

Word Attack Hierarchy

In this approach, the instructor prompts the student to apply a hierarchy of word-attack skills whenever the student misreads a word. The instructor gives these cues in descending order. If the student correctly identifies the word after any cue, the instructor stops delivering cues at that point and directs the student to continue reading. NOTE: To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting the *o* or *a*, dropping suffixes such as *-s*, *-ed*, or *-ing*).

Here are the 'Word Attack' Hierarchy instructor cues:

- 1. "Try another way." This cue is given directly after a reading error and alerts the student to the fact that she or she has misread the word.
- 2. "Finish the sentence and guess the word." The student is encouraged to make use of the sentence context to discover the correct word pronunciation.
- 3. "Break the word into parts and pronounce each one." The student is directed to sound out the segments of a word independently.
- 4. Using an index card, the tutor covers over parts of the word and encourages the student to sound out only the part of the word that is visible. This approach teaches the student a method for reducing the amount of visual information in each word.
- 5. "What sound does ' ___ ' make?" As the tutor covers selected parts of the word with an index card, the student is directed to use phonics information to sound out the word.
- 6. "The word is ___." If the student cannot decode the word despite instructor support, the instructor supplies the word. The student is directed to repeat the word and to continue reading
- Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom*. Columbus, OH: Charles E. Merrill Publishing.
- Wright, Jim. (n.d.). *Error correction & word drill techniques*. Retrieved from <http://interventioncentral.org/index.php/reading-fluency/114-error-cor>

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