

## Comprehension Strategy

<b>Strategy:</b> Decoding: Vowel Diphthongs
<b>Appropriate Grade Level:</b> K-5
<b>Materials Needed:</b> <ol style="list-style-type: none"><li>1. Reading material at the students' instructional reading level containing words with vowel diphthongs</li></ol>
<b>Procedures/Steps:</b> A vowel diphthong contains two sounds that are blended together (glided vowels). Examples include <i>oi (boil)</i> , <i>oo (soon)</i> , <i>aw (saw)</i> , and <i>ow (cow)</i> . These should be presented separately. Be sure to preview and highlight any words with vowel diphthongs before the students begin to read the book. Then, <ol style="list-style-type: none"><li>1. Do a comprehension/vocabulary preview.</li><li>2. Practice reading the words in isolation.</li><li>3. Remind students that the vowel pattern can help them decode unknown words.</li><li>4. Have the students begin reading the selected materials. If they come to a word with a vowel diphthong they are unable to read, remind students of the sounds this pattern makes. Have the students blend these sounds with others to decode the word.</li><li>5. Have the students reread from the beginning the sentence containing the misread word.</li><li>6. After reading the entire book or reading passage, discuss what happened in the story and the students' reaction to it.</li></ol>
<b>Comments/Tips:</b> <ul style="list-style-type: none"><li>• If the students are having difficulty with particular words containing vowel diphthongs, write them on 3x5 cards to review during a word analysis lesson or for their personal word folder, or include them in their sight word cards.</li><li>• For <i>English language learners</i>, be sure to preview any unfamiliar vocabulary and word meanings. Vowel diphthongs may be difficult for some English language learners if these sounds are not present in their first language, or are represented by other letters in their first language. Be sure to have the students practice matching the sounds with the letters during word analysis/spelling lessons, and to feel how these sounds are made in their mouths and throats.</li></ul>
<b>Source:</b> Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.