Advanced Phonics

Amber Hicks  
Literacy Coach

Chelsea Kilgore  
Literacy Coach

Valerie Gilbert  
Literacy Coach

May 2021
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY Student Graduates from High School and is Ready for College and Career

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

EVERY School and District is Rated “C” or Higher
Session Norms

- Keep your audio on mute.
- Type questions and comments into the chat box.
- Be an active participant.
- Have fun!
Session Goals

• Determine the purpose for teaching advanced phonics in secondary grades.

• Use the Advanced Word Study Guidance Document to:
  o Briefly discuss the components of an advanced phonics lesson plan.
  o Explore the seven main syllable types.
  o Determine how explicit affix and morphology instruction can support reading.
  o Practice strategies and activities to address advanced phonics instruction that support reading comprehension.
Using the chat box, answer the question below:

*What was most meaningful to you as you watched the video?*
• **Phonics**: the relationship between letters and sounds in a language and the ability to apply knowledge of letter-sound correspondences to read

• **Morphology**: the study of meaningful word parts

• **Morpheme**: the smallest unit of a word that still contains meaning

• **Base**: a word part that holds the core meaning

• **Grapheme**: the written representation of a single speech sound

• **Phoneme**: a single speech sound
• **Phonological Awareness**: the ability to recognize and work with the sounds in a spoken language

• **Blending**: joining together the sound-spellings in words

• **Segmenting**: separating the sound-spellings in words

• **Syllabication**: dividing a word into parts that contain a vowel sound
Advanced Phonics

The Why
Simple View of Reading

Fluency

Decoding
- Phonemic Awareness
- Phonics
  - Advanced Phonics
  - Syllabication

Language Comprehension
- Vocabulary
- Text Comprehension
- Morphology
Advanced Phonics: The Why

• Assists students in all aspects of language that are represented in the printed word, including the meaningful word parts, syllables, and graphemes

• Supports learning about the structure of words and how word parts relate to the meaning of other words
Assessing Advanced Phonics

• Identifies the lowest deficit skill
• Informs the educators next steps in interventions, scaffolds, or other supports

Additional Assessments

Decoding Survey
Word Recognition
Advanced Phonics

The What
Advanced Phonics: The What

• Explains the deep orthography of the English language

• Represents language at more than the phoneme-grapheme level

• Requires rapid recognition of all relevant layers of word structure in a mental process called orthographic mapping
## Progression Through Grades

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phoneme-Grapheme Correspondences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Phonological Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluent Recognition of Word Families (Rime Patterns)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300–500 Sight Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Syllables, Syllabification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inflectional Morphology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derivational Morphology: Anglo-Saxon and Latin Roots, Prefixes, Suffixes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek-Derived Morphemes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*LETRS 3rd Edition*
Syllabication

- Helps develop recognition of common syllable patterns, and this knowledge is applied in written spelling
- Supports print and written language
- Provides a reliable strategy for students to decode complex words with advanced patterns
• Studies how words are formed

• Focuses on meaningful units, or morphemes
motivate

morphemes  motive + ate

syllables  mo + tiv + ate

graphemes  motivate

phonemes  /m/ /o/ /t/ /i/ /v/ /a/ /t/
Greek-Derived Morphemes

- Combines morphemes in a more free-form manner
- Shares meaning equally when combined in words
- Provides clues to the meaning of new words
- Supports spelling awareness
Advanced Phonics

The How
Advanced Word Study

• Created for teachers to support students who exhibit a substantial deficiency in advanced word study.
This document:
• is **not** a one size fits all for struggling readers.
• is **not** intended to replace any published curriculum.
• was not designed to be independent seat work.

Students should have **present** and **consistent** support from instructional staff during each lesson component.
### Scope and Sequence

- **Contains 7 weeks of accelerated instruction**
- **May be implemented over 2 days**
- **Day 1:** teacher modeling and guided practice
- **Day 2:** guided/independent practice through text application
Components of an Advanced Phonics Lesson

Day 1:
1. Set the purpose of lesson:
   - Introduction using Anchor Chart
2. Multisyllabic Word Reading:
   - I Do: Model skill in isolation
   - We Do: Practice skill in isolation
3. Multisyllabic Word Work:
   - I Do: Model encoding process
   - We Do: Practice encoding
4. Dictation
Components of an Advanced Phonics Lesson

Day 2:
5. Guided Practice
6. Text Application

Additionally:
• Collaborative Practice
• Speed Drills
Advanced Phonics

Syllabication
Activity

Pronounce and read these words aloud:

capricious
sesquipedalian
coquettish
Worcestershire
Pronunciation

Activity

Pronounce and read these words aloud:

capricious
sesquipedalian
coquetish
Worcestershire
Syllabication Steps

1. Label the first two **vowels**.

2. Draw a **bridge** connecting the vowels.

3. Label the **consonants** on the bridge.

4. Divide using the **pattern** you notice.

5. Identify the syllables types and **label** each.

6. **Blend** each syllable and **read** the word.
Syllable Division Patterns Reference

1. VC | CV
   - consist
   - basic

2. VC | C
   - cabin
   - meow

VC | CV
VV
Closed Syllable

- A closed syllable ends in one or more consonants.
- The vowel sound is short.
- The vowel sound is spelled with one vowel letter.

**Example:** pic-nic
The Syllable Types

Open Syllable

• An open syllable ends in a vowel.

• The vowel sound is long and spelled with one vowel letter.

• **Example**: ti-ger
Vowel Team Syllable

- A vowel team syllable is a syllable that can either have a short or long vowel sound.
- The vowel has one sound.
- The vowels are represented with two vowel letters.
- **Example:** heat
The Syllable Types

R-Controlled Syllable

- The r-controlled syllable contains a letter combination made up of a vowel followed by the letter r.
- The vowel+r sound is one welded sound that cannot be segmented.
- These include ar, er, ir, or, and ur.
- **Example:** mur-ky
The Syllable Types

Silent-E Syllable

- A silent-e syllable is a syllable with a long-vowel sound.
- It is spelled with one vowel letter followed by one consonant and a silent-e.
- **Example**: out-take
Consonant + LE Syllable

• A consonant + le syllable is a final, separate syllable containing a consonant followed by the letters -le.

• **Example**: sta-ple
The Syllable Types

Schwa Syllables

• A schwa syllable contains the /ŭ/ sound in an unstressed syllable with a vowel.

• Example: a-bout

Diphthong Syllables

• A diphthong syllable for ms when two vowels make a new sound.

• The diphthongs are oi/oy, aw/au, ow/ou.

• Example: flow-er
Let’s Try It!

1. Label the first two vowels.
2. Draw a bridge to connect the vowels.
3. Label the consonants on the bridge.
4. Divide using the pattern you notice.

napkin

V C C V
5. Identify the syllable type for each word part and label each.
6. Read each syllable and blend the word.
## Syllables Type Anchor Chart

<table>
<thead>
<tr>
<th>Syllable Type</th>
<th>Definition</th>
<th>Example</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed</td>
<td>Ends in one or more consonants. The vowel makes a short sound</td>
<td>cat</td>
<td><img src="image" alt="Door" /></td>
</tr>
</tbody>
</table>
Let’s Try It!

5. Identify the syllable type for each word part and label each.
6. Read each syllable and blend the word.
Advanced Phonics

Affixes and Morphology
Meaning

Activity

port

- portable
- deportation
- supporting
- transporter
- important
- export
- supportive
- report
1. Break the word into parts: prefix, base word, and suffix.
2. Underline prefixes, box base words, and circle suffixes.
3. Determine if the base is a free base or bound base.
4. Look at base word first, determine meaning.
5. Define prefix and suffix.
6. Define word using all word parts.
7. Read sentence in context to confirm definition.
Morphology Bases

Free or Bound Base

- Word part that holds the core meaning
- Every word has a base
- Free base – can stand alone, even when no additional word part is added
- Bound base – only appears in larger words; while they still hold meaning, they need additional word parts
Affixes

• **Prefix**: added to the beginning of a base or root word (ad-, inter-, trans-, super-)

• **Inflectional suffix**: added to the end of a word but does not change the part of speech (-ed, -s, -est, -ing, -en)

• **Derivational suffix**: added to the end of a word and marks the part of speech (-al, -ize, -ly, -ist, -ic, -ment)
Let's Try It!

photographer
telephoto
photocopier
photogenic
Let’s Try It!

1. Break the word into parts: prefix, base word, suffix.
2. Underline prefixes, box base words, and circle suffixes.
3. Determine if base if a free base or bound base.
4. Look at base word first, determine meaning.

photographer
Base

a word part that holds the core meaning; every word has a base

Free Base

can stand alone even when no additional word part is added

Bound Base

only appear in larger words; while they still hold meaning they need additional word parts
Let’s Try It!

3. Determine if the base is a free base or bound base.
4. Look at base word first, determine meaning.

photographer

FB

FB

to write

___  ___
As the light passed over the filter in the *photometer*, the camera would then adjust the amount of light needed to take the picture.

Juwan’s knowledge of *geography* was so terrible that he thought China was next to Mexico.

I will *describe* the type of dress I want for the dance to my mom.
5. Define prefix and suffix.
6. Define word using all word parts.
7. Read sentence in context to confirm definition.

**photographer**

- **to write**
- **light**

A person who writes about light
The photographer issued them a few directions on where to stand to take the best picture.
Let's Try It!

A person who takes pictures

photographer

FB

FB

to write

light

a person who

write about

got
Scaffolding Supports
### Syllabication Scaffolding Supports

#### Multisyllabic Word Reading:
- Let student(s) try reading the syllable first without sounding it out. If they need extra support, break each syllable up into its individual sounds.
  - Example: DISHMAN
    - "Our first syllable is a closed syllable. The first syllable is spelled d-i-s-h. When I sound this out, I read /d/ /i/ /s/ /h/. Dish is the second syllable. The second syllable is spelled /n/. When I sound this out, I read /n/. When I read the whole word, I get dishman."
- If student is struggling to pronounce the correct vowel sound, remind them of the vowel sound before sounding out the word.
  - Example: DISHMAN
    - "Our first syllable is a closed syllable. Closed syllables have a short vowel sound. The first syllable is spelled d-i-s. The vowel sound would say is /i/. When I sound this out, I read /d/ /i/ /s/ /h/. Dish is the second syllable. The second syllable is also a closed syllable. Remember closed syllables have a short vowel sound. The second syllable is spelled /n/. The vowel sound I would say is /a/ /n/. When I sound this out, I read /a/ /n/ /m/. When I read the whole word, I get dishman."

#### Multisyllabic Word Writing:
- Let student(s) try spelling the syllable first without counting the phonemes. If they need extra support, break each syllable up into its individual sounds.
  - Example: PASTEL
    - "The first syllable is past. I hear short vowel /a/ /s/, so it is a closed syllable. I hear /p/ /a/ /s/ /t/. I spell that past. I will write this on the first line. The second syllable is tel, I hear short vowel /e/ /l/, so it is a closed syllable. I hear /p/ /a/ /s/ /t/ /e/. I spell that tel. I will write this on the second line. When I write the word together, I see the word pastel."
Multisyllabic Word Work

• If a student is struggling to spell the word just by pronouncing the individual phonemes, have them represent each sound with a dot.

\[
\begin{align*}
\text{p} & \quad \text{ā} & \quad \text{s} \\
\text{t} & \quad \text{ē} & \quad \text{l}
\end{align*}
\]

pastel
Morphology Scaffolding Support

**Morphology Scaffolding Supports**

**Word Reading:**
- If student cannot decode a word, syllabicate the word before identifying prefix, suffix and base word.
- Example: INVENTOR
  - "Let us syllabicate this word to help us read it. I see the suffix -or at the end. I will start by circling this and putting suffix at the top to label it. Next, I need to identify my first two vowels. I see vowels i and e, in between / and /, I see consonants n and r. This is a VCCV pattern. I will divide between the two consonants. The first syllable is a closed syllable, which is a short vowel sound, and the second syllable is also a closed syllable. First syllable is /in/; second syllable is /vent/ and suffix is /or/. The whole word is inventor."

**Word Part Identification:**
- Let student(s) try identifying the word parts first without labeling each part. If they need extra support, have students label each word part.
- Example: CONSTRUCTION
  - "Let’s label each part to remind us what word part they are. I know that con- is a prefix. We underline prefixes, so I will underline it and put prefix above it. I know -str is a suffix and we circle suffixes. I will circle it and write suffix above it. Struct is a base word so I will draw a box around it. Struct is a bound base so I will write a BB above it to remind me it’s a bound base."

**Identifying Word in Context:**
- Let student(s) try identifying the meaning of the word first after reading it in context. If they need extra support, have students create word web.
- Example: CONSTRUCTION
  - Since we are having difficulty determining the meaning of the word construction, let us create a word web to help us identify the meaning of the prefix, suffix and base word. Hopefully, this will help us in determining the meaning of the word. We start with identifying the meaning of the base word first. Struct means to make or build. We will draw our arrow and write the meaning below. The prefix con- means with or together. I will draw the arrow and write it below. The suffix -tion means the action of. I will draw the arrow straight down and write the meaning. When I put these together, it looks like construction is the action of building something together. Now, let us reread our sentence/text and see if that makes sense."
Word Part Identification

• Allow students to identify the word parts first without labeling each part. If they need extra support, direct the students to label each word part.

prefix  

construction  
suffix

BB
Reflection
“Reading is the key. Without it, the instructions for playing Monopoly, the recipe for Grandma’s lasagna, *The Cat in the Hat*, the directions to the job interview, the Psalms, the lyrics to *Stairway to Heaven* – all these and a lifetime of other mysteries large and small may never be known.” *(Kansas City Star newspaper)*
Reflection

Take a few minutes to personally reflect on the new knowledge you have gained from today’s presentation.

• What is something new you learned about advanced phonics instruction?

• How will you utilize the information from today to support your students’ ability to read complex text?
Questions?
Resources
Resources


Resources


Statewide public awareness campaign promotes literacy, particularly among PreK-3 students.

Campaign aims to equip parents and community members with information and resources to help children become strong readers.

Visit strongreadersms.com for more information!
Amber Hicks
Literacy Coach
ahicks@mdek12.org

Chelsea Kilgore
Literacy Coach
ckilgore@mdek12.org

Valerie Gilbert
Literacy Coach
valerie.gilbert@mdek12.org