Taking Words Apart,
Teach, Prompt, Be Quiet

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• Betsy Kaye’s research
• LLDI 1: Changes teacher might observe during lessons
• LLDI 2: Chapter One; Learning to look at print
• LLDI 2: Section Ten; Finding and using the information in the print: developing the brain’s activities on texts
• LLDI 2: Section 12; Taking words apart while reading
Goals of the Session

- To learn what to expect when
- To learn how to teach taking words apart
- To learn the prompts that promote taking words apart
- To learn to stay quiet
WARNING WARNING WARNING WARNING
Take Words Apart
ONLY
When Necessary

• Teach when it is important for a particular child—and not as a matter of routine.
Clay states that reading is a message getting, problem solving activity.
Make interactions brief and to the point
Talk about words the child knows, or is working on; not only the ‘new’ words.
Do not do it because it might help in the future; only because it is needed at this time in his learning.
Every teaching move should bring several gains and the teacher should aim for higher goals than mere repetition or practice.

Clay, 2001, pg. 174
“Competent readers...use many different ways of breaking to solve new words.”
Clay, (2005b) p. 131
Betsy Kaye’s Second Graders’ Reading Behaviors: A Study of Variety, Complexity, And Change

• Literacy Teaching and Learning: An International Journal of Early Reading and Writing, 10(2), 51-75
Second grade readers...
Used a variety of ways to solve

- Said the first consonant cluster or sound of the word and then said the whole word.
  
  w-washer

- Said the first part, then started over and said the whole word.
  
  int-interesting
• Said the first part of the word and then the rest dried
• Made four or more attempts using a variety of word parts and/or whole words con, con, cunny, continued for continued
• Tried the first part of the word two different ways and then started over and said the whole word dis, disease
• Made consecutive substitutions hid, heard, head for head
• Divided the word into three or more parts
  in-hab-i-tents
Showed consistency in solving

- *Never* attempted letter by letter sounding out
- *Never* skipped a word and read to the end
- *Never* appealed for help before trying
- *Never* just stopped
When the child’s series of lessons ends and he is reading a text of appropriate level he should be able to solve a multisyllabic word (one that is new, not yet familiar, or unexpected) within continuous text without slowing up to much, and by working flexibly with word parts and clusters of letters from an awareness of how words work.

LLDI 2, 156
The Two Journeys:

The beginning reader is a long way from having anything under perfect control, and each thing that the child is learning about...is on at least two journeys:
• A) one of coming to know...and then regrouping some of this in some unitised chunks,
• B) responding to it faster and faster with minimal attention unless a detail is a task requirement.

Clay, 2001, p. 175
Fast Processing is important
The following should not be seen as stages, but rather as a need for teachers “to adjust their expectations and interactions during the lesson series according to the progress of each learner.”

LLDI 1, 48
First Learning
Early Learning
Mid Learning
Late Learning
First Learning – levels 1 & 2
learning how print works
Fast Processing is important

• At no time in the Reading Recovery lesson series should the child be a slow reader of the things he knows.

LDI 2, 151
Levels 1 & 2

- Directional movement
- 1-1 match
- Differentiate print from pictures
- Use information from pictures and simple language structures to ‘read’

- Ø TWA
Early Learning – levels 3 - 5/6
learning how to look at print
Fast Processing is important

- Encourage the child to engage in fast recognition and try to bring new learning to a level of fast responding as quickly as possible.

LLDI, 2 154
Levels 3 - 5/6

- Locating known words
- Locating unknown words
- Learning ways to remember words

LLDI, 2 106-107

- **Learning** to attend visually to print
• Breaks apart known words (from reading or writing) into letters and identifies some of these.

• The child is learning that letter order and letter orientation are important.
Teach
Taking Words Apart

• Draw Attention to first letters
• Final letters, signs, and inflections
• Prepare for sometimes hearing chunks of information: hearing the breaks between groups of letters

LLDI, 2 129-131
Breaking Letters out of Words (19)

- Demonstrate with deliberate movements breaking letters, sliding them from first to last
  - Above
  - Or below
  - Or to his left
I can take words apart #1 (42)

- Build a carefully chosen word letter by letter, left to right.
- Say, If we were going to write this word we would have to make it letter by letter.
- Use known words at first; you are teaching how to do this.
I can take words apart #2 (43)

• Add on a final inflection like plural ‘s’ or verb ending like ‘ing’.

• Choose a word of one syllable plus an inflection from a previous text context.

• What’s the first letter in ‘look’

• Can you hear the last part of ‘looking’?

• We can take the first part away (to the left).  looking
I can take words apart #3 (44)

• Demonstrate breaking a known word of one syllable
• Build the word ‘went’ and very deliberately pull the ‘w’ towards to left leaving the ‘ent’ on the right.
• Move the ‘ent’ across to complete the word.
• Ask the child to break the word into two part.
• The child may make the break anywhere as long as he gets two parts.
Hearing syllables (72)

- Ask the child to clap the parts he can hear in a few two- or three-syllable words he knows well...and later three or four.
- Repeat this activity as opportunities arise.
- The activity will help with the multisyllabic words of higher-level reading books.
Teach and Prompt
Taking Words Apart

- It looks like the first letter in your name.
- That sounds like the beginning of Jake.
- Do you think it looks like ‘went’?
- Can you hear this letter?
• You said... was that right?
• Read up to the problem word fluently and stop, expecting him to finish the reading. Or read fluently and articulate the first letter of the problem word.

LLDI 2 106-107
Teach on an unknown word

- A Week with Aunt Bea:
  - Trevor
Teach on correct responding

- Our dog Sam:
  Cyndle
Remember:

- Early learning is all about exposure and becoming familiar with learning how to look.
Mid Learning - levels 5/6 – 11/12 learning to take action
Fast Processing is important

- By the middle of a lesson series the teacher can encourage phrased reading even on new material.

LLDI 2, 157
Levels 5/6 – 11/12

- Self-monitoring
- Cross-checking
- Searching
- Self-correcting
- Confirming

LLDI 2 108-113
Teach
Taking Words Apart

• Syllable break
• Inflection break
• Prefix and suffix break
• Onset and rime break

LLDI 2 131
• Breaks words into single letters, or into clusters, or into onsets and rimes, and into larger chunks.
- Moves left to right in sequence across letters in words
- Looks at the root, breaks off (or adds) final inflections
- Learning to take off first letters, or clusters of consonants (onsets, and finds them in other words
- Later, can take the rime away from the onset
• The child notices that the same letters or clusters are found in different words, and so can begin to use analogy.
Warning, Warning, Warning

- It is risky to try to teach children to use analogy unless you are watching carefully.
- Watch carefully how they themselves analyse or construct, before you intervene with ‘teaching’.

LLDI 2 134
Cumulative Analysis

- Write LxL
- MLs
- Reread up to the point

s
- spl - ash!
Prompt
Taking Words Apart

- Do you know a word that **starts** with those letters?
- Look for something that would help you.
- What can you see that might help?
• Do you know a word that looks like that?
• What can you hear that might help?
• Look carefully and think what you know that might help.
A scale of help while reading (132-133)
Moving from most help to least
Teach, Prompt, and Be Quiet
Teach

• The teacher articulates the part clearly (a hearing prompt) and the child locates the part.
• The teacher divides the word in print with finger or masking card.
• The teacher constructs part of the word making it larger in some ‘grand manner’.
Prompt

• Prompt to the child beginning (initial letter, onset, cluster) or to the ending (inflection or rime or to any known part).

• The teacher articulates the part clearly (a hearing prompt) and the child locates the part.
Be Quiet

- Let the child solve the word.
- The child divides the word with his finger on print or uses a card to mask it in some way.
Another way to look at it:

- The Scale of Knowing
• New?
• Only just known?
• Successfully problem solved?
• Easily produced but easily thrown?
• Well-known?

• Known in many variant forms?
Say a little more

• The Hungry Giant:

Zane
After the Running Record

• I’m Telling:

  Zane
Remember:

- Mid-learning is all about taking action AND action does not always lead to correct responding.
Later Learning – levels 12 + on the run
Accountability at the higher levels:

- More noticing
- More fixing
- More solving
- More accountable for close accuracy
• The goal of all forms of word analysis for the reader is to be able to take words apart, **on the run** while reading

  - Unexpected known words,
  - Partially familiar words still being learned
  - And new, unknown words.
The reader must build towards a self-extending system.

- Children solve new challenges including multisyllabic words within more difficult texts at speed, working with clusters of letters.
Good readers did not limit themselves to a narrow range of ways to solve challenges in reading.
What is this word?

- The Lion and the Mouse:

  Zane
On the way to independence

- Just this
- Once

Zane
Remember:

- Later learning is about maintaining meaning, attending to visual information, and using all sources of information flexibly, fast and efficiently.
Teach
Be Quiet