Word Recognition Automaticity is the Foundation for Fluency

“Readers must be able to decode words correctly and effortlessly and then put them together into meaningful phrases with appropriate expression to make sense of what they read.”

Tim Rasinski, 2006
During Word Reading Tasks...

Do all students answer?

Are responses consistently correct?

Is the level of scaffolding appropriate?

Are there multiple opportunities for students to read the words during a lesson?

Is the speed of the task increased to build word reading automaticity?
Video Example

During this video clip, calculate how many times the teacher:

**Models:** Teacher sounds out the word *for* the students and/or tells the students the word

**Leads:** Teacher sounds out and/or says the word *with* the students

**Tests:** Students are asked to sound out the word on their own *without any teacher assistance*
Word Reading Activity Types

1. Sounding Out (Includes irregular words in K and 1st grade Unit 1)
   felt ➤ “Sound it out... What word? Yes, felt.”

2. Part to Whole
   champ ➤ “What sound? Yes, /ch/. What word? Yes, champ.”

3. Fast Way
   batter ➤ “What word? Yes, batter.”

4. Irregular Words (Starting in 1st grade Unit 2)
   picture ➤ “The first word is picture. What word? Yes, picture. Read-spell-read picture. What word? Yes, picture...”
Word Reading Activity Types

5. Vowel-Consonant-Vowel (Use in 1st and 2nd grades only after the VCV mini-lessons packet has been taught)

Mister ➤ “Is this word VCV?”

“So will you hear the 1st vowel’s name?”

“What sound will you hear for the 1st vowel?”

“What word? Yes, Mister.”
Sounding Out Words

Best for building alphabetic principle

Recommended for:
- Whole class in Kindergarten and 1st Grade Unit 1
- Below-level students in 1st and 2nd grades who are unable to accurately read part-to-whole

Use 2 repetitions of sounding out in K Units 5-6, and then drop down to 1 repetition thereafter
Continuous & Stop Sounds

Continuous sounds are held for about 2 seconds when saying the sound in isolation or sounding out in words.

Stop sounds are said quickly and quietly without adding a schwa sound (“uh”) at the end. Connect stop sounds to the next continuous sound when having students sound out words.
Sounding-Out Words Signal

1. Place your finger in focus position. If the word begins with a continuous sound, focus position is to the left of the word. If the word begins with a quick sound, focus position is under the first sound in the word.

2. Say “Sound it out, get ready” and immediately loop your finger to the first continuous sound. Hold it there for 2 seconds.

3. Quickly loop your finger under each subsequent continuous sound, holding them for 2 seconds each. Make sure that students don’t stop between the sounds.

4. If the word ends in a quick sound, tap the last sound and replace your finger in focus position. If the word ends in a continuous sound, have students hold it for 2 seconds and then quickly pop your finger off the page and reposition it in focus position.

5. Repeat the task if more than one repetition is needed.

6. Ask, “What word?” and immediately slash under the word to have students identify it. Return your finger back to focus position and verify the word.
Part to Whole Word Reading

Use to build students’ ability to recognize units of sounds within words, starting in 1st grade Unit 2:

1. Underline parts of the word that you want to draw students’ attention to (blends, digraphs, endings, VCVe)
   
   Prompt: “Underlined part?” (Verify) “Whole word?” (Verify)

2. Use the same format as used for words in the TG (Compound word separation or syllable separation)

   Prompt: “First part?” (Verify) “Next part?” (Verify) “Next part?” (Verify) “Whole word?” (Verify)
Reading Words the Fast Way

- Use to build instant word recognition skills
- Start using in K Unit 5 as an added repetition after students have sounded out the word
- Can be used as a first repetition for review words starting on Day 3, but ensure 2-3 seconds of think time is provided
Irregular Words: Grade K

Days 1-3:
“Sound it out.”

“That’s how we *sound out* the word, but here’s how we *say* it: ___. What word? Yes, __.”

“Funny word, sound it out the funny way.”

“That’s how we *sound out* the word, but how do we *say* it? Yes, __.”

Starting with Day 4:

“What word?”

“Yes, _____.”

“Funny word, sound it out the funny way…”

“That’s how we *sound out* the word, but how do we *say* it? Yes, __.”

Crosswalk Education
Irregular Words: 1st and 2nd Grades

Day 1:

“That word is _____."

“What word? Yes, ___.”

“Read-spell-read ____.”

“What word? Yes, ___.”

Day 2 on:

“What word?”

“Yes, ____.”
Vowel-Consonant-Vowel Identification

- Use starting in 1st grade Unit 2 after the Vowel-Consonant-Vowel Mini Lessons packet has been taught
- Can be used to pre-correct potential misconceptions - use during the 1st repetition when students might use the wrong version of the vowel (long v. short)
Point to the 1\textsuperscript{st} vowel in the word:

“Is this word vowel-consonant-vowel?”

“So will you hear the 1\textsuperscript{st} vowel’s name?”

“What sound will you hear for the 1\textsuperscript{st} vowel?”

“What word? Yes, ____.”
Word Attack Repetitions
Starting at Unit 5 of K

During word reading exercises, use the following repetitions to build students’ word reading automaticity:

1st repetition: Do whatever the teacher manual calls for, but wait to do individual turns until after the 4th repetition below.

2nd repetition: Have the students read the words the fast way in the same order presented, providing 2-3 seconds of think time prior to signaling for each word. Verify each word.

3rd repetition: Point to each word in random order, providing only 1 second of think time before signaling. Do not verify the words.

4th repetition: Have the students read the list in both directions. Prompt “Top/down/bottom/up” or “Read the list in both directions, go!” and snap or tap as the signal. Do not verify the words.

Individual Turns: Call on up to 3 students for individual turns.
## General Correction Procedures

### Typically Used:

<table>
<thead>
<tr>
<th>Model ➤ Test ➤ Delayed Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My turn. That word is Pip’s. What word? Yes, Pip’s. Sound it out...Again, sound it out...What word? Yes, ___. Starting over...”</td>
</tr>
</tbody>
</table>

### When More Support is Needed:

<table>
<thead>
<tr>
<th>Model ➤ Lead ➤ Test ➤ Delayed Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat any step above as necessary</td>
</tr>
<tr>
<td>“My turn to sound out <em>slump</em> without stopping between the sounds: /ssslluuuummp/. Do it with me, let’s sound out <em>slump</em> together...”</td>
</tr>
<tr>
<td>“Do it with me again...”</td>
</tr>
<tr>
<td>“Your turn to sound out <em>slump</em>. Do not stop between the sounds...”</td>
</tr>
<tr>
<td>“Again, sound it out...”</td>
</tr>
<tr>
<td>”What word? Yes, ___. Starting over...”</td>
</tr>
</tbody>
</table>
What Would You Use?

1st Grade Unit 6 Lesson 4

ce and se introduced at this lesson

- chance
- prince
- loose
- voice
- choice
- goose
- dance
- picture (IR U3L7)
- fence
- would (IR U3L7)
- sentence
- since
- sense
- horse
## You Decide...

### Grade K Unit 10 Lesson 5

<table>
<thead>
<tr>
<th>Word</th>
<th>Grade</th>
<th>Unit</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>K</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>cheek</td>
<td>K</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>feet</td>
<td>K</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>there</td>
<td>K</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>sheep</td>
<td>K</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>sweet</td>
<td>K</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>bees</td>
<td>K</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>me</td>
<td>K</td>
<td>10</td>
<td>5</td>
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<td>Lee</td>
<td>K</td>
<td>10</td>
<td>1</td>
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<tr>
<td>hens</td>
<td>K</td>
<td>6</td>
<td>3</td>
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<td>K</td>
<td>7</td>
<td>8</td>
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<tr>
<td>stung</td>
<td>K</td>
<td>7</td>
<td>8</td>
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<tr>
<td>ants</td>
<td>K</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Crosswalk Education
### Grade 1 Unit 3 Lesson 5

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook (U3L5)</td>
<td>brook (U3L5)</td>
<td>which (IR U1L27)</td>
</tr>
<tr>
<td>foot (U3L5)</td>
<td>shape (U2L3)</td>
<td>stood (U3L5)</td>
</tr>
<tr>
<td>look (U3L5)</td>
<td>because (IR U3L2)</td>
<td>nook (U3L5)</td>
</tr>
<tr>
<td>where (IR U1L27)</td>
<td>stone (U2L8)</td>
<td>once (IR K)</td>
</tr>
<tr>
<td>stood (U3L5)</td>
<td>hood (U3L5)</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 2 Unit 4 Lesson 3

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>people</td>
<td>yelp</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>walk (IR U4L3)</td>
</tr>
<tr>
<td>Synonym</td>
<td>symbol</td>
</tr>
<tr>
<td>Oxygen</td>
<td>cymbal</td>
</tr>
<tr>
<td>Sheryl</td>
<td>yesterday</td>
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<tr>
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<td>myth</td>
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<td>prospect</td>
<td>Lynn</td>
</tr>
<tr>
<td>yarn</td>
<td>antonym</td>
</tr>
<tr>
<td>grownup</td>
<td>system</td>
</tr>
</tbody>
</table>
“Links between sound, symbol, and meaning must be constructed like a layer cake ~ systematically and explicitly.”

Louisa Moats