

Word Reading—Spelling Focused for Multisyllabic or Affixed

Example 1 – Two syllable words (with no affixes) *char/coal*

1. Cover the second syllable *coal*.
2. Use the signaling procedure to focus students on the potentially difficult spelling in the first syllable *ar* and say, “**Sound?**”
3. Use the signaling procedure and say, “**Blend.**” Sweep finger under *char*.
4. Uncover the second syllable and cover the first syllable *char*.
5. Use the signaling procedure to focus students on the potentially difficult spelling *oa* and say, “**Sound?**”
6. Use the signaling procedure and say, “**Blend.**” Sweep finger under *coal*.
7. Uncover the first syllable to reveal the whole word.
8. Use the signaling procedure and say, “**Blend.**” Sweep finger under each syllable.
9. Use the signaling procedure and say, “**Word?**” Slide hand under entire word.
10. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Set #1

1. vol/ume
2. per/haps
3. rain/coat

Set #2

1. po/lite
2. cen/ter
3. pea/nut

Set #3

1. suc/ceed
2. va/cant
3. day/dream

Word Reading—Spelling Focused for Multisyllabic or Affixed (continued)

Example 2 – Two syllable words (with the inflectional ending -ed) *paint/ed*

1. Cover the second syllable *ed* (inflectional ending).
2. Use the signaling procedure to focus students on the potentially difficult spelling in the first syllable *ai* and say, “**Sound?**”
3. Use the signaling procedure and say, “**Blend.**” Sweep finger under *paint*.
4. Uncover the second syllable and cover the first syllable *paint*.
5. Focus students on the inflectional ending *ed* and tell students, “**Say /ed/.**” Slide finger under *ed*.
6. Uncover the first syllable to reveal the whole word.
7. Use the signaling procedure and say, “**Blend.**” Sweep finger under each syllable.
8. Use the signaling procedure and say, “**Word?**” Slide hand under entire word.
9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can’t get the pronunciation, tell them the word.

Note on point 5: The teacher tells students to say the correct pronunciation of the *ed* ending because *ed* as an inflectional ending can represent one of three different sounds: /ed/ as in *painted*, /ɪd/ as in *hummed* and /t/ as in *stopped*. The teacher does not have to tell students to say other endings such as *ing* and *er*.

Set #1

1. nest/ed
2. last/ed
3. hoard/ed
4. add/ed

Set #2

1. land/ed
2. blast/ed
3. board/ed
4. roast/ed

Set #3

1. start/ed
2. bloat/ed
3. raid/ed
4. float/ed

Word Reading—Spelling Focused for Multisyllabic or Affixed (continued)

Example 3 – Two syllable words (with a prefix)

dis/like

1. Cover the second syllable *like*.
2. **Option #1** - If you have taught *dis* as a prefix:
Use the signaling procedure to focus students on *dis* and say, “**Prefix?**” Slide finger under *dis*.

Option #2 - If students have not learned the prefix *dis*:
Use the signaling procedure to focus students on the potentially difficult spelling *i* and say, “**Sound?**”
Use the signaling procedure and say, “**Blend.**” Sweep finger under *dis*.
3. Uncover the second syllable and cover the first syllable *dis*.
4. Use the signaling procedure to focus students on the potentially difficult spelling *i_e* and say, “**Sound?**”
5. Use the signaling procedure and say, “**Blend.**” Sweep finger under *like*.
6. Uncover the first syllable to reveal the whole word.
7. Use the signaling procedure and say, “**Blend.**” Sweep finger under each syllable.
8. Use the signaling procedure and say, “**Word?**” Slide hand under entire word.
9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Set #1

1. dis/trust
2. pre/cut
3. re/fill

Set #2

1. re/turn
2. pre/heat
3. un/tuck

Set #3

1. un/tie
2. pre/pay
3. mis/place

Word Reading—Spelling Focused for Multisyllabic or Affixed (continued)

Example 4 – Two syllable words (with a suffix)

weak/ness

1. Cover the second syllable *ness*.
2. Use the signaling procedure to focus students on the potentially difficult spelling *ea* and say, “**Sound?**”
3. Use the signaling procedure and say, “**Blend.**” Sweep finger under *weak*.
4. Uncover the second syllable and cover the first syllable *weak*.
5. **Option #1** - If you have taught *ness* as a suffix:
Use the signaling procedure to focus students on *ness* and say, “**Suffix?**” and slide finger under *ness*.

Option #2 - If students have not learned the suffix *ness*:
Use the signaling procedure to focus students on the potentially difficult spelling *e* and say, “**Sound?**”
Use the signaling procedure and say, “**Blend.**” Sweep finger under *ness*.
6. Uncover the first syllable to reveal the whole word.
7. Use the signaling procedure and say, “**Blend.**” Sweep finger under each syllable.
8. Use the signaling procedure and say, “**Word?**” Slide hand under entire word.
9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Set #1

1. fear/ful
2. clean/est
3. bak/ing (see A p. 11)
4. sad/dest (see B p. 11)

Set #2

1. price/less
2. cost/ly
3. hik/ing (see A p. 11)
4. hit/ter (see B p. 11)

Set #3

1. reck/less
2. proud/ly
3. saf/er (see A p. 11)
4. hot/test (see B p. 11)

Word Reading—Spelling Focused for Multisyllabic or Affixed (continued)

Example 5 – One syllable words (with the inflectional ending -ed) *hugg(ed)*

1. Cover the inflectional ending *ed* and the doubled consonant (if there is one) to show just the base word.
2. Use the signaling procedure to focus students on the potentially difficult spelling in the base word *u* and say, “**Sound?**”
3. Use the signaling procedure and say, “**Blend.**” Sweep finger under *hug*.
4. Uncover the inflectional ending and cover the base word *hug* and the doubled consonant (if there is one).
5. Focus students on the inflectional ending *ed* and tell students, “**Say /d/.**” Slide finger under *ed*.
6. Uncover the base word to reveal the whole word.
7. Use the signaling procedure and say, “**Blend.**” Sweep finger under the whole word.
8. Use the signaling procedure and say, “**Word?**” Slide hand under entire word.
9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can’t get the pronunciation, tell them the word.

Note on point 5: The teacher tells students to say the correct pronunciation of the *ed* ending because *ed* as an inflectional ending may represent one of three different sounds: /ed/ as in *painted*, /d/ as in *hummed* and /t/ as in *stopped*.

Set #1

1. shrugg(ed)
2. pric(ed)
3. flam(ed)

Set #2

1. tun(ed)
2. pluck(ed)
3. turn(ed)

Set #3

1. plac(ed)
2. hook(ed)
3. drain(ed)

Word Reading—Spelling Focused for Multisyllabic or Affixed (continued)

Example 6 – Two syllable words (with two inflectional endings or suffixes) *play/er(s)*

1. Cover the second syllable *ers*.
2. Use the signaling procedure to focus students on the potentially difficult spelling *ay* and say, “**Sound?**”
3. Use the signaling procedure and say, “**Blend.**” Sweep finger under *play*.
4. Cover the first syllable *play* and place a dot between the two inflectional endings.
5. Focus students on *er* and say, “**Suffix?**” and slide finger under *er*.
6. Focus students on *s* and say, “**Suffix?**” and slide finger under *s*.
7. Uncover the first syllable to reveal the whole word.
8. Use the signaling procedure and say, “**Blend.**” Sweep finger under each syllable.
9. Use the signaling procedure and say, “**Word?**” Slide hand under entire word.
10. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

*Practice words found on page 10 below combined with Example 7.

Word Reading—Spelling Focused for Multisyllabic or Affixed (continued)

Example 7 – Three syllable words *in/ter/nal*

1. Place dots between the syllables (e.g., *in.ter.nal*).
2. Cover the second and third syllables.
3. Use the signaling procedure to focus students on the potentially difficult spelling *i* in the first syllable and say, “**Sound?**”
4. Use the signaling procedure and say, “**Blend.**” Sweep finger under *in*.
5. Cover the last syllable *nal*.
6. Use the signaling procedure to focus students on the potentially difficult spelling *er* in the second syllable and say, “**Sound?**”
7. Use the signaling procedure and say, “**Blend.**” Sweep finger under *ter*.
8. Uncover all syllables.
9. Use the signaling procedure to focus students on the potentially difficult spelling *a* and say, “**Sound?**”
10. Use the signaling procedure and say, “**Blend.**” Sweep finger under *nal*.
11. Use the signaling procedure and say, “**Blend.**” Sweep finger under each syllable.
12. Use the signaling procedure and say, “**Word?**” Slide hand under entire word.
13. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can’t get the pronunciation, tell them the word.

For all of the words below, see C. on p. 11.

Set #1

1. fear/ful/ly
2. re/ap/pear
3. up/sett/ing
4. read/er(s)

Set #2

1. re/turn/ing
2. se/lec/tion
3. im/ple/ment
4. hik/er(s)

Set #3

1. im/port/ant
2. cor/rec/tion
3. per/son/al
4. help/er(s)

Additional Information About Multisyllabic Blending

- A. Before blending a word with an e-drop, you must decide if showing the e-drop helps or hurts with pronunciation. It usually helps. If it helps, follow this procedure to show the e-drop to students:
- Cover the second syllable with your e-drop index card
 - Show students there was an e dropped by writing e on the index card that is covering the second syllable. The e should be on the left hand side of the card so that it shows students where the e was in the base word, while the rest of the card works to cover the second syllable. For the word *liking*, the e card allows the teacher to prompt students to say the i_e sound. The e card is covering *ing*.

lik

e

If showing the e-drop while reading the word hinders pronunciation (e.g., *shelving*), show students after you read the word.

- B. When you cover the first syllable in words like *saddest*, you need to point out to students that the last consonant has been doubled. When you slide the index card over to cover the first syllable and uncover the last syllable, only show the suffix.
- C. With three syllable words or two syllable words that have an inflectional ending that does not create a new syllable, it may be necessary to place dots between syllables after the word has been written on the board. An index card can still be used to help show doubling or e-drop if applicable.

Important Considerations

1. If students don't give the correct pronunciation when asked for the word, ask them to adjust the pronunciation. If they can't adjust the pronunciation in isolation, give them the approximation of the word in context. If they still can't adjust the pronunciation, tell them the correct way to pronounce the word.
2. If students make an error during any step in the above word reading techniques, use what you have learned previously on Card 10 regarding how to effectively correct errors and teach to mastery.
3. Explain to students that you are sliding and not sweeping on word parts that you want them to recognize as meaningful units.
4. If students are not having difficulty with the vowel sound, you can transition them away from that step by just asking them to blend a syllable. Make sure students realize spotting the vowel spellings is an important part of the strategy on Card 16.
5. If the word has an e-drop, consonant doubling, or a more complex spelling change, help students notice this after they have read the word.