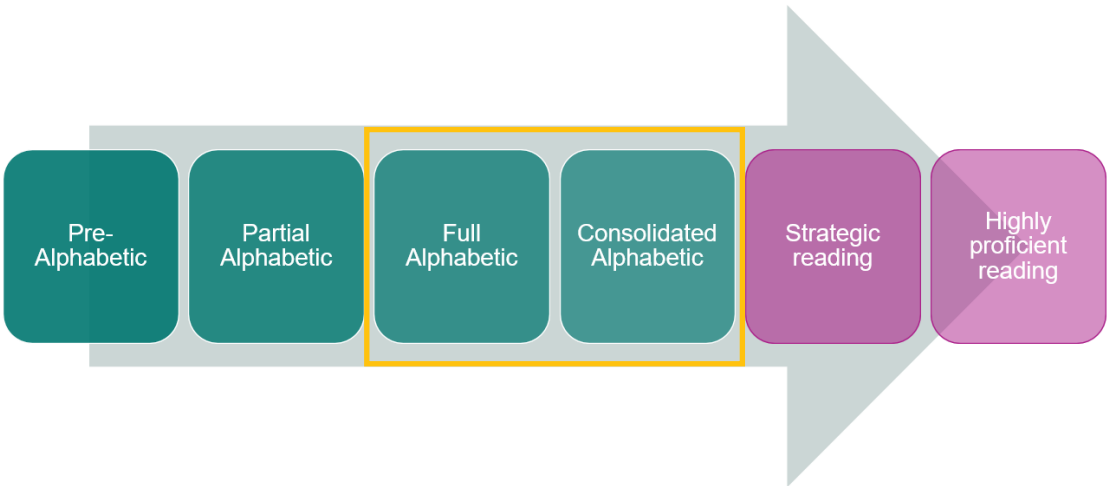
Advanced Word Recognition Lesson Components

Word recognition is a crucial building block for learning to read. Fast, accurate recognition of words allows readers to focus on making meaning from texts—the goal of reading. The Simple View of Reading (SVR) is based on the idea that reading comprehension is the product of word recognition and language comprehension (RC = WR × LC).[1] Expanding on the SVR are the phases developed by Linnea C. Ehri combined with Louise Spear-Swerling's roadmap to proficient reading, shown below.[2,3] These phases describe students' reading skills as their decoding and reading comprehension progress. As students progress from the Full Alphabetic phase of decoding words sound by sound to the Consolidated Alphabetic phase of reading words more fluently and in larger chunks, educators can transition to focus on flexible syllabication and explicit morpheme instruction. These strategies help students decode longer words more fluently and expand their understanding of word parts, increasing their comprehension.



Concept for graphic based on Ehri, "Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning" and Spear-Swerling, Off Track: When Poor Readers Become "Learning Disabled."

Advancing instruction throughout the grades

Combining research-aligned strategies, like flexible syllabication and explicit morpheme instruction, can help students move on from sound-by-sound decoding and gain the skills, strategies, and confidence they need to become fluent readers. The Advanced Word Recognition Lesson Components provides a simple 15-minute instructional routine educators can use daily to advance students' reading and spelling. It can be used to create new lessons or to organize and expand upon locally adopted curriculum materials. The companion **Advanced Word Recognition Learning Walk Tool** can support educator reflection and learning on the instruction of advanced word reading.

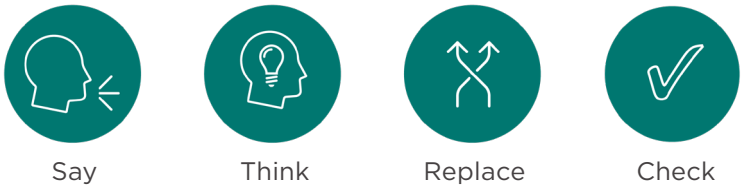
Advanced Word Recognition Lesson Components

TASK	MIN.	INSTRUCTIONAL NOTES
Warm-up: Set for variability Warm up to flex pronunciation of "tricky" words. Routine: "Say, Think, Replace, Check"	1	To help students remember to flex pronunciation as necessary while reading, read 3–5 sentences aloud and pronounce one of the words phonetically. Students use the "Say, Think, Replace, Check" routine to identify the target word. Sentences to practice:
Morphology review Review previously learned morphemes using visual or auditory drills. Routine: "Say, Stretch, Chop, Dash, Spell, Check"	1	Review previously learned morphemes with students before introducing the new skill. As time permits, ask students for the meanings. Visual drill: Show the morphemes and have students read them. Auditory drill: Say the morphemes and have students spell them. Morphemes for review: Notes:
New skill introduction Introduce the new morpheme's spelling, pronunciation, and meaning. *Note: The pronunciation of some morphemes may shift in various words. Model the typical pronunciation and discuss some of these shifts with students.*	1	Record the new morpheme that you will introduce in this lesson. Morpheme: Meaning: Sample script: "Today we will learn a new morpheme: . This is pronounced / / like in . It means ."
Decoding practice Students practice decoding words with the new skill. Routines: "Vowels, Break, Read, Think" or "Affixes, Roots, Read, Check"	3	Provide a list of 10–20 words with the new morpheme for students to read. To scaffold this instruction, ask students to circle the affixes, underline the vowels, read the word part by part, then read the whole word. Then, have students read the list of words a second time for fluency practice. Words to read: Notes:

TASK	MIN.	INSTRUCTIONAL NOTES
Word-building practice Lead an activity to help students spell words with the new morpheme. Routine: "Say, Stretch, Chop, Dash, Spell, Check" *Note: Refer to* **Word Connections** *for ideas to gamify this section (e.g., elevator words, build a word, spinner words).*	**3**	State words for students to spell part by part, using previously learned morphemes. Words to build: Notes:
Connected text Have students practice decoding in context by reading a connected text that includes the new skill.	**6**	Lead students through a text that includes the new morpheme. First, ask students to highlight words with the morpheme. Discuss the meaning of the words, as needed. Then, ask students to whisper read. Finally, lead students to chorally read the text. Title: Text-dependent comprehension questions:
Total time	**15**	To build fluency and independence, follow this lesson with partner reading of the connected text.

Student and educator routines

Warm-up: Set for variability

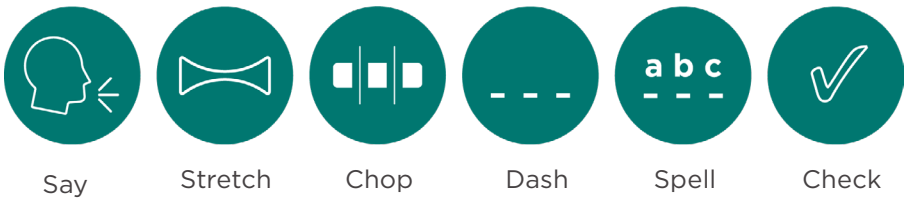


Concept for graphic from Dyson et al., "Training Mispronunciation Correction and Word Meanings Improves Children's Ability to Learn to Read Words."

When students encounter a tricky word, they can shift pronunciation by flexing the vowel or consonant sounds to identify the word after initial decoding.

- **Say** the word out loud and think about whether you have heard that word before.
- **Think** of words that sound like that word.
- **Replace** that word with a word that sounds familiar.
- **Check** to see if the new word makes sense in the sentence.[4]

Auditory drill and word-building practice



This routine can help scaffold spelling words, either by chopping individual sounds or by chopping words into syllables or morphemes, depending on the instructional purpose. Educators can lead students by doing each step twice, then slowly fading support as students become more proficient.

- **Say** the word.
- **Stretch** the word. Draw out each sound in the word. Say the word again, without stretching it.
- **Chop** the big parts of the word. Add a slight pause after each sound.
- **Dash** the word. Add a short line to the board for each sound. Point to and sound out each dash.
- **Spell** the sounds as you say them. Write a letter above each dash. Say the letter's sound while writing the letter.
- **Check** that the written spelling matches the target word by sounding it out.

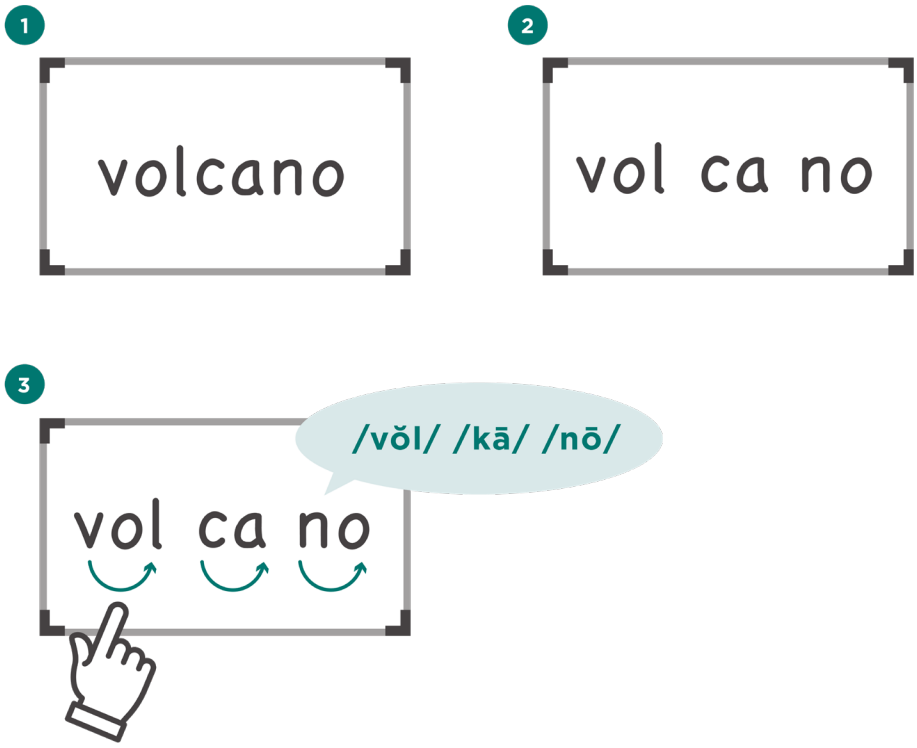
Decoding practice for multisyllabic words

Concept for graphic from Bhattacharya and Ehri, "Graphosyllabic Analysis Helps Adolescent Struggling Readers Read and Spell Words."

Graphosyllabic analysis is a blending method that helps students read multisyllabic words part by part. This routine can be used with any multisyllabic word.

- **Vowels:** Find the vowels in the word.
- **Break:** Break the word into word parts that each contain a vowel.
- **Read:** Read each word part.
- **Think:** Combine the word parts and ask, "Is this a word I know?"[5]

Educator demonstration of decoding multisyllabic words



Concept for graphic from Bhattacharya and Ehri, "Graphosyllabic Analysis Helps Adolescent Struggling Readers Read and Spell Words."

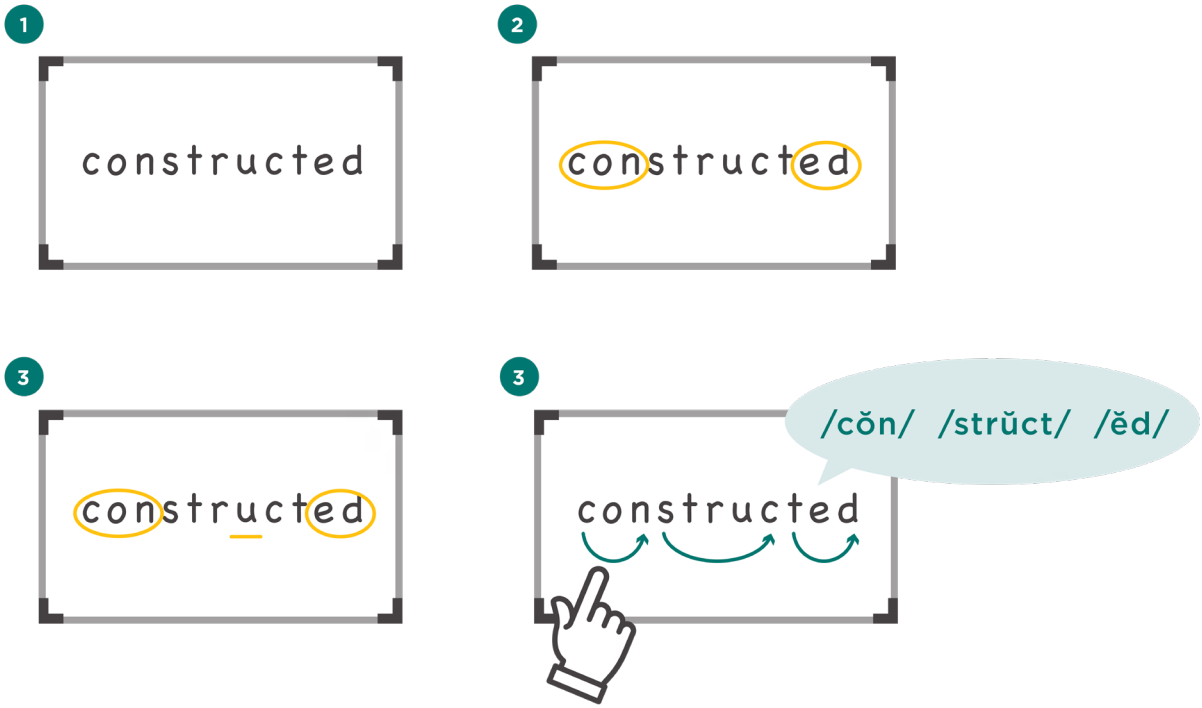
Decoding practice for words with affixes

Concept for graphic from Toste, Williams, and Capin, "Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency."

Flexible decoding is a blending method that helps students read multisyllabic words part by part. This routine is best for multisyllabic words with affixes.

- **Affixes:** Circle the affixes.
- **Roots:** Underline the vowels in the root(s).
- **Read:** Read the word part by part.
- **Think:** Read the whole word and confirm the pronunciation.[6]

Educator demonstration of decoding words with affixes



Concept for graphic from Toste, Williams, and Capin, "Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency."

Endnotes

1. Philip B. Gough and William E. Tunmer, "Decoding, Reading, and Reading Disability," RASE: Remedial & Special Education 7, no. 1 (1986): 6–10.
2. Linnea C. Ehri, "Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning," Scientific Studies of Reading 18, no. 1 (January 2014): 7–9, https://doi.org/10.1080/10888438.2013.819356
3. Louise Spear-Swerling and Robert J. Sternberg, Off Track: When Poor Readers Become "Learning Disabled," (New York: Routledge, 1996), https://doi.org/10.4324/9780429498589.
4. Hannah Dyson et al., "Training Mispronunciation Correction and Word Meanings Improves Children's Ability to Learn to Read Words," Scientific Studies of Reading 21, no. 5 (2017): 392–407, https://doi.org/10.1080/10888438.2017.1315424.
5. Alpana Bhattacharya and Linnea C. Ehri, "Graphosyllabic Analysis Helps Adolescent Struggling Readers Read and Spell Words," Journal of Learning Disabilities 37, no. 4 (2004): 331–348.
6. Jessica R. Toste, Kelly J. Williams, and Philip Capin, "Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency," Intervention in School and Clinic 52, no. 5 (2017): 270–278, https://doi.org/10.1177/1053451216676797.

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