A Colorado professional learning series based on the book

Equipped for Reading Success

by David Kilpatrick, Ph.D.

Presented by Deb Hoesterey, Educational Consultant

Developed in collaboration with the Colorado Department of Education

Welcome back. We will continue our study of Dr. Kilpatrick's work.

Module Nine

Chapter 6:
Word Study Activities That Promote
Orthographic Mapping

This is Module 9. It correlates with the second half of Chapter 6 in our manuals. Our focus will continue to be on learning strategies that promote orthographic mapping for both begging reading instruction and remedial reading instruction.

Goals for Module 8 & 9

- 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

the learning goals for Modules 8 & 9 are as follows:
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

Oral Spelling to Reinforce Mapping pg. 62

- Oral Spelling can be a useful tool in promoting orthographic mapping.

Advantages include:

- It involves a faster response than written spelling.

- It can be used as an informal assessment.

- It can be used with a whole group or small group as well as individual students.

- Oral spelling can reinforce students' phoneme awareness of a given word.

- It can also reinforce the letter-sound relationship within a word.

- It helps make the word a familiar letter string.

Have students work in pairs as "study buddies" quizzing one another orally with spelling words

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Advantages include:
- **It involves a faster response than written spelling, but is not intended to replace written spelling. opportunities**
- **It can be used as an informal assessment.**
- **It can be used with a whole group or small group as well as individual students.**
- **Oral spelling can reinforce students' phoneme awareness of a given word.**
- **It can also reinforce the letter-sound relationship within a word.**
- **It helps make the word a familiar letter string.**
- Have students work in pairs as "study buddies" quizzing one another orally with spelling words

Invented Spelling pg. 63

- Emergent readers and writers spell words the way they sound.

- Spelling words sharpens letter-sound skills and phoneme awareness.

- There has been criticism of invented spelling because some teachers have not held students accountable for the correct spelling of words.

- After a student attempts a new word:
  - *Praise the child's efforts*
  - *Show how the oral phonemes connect to what the student wrote*
  - *And then show the student the correct spelling and how the word's pronunciation maps onto the correct spelling*

- Even beyond first grade, students should be encouraged to write a new word sound-by-sound followed by feedback from the teacher that highlights the relationship between the sounds and the actual spelling.

kat or cat?

knit or nit?

XEmergent writers spell words the way they sound. Cat may be spelled *kat* or knit may be spelled *nit.*

X Learning pelling words sharpens letter-sound skills and phoneme awareness

XThere has been some controversy over invented spelling in recent years.

 Do you allow students to spell words using letter-sound and phoneme awareness that may result in misspelled words?

What happened was some teachers did not hold students accountable for the correct spelling of words, and students continued to spell words the way they initially did.

In kindergarten and early first grade, invented spelling is a great tool for both phoneme awareness and letter-sound skills.

Let's look at the proper protocol:

XAfter a student attempts a new word:

-*Praise the child's efforts*

-*Show how the oral phonemes connect to what the student wrote*

-*Show how the phonemes relate to the actual spelling of the word*

Even beyond first grade, students should be encouraged to write a new word sound-by-sound followed by feedback from the teacher that highlights the relationship between the sounds and the actual spelling.

Nonsense Words pg. 63

- Every new word a student encounters is functionally a *nonsense word* until he/she has successfully figured it out.

- Many syllables in multi-syllabic real words are functionally *nonsense words* (e.g., *con-tro-ver-sy, mag-ne-tic*).

- *See Appendix H, p. 252 for over 3,000 nonsense words that can be used in lessons.*

- Nonsense word reading is related to real word reading proficiency, because if a student can proficiently read nonsense words, they can tackle those new words and syllables in multi-syllabic words.

- The purpose of nonsense word reading is to develop the ability to quickly and accurately decode single syllable real words.
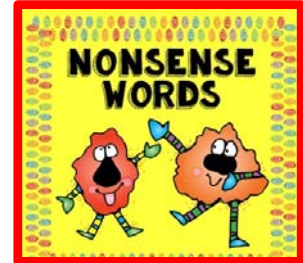
We should have children read between 5-10 nonsense words per lesson. It reinforces letter-sound skills.

There are some educators that object to using nonsense word in instruction or assessment. Two realities that Kilpatrick points out are:

1. Every new word a student encounters is functionally a nonsense word until he or she has successfully figured it out.
2. Many syllables in multi-syllabic real words are functionally nonsense words.

 Thus, being proficient in nonsense word reading has "authentic" applications

Check out Appendix H on p. 252 which contains over 3,000 nonsense words that can be used in lessons.

The purpose of nonsense word reading is to develop the ability to quickly and accurately decode single syllable words.

Research suggests that there are different levels of nonsense word reading proficiency which can predict later reading outcomes for students. One type would be when a student sounds out each letter but cannot sound out the word. This is an *oral blending* problem.

The next type would be a student who cannot get the letter sounds correct. This would be a problem with *letter-sound skills.*

Once oral blending and letter-sound skills develop, the next levels of proficiency emerge. The ability to sound out each letter , blend the sounds together and say the word. For example /b/ /l/ /a/ /h/ , blah. The next level would be for a student to sees a word and instantly pronounces the nonsense word.

Spelling Nonsense Words pg. 64

To correctly spell nonsense words a student must:

- ✓ listen carefully and be aware of the phonemes that he or she is hearing.
- ✓ use the correct letters to represent those sounds.

- This task reinforces both phoneme awareness and letter-sound skills, both which are necessary for orthographic mapping. This is the advantage of spelling nonsense words over real words.

- Have students spell about *four to five* nonsense words per lesson.

- Be aware that there may be two or more correct answers for some nonsense word spellings. (e.g., *frabe- fraib, cofe- coaf*)

rin	ral	rit
reg	ren	sid
sil	sot	sep
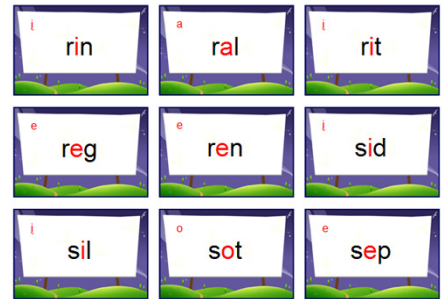
Have students spell nonsense words in addition to sounding them out.
To correctly spell nonsense words a student must:
Listen carefully and be aware of the phonemes that he or she is hearing.
Use the correct letters to represent those sounds.
This task reinforces both phoneme awareness and letter-sound skills, both which are necessary for orthographic mapping. This is the advantage of spelling nonsense words over real words.
Have students spell *four to five* nonsense words per lesson.
Be aware that if you use this technique, there may be two or more correct answers for some nonsense word spellings. Ex*: frabe- fraib, cofe- coaf*

Spelling Irregular Words pg. 64

- Irregular words are words that do not conform to the basic grapho-phoneme regularities of printed English.

- They include many of our most common words.

- Our goal is to help students remember the correct letter string used to represent a specific word, and we want the spelling to be precise.

- We want to make irregular words familiar letter strings for instant recognition.

- *Appendix I (pg. 258) contains over 300 of the most common irregularly spelled words. Words with an asterisk are Dolch words – a good place to start with spelling irregular words.*

- Researchers have shown that it is helpful to give students a mnemonic pronunciation to guide spelling (e.g., *Wednesday – Wed-nez-day).* The alternative pronunciation matches the spelling. Other examples are *iz-land for island, an-chore for anchor.*

- This strategy can be used in conjunction with other strategies studied.

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Word Structure Analysis
p. 64

INSTRUCTIONAL VIDEO

In the following demo clip, we address how you could approach both a regular multi-syllabic word as well as an irregular word.

Kilpatrick – Irregular Words

xxx

Word Structure Analysis pg. 65

- In this technique, the students take an active role in identifying the onsets and rime units in words both verbally and in print. Have them *circle* the onset and *underline* the rime.

- You can use a list of words, or have students structurally analyze an entire sentence.

- You could also ask a student to identify the syllables in a word.

- Syllabication should be explicitly taught.

- Analyzing the structure of words helps students to focus on the sound sequence that is presented in spoken words and the letter sequences in print that represent those sound sequences. This fosters the word-study aspect of mapping.

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You can use a list of words, or have students structurally analyze an entire sentence.
You could also ask a student to identify the syllables in a word.
Syllabication can be very tricky and that should be explicitly taught.
Analyzing the structure of words helps students to focus on the sound sequence that is presented in spoken words and the letter sequences in print that represent those sound sequences. This fosters the word-study aspect of mapping.
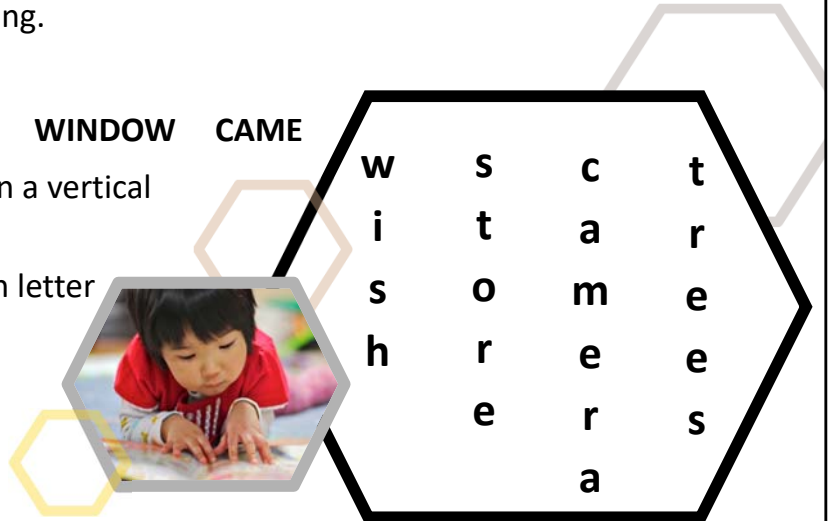
- Writing or typing words in all CAPITALS decreases the likelihood that students will guess based on the look of the word. They will more likely focus their attention on the letter sequence, which is critical to mapping.

- For example:

HELP   ELEPHANT   CARPET   RED   WINDOW   CAME

- Another strategy is to write words in a vertical orientation as in *Figure 6.4 pg. 67.*

- This also forces students to focus on letter sequences which in turn, helps develop familiar letter strings.

w	s	c	t
i	t	a	r
s	o	m	e
h	r	e	e
	e	r	s
		a	

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# The Spacey Letters Approach pg. 68

- Researchers have found that for typical readers, words are easier or more difficult to read depending on how close together or far apart letters are.

- The word *stand* is easier to read than *stand* or *s t a n d.*

- Careful attention to the letter sequence is needed to identify words that have large spaces between letters.

- For example:
  - s   t   o   p
  - h   e   l   p   e   r
  - f   r   i   e   n   d

The Linked Word Technique pg. 68

- Spaces came into use between words during the Middle Ages.

- During ancient times, words were written without spaces in between, as in Greek and Latin inscriptions.

- Older writing patterns can be used to help students pay closer attention to spelling patterns in words.

- Sentences could be written without spaces, and students would be asked to read them.
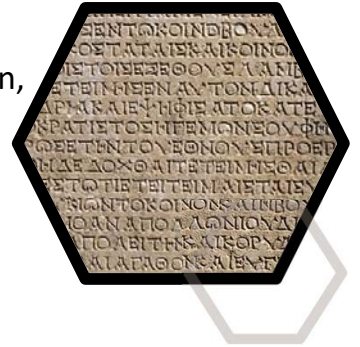
  Somekidslikecatsandotherkidslikedogs.Mostkidslikebothcatsanddogs.Butthere arealsomanykidswhodonotlikecatsordogs.

- **A more challenging way to do this is to link words together that do not form sentences so there is no help from context:**

  helpchairmousefreeanswernowapplebikeneverdustflyingandpapercart

Somekidslikecatsandotherkidslikedogs.Mostkidslikebothcatsanddogs.Buttherearealsoma nykidswhodonotlikecatsordogs.

helpchairmousefreeanswernowapplebikeneverdustflyingandpapercart

- The *National Reading Panel's* review of research indicated that oral reading practice with feedback leads to reading gains, which silent reading does not.

- Teacher feedback during oral reading helps students develop a mental habit of approaching reading more accurately.

- During silent reading, there is a possibility of students making mistakes they are not even aware of. They may even "practice" their mistakes by repeating wrong pronunciation.

- Oral feedback that corrects every mistake is more effective than correcting only the mistakes that affect meaning.

- Be sure that students have material they can read successfully. Initially, there can be a lot of corrections. Hopefully the amount of teacher feedback needed will diminish as the student's accuracy increases.

- If the need for a lot of corrective feedback continues, then the student is reading a text that is too difficult.

Providing Feedback During Oral Reading

Pg. 68

Limiting oral feedback to reading errors that only affect meaning is a practice that does not improve reading any more than providing no feedback at all.
Students need to be held accountable for accuracy and attention to detail.
Glossing over mistakes that do not affect meaning creates a mental mindset of just getting by.

Here are suggestions for providing effective feedback during oral reading:
XThe *National Reading Panel's* review of research indicated that oral reading practice with feedback leads to reading gains, which silent reading does not.
XTeacher feedback during oral reading helps students develop a mental habit of approaching reading more accurately.
XDuring silent reading, there is a possibility of students making mistakes they are not even aware of. They may even "practice" their mistakes by repeating wrong pronunciation.
Oral feedback that corrects every mistake is more effective than correcting only the mistakes that affect meaning.
Be sure that students have material they can read successfully. Initially, there can be a lot of corrections. Hopefully the amount of teacher feedback needed will diminish as the student's accuracy increases.
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When a Student Gets "Stuck"

Traditionally, there are four things a teacher does when a student gets stuck or incorrectly reads a word:

1. Have the student sound out a word.
2. Have the student guess based on context.
3. Read by analogy – have the student think of a similar word they know.
4. Tell the student the word.

Schools and classrooms vary widely as to how they ask students to figure out unknown words.

Additional Techniques for Teachers

1. **Introduce the word orally first** – ask the student to cover up the word. Help the student do an oral analysis of the word before looking at the print form again. (*What sound does the word start with? How does it end?*).

2. **Backward decoding** – Have student sound out the word in reverse order chunking the word by onsets and rimes. e.g. The word remember would be "er", "ber" "ember", "member", "remember". Not all words yield to this approach, so first determine if the word is appropriate for this technique.

3. **Direct Mapping** – Say the oral parts of the word and have students identify which letters represent phonemes, rime units, blends, digraphs, and diphthongs.

4. **Map irregular words** – Point out the regular sound symbol patterns in words as well as the irregularities. Remember or write the word for future practice or use.

Here are some techniques to support students in figuring out new words and promote permanent word storage.

1. **Introduce the word orally first** –student covers up the difficult word. Do an oral analysis of the word before looking at the print form again. What sound does the word start with? How does it end?

2. **Backward decoding** – Have student sound out the word in reverse order. Chunk the word by onset and rimes. Determine if the word is appropriate for this technique.

3. **Direct Mapping** – Say the oral parts of the word and have students identify which letters represent phonemes, rime units, blends, digraphs and diphthongs.

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Applying the Techniques from Chapter 6 to Independent Work Time

Teachers are always looking for worthwhile engaging activities when students work at their seats.

Independent Tasks That Can Be Used Alone

To boost student learning during independent work time, the following strategies, drawn from Chapter 6 , can be applied to times when a student works alone:

- *The Backward Decoding Technique* – students can use this when they are stuck on a word while reading independently.

- Use *Invented Spelling* to reinforce mapping – Encourage students to use invented spelling with a plan to transition them to a thesaurus, dictionary, or personal dictionary.

- *Analyze the Structure of Words* – Give students sentences to analyze or a short list of words to analyze.

- *Making/Breaking Words* – This activity or the accompanying software can be used.

- *Words Their Way –* consider this program's independent activities.

- *Linked Words Technique* – Ask students to read some stories printed this way. Add some comprehension questions.

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Independent Tasks with a Study Buddy

Activities with a study buddy that are intended to promote orthographic learning include:

- ***Phonemic Awareness Activities*** – Students get to administer *One Minute Activities* to their study buddy.

- ***Direct Mapping of Words Using Word-Study Questions*** – Students are given a supply of words and take turns being the teacher.

- Use ***Oral Decoding*** – Students identify orally spelled words. Students take turns spelling a word aloud, while the other identifies the spelled word.

- ***Spelling Nonsense Words*** – *Give students lists of nonsense words and have them take turns being the teacher.*

Working in pairs can be very engaging and effective for kids.
Some good orthographic learning activities to do with a buddy include:
Phonemic Awareness Activities – Students get to administer *One Minute Activities* to their study buddy.
Direct Mapping of Words Using Word-Study Questions – Students are given a supply of words and take turns being the teacher.
Use ***Oral Decoding*** – Students identify orally spelled words. Students take turns spelling a word aloud, while the other identifies the spelled word.
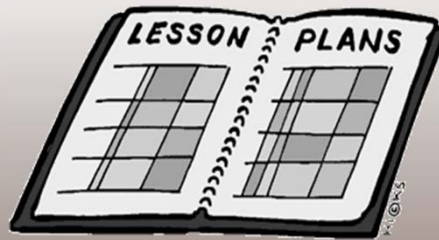***Spelling Nonsense Words*** – *Give students lists of nonsense words and have them take turns being the teacher.*

Sample Lesson Plan Outlines

Large Group   Small Group   Remedial

Remember that the following are just samples or examples of how you can plan your instruction.

Whole Class or Small Group

- Start with a *One Minute Activity* – Levels will vary (1 min.)
- Briefly teach/review the next level in their *phonological awareness skills* (2-5 min.)
- **Review** *mapping vocabulary, introduce new terms* (30 sec.- 2 min.)
- *Review rime units* on word wall (1 min.) *Introduce new rime units* (3 min.)
- *Introduce New Words* in story (2-4 min.)
    - Use *"Introduce Words Orally"* **strategy** on a few select words
    - Select 1-3 other **word study techniques** from Chapter 6
- Do another *One Minute Activity* at the appropriate level (1 min.)
- *Have students read a story*. Stop to discuss and monitor comprehension (10 – 13 min.)
    - Use 2-3 techniques to *address* **mis-readings**
- End with a *One Minute Activity* at the appropriate level (1 min.)

These basic plans can be changed or added to meet the needs of your students and fit your schedule.

The whole class or small group plan starts with a one minute activity.

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Do another *One Minute Activity* at the appropriate level (1 min.)

Have students read a story. Stop to discuss and monitor comprehension (10 – 13 min.)

    - Use 2-3 techniques to *address* **mis-readings**

End with a *One Minute Activity* at the appropriate level (1 min.)

Appendix D on p. 246 can help you with lesson planning.

Small Group Remedial

- Start with **One Minute Activity** at the appropriate level (1 min.).

- Briefly review or **explicitly teach the next level in their phonological awareness skills** (2-5 min.)

- **Review mapping/vocabulary** – introduce new terms (1-2min.) Review rime units on Word Wall – Introduce a new rime unit with related words (3 min.)

- **Word Study** – Select 1-3-word study techniques from Chapter 6 using Appendix D

- **Introduce new words in a story** (2-4min.)

- **Use "Introduce Words Orally"** first, and then try "direct mapping with 1-3 words

- **Have student read a story**, stopping to discuss/monitor comprehension (10 – 15 minutes) - Use 2-3 of the techniques to address mis-readings

- End with **an additional One Minute Activity** (1 min)
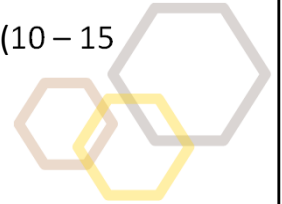
Small Group remedial group work starts and ends with a one minute activity

Permanent Word Storage

Given what we know about permanent word storage, a good reading lesson will **always** include:

1. **Phonological/phoneme awareness** – Never consider this an extra. Essential to early and remedial reading instruction.

2. **Letter-sound skills** – This should not be optional. Essential for sounding out and storing words. A skill that should be practiced until proficiency.

3. **Word Study** – Teaches beginning readers good mental habits, helps older, weaker readers break bad habits and promotes mapping words to permanent memory.

This is great advice when planning reading lessons.

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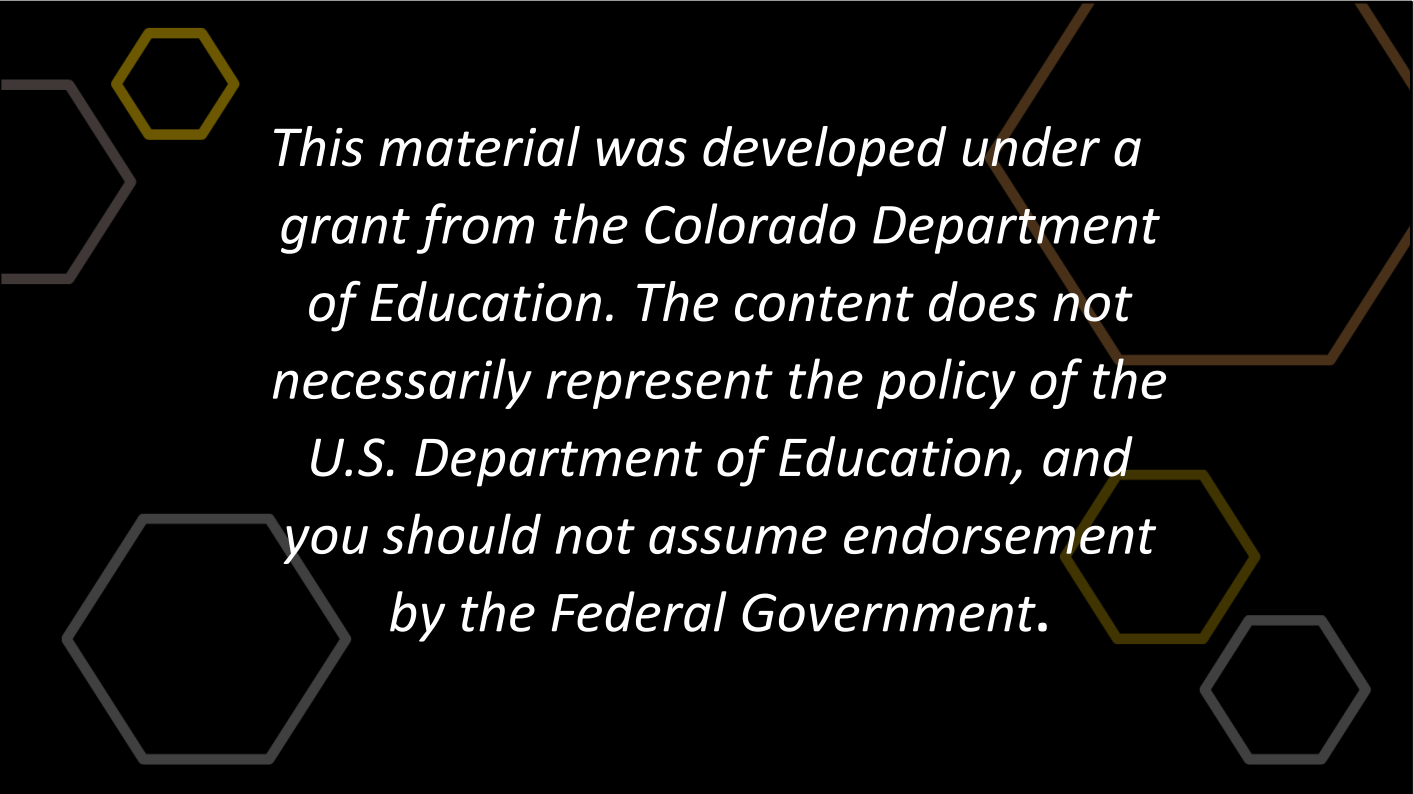4. **Orthographic mapping is a mental process, not a teaching method.**

Coming Up in Module 10

One Minute Activities and Other Phonological Awareness Tasks – Chapter 7 pg. 73

- **Types of Phonological Awareness Tasks**
    - Oral Blending/Phonological Blending
    - Rhyming, Alliteration & First Sound Awareness
    - Categorization/Identification
    - Segmentation
    - Isolation
    - Manipulation
    - Substitution
- **Which Skills Should be Trained?**
- **Phonological Manipulation Using One Minute Activities**

Coming up in Module 10 are One Minute Activities and Other Phonological Awareness Activities

Please visit the CDE Specific Learning Disability website for more information:

https://www.cde.state.co.us/cdesped/SD-SLD