

*A Colorado professional learning series
based on the book*

Equipped for Reading Success

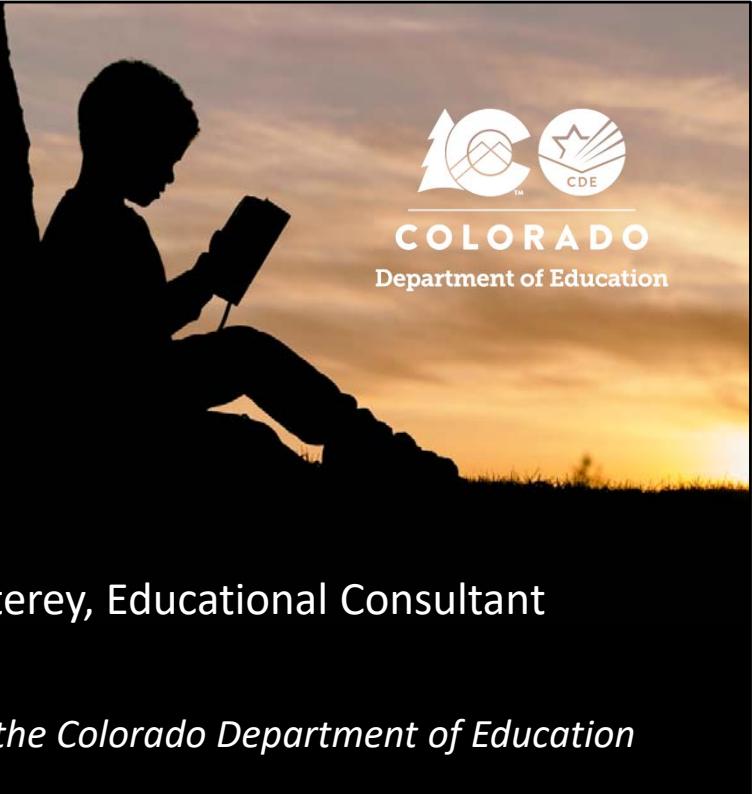
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Developed in collaboration with the Colorado Department of Education



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Module Eight

Chapter 6:

Study Habits That Promote
Successful Learning



Goal for Module 8

- Learn strategies that promote efficient orthographic mapping
- Understand activities that emphasize the relationship between spoken words and how the order of letters match up with oral phonemes.
- Learn word study methods to be routinely used for beginning reading instruction
- Learn word-study methods that can be used for remedial reading instruction

Let's introduce the learning goals for Module 8 They include:

Learn strategies that promote efficient orthographic mapping

Understand activities that emphasize the relationship between spoken words and how the order of letters match up with oral phonemes.

Learn word study methods to be routinely used for beginning reading instruction

Learn word-study methods that can be used for remedial reading instruction

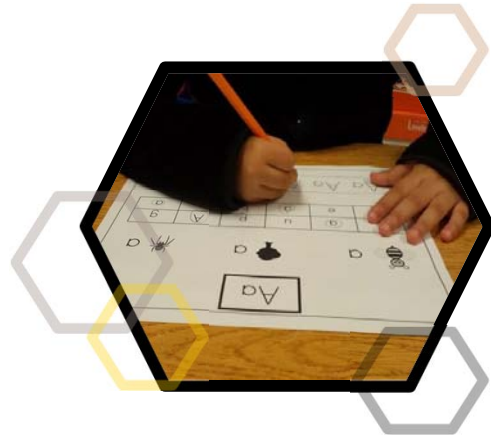


Prerequisite Student Skills

The strategies in this chapter are consistent with orthographic mapping.

They assume students will have...

- Some basic phoneme-level skills
- Mastered Levels H, I, and J in this program
- Can segment phonemes
- Have developed good letter-sound skills



There are some prerequisites for using the strategies in this chapter. All strategies are consistent with orthographic mapping.

There is an assumption that students will have already mastered a host of skills:

- Some basic phoneme level skills.
- Mastered Levels H, I, J in the One Minute Activities
- Can segment phonemes .
- Have developed good letter-sound skills, and are automatic when identifying them.



Activities That Promote Mapping

Appendix D lists and summarizes each technique to provide a quick reference pg. 246

- Parents and teachers should routinely point out the relationship between what students hear in spoken words and the order of the letters that match up with the phonemes.
- We want students to become efficient orthographic mappers and build a large sight vocabulary.
- Older students who have developed inefficient or compensatory strategies must undo bad habits and relearn how to approach words.

Techniques are often divided between:

- Strategies to use for beginning reading and remedial reading.
- Strategies for remedial reading only.

We know the beginning phonological skills that will help build prerequisites for mapping: phonological awareness such as syllable segmentation, rhyming and first sound awareness. We also know that letter sound awareness needs to be solid and automatic. We learned that some students may need a linguistic approach to reading before tackling sound symbol correspondence and all the skills that come with it.

X Teachers and parents can support orthographic mapping by pointing out the relationship between what students hear in spoken words and the order of the letters that match up with the phonemes.

X Our goal is to help students become efficient orthographic mappers and build a large sight vocabulary.

X Students who have learned to compensate using ineffective or bad habits have to unlearn those habits and relearn how to approach words.

X Most of our strategies fall into two categories: Those used for beginning and remedial reading and those used for remedial reading only.

Selected Strategies for Beginning Reading Instruction and Remedial Reading Interventions





Selected Strategies

- ❖ Teach the Vocabulary of Mapping
- ❖ Phoneme to Grapheme Mapping Technique
- ❖ Teach Students to Map Rime Units
- ❖ Sample Word Wall Using Rime Units
- ❖ Introducing New Words
- ❖ Look-Alike Words
- ❖ Backward Decoding



The Vocabulary of Mapping

Vowel	Consonant	Phoneme	Automaticity
Onset	Consonant digraph	Vowel digraph	Letter Strings
Rime	Rime Unit	Oral blending	Map (verb)
Rhyming	Syllable	Phonics	Irregular Word
Grapheme	Multisyllabic	Schwa	Diphthong
Sight Word	Sight Vocabulary	Nonsense Word	Orthographic Mapping
Phonological	Alliteration	Onset-Rime Level	Stressed/Unstressed
Awareness	Blend	Voiced & Unvoiced Consonants	Syllables

Figure 6.1
Examples of Mapping-Related Terms Students Should Know and Use

Take a look at the words on this list. Get with a partner and go through the list. Make sure to define any terms you are not familiar with. You can also use the glossary in the back of the manual for help with any of these words.

A proper vocabulary helps sharpen students' thinking, enhances communication between teacher and student, and allows readers to look at words more analytically. This promotes critical analysis, which is an important component of word study, which in turn, fosters permanent word storage.

When you teach these words to your students, model and routinely use them. Children will learn and use them. They represent concrete concepts that are a part of understanding reading.



Phoneme-to-Grapheme Mapping Technique

r t	t s k	a o e
b g n w	p n j z l	th ch sh ph
bl st rm kl cr	oo oy ea ai	lp ap ut et
wh- kn- -mb -ck	-ing -tion -ent -ence	one on once or of

Figure 6.2
Examples of Sound-to-Grapheme Cards
pg. 55

- A **grapheme** is one or more letters that represents a single phoneme. Eg. *b, t, sh, ee, ph, -igh*.
- The *Phoneme-to-Grapheme Technique* goes as follows:
 1. Students have a card in front of them with letters that represents sounds.
 2. The teacher says a sound. “Which says /s/?”
 3. Students point to the grapheme on the card that represents the sound.
 4. For kindergarteners and older students with cognitive impairments, it is best to begin with cards with only 2 letters.
 5. The goal is to progress from simple sound-letter relationships to more complex.

This technique uses a phoneme to grapheme process.

XRemember a grapheme is one or more letters that represent a single phoneme so *b, t, ph, sh, e.e and igh* are all graphemes because they each represent a single phoneme
XIn this strategy, the teacher says a sound and students point to the grapheme on a card that represents the sound.

XFor example, students may have a card in front of them with the letters t, s, and k.
XThe teacher says, “Which one of these says /t/? And they point to the t. Which says /s/, and they point to the s.

The teacher may say, “Which says /m/? And the student should respond that none of the letters make that sound.

For kindergarten and older students with cognitive impairments, it is best to begin with card containing 2 letters.

A long term goal is to progress from simple sound-letter relationships to more complex. Let’s watch...



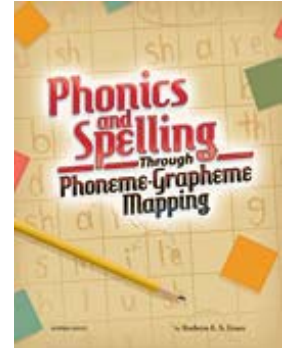
Kilpatrick –
Phoneme to
Grapheme Mapping

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More Phoneme-Grapheme Mapping

- Students segment sounds in a word.
- They use phoneme-grapheme mapping paper that contains Elkonin boxes.
- Depending on grade level, they use a concrete object like a chip to represent each sound in a word. Later they can graduate to a dot written for each sound.
- They will identify each sound, pushing up the chip as they say the sound, and write the grapheme that represents the phoneme in a box. One sound to a box.
- The teacher helps the student analyze the sound in a word and the graphemes that represent each sound.
- The students pronounce the word and rewrite the complete word.



Kathryn Grace
Sopris West, 2007

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The students pronounce the word and rewrite the complete word.



Phoneme-Grapheme Mapping Procedure

- Say the word “dog”. Students repeat the word.
- Count the sounds you hear in the word using kinesthetic strategy (e.g., *Head, Waist, Toes, Arm tapping, Finger tapping*).
- Isolate the sounds: /d/ /o/ /g/ - 3 sounds
- First sound? /d/. Put a chip in the first box to show the first sound in the word “dog.”
- Second sound? /o/. Put a chip in the second box to show the second sound in “dog.”
- Last sound? /g/. Put a chip in the last box to show the third and last sound in the word.
- Look at the first sound box again. What sound? Push the chip up and write the letter that represents /d/ - d in the box.
- Continue the same procedure for each box.
- Blend the sounds together.
- Spell the word. d - o - g
- Write the word. *dog*
- Use the word in a sentence.



Students have been introduced to letters/sounds
C O A D

/d/	/o/	/g/	
d	o	g	dog

- Kathi Grace has developed this technique into a program of instruction (Grace, 2007).
- You can do this activity in your classroom with a phoneme-grapheme mapping grid and coins, chips, blocks, or small pieces of paper.
- The first step in phoneme-grapheme mapping is to map the sounds in the word, saying each phoneme while moving a tile into a box. Each box stands for one phoneme or speech sound.
- Once the sounds are mapped, the second step is to progress from mapping sounds (phonemes) to letters (grapheme) on the grid. Move each chip up and write in the grapheme that represents the phoneme.
- When asking students to graph a word that is new or a homophone, you should provide a definition and/or a sentence using the word, so that students map the correct letters onto the phonemes.

References

Grace, K. E. S. (2007). *Phonics and spelling through phoneme-grapheme mapping*. Longmont, CO: Sopris West Educational Services.



Dot and Say Method

Text continues to become more complex in 2nd grade, finding words that are multi-syllabic, words containing diphthongs and more complex vowel patterns.

s •	p •	oi •	l •		
l •	ar •	g e •			
f •	l •	ow •	er •		
w •	eigh •	t •			
e •	•	x •	p •	l •	or e •

- Dictate the following words:
- Spoil /s/ /p/ /oi/ /l/
- Large /l/ /ar/ /j/ - What makes the g a soft sound vs a hard sound?
- Flower /f/ /l/ /ow/ /er/
- Weight /w/ /eigh/ /t/
- Explore /e/ /k/ /s/ /p/ /l/ /or/ What do you do when you have two sounds and only one letter? Ex. /k/ /s/ = x



Kathryn Grace
Phoneme Grapheme
Mapping

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Map Rime Units

- Studies show we orthographically map rime units as well as words.
- Children can instantly recognize rime units like *ip, ut, um, ot, ame, ake* etc.
- Rime units facilitate mapping and help with sounding out multi-syllabic words.
- The teacher can do phonemic awareness activities with these rime units. e.g., Say “eem”. Now say “eem” but leave off the /m/. (/ee/)
- Rime units can be put on a “word wall.”
- The first five sections of the word wall can be organized around rime units based on vowels which are listed in alphabetical order for quick reference.
- An additional section could include irregular words.
- The teacher uses quick reinforcement activities throughout the day by asking children to call out the selected rimes.
- **Appendix F lists rime units to use when teaching (pg. 250).**

Word	Onset	Rime
sit	s	it
spit	sp	it
split	spl	it
spoil	sp	oil
pie	p	ie

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Appendix F lists rime units to use when teaching (p. 250.)



Sample Word Wall Based on Rime Units

A		E		I		O		U		Words	
ab	am	ead	en	ick	im	oak	ole	ub	un	one	are
ack	ame	eck	ep	id	ime	ob	ome	ube	up	two	ame
ad	an	ed	er	ide	in	ock	on	ug	ur	of	were
ag	ap	eg	ess	ig	ip	od	op	ule	ure	the	said
ake	ar	ell	et	ile	ir	ode	ot	um	ut	is	know
ale		em		ill	ib	og				why	

Figure 6.1 – pg. 56

With the word wall, you can use a simple reinforcement activity that can be used throughout the day. The key purpose of this activity is to do phonemic awareness activities with these rime units so they get mapped into permanent memory. Say “ib”. Now “ib”, but instead of /i/, say /a/.../ab/. The teacher can point to rime units on the word wall and have students call them out. These same units can be put on flash cards after they have been explicitly taught and practiced. This can be used with a large or small group. This helps to prime these rime units into long term memory.



Introducing New Words p. 57

- Have students concentrate on the oral properties of the word before showing it to them.
- When they see the printed word form, they will have an easier time mapping oral phonemes onto the written letters.
- It is not necessary to ask about every element in the word. Sample some phoneme elements to help them remember the word.
- Focus on sounds in the middle of the word because beginning and weak readers notice beginning and ending sounds.
- Cover the word and ask about its oral features.
- Uncover and show how oral features “map” onto the printed word.



XWhen introducing a new word it is beneficial to emphasize the oral properties of the word before showing the print version.

XThis will make it easier for students to map oral phonemes onto the written letters once they see the printed word.

XSample some, but not all elements of a word. Just enough to support students remembering the word.

FXocusing on medial sounds is important, especially for beginning and weak readers. They tend to pay more attention to beginning and ending sounds.

XCover the word and ask questions about the word’s oral features.

XUncover the word and map the oral features of the word to the printed version.



Introducing a New
Word By Focusing
on Oral Properties

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Use Look-Alike Words pg. 57



- Using this strategy is a powerful tool to put in your toolbox.
- This assists with word storage.
- Use words that look alike. For example, *black, block, brick, break, brake, braid, blink, brand, bland, blend, blind.*
- This forces students to attend to every letter in the words they are learning.
- You are training the mental habit of attending to every letter-sound correspondence within words.
- This has been shown by multiple research studies to reinforce mapping.

You can integrate this strategy throughout the instructional day.

1When you are using flash cards, word searches or other activities, use words that look alike.

2This is a powerful tool that assists with word storage.

3For example, black, block, brick, break, braid, blink, brand, bland, blend, & blind

Weak readers often use 3 common compensatory strategies:

1. Using the first sound as a cue.
2. Looking at the length and overall look of the word.
3. Guessing based on context.
4. None of those strategies work with using Look- Alike Words.
5. All the words begin with the same letter, have the same number of letters, have no context and “look” alike.
6. As the habit of looking at letter sound correspondence develops, students naturally apply it to other words.
7. This strategy can also be used with the direct mapping technique on p. 58.



Look-Alike Words

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Backward Decoding pg. 60

With the word *sent*, you cover up the onset and the student reads *ent*.

Now all the words that rhyme with *ent* are primed and in a higher state of readiness in the memory system.

Adding the S at the beginning helps the word *sent* to be easily retrieved.



Sounds unusual, doesn't it?

But this technique promotes orthographic mapping and capitalizes on the two forms of verbal organization in our memory system; first sound and rhyming patterns.

Read the remaining bullets.

This technique can be used for one syllable, and multi-syllable words.

Teachers have been using this technique with one syllable words for a long time.

Kilpatrick suggests we use it for multi-syllabic words as well.

Our mental recall system is organized according to first sounds and rhyming patterns.

The traditional left to right phonic decoding uses only first sound and is inconsistent with how our memory system is organized.

For example:

With the word *sent*, you cover up the onset. and the student reads *ent*.

Now all the words that rhyme with *ent* are primed and in a higher state of readiness in the memory system.

Adding the s at the beginning helps the word *sent* to be easily retrieved.

s ent

sent



Backward Decoding

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Highlight Rime Units and Syllables pg. 61

- This technique draws students' attention to the structure of a word.
- It minimizes guessing.
- When you highlight the internal structure of a word, you increase the likelihood that the reader will pay attention to letter sequence.



Underline the rime units in words that are presented.

sat him stack

Another technique is to separate the syllables in multi-syllabic words with a dot.

De . cem . ber

cam . cor . der

The Highlight Rime Units and Syllables in Words technique again draws Xstudent's attention to the structure of a word and Xminimizes guessing.

XWhen you highlight the internal structure of a word, you increase the likelihood that a the reader will pay attention to the letter sequence within the word. This promotes orthographic mapping

XYou would underline the rime units in words that are presented.

XFor example, on this slide we have

sat, him stack the rime in sat is at. When you add the onset, s you have sat.

The rime for him is im. Underlining directs the students attention to the medial and ending sound. Add H and you have him.

The rime for stack is ack, and the onset is st. Those combined make stack.



Or Try This

Make the onsets in presented words gray, so rime units stand out.

carpenter **yesterday** **student** **afternoon**

Put rime units in uppercase. Students have no choice but to notice the internal structure of the words because of the way the words are printed.

sAND **nICE** **wEST** **cAT-ER-pILL-AR** **AF-tER-nOON**

While children will never read text printed this way, this exercise forces them to attend to the letter sequence, which is essential for mapping.

Read the bullets:

Make the onsets in presented words gray, so rime units stand out. Carpenter is a multi-syllabic word, so you first need to identify each syllable, and then find the rime, and onset for each.

The light and dark contrast draws the eye to the rime unit of each syllable.

You can also put rime units in uppercase. Students have no choice but to notice the internal structure of the words because of the way the words are printed.

Once again we are promoting students to attend to the letter sequence which is necessary for mapping.



Coming Up in Module 9

Chapter 6: Word-Study Activities That Promote Orthographic Mapping

- Activities That Promote Mapping
- Strategies for Beginning Reading Instruction and Remedial Reading Interventions:
 1. *Irregular Words*
 2. *Use Oral Spelling to Reinforce Mapping*
 3. *Identifying Orally Spelled Words*
 4. *Word Structure Analysis*
 5. *Alliteration & Rhyming*
 6. *First Sound Identification*
 7. *When a Student Get Stuck on a Word*



Coming up in Module 9 are Word Study Activities That promote orthographic mapping. In addition to activities that promote mapping, it also includes strategies for beginning reading instruction and remedial reading interventions. We will be focusing on the second half of Chapter 6:

It covers:

Irregular Words

Using Oral Spelling to Reinforce Mapping

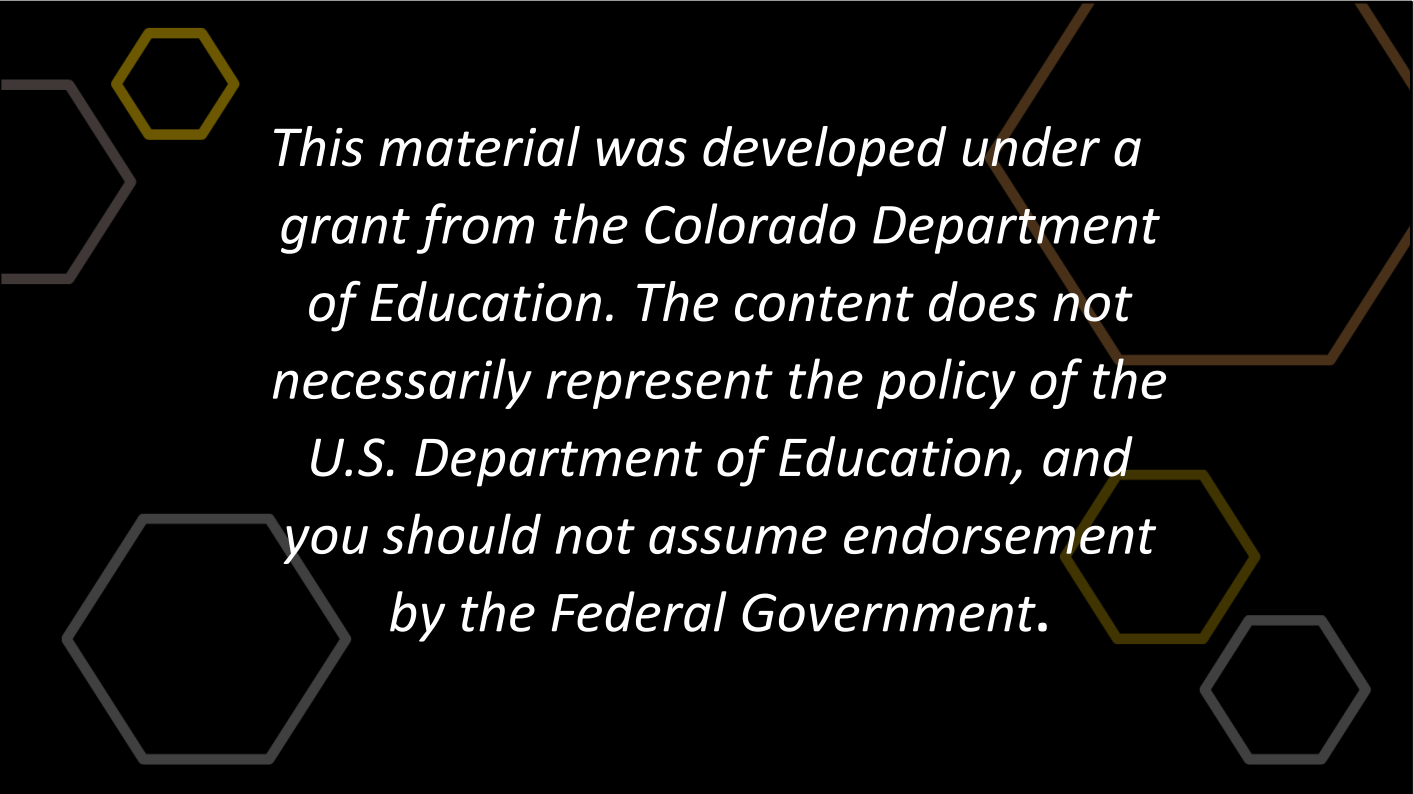
Identifying Orally Spelled Words

Word Structure Analysis

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First Sound Identification

When a Student Gets Stuck on a Word



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