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GRADES 4 & 5
READING TO LEARN ACADEMIES

GRADE 5

Word Study and Recognition

Section Objectives

This section will enhance your knowledge of the following:

- The importance of explicitly teaching decoding and spelling

- Rules and generalizations of the English sound system and spelling patterns

- Effective instructional practices for teaching word study and word recognition

- Activities that provide multiple opportunities for students to practice word study skills

Survey of Knowledge: Word Study and Recognition

- Decoding
- Decodable texts
- Phoneme
- Phonology
- Structural analysis
- Morpheme

- Orthography
- Affix
- Grapheme
- Sight word
- Encoding
- Syllable

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Word Recognition:
One Piece of the Puzzle

"The active processing of sentences and paragraphs cannot occur unless the reader can recognize individual words reliably and efficiently. That is why learning to decode is so important."

— Pressley, 1998, as cited in Stanovich, 2000, p. 208

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Word Study (Spelling):
Another Piece of the Puzzle

"**The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely he or she is to recognize it, spell it, define it, and use it appropriately in speech and writing.**"

— Joshi, Treiman, Carreker, & Moats, 2008-2009, p. 9

What We Know From Research

"Language is a human instinct, but written language is not…Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on. This basic fact about human nature should be the starting point for any discussion of how to teach our children to read and write."

— Pinker in McGuiness, 1997, p. ix

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What We Know From Research: Orthographic Mapping

- Students must learn to map sounds to print through the systematic study of orthographic patterns and word parts.

- Such instruction and practice allows students to orthographically map words, which leads to those words becoming sight words.

What We Know From Research: Explicit and Systematic Instruction

- Explicit, systematic decoding and spelling instruction is significantly more effective than unsystematic instruction or no word-level instruction.

- Systematic instruction and practice improves all students' word recognition and spelling skills.

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What We Know From Research: Encoding and Decoding

- Integrating encoding (spelling) instruction with decoding (reading) instruction improves students' reading abilities beyond decoding instruction alone.

- Some research demonstrates a relationship between spelling ability and fluent word reading.

- Effective word-study instruction improves both writing and reading.

What We Know From Research: Conclusion

"Despite the widespread assumption that spelling is a mechanical skill that can be learned through incidental instruction or memorization, spelling may from the very beginning be the critical skill for developing word wizards and competent composers who can translate their ideas for others via well-crafted texts and read the text that others generate for its own sake or for use in creating their own texts."

— Abbott, Berninger, & Fayol, 2010, p. 296

English Language Arts and Reading TEKS:
Oral and Written Conventions and Reading Strands

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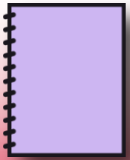
Conventions K-12	Handwriting, Capitalization and Punctuation K-12	Spelling K-12

Beginning Reading Skills K–3	Fluency 1–8	Vocabulary Development K–12	Comprehension of Literary Text K–12	Media Literacy K–12

Print Awareness K–2			Comprehension of Text/ Independent Reading 1–5	
Phonological Awareness K–1			Comprehension of Informational Text K–12	
Phonics K–3			Comprehension Skills (Fig. 19) K–12	
Strategies K–3				

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Word Study and Recognition in Fifth Grade

Review the following skills from fourth grade:

- All types of phoneme-grapheme connections in multisyllabic words
- Advanced orthographic patterns (e.g., doubling consonants, syllable patterns)
- Rules for adding suffixes (e.g., changing *y* to *i*, dropping final *e*)

Provide more extensive instruction and practice with the following:

- Plurals, including irregular ones
- Silent letters, especially in multisyllabic words
- Homophones
- Structural analysis, including base words, prefixes, suffixes, and roots

Principles of Word Study and Recognition

- Phonemes can be represented by a single letter or combination of letters.

- Some letters can represent more than one sound.

- Different letters can represent the same sound.

- Where a phoneme or grapheme occurs in a word is often important.

- Different word-reading strategies can be used to read unknown words.

- Orthographic patterns and rules help students to determine pronunciation and spelling.

- Structural analysis based on meaningful word parts can help in reading and spelling words.

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Foundational Knowledge: Phonology

- Knowledge of English phonology, or sound system, is crucial to any literacy teacher.

- Understanding the relationships between our sound and print systems lays the foundation for effective word reading and spelling.

- Many students with reading difficulties, including those with dyslexia, have phonological deficits.

- Gaps in phonological development lead to problems with decoding, orthographic mapping, fluency, and comprehension.

- These gaps also lead to problems with spelling and written composition.

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Grapheme-Phoneme Knowledge

- Grapheme-phoneme knowledge involves learning the common sounds of letters and letter combinations.
- Common graphemes include the following:
  - Single letters (*t*, *b*, *l*, *f*, *s*, *e*)
  - Doublets (*mm*, *tt*, *ff*, *ll*, *ss*, *zz*)
  - Consonant digraphs and trigraphs (*th*, *sh*, *ch*, *tch*, *dge*)
  - Silent-letter combinations (*wr*, *kn*)
  - Vowel digraphs (*ee*, *ai*, *ou*, *oi*, *oo*)
- Consonant blends are also common, but each letter represents an individual sound.

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Phoneme Position Influences Spelling

The spelling of a sound can depend on whether it is in the middle or end of a syllable.
(*/ā/ = ai* in *main* vs. *ay* in *may*)

A sound after a short vowel is often spelled with more than one letter.
(*ss* in *dress*, *dge* in *edge*, *tch* in *watch*, *ck* in *duck*)

These phoneme-grapheme relationships are often influenced by word origin, meaning, or part of speech.

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Grapheme Position Influences Pronunciation

Graphemes influence the pronunciation of adjacent graphemes. (*c* before *a*, *o*, or *u* vs. *c* before *e*, *i*, or *y*)

Graphemes in multisyllabic words represent different sounds from those in single-syllable words. (*y* in *daddy* vs. *y* in *fly*)

Graphemes represent voiced or unvoiced sounds depending on whether they are followed by an e. (*teeth* vs. *teethe*)

These grapheme-phoneme relationships are often influenced by word origin, meaning, or part of speech.

Building and Sorting Words

Building Words
- Engages students in manipulating letters, letter combinations, syllables, or morphemes to build words
- Includes teacher modeling, scaffolding, and guided practice

Sorting Words
- Engages students in analyzing words for sounds, orthographic patterns, or morphemes
- Goes beyond memorizing rules to focus on pattern recognition

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Word-Building Example

- Put the following morpheme cards in a pocket chart.

re **un** **dis**

cover **try** **like** **place** **elect** **appear**

ed

- Model how to make various words by pulling down morpheme cards to build words (e.g., *retry*, *dislike*).

- Have students see how many words they can make with the cards.

- To make it more challenging, give students a time limit (e.g., three minutes).

Word Sorts

Closed Sorts

Used to examine a specific sound or orthographic pattern

Open Sorts

Allow students to sort words into any categories they notice

Ask students to explain their thinking and discuss the patterns they notice.

Word-Sort Activities

- **Activity 1:**
  Complete one of the word sorts on page 1 of Handout 5 with a partner.

- **Activity 2:**
  On page 2, create a word sort for fifth-grade students and share your sort with a partner.

Word and Sentence Dictation

- Provide initial modeling for the following:
  - Sounding out words to match phonemes with graphemes
  - Counting and thinking about words in sentences, syllables in words, etc.
- Provide guided practice with immediate feedback.
- Make sure that students correct misspellings.

Dictation IS teacher-supported, guided practice. Dictation is NOT a spelling test!

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Word-Reading Strategies

- Decode the sounds in words.

- Recognize and use common spelling patterns, including syllable patterns.

- Use structural analysis.

- Use knowledge of context and syntax to check pronunciation and confirm word meaning.

Why Teaching Decoding Is Important

Multisyllabic Words Encountered by Grade

(Kearns et al., 2016)

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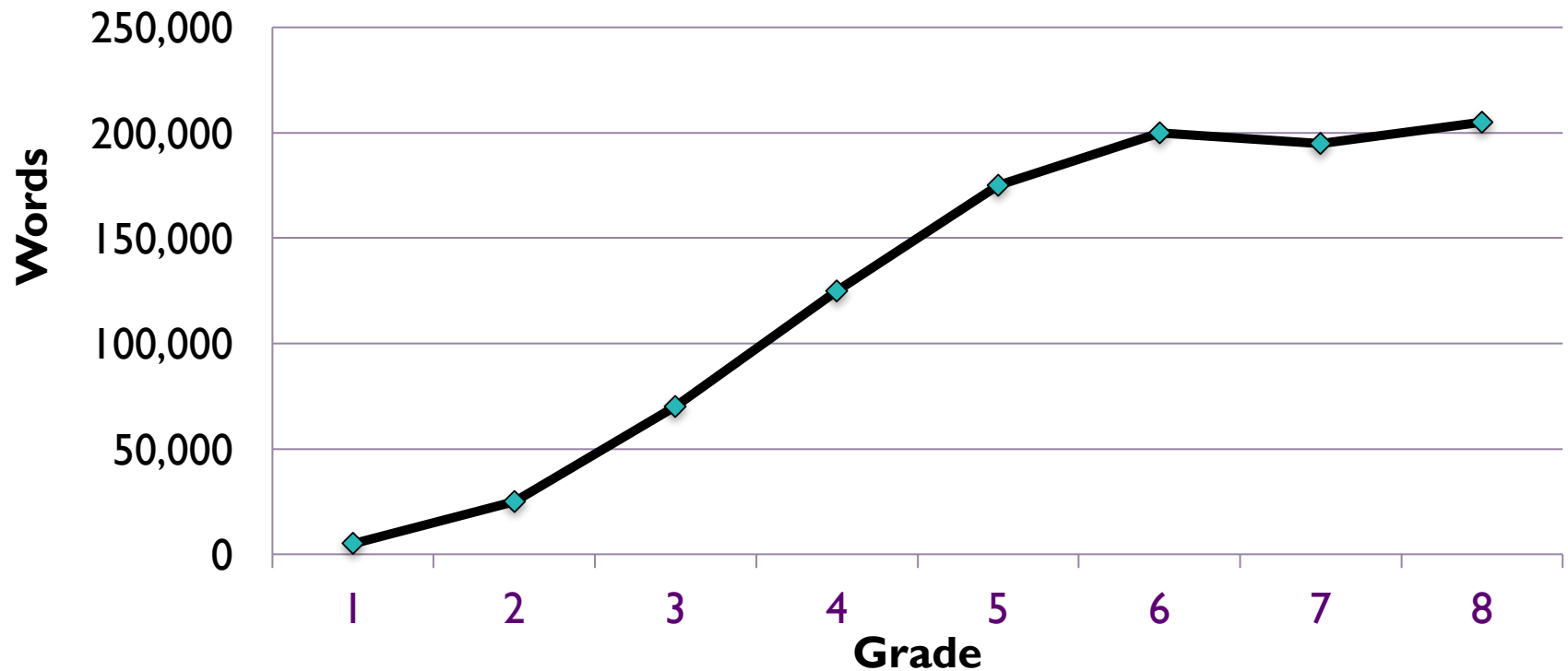
Orthographic Conventions and Patterns

Orthographic conventions

- Rules govern what we can and cannot do when making words in English.

- Word sorts and word-building activities help students analyze words for patterns based on these conventions.

- Teachers need knowledge of conventions to help students see patterns and to explain the English spelling system.

Orthographic patterns

- Students can learn to read by analogy by using patterns in known words to help read unknown words.

- Students can also apply knowledge of the six syllable types.

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Reading By Analogy

- As students build their orthographic knowledge, they can use patterns within known words to read unknown words with similar patterns.

- This strategy should be explicitly taught and modeled.

- Show students how to use the strategy by asking themselves the following:

  – What words do I know that look the same?

  – What words do I know that have the same spelling pattern?

Analogizing in *Harry Potter*

Harry Potter Word	"Real" Word for Analogizing
apparate	
muggle	
quaffle	
pensieve	
furnunculus	

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Analogizing in *Harry Potter*

Harry Potter Word	"Real" Word for Analogizing
apparate	apparent, separate
muggle	
quaffle	
pensieve	
furnunculus	

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Analogizing in *Harry Potter*

Harry Potter Word	"Real" Word for Analogizing
apparate	apparent, separate
muggle	juggle
quaffle	waffle
pensieve	believe
furnunculus	

Analogizing in *Harry Potter*

Harry Potter Word	"Real" Word for Analogizing
apparate	apparent, separate
muggle	juggle
quaffle	waffle
pensieve	believe
furnunculus	turn, uncle, mucus

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Common Syllable Patterns

- The six syllable types help students read and spell unknown words, including multisyllabic words.

- Teach the syllable types explicitly and systematically using word sorts and word-building activities to teach students to look for patterns.

Closed	Open	Vowel-Consonant-e	Vowel Digraphs and Diphthongs	Vowel-*r*	Final Stable

Using Syllables in *Harry Potter*

Harry Potter Word	Syllables
Hagrid	
riddikulus	
dementor	
Pigwidgeon	

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Using Syllables in *Harry Potter*

Harry Potter **Word**	**Syllables**
Hagrid	Hag-rid
riddikulus	
dementor	
Pigwidgeon	

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Using Syllables in *Harry Potter*

Harry Potter Word	Syllables
Hagrid	Hag-rid
riddikulus	rid-dik-u-lus
dementor	
Pigwidgeon	

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Using Syllables in *Harry Potter*

Harry Potter Word	Syllables
Hagrid	Hag-rid
riddikulus	rid-dik-u-lus
dementor	de-men-tor
Pigwidgeon	

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Using Syllables in *Harry Potter*

Harry Potter Word	Syllables
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riddikulus	rid-dik-u-lus
dementor	de-men-tor
Pigwidgeon	Pig-widg-e-on

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Morphemic Analysis

Students analyze meaningful word parts to help read and spell unfamiliar words, including the following:

- Compound words
- Base words
- Inflectional suffixes
- Prefixes
- Derivational suffixes
- Roots

Using Morphemes in *Harry Potter*

Harry Potter Word	Morphemes
merpeople	
quietus	
animagi	
hippogriff	
seeker	

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Using Morphemes in *Harry Potter*

Harry Potter Word	Morphemes
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seeker	

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Using Morphemes in *Harry Potter*

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Using Morphemes in *Harry Potter*

Harry Potter Word	Morphemes
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Using Morphemes in *Harry Potter*

Harry Potter Word	Morphemes
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animagi	anima-magi
hippogriff	hippo-griff
seeker	

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Using Morphemes in *Harry Potter*

Harry Potter Word	Morphemes
merpeople	mer-people
quietus	quiet-us
animagi	anima-magi
hippogriff	hippo-griff
seeker	seek-er

Using Context and Syntax

- After sounding out an unfamiliar word, teach students to use context and syntax to check word pronunciation and confirm word meaning.

- After sounding out and reading an unfamiliar word, prompt students to ask the following:
  - "Does that sound right?"
  - "Does that make sense?"

Practicing Word-Reading Strategies

- Students need to practice word-reading strategies both in and out of context.

- Students also need to practice these strategies across grouping formats, including the following:

  – Whole group

  – Mixed-ability groups

  – Independent

  – Small groups

- During small-group instruction, model and scaffold word-reading strategies.

Explicit, Systematic Instruction in Word Study and Recognition

- **Explicitly teach and model** how to read and spell unfamiliar words.

- Build in **guided and independent practice** with both word-reading and spelling skills.

- **Provide additional practice** for students who need more support in developing these skills.

- Provide students with **immediate feedback** during practice.

- Use specific types of **scaffolding** during reading and writing activities.

Consider Diversity:
English Language Learners

- Contextualize word study and recognition instruction to promote understanding.

- Teach students how to transfer what they know in their native language to English.

- Teach unique English sounds and letter combinations.

Word Study and Recognition Assessments

- Word-reading and decoding assessments include the following:
  - Oral reading accuracy
  - Oral reading fluency
  - Nonsense-word reading
  - Sight-word reading
- Spelling assessments include the following:
  - Spelling inventories
  - Dictation checks
  - Student writing samples

Taking a Closer Look

- Number off one to five at your tables.

- Using Handout 20, examine page 1 and then:
  - Ones: Examine pages 2–5.
  - Twos: Examine pages 5–9.
  - Threes: Examine pages 9–14.
  - Fours: Examine pages 11–16.
  - Fives: Examine pages 14–19.

- Work with your tablemates to complete Handout 21.

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Remember

The goal of systematic instruction in word study and recognition is to "enable learners to acquire sufficient knowledge and use of the alphabetic code so that they can make normal progress in learning to read and comprehend written language."

— National Reading Panel, 2000, p. 299

The Reading Rope

How do these instructional practices benefit English language learners, struggling students, and gifted students?
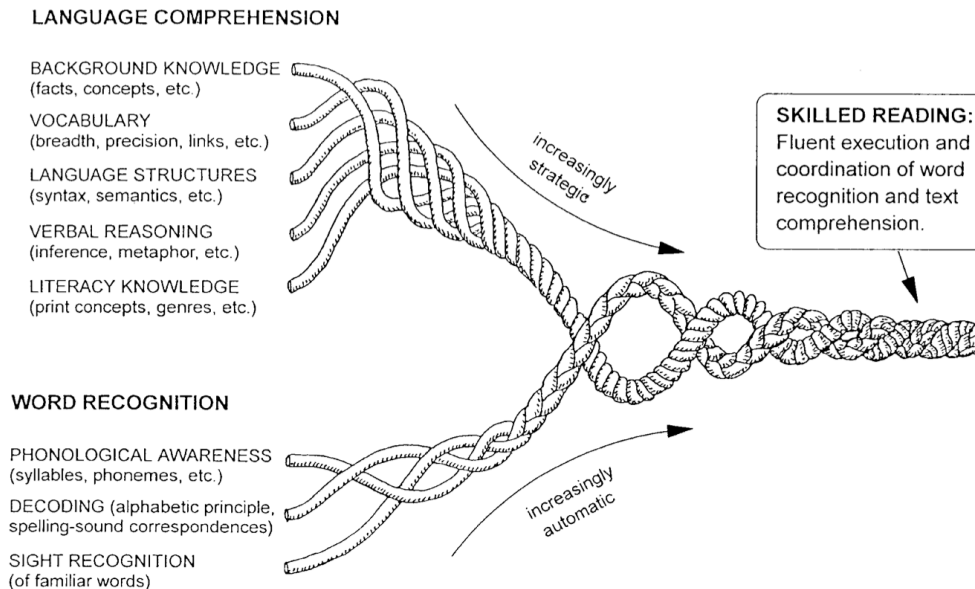
Scarborough, 2001

My Synthesis and Summary

Three to four **example activities and lessons** you want to use

Three to four **workstation ideas**

Word Study and Recognition

Two to three ideas you want to use with **struggling learners**

At least one scaffold you will provide to **English language learners** who need it