Making Letter and Word Study Decisions

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A typical tutoring session
- Reading two or more familiar books
- Rereading yesterday’s new book
- **Working with letter identification**
- **Breaking words into parts**
- Writing a story
- Hearing and recording sounds
- Reconstructing the cut-up story
- Listening to the new book introduction
- Attempting to read the new book

In this book of revised teaching procedures look for clarification of taking words apart in several places.
- After familiar reading (but only if necessary)
- When the child is breaking words at the magnetic board
- When the child is taking words apart in isolation or in writing
- During the preparatory work on the new book
- And after the reading of the new book

LLDFI1, 37

From the recommended procedures a teacher selects those that she requires for a particular child with a particular problem at a particular moment in time. There are no set teaching sequences: there is no prescription to learn this before that…………………………………Early intervention teachers move **flexibly** around these procedures as they observe children and plan instructional opportunities.

LLDFI2, 2, Top

**Flexibility**

- No set time within the lesson
- No set sequence of procedures

LLDFI2, 125, Bottom Bullets

- In this book of revised teaching procedures look for clarification of taking words apart in several places.
  - After familiar reading (but only if necessary)
  - When the child is breaking words at the magnetic board
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  - During the preparatory work on the new book
  - And after the reading of the new book
Change View of LLDFI

Scope & Sequence

or

MENU

• First year/first term teachers-in-training
  – Rigid with the procedures
• It’s second term. It’s time to be more selective.
  – “Acceleration depends upon how well the teacher *selects* the clearest, easiest, most memorable examples with which to establish a new response, principle or procedure.” LLDFI1, 23

LLDFI1, 20-21

But when the teacher designs each part of every lesson to target the cutting edge of an individual’s learning the teacher can *select* crucial next learning. *She wastes no time teaching what this learner already knows.* This is a critical variable in Reading Recovery’s success.

Menus

• RR Individual Pizzas
  – Required
    • Crust
    • Sauce
    • Cheese
  – Optional
    • Toppings

LLDFI2, 160

There is an active research interest in variables to be considered when explaining extreme difficulty in learning to read. Two such variables are phonological awareness and speed of naming letters or objects and research on these variables has influenced some of the general teaching procedures described in earlier sections.

You can’t have pizza without the foundational crust.

CRUST
Speed of naming letters, words and objects is now known to be related to reading success.

Fast work with letter, cluster and word recognition

Particularly in the early part of a lesson series encourage the child to engage in fast recognition in reading and fast construction of print sequences in writing…Try to bring new learning to the level of fast responding as quickly as possible.

Crust

- Fast Recognition of Letters
- Fast Recognition of Sight Words
- Phonological Awareness

Caution! Are You Sure?

If the child seems to be able to work easily and accurately at higher levels at the beginning of his programme the teacher should spend two or three lessons checking out these early accomplishments thoroughly before proceeding to work on higher level concepts and strategic activities. LLDFI2, 47, 2nd paragraph

Crust

- Fast Recognition of Letters
- Fast Recognition of Sight Words
- Phonological Awareness

Reason for Letter Knowledge

Fast recognition of letters allows the reader to make faster decisions about words. LLDFI2, 24
Reason for Letter Knowledge

The aim is to have a child recognise letters rapidly without needing props, or prompts. He needs to end up with a fast recognition response. Be careful to arrange your teaching so that it leads to this. LLDFI2, 32, Conclusion

LLDFI2, 126, Top

- Feature of a letter
- Letter level
- Cluster or letter sequence level
- Word level
- Phrase level
- Sentence level
- Gist of the passage

LLDFI2, 23

The critical distinction between any two words will be made at the level of letters.

Zoom In  Zoom Out

- Gist of the passage
- Sentence level
- Phrase level
- Word level
- Cluster or letter sequence level
  - Letter level
  - Feature of a letter

LLDIF2, 23

This is a short segment in the lesson in which children must learn fast identification of all the letter shapes and features.
The beginning reader and writer has to learn how to attend to the particular features that help all of us to distinguish letters, one from another.

Sometimes a child makes an unimportant feature of a letter his main signal. Watch for odd things like that.

Fostering Fast Recognition

- Attend to any aspect or feature in the print at first.
- Bring the child’s attention to other detail.
- Sharpen attention and awareness.
- Shape his response to a more decisive one.
- Speed up the response.
- Fade out the conscious attention give to decisions made.  (LLDFI2, 31)

Draw attention to letter differences on letters the child knows.  (LLDFI2, 28)

Contrast the most different first.

<table>
<thead>
<tr>
<th>come</th>
<th>got</th>
</tr>
</thead>
<tbody>
<tr>
<td>came</td>
<td>get</td>
</tr>
</tbody>
</table>
Similarities, LLDFI2, 28

It is my understanding (through Dr. Poparad at NLU) that Dr. Clay meant the same letter only.

Fostering Fast Recognition

- Attend to any aspect or feature in the print at first.
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- Sharpen attention and awareness.
- Shape his response to a more decisive one.
- **Speed up the response.**
- Fade out the conscious attention given to decisions made. LLDFI2, 31

Rather than an ABC Book…

<table>
<thead>
<tr>
<th>l</th>
<th>k</th>
<th>e</th>
<th>j</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>b</td>
<td>o</td>
<td>d</td>
<td>p</td>
</tr>
<tr>
<td>c</td>
<td>f</td>
<td>a</td>
<td>h</td>
<td>q</td>
</tr>
<tr>
<td>n</td>
<td>r</td>
<td>g</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>u</td>
<td>w</td>
<td>y</td>
<td>v</td>
<td>x</td>
</tr>
</tbody>
</table>

Date | Time
---|---
January 7, 2014 | 95 seconds
January 8, 2014 | 89 seconds

Before moving on…

Todd, my child does great at the magnetic board, but there seems to be no transfer to the books we are reading.

Before moving on…

Todd, what about letter sounds. Should I be calling for letter sounds while working with letters at the magnetic board?
Any new letter or high-frequency word or a spelling pattern attended to in isolation is also used in the same lesson in text reading and text writing…

When the child is very confident the teacher may want to call for either sounds or names of letters, encouraging flexibility.

Encourage flexibility in thinking about letters and letter groups within words.

- Fast Recognition of Letters
- Fast Recognition of Sight Words
- Phonological Awareness

He_______ SC
Here

I ___ SC
Here is
Expand the meagre knowledge of sight words

- Meagre
  - Amount on the WV chart
- Knowledge
  - Know
    - New
    - Only just known
    - Successfully problem-solved
    - Easily produced but easily thrown
    - Well-known and recognised in most contexts
    - Known in many variant forms

Quantity vs. Quality

- Sight Words
- Bits & Pieces
  - What children need is to know how to get to new words using bits and pieces of that core writing vocabulary they use when writing their stories.

Student #1

- cat
- fat
- bat
- hat
- dad
- sad
- bad
- had
- dog

- Bits & Pieces
  - at
  - ad
  - og
Student #2
- cat
- that
- she
- stop
- Chip
- can
- car
- going
- like

Bits & Pieces
- at
- th
- sh
- st
- op
- Ch

Hard to Remember, LLDFI2, 175
- Use games
  - Transfer to continuous text

Writing Around the Room
- White Board
- Blood Board
- Water Board
- Chalkboard
- Sand Tray

Crust
- Fast Recognition of Letters (Automaticity)
- Fast Recognition of Sight Words (Automaticity)
- Phonological Awareness

PA, LLDFI2, 69
We are referring to those sounds that make the smallest difference between two similar words. Can you hear the difference between two similar words in your own speech? Can you hear the differences in someone else’s speech?

See the Difference?

come  got
came  get
Hear the Difference?

pick  git
peck  get

LLDFI2, Section 7

Hearing and Recording Sounds in Words
Early and Intermediate steps

Is this considered word work?

LLDFI2, 115

“What sounds can you see in that word?”

For goodness sake, have the child make the sounds before writing. I have no doubt that YOU can say the word slowly.

Common Confusions

• of
• for
• from
Common Confusions

• on/no
• how/who
• and/said

Common Confusions

• cold
• cloud
• clothes

These Kids Need Sauce!

• Letters Make Up Words
• L to R Directionality
  – Letter Level
  – Word Level
• Checking & Knowing
  – Finger Prop
  – Eyes Alone

Sauce

• LLDFI2, page 42, #1
d) I can take words apart

Letters Make Up Words

“If we were going to write this word, we would have to make it letter by letter.”

“If we were going to write CAN, we would have to make it letter by letter.”
Todd, should the child and I be silent as he’s breaking the letters out of the intact word on the right and moving them one by one over to the left?

…Use letter names or sounds following the child’s lead as to which he finds easy. Gradually help him to switch easily from letter name to letter sound so he develops two alternate routes to the written language code.

• Silent
• Letter name
• Letter sound

In a sense his eyes are also learning to recognise the identity of each letter when it is approached from the left side. LLDFI2, 42, Mid.

b/d Confusion

• Partnership
  – Child forms /b/.
  – Teacher forms /d/.
  • I always used classroom language as I formed the letter.

Checking & Knowing

Construct the words at the magnetic board letter by letter first to last and then read the word (sometimes using a left-to-right sweep with your finger.) LLDFI2, 42
Checking & Knowing

...move his finger underneath [the word] from left to right while he was looking at the word. I referred to this as a ‘slow check.’ I made sure he was looking at the word as he moved his finger and said the word slowly. LLDFI2, 12

Encourage recognition of some letter sequences. Cover the problem word. Then, as you uncover the word, say, “Check it. Run your finger under it.”

Make sure the finger, the letter(s), and the sound align as the child is looking at the word (not the teacher).

Don’t use the finger forever. The eyes must ‘go it alone.’

Say it slowly and move your finger under it, this way. Make a slow check while you move your finger under the word. Now show me how you can do it just with your eyes! LLDFI2, 13, Top

Transfer = Acceleration

• Now, find this word on this page.
• Read the word.
• Check it with your finger and/or eyes.
• Read the sentence/page (continuous text).
Chunking, LLDFI2, 132, Top

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.

Cheese

• Chunking
• Analogy

Cheese

It's not pizza without cheese!

Chunking, LLDFI2, 128, Top

Accomplished readers probably read in chunks (even when they are noticing every letter). When it seems to work they move out of a letter-by-letter gear for analysis of words and attach sounds to a group of letters (rather than each letter).

Chunking, LLDFI2, 137, Top

Kaye found that her children did not sound words letter by letter, but rather cluster by cluster.

Chunking, LLDFI2, 156, Bottom

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 too much, and by working flexibly with word parts and clusters of letters from an awareness of how words work.
Chunking

- LLDFI2, page 43, #2
- LLDFI2, page 44, #3
- LLDFI2, page 45, #4
- LLDFI2, page 45, #5
- LLDFI2, page 45, #6

#2

- Chunking words with inflectional endings
  - looks
  - looked
  - looking
  - Have the child do this and read it as a whole and as two parts.

Transfer = Acceleration

Make a note of examples from other parts of the lesson of the child’s current work in reading or writing which lend themselves to this work on breaking. LLDFI2, 45, #4

Go beyond the exact word used in isolation in order to teach the concept of breaking/chunking.

Chunking, LLDFI2, 82

Cut the message into
- two or three phrases
- whole words
- and to emphasise a particular segment of a word such as
  - endings

#3

- Break/Chunk a known word of one syllable into two parts
  - h and
  - w ish
  - w ith
  - b ook
Take occasional opportunities to break a word in other lesson activities. Leave the child free to break the word anywhere, but make sure that his eyes move left to right across the words.

- Phone numbers
- SSN

Become best friends with LIKE even if it makes you sound like a ‘Valley Girl’ from the 1980’s!

LLDFI2, 49

- Writing puts the learner under pressure to group letters so they can get the message down quickly.
- Writing consistently but subtly seduces the learner to switch between the different levels of letters, clusters, words, phrases and messages.
- It starts like…
- It looks like…
- It’s just like…
- Does it look like a word you know?

**LINK a child’s known to the unknown**

**LLDFI2, 125**

It is the nature of language (and how the brain uses language) that if you help the child to move easily around his secure knowledge he will become able to venture beyond his known repertoire and link novel experiences to the body of knowledge that he ‘owns.’

**LLDFI2, 125**

Use the known vocabulary of the child’s reading books and his own writing for any study of words, letter-sound relationships, and sound/letter clusters.

**Analogy**

- LLDFI2, page 141, #2
- LLDFI2, page 141, #3
- LLDFI2, page 142, #4

**Transfer = Acceleration**

Sometimes it is helpful to ask the child to try to construct a new word because it is like another word he knows. Invite him to bring something he knows to the construction of the new word.
**Analogy**

- Changing one letter is easier than two letters
- Changing the beginning letter is easier than changing the last letter
  - What makes one analogy more difficult than another?
    - Eyes + ears + model
    - Model = familiar text or WV
    - Eyes + ears
    - Eyes alone
    - Ears alone
- What is a partial analogy?

- Prompting without talking
  - Simply writing something on the white board when the child is at point of difficulty that will prompt him to solve the word.

**Toppings**

- ABC Book, LLDFI2, 35
  - Do all children need an ABC book if they enter RR already knowing all (or almost all) of the letters?
- Jumble the Letters, LLDFI2, 165
  - These procedures are for students who have a sequencing problem.
- Learning on Words I Know, LLDFI2, 140
  - The procedures you followed on page 42 #1 are usually sufficient for most children.
- Change the onset and retain the rime, LLDFI2, 142
  - Most children are exposed to this on the practice page of their journal.
- Retain the onset and change the rime, LLDFI2, 143
  - Again, most children are exposed to this on the practice page of their journal.
- Etc.

**In Conclusion**

Treat our books as a menu rather than a scope and sequence.

Not everyone needs additional toppings on their pizzas.
• Every individual pizza needs
  – Crust
  – Sauce
  – Cheese
• The chef determines which toppings are appropriate for the child.

• Critically think about what I’ve shared.
  – If you agree, know why.
  – If you are uncertain, keep thinking about it.
    • Talk with your colleagues.
    • Talk with your teacher leaders.
  – If you disagree, know why.

Thank You
Reading Recovery Individual Pizzas

A unique dining experience in which children bring some of their own ingredients. Chef and patron work together to develop the perfect individual pizza.

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2014 Comprehensive Literacy and Reading Recovery Conference
Chicago, Illinois
Crust (Required)

- 2 cups of Fast Recognition of Letters
  - LLDFI2, 28
- 2 cups of Fast Recognition of Sight Words
  - LLDFI2, 40-41
- 4 cups of Phonological Awareness
  - LLDFI2, 72-77
- Gluten-Free available upon request

Add only the ingredients children did not bring to the table
Sauce (Required)

- 1 cup of Letters Make Up Words
- 1 cup of L to R Directionality
  - 1 Tablespoon at the Letter Level
  - 1 Tablespoon at the Word Level
- 2 cups of Checking & Knowing
  - A Dash of Finger Prop
- 1 Tablespoon of Eyes Alone
- LLDFI2, page 42, #1

Add only the ingredients children did not bring to the table
Cheese (Required)

• ½ Pound of Chunking
  • LLDFI2, pages 43-45, #2 - #6
• ½ Pound of Analogy
  • LLDFI2, pages 141-142, #2 - #4
  • Vegan available upon request

Add only the ingredients children did not bring to the table
Toppings (Optional)

• ABC Book
  • Do all children need an ABC book if they enter the restaurant already knowing all (or almost all) of the letters?

• Jumble the Letters, LLDFI2, 165
  • These procedures are for students who have a sequencing problem.

• Learning on Words I Know, LLDFI2, 140
  • The procedures followed on page 42 #1 are usually sufficient for most children.
Toppings (Optional)

• Change the onset and retain the rime
  • Most children are exposed to this on the practice page of their journal.

• Retain the onset and change the rime
  • Again, most children are exposed to this on the practice page of their journal.

• Etc.
  • Our books are full of recipes and ingredients. Choose toppings wisely. “A highly appropriate recommendation for one child could be an unnecessary one for another child.” LLDFI2, 2