about giving a presentation and I thought about one of the opening lines I sometimes use in presentations - wishing that we could do a Vulcan Mind Meld and they could have everything I know and I could learn everything they know. So, I was delighted to see your references to. I do have a book called "From Emotions to Advocacy" that got me thinking about the way these goals were written. Long ago, my brother had severe learning disabilities. My parents spent all their energy fighting with the school to get certain things. I decided to spend my energy to find out what programs and methods of instruction will work to help my child and help him myself if I can or take him to a tutor who can really help him. According to this, I know that his independent level of reading is 2nd grade and his instructional level is 3rd. He is Resource for 3 hours 2 for language arts and one for math. It kills me to have this valuable time be wasted. Miracles could happen if it was handled well. Mon, 06 September Star Trek meets IEPs McCoy I have never heard.

Chapter 5 : 8 ways to support second grade reading | Parenting

Word Attack Strategies These strategies help students read unknown words. Students who are learning to read need strategies besides decoding to help them.

Decoding Practicing writing is a good way for kids to build reading skills, as it helps them sound out words and shows them how letters form words. In fact, new brain research has shown that writing may be a more natural first learning step than reading. Ask your child to write a grocery list as you both figure out what you need at the store. Add a couple of challenge words like "yogurt", "spinach," or "peppermint tea" to see if she can sound them out. At the store, have your child read out loud and check off your purchases as you toss items into your shopping cart.

Decoding Teach your child to attack new words with a vengeance! As you read with your child and come across a word that is hard to sound out, write that word down on the bookmark. Then as you read each day, review the words on the bookmark. Add a couple of words a day, and choose examples that require him to use decoding strategies, like breaking the words into chunks and recognizing common suffixes.

Rock the book Skill: Fluency Play a little fluency trick on your second grader. As you continue reading, occasionally lapse and make a punctuation fluency mistake and see if your child catches you.

Hear the book Skill: Fluency To help your child improve reading fluency, get audio versions of books you child is reading you can check out audiobooks at your library, or find them online. Have her follow along in the book as she listens. Pause the audiobook occasionally and ask her to read a passage aloud, imitating the pace and expression of the audio reader.

Make a mental movie Skill: Comprehension When you come to a descriptive passage in a book, have your child close his eyes and create a mental movie of the scene. Read the passage over together, looking for details that bring the scene to life. Ask questions like, "How do you know they were on a pirate ship? Which words help you understand that the child was feeling homesick? Comprehension

When your child has finished reading a favorite book, ask her what she imagines happening to the main character after the book is over. Ask why she thinks certain things may occur, referring back to the events of the story or what she knows about the main character. How likely is it that Peter Rabbit will sneak back into Mr. What does she think is likely to happen next year at Wayside school? Encourage your child to identify details in the book that help her predict what will happen after The End Learn all about it Skill: To avoid answers like "I dunno," ask specific questions. For example, if he read a book about dolphins, ask him what dolphins eat, or how far they travel in the course of a year. Or simply ask your child to name three new things he learned.

Know your author Skill: Knowledge Help your child learn more about the authors of her favorite books. Or that Beverly Cleary, who created the Ramona series, was a struggling reader during her first years of school? Check out author biographies from the library or help your child do research online. Did the author live a long time ago, or is he still alive?

Chapter 6 : Word Attack skills | LD OnLine

Reading and Word-Attack Strategies. Reading is not just pronouncing words—it requires understanding. Most experienced readers use a variety of strategies to understand text.

Is reading a challenge for your students? This can really help. Learn about our work with schools. Lindamood-Bell research-validated programs are key to our solutions for schools. We have created school implementation and professional development options designed to maximize student achievement. What are the three keys that students need to have in place to become global readers? The answer might surprise you: But symbol imagery and concept imagery may be new. Phonemic awareness is the ability to auditorily perceive the identity, number and sequences of sounds in words. Symbol imagery is the ability to create mental representations for the sounds and letters within words. Concept imagery is the ability to create an imaged gestalt big picture for language and thought. Once kids have developed all three of these skills, they become successful global readers. Why do symbol imagery and concept imagery matter? Many students were better at sounding out words in isolation but were still not able to read fluently on the page. They realized that while phonological processing was an important part of the reading process, it alone was not enough to develop global readers. Here is an overview of some of the strategies. Use Air Writing As a part of their learning process, ask students to write the letters or words they are learning in the air with their finger. Having the students write letters in the air is important because it helps them learn to see the letter shape in their imagination. Do your air writing in lowercase letters as that is what your students and the rest of us see most often! It is not often that we read capital letters or cursive writing. Since we normally see words in lowercase, it is likely that we store them in that form. Also, help your students remember not to write too slow or too fast. Third, it seems preferable that the letters be written up in the air. Though writing on a table may be effective, experience in developing symbol imagery indicates that having students write up is initially more productive. This is a simple but helpful step for students of all ages because it lays the base for imaging sounds and letters within syllables. Sound and letter imagery is developed from seeing letter s and also from hearing the letter s sounded out. One way to practice this kind of skill is to walk students through the process of creating an image to go with the letter and its sound. When you do this with students, the process often goes something like this: This is the first step in helping you visualize letters. After I take the card away, write the letter in the air and say its name and sound. You can work through this process and variations on this process for all of the letters with all of your students 3. Specifically Practice Decoding This is probably one of those times when your students will need some good old-fashioned practice. Once students have solid symbol imagery in place, they are ready to move on to practice with word lists. Try to have your student identify the vowel before he reads the word. This is especially helpful for young readers or those with very weak decoding skills. Make some errors of your own to help your students catch errors. Read the word incorrectly and ask the student if you got it right. Then ask the student to help you correct your mistake. Do some symbol imagery practice like strategy no. Observe your student as he or she reads. Watch for speed and accuracy and jot down the types of errors made. Teach how to handle errors. Teach your student how to self-correct when they make errors. When you make those errors in step C, you can also model how to correct your own errors. Attach Images to Sight Words Sight words are the next step. The instant recognition of sight words is crucial when it comes to helping kids become proficient global readers. Just as with letters and syllables, it is also important for students to create images for words when they are developing their sight-word vocabulary. Try using a sight-word list that orders words by both frequency and syllable complexity. You can help students attach images to all of the sight words on the list using the three-step process outlined below: Capture, Categorize and Memorize. Write the words on 3-by-inch cards to create a personal deck of practice cards. Work with students to sort words into slow, medium and fast piles based on how quickly students are able to read the words. Do symbol imagery exercises to help students remember the words and increase their word-recognition speed. Students can move words from slow to fast piles until all of the words are memorized for instant recognition. Weave In Spelling Practice. Spelling is a partner to reading and a significant other to expressive

written language. As with reading, spelling is an integration of sensory-cognitive functions. When children develop phonemic awareness and symbol imagery, they have what they need to learn to spell. A Visual Spelling Chart can help you work through words with your students. Work through a four-step process: Ask students to Analyze, Visualize, Write and Track their words. Your students can study the word to identify syllables and other unique features. Have kids practice saying and air writing the word. Write the word on paper while saying it. Check to see if your students can use the word correctly five times in a row. Want to learn more about how a full understanding of symbol imagery can help your students master decoding skills? The full page version of Seeing Stars:

Chapter 7 : Learning to Read: Word Attack Strategies Beyond Sound It Out

The Word Attack Skills test is an assessment of a student's ability to correctly sound out letters and/or words to determine specific phonics elements the student may be struggling with.

Most experienced readers use a variety of strategies to understand text. Please read all of the strategies below and you will better understand how to help your child become a better reader. Make Predictions Predictions encourage active reading and keep students interested, whether or not the predictions are correct. Incorrect predictions can signal a misunderstanding that needs to be revisited. What subjects are in the book? During reading, look for words or phrases from those predictions. Visualize Many students think visually, using shapes, spatial relationships, movement, and colors, and can benefit greatly from this strategy. Picture the plot in time and space. Use nouns, verbs, and adjectives to create pictures, diagrams, or other mental images. Make sketches or diagrams on scrap paper. Ask and Answer Questions Having students form their own questions helps them recognize confusion and encourages active learning. Make note of anything you are curious about. Be sure to ask questions if there is confusion. Pause and write down the answers. Could the answers come from other sources? Retelling challenges them to aim for complete retention. Summarization allows students to discriminate between main ideas and minor details. Put a check mark in the book or write a note to point out a main idea. Note main ideas or events and the details that support them. Focus on the important points, and support them with relevant details. It also helps students remember information when they link it to their lives. Do the characters resemble familiar people? Have you learned about the concept from school, home, or other experiences? Does it resemble other texts? Television shows, movies, and games can be considered "texts."

Chapter 8 : Word Attack Strategies! | Adventures in Literacy Land

While picture cues, repetitive text and memory all have their appropriate places in reading they are NO replacements for learning the code and proper word attack strategies. Too often the teaching of these non-essential reading skills receive more time and emphasis than they should.

Incorrect predictions can signal a misunderstanding that needs to be revisited. Look at the pictures, table of contents, chapter headings, maps, diagrams, and features. What subjects are in the book? Write down predictions about the text. During reading, look for words or phrases from those predictions. While reading, revise the predictions or make new ones. Visualize Many students think visually, using shapes, spatial relationships, movement, and colors, and can benefit greatly from this strategy. Imagine a fiction story taking place as if it were a movie. Picture the plot in time and space. Imagine processes and explanations happening visually. Use nouns, verbs, and adjectives to create pictures, diagrams, or other mental images. Use graphic organizers to lay out information. Make sketches or diagrams on scrap paper. Ask and Answer Questions Having students form their own questions helps them recognize confusion and encourages active learning. Before reading, think about the subject based on the title, chapter heads, and visual information. Make note of anything you are curious about. While reading, pause and write down any questions. Be sure to ask questions if there is confusion. Look for the answers while reading. Pause and write down the answers. Were all the questions answered? Could the answers come from other sources?

Chapter 9 : Free Printable Reading Activities To Improve Reading Skills

It's not always fun, but practicing basic decoding skills can significantly improve word-attack and word-recognition skills. Once students have solid symbol imagery in place, they are ready to move on to practice with word lists.

Word-Attack Strategies Make Predictions Predictions encourage active reading and keep students interested, whether or not the predictions are correct. Incorrect predictions can signal a misunderstanding that needs to be revisited. Look at the pictures, table of contents, chapter headings, maps, diagrams, and features. What subjects are in the book? Write down predictions about the text. During reading, look for words or phrases from those predictions. While reading, revise the predictions or make new ones. **Visualize** Many students think visually, using shapes, spatial relationships, movement, and colors, and can benefit greatly from this strategy. Imagine a fiction story taking place as if it were a movie. Picture the plot in time and space. Imagine processes and explanations happening visually. Use nouns, verbs, and adjectives to create pictures, diagrams, or other mental images. Use graphic organizers to lay out information. Make sketches or diagrams on scrap paper. **Ask and Answer Questions** Having students form their own questions helps them recognize confusion and encourages active learning. Before reading, think about the subject based on the title, chapter heads, and visual information. Make note of anything you are curious about. While reading, pause and write down any questions. Be sure to ask questions if there is confusion. Look for the answers while reading. Pause and write down the answers. Were all the questions answered? Could the answers come from other sources? **Retelling** challenges them to aim for complete retention. **Summarization** allows students to discriminate between main ideas and minor details. During reading, note the main ideas or events. Put a check mark in the book or write a note to point out a main idea. At the ends of chapters or sections, review the information or story. Note main ideas or events and the details that support them. After reading, retell or summarize the text. Focus on the important points, and support them with relevant details. Refer to the book to check the retelling or summarization. It also helps students remember information when they link it to their lives. Is the subject familiar? Do the characters resemble familiar people? Have you learned about the concept from school, home, or other experiences? Is the style or genre familiar? Does it resemble other texts? Television shows, movies, and games can be considered "texts." **Word-Attack Strategies** Word-attack strategies help students decode, pronounce, and understand unfamiliar words. They help students attack words piece by piece or from a different angle. **Model and instruct students:** **Use Picture Clues** Look at the picture. Are there people, objects, or actions in the picture that might make sense in the sentence? **Sound Out the Word** Start with the first letter, and say each letter-sound out loud. Blend the sounds together and try to say the word. Does the word make sense in the sentence? **Look for Chunks in the Word** Look for familiar letter chunks. Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence? **Connect to a Word You Know** Think of a word that looks like the unfamiliar word. Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word. Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words are close enough for understanding. **Reread the Sentence** Read the sentence more than once. Think about what word might make sense in the sentence. Try the word and see if the sentence makes sense. **Keep Reading** Read past the unfamiliar word and look for clues. If the word is repeated, compare the second sentence to the first. What word might make sense in both? **Use Prior Knowledge** Think about what you know about the subject of the book, paragraph, or sentence. Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense. Sign up to receive our eNews, updates, and offers. **Subscribe** You may unsubscribe at any time.