

## Video 32 Word Reading Strategies (REL Southeast)

Institute of Education Sciences

<https://youtu.be/aQkze-xt5M4?si=63WefwYXHbxlpBhc>

Narrator: Students need practice reading connected texts while they're learning the alphabetic principle in decoding. To help students practice decoding and word identification, plan activities in which students receive support from a more able reader who can provide constructive feedback and support.

Teacher: This text is about a boy named Morgan who really enjoys to fish. So we're going to start off with Jared. Okay.

Jared: Morgan has always loved fishing. He about to grad-

Teacher: So I know that you know this part of the word. Can you read that first part?

Jared: Gra

Teacher: Now read the next part.

Jared: Ate

Teacher: A single letter U. What sound would that make?

Jared: Uh

Teacher: Or? It also makes the you sound. Can you say you?

Jared: You

Teacher: So we have grad

Jared: and You

Teacher: And?

Jared: Ate

Teacher: Now sound it all together

Jared: Grad, you, ate

Teacher: So this word is graduate. Can you say graduate?

Jared: Graduate.

Teacher: Okay, let's start reading the sentence again, saying that word.

Lily: He is about to graduate from high school and has been fishing his entire life. Once when he was 12, he had a fishing experience he will never forget.

Teacher: Can I stop you for a minute, Lily? One thing that I noticed is when you are reading the word here, we read it as fish, but I see an ending that I know you know.

Lily: Fishing.

Teacher: Thank you. Can you read that sentence again for me?

Lily: Once when he was 12, he had a fishing experience he will never forget.

Student: Morgan always tries to have a positive attitude when he is fishing. He thinks behind a fisherman...

Teacher: Look at this word again. What sound is that?

Student: Wait. Being?

Teacher: Can you read that sentence again from the beginning?

Student: He thinks being a fisherman has also taught him some important lessons about life. Fishing has greeted, wait,

Teacher: Let's read this part first.

Student: Curve.

Teacher: There's one E on the N. Would that be shorter or long?

Student: Creee...ate

Teacher: Now read that word again.

Student: Created.

Teacher: Can you start from the beginning and read your sentence?

Student: Fishing has created the person I am, he said. It brings out the better in me and it shows me there's more to life than what goes on immediately. Some days you'll get nothing, and the next day you'll go out to catch the biggest fish.

Teacher: I noticed as you guys were reading today, that each of you used strategies to decode some words that were really challenging to you. I also noticed that a lot of times you pause for

a minute and you use those strategies on your own without me prompting you to do that. So that's something I want you to continue doing in your own reading.