

# Teaching Word Identification in Text Reading

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# Three-Step Strategy for Reading Words



1. Look for parts you know. (single letters; letter combinations; “chunks”)
2. Sound it out.
3. Check it! Make sure the word you read makes sense.

Denton et al., (2010); Solari et al., (2018)

# The Three-Step Strategy

(The "Reading RULES Strategy" or RR Strategy")

1. **Look for parts you know.** For beginning readers, this will likely be a single letter-sound. As students progress, they should look for letter combinations (i.e., th, ch, sh) and endings (ing, ed, s) they have learned. Later, they notice other word parts, such as ea, igh, and ar, prefixes and suffixes.
2. **Sound it out.** Have students sound out the word as smoothly as possible, connecting the sounds that can be connected (mmaaannn, not m—a—n)
3. **Check it.** Students ask themselves whether the word makes sense. If the word is in a text they are reading, they put the word back into the sentence and read the sentence to be sure it makes sense.

# Teaching the 3-Step Strategy Before Reading

- Select 1 or 2 tricky words from the text you will read.
- Write one word on a small white board.
- **Model using the strategy** to read the word (Go through each step and demonstrate).
- Write the other word on the white board.
- Have students apply the strategy, step by step, to read the word.

# Reading RULES! Strategy



Look for parts you know.



Sound it out.

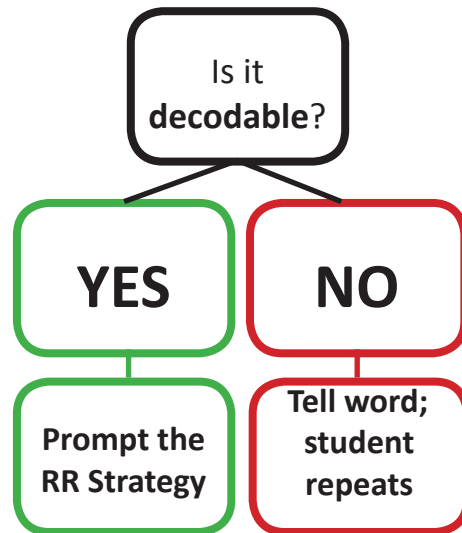


Check it.

Use smart  
**Error Correction Techniques**  
 to change reading behaviors!

If the student does this...	The teacher should say...
Guesses a word	<p>You said _____. Repeat what the student said. <b>Did that make sense? Guessing a word will not help you! Try to sound it out. If it's really hard, I'll tell it to you. You should never guess. Try it again. Point and read.</b> Model or prompt for the Reading RULES! Strategy as needed.</p> <p>Later, just say: <b>No guessing.</b></p>
Substitutes a word that doesn't make sense	<p>You said _____. Repeat what the student said. <b>Did that sound right? You have to listen to yourself when you read! If it doesn't make sense, go back and try to fix it up.</b> Model if needed. <b>Try it again. Point and read.</b></p> <p>Later, just say: <b>Make it make sense or Try it again.</b></p>
Substitutes a word that makes sense, but is wrong	<p><b>That made sense, but take another look. Remember, you have to make it match the words in the book. Read it again and make it match. Point and read.</b></p> <p>Later, just say: <b>Make it match.</b></p>
Inserts a word that is not in the book	<p>You said _____. <b>Do you see the word _____ in the book? You can't add extra words. Read it again and make it match! Point and read.</b></p> <p>Later, just say: <b>Make it match.</b></p>
Skips a word	<p><b>You skipped a word. You have to read all the words. Read it again and make it match. Point and read.</b></p> <p>Later, just say: <b>Make it match.</b></p>
Stops at a word that is not decodable or is very difficult, or if student is frustrated	<p><b>That word is _____. What's the word?</b> Tell the word. Student repeats the word. <b>Now, go back and reread the sentence.</b> Student rereads the sentence correctly.</p>

# When a student misreads a word or a student stops on a word:



## *Minimal Scaffold*

- **What should you do first? ...next?** (if student knows the RR Strategy)
- **Try that part again.** (if student makes an error but can probably read the word)

## *Moderate Scaffold*

Look for parts you know.	Sound it out.	Check it.
Do you see any letters you know?	What's the first sound?	Did that make sense?
What sound does this letter (these letters) make?	Sound it out.	Does it sound right?
Do you see any parts you know?	Can you sound out this part? Now sound out the next part...	

## *Intense Scaffold*

- Stop the student. All student turn books upside down and focus on the teacher.
- Write the word on the whiteboard.
- Guide students through each step of the Reading RULES! Strategy. Model as needed.
- Student rereads the sentence in the book and continues reading.

*Always have students go back to the beginning of the sentence and read it correctly.*