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		
10 **single syllable & multi-syllabic**		
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

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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 *ed* is added to a base word, the final consonant sound may be /d/ (hummed) or /t/ (stopped). Sometimes adding *ed* adds an extra syllable (handed).
Compound words	in+ to = into some + times = sometimes	
An ending added to a word that ends with the letter *e*	hope + ing = hoping like + able = likeable	When an ending that begins with a vowel is added to a word that ends with *e*, the e is dropped. Students must deal with discriminating word pairs such as *hopped* and *hoped*.
An ending added to base word ending with the letter *y*	cry + ed = cried happy + ness = happiness	When the base word has a consonant before the *y*, the *y* is changed to an *i*. The *i* may represent the long /e/ or long /i/ sound, depending on the sound of the *y* 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
    <u>hum</u>med
    <u>beg</u>ged
    <u>jump</u>ed
    <u>lift</u>ed
    tripped
    <u>hand</u>ed
- Students read each word by identifying the root word and then saying the whole word
    "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

grumpy	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.
<div align="center">

For example:

suffix: -able

word: able

</div>

- 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

<div align="center">

interven<u>tion</u>   inspec<u>tion</u>   inven<u>tion</u>

</div>

- Teacher has students read the list twice
  - 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!

Slide 1

Advanced Phonics and Decoding
Perfecting Our Craft and Planning for the Future
2nd-3rd Grades

Oregon Reading First
October 2007

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Slide 2

> *Reform must come from within,*
> *not from without.*
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> *– James Gibbons*

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Slide 3

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Slide 4

Our Focus

WHAT
Sequencing and coordination of components/ curriculum design

HOW
What teachers do to ensure that students actually learn the components as they move through the curriculum

Carnine, Silbert, Kame'enui, Tarver

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Slide 5

Teacher Effects

**The increase in students' achievement due
to using certain teaching strategies**

Barak Rosenshine

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Slide 6

Personal Qualities vs. Skill

An organization that purports to have little or no influence over its core functions is one that can be expected to subscribe to trait theories of competence.

Richard F. Elmore

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Slide 7

Teacher Effectiveness Research
Rosenshine (1986)

✓High levels of student engagement

✓Academic Focus

✓Teacher-directed

✓Carefully sequenced and structured materials

✓Clear goals

✓Sufficient time allotted for instruction

✓Monitoring of student performance

✓Immediate, academically-oriented feedback

✓Structured teacher-student interactions

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Slide 8

The Marriage

The "Art" of Teaching

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First Class Instructional Materials/
Scope & Sequence

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BOOSTED STUDENT ACHIEVEMENT

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Slide 9

Common Characters

- Ms. Linger Finger
- Perpetual Hover Crafter
- Speedy Gonzales
- Debbie Downer
- Space Cadet
- Been There Done That Syndrome
- Individual Turn Turncoat

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Slide 10

Structural Analysis

An analysis of words formed by adding
prefixes, suffixes, or other meaningful word units
to a base word.

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Slide 11

Sight Word Reading: Critical Behaviors

- Signals
- Individual Turns
- Correcting Errors
- Overall Pacing

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Slide 12

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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Slide 13

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

Carnine, Silbert, Kame'enui, Tarver

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Slide 14

The Marriage

Art
How we teach

Science
What we teach

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Slide 15

Synthesizing Our Learning

What?

So what?

Now what?

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