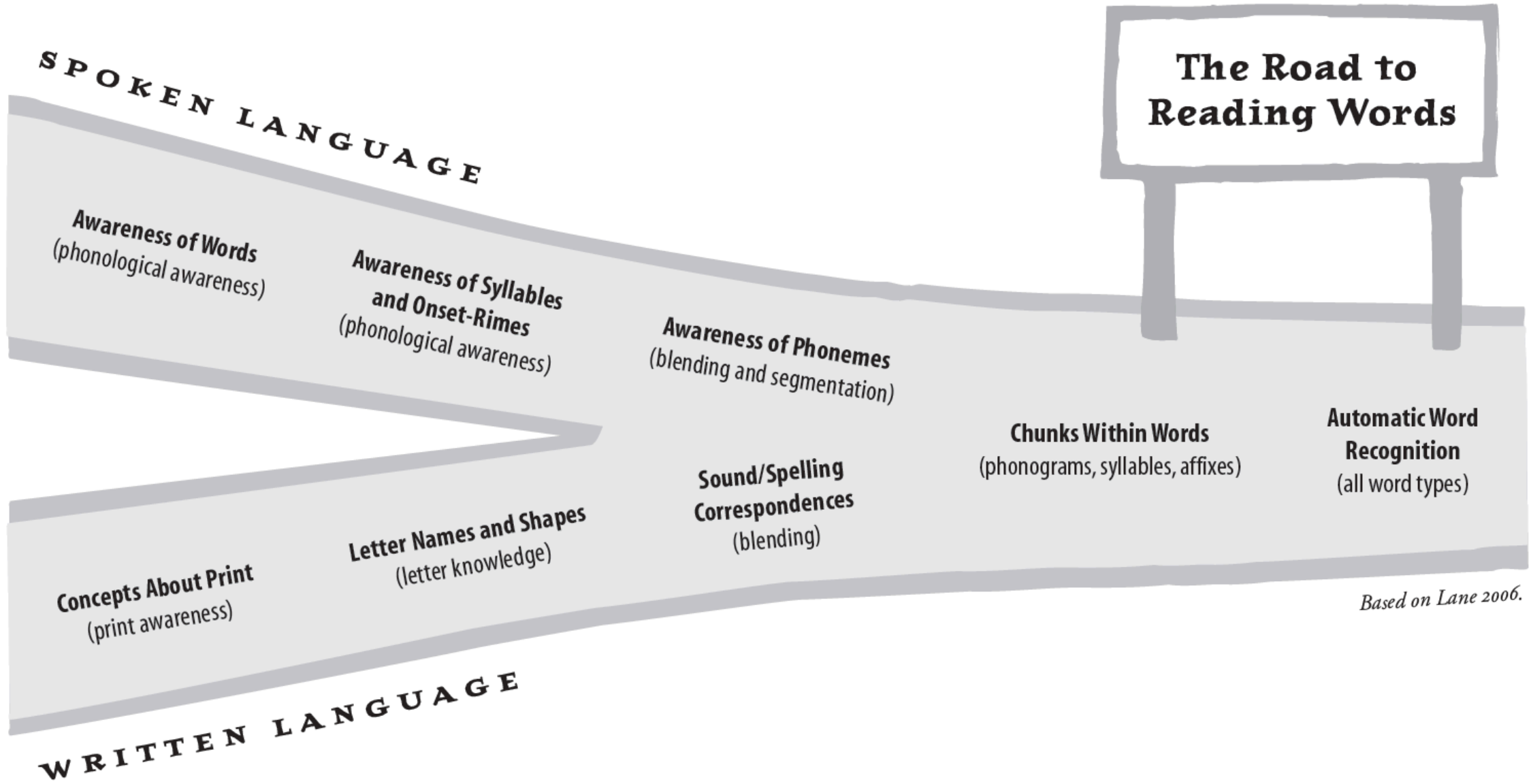


## Section III

# Decoding and Word Recognition

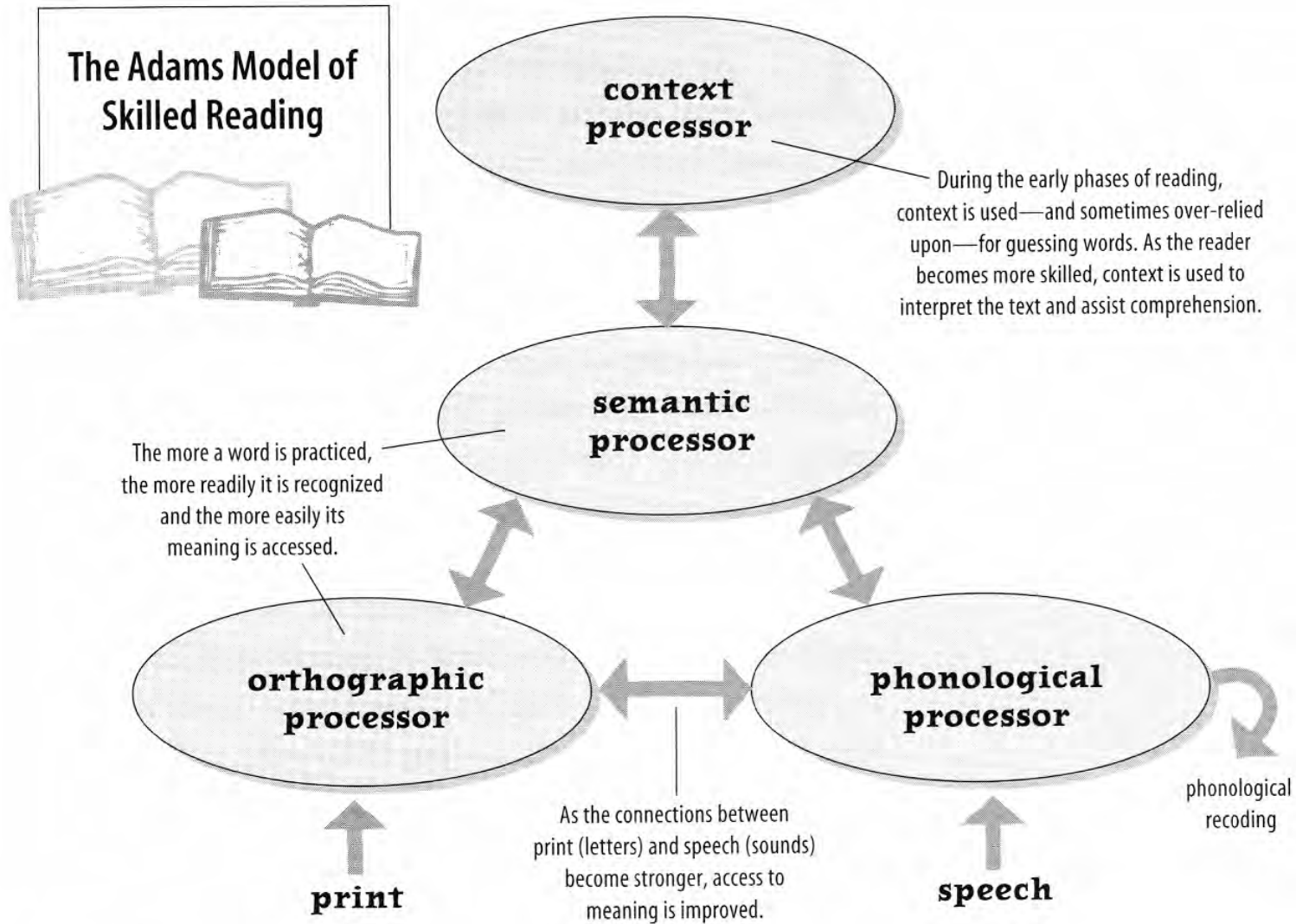
- Section Introduction
- Chapter 6: Phonics
- Chapter 7: Irregular Word Reading
- Chapter 8: Multisyllabic Word Reading

[TeachingReadingSourcebook.com](http://TeachingReadingSourcebook.com)



*Based on Lane 2006.*


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Based on Adams 1990.

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# Ehri's Phases of Word Recognition Development

- 
- **Pre-Alphabetic Phase** read visual clues
  - **Partial Alphabetic Phase** some sound/spellings
  - **Full Alphabetic Phase** most common sound/spellings
  - **Consolidated Alphabetic Phase** chunks of letters within words
  - **Automatic Phase** proficient word reading

# Explicit Phonics Lesson Sequence

1. Develop Phonemic Awareness
2. Introduce Sound/Spelling
3. Blend Words
4. Build Automatic Word Recognition
5. Apply to Decodable Text
6. Word Work for Decoding and Encoding

# Good Phonics Instruction

- Develops understanding of the alphabetic principle
- Incorporates phonemic awareness
- Provides sufficient practice in reading words
- Leads to automatic word recognition
- Is one part of a comprehensive reading program

(Stahl, Duffy-Hester, and Stahl 1998)

## EXPLICIT TEACHING

**MODEL**  
“I do it.”



**LEAD**  
“We do it.”



**CHECK**  
“You do it.”

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## Effective Instructional Techniques

- Corrective Feedback
- Monitoring
- Pacing
- Signaling

# Blending Routines

- Sound-by-Sound Blending
- Continuous Blending
- Whole Word Blending
- Spelling-Focused Blending



# Types of Words

## **Regular Words**

can be decoded by sounding out

## **Irregular Words**

cannot be decoded by sounding out

## **High-Frequency Words**

regular and irregular words that appear often in printed text

# IRREGULAR WORDS

```
graph TD; A[IRREGULAR WORDS] --> B[Permanently Irregular]; A --> C[Temporarily Irregular];
```

## **Permanently Irregular**

One or more sound/spellings in the word are unique to that word or a few words and therefore are never introduced.

## **Temporarily Irregular**

One or more sound/spellings in the word have not yet been introduced.

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# Approaches to Decoding Multisyllabic Words

- Syllable Types and Division Principles
- Affixes as Syllables
- Flexible Syllabication

# Common Types of Syllables

- **Closed**                      men, picnic
- **Open**                         me, veto
- **Vowel Combination**      boil, heavy
- ***r*-Controlled**              far, snorkel
- **Vowel–Consonant *e***      race, tadpole
- **Consonant–*le***              apple, table

<b>Most Useful Syllable Division Principles</b>		
<b>Division</b>	<b>Examples</b>	<b>Description</b>
<b>VC/CV</b>	rab•bit nap•kin	<b>Two Consonants Between Two Vowels</b> If two consonants come between two vowels, divide between the consonants. The first vowel sound will be short.
<b>V/CV (75%)</b> <b>VC/V (25%)</b>	mu•sic clos•et	<b>One Consonant Between Two Vowels</b> If a word has one consonant between two vowels, divide the word after the first vowel and give the vowel its long sound. If this division does not produce a recognizable word, then divide the word after the consonant and give the vowel its short sound.
<b>VC/CCV</b> <b>VCC/CV</b>	hun•dred ink•well ath•lete	<b>Three Consonants Between Two Vowels</b> Keep the letters in a consonant blend or digraph together in the same syllable.
<b>Consonant-le</b>	wig•gle ri•fle	<b>Consonant-le Forms a Separate Syllable</b> If the first syllable ends with a consonant, try the short sound for the first vowel. If the first syllable ends with a vowel, try the long sound.

*Based on Moats 2005.*

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## STEPS FOR SYLLABLE DIVISION: VCCV

- 1 Identify and Label the Vowels
- 2 Identify and Label Any Consonants Between the Vowels
- 3 Look at the Pattern and Divide the Word
- 4 Identify the Syllable Types
- 5 Blend Each Syllable and Then Read the Whole Word

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## FLEXIBLE STRATEGY FOR READING BIG WORDS

- 1 Circle the Prefixes and Suffixes
- 2 Underline the Vowels in the Uncircled Part(s) of the Word
- 3 Read the Word by Parts or Syllables
- 4 Read the Whole Word and Confirm Its Pronunciation

*Based on Archer and Vachon 2006.*

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