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

<table>
<thead>
<tr>
<th>Template #</th>
<th>Don’t Forget!</th>
<th>My Response/Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td></td>
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</tr>
<tr>
<td>Template #</td>
<td>Don’t Forget!</td>
<td>My Response/Action Steps</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>single syllable &amp; multi-syllabic</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Lists for Template Practicum

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

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*

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

Carnine, Silbert, Kame’enui, Tarver

<table>
<thead>
<tr>
<th>ed</th>
<th>ed</th>
<th>ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>/t/</td>
<td>/d/</td>
<td>/ed/</td>
</tr>
<tr>
<td>jumped</td>
<td>hummed</td>
<td>handed</td>
</tr>
<tr>
<td>tricked</td>
<td>begged</td>
<td>batted</td>
</tr>
</tbody>
</table>

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
  - jumped
  - lifted
  - tripped
  - handed
- 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

\[ \text{care} + \text{less} = \text{careless} \]
\[ \text{hope} + \text{ing} + \text{hoping} \]

- 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
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”)
<table>
<thead>
<tr>
<th>Practice Words</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>grumpy</td>
<td>grumpier</td>
<td>grumpier</td>
</tr>
<tr>
<td>handy</td>
<td>handier</td>
<td>handiest</td>
</tr>
<tr>
<td>windy</td>
<td>windier</td>
<td>windiest</td>
</tr>
<tr>
<td>busy</td>
<td>busier</td>
<td>busiest</td>
</tr>
<tr>
<td>smelly</td>
<td>smellier</td>
<td>smelliest</td>
</tr>
<tr>
<td>copy</td>
<td>copier</td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td>funnier</td>
<td>funniest</td>
</tr>
</tbody>
</table>
Nagy and Anderson suggest that from fifth grade on, students encounter thousands of new words per year in print. Many 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
- 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!
Reform must come from within,
not from without.
– James Gibbons
Did I get through the lesson?
Did the students master the material?
How well did I teach the lesson?
What "teacher effects" should I be aware of?

From Compliance to Quality

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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
Teacher Effects

The increase in students’ achievement due to using certain teaching strategies

Barak Rosenshine
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
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
The Marriage

The “Art” of Teaching
* 
First Class Instructional Materials/
Scope & Sequence

= 

BOOSTED STUDENT ACHIEVEMENT
Common Characters

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

An analysis of words formed by adding prefixes, suffixes, or other meaningful word units to a base word.
Sight Word Reading: Critical Behaviors

- Signals
- Individual Turns
- Correcting Errors
- Overall Pacing
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
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
The Marriage

Art
How we teach

Science
What we teach
Synthesizing Our Learning

What?
So what?
Now what?