

Word-Reading Resources

The resources and programs listed in this document were reviewed and compiled by specialists at the Indiana Department of Education (IDOE) and faculty at Indiana University (IU); however, these resources are not endorsed by the IDOE or IU system.

[The online Google doc version of this document](#) is “live”, which means that resources will be added frequently. If you have found or created resources that you think should be listed in this document, [please click here to submit them for review](#).

Explicit Word-Reading Routines and Lesson Plans

Skill	Link to Routine or Lesson Plan
Decoding Regular Words	<ul style="list-style-type: none"> ● FCRR: Blending Sounds in Short Words ● FCRR: Segmenting Sounds in Short Words ● FCRR: Decode & Write Words ● FCRR: Decode & Write Words with Blends ● FCRR: Digraphs and Consonant Blends (2nd) ● FCRR: Digraphs and Consonant Blends (3rd) ● TCRLA: Reading Strategies and Activities for Students at Risk for Reading Difficulties, Including Dyslexia <ul style="list-style-type: none"> ○ Alphabetic Understanding: Letter Sounds (pgs 87-96), Decoding Regular Words (pgs. 97-106), Spelling Regular Words (pgs. 107-118) ○ Fluency: Letter Sounds (pgs. 143-166), Regular Word Reading (pgs. 167-178) ● NCII: Phonics Sample Lessons
Irregular & High-Frequency Words	<ul style="list-style-type: none"> ● FCRR: Irregularly Spelled Words ● TCRLA: Reading Strategies and Activities for Students at Risk for Reading Difficulties, Including Dyslexia <ul style="list-style-type: none"> ○ Alphabetic Understanding: Reading Irregular Words (pgs. 119-127) ○ Fluency: Irregular Word Reading (pgs. 179-193)
Other Orthographic Patterns	<ul style="list-style-type: none"> ● FCRR: Decode and Write Words with the “silent e”

Skill	Link to Routine or Lesson Plan
Multisyllabic Word-Reading	<ul style="list-style-type: none"> ● FCRR: Decode and Write Words with more than one syllable ● FCRR: Words with More than One Syllable (2nd) ● FCRR: Words with More than One Syllable (3rd) ● FCRR: Base Words and Affixes #1 ● FCRR: Base Words and Affixes #2
Other	<ul style="list-style-type: none"> ● FCRR: Writing Simple Words ● FCRR: Decode Words in Connected Text (K) ● FCRR: Decode Words in Connected Text (1st) ● TCRLA: Reading Strategies and Activities for Students at Risk for Reading Difficulties, Including Dyslexia <ul style="list-style-type: none"> ○ Alphabetic Understanding: Sentence Reading with Regular Words and one Irregular Word (pgs. 128-141) ○ Fluency: Fluency in Connected Text (pgs. 194-216) ● SAP: Decodable Readers Protocol

Note. FCRR = Florida Center for Reading Research; TCRLA = Texas Center for Reading and Language Arts; SAP = Student Achievement Partners; (K) = Kindergarten; (1) = 1st Grade & Above

Word-Reading Extension and Practice Activities

Skill	Link
Decoding Regular Words	<ul style="list-style-type: none"> ● FCRR: Phonics Center Activities (K-1) <ul style="list-style-type: none"> ○ Encoding and Decoding ○ Variant Correspondences ● FCRR: Phonics Center Activities (2-3) <ul style="list-style-type: none"> ○ Letter-Sound Correspondence ○ Variant Correspondences
Irregular & High Frequency Words	<ul style="list-style-type: none"> ● FCRR: Phonics Center Activities (K-1) <ul style="list-style-type: none"> ○ High Frequency Words ● FCRR: Phonics Center Activities (2-3) <ul style="list-style-type: none"> ○ High Frequency Words ● TCLD: Sight Word Fluency Lists
Other Orthographic Patterns	<ul style="list-style-type: none"> ● FCRR: Phonics Center Activities (K-1)

Skill	Link
	<ul style="list-style-type: none"> ○ Variant Correspondences ○ Syllable Patterns ● FCRR: Phonics Center Activities (2-3) <ul style="list-style-type: none"> ○ Syllable Patterns
Multisyllabic Word-Reading	<ul style="list-style-type: none"> ● FCRR: Phonics Center Activities (K-1) <ul style="list-style-type: none"> ○ Morpheme Structures ● FCRR: Phonics Center Activities (2-3) <ul style="list-style-type: none"> ○ Morpheme Structures
Other	<ul style="list-style-type: none"> ● FCRR: Fluency Center Activities (K-1) <ul style="list-style-type: none"> ○ Words ○ Connected Text ● FCRR: Fluency Center Activities (2-3) <ul style="list-style-type: none"> ○ Word Parts ○ Words ○ Phrases ○ Chunked Text ○ Connected Text

Note. FCRR = Florida Center for Reading Research; TCLD = Texas Center for Learning Disabilities

Video Examples of Word-Reading Instruction and Practice

Skill	Link to Video Example
Decoding Regular Words	<ul style="list-style-type: none"> ● CORE: Blending Long E spelled ee (1st Grade) ● UO CTL: Video Examples for Decoding and Word Recognition ● IES: Letter Sounds ● IES: Word-Reading Strategies ● Anita Archer: Decoding Instruction (K) ● Anita Archer: Decoding Instruction (1) ● Modeling Initial Sounds in Tier 3
Irregular & High Frequency Words	<ul style="list-style-type: none"> ● Really Great Reading: Heart Word Magic ● IES: High Frequency Words ● IES: Non-Decodable Words
Other Orthographic Patterns	<ul style="list-style-type: none"> ● CORE: Introducing Open and Closed Syllables
Multisyllabic Word-Reading	<ul style="list-style-type: none"> ● CORE: Syllable Division Strategy - VC/CV ● CORE: Syllable Division Strategy - VCV ● CORE: Introducing Affixes ● CORE: Flexible Strategy for Reading Big Words
Other	<ul style="list-style-type: none"> ● CORE: Reading Words for Automaticity ● CORE: Reading Decodable Text (1st Grade) ● CORE: Reading Decodable Text (4th and 5th Grade) ● CORE: Word Work ● IES: Word-Building ● IES: Decodable Words in Isolation and in Text

Note. IES = Institute of Education Sciences; UO CTL = University of Oregon Center for Teaching and Learning; CORE = Consortium on Reaching Excellence in Education

Additional Resources for Word-Reading Instruction and Intervention

Resource Type	Links to Resources
<p>Guides & Handouts</p>	<ul style="list-style-type: none"> ● UT CRLA: Word Study for Students with Learning Disabilities and English Learners ● UT: Daily Sample Lessons & Activities for Phonics/Word Study (K-5) ● Reading Rockets: A New Model for Teaching High Frequency Words ● Teaching Irregular Words ● Student Achievement Partners: Early Reading Acceleration Practice Phonics Activities (K-1) ● The Reading League: Decodable Text Sources ● Student Achievement Partners: Foundational Skills Practice Strategies ● UO CTL: Alphabetic Principle Instruction Materials ● UO CTL: Sequencing Alphabetic Principle Skills ● IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: <ul style="list-style-type: none"> ○ Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words ● UT MCPER: Word Analysis: Principles for Instruction and Progress Monitoring ● Wanzek et al. (2010). Word Recognition and Fluency: Effective Upper Elementary Interventions for Students with Reading Difficulties ● West Virginia Read First Explicit Phonics Lessons ● COI: Building the Foundation: A Suggestion Progression of Subskills to Achieve the Reading Standards ● Reading Horizons: What is Decoding [website] ● Tennessee Center for the Study and Treatment of Dyslexia: Letter Knowledge and Phonics Instruction Guide
<p>Online Courses and Learning Modules</p>	<ul style="list-style-type: none"> ● Student Achievement Partners: Foundational Skills Mini-Course <ul style="list-style-type: none"> ○ Module 3: Phonics Part 1 ○ Module 4: Phonics Part 2 ○ Module 5: Early Reading ○ Module 6: Practice, Practice, Practice

Resource Type	Links to Resources
	<ul style="list-style-type: none"> ● AIM Pathways: Sight Recognition ● AIM Pathways: Decoding ● Reading Rockets & CERI: Reading 101: A Guide to Teaching Reading and Writing <ul style="list-style-type: none"> ○ Phonics Module ● Teaching Foundational Reading Skills <ul style="list-style-type: none"> ○ Unit 3: Word Decoding, Recognition, and Writing ● NCII: K-3 Reading Practice Guide Video Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words
<p>Digital Resources</p>	<ul style="list-style-type: none"> ● UFLI Virtual Teaching Resource Hub: <ul style="list-style-type: none"> ○ Phoneme-Grapheme Correspondences (Alphabet, Consonant Digraphs, Consonant Blends, Other Graphemes, R-Controlled Vowels, & Vowel Teams) ○ Decoding and Encoding (Word Work, Big Words, Word Cards and Lists, Games and Printables) ○ Irregular and High Frequency Words ○ Connected Text ● UFLI Blendable Sounds: A Quick Review (video) ● UFLI: Manipulative Letters Demonstration (video) ● UFLI: Teaching Multisyllabic Words (video) ● Graphogame App ● Phinder: Phonics Pattern Finder ● Haskins Global Literacy Hub ● IES: Letter-Sound to Phonemic Awareness Link: CVCe (video) ● IES: Advanced Word Building (video) ● IES: Blending by Chunking & Sounding Out (video) ● IES: Building Words with Sound Boxes ● IES: Vowel Pattern Word Sort ● IES: Base Word, Prefix, Suffix ● IES: Word Analysis Strategy ● CEEDAR: Alphabetic Understanding and Phonics (video) ● CEEDAR: Letter Recognition Activities (video) ● NCII: Alphabetic Principle and Phonics Toolkit

Resource Type	Links to Resources
Books	<ul style="list-style-type: none"> ● <u>Teach Your Child to Read in 100 Easy Lessons</u> ● <u>Unlocking Literacy: Effective Decoding & Spelling Instruction</u> ● <u>Teaching Word Recognition: Effective Strategies for Students with Learning Difficulties</u> ● <u>Teaching Reading Sourcebook (3rd ed)</u>
Articles	<ul style="list-style-type: none"> ● <u>Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency</u> ● <u>Helping Students with Dyslexia Read Long Words: Using Syllables and Morphemes</u> ● <u>Reading Rockets: Matching Books to Phonics Features</u> ● <u>Systematic Instruction in Phoneme-Grapheme Correspondence for Students with Reading Disabilities</u>

Note. UT = University of Texas; CRLA = Center for Reading and Language Arts; MCPER = Meadows Center for Preventing Educational Risk; UFLI= University of Florida Literacy Institute; UO = University of Oregon; CTL = Center on Teaching and Learning; SAP = Student Achievement Partners; TCLD = Texas Center for Learning Disabilities; COI = Center on Instruction; IES = Institute of Education Science (U.S. Department of Education); NCII = National Center for Intensive Intervention