

Taking Words
“A-part, Ap-art, Apar-t”
While Reading

Betsy Kaye, Ph.D., Texas Woman's University
2008 National Reading Recovery Conference

Word Analysis

The goal is for the reader to be able to take words apart on the run while reading...

Clay (2005b) p.132

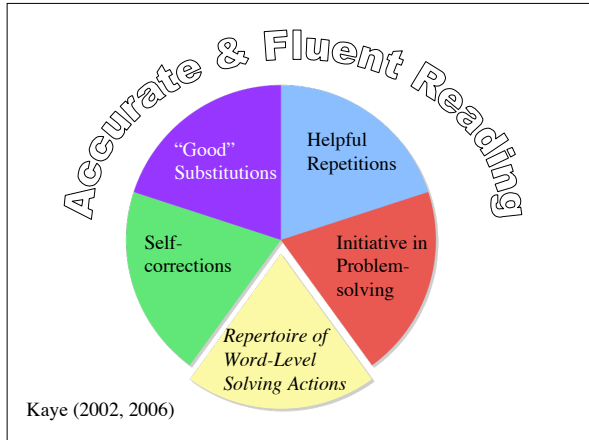
letter features
letters
clusters
words
phrases
sentence
passage

Clay (2005b), p.126

Our Aim

“Competent readers... use many different ways of breaking to solve new words”

Clay, (2005b) p. 131
Kaye, 2002



Proficient 2nd Grade Readers

- **Showed consistency when solving:**
 - Attempted words
 - Worked left-to-right
 - Used variety of word parts...

Proficient 2nd Grade Readers

Used variety of word parts on the run

- Multi-syllable units (inter-ested)
- Syllables (ob-, obtained)
- Morpheme stems, or roots (long, longer)
- Halves of compound words (earth-worm)
- Onset-rime (th-eory)

Proficient 2nd Grade Readers

Showed consistency when solving:

- **NEVER** sounded letter-by-letter
- **NEVER** appealed before attempting
- **NEVER** stopped and failed to respond
- **NEVER** skipped a difficult word & read on

Key Concepts Revealed

- Variety
- Efficient Units
- Independence
- Speed
- Left-to-Right Analysis



Massive Practice

Most word work happens on continuous text, with the child's known vocabulary as the reference point.

Clay (2005b), p.126

Follow a Child's Progress

- Breaking
- Breaking in more than one way
- Studying words in isolation is a final stage of control

Clay (2005b), p.126 (see also p. 19-20, 42-45)

Draw Attention

- To first letters
- To final letters, signs, inflections
- In writing
- To parts within words (helpful breaks)

Clay (2005b), p.129-131

Prompting

Questioning and prompting can help the child look for known features.

See p.132

Reference for Grade 2 Study:

Kaye, E. L. (2006). Second graders' reading behaviors: A study of variety, complexity, and change. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 10(2), 51-75.