Decoding Strategies and Introductory Activities

Word Attack Strategies That Are Not "Sound It Out"

1. Try the other sound made by the letter(s).

2. Look for known word parts and groups of letters.

3. Break the word into parts (using affixes and/or syllables to guide you).

4. Use context clues from the story <u>and</u> visual clues from the word.

DECODING STRATEGIES

1. Try the other sound made by the letter(s).

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3. Break the word into parts (using affixes and/or syllables to guide you).

4. Use context clues from the story <u>and</u> visual clues from the word.

I can try the other sound made by the letter(s).

Decoding Strategy: Try the other sound made by the letter(s).

Practice: Cut out the sorting title cards and the words. Read and sort the words based on what sound each G or C makes. Try the different sounds out as you are reading and sorting to see which one is correct.

Hard G "gather"	Soft G "gentle"	Hard C "common"	Soft C "cereal"
custom	cement	gobble	gossip
engine	rigid	confetti	gemstone
eager	collect	genius	campus
danger	general	germs	century
cider	ginger	gutter	celery
central	generate	celebrate	gerbil

Decoding Strategy: Try the other sound made by the letter(s).

Practice: Cut out the sorting title cards and the words. Read and sort the words based on which sounds each vowel diagraphs make. After sorting, read the words in each category as quickly as you can.

OW "now"	OW "snow"
browse	eyebrow
wallow	borrow
flower	regrowth
airflow	vow
window	billow
minnow	narrow
empower	allow

I can look for known word parts and groups of letters.

Decoding Strategy: Look for known word parts and groups of letters.

Practice: Cut out the sorting title cards and the words. Read and sort the words based on which word part they contain. After sorting, read the words in each category as quickly as you can.

Compound words containing… **light**	Compound words containing… **fire**	Compound words containing… **after**
aftertaste	lighthouse	firefly
skylight	taillight	candlelight
fireproof	firefighter	aftershave
daylight	aftermath	aftercare
fireworks	headlight	firewood
lowlight	afterthought	moonlight

Decoding Strategy: Look for known word parts and groups of letters.

Practice: Cut out the sorting title cards and the words. Read and sort the words based on which word part they contain. After sorting, read the words in each category as quickly as you can.

Words containing… **person**	Words containing… **inform**	Words containing… **real**
interpersonal	informer	personalize
unrealistic	personal	informant
informative	realize	impersonate
realization	personality	surreal
personnel	realistic	information
informational	misinformed	unreal

I can break the word into parts (using affixes and/or syllables to guide me).

DECODING STRATEGIES

Decoding Strategy: Break the word into parts (using affixes and/or syllables to guide you).

Practice: Circle the prefix and suffix in each word. Use those to help you read the entire word.

1. unmistakable

2. untrained

3. unrestrained

4. unfortunately

5. unexpectedly

6. unhappily

7. uncomfortable

8. unbelievable

9. unhelpful

10. unidentified

11. unfriendly

12. unstoppable

13. unusually

14. unpredictable

15. unacceptable

16. uninteresting

I can use context clues from the story <u>and</u> visual clues from the word.

DECODING STRATEGIES

Decoding Strategy: Use context clues from the story <u>and</u> visual clues from the word.

Practice: As you are read each sentence, use the clues from the sentence and the letters that make up the underlined word to read with accuracy and to self-confirm.

Ask yourself: Does the word I said make sense in the sentence <u>and</u> does it look right?

1. The boy became **<u>nauseous</u>** after riding on the roller coaster with a full stomach.

2. The employees were **<u>disgruntled</u>** after they were not given bonus checks for the holidays.

3. The lighthouse was barely **<u>visible</u>** in the distance with the fog.

4. Max struggled to keep his eyes open and eventually gave in to his **<u>exhaustion</u>**.

5. Suddenly, the movie theater screen went black, and the guests began to **<u>protest</u>** loudly.

6. After wiping the sweat from his face and looking around with a nervous glance, the man **<u>awkwardly</u>** began his speech.

DECODING PROMPTS FOR TEACHERS

PROMPTING STUDENTS

As a general rule, wait and see what the student is attempting first, and then use that to help you determine the next steps and how to further prompt the student.

Prompt the student based on what he or she is already attempting **and** based on which prompt would work for the word.

GENERAL PROMPTS:

These are ideal to use if the student makes no attempt to decode the word on his or her own or if you are unsure which prompt would be the best to use.

Remember that you may have to prompt more than once. I prefer to start with these prompts and then use more specific prompts as needed.

- What do you notice about the word that can help you?
- What can you use to help you figure out the word?
- What are you going to do to help determine the word?
- What word would make sense?
- What did you notice wasn't right about your first try? How can we try again?

Meaning Prompts	Visual Prompts	Structure Cues
These questions and statements prompt the students to use context clues and meanings to help determine the unknown words.	These questions and statements prompt the students to use phonics, visual clues, and/or word parts to determine the unknown words.	These questions and statements prompt the students to use knowledge of language patterns and structure to determine the unknown words.
- What do you think the word is? Does what you think make sense? - Reread the sentence to help you. While you are reading, think about what would make sense. - Look at the beginning of the word. Think of a word that begins that way that would make sense in this sentence. - Read to the end of the sentence, and see what makes sense. - Read up to the word you don't know, and take a running start by pronouncing the first letter(s). - Does that sound right in the sentence? Does it match what is happening in the story?	- Notice that the word has/contains _____. How can that help you? - What word does this remind you of? - Find a chunk or a part that you know. - Do you know another word that has similar letters or parts? - Can we cover up the ending of the word and focus on the beginning? - What sound does this group of letters make?	- Does it sound right? - Does this sound like how we talk? - Does that word make sense and sound right? Why or why not? What can we do?

DECODING WORDS
PROMPT GUIDE

As a general rule, wait and see what the student is attempting first, and then use that to help you determine the next steps and how to further prompt the student.

Prompt the student based on what he or she is already attempting **and** based on which prompt would work best for the word.

On the next pages, you will find general prompts and then prompts specific to meaning, visual, and structure.

PROMPTING STUDENTS

General Prompts
These are ideal to use if the student makes no attempt to decode the word on his or her own or if you are unsure which prompt would be the best to use.

Remember that you may have to prompt more than once. I prefer to start with these prompts and then use more specific prompts as needed.

- What do you notice about the word that can help you?
- What can you use to help you figure out the word?
- What are you going to do to help determine the word?
- What word would make sense?
- What did you notice wasn't right about your first try? How can we try again?

GENERAL PROMPTS

Meaning Prompts
- prompt the students to use context clues and meanings to help determine the unknown words.

- What do you think the word is? Does what you think make sense?
- Reread the sentence to help you. While you are reading, think about what would make sense.
- Look at the beginning of the word. Think of a word that begins that way that would make sense in this sentence.
- Read to the end of the sentence, and see what makes sense.
- Read up to the word you don't know, and take a running start by pronouncing the first letter(s).
- Does that sound right in the sentence? Does it match what is happening in the story?

MEANING PROMPTS

Visual Prompts
- prompt the students to use phonics, visual cues, and/or word parts to determine the unknown words

- Notice that the word has/contains _____. How can that help you?
- What word does this remind you of?
- Find a chunk or a part that you know.
- Do you know another word that has similar letters or parts?
- Can we cover up the ending of the word and focus on the beginning?
- What sound does this group of letters make?

Structure Prompts
- prompt the students to use knowledge of language patterns and structure to determine the unknown words

- Does it sound right in the sentence?
- Does this sound like how we talk?
- Does that word make sense and sound right? Why or why not? What can we do?

VISUAL & STRUCTURE PROMPTS

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