

Advanced Phonics and Decoding

Perfecting Our Craft and Planning for the Future

2nd-3rd Grades

Oregon Reading First

October 2007

Agenda

- ✓ Welcome!
- ✓ What We've Tried...What Happened
- ✓ What It Takes to Take Our Instruction to the Next Level
- ✓ Common Template Trouble Spots
- ✓ Template Practicum

Card #3

Card #7

Card #10

Card #16

- ✓ Going Deeper With Structural Analysis
- ✓ Action Steps and Commitments

Refining the Template Delivery

Template #	Don't Forget!	My Response/Action Steps
3		
7		
8		

Template #	Don't Forget!	My Response/Action Steps
9		
single syllable & multisyllabic		
16		

Word Lists for Template Practicum

Card #3	Card #7	Card #10	Card #16
all	a_e	de/fend	unstable
along	ou	sec/ond	inconsequential
forever	ay	sev/en	parking
should	ai	met/al	unfavorable
could	igh	va/cant	prehistorical
father	i_e	fa/vor	
enough	ci	tax/i	
from	ce	prop/er	
give	o_e	bu/gle	
done	ea	ru/mor	
because	ee	vis/it	
does	ow	clev/er	
ready	i_e	le/gal	
something	ai	ti/ny	
nothing	ou	lim/it	
through	ow	pri/son	

Round 1: No errors

Round 2: Errors and individual turns

Structural Analysis: Word Types Formed by Adding Morphemes to Base Words

Carnine, Silbert, Kame'enui, Tarver

Word Type	Example	Comments
Common ending or prefix added to a known base word ending with a consonant	bat + er = batter farm + ing = farming	When suffixes that begin with a vowel are added to words ending with a CVC pattern, the final consonant is doubled
-ed added to words ending with a consonant	stop + ed = stopped bum + ed = hummed	When <i>ed</i> is added to a base word, the final consonant sound may be /d/ (hummed) or /t/ (stopped). Sometimes adding <i>ed</i> adds an extra syllable (handed).
Compound words	in+ to = into some + times = sometimes	
An ending added to a word that ends with the letter <i>e</i>	hope + ing = hoping like + able = likeable	When an ending that begins with a vowel is added to a word that ends with <i>e</i> , the e is dropped. Students must deal with discriminating word pairs such as <i>hopped</i> and <i>hoped</i> .
An ending added to base word ending with the letter <i>y</i>	cry + ed = cried happy + ness = happiness	When the base word has a consonant before the <i>y</i> , the <i>y</i> is changed to an <i>i</i> . The <i>i</i> may represent the long /e/ or long /i/ sound, depending on the sound of the <i>y</i> represented in the base word.
Suffixes or prefixes added to a multisyllabic word	in + action + inaction	

Structural Analysis: Teaching Words Formed by Adding "ed"

Carnine, Silbert, Kame'enui, Tarver

ed	ed	ed
/ t /	/ d /	/ed/
jumped	hummed	handed
tricked	begged	batted

Verbally Presented "ed" Words

Clearly demonstrates how the base word determines the sound the ed ending will make. Because they do not have to read the base word, they can concentrate on the sayin the ending correctly.

- Teacher writes ed on board
- Teacher models and tests, saying different words with the ed suffix

"Say hop"

"I'll say hop with this ending"

"Say hop with this ending"

Repeat steps with other words

- Teacher tests students
 - "Say hope with this ending"

Repeat steps with other words

• Teacher provides individual responses

Presenting Written "ed" Words

This format is best used when students have correctly worked through the verbally presented "ed" word task (above)

• Teacher writes words on board

hummed

begged

<u>jump</u>ed

lifted

tripped

<u>hand</u>ed

• Students read each word by identifying the root word and then saying the whole

"Say the underlined part"

"Say the whole word"

Repeat steps with remaining words

• Teacher tests students on reading words

"Word?"

Repeat step with remaining words

• Teacher gives individual turns

Practice Words

hated		
named		
waves		
skated		
batted		
matted		
filled		
ripped		
kidded		
fibbed		
hopped		
robbed		
logged		
rammed		
jammed		

Structural Analysis: Teaching VCe Derivatives Formed by Adding "ing"

Carnine, Silbert, Kame'enui, Tarver

VCe derivative: adding a word ending to a VCe pattern word

$$care + less = careless$$

 $hope + ing + hoping$

• Teacher writes on the board:

```
hope + ing = hoping
care + ing = caring
ride + ing = riding
```

- Tell students about spelling rule. "Here's a rule about spelling words that end with an e. When you add the ending in, you drop the final e.
- Point to the written words and say "These are words formed by using this rule."
- Point to first word. Say "What word?", "Spell _____", "What ending?", "Spell that ending.", "What word?"
- Teacher repeats the steps with remaining words

Practice Words

naming	
tapping	
skating	
hating	
shading	
roping	
closing	
hitting	
rotting	
winning	
piling	
timing	
using	
shouting	

Structural Analysis: Teaching Y Derivatives

Carnine, Silbert, Kame'enui, Tarver

Y derivatives are formed by adding an ending to a word that ends in y

```
marry + ed = married (ie = long e sound)
dry + ed = dried (ie = long i sound)
happy + est = happiest (ie = long e sound and the short e sound)
```

This can cause difficulty because of the variety of sounds that may occur. When an ending is added to a base word that ends in y, there is usually a spelling change. The y is changed to an i.

• Show students word sets to show how y derivatives are formed

```
bunny + es = bunnies
funny + er = funnier
try + es = tries
carry + ed = carried
happy + er = happier
cry + ed = cried
```

• Have students read the list twice

First read through have students read base word, then the y derivative ("bunny", "bunnies")

Second read through, erase the base word plus the ending and have students read only the derivative

("bunnies", "funnier", "tries", "carried", "happier", "cried")

Practice Words

grumpier grumpier grumpier

handy handier handiest

windy windier windiest

busy busier busiest

smelly smellier smelliest

copy copier

funny funnier funniest

Structural Analysis: Multisyllabic Words with Prefixes and Suffixes

Carnine, Silbert, Kame'enui, Tarver

Nagy and Anderson suggest that from fifth grade on, students encounter thousands of new words per year in print. M nay of these new words are loner words composed of two or more word parts. Furthermore, these multisyllabic words may carry most of the meaning in passages, particularly in content passages.

When introducing prefixes and suffixes, it's important to keep in mind that their pronunciation often differs from their phonetic representation.

For example: suffix: -able word: able

- Teacher teaches suffix or prefix in isolation, telling the students how it is pronounced
- Teacher presents a list of words containing the new prefix or suffix.
- Teacher underlines the newly introduced affix

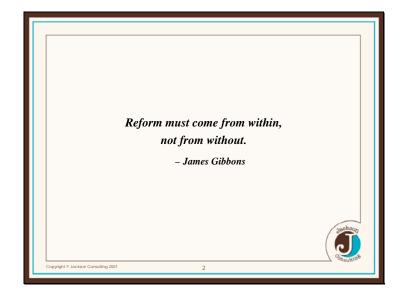
intervention inspection invention

- Teacher has students read the list twice
 - o First read through have students first say the underlined part, then read the entire word
 - On the second read through, students should read the entire word without saying the underlined part
- Teacher then provides students with "mixed list" of word with newly taught affix plus previously taught affixes

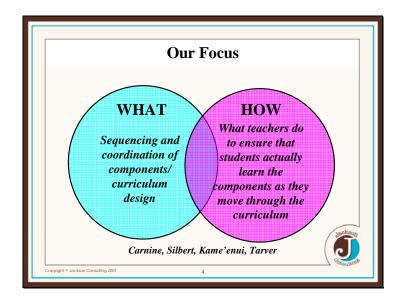
Teaching Difficult to Decode Words in the Content Areas

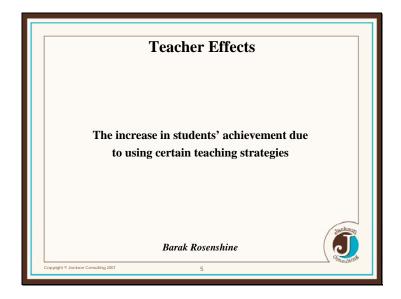
- Focus ahead of time on the "stopper" words that are central to the understanding of the passage
- Apply the structural analysis information previously taught
- Usually the pronunciation/decoding of words is presented as you focus on the meaning of the word
- Important note: do not assume that the correct pronunciation of the word is automatic teach it directly!

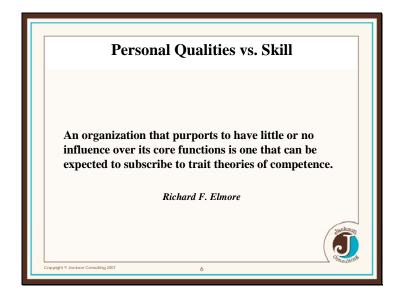








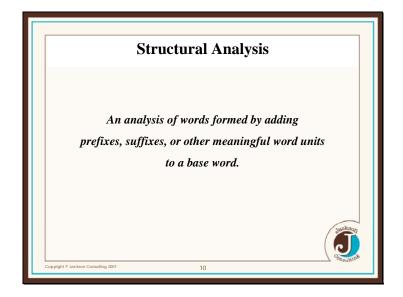




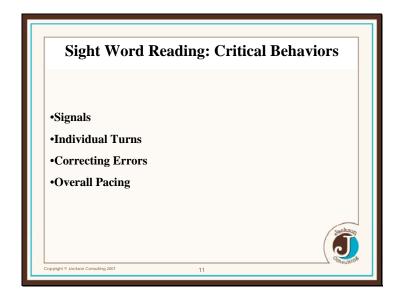
Teach	er Effectiveness Research Rosenshine (1986)
√High levels of	tudent engagement
✓ Academic Foc	ıs
✓Teacher-direct	ed
✓ Carefully sequ	enced and structured materials
✓Clear goals	
✓ Sufficient time	allotted for instruction
✓ Monitoring of	student performance
✓Immediate, ac	ndemically-oriented feedback
✓Structured tea	cher-student interactions



	Common Characters
•	Ms. Linger Finger
4	Perpetual Hover Crafter
٥	Speedy Gonzales
•	Debbie Downer
•	Space Cadet
•	Been There Done That Syndrome
-8	Individual Turn Turncoat
	(Junke



Slide 11



Phonics Instruction "Musts"
1. Teaching the most common sound(s) represented by several consecutive letters (letter combinations) 2. Teaching a strategy for decoding words with contain high-frequency patterns
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Teaching Structural Analysis The Basic Procedure

- 1. Introduce the prefix or suffix in the letter/sound connection format
- 2. Practice the prefix or suffix in isolation for several days
- 3. Introduce words containing that prefix or suffix
- 4. Include words of that type in passage-reading stories

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