

# WORD RECOGNITION

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## Readers Use 3 Cueing Systems

Semantics  (meaning)	Syntactic  (grammatic)	Graphophonics  (visual – sound)
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“What would  
make sense?”

“What would  
sound right?”

“Look at all the letters.”

“Can you find a pattern  
you know inside that  
word?”

“Break it up.”

“Does that look right?”

- Provide prompts that focus on all 3 cueing systems and that stretch the reader to self-correct and self-check.

Based on Marie Clay, 1991

## PROMPTS FOR EARLY AND INTERMEDIATE READERS

These prompts were adapted from Pat Cunningham's video, *Phonics in a Balanced Literacy Classroom* (Pearson Education, 1997).

1. Put your finger under the word and look at all the letters.
2. Keep one finger on the word and finish the sentence, or reread the sentence. (Teacher "Wait!") What would make sense? or What would sound right?
3. Select from the following contextual and phonic clues:
  - a. use picture and initial letter cues
  - b. use context clues (maybe in combination with beginning letter sounds)
  - c. use letter sound patterns and analogies
4. Desperation move! (To be used only when all else fails; read sentence twice with alternatives for the miscue. One alternative should always be the correct word.)

NOTE: If the child makes a miscue and carries on reading—WAIT!

Let the child read to the end of the sentence to provide an opportunity for self-correction. If no monitoring occurs, intervene!

## PROMPTS FOR FLUENT/ADVANCED READERS

Cue Cards (cut out and mount on cards for your *Guided Reading* corner).

### Advanced Word Analysis

1. Can you see a word part that would help you work out that word?
2. Is that word like another word you know?
3. Look at the first part/middle/ending of the word.



**REFLECTING ON STRATEGIES: BUILDING AWARENESS**

1. How did you figure out that long word?
2. Why did you slow down when you came to this part?
3. I can't hear you working out the words anymore but you are reading every word. Are you working out words in your head?
4. I notice that you don't have to go back and reread as often. That makes you a faster and better reader.
5. You spotted something was wrong there...
6. Reread and see if you can fix it...It makes sense but does it look right?
7. You just about got that. Can you find where you went wrong?

**WORD MEANINGS (COMPREHENSION)**

1. What do you think that word means?
2. Do you know another word that means the same thing?
3. Read the sentence again and see if you can figure out what it means.
4. Can you tell me about...in your own words?

**UNDERSTANDING OF CONTENT AND TEXT FEATURES (COMPREHENSION)**

1. So, how do you think \_\_\_\_\_ feels at this point? Why do you think that?
2. Can you show me a place that tells us what this character is like? What does it tell us?
3. Where can we look for help with that idea? (Glossary)
4. Where does it summarize the main ideas?

**TEXT—READER CONNECTIONS (COMPREHENSION)**

1. Have you read another story like that?
2. Does he remind you of any other character that you've read about?
3. Have you felt like that?
4. Should he have acted that way? Why do you think so?



## Prompts for Comprehension

### What Child Is Having Trouble With Possible Teacher Prompts

- |                                   |   |
|-----------------------------------|---|
| ■ monitoring                      | <ul style="list-style-type: none"> <li>■ <i>You stopped. Is it making sense?</i></li> <li>■ <i>What have you read about so far?</i></li> <li>■ <i>Rereading is smart. When you don't understand what you've read, go back and read it again.</i></li> </ul>   |
| ■ using schema/making connections | <ul style="list-style-type: none"> <li>■ <i>What does that make you think about/remind you of? How does that help you understand what you're reading?</i></li> <li>■ <i>What do you already know about ___? How can that help you?</i></li> </ul>   |
| ■ asking questions                | <ul style="list-style-type: none"> <li>■ <i>What are you wondering about as you read?</i></li> <li>■ <i>What questions do you have?</i></li> <li>■ <i>Did the author answer any of your questions? Where?</i></li> <li>■ <i>What questions do you still have?</i></li> </ul>  |
| ■ visualizing                     | <ul style="list-style-type: none"> <li>■ <i>What are you picturing? What do you see/hear/smell/feel as you read this?</i></li> <li>■ <i>Which part helped you see something more clearly?</i></li> </ul>  |
| ■ inference                       | <ul style="list-style-type: none"> <li>■ <i>What might happen next? What else might you find out?</i></li> <li>■ <i>Why do you think...?</i></li> <li>■ <i>Join together what you know with what the words say. What are you thinking now?</i></li> <li>■ <i>What does the author mean? How did you figure that out?</i></li> </ul> |
| ■ summarizing                     | <ul style="list-style-type: none"> <li>■ <i>If you wanted to tell a friend about what you just read, what would you say? Don't give away the whole thing. Just tell what it was mostly about.</i></li> <li>■ <i>What are the most important parts?</i></li> </ul>   |
| ■ using text structure            | <ul style="list-style-type: none"> <li>■ <i>What kind of structure did this author use? question/answer... problem/solution... compare and contrast... time order</i></li> <li>■ <i>How can that help you understand what you're reading?</i></li> </ul>  |
| ■ using graphic organizers        | <ul style="list-style-type: none"> <li>■ <i>What kind of graphic organizer might help you better understand what you're reading? How could that help you?</i></li> <li>■ <i>Try a graphic organizer that might help you think about what you're reading and help to organize your thoughts.</i></li> </ul>                          |
| ■ deeper meaning                  | <ul style="list-style-type: none"> <li>■ <i>Why? What else are you thinking?</i></li> <li>■ <i>How could that have happened?</i></li> <li>■ <i>Tell me more.</i></li> </ul>   |



Figure 4.18 Aspects of comprehension and what to look for when taking anecdotal notes.

Aspect of Comprehension	What to Record/Look for	Sample Notes You Might Take
<ul style="list-style-type: none"> <li>■ monitoring</li> </ul>	<ul style="list-style-type: none"> <li>■ Note if the child is rereading or self-correcting (noted as SC) when meaning breaks down.</li> </ul>	<ul style="list-style-type: none"> <li>■ SC several times to make sense</li> <li>■ <i>waffle/SC waddle</i></li> </ul>
<ul style="list-style-type: none"> <li>■ using schema/making connections</li> </ul>	<ul style="list-style-type: none"> <li>■ Look for meaningful connections and jot down what the child said.</li> <li>■ Or save his sticky notes.</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>I know someone just like that character, so I know exactly how he felt.</i></li> <li>■ <i>That's where I live. I've seen that place.</i></li> <li>■ makes simple connections, but they don't help with understanding</li> </ul>
<ul style="list-style-type: none"> <li>■ asking questions</li> </ul>	<ul style="list-style-type: none"> <li>■ Notice if the child questions and if the questions propel the reader forward. Again, post the child's sticky notes onto your note card.</li> </ul>	<ul style="list-style-type: none"> <li>■ asks thoughtful questions</li> <li>■ needs help with asking questions</li> </ul>
<ul style="list-style-type: none"> <li>■ visualizing</li> </ul>	<ul style="list-style-type: none"> <li>■ Have the child tell what he can see in his head, especially when there are limited or no pictures.</li> <li>■ Store a child's sketch with your notes.</li> </ul>	<ul style="list-style-type: none"> <li>■ vivid pictures</li> <li>■ needs help with visualizing</li> <li>■ told me he had a movie in his mind and described what he saw today</li> </ul>
<ul style="list-style-type: none"> <li>■ inference</li> </ul>	<ul style="list-style-type: none"> <li>■ Note deeper meaning, rather than surface understanding.</li> </ul>	<ul style="list-style-type: none"> <li>■ still having trouble with this—isn't making connections</li> <li>■ relies only on background knowledge, not the text</li> <li>■ is inferring well</li> </ul>
<ul style="list-style-type: none"> <li>■ summarizing</li> </ul>	<ul style="list-style-type: none"> <li>■ Think about whether the child tells what the text was mostly about, rather than lots of little details.</li> </ul>	<ul style="list-style-type: none"> <li>■ too many details—parts, not the whole</li> <li>■ summarizes using most important parts</li> </ul>
<ul style="list-style-type: none"> <li>■ using text structure</li> </ul>	<ul style="list-style-type: none"> <li>■ Look for whether the student understands and can explain how the text works.</li> </ul>	<ul style="list-style-type: none"> <li>■ identifies and recognizes text structures like descriptions in nonfiction (NF)</li> <li>■ needs work on identifying and using text structure</li> </ul>
<ul style="list-style-type: none"> <li>■ using graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>■ Look at what the child records and see whether it is on target. Save a representative sample.</li> </ul>	<ul style="list-style-type: none"> <li>■ using graphic organizer for story helped comprehension</li> <li>■ missing key information—keep trying</li> </ul>
<ul style="list-style-type: none"> <li>■ deeper meaning</li> </ul>	<ul style="list-style-type: none"> <li>■ Record comments and questions from kids that show evidence of deeper thinking.</li> </ul>	<ul style="list-style-type: none"> <li>■ starting to think more deeply</li> <li>■ surface understanding</li> </ul>

## Prompts for Fluency

What Child Is Having Trouble With	Possible Teacher Prompts
Decoding words effortlessly and automatically	<ul style="list-style-type: none"> <li>■ <i>Read through the word quickly and think about what makes sense.</i></li> <li>■ <i>Use the parts you know and read it fast.</i></li> </ul>
High-frequency-word work	<ul style="list-style-type: none"> <li>■ <i>That's a word you know.</i></li> <li>■ <i>It's a word-wall word.</i></li> <li>■ <i>It's a spelling word.</i></li> </ul>
Reading the punctuation	<ul style="list-style-type: none"> <li>■ <i>Stop at the periods.</i></li> <li>■ <i>Make your voice go up at the end of a question.</i></li> <li>■ <i>Read it with excitement.</i></li> <li>■ <i>Someone's talking. Sound like that character.</i></li> </ul>
Reading in phrases	<ul style="list-style-type: none"> <li>■ <i>Think about where you'd pause if you were talking.</i></li> <li>■ <i>Read to the punctuation and stop.</i></li> <li>■ <i>Read it in phrases.</i></li> </ul>
Reading dialogue	<ul style="list-style-type: none"> <li>■ <i>Who's talking here?</i></li> <li>■ <i>Read it like the character would say it.</i></li> </ul>
Reading with intonation and expression	<ul style="list-style-type: none"> <li>■ <i>Make it sound interesting.</i></li> <li>■ <i>Make your voice go up at the end when there's a question mark.</i></li> <li>■ <i>Read it with excitement when you see an exclamation point.</i></li> <li>■ <i>Your reading helps me know how that character feels.</i></li> </ul>
Regulating the speed of reading.	<ul style="list-style-type: none"> <li>■ <i>Speed up the exciting parts.</i></li> <li>■ <i>Use pauses to build anticipation.</i></li> </ul>



Figure 5.10 Aspects of fluency and what to look for when taking anecdotal notes.

Aspect of Fluency	What to Record/Look for	Sample Notes You Might Take
<ul style="list-style-type: none"> <li>Decoding words effortlessly and automatically</li> </ul>	<ul style="list-style-type: none"> <li>Notice the amount of effort needed in decoding.</li> </ul>	<ul style="list-style-type: none"> <li><i>no trouble with decoding</i></li> </ul>
<ul style="list-style-type: none"> <li>High-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Record miscues like those to the right.</li> <li>Find out words known so you can build on them in future lessons.</li> </ul>	<ul style="list-style-type: none"> <li><i>of we</i> <i>if when</i></li> <li><i>knows and, to, with, by, my</i></li> <li><i>new: here, are</i></li> </ul>
<ul style="list-style-type: none"> <li>Accurate decoding</li> </ul>	<ul style="list-style-type: none"> <li>Record miscues like those to the right.</li> <li>Look for patterns in decoding errors.</li> </ul>	<ul style="list-style-type: none"> <li><i>bush sig eat</i> <i>tree sign eight</i></li> <li><i>errors make sense, but don't look right</i></li> <li><i>uses beginning and ending sounds, but ignores middle</i></li> <li><i>confuses long-vowel patterns (ea eigh)</i></li> </ul>
<ul style="list-style-type: none"> <li>Reading the punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Notice if the child pauses/stops at punctuation or just keeps reading.</li> <li>Note if this seems to affect comprehension.</li> </ul>	<ul style="list-style-type: none"> <li><i>Skipped over periods several times, especially in the middle of sentences</i></li> <li><i>Is affecting comprehension</i></li> </ul>
<ul style="list-style-type: none"> <li>Reading in phrases</li> </ul>	<ul style="list-style-type: none"> <li>Note if the child reads smoothly in phrases or choppily.</li> </ul>	<ul style="list-style-type: none"> <li><i>Word-by-word reading</i></li> <li><i>Not smooth</i></li> </ul>
<ul style="list-style-type: none"> <li>Reading with intonation and expression</li> </ul>	<ul style="list-style-type: none"> <li>Think about how the child's expression sounds.</li> </ul>	<ul style="list-style-type: none"> <li><i>Makes the reading sound interesting</i></li> <li><i>Reads with enthusiasm and great interest</i></li> </ul>
<ul style="list-style-type: none"> <li>Reading dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Listen to how the child changes his or her voice when reading different character parts.</li> </ul>	<ul style="list-style-type: none"> <li><i>Reads in a monotone voice</i></li> </ul>
<ul style="list-style-type: none"> <li>Regulating the speed of reading</li> </ul>	<ul style="list-style-type: none"> <li>Does the reading rate slow down to build suspense or speed up to show excitement?</li> </ul>	<ul style="list-style-type: none"> <li><i>Reads too fast</i></li> </ul>



## Tips About Prompting in Guided Reading

Mary Shearer, November 2001

1. The child is in charge of the reading task and should initiate the problem solving as much as possible.
2. Allow wait time for the child to monitor and/or self correct before you prompt.
3. The reading should be allowed to flow without too many interruptions.
4. The prompts that you give to help with problem solving should still place the responsibility on the child.
5. If, after a few prompts, a problem is obviously too difficult for the child to solve, be very direct to keep the reading moving. e.g. "Would the word describe make sense there?"
6. Prompts can also be praise for good reading strategies, but try to make the praise metacognitive so that the child verbalizes what was done to solve the problem. E.g "You figured out that tricky word. How did you do it?"
7. Be specific if you do give direct praise so that the child knows exactly what was occurring. Instead of, "Good work." Or "You figured that out very well." Say "You sounded out part of the word and looked at the picture to figure out that word. Good work."
8. Prompt as often for comprehension as you do for decoding.
9. Use analogy and background knowledge based on what you know about the reader's own knowledge and background. e.g. "You know the word look. Look can help you figure out this word." Or "What do dogs do when they get excited?"