


**THE INS & OUTS OF BREAK-ING
& TAKING WORDS A-PART**


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Program Description...

Explore the ins and outs of break--ing words and taking words a--part in reading using theory and procedures related to Literacy Lessons Part 2: Chapter 1, Learning to look at print; Chapter 3, Reading continuous text, whole stories, and information books.


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OVERVIEW

- ♦ Early Word Work
- ♦ Later Word Work
- ♦ A Scale of Knowing
- ♦ Questions to Ask Before Breaking & Taking Words Apart (TWA)
- ♦ Videos of Procedures for Breaking & TWA
- ♦ What is Being Learned in Breaking & TWA
- ♦ Principles of Breaking & TWA
- ♦ How Words Work in English


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Reminder About Breaking

- ♦ Breaking is a planned activity & Taking Words Apart (TWA) while reading is an unplanned activity.
- ♦ Breaking occurs for 1 to 2 minutes after the Running Record.
- ♦ What you do should be crystal clear to the child within one to two minutes.


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Reminder About Taking Words Apart

- ♦ TWA is done on the run in reading to solve a problem. TWA is applying what you have learned in Breaking related to using the visual information on the run while reading.
- ♦ The bigger the chunk (piece) of visual information the child can use, the more efficient reading & writing will be.

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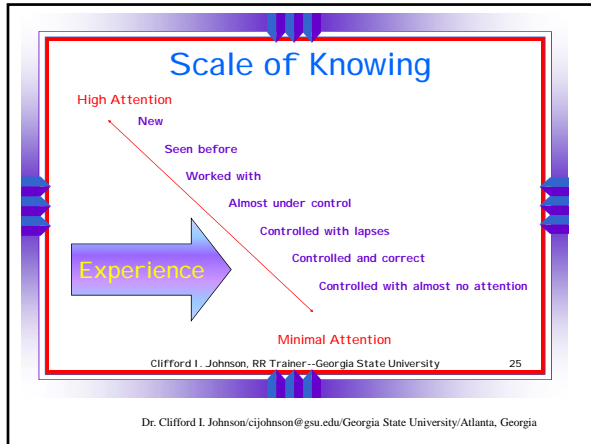
Early word work...
Learning to Look at Print

LL2—Sections 1-5 pp. 19-20, 42-45 (p.126)

Children have to learn via reading & writing text the difference between letters & words.

They must also know some letters & words without conscious attention before they can learn how letters & words work, i.e., Breaking.

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Learning to Look at Print

- “Until a child attends to print in an organised way the teacher’s moves or questions or comments will confuse him.”
Clay LL2, p. 3.

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Learning to Look at Print

- The child must learn to attend to the details in print, respecting the rules of direction, the order or sequences of letters, & the order of words.

-Clay 1995, GB p. 23
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Learning to look at print

Children must learn that...

- print must be read in a certain **DIRECTION**
- letters & symbols have a certain **ORIENTATION**
- you must attend to print in a certain **SEQUENCE**

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Directionality

1 Start Move to right 2

3 Return down left

4 Move to right 5

-Clay 1991, p. 115

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Directionality

eht

3 2 1

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Orientation

Um eri

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Child-- One

n


1

- *Child 1 puts the n first . The teacher immediately stops the child and says:*
- **“You put the n first.”**
(This tells the child what he did without evaluating his behavior.)

“Does the n come first?”
(This causes the child to look, to find the error & to fix it.)

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Child -- Two

- Child puts the letters down in this order:

c n

1 2

Teacher immediately stops the child and says:

- **“You put the n next.”**
(Tells the child what he did.)
- **“Does the n come next?”**
(Causes the child to look.)

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Child-- Three

- Child puts the letters down in this order:

c a n

1 2 3

Teacher says:

- “You put the n last.”
(Tells the child what he did.)
- “Does the n come last?”
(Causes the child to look.)

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Child-- Four

- Child puts the letters down in this order:

c v

Teacher stops the child and says:

“You put the stick on this side of the ‘a’.”
(Tells the child what he did.)

“Does the stick go on this side of the ‘a’?”
(Causes the child to look.)

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Scale of Knowing

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Later word work...
Taking Words While Reading (TWA)

LL2—Sections 11, 12 &13

“The learner has to link a visual form with a phoneme (sound) in order to ‘learn’ a letter-sound relationship. The hardest-to-teach children struggle to distinguish the letter form that they see, one from another, and to distinguish sounds that they hear, one from another, and to link the two.” Clay, LLI2 p. 119.


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The Goal of word work...

- ♦ To teach children to take words apart , on the run, while reading.
- Unexpected know words: Here / here
- Partially familiar words still being learned
- New unknown words

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Scale of Help While TWA in Reading...

[Move down the list from least help to most help.]

- ♦ Let the child solve the word
- ♦ Prompt to the word beginning (initial letter, onset, cluster) or to the ending (inflection or rime or to any known part).
- ♦ The child divides the word with his finger on print or uses a card to mask it in some way.

Clay: LLDI Part 2, pp. 132-133.

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Scale of Help (cont'd)...

- The teacher articulates the part clearly (a hearing prompt) & the child locates the part.
- The teacher divides the word in print with her finger or masking card.
- The teacher constructs part of the word making it larger in some 'grand manner'. (Uses gestures, a whiteboard or magnetic letters.)


Clay: LLDI Part 2, pp. 132-133.

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*Questions to Ask Before
Breaking & Taking Words Apart*


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Sequence of learning ...

- “In the early section on ‘breaking words apart’ (pp.19-20, 42-45) there is a sequence of learning that teachers should keep in mind. It could help a teacher to follow the child’s progress as he learns to take words apart while reading.” LLI 2 p. 126.

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Questions to Ask Before Breaking & TWA...

- ♦ **Does the child know the difference between letters & words?**
- ♦ **Does the child have a preference for attending to words from left to right?**

“Delay the constructing of words by the child until he has gained a good control over breaking words into letters, & has a preference for attending to them from left to right.”

Clay, LL2 p. 19

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Questions to Ask Before Breaking & TWA...

- ♦ **Does the child have small core of high frequency words that are “useful”?**
- ♦ **Is the child learning how to learn words?**

Clay, LL2 p. 40-41—Expand the meager knowledge of words

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Questions to Ask Before Breaking & TWA...(cont'd)

- ♦ Does the child have the concept that “what I see I must be saying and what I say, I must be seeing?” **This begins when the child is learning one-to-one matching.**
- ♦ Does the child listen to what he is saying when reading?
- ♦ When the text says **cat** & the child calls it **can**, he is not saying what he is seeing, nor is he seeing what he is saying.

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Keep in mind...

- ♦ Breaking is about words & their useful parts.
- ♦ Breaking is not about learning to see little words in big words (except compound words).
- ♦ Breaking is not about teaching word families.
- ♦ Breaking is about teaching possibilities & probabilities not exact words.
- ♦ Breaking helps prepare the child for TWA.


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♦**NOTE:** Currently technology does not permit videos to be downloaded.

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I can take [break] words apart...LL2 pp. 42-45

- Establishing the difference between letters & words.
- Establishing left to right progression across words.



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Adding easy endings...LL2 pp 42-45



Breaking know words of one syllable...LL2 p 44

- The teacher should “consistently use the onset & rime break...”
- “The child may break the word anywhere as long as he gets two parts.”



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Learning on Words I Know...LL2 p 141

- Reviewing steps 1-3 in LL2 Section 5
- Looking for similarities—“The child should be able to construct & compare before you ask him to think about substitutions.”



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Learning to substitute an initial letter & simple analogies... LL2 pp 140-143



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To compare three words in a set—changing the first letter...LL2 pp 140-143




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Changing the onset & retain the rime...LL2 pp 140-143




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***WHAT IS THE CHILD
LEARNING IN
BREAKING & TWA
WHILE READING?***


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What is the Child Learning in Breaking?

- The child is learning the difference between letters & words.
- The child is learning to look & hear & then lay them across each other.
- The child is learning how words work in English by using his small core of known words.
- The child to learning to use the visual information more effectively.
- The child is learning to integrate his knowledge about known words.
- The child is learning how to use chunks within known words to figure out new words.


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What is the Child Learning in TWA?


- The child is learning to link what they see (letters & sequences of letters) with what they can hear (phonemes & clusters of phonemes).
- The child is learning to distinguish the letter forms they see, & the sounds in words they speak.
- Using his known letters & known words, the child is learning to apply in reading continuous text what he has learned about words from previous breaking activities.

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***PRINCIPLES OF BREAKING
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Principles of Breaking & TWA (cont'd)

- ♦ TWA is done on the run in reading to solve a problem. TWA is applying what you have learned in Breaking related to using the visual information on the run while reading.
- ♦ The bigger the chunk (piece) of visual information the child can use, the more efficient reading & writing will be.


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Principles of Breaking & TWA (cont'd)

- ♦ The purpose of Breaking is to help children develop a flexible knowledge of how words work in English so they can develop ways of getting to new words.
- ♦ Breaking is not how we teach new words. (LLDI 2 p 46: *"It is not the main purpose of these early activities to teach new words."*)
- ♦ Breaking might result in a child learning new words, but it does not drive children to learn new words.
- ♦ Breaking should disappear as the child learns to TWA.


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Principles of Breaking & TWA (cont'd)


- ♦ Breaking is done in the service of helping the child to use the visual information more effectively.
- ♦ The words used in Breaking come from what you know about the child's processing & his core of known words in reading & writing.
- ♦ The words used in Breaking do not come from the text per se.

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Principles of Breaking & TWA (cont'd)


- ♦ Breaking helps children to integrate their knowledge about known words.
- ♦ Children need to learn a strategy for how words work; not a skill of knowing words with the **an** chunk or **word families**.
- ♦ Teaching for specific chunks is not generative. Instead, teach the child how to use chunks within known words to figure out new words.



Principles of Breaking & TWA (cont'd)

- ♦ Teaching children about **how words work** is easier in **isolation**; however, do not scramble the words when using magnetic letters.
- ♦ Teaching children how to get to words is easier in **continuous text (context)**.
- ♦ Keep the child in control of the task.


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Principles of Breaking & TWA (cont'd)

- ♦ First, we have to help the child to understand the task.
- ♦ Use at least two known words before you change the task.
- ♦ We should look for prime moments to teach Breaking or TWA in reading & in writing.


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Principles of Breaking & TWA (cont'd)

- ♦ Children who can write many words that are different one from another can generate more words than: (1) those who know the spelling patterns of only a few simple & regular words; or (2) those who know three & four letters in word families.


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Principles of Breaking & TWA (cont'd)

- ♦ The child must be actively involved. Get the child to build new relationships so they can make new discoveries for themselves.
- ♦ Demonstrate what is new by using two known words; then, let the child take over.
- ♦ You want the child to see the “light.”
- ♦ There should be a conversation between the teacher & the child that leads to discovery.


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Principles of Breaking & TWA (cont'd)

- ◆ Knowing 40 to 50 words will cover almost all the letters, many high-frequency words, many common-letter clusters, & some orthographic or spelling patterns useful for getting to other words by analogy, in either reading or writing.
- ◆ This small writing vocabulary plays host to almost all letter knowledge & quite a variety of the letter-cluster knowledge.


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Principles of Breaking & TWA (cont'd)

- ◆ Learning to get to new words by making an analogy to words you know is one useful strategy, but generating words is not about building word families.
- ◆ Knowing many *different* words in reading & in writing enlarges your chances of getting to the new words you want, while knowing only short words, regular spellings, & teachers' lists of word families like *cut, but, nut, & shut* restricts the options.


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Ask yourself...


- ◆ Do I recognize that Breaking is done early in a child's program?
- ◆ Is the child transferring what he is learning in Breaking to Taking Words Apart while reading?
- ◆ Is the child transferring to continuous text what he is learning in isolated word work?

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HOW DO WORDS WORK IN ENGLISH?


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How Do Words Work in English?

- ♦ Children learn that words that look the same may or may not sound the same (reading):
Examples: read, record, lead, lose,
- ♦ Children learn that words that sound the same might look the same (writing):
Examples: meet & meat, dear & deer,


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How Do Words Work in English? (cont'd)

- ♦ Some words are spelled as they sound:
- ♦ Example: *went/sent look/book*
- ♦ Some words are NOT spelled as they sound:
- ♦ Example: *bread/some mash/wash hear/bear*
- ♦ Some words are spelled because of their meaning:
- ♦ Example: *meat/meet dear/deer write/right*


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How Do Words Work in English? (Cont'd)

- ♦ Some words are just spelled that way:
- ♦ Example: the, as, do, are, here (usually high frequency)
- ♦ Some words are borrowed from other languages:
- ♦ Example: banquet, bouquet,
- ♦ Some words have orthographic patterns that must be noticed:
- ♦ Example: looking, fight, bought

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Sources:

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Conversations with colleagues: Sue Duncan, Floretta Thornton-Reid, Mary Collins and Garreth Zalud.

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