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De-mystifying “Breaking”

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Purpose of Session

- Strengthen our understanding of “Breaking”
- Reflect on the following questions:
 - What is ‘breaking’?
 - Why do we do it?
 - When do we do it?
 - Where do we do it?



Breaking: Definitions from dictionary.com

- Phonology. the change of a pure vowel to a diphthong, esp. in certain environments, as, in Old English, the change of a vowel to a diphthong under the influence of a following consonant or combination of consonants, as the change of -a- to -ea- and of -e- to -eo- before preconsonantal r or l and before h, as in earm “arm” developed from arm, and eorthe “earth” from erthe.
- Also called [vowel fracture](#).



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Breaking (cont.): Definitions from dictionary.com

- to divide into or consider in parts; analyze.
- to exchange for or divide into smaller units or components
- the place, after a letter, where a word is or may be divided at the end of a line



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WHY THE BIG 'TO-DO' ABOUT BREAKING?



To be properly called a reading task, there needs to be a continuous visual language context from which the reader wishes to extract meaning.
(Haber 1978)

In other words, there needs to be a text in front of the eyes before it is possible to have reading occur.



Children need experience with words in texts and words in isolation; words in continuous text favours learning about word probabilities while words in isolation favours learning about letter sequences.



What is ‘breaking’ in Reading Recovery?

- Words can be broken in more than one way (LLDI 2, pages 19 and 42 – 45)
- Working with words in isolation (LLDI 2, pages 138 – 150)
- Taking words apart while reading (LLDI 2, pages 125 - 138)
- Hearing and recording sounds in words (LLDI 2, pages 69 – 81)
- Assembling cut-up stories (LLDI 2, pages 81 – 85)



Words can be broken in more than one way

Early Lessons:

- break words apart letter by letter
- take off and put back an inflection
- break a single-syllable word into two parts
- respect sequence, from left to right.



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Breaking Letters Out of Words (LLDI 2, page 19)





When the teacher starts to work on ‘breaking words apart’ she must watch her own behaviour closely. She must invariably make her models from left to right, building up the string of letters needed. If the child catches on to her demonstrations she will not need to talk about this emphasis on letter order.



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I Can Take Words Apart

(LLDI 2, pages 42 – 45)

1. Breaking up the word into letters
2. Inflections
3. Break a known word of one syllable into two parts
4. Make notes of child's current work in R & W
5. Break word in other lesson activities
6. Hearing and seeing



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Breaking up the word into letters (LLDI 2, page 42)





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Breaking up the word into letters (LLDI 2, page 42-43)

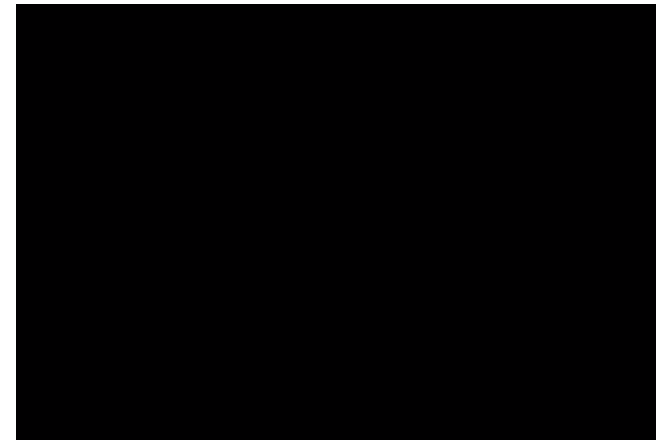
- Page 42, include having child make word
- What word have **you** made?



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Breaking up the word into letters (LLDI 2, page 42-43)

- How many letters are there in that (short) word?
- Show me one letter.
- Show me one word...





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Adding an inflection

(LLDI 2, page 43-44)

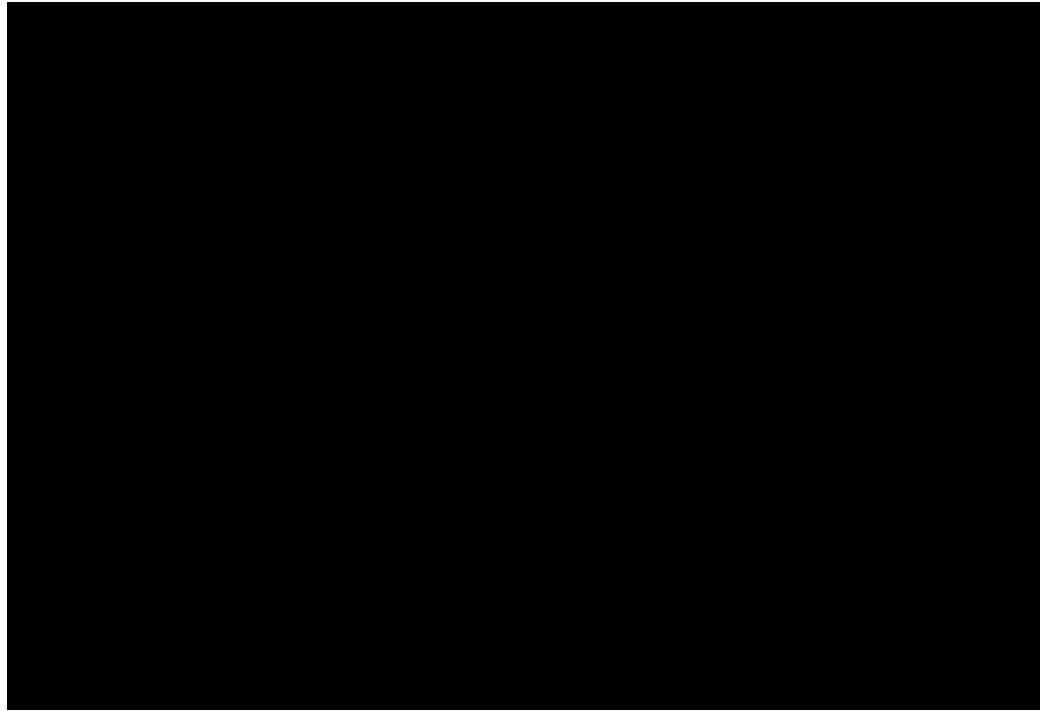




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Breaking a known word of one syllable into two parts

(LLDI 2, page 43-44)





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Review of Breaking in Early Lessons

- Letter-word distinction
- Break words apart letter by letter
- Take off and put back an inflection
- Break a single-syllable into two parts
- Respect sequence, from left to right



In the earlier section on ‘breaking words apart’ (pp. 19-20, 42-45) there is a sequence of learning that teachers should keep in mind. It could help a teacher to follow the child’s progress as he learns to take words apart while reading.



Taking Words Apart

In this book of revised teaching procedures look for clarification of taking words apart in several places:

- after familiar book reading (but only if necessary)
- when the child is breaking up words at the magnetic board
- when the child is taking words apart in isolation or in writing
- during the preparatory work on the new book
- and after the reading of the new book.



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Language Hierarchy

- Feature of a letter
- Letter level
- Cluster or letter sequence level
- Word level
- Phrase level
- Sentence level
- Gist of the passage



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Take words apart only when necessary

Word work must become integral to
reading and writing continuous texts.

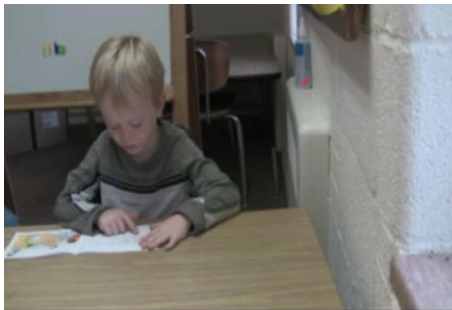
LLDI 2 p 129



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Reading Recovery Procedures

- Draw attention to first letters
- Final letters, signs, and inflections
- Think about what's happening in writing
- Hearing chunks
- Finding help within the word





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Taking Words Apart While Reading Continuous Text

The goal of all forms of word analysis for the reader is to be able to take words apart, on the run, while reading

- unexpected known words,
- partially familiar words still being learned
- and new, unknown words.



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Things to help reader without slowing the reading down too much

- Teacher supplies the material
- Teacher prompts reader to look for known features and to search for what he already knows.
- Scale of help



Scale of help while reading

- Let the child solve the word.
- Prompt to the word beginning or to the ending.
- The child divides the word with his finger on print or uses a card to mask it in some way.
- The teacher articulates the part clearly (a hearing prompt) and the child locates the part.
- The teacher divides the word in print with finger or masking card.
- The teacher constructs part of the word making it larger in some ‘grand manner’.



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Taking words apart after reading books

- Adding
- Subtracting
- Substituting initial consonants



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Using a word you know to
solve a new word

Start with what the child knows.

**Start with what the child
knows.**

**Start with what the
child knows.**



Using a word you know to solve a new word

It is risky to try to teach children to use analogy unless you are watching carefully. Look for evidence of what they are actually attending to, and what they are concluding from your demonstrations. Watch carefully how they themselves analyse or construct, before you intervene with ‘teaching’.

LLDI 2, page 134



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Using a word you know to solve a new word

- Easy words
- Words of medium difficulty
- Working out new words using a partial analogy
- Harder word analysis
- Some things to avoid



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Working out new words using a partial analogy

stop

play

stay



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Taking words apart while reading

- Support the child's solving of problems if the child does not know or is confused.
- Keep interactions brief and to the point.
- Engage in only as much TWAR as needed.
- Encourage flexibility in thinking about letters and letter groups within words.



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Working with words in isolation

Studying ‘words in isolation’, comparing and contrasting similarities and differences, *is a final stage of control over the hierarchy of skills, not a first step.*

LLDI 2, page 126



The aim of this work with words in isolation is to have him know about how words work and be able to use this awareness while reading texts and while writing. To be able to work on words in isolation is not enough; the reader and writer must also be able to handle those words flexibly in continuous texts.



When the child can recognise some words and shows flexibility with breaking words apart then some of the Letter Identification time could be used for working with a few words in isolation.



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Reading Recovery Procedures

LLDI 2, pages 140 -150

Group Activity



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Breaking Words into Parts

From “Changes teachers might observe during lessons” in LLDI 1. This is the third, or late, ‘stage’ of *3 Letter identification and breaking words into parts*

The child understands more about the features of words and letters embedded in texts. He breaks up words in text in flexible ways on the run and on his own. *(The teacher should note down the details and reinforce the most useful of his attempts, rather than the most unusual or intriguing.)*



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Based on your current understandings:

- What is breaking?
- Why do we do it?
- When do we do it?
- Where do we do it?



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Thank **U.**