



Viewer's Guide

This guide was produced in partnership with the **National Education Association**



EPISODE 6

Reading Multisyllabic Words with Xavier (Grade 3)

Video length: 13.5 minutes

Watch the video here:

ReadingRockets.org/interventions/reading-multisyllable-words-with-xavier-third-grade

Xavier's profile

Xavier is a third grader who reads slowly but with reasonable accuracy based on end-of-the year third grade benchmarks. His oral reading fluency and decoding assessments showed that Xavier had significant difficulty reading words with two and three syllables correctly.



Video overview

Xavier learns a strategy to help him read multisyllabic words accurately. The strategy is to break the word into syllables by looking for the vowel letters, reading each syllable, and blending the syllables into a word.

Xavier's teacher is Linda Farrell. She is a reading specialist and educational consultant working with Xavier for the first time. The video clips of Xavier are excerpted from a 25-minute lesson.

Ms. Farrell's lesson is purposefully not from any program. She and Xavier demonstrate a strategy that can work with any program. To prepare for the lesson, Ms. Farrell compiled a list of multisyllabic words with short vowels (some words include schwa). She also prepared a list with a few one-syllable, short vowel nonsense words so she could check whether Xavier reads one-syllable words well enough to be ready for this lesson.

Ms. Farrell's lesson plan is to:

1. Check to make sure Xavier has the prerequisite skills necessary to succeed with the strategy she will teach him.
2. Teach the strategy for reading multisyllabic words.
3. Give Xavier practice using the strategy.

Although spelling was not part of Ms. Farrell's lesson plan, she identified a 'teachable moment' and taught Xavier how to spell a multisyllabic word.



Things to notice while watching the video

- As you watch the video, notice Ms. Farrell's style of instruction.
- She never reads the word aloud before she asks Xavier to read it.
- She always guides Xavier and never gives him the answer.
- She does not teach vocabulary, although she does occasionally give a quick definition.
- When Xavier makes a mistake, she responds by telling him what part of his response is correct, then guides him to the correct answer.
- She gives Xavier plenty of time to think without interrupting him.
- When Xavier misreads a word, he always finishes by reading the word accurately one or more times.

Questions to consider while viewing the video the first time

1. At the beginning of the video, how does Xavier read the one-syllable nonsense words?
2. Why does Ms. Farrell ask Xavier to read one-syllable nonsense words?
3. What kind of words has Ms. Farrell chosen to begin teaching Xavier how to read multisyllabic words?
4. What two questions can Xavier ask himself in order to break the words into syllables?
5. When Xavier counts only 3 vowels in the word *accomplishment*, how does Ms. Farrell help him count the correct number of vowels?
6. At the end of the video, how does Ms. Farrell respond when Xavier reads *electrical* as *electric*?

Answers: see the next page for the answer key.

Watch the whole "Looking at Reading Interventions" series here:

ReadingRockets.org/interventions



Answer key

1. At the beginning of the video, how does Xavier read the one-syllable nonsense words?

Accurately and easily.

2. Why does Ms. Farrell ask Xavier to read one-syllable nonsense words?

Xavier needs to be able to decode one-syllable words accurately because the syllables in longer words are often nonsense words.

3. What kind of words has Ms. Farrell chosen to begin teaching Xavier how to read multisyllabic words?

All the syllables in the words have short vowels. A few have a schwa.

4. What two questions can Xavier ask himself in order to break the words into syllables?

1. How many vowels are in the word?

2. Are they together or apart?

5. When Xavier counts only three vowels in the word accomplishment, how does Ms. Farrell help him count the correct number of vowels?

She asks him to underline the vowels.

6. At the end of the video, how does Ms. Farrell respond when Xavier reads *electrical* as *electric*?

She doesn't say anything and gives Xavier time to look at the word and read the last syllable.