

A Three-Level Approach of Developing Word Recognition Strategies

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Overall Characteristics

- Δ Daily lessons, but ten (10) minutes maximum in length (not including spelling & connected reading practice)
- Δ Active, "zippy," teacher directed, participatory instruction (NO WORKSHEETS)
- Δ Sequential, systematic content, correlated with spelling in grades K, 1 and 2
- Δ Provisions for learning sight words in grades K, 1 and 2.
- Δ Application to extensive amounts of connected text (stories) at an instructional or independent reading level.

Lesson Content and Format

Level I: Sounds, Blending, Segmentation, and Sight Words with Correlated Practice

Content

- consonants, short vowels, blending, segmentation, consonant digraphs

Lesson format

- rereading of yesterday's decodable story
- oral phoneme awareness emphasizing blending and segmentation
- introduction of new spelling/sound relationship (as few as 2 per week)
- review of past spelling sound relationships
- blending practice using past spelling sound relationships (initially favor continuous sounds at the beginning and middle of words)
- introduction of a new sight word and review of past sight words using a spellout strategy
- reading a new decodable story which allows students to use soundout strategies and sight word knowledge
- correlated guided spelling using familiar spelling/sound relationships
- individual reading practice (5-10 minutes)

Level II: Complex Vowel Patterns and Irregular Sight Words

Content

- short vowels, blends, inflections, & irregular sight words, then final e (irregular words continue), then vowel digraphs and r-controlled, then generalizations for c and y

a	e	i	o	u	a_e	i_e	o_e	u_e	oo	oo	oi	ou	au	ar	er	or
					ai	ee	igh	oa	ew		oy	ow	aw		ir	
					ay	ea		ow							ur	

Lesson format

- phonemic awareness (segmentation and manipulation)
- introduction of new spelling/sound relationships (not every day)
- review of past spelling sound relationships
- application of most recent past sounds (usually vowels) to a mixed list of single syllable words that are changed with every lesson and that are not sight words (at least 15-20 words)
- introduction of 3-4 new high frequency irregular sight words and review of past irregular high frequency sight words using a spellout strategy (20-25 only)
- guided spelling using most recently introduced vowel patterns and sight words
- extensive (massive) practice using easy reading materials, transferring from decodable text to easy readers after mastering short and long vowel spellings, r-controlled, and 60 irregular sight words; accuracy has to be above 90%; students with reading rates below 60 words/minute read quietly aloud to themselves for at least 30 minutes; NO turn taking

Level III: Syllabication and Structural Analysis (end of second and third and as needed thereafter)

Content and Lesson Format

- practice reading open and closed syllable units (bo, ob, fob)
- sight recognition of common structural units (tion, ment, re, etc.)

- practice reading polysyllabic words written syllable by syllable
- practice identifying syllable patterns in entire words
- guided spelling to demonstrate how to apply syllabic and morphemic strategies to writing