

Vocabulary Strategy

Strategy: Decoding: Long Vowels and Vowel Digraphs
Appropriate Grade Level: K-5
Materials Needed: <ul style="list-style-type: none">• Reading material at the students' instruction reading level that contain words with the silent <i>e</i> or <i>a</i> vowel digraph pattern
Procedures/Steps: Long vowels and vowel digraphs are found in words in which the vowel makes a long sound (or in which the vowel "says its name"); examples include silent <i>e</i> words as well as words that have two vowels together (often taught to students with the rule: "When two vowels go walking, the first one does the talking"). Introduce long vowel patterns separately. Then, <ol style="list-style-type: none">1. Conduct a comprehension/vocabulary preview.2. Tell students that in this book, there will be many words that follow the silent <i>e</i> pattern or the long vowel pattern in which the first vowel "says its name" and the other is silent.3. Practice reading some words in isolation.4. Ask the students as a group to read the selected material aloud. Monitor individual students' reading. If a student struggles with a word that has a long vowel pattern, remind the student of the corresponding long vowel rule. Ask the student to decode the long vowel sound and then blend it with the other sounds in the word.5. After a student decodes a word, have him/her go back to the beginning of the sentence and read the entire sentence again. This is a VERY important step!6. After students read the book or passage, encourage comprehension by discussing what happened in the story and the students' reaction to it.
Comments/Tips: <ul style="list-style-type: none">• If the students are having difficulty with particular long vowel pattern words, write the words on 3x5 cards to review during a word analysis/spelling lesson or for their personal word folder.• For <i>English language learners</i>, be sure to preview any unfamiliar vocabulary and word meanings. The long sounds of the vowels may be difficult for some students if these sounds are not present in their first language, or are represented by other letter symbols in their first language. Be sure to have the students practice matching the sound with the letter during word analysis/spelling lessons and have them feel how these sounds are made in their mouths and throats.• Copy a passage or page from a book and have students highlight words that fit this pattern. Talk about the strategies they used to decode the words. Students are then internalizing their thinking.
Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). <i>Extensive Reading Interventions in Grades K-3: From Research to Practice</i> .