

R E P O R T R E S U M E S

ED 018 346

RE 001 103

SUGGESTIONS FOR DEVELOPING INDEPENDENT WORD ATTACK IN
READING, FOR USE IN BASIC INSTITUTE MEETINGS, GRADES THREE
AND FOUR.

BY- REECE, THOMAS E. AND OTHERS
LOS ANGELES CITY SCHOOLS, CALIF.

REPORT NUMBER LACS-IB-EC-10

PUB DATE

58

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS- *WORD STUDY SKILLS, *PHONETIC ANALYSIS, *TEACHING
TECHNIQUES, *READING SKILLS, STRUCTURAL ANALYSIS, CONTEXT
CLUES, PICTORIAL STIMULI, DICTIONARIES,

A GUIDE FOR PLANNING SPECIFIC INSTRUCTION FOR DEVELOPING
INDEPENDENT WORD ATTACK PRESENTS THE SKILLS NECESSARY FOR
MASTERING SIGHT VOCABULARY, WORD RECOGNITION, AND THE USE OF
THE DICTIONARY. SPECIFIC DEFINITIONS OF TERMS AND EXAMPLES OF
TEACHING TECHNIQUES WITH THE SEQUENCE OF INSTRUCTION FOR THE
DEVELOPMENT OF PHONETIC AND STRUCTURAL ANALYSIS SKILLS ARE
PRESENTED. A QUICK REFERENCE SHEET OUTLINING BASIC READING
SKILLS INDICATES THE GRADE LEVEL FOR INTRODUCING THEM.
DETAILED STEPS FOR PHONETIC ANALYSIS ARE CHARTED AS A GUIDE
FOR TESTING AND TEACHING.

ED018346

SUGGESTIONS FOR DEVELOPING INDEPENDENT WORD ATTACK
IN READING

FOR USE IN
BASIC INSTITUTE MEETINGS
GRADES THREE AND FOUR

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

INSTRUCTIONAL BULLETIN NO. EC-10

REECE, THOMAS E.

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Curriculum Branch

1958

189

RE 001

**SUGGESTIONS FOR DEVELOPING INDEPENDENT WORD ATTACK
IN READING**

**FOR USE IN
BASIC INSTITUTE MEETINGS
GRADES THREE AND FOUR**

INSTRUCTIONAL BULLETIN NO. EC-10

**LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Curriculum Branch**

1958

This material was developed by personnel in the Division of Elementary Education. It has been edited by Supervisors of the Curriculum Branch, and printed by the Division of Instructional Services for use in Basic Institute Meetings for Grades Three and Four.

APPROVED:

**THOMAS E. REECE
Elementary Administrative Assistant
Division of Elementary Education**

**EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services**

FOREWORD

This material is offered as a guide to help teachers plan specific instruction to aid children in becoming independent in attacking new or unfamiliar words. The skills that should be taught through the reading program to help develop independence in word attack are included together with suggested techniques for developing each skill. Not all of these suggestions will be appropriate for each class and selection should be made according to the needs and abilities of the group.

The material is organized according to:

- I. Skills to aid in developing independent word attack
 - A. Mastery of Sight Vocabulary
 - B. Word Recognition Skills
 1. Picture clues
 2. Context clues
 3. Configuration clues
 4. Phonetic analysis
 5. Structural analysis
 - C. Use of the Dictionary
- II. Definitions of the terms used
- III. Teaching techniques to aid in the development of the skills
- IV. Sequence of instruction for the development of the skills of phonetic analysis and structural analysis

As a further guide for the teacher, a quick reference sheet is included showing the grade level at which each of the basic reading skills is introduced.

**SUGGESTIONS FOR DEVELOPING
INDEPENDENT WORD ATTACK**

I. Skills that should be included in the reading program to help children attack words independently

A. Mastery of Sight Vocabulary

B. Development of Word Recognition Skills

1. **Picture clues**
2. **Context clues**
3. **Configuration clues**
4. **Phonetic Analysis**
5. **Structural Analysis**

C. Use of the Dictionary

II. Definition of terms used

A. Sight Vocabulary

Instantaneous perception of words

B. Word Recognition Skills

1. **Picture clues**

Using pictures to help recognize new words

2. **Context clues**

Using the context of a sentence or phrase as a clue to the recognition of new words

3. **Configuration clues**

Observing the total shape of a word, its tallness, length, vertical characteristics, and double letters as a clue to its recognition

4. **Phonetic Analysis**

Primarily a process of associating appropriate sounds with the printed word form

5. Structural Analysis

Analysis through visual scrutiny to identify a root word, a prefix, a suffix, or to find the structural pattern of a word

C. Use of the Dictionary

A final check or a source of pronunciation and meaning of a word

III. Teaching techniques to aid in the development of skills

A. Mastery of Sight Vocabulary

- 1. Use the word in a meaningful situation**
- 2. Label objects**
- 3. Present strong meaning associations**
- 4. Introduce abstracts with concrete illustrations**
- 5. Provide carefully guided oral language activities**
- 6. Direct careful scrutiny of the configuration of the word**
- 7. Emphasize the likeness and differences between words**
- 8. Extend meaning association and variant meanings**
- 9. Guide attention toward different words with identical form**
- 10. Provide many opportunities to meet the same word in different situations**
- 11. Control the number and use of new words (through selection of materials)**
- 12. Determine the type of drill according to the needs of the children**

B. Teaching techniques to develop word recognition skills

1. Picture clues

- a. Explain the use of the picture in discovering the new word**
- b. Teach the children to read pictures through enumeration, interpretation, and inference**
- c. Give practice in picture reading**
- d. Provide opportunities to read diagrams, maps, and charts**

2. Context clues

- a. Guide thinking toward the context clue that indicates the possibility for the unknown word**
- b. Choose reading materials that are properly adjusted both in subject matter and in vocabulary to the experiences of the group**
- c. Make certain the children are prepared to attach appropriate meaning to the new words:**
 - 1) Discuss the word and its meaning**
 - 2) Use visual aids for clarification**
 - 3) Present the new word in a meaningful situation**
 - 4) Develop the children's interest in the meaning of the word**
 - 5) Select words appropriate to the speech pattern of the children**
- d. Provide specific training in combining pictures and verbal context**
- e. Create riddles about the story**
- f. Guide the children to continue reading after meeting an unfamiliar word and come back to it**

3. Configuration clues

- a. Develop the habit of giving close scrutiny to sight words**
- b. Determine root words**
- c. Note likenesses and differences between words**
- d. Reinforce the skill of remembering word forms**
- e. Develop follow-up activities calling for visual scrutiny**
- f. Recall something known to relate to something unknown**

4. Phonetic Analysis

- a. Identify the sounds that we use in our language and the symbols that represent these sounds**

- b. Develop the ability to hear a sound and to reproduce it accurately-auditory perception
- c. Develop the ability to "observe likenesses and differences in words by their form" - visual perception
- d. Develop an understanding of silentness and variability of letter sounds
- e. Recognize visual clues that aid in determining vowel sounds
- f. Identify syllables as pronunciation units

5. Structural Analysis

- a. Scrutinize the word for known parts
- b. Develop an awareness of meaningful units
- c. Recognize suffixes and prefixes appropriate to the level
- d. Identify inflected forms-case, numbers, gender, person, time
- e. Teach derived forms and variants
- f. Identify compound words
- g. Recognize syllabic units
- h. Divide words into syllables to aid pronunciation
- i. Learn to divide the word at the end of the line - appropriate to level
- j. Identify root words

C. Teaching techniques for use of the dictionary

- 1. Develop a knowledge of alphabetical sequence
- 2. Develop the ability to use guide words
- 3. Identify the root word in an inflected or derived form
- 4. Develop the ability to derive the pronunciation of an entry word
 - a. Identify consonant and vowel sounds and associate them with the symbols shown in pronunciation key
 - b. Blend consonant and vowel sounds into syllables and syllables into words

c. Recognize the function of visual syllabic divisions and of the accent mark

5. Comprehend definitions of meanings as given in the dictionary and select the appropriate meaning and adapt this definition to fit into the context in which the word occurs

IV. Sequence of Instruction for phonetic analysis

A. Pre-First Phase - Visual discrimination, auditory discrimination, oral expression

B. First Phase - Phonetics

1. Teach the important single consonants in the initial position b, c, (Hard sound only) d, f, g (hard sound) h, j, l, m, n, p, r, s (soft c sound) t, w. Omit k, v, x, y, z
2. Teach the speech consonants ch, sh, th, wh in the initial position only
3. Teach consonant blends such as sk, sm, sn, sp, st, sw, tw, bl, br, gl, fl, pl, cl, fr, tr, in the initial position only

C. Second Phase

1. Teach single consonants v and y in initial position
2. Teach important consonant blends not taught in first grade bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, scr, str, thr
3. Preparation for learning the short sounds of vowels. Have pupils note the constant short sound of the vowel in the medial position in monosyllabic words using familiar words
4. Teach short sounds of vowels a, e, i, o, u
5. Teach and use terms vowel, long, short
6. Teach the speech consonants ch, sh, and th in the final position
7. Teach the consonant blends sk, sp, st in the final position
8. Teach the vowel blends ow, ou, oi, oy, lu, au, aw, oo
9. Teach the long sounds of the vowels as discovered in familiar long vowel endings

10. Teach the double vowels as they occur within words and as the endings of words where the first vowel is long and the second is silent. Teach within words ai, ae, oa, ui, ee. Teach as endings ie, ow, ue, ay, ee, ea
11. Develop vowel rules
 - a. First try the short sound and if it doesn't work try long sound
 - b. A vowel usually is short when it is the only vowel in a word and is followed by a consonant
 - c. A vowel usually is long when it is the only vowel and is the last letter in the word
 - d. When two vowels are side by side the first is usually long and the second has no sound
 - e. In a short word that has two vowels one of which is e at the end of the word, usually the first vowel is long and the e has no sound
12. Teach the single consonant q (u) and the single consonant k, if needed, in the initial position

D. Third Phase

1. Teach the soft sound of c and the soft sound of g

First try the hard sound of c and g and if it doesn't make sense try the soft sound.
2. Teach the single consonants X and Z in the final position only
3. Work out sound groups - though, although, dough, ought, bought, brought, etc.
4. Teach the understanding that some letters sometimes have no sound
 - b before t (doubt)
 - d at the end of a syllable preceding another consonant (Wednesday)
 - c after s (scene)
 - g before final m or n and before n at the beginning of a word (sign, gnaw)
 - h in certain words (honest)
 - k before n at the beginning of a word (know)
 - l in certain words (would)
 - n after m (hymn)

s in certain words (isle)
p in certain words (cupboard)
t in certain words (listen)
w before r (write)

5. Develop principle that c and g usually are soft before e, i, and y

E. Fourth, Fifth, and Sixth Phases

1. Teach all that hasn't been met
 - a. Single consonants
 - b. Speech consonants
 - c. Important consonant blends
 - d. Vowels
 - e. Vowel blends
 - f. Double vowel

V. Sequence of Instruction for teaching structural analysis

A. First Phase

1. Teach the endings s, es, d, ed, ing as ending of familiar words that contain familiar base words
2. Present in oral form common compound words made up of familiar words

B. Second Phase

1. Teach the suffixes y, ly, er, est as added to familiar base words
2. Teach the understanding of compound words

C. Third Phase

1. Teach suffixes ful, less, er, or, added to known words
2. Teach the endings n and en added to known words
3. Teach prefixes bi, for, fore, un, re, added to known words
4. Build compounds
5. Syllables
 - a. Develop an understanding of the relation between the number of vowel sounds and the number of syllables in a word

- b. Develop skill in finding the first syllable in words
- c. Develop skill in finding the last syllable in words
- d. Teach important syllables - ex.: tion, on, der, able, ter, etc.
- e. Principles may be developed
 - 1) If the first vowel in a word is followed by two consonants, the first syllable usually ends with the first of those consonants
 - 2) If the first vowel in a word is followed by only one consonant, the first syllable usually ends with that vowel
 - 3) If a word ends in e, the consonant that comes just before the e begins the last syllable

D. Fourth, Fifth and Sixth Phases

- 1. Teach all not met in previous grades
 - a. Suffixes s, es, d, ed, ing, y, ly, er, est, ful, less, or, n, en
 - b. Prefixes bi, for, fore, un, re
- 2. Teach the suffixes - ness, ment, word, ous, like, lous, teen, et, ious, able, ic, ish, ant, ent, age, ance, ence
- 3. Teach prefixes - dis, in, mis, anti, non, com, con, super, pre, tri, sub, post, ap, ad, ab, trans, em, de, inter, pro, ex, en, ob, per
- 4. Provide practice in finding familiar base words in derivatives and variants
- 5. Pick up syllable understanding and add principles
 - a. In a word in which two consonants come between two vowels, usually the first syllable ends with the first of these consonants
 - b. In a word in which there is only one consonant between two vowels, usually the first syllable ends just before the consonant
 - c. In a word that ends in le, the consonant that comes before the l is part of the last syllable

**QUICK REFERENCE SHEET OF BASIC READING SKILLS INDICATING
THE GRADE LEVEL WHEN THEY ARE FIRST INTRODUCED**

READING SKILLS

COMPREHENSION OF INFORMATION

GRADE LEVEL

Selecting details	1 - 6
Recalling details	1 - 6
Listing details	2 - 6
Verifying details	3 - 6
Grasping implied ideas	2 - 6
Drawing conclusions	1 - 6
Making inferences	1 - 6
Making comparisons	1 - 6
Anticipating endings	1 - 6
Comparing ideas	3 - 6
Providing conclusions	2 - 6
Following directions	3 - 6
Listing facts to prove statement	3 - 6
Answer questions relative to meaning of material	3 - 6
Ask questions relative to meaning of materials	3 - 6

LOCATION OF INFORMATION

Index	3 - 6
Table of contents	1 - 6
Correct book	3 - 6
Dictionary and glossary	4 - 6
Maps, tables, graphs, atlas	2 - 6
Title page	2 - 6
Files and bibliographies	3 - 6
Footnotes, cross reference	5 - 6
Appendix	5 - 6
Chapter and paragraph headings	2 - 6
Library and card catalogs	4 - 6
Skimming to find information	3 - 6
Encyclopedias	4 - 6

EVALUATION AND SELECTION OF INFORMATION

Check true, false statements	2 - 6
Select facts to prove point	2 - 6
Interpret figures of speech	4 - 6
Recognize relationships	3 - 6
Sensing cause and effect of relationship	3 - 6
Distinguish fact from fiction	2 - 6
Determine significance of story	4 - 6
Show author's viewpoint	5 - 6

READING SKILLS (cont.)

ORGANIZATION OF INFORMATION

GRADE LEVEL

Take notes	4 - 6
Write summary sentences for paragraphs, section, or article	3 - 6
Select best sentences which summarize a paragraph, section, or article	4 - 6
List related events in order of happening	2 - 6
List related events in order of importance	4 - 6
List items about a topic	1 - 6
Title selections or paragraphs	3 - 6
Find topic sentence of paragraph	4 - 6
Find main idea of paragraph	3 - 6
Find subtopics in paragraph	4 - 6
Find detail in a paragraph	4 - 6
Outlining: Main head and subheads given, find paragraphs which match each subhead	5 - 6
Outline given, find paragraphs of text which match each subhead given	4 - 6
Main headings given and subheads listed, fill in outline by writing subheads under correct headings	4 - 6
Incomplete outline giving 2 or 3 main headings, subheads filled in	4 - 6

WORD ATTACK

Context clues	1 - 6
Matching words with picture	1 - 2
Inferring meaning from words - form clues	1 - 6
Prefixes	3 - 6
Suffixes	1 - 6
Root words	1 - 6
Compound words	2 - 6
Contractions	2 - 6
Rhythm clues	1 - 6
Configuration of clues	1 - 6
Dividing words into syllables	3 - 6
Through words or phrases that describe	3 - 6

VOCABULARY DEVELOPMENT

Matching words and definitions	4 - 6
Synonyms, antonyms, homonyms	1 - 6
Classifying words under different headings	2 - 6
Relating meanings to other words	2 - 6
Dictionary skills:	3 - 6
Alphabetizing	3 - 6
Syllabication	3 - 6
Vowels, accent, guide words	3 - 6
Respelling for pronunciation	6
Pronunciation key	5 - 6
Definition -- multiple meanings	6

PHONETIC ANALYSIS

GRADE LEVEL

1 - 6

I. Consonants: (initial, final, medial)

b
c
d
f
g
h
j
k
l
m
n
p
q
r
s
t
v
w
x
y
z

II. Blends:

1 - 6

st
sn
sp
sw
sl
br
gr
tr
tw
fl
fr
cl
cr
pl
pr
dr
qu

III. Three Letter Blends:

2 - 6

spr
str
squ
scr

IV. Digraphs:

2 - 6

sh
sk
ch
ck
th
wh

V. Hard & Soft Sounds

1 - 6

c
g
(e) Silent letter

PHONETIC ANALYSIS (cont.)

GRADE LEVEL

VI. Word Endings:	
s	1 - 6
ing	1 - 6
ed	1 - 6
ly	1 - 6
y	1 - 6
er	1 - 6
est	1 - 6
less	1 - 6
ful	1 - 6
VII. Prefixes:	
re	3 - 6
un	3 - 6
dis	3 - 6
VIII. Vowels: (long)	1 - 6
a	
e	
i	
o	
u	
IX. Vowels: (short)	3 - 6
a	
e	
i	
o	
u	
X. Double Vowels:	3 - 6
oa	
ai	
ay	
ee	
ea	
ie	
oe	
oo	
XI. Vowels of Similar Sound:	3 - 6
(ou ow)	
(aw au)	
XII. Vowels Modified by "r":	4 - 6
ur	
ar	
er	
ir	
or	