**Fidelity Checklist**

Teach Students to Spot Compound Words

Word recognition plays a vital role in reading development. Early readers learn to string letter sounds together to say a word. While this decoding process is an essential part of literacy development, it is often time-consuming and laborious. Students may spend so much time “sounding out” words that they do not comprehend what they are reading. The goal of reading instruction is to move students beyond decoding and toward automaticity. Automaticity is the speed and accuracy with which readers recognize words. Fluent readers read familiar words by sight, rather than through decoding. One strategy for improving automaticity and word recognition is teaching students to spot compound words.

Teachers can use word hunts to assist students in spotting compound words. During a word hunt, students search their environment for the words they are studying. Students may look for words through independent reading, content area texts, the computer, or other resources. Students then write down the word in context and share it with their peers (Richek, 2005). Word hunts typically focus on words that fit a particular pattern. In this case, students would seek out compound words. When students gather new words and use them in conversation, they demonstrate growth in word consciousness (Barger, 2006).

**Science of Reading Connection:** The compound word hunt activity clearly corresponds to the word recognition portion of Scarborough’s Reading Rope (Scarborough, 2001). This visual depicts the components of skilled reading as the strands of a rope. The upper strands represent language comprehension, and the lower strands represent word recognition. The strands wrap around each other to show how all the components are interconnected and interdependent. When students learn to spot compound words, they grow in sight recognition. When students read compound words by breaking them down into component words, they gain strategic decoding skills. Finally, when students seek out compound words in their environment, they increase their vocabulary. Together, improvements in language comprehension and word recognition lead to skilled reading.

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| **TEACH STUDENTS TO SPOT COMPOUND WORDS** | **YES** | **NO** | **COMMENTS** |
| 1. Introduce students to compound words through a mini lesson. |  |  |  |
| 1. Introduce the word hunt activity and provide students with reading material (e.g., books, magazines, newspapers, online articles, dictionaries, etc.) |  |  |  |
| 1. Model word hunting for compound words using a portion of text large enough for students to see. |  |  |  |
| 1. Have students read (or listen while the teacher reads) texts to find compound words. |  |  |  |
| 1. Have students write down the compound words they find. |  |  |  |
| 1. Have students share the compound words they found in small groups. |  |  |  |
|  | | | |
| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: