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CLDS Keyword Decoding **(Decoding by Analogy)**

Teaching Key Words

Identify a single word for each of the high frequency spelling patterns on the list (attached). Try to identify words that the student can already read and words that are meaningful to the student. You should eventually have 37 keywords, but you can start teaching the strategy as soon as you have identified 6-8 that the student can read.

Known Words to Use in Teaching the Using Words You Know Strategy

While the student is learning to read the keywords, he should be learning to use keywords he does know to read novel words.

The goal is to have only a single keyword representing each of the common spelling patterns. The adults who work with the student should become familiar with keyword list so that they can refer to it when he is struggling to read or spell a word. The first cue any adult provides when supporting him with reading and spelling should be, "Would one of your keywords help you?" Don't just point to or say the keyword he should use. Make sure the student is given time to search for the word that will help him. If he can't find it, show him the word, but the adult should give him time to read it before saying the word out loud. The student needs to be able to see the word, say the word, and use the spelling and sound to help him read or spell the unfamiliar word he is struggling with. If the adult says the word, the student doesn't have the opportunity to develop the strategy himself.

Two of the specific strategies I would use to help the student learn the analogy based approach include:

Word Sorts. Once you have two or more keywords identified, work with him to sort other words that share the same spelling pattern as each keyword. Beginning with two or three keywords as column headers, the teacher then orally introduces less familiar words, and the student points to indicate in which column the word belongs. Whether the student's response is correct or incorrect, the teacher should write the new word under the keyword and guide the student in comparing and contrasting the spelling pattern with the keyword. If the new word belongs in a different column, the student should be asked to

find the keyword that has the same spelling pattern as the new word. After the student understands the process in these auditory word sorts, spelling should be introduced and the student should be asked to use the keyword to help spell the new word the teacher has provided verbally. After the student attempts to spell the new word, the teacher should offer a model of the correct spelling and the student should compare and contrast his/her attempt with the model and correct it as needed.

Compare-Contrast. Select two or three keywords the student has been learning. Write those keywords on index cards or on top of a piece of paper or white board. As you display the words, read them aloud to the student prompting the student to read them as well. Then write a sentence including a word that shares the word-ending spelling pattern with one of the keywords. Underline the target word in the sentence. Read the sentence aloud without saying the underlined word. Ask the student to point to the keyword that would “help you read the underlined word.” After the student has made a selection, ask the student to compare and contrast the letters in the underlined word with the selected keyword and use the keyword to help read the underlined word. If correct, go on. If there is a better choice, tell the student, to “find the keyword that shares the whole spelling pattern. It will be even more helpful.”

Compare-Contrast can also be used as a spelling activity. Set up the activity the same way, but when writing the sentence, do not write the target word. When you read the sentence, say the word that is missing. Then tell the student, “Show me which of your keywords would help you spell the word ____.” After the student has selected the correct keyword, ask the student to use the keyword to spell the missing word.

Most importantly...

The keyword list must be available to the student during all reading and writing activities and adults should direct the student to refer to the keyword list whenever the student is trying to decode an unfamiliar or unknown word. The first prompt should always be, “Do you have a keyword that would help you?”

Key Words Planning Form

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(Word Ending list from Wylie & Durrell, 1970)

Word Ending	Personal Keyword	Word Ending	Personal Keyword
1. -ack	_____	20. -ide	_____
2. -ail	_____	21. -ight	_____
3. -ain	_____	22. -ill	_____
4. -ake	_____	23. -in	_____
5. -ale	_____	24. -ine	_____
6. -ame	_____	25. -ing	_____
7. -an	_____	26. -ink	_____
8. -ank	_____	27. -ip	_____
9. -ap	_____	28. -ir	_____
10. -ash	_____	29. -ock	_____
11. -at	_____	30. -oke	_____
12. -ate	_____	31. -op	_____
13. -aw	_____	32. -or	_____
14. -ay	_____	33. -ore	_____
15. -eat	_____	34. -uck	_____
16. -ell	_____	35. -ug	_____
17. -est	_____	36. -ump	_____
18. -ice	_____	37. -unk	_____
19. -ick	_____		