

INSTRUCTIONS FOR MULTISYLLABIC WORDS

Reading Multisyllabic Words

1. Read the Words (Instruction can be in small groups or one on one.)
 - a. Based on her capability level, introduce learner/s to 10 to 20 words at a time. Move through the wordlists in order.
 - b. Show her how to use the Sounding Chart to identify the sounds certain letter patterns make and when applicable assist her in recognizing the presence of word parts--“Starts” and “Ends” (some of which are prefixes and suffixes and some are not). Then assist her in how to blend these units together to form words.
 - c. The learner/s practices reading the words with a tutor, peer, sibling or parent.
 - d. The learner/s works independently until she can read the words quickly and accurately in any order.
 - e. When the learner/s can read the words automatically to you or an assistant with 80 to 90 % accuracy, record progress and assign the next 10 to 20 words. If the learner/s is still struggling, have her practice and return for retesting
 - f. Periodically review words the learner/s has covered to assure retention.

Special Note: Working with multisyllabic proper nouns as well as science-and social-studies terminology can take place in the context of books and articles during the course of your lessons with your learner/s.

Vocabulary Development

Every week you and the learner/s select **five words** from their reading lists to “own.” Owning a word means a person can read it, spell it, define it, and write it in a sentence. Owning a word means when a person hears it, reads it in a book, or sees it on a website, comprehension is immediate. Owning a word means a person can use the word when talking informally, giving a speech, writing a personal message, or composing a paper.

1. Spell the Words (Instruction can be in small groups or one on one.)

- a. The learner/s writes each word, breaks it into syllables and underlines or colors the section of the word that might be particularly challenging.
- b. The learner/s studies spelling each word by imaging the word, spelling the word orally, and writing the word.
- c. The learner/s studies with someone (tutor, peer, parents) who asks him to spell the words orally and then conducts a written practice test (an audio recording of the words can also be used to give a written practice test).
- d. When the learner/s feels ready for a final test, you or trained assistant administer a written test. Tests can be done on paper or on computer and should be saved. Misspelled words should be restudied and another test should follow. Periodic reviews of a sampling of words will evaluate retention.

2. Define the Words and Write them in Sentences

- e. The learner/s looks up each word in a dictionary and copies the first definition. (Learner/s might have to look up the root word to get the definition.) The website www.yourdictionary.com is an excellent source not just for definitions but for sentences that have the words in context.
- f. The learner/s composes his own sentence with the word, showing he knows the meaning.
- g. All work is saved for grading and to serve as a resource of vocabulary words the learner/s has worked so diligently to own.