



L=58
T=51
I=51

Section 4. Day One

Foundational Reading Skills

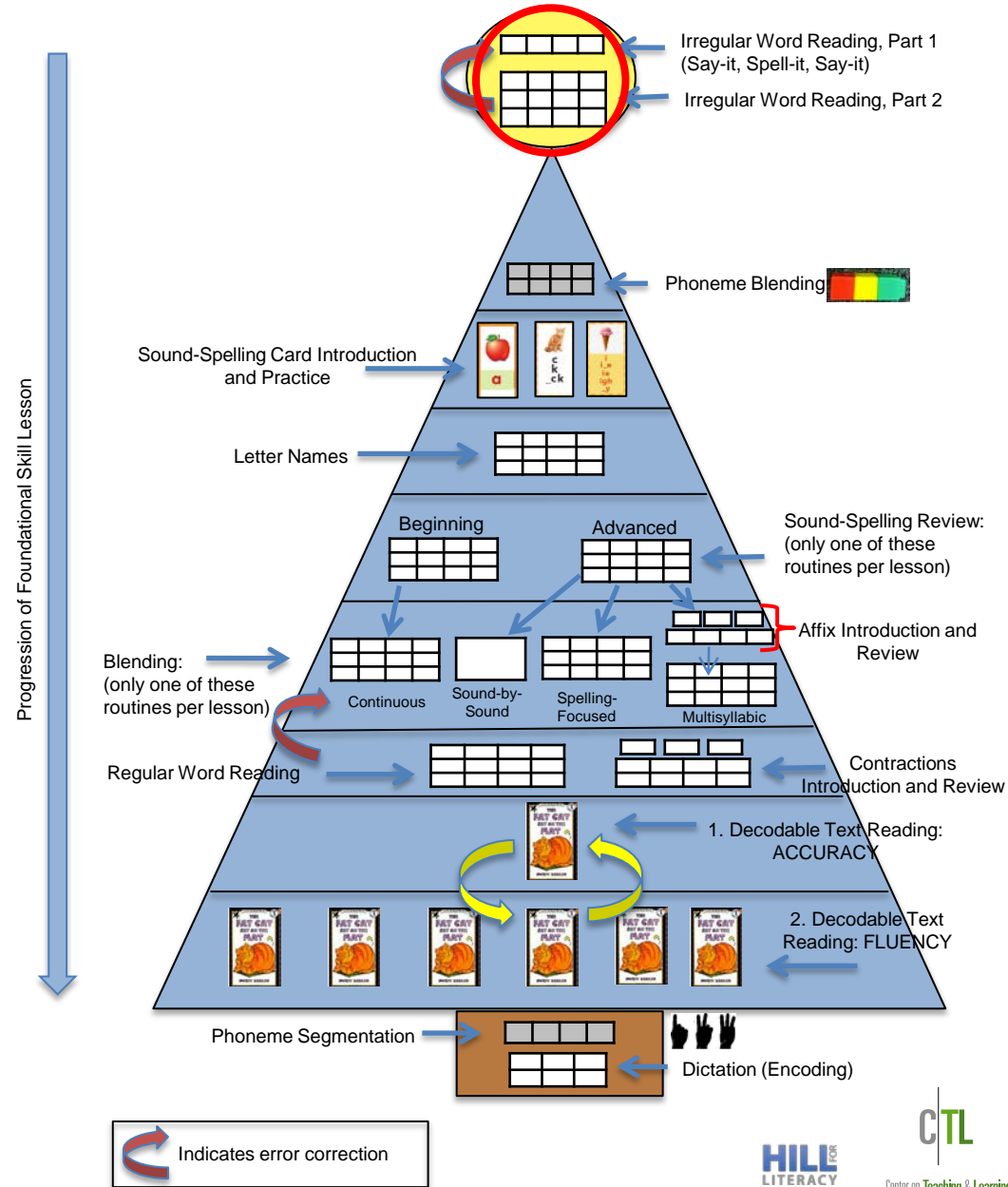


Irregular Word Reading



Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)

Irregular Word Reading



Irregular Word Reading and Building Background: Why is this important?



L=58

T=51

I=51

Irregular Words

Good readers rely heavily on using a decoding strategy to figure out the majority of unknown words. Unfortunately, there are some words in the English language that cannot be decoded because they do not have regular phonetic spelling patterns. These are the words referred to as irregular words. An irregular word is a word that cannot be decoded, either because (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word (Carnine, Silbert, & Kame'enui, 1997).



Definitions to Know

- ***Regular, or decodable, words***: read by converting letters to sounds and blending those sounds to form a word.
- ***Irregular, or non-decodable, words***: phonetically irregular, OR, students have not yet mastered higher-level phonetic concepts in the word.
- ***High-frequency words***: words that appear often in text. These words can be regular, or irregular (e.g., Dolch or Fry words).
- ***Sight words***: refers to words that students know with automaticity.



Dolch or Fry Word List



Complete Dolch Word List Divided by Level						
Pre-primer	Primer		Grade One	Grade Two		Grade Three
a	all	under	after	always	why	about
and	am	want	again	around	wish	better
away	are	was	an	because	work	bring
big	at	well	any	been	would	carry
blue	ate	went	ask	before	write	clean
can	be	what	as	best	your	cut
come	black	white	by	both		done
down	brown	who	could	buy		draw
find	but	will	every	call		drink
for	came	with	fly	cold		eight
funny	did	yes	from	does		fall
go	do		give	don't		far
help	eat		going	fast		full
here	four		had	first		got
I	get		has	five		grow
in	good		her	found		hold
is	have		him	gave		hot
it	he		his	goes		hurt
jump	into		how	green		if
little	like		just	its		keep
look	must		know	made		kind
make	new		let	many		laugh
me	no		live	off		light
my	now		may	or		long
not	on		of	pull		much
one	our		old	read		myself
play	out		once	right		never
red	please		open	sing		only
run	pretty		over	sit		own
said	ran		put	sleep		pick
see	ride		round	tell		seven
the	saw		some	their		shall*
three	say		stop	these		show
to	she		take	those		six
two	so		thank	upon		small
up	soon		them	us		start
we	that		then	use		ten
where	there		think	very		today
yellow	they		walk	wash		together
you	this		were	which		try
	too		when			warm

* 'shall' has dropped out of use

Irregular Word Instruction

L=58
T=51
I=51

- Students practice and master from three to ten new irregular words each week.
- Comprised of two parts
 - Step 1: *Say-it, spell-it, say-it*
 - Step 2: Irregular Word Reading Routine



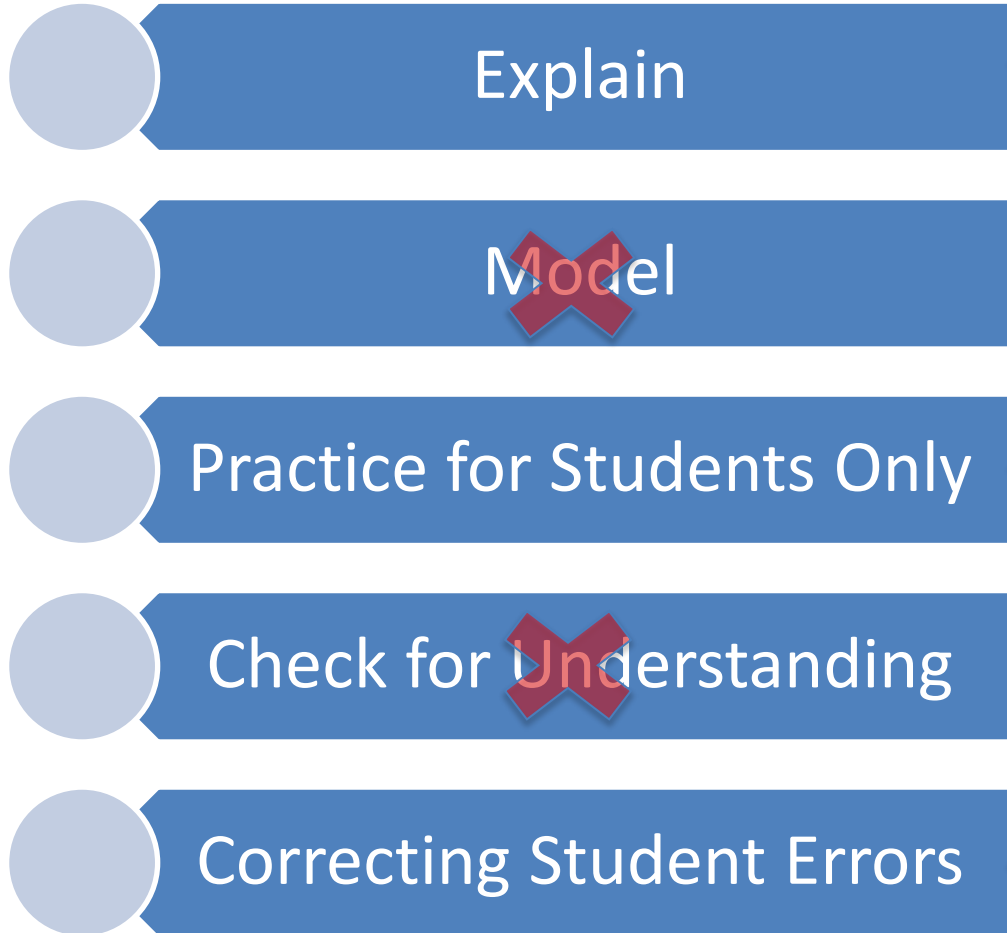


Irregular Word Reading: Components



Irregular Word Reading Routine, Part 1

L=233
T=207
I=163



Irregular Word Reading Routine

Step 1: Say-it, spell-it, say-it for introducing new words

Materials: Chart of new irregular words

Explain: Demonstrate the task as you are explaining it.
You're going to learn to read new words using say-it, spell-it, say-it.

***Signal for say-it, spell-it, say-it**

1. Touch to the left of the word. **My turn. The word is...** Slide finger under the word [word].
2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.
3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.
4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Step 2: Irregular Word Reading Practice

Materials: Chart of irregular words to practice

Explain: Demonstrate the task as you are explaining it.
You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud.

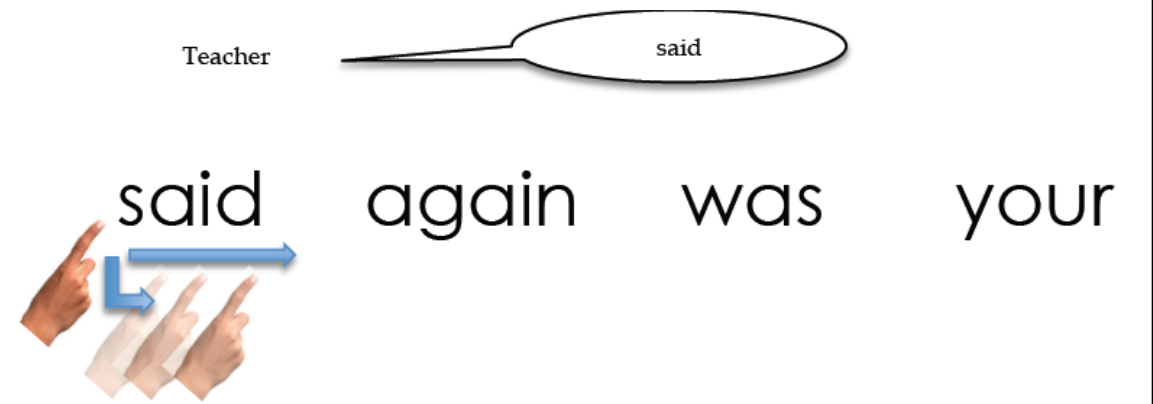
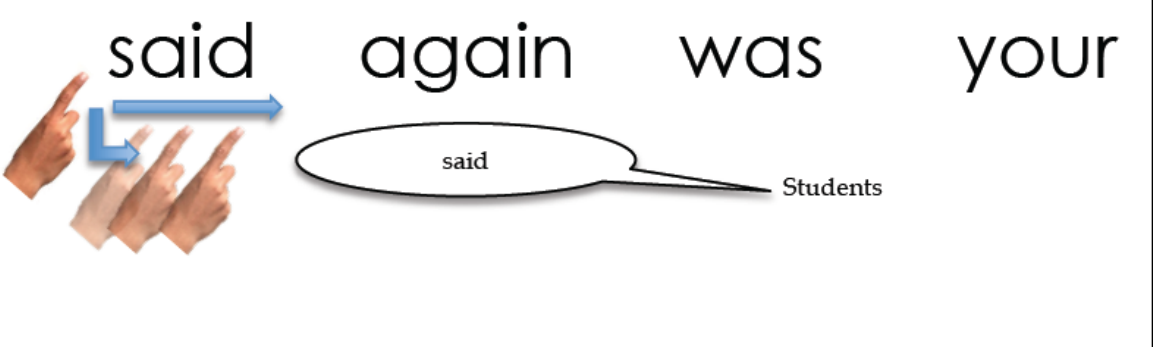
Model: Use the signal for each word. * Model until students are successful with the routine. **I'll show you how to read the first two words. My turn.**

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For example, when presenting the word said:

L=61
T=54
I=54

<p><u>Teacher:</u> <i>Touch to the left of the word said.</i> My turn. Word? <i>Slide finger under the word said and say, said.</i></p>	
<p><u>Teacher:</u> <i>Touch to the left of the word said.</i> Your turn. Word? <i>Slide finger under the word said to signal the students to respond in unison.</i></p>	





Group Choral Practice:

Focus	Cue	Think Time	Signal
Touch to the left of the word.	My turn. Word.	Pause	Slide finger under word. (Teacher says the word.)
Touch to the left of the word.	Your turn. Word?	Pause	Slide finger under word. (Students say the word.)
Touch to the left of the word.	Spell [say the word].	Pause	Tap under each letter of the word. (Students spell the word.)
Touch to the left of the word.	Word?	Pause	Slide finger under word. (Students say the word.)

said

again

was

your



Irregular Word Reading Routine, Part 2

L=233
T=207
I=163

Explain

Model

Practice for Students Only

Check for Understanding

Correcting Student Errors

Irregular Word Reading Routine

Step 1: Say-it, spell-it, say-it for introducing new words

Materials: Chart of new irregular words

Explain: Demonstrate the task as you are explaining it.
You're going to learn to read new words using say-it, spell-it, say-it.

***Signal for say-it, spell-it, say-it**

1. Touch to the left of the word. **My turn. The word is...** Slide finger under the word [word].
2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.
3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.
4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Step 2: Irregular Word Reading Practice

Materials: Chart of irregular words to practice

Explain: Demonstrate the task as you are explaining it.
You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud.

Model: Use the signal for each word. * Model until students are successful with the routine. **I'll show you how to read the first two words. My turn.**

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(page 2)
Irregular Word Reading Routine

***Signal for each word**

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Practice for students only: Go back to the first word on the chart. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.

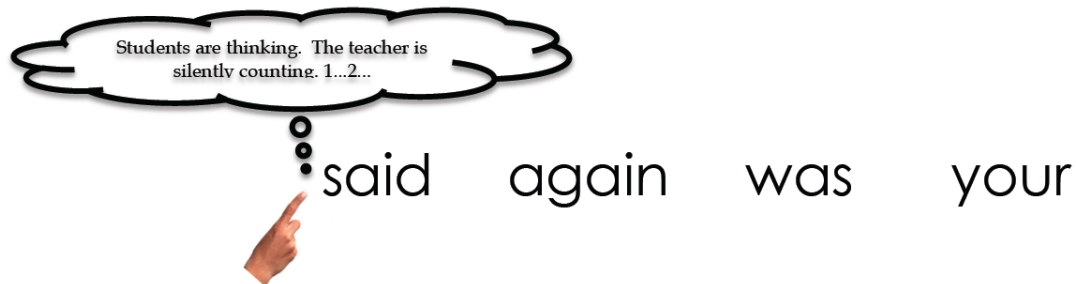
Correcting Student Errors

1. Follow the say-it, spell-it, say-it steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

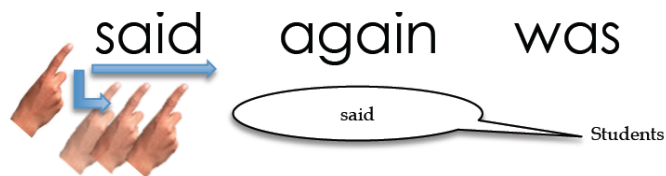


For example, when presenting the word said:

Teacher:
Touch to the left of the word
said.
Word?
Wait two seconds.



Teacher:
Slide finger under the word
said to signal the students to
respond in unison.



Teacher:
Move finger to touch to the
left of the next word, *again*.
Word?





Irregular Word Reading Routine

Step 1: Say-it, spell-it, say-it for introducing new words

Materials: Chart of new irregular words

Explain: Demonstrate the task as you are explaining it.

You're going to learn to read new words using say-it, spell-it, say-it.



*Signal for say-it, spell-it, say-it

1. Touch to the left of the word. **My turn. The word is...** Slide finger under the word [word].
2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.
3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.
4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Step 2: Irregular Word Reading Practice


Materials: Chart of irregular words to practice

Explain: Demonstrate the task as you are explaining it.

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud.

Model: Use the signal for each word. * Model until students are successful with the routine. **I'll show you how to read the first two words. My turn.**

Trainer Demonstration: Irregular Word Reading

said	again	was	your
said	again	 was	your
again	your	said	was
the	there	we	very





Irregular Word Reading Routine

Step 1: Say-it, spell-it, say-it for introducing new words

Materials: Chart of new irregular words

Explain: Demonstrate the task as you are explaining it.

You're going to learn to read new words using say-it, spell-it, say-it.



*Signal for say-it, spell-it, say-it

1. Touch to the left of the word. **My turn. The word is...** Slide finger under the word [word].
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3. Touch to the left of the word. **Spell [word].** Tap under each letter as students spell the word.
4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

Step 2: Irregular Word Reading Practice

Materials: Chart of irregular words to practice

Explain: Demonstrate the task as you are explaining it.








You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud.

Model: Use the signal for each word. * Model until students are successful with the routine. I'll show you how to read the first two words. My turn.

Partner Practice: Irregular Word Reading



ACTIVITY

said	again	was	your
said	again	 was	your
again	your	said	was 
 the	 there	 we	 very 

water	together	should	grow
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Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

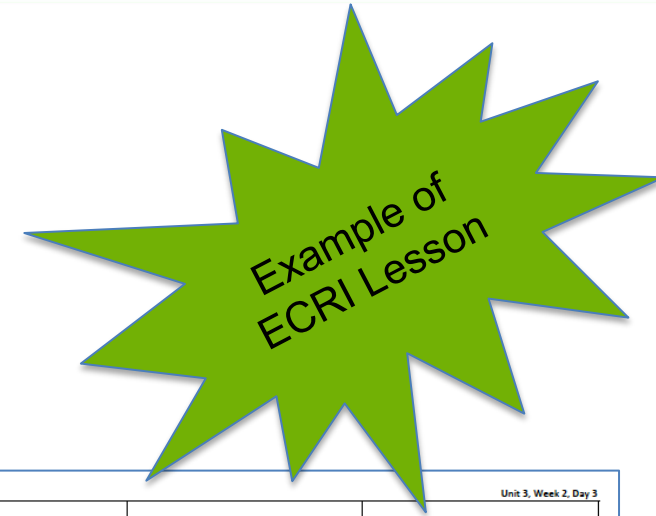
*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word. **My turn. The word is...** Slide finger under the word [word].
2. Touch to the left of the word. **Your turn. Word?** Slide finger under the word for the students to respond.
3. Touch to the left of the word. **Spell [word]**, Tap under each letter as students spell the word.
4. Touch to the left of the word. **Word?** Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

* **Word Error:** My turn. This word is [word]. Your turn. Everyone, word? Let's start again. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

* **Spelling Error:** My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.



water	together	should	grow
green	pretty	grow	together
should	water	green	pretty
now	some	way	why

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

*Signal for each word

1. My turn. Use the signal for each word.* Model until students are successful with the routine.
2. Your turn. Go back to the first word on the chart. Use the signal for each word.*
3. Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

Correcting Student Errors

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

Scaffolds and Differentiation Tips

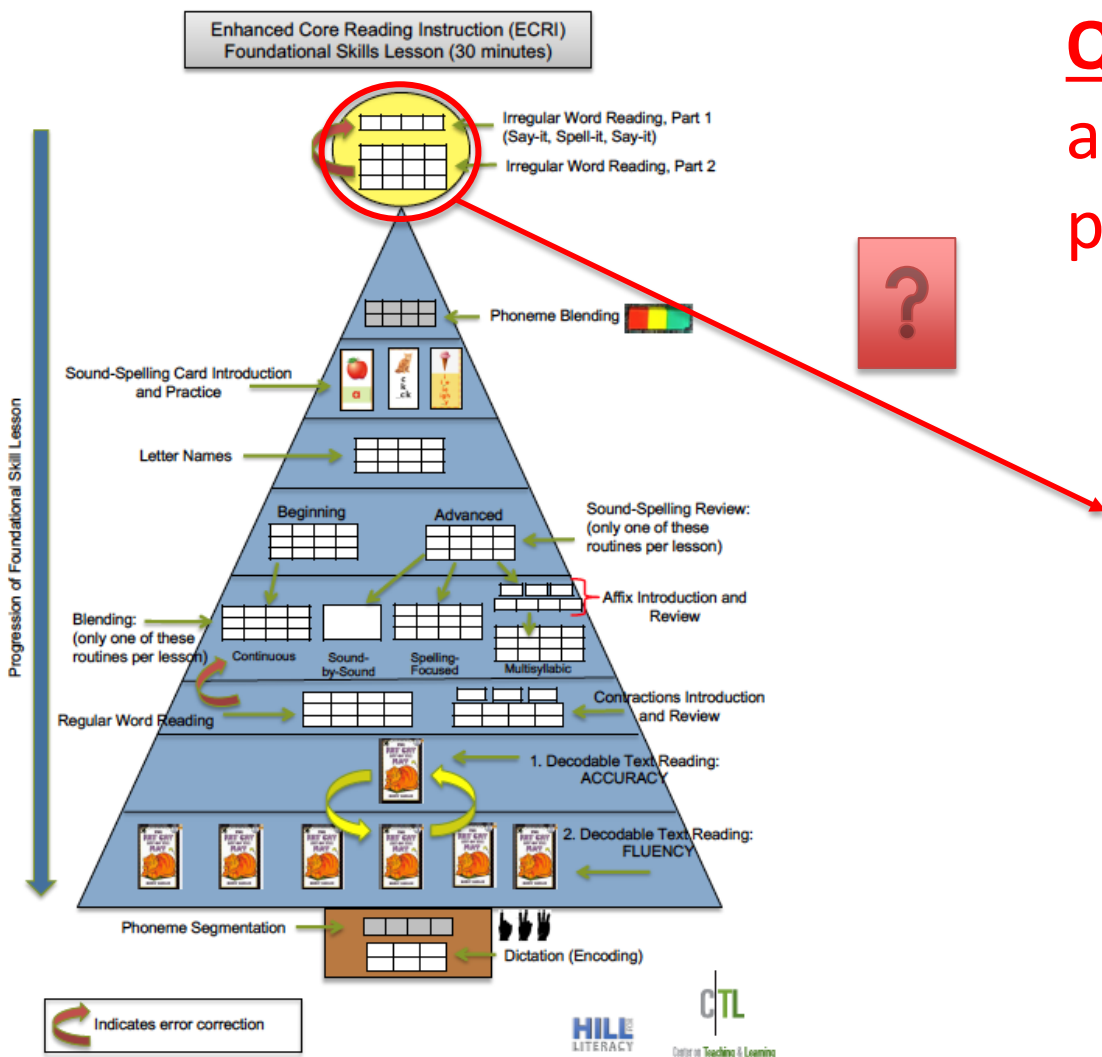


- Add teacher voice over “Spell the word with me....”
- Engage students in writing the word following oral practice
- Provide distributed practice throughout the day (i.e., as students line up for recess, each student reads one of the taught irregular words or sings a song to spell the word)



ACTIVITY

Quick Look: How does this enhance and/or replace your current Core program instruction?



	DAY 1	DAY 2	DAY 3	
Whole Group	<p>Daily Language</p> <ul style="list-style-type: none"> Opening Routines Oral Vocabulary Listening Comprehension Phonemic Awareness Speaking and Listening <p>Vocabulary</p> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> Skills and Strategies Craft and Structure <p>Research and Media Literacy</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> Phonics and Word Recognition Fluency 	<p>Opening Routines, T12–T13</p> <ul style="list-style-type: none"> Phonemic Awareness High-Frequency Words Vocabulary Boost <p>Read Aloud, “The Piano Lessons,” T14–T15</p> <p>Introduce Oral Vocabulary</p> <p>Phonemic Awareness, T16</p> <p>Read </p> <p>Introduce Words to Know</p> <p>High-Frequency Words, T20–T21</p> <p>Read and Comprehend, T22–T23</p> <p>FIRST READ Think Through the Text</p> <p>Read the Anchor Text: <i>At Home in the Ocean</i>, T24–T33</p> <p>Research/Media Literacy, T71</p> <p>Phonics</p> <ul style="list-style-type: none"> Words with Digraph <i>th</i>, T16–T18 <p>Read <i>Seth and Beth</i>, T19</p> <p>Fluency</p> <p>Model Phrasing T14</p>	<p>Opening Routines, T36–T37</p> <ul style="list-style-type: none"> Phonemic Awareness High-Frequency Words Vocabulary Boost <p>Phonemic Awareness, T38</p> <p>Read </p> <p>Dig Deeper: How to Analyze the Text, T40–T41</p> <ul style="list-style-type: none"> Author’s Purpose Details <p>SECOND READ Analyze the Text</p> <p>Reread the Anchor Text: <i>At Home in the Ocean</i>, T24–T32</p> <p>Your Turn, T42–T43</p> <p>Research/Media Literacy, T71</p> <p>Phonics</p> <ul style="list-style-type: none"> Words with Digraph <i>th</i>, T38 <p>Read <i>Zeb Yak</i>, T39</p> <p>Fluency</p> <p>Practice Phrasing, T39</p>	<p>Opening Routines, T46–T47</p> <ul style="list-style-type: none"> Phonemic Awareness High-Frequency Words Vocabulary Boost <p>Phonemic Awareness, T48</p> <p>Read </p> <p>Independent Reading, T52–T53</p> <ul style="list-style-type: none"> Reader’s Guide: <i>At Home in the Ocean</i> Self-Selected Reading <p>Apply Vocabulary Knowledge, T54–T55</p> <p>Research/Media Literacy, T71</p> <p>Phonics</p> <ul style="list-style-type: none"> Base Words and -s, -es, -ed, -ing Endings T48–T49 <p>Read <i>The Duck Nest</i>, T50</p> <p>Fluency</p> <p>Phrasing: Punctuation, T51</p>