**Fidelity Checklist**

Combine Word Patterns to Build Compound Words

Compound words come up everywhere in reading, no matter what level of education a student is at or experiencing. It is important to teach students at a young age to be able to recognize the pattern in these compound words to better understand how to decode them and comprehend them. Research shows that it is helpful to process the embedded morphemes within the prime morpheme when figuring out the whole word (Chamberlain et al., 2011). When dissecting the different parts of a compound word it can help to figure out how to pronounce that word by looking at each morpheme that is included in the full word. This process works with compound words but not pseudocompound words. For example, *applesauce* is made up of *apple* and *sauce,* but *carpet* is not made up of *car* and *pet* (Chamberlain et al., 2011).

Compound words that are hyphenated, versus nonhyphenated words, have also been researched and a pattern seems to have emerged whether it makes it harder or not. Haikio et al. (2020) suggest younger students find it helpful when figuring out the embedded morphemes for morpheme-based processing to see the word hyphenated but they say this makes it harder for whole-word processing to occur. Furthermore, the hyphen helps to recognize the end of the first morpheme, when breaking it apart (Haikio et al., 2020). Therefore, it may be helpful to use multiple examples both ways, especially for younger students, because it helps them to get an understanding in both ways. A helpful tip would be to walk through an example of a nonhyphenated compound word, so the students can see how it was broken down and may be more confident to try it on their own and/or with a partner.

**Science of Reading connection**: The connection that this strategy has with the Science of Reading is related to Scarborough's Reading Rope. The Reading Rope is a tool used by educators to help students to be skilled readers (Scarborough, 2001). This strategy, Combine Word Patterns to Build Compound Words, links with the rope under Word Recognition. This strategy helps students with Decoding and Sight Recognition in the way that it breaks a compound word down into parts that help them to read the word more clearly, understand the meaning of it, and to better know how to read the word, and similar types of words, in the future.

Date: Activity/Class:

|  |  |  |  |
| --- | --- | --- | --- |
| **Combine Word Patterns to Build Compound Words** | **YES** | **NO** | **COMMENTS** |
| 1. Have the students turn to a partner or work one-on-one with another student. |  |  |  |
| 2. Gather a list of compound words or gather compound words from a given text to give to the student(s). |  |  |  |
| 3. Have student(s) break apart the compound word into its units that can stand alone and define each part. |  |  |  |
| 4. Have the student(s) recognize what patterns they notice in these words that help them understand the structure and comprehension.  |  |  |  |
| 5. Student(s) will apply this recognition of each part after they put the word into its original form, to help understand and decode the full word. |  |  |  |
|  |
| Total steps completed accurately: |  |
| Percentage of steps completed accurately: |  |

|  |
| --- |
| Additional notes or comments: |