

Word-Study Activities that Promote Orthographic Mapping

- Oral Spelling to Reinforce Mapping
 - Faster response than written spelling
 - Can be used as an informal assessment
 - Whole group, small group, and individual students
 - Reinforce students' phoneme awareness
 - Reinforce letter-sound relationships
 - Helps make a familiar letter string
- Invented Spelling
 - Emergent readers and writers spell words the way they sound
 - Sharpens letter-sound skills and phoneme awareness
 - After an attempt at spelling, teacher should:
 - Praise effort
 - Show the oral phonemes and connect to what the student wrote
 - Then show the student the correct spelling and how the word's pronunciation maps onto the correct spelling
 - Students should be encouraged to write a new word sound-by-sound followed by feedback from the teacher
- Nonsense Words
 - Students should read 5-10 nonsense words per lesson
 - Every word is a nonsense word until student has successfully figured it out
 - Related to real word reading proficiency, because if a student can proficiently read nonsense words, they can tackle those new words and syllables in multi-syllabic words
 - Purpose is to develop the ability to quickly and accurately decode single syllable read words
- Spelling Nonsense Words

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- To correctly spell nonsense words a student must listen carefully and be aware of the phonemes of the word, and use the correct letters to represent those sounds
- Reinforces both phoneme awareness and letter-sound skills
- Student should spell 4-5 nonsense words per lesson
- May be more than one correct answer
- Spelling Irregular Words
 - Irregular words are words that do not conform to the basic grapho-phoneme regularities of printed English
 - Many common words
 - Goal is to remember the correct letter string, make letter string familiar
- Word Structure Analysis
 - Students take active role in identifying the onsets and rime units in words both verbally and in print, circle onset and underline rime units
 - Students can identify syllables in words
 - Syllabication should be taught explicitly
- Forms of Presenting Words
 - Students are less likely to guess when presented with all capitals, or written vertically
 - Students focus on letter sequences
 - Spaced out letters or Linked Words require careful attention to letter sequences
- Feedback during Oral Reading
 - Teacher feedback helps students develop a mental habit of approaching reading more accurately
 - Correcting every mistake is more effective than correcting only the mistakes that affect meaning
- When a student gets “stuck”
 - Introduce the word orally first, cover the word up and do an oral analysis (What sounds does the word start with? How does it end?)

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- Backward decoding, sound out in reverse order chunking the word by onsets and rime units
 - Direct mapping, say the oral parts of the word and identify which letters represent phonemes, rime units, blends, digraphs and diphthongs
 - Map irregular words, point out the regular sound symbol patterns as well as the irregularities
- Permanent Word Storage
 - Good reading lessons will always include
 - Phonological/phoneme awareness- never considered an “extra”
 - Letter-sound skills
 - Word Study