**ORTHOGRAPHIC MAPPING: DEVELOPING WORD RECOGNITION**

**OBJECTIVES**

We can:

* Explain the connection between orthographic mapping and the brain’s function.
* Identify components necessary for orthographic mapping.
* Facilitate orthographic mapping activities for phonic patterns.
* Facilitate orthographic mapping activities for irregular high frequency words.

**ANTICIPATION CHART**

|  |  |  |
| --- | --- | --- |
| **Before** | **Statement** | **After** |
| **True** | **False** | **True** | **False** |
|  |  | Because reading is simple and the ability to decode is innate, explicit instruction does not have a great effect on one’s ability to read. |  |  |
|  |  | Orthographic mapping is influenced by a teacher’s actions. |  |  |
|  |  | There are specific activities that support the pathways between meaning, pronunciation, and spelling. |  |  |

**THE BRAIN AND READING**

****

The pathways (or mapping) must be taught.

Humans are born with a phonological, meaning, and shape recognition system.

When letters are learned, the shape recognition system, becomes our letter box.

“…to read an individual word, a child needs to create an orthographic map by linking the word’s **orthographic** information (spelling) to its **phonology** (pronunciation) and semantic information (**meaning**.)”

~Dr. Julia B. Lindsey

**CONNECTING ORTHOGRAPHY TO PHONOLOGY**

Sample Dialogue

T: What is the first sound you hear in *lad*?

S: /l/

T: What letter makes that sound?

S: L

T: What is the next sound you hear in *lad*?

S: /ǎ/

T: What letter makes that sound?

S: A

T: What is the last sound you hear in *lad*?

S: /d/

T: What letter makes that sound?

S: D

|  |  |  |
| --- | --- | --- |
|  |  |  |

**l**

**d**

**a**

**CONNECTING SPELLING, PRONUNCIATION, AND MEANING**

“…spellings activated grapheme–phoneme connections to better secure pronunciations and meanings in memory and, hence, facilitated vocabulary learning.”

Ehri, L.. C. The Science of Learning to Read Words: A Case for Systematic Phonics Instruction. Reading Research Quarterly. 55(S1) P. 55 |doi:10.1002/rrq.334

Sample Dialogue

T: A *lad* is a boy.

T: Say *lad* with me.

*S: Lad*.

*T: Lad* is spelled l-a-d.

T: Spell *lad* with me.

S: l-a-d.

**ORTHOGRAPHIC MAPPING IN PHONICS**

Sample Phonics Lesson Plan for Week

Weekly Pattern: u\_e, e\_e

Anchor Words: cute, Pete

Day 1

* Review Phonemic Awareness
* **Introduce Sound Spelling\***
* Model blending

Day 2: Build Words\*

Day 3: Sort Words\*

Day 4: Connect to Reading\*

Day 5: Building Fluency

\* Opportunities for mapping

Link the word’s orthography to its phonology and meaning.

4-Step Mapping Plan

1. State the word and use it in a sentence.
2. Ask students to segment the word orally.
3. Ask students to place a marker or dot in each box as they segment the word.
4. Ask students to write the letter or letter combinations (graphemes) in the corresponding boxes.

Kemeny, L. (2023). *7 Mighty Moves: Research-backed, Classroom-Tested Strategies to Ensure K-to-3 Reading Success*. P. 64. Scholastic.

Sample of Mapping in Phonics

1. *Cute*. The baby kitten was *cute*. Say the word with me.
2. Let’s say each sound in cute. /c/ /ū/ /t/
3. X

**ORTHOGRAPHIC MAPPING IRREGULAR HIGH FREQUENCY WORDS**

**High Frequency Words:** Words that students see in print.

* The Dolch and Fry word lists are two often used lists of high frequency words.
* Many high frequency words follow typical sound-letter patterns.
* Some high frequency words have irregular spellings.

**Sight Words:** Words that a reader recognizes on sight.

* Most words become sight words in skilled readers.

Sample of High Frequency Words (Dolch)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| after | again | an | any | as |
| ask | by | could | every | fly |
| from | give | going | had | has  |
| her | him | his | how | just |
| know | let | live | may | of |
| old | once | open | over | put |
| round | some | stop | take | thank |
| them | then | think | walk | were |
| when |  |  |  |  |

4 Step-Mapping Plan



**REFLECTION**

|  |  |
| --- | --- |
| Something New | Something Confirmed |
|  |  |
| I’ll Use It Soon | A Question |
|  |  |