



K-2 Teachers
Session Redelivery Plan
Session 2: Word Recognition

[Slides](#)
[Recording](#)

Session Objectives:

By the end of this session, participants will be able to:

- explain the role of word recognition in the science of reading.
- explain how phonological awareness, decoding, and sight recognition shape a students' ability to read with automaticity.

- **Slides 1-3 - Introduction, Recap and Session Objectives**

- **Slide 4**

- **Discussion Question:** Which "threads" are included as part of the word recognition strand of Scarborough's Reading Rope, and how do they support a student's ability to recognize words automatically? (**Phonological Awareness, Decoding, and Sight Recognition, and each plays an important role in creating skilled readers; these activities support a student's understanding of how words work, and how they can be easily and automatically recognized**).

- **Slides 5-8 - Phonemic Awareness/Phonological Awareness**

- **Discussion Question:** What is phonological awareness? What is phonemic awareness? What are some examples of activities that would support a student's phonological and/or phonemic awareness?

- **Slides 9-15 - Phonics/Decoding**

- **Discussion Question:** How is phonics instruction different from instruction in phonemic/phonological awareness?
- Why is it important for students to be able to decode words automatically?

- **Slides 16-18 - Sight Recognition**

- **Discussion Question:** Why is sight recognition an important goal for instruction related to word recognition? How do you support students' ability to recognize words by sight in a science of reading aligned classroom?

- **Engage:** Why are the word recognition strands of Scarborough's Reading Rope essential for developing skilled readers? What will you do to support your students' ability to read words with automaticity?



Session 2 Notes

Slide 1

Introduction

Slide 2

Recap - Review the Recap

Slide 3

So, we have three objectives for today's session, and it's my goal that at the end of this session all of you are able to say, "yes, I can do that now!"

Slide 4

Today our focus is on Word Recognition. Yesterday we squeezed an overview of the SoR into 30 minutes, and we breezed through stuff that we could really spend weeks talking out. Now, we're going to start digging deeper into each of these components, and today we're going to focus on one the two big components reflected in both the Simple View of Reading and Scarborough's Reading Rope - word recognition. As we mentioned yesterday, this is just one part of developing truly skilled readers - language comprehension is equally important, but developing our students ability to read the printed word is a key focus of our work as educators, particularly primary educators.

As we can see here, word recognition has three subthreads reflected in Scarborough's Reading Rope - phonological awareness, decoding, and sight recognition, and each of these are crucial players in the work of word recognition. We're going to talk through each of these today, but it's important to know that these skills - as you can see here in this rope - are woven over time so that word recognition becomes automatic. AUTOMATIC word recognition is necessary for students to become fluent readers. A student whose word reading is slow and laborious is not going to be able to comprehend what they read, but a student who can read with increasing levels of automaticity is going to be able to read and gain meaning from texts.

Slide 5

So now we are going to talk through each of these threads in a bit more detail, and we're going to start with one that is extremely important - but one that we often move quickly past in our zeal to get kids reading. But phonological awareness is such a key foundational skill for creating proficient readers - did you know that skill in PA in K is predictive of reading skill in 2nd grade?

Read through slide.



Slide 6

Phonemic Awareness is a part of phonological awareness, but the focus here refers to the specific ability to focus on and manipulate individual sounds (or phonemes) in spoken words. A phoneme is the smallest unit of sound in spoken language.

Read through slide.

Slide 7

Here is a graphic that shows the progression of phonological awareness activities from the least complex to the most complex.

Slide 8

Read through slide.

Slide 9

Read through slide.

Slide 10

Read through slide.

Slide 11

Read through slide.

Slide 12

Read through slide.

Slide 13

Think-aloud how you would use this reading record to analyze a students' code knowledge.

Slides 14-17

Read through slides



Slide 18

Emphasize why we focus on building students' capacity to decode and not guess words or learn them from sight.

Slide 19

Read through slides.

Slide 20

Read Engage question and encourage attendees to participate.