

# Advanced Phonics

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[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

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



3

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

**EVERY** School Has Effective Teachers and Leaders

4



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

5



**EVERY** School and District is Rated “C” or Higher

6



Keep your audio on mute.

Type questions and comments into the chat box.

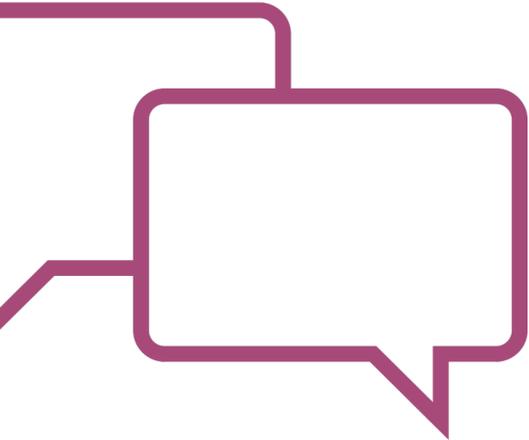
Be an active participant.

Have fun!

- Determine the purpose for teaching advanced phonics in secondary grades.
- Use the Advanced Word Study Guidance Document to:
  - Briefly discuss the components of an advanced phonics lesson plan.
  - Explore the seven main syllable types.
  - Determine how explicit affix and morphology instruction can support reading.
  - Practice strategies and activities to address advanced phonics instruction that support reading comprehension.

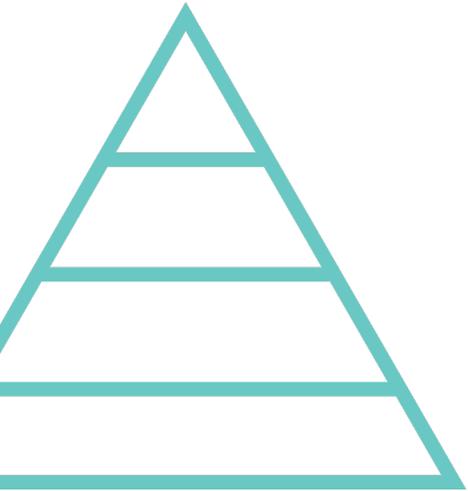




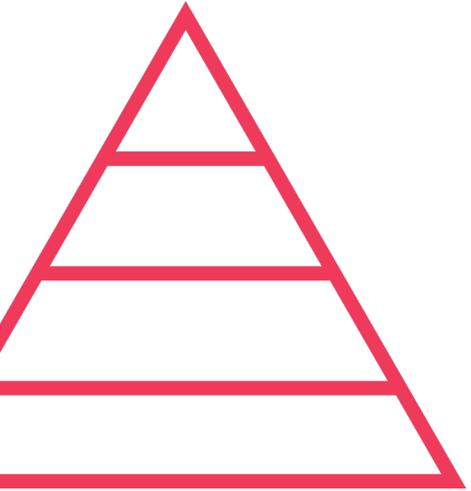


**Using the chat box, answer the question below:**

*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



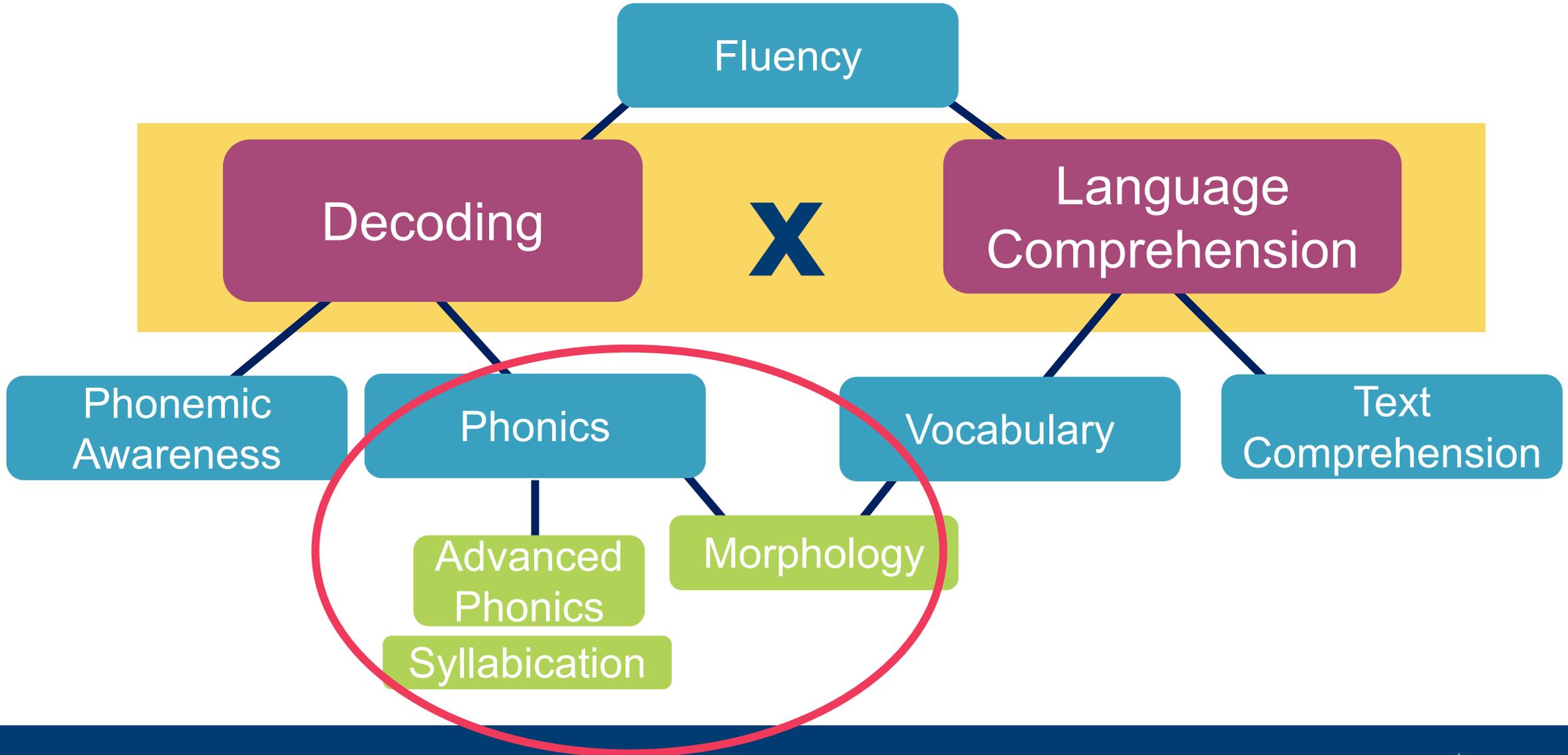
- **Phonological Awareness:** the ability to recognize and work with the sounds in a spoken language
- **Blending:** joining together the sound-spellings in words
- **Segmenting:** separating the sound-spellings in words
- **Syllabication:** dividing a word into parts that contain a vowel sound

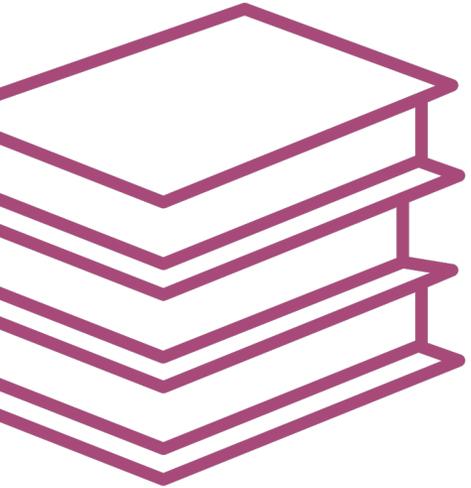
# Advanced Phonics

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The Why



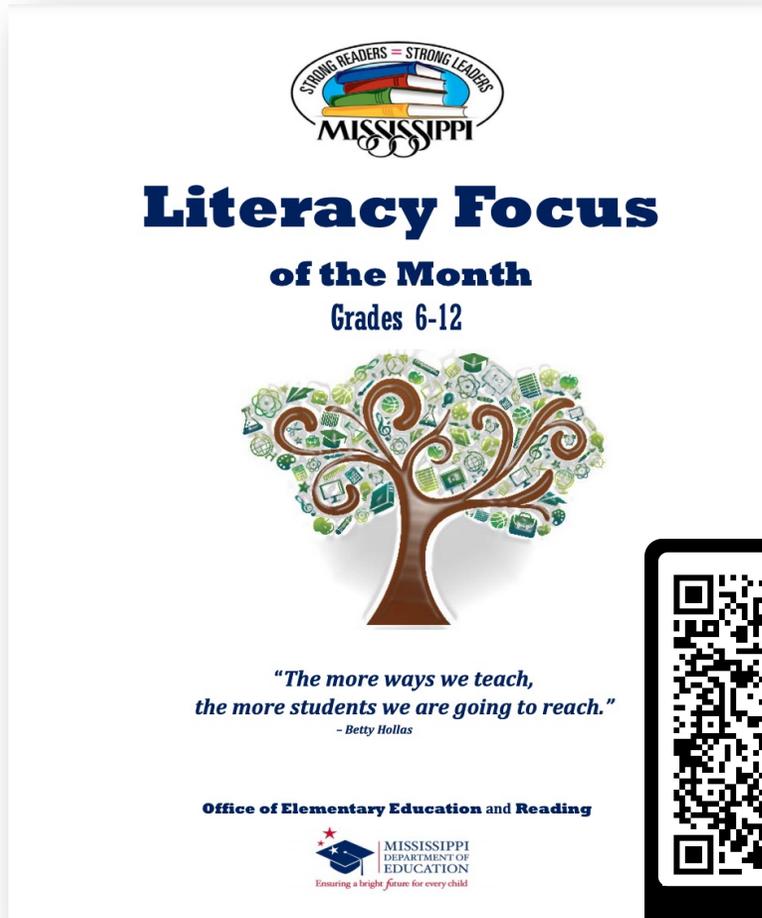




- Assists students in all aspects of language that are represented in the printed word, including the meaningful word parts, syllables, and graphemes
- Supports learning about the structure of words and how word parts relate to the meaning of other words



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



The poster features the Mississippi Department of Education logo at the top, which includes the text "STRONG READERS = STRONG LEADERS" and "MISSISSIPPI". Below the logo is the title "Literacy Focus of the Month Grades 6-12" in a large, bold, blue font. Underneath the title is a stylized tree where the leaves are represented by various educational icons like books, a laptop, and a globe. At the bottom of the poster is a quote: "The more ways we teach, the more students we are going to reach." attributed to Betty Hollas. Below the quote is the text "Office of Elementary Education and Reading" and the Mississippi Department of Education logo with the tagline "Ensuring a bright future for every child".



### Additional Assessments



Decoding Survey



Word Recognition

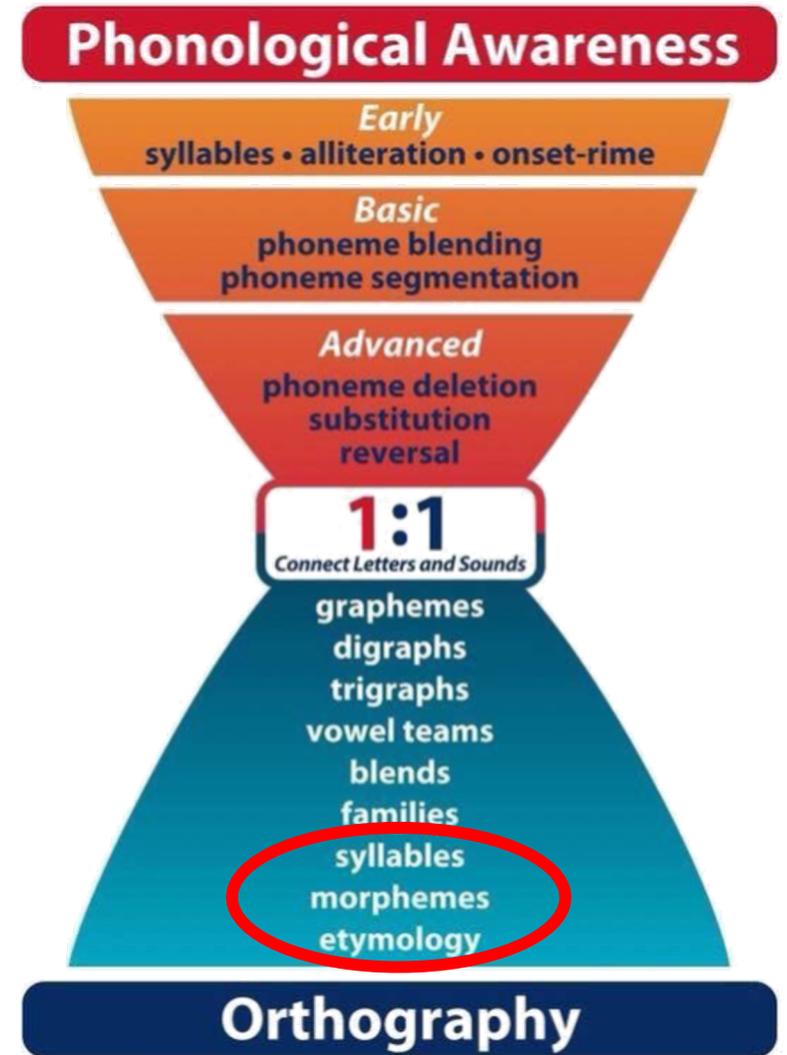
# Advanced Phonics

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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

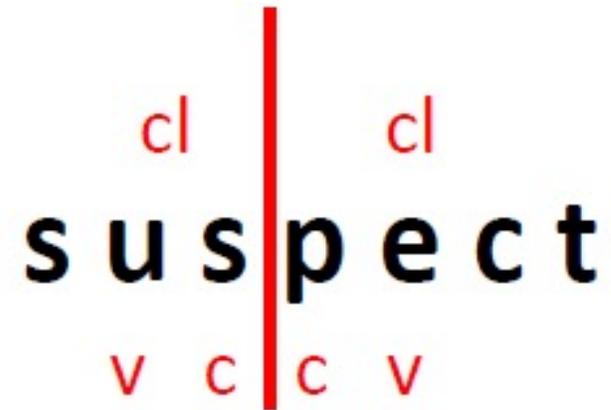


Tolman's Hourglass Figure® • drcaroltolman@gmail.com

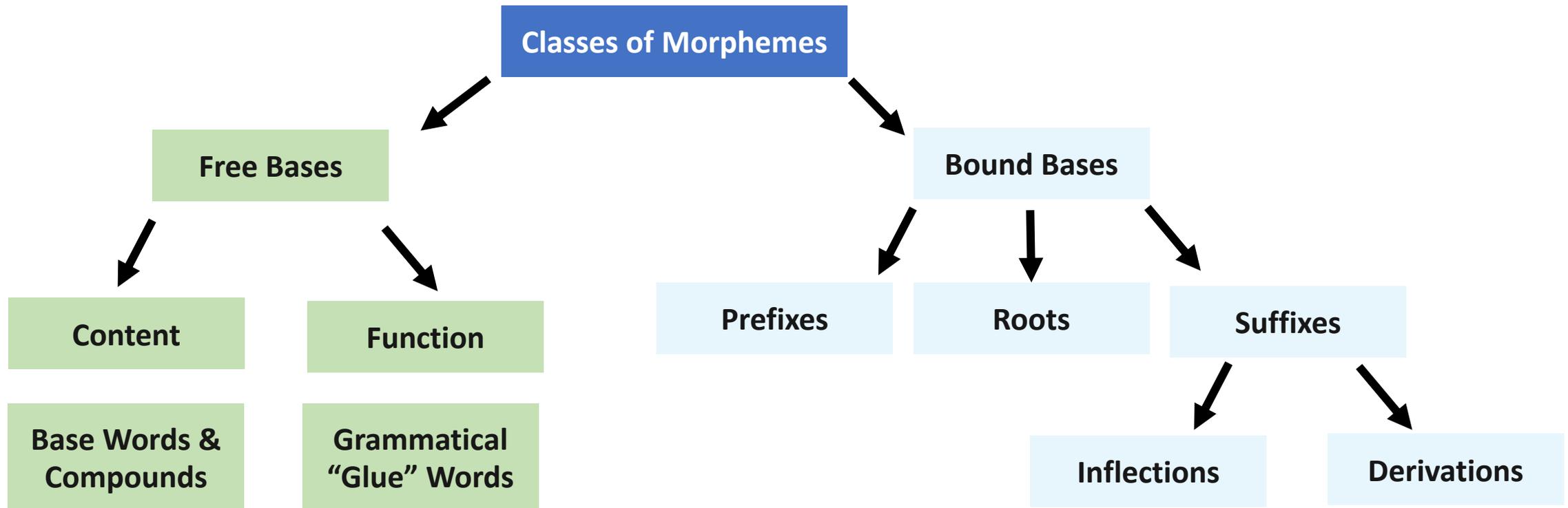
—	—	—	—	—	<b>Greek-Derived Morphemes</b>		
—	—	—	<b>Derivational Morphology: Anglo-Saxon and Latin Roots, Prefixes, Suffixes</b>				—
—	<b>Inflectional Morphology</b>		—	—	—	—	
—	—	<b>Common Syllables, Syllabification</b>			—	—	—
—	<b>Fluent Recognition of Word Families (Rime Patterns)</b>		—	—	—	—	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

(LETRS 3<sup>rd</sup> Edition)

- 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*

m	o	t	i	v	a	t <sub>e</sub>
---	---	---	---	---	---	----------------

*phonemes*

/m/ /ō/ /t/ /ĭ/ /v/ /ā/ /t/



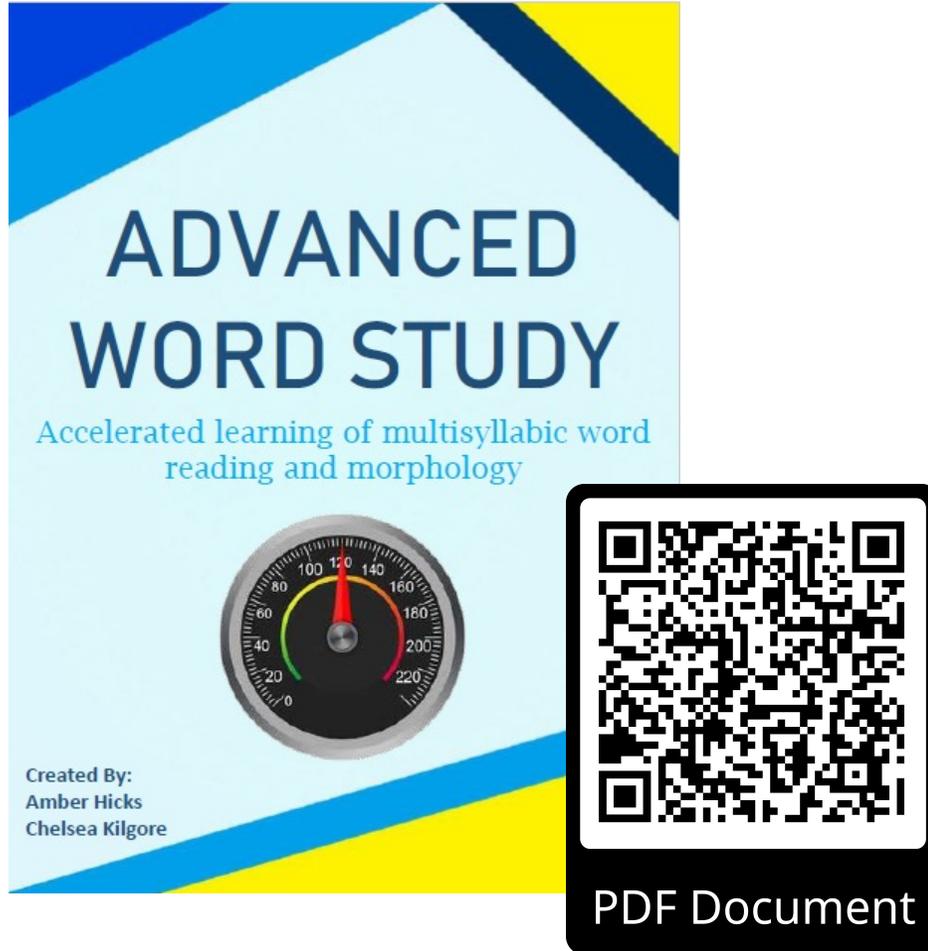
- Combines morphemes in a more free-form manner
- Shares meaning equally when combined in words
- Provides clues to the meaning of new words
- Supports spelling awareness



# Advanced Phonics

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The How



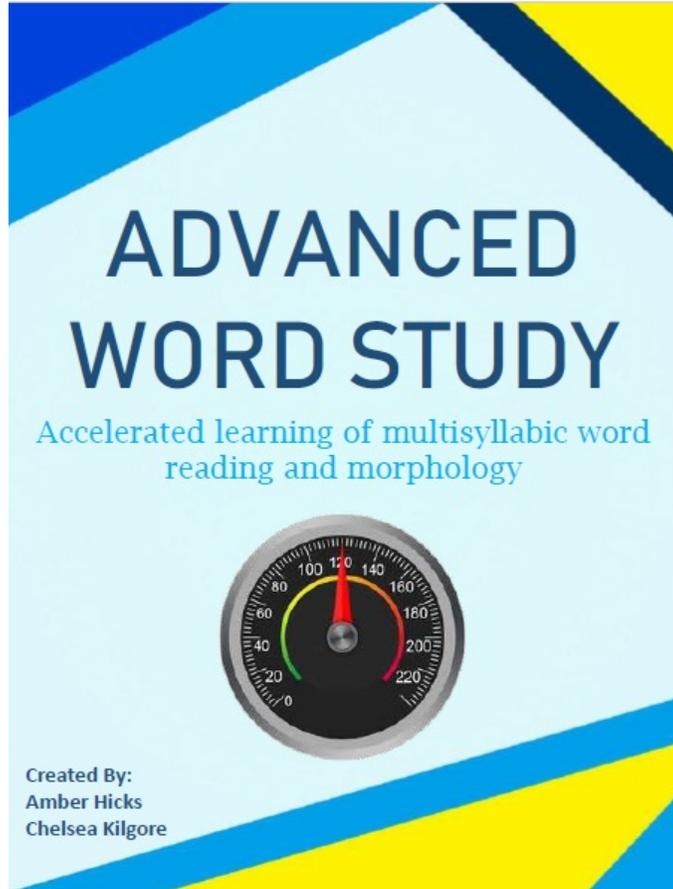
ADVANCED  
WORD STUDY

Accelerated learning of multisyllabic word  
reading and morphology

Created By:  
Amber Hicks  
Chelsea Kilgore

PDF Document

- 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.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>CLOSED SYLLABLES</b> <u>I DO</u> : Closed Syllables Lesson <u>WE DO</u> : Closed Syllables Guided Practice	<b>CLOSED SYLLABLES</b> <u>WE DO/YOU DO</u> : Closed Syllables Text Application Students should have present and consistent support from instructional staff.	<b>OPEN SYLLABLES</b> <u>I DO</u> : Open Syllables Lesson <u>WE DO</u> : Open Syllables Guided Practice	<b>OPEN SYLLABLES</b> <u>WE DO/YOU DO</u> : Open Syllables Text Application Students should have present and consistent support from instructional staff.	<b>VOWEL TEAM SYLLABLES</b> <u>I DO</u> : Vowel Team Syllables Lesson <u>WE DO</u> : Vowel Team Syllables Guided Practice
Week 2	<b>VOWEL TEAM SYLLABLES</b> <u>WE DO/YOU DO</u> : Vowel Team Syllables Text Application Students should have present and consistent support from instructional staff.	<b>R-CONTROLLED SYLLABLES</b> <u>I DO</u> : R-Controlled Syllables Lesson <u>WE DO</u> : R-Controlled Syllables Lesson Students should have present and consistent support from instructional staff.	<b>R-CONTROLLED SYLLABLES</b> <u>WE DO/YOU DO</u> : R-Controlled Syllables Text Application Students should have present and consistent support from instructional staff.	<b>SILENT-E SYLLABLES</b> <u>I DO</u> : Silent-E Syllables Lesson <u>WE DO</u> : Silent-E Syllables Guided Practice	<b>SILENT-E SYLLABLES</b> <u>WE DO/YOU DO</u> : Silent-E Syllables Text Application Students should have present and consistent support from instructional staff.
Week 3	<b>CONSONANT + LE SYLLABLES</b> <u>I DO</u> : Consonant + LE Syllables Lesson <u>WE DO</u> : Consonant + LE Syllables Guided Practice	<b>CONSONANT + LE SYLLABLES</b> <u>WE DO/YOU DO</u> : Consonant + LE Syllables Text Application Students should have present and consistent support from instructional staff.	<b>SCHWA/DIPHTHONG SYLLABLES</b> <u>I DO</u> : Schwa/Diphthong Syllables Lesson <u>WE DO</u> : Schwa/Diphthong Syllables Guided Practice	<b>SCHWA/DIPHTHONG SYLLABLES</b> <u>WE DO/YOU DO</u> : Schwa/Diphthong Syllables Text Application Students should have present and consistent support from instructional staff.	<b>Prefixes: fore-, pro-, inter-</b> <u>I DO</u> : Prefixes: fore-, pro-, inter-Lesson <u>WE DO</u> : Prefixes: fore-, pro-, inter-Guided Practice
Week 4	<b>Prefixes: fore-, pro-, inter-</b> <u>WE DO/YOU DO</u> : Prefixes: fore-, pro-, inter-Text Application Students should have present and consistent support from instructional staff.	<b>Prefixes: trans-, non-, over-</b> <u>I DO</u> : Prefixes: trans-, non-, over-Lesson <u>WE DO</u> : Prefixes: trans-, non-, over-Guided Practice	<b>Prefixes: trans-, non-, over-</b> <u>WE DO/YOU DO</u> : Prefixes: trans-, non-, over-Text Application Students should have present and consistent support from instructional staff.	<b>Prefixes: sub-, semi-, anti-</b> <u>I DO</u> : Prefixes: sub-, semi-, anti-Lesson <u>WE DO</u> : Prefixes: sub-, semi-, anti-Guided Practice	<b>Prefixes: sub-, semi-, anti-</b> <u>WE DO/YOU DO</u> : Prefixes: sub-, semi-, anti-Text Application Students should have present and consistent support from instructional staff.
Week 5	<b>Suffixes: -y, -ly, -ful</b> <u>I DO</u> : Suffixes: -y, -ly, -ful Lesson <u>WE DO</u> : Suffixes: -y, -ly, -ful Guided Practice	<b>Suffixes: -y, -ly, -ful</b> <u>WE DO/YOU DO</u> : Suffixes: -y, -ly, -ful Text Application Students should have present and consistent support from instructional staff.	<b>Suffixes: -hood, -less, -ness</b> <u>I DO</u> : Suffixes: -hood, -less, -ness Lesson <u>WE DO</u> : Suffixes: -hood, -less, -ness Guided Practice	<b>Suffixes: -hood, -less, -ness</b> <u>WE DO/YOU DO</u> : Suffixes: -hood, -less, -ness Text Application Students should have present and consistent support from instructional staff.	<b>Suffixes: -er/-or, -en, -ment</b> <u>I DO</u> : Suffixes: -er/-or, -en, -ment Lesson <u>WE DO</u> : Suffixes: -er/-or, -en, -ment Guided Practice
Week 6	<b>Suffixes: -er/-or, -en, -ment</b> <u>WE DO/YOU DO</u> : Suffixes: -er/-or, -en, -ment Text Application Students should have present and consistent support from instructional staff.	<b>Roots: port, form, ject</b> <u>I DO</u> : Roots: port, form, ject Lesson <u>WE DO</u> : Roots: port, form, ject Guided Practice	<b>Roots: port, form, ject</b> <u>WE DO/YOU DO</u> : Roots: -port, form, ject Text Application Students should have present and consistent support from instructional staff.	<b>Roots: spect, dict, tend</b> <u>I DO</u> : Roots: spect, dict, tend Lesson <u>WE DO</u> : Roots: spect, dict, tend Guided Practice	<b>Roots: spect, dict, tend</b> <u>WE DO/YOU DO</u> : Roots: -spect, dict, tend Text Application Students should have present and consistent support from instructional staff.
Week 7	<b>Roots: fer, meter, graph</b> <u>I DO</u> : Roots: fer, meter, graph Lesson <u>WE DO</u> : Roots: fer, meter, graph Guided Practice	<b>Roots: fer, meter, graph</b> <u>WE DO/YOU DO</u> : Roots: -fer, meter, graph Text Application Students should have present and consistent support from instructional staff.	<b>Roots: photo, script, geo</b> <u>I DO</u> : Roots: photo, script, geo Lesson <u>WE DO</u> : Roots: photo, script, geo Guided Practice	<b>Roots: photo, script, geo</b> <u>WE DO/YOU DO</u> : Roots: -photo, script, geo Text Application Students should have present and consistent support from instructional staff.	

- 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





## 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



## Day 2:

5. Guided Practice
6. Text Application

## Additionally:

- Collaborative Practice
- Speed Drills

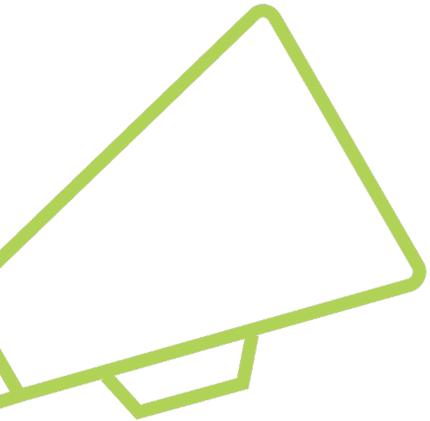
# Advanced Phonics

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## Syllabication

## Activity

Pronounce and read these words aloud:

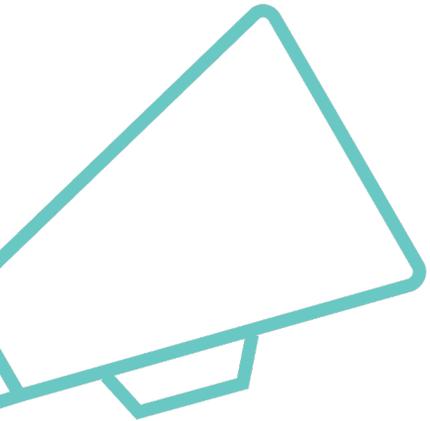


capricious  
sesquipedalian  
coquettish  
Worcestershire



## Activity

Pronounce and read these words aloud:



ca·pri·cious

ses·qui·pe·da·li·an

co·quet·tish

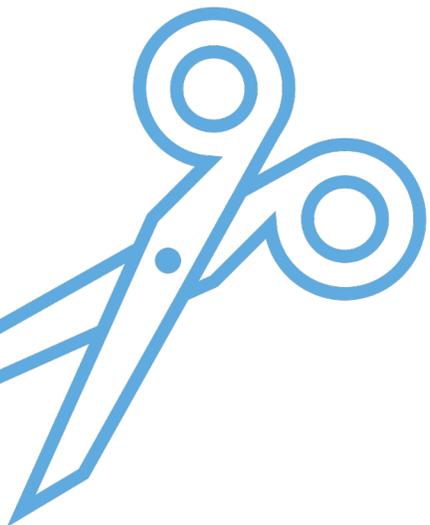
Worces·ter·shire





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.





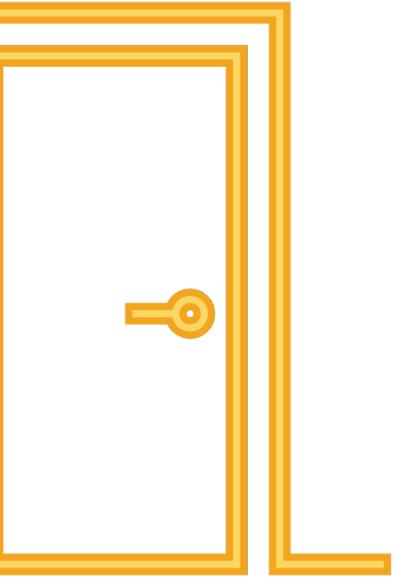
**VC|CV**  
con|sist  
v c | c v

**V|CV**  
ba|sic 1  
v | c v

**VC|V**  
cab|in 2  
v c | v

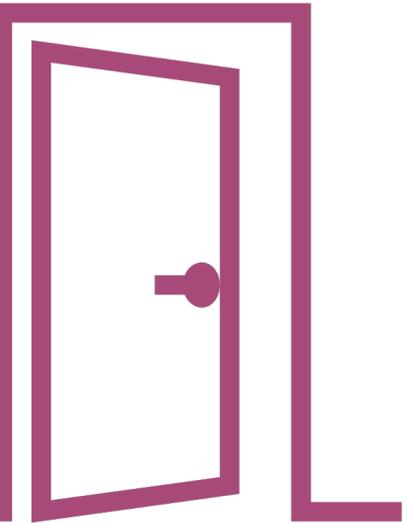
**V|V**  
me|ow  
v | v

## Closed Syllable



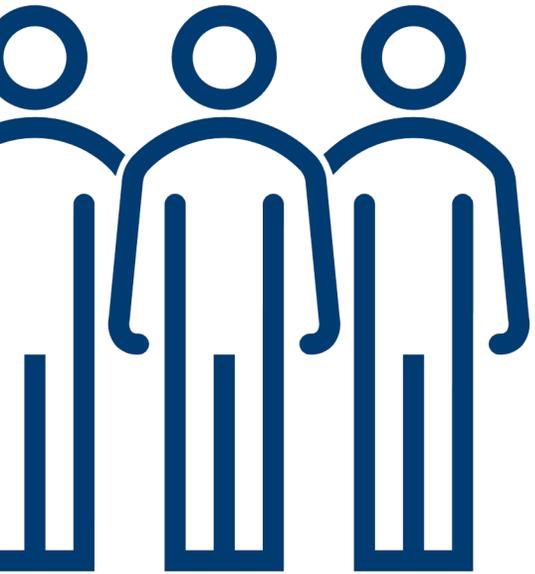
- A closed syllable ends in one or more consonants.
- The vowel sound is short.
- The vowel sound is spelled with one vowel letter.
- **Example:** pic-nic

## Open Syllable



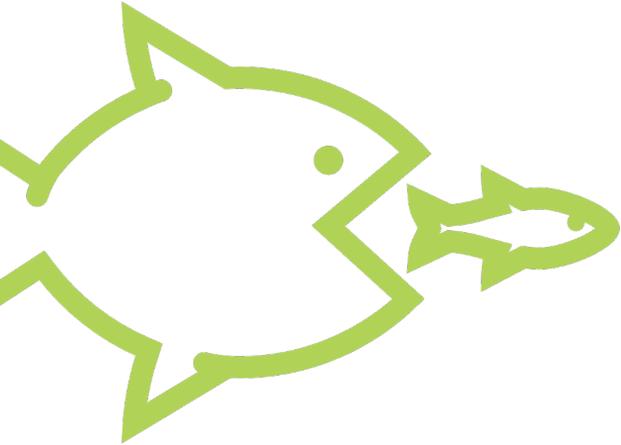
- An open syllable ends in a vowel.
- The vowel sound is long and spelled with one vowel letter.
- **Example:** ti-ger

## Vowel Team Syllable



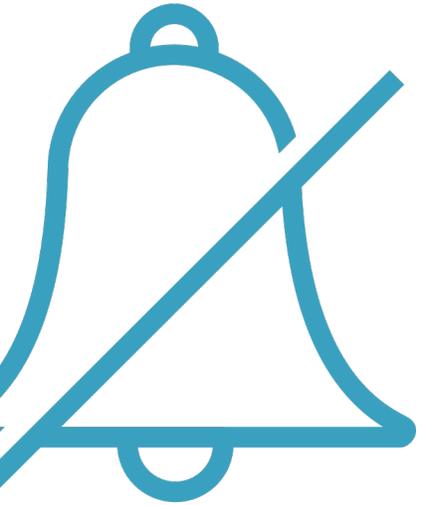
- A vowel team syllable is a syllable that can either have a short or long vowel sound.
- The vowel has one sound.
- The vowels are represented with two vowel letters.
- **Example:** heat

## R-Controlled Syllable



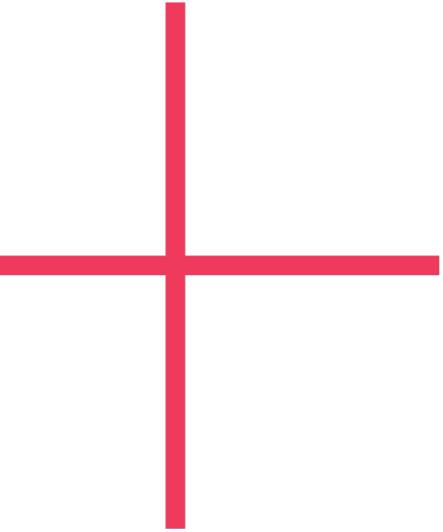
- The r-controlled syllable contains a letter combination made up of a vowel followed by the letter r.
- The vowel+r sound is one welded sound that cannot be segmented.
- These include ar, er, ir, or, and ur.
- **Example:** mur-ky

## 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



## Schwa Syllables

- A schwa syllable contains the /ǘ/ sound in an unstressed syllable with a vowel.
- **Example:** a-bout

## Diphthong Syllables

- A diphthong syllable forms when two vowels make a new sound.
- The diphthongs are oi/oy, aw/au, ow/ou.
- **Example:** flow-er



**VC CV**  
con|sist  
v c | c v

**V V**  
me|ow  
v | v

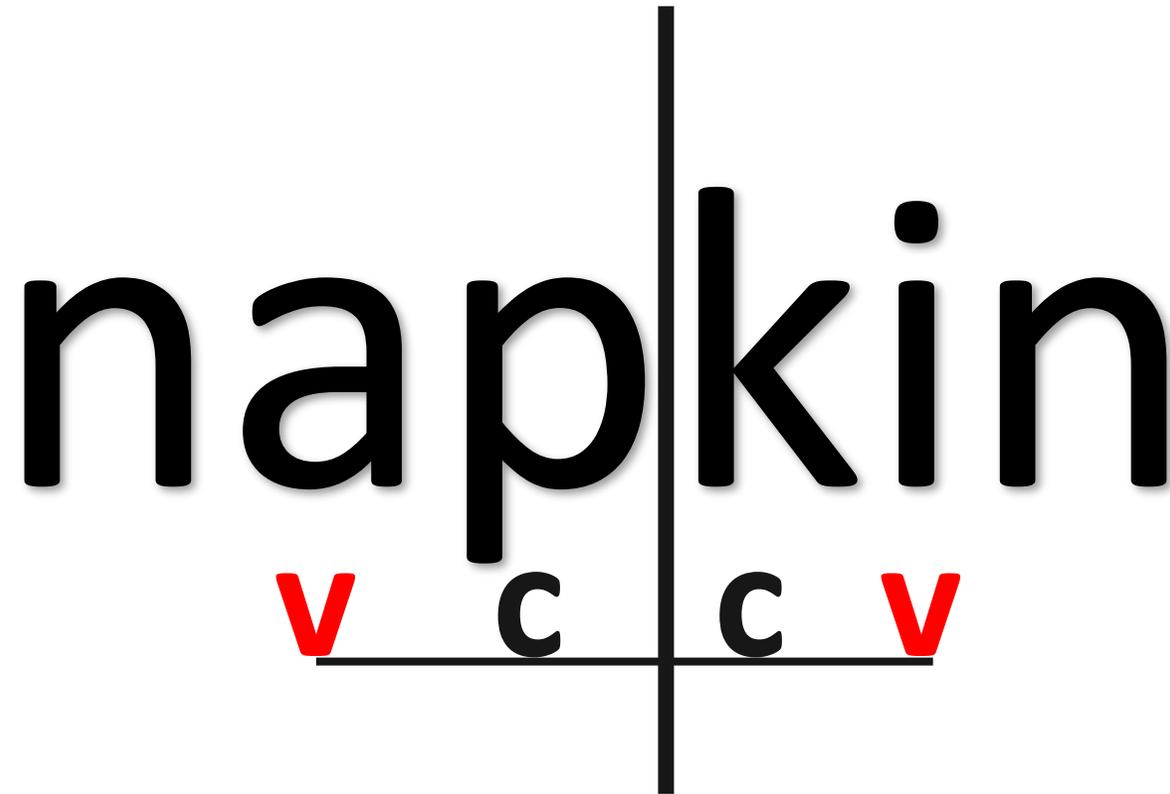
**V CV**  
ba|sic  
v | c v

1

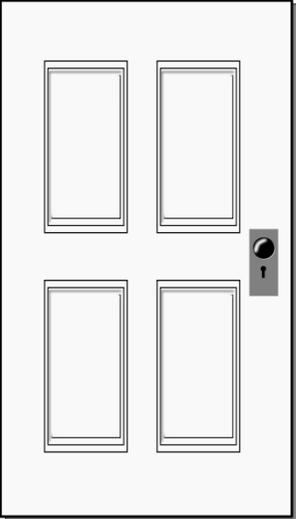
**VC V**  
cab|in  
v c | v

2

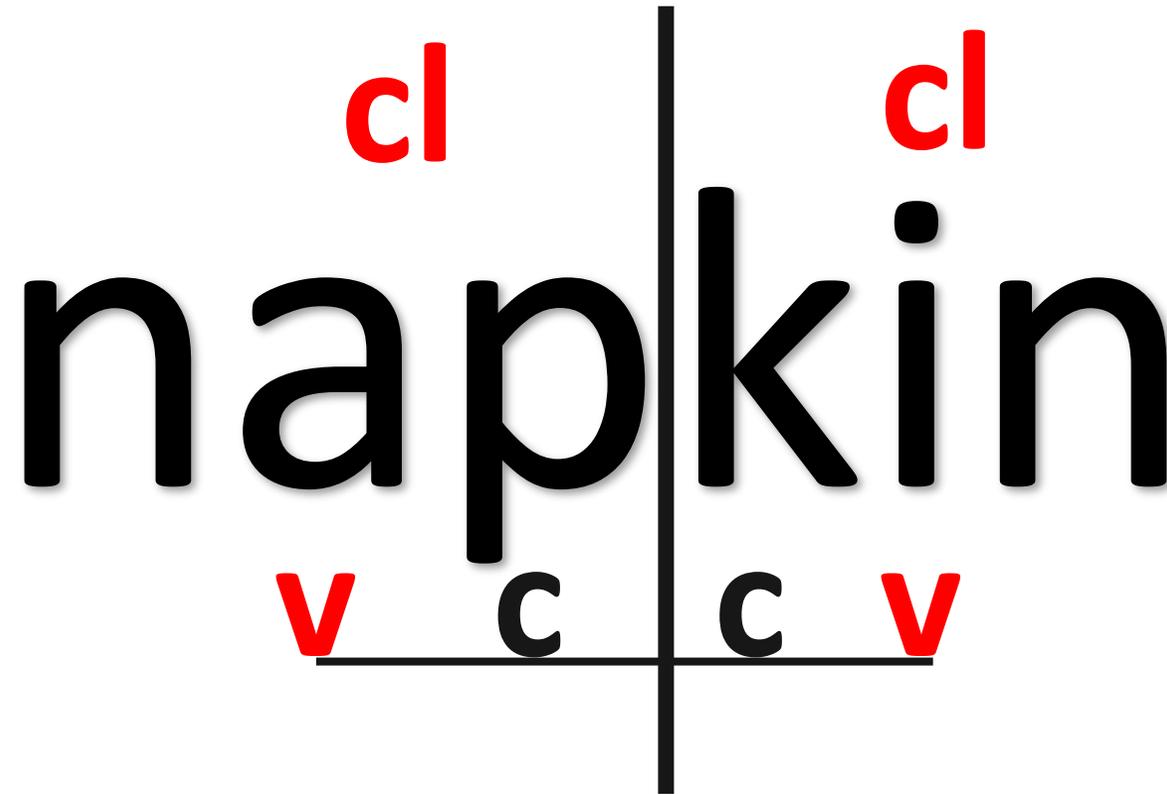
5. Identify the syllable type for each word part and label each.
6. Read each syllable and blend the word.



# Syllables Type Anchor Chart

Syllable Type	Definition	Example	Visual
<b>Closed</b>	<b>Ends in one or more consonants</b>  <b>The vowel makes a short sound</b>	<b>cat</b>	

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



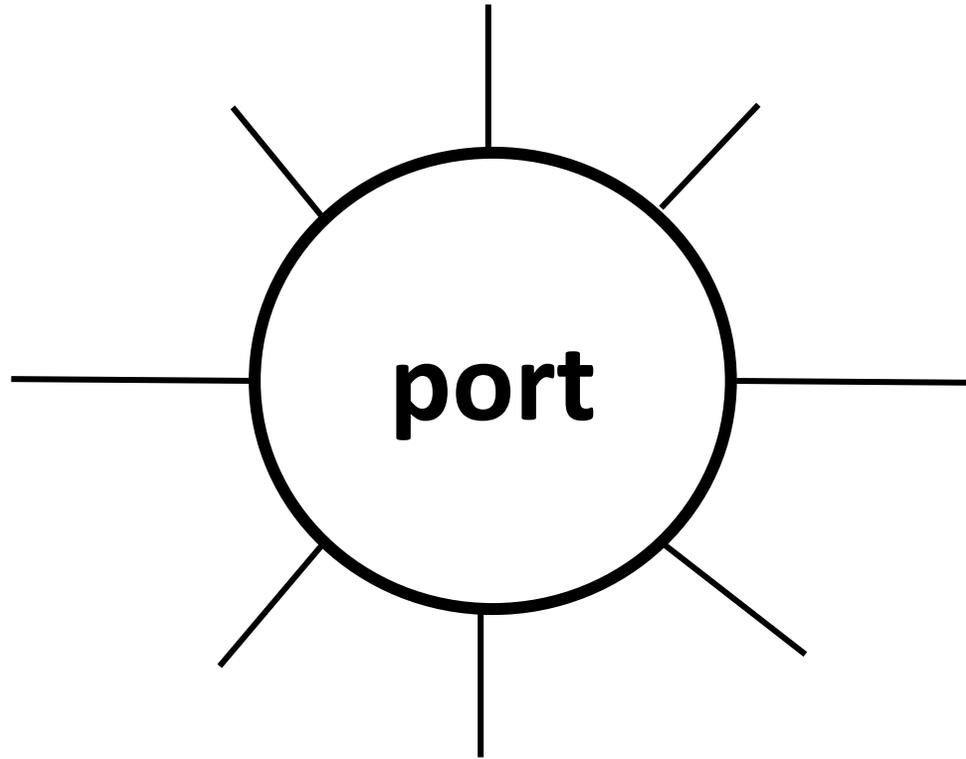
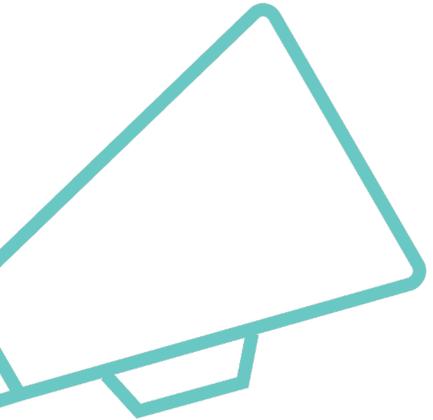
# Advanced Phonics

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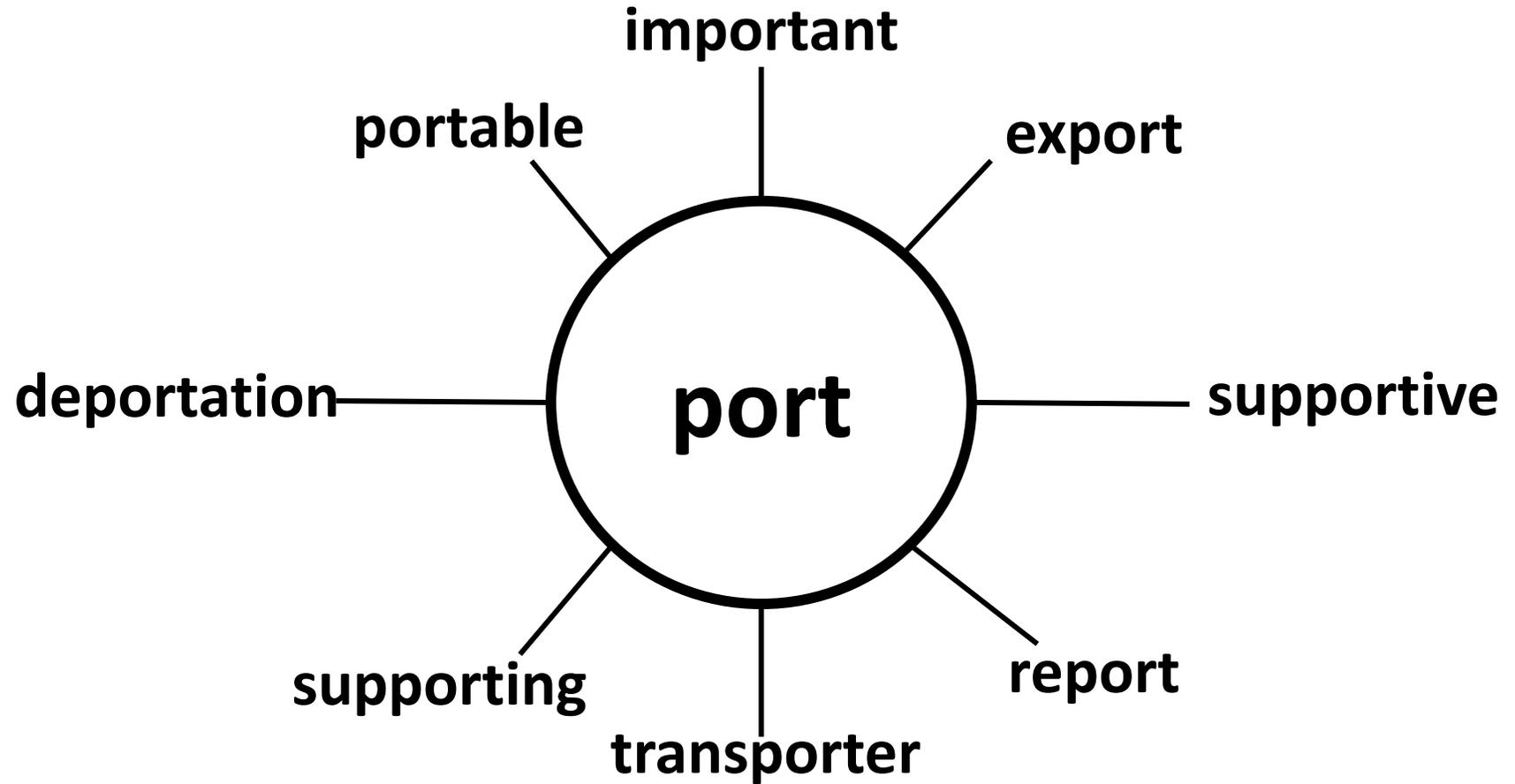
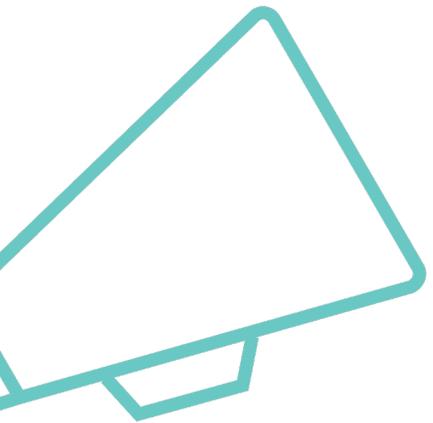
Affixes and Morphology



## Activity



Activity

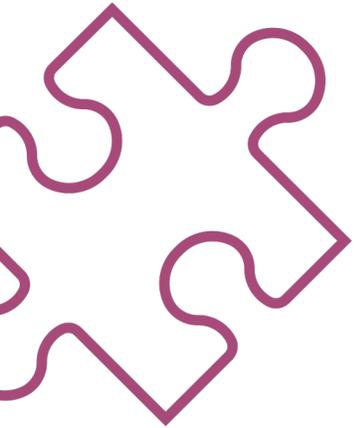




1. Break the word into parts: prefix, base word, and suffix.
2. Underline prefixes, box base words, and circle suffixes.
3. Determine if the base is a free base or bound base.
4. Look at base word first, determine meaning.
5. Define prefix and suffix.
6. Define word using all word parts.
7. Read sentence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



## 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



- 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)

photographer ←

telephoto

photocopier

photogenic



1. Break the word into parts: prefix, base word, suffix.
2. Underline prefixes, box base words, and circle suffixes.
3. Determine if base is 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

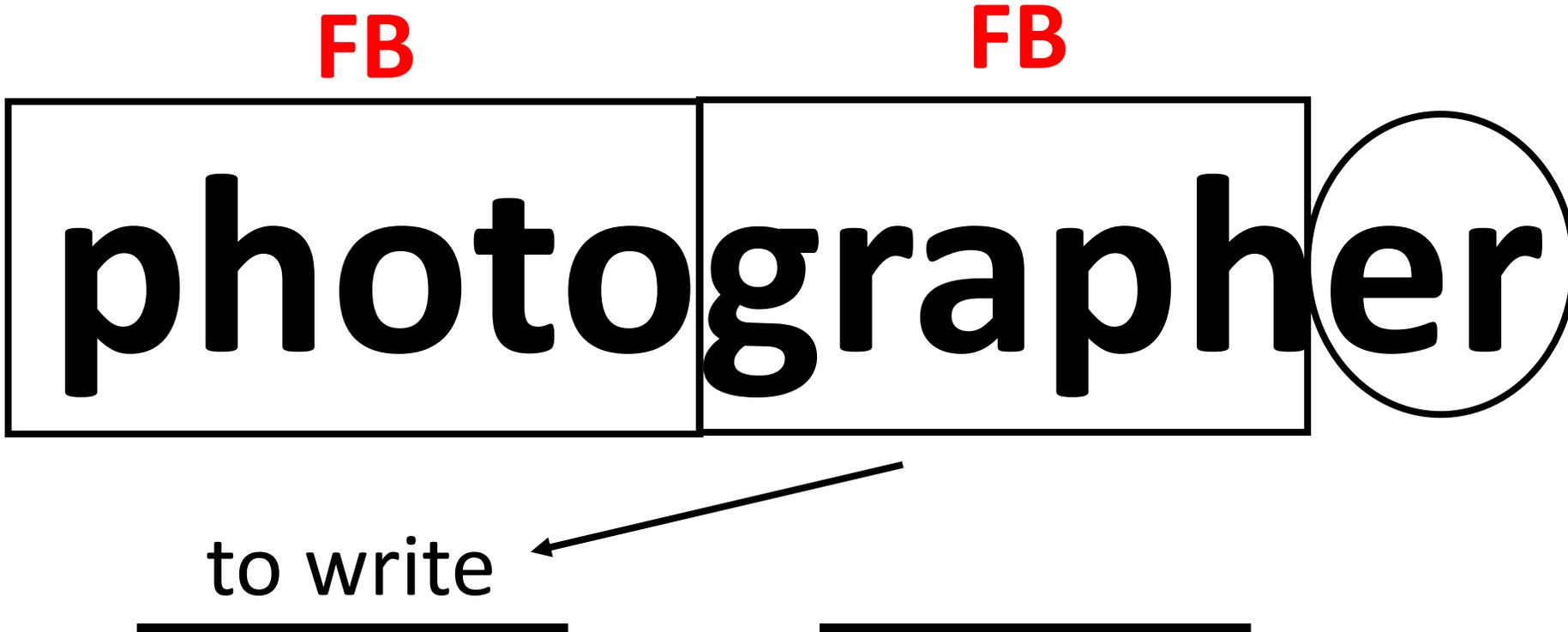
can stand alone even when no additional word part is added



## Bound Base

only appear in larger words; while they still hold meaning they need additional word parts

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



# Roots Anchor Chart

**photo**

light



54

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

**geo**

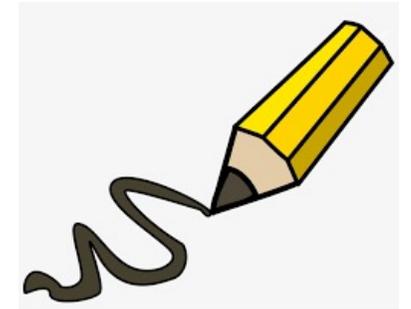
earth



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

**scrib/script**

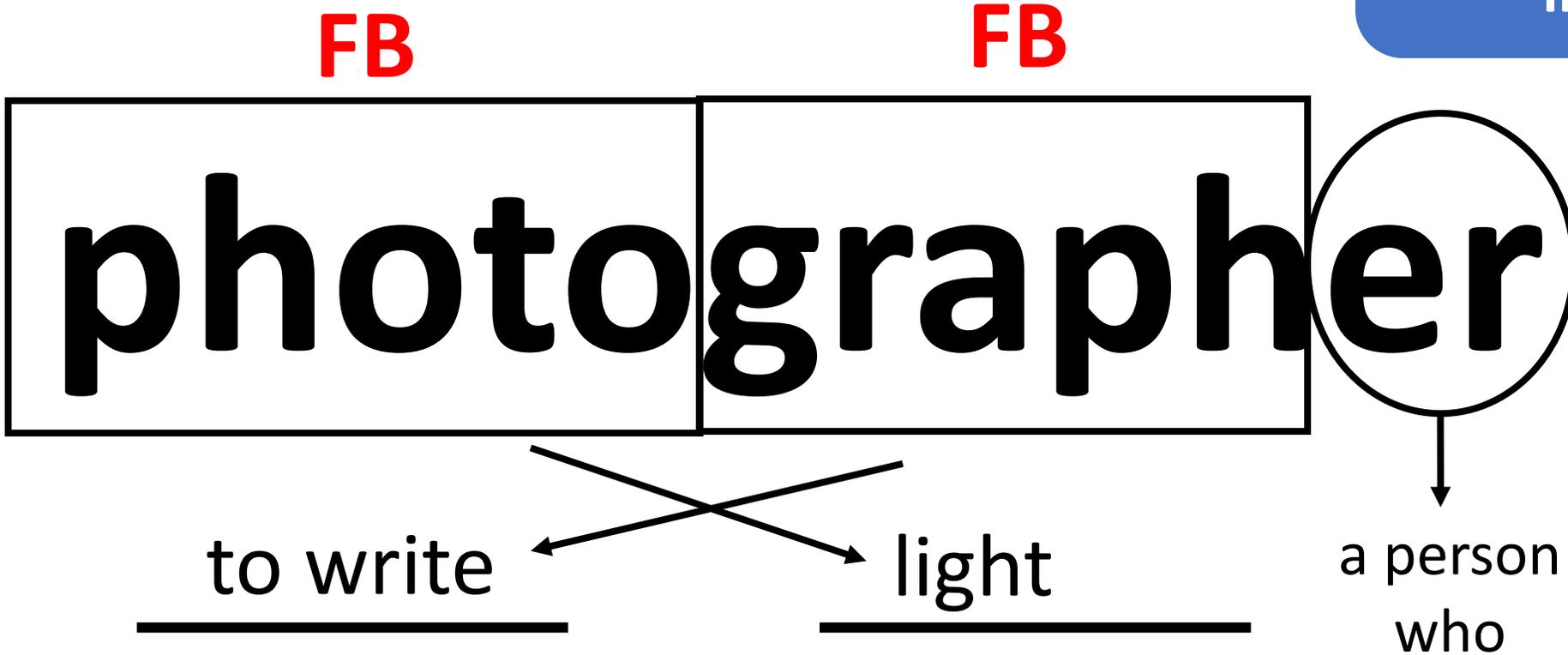
write or  
written



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.

A person who writes about light



The **photographer**  
issued them a few  
directions on where to  
stand to take the best  
picture.

A person who takes pictures

A person who writes about  
~~light~~

FB

FB

photographer

to write

light

a person who

# Scaffolding Supports

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## 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: *DISHPAN*

"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/sh/, dish. The second syllable is also a closed syllable. The second syllable is spelled *p-a-n*. When I sound this out, I read /p/ā/n/, pan. When I read the whole word, I get dishpan."

- If student is struggling to pronounce the correct vowel sound, remind them of the vowel sound before sounding out the word.

Example: *DISHPAN*

"Our first syllable is a closed syllable. Closed syllables have a short vowel sound. The first syllable is spelled *d-i-s-h*. The vowel sound I would say is /i/. When I sound this out, I read /d/i/sh/, dish. The second syllable is also a closed syllable. Remember closed syllables have a short vowel sound. The second syllable is spelled *p-a-n*. The vowel sound I would say is /ā/. When I sound this out, I read /p/ā/n/, pan. When I read the whole word, I get dishpan."

### Multisyllabic Word Work:

- 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 *pas*. I hear short vowel /ā/, so it is a closed syllable. I hear /p/ā/s/. I spell that *pas*. I will write this on the first line. The second syllable is *tel*, I hear short vowel /ĕ/, so it is a closed syllable. I hear /t/ĕ/l/. I spell that *tel*. I will write this on the second line." When I write the word together, I see the word *pastel*."

## Syllabication Scaffolding Supports

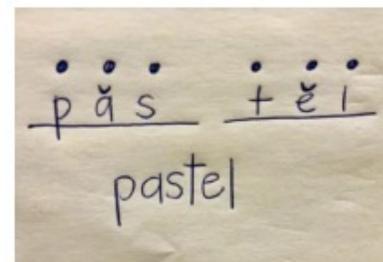
- If student is struggling to spell the word just by pronouncing the individual phonemes, have them represent each sound with a dot.

Example: *PASTEL*

"The first syllable is *pas*. I hear short vowel /ā/, so it is a closed syllable. I hear /p/ā/s/. I hear three sounds, so I will put three dots above my first syllable line to represent the three sounds that I hear. The first sound I hear is /p/. I spell that with the letter *p*. The second sound I hear is /ā/. I spell that with the letter *a*. The third sound I hear is /s/. I spell that with the letter *s*. My first syllable is spelled *pas*."

"The second syllable is *tel*. I hear short vowel /ĕ/, so it is a closed syllable. I hear /t/ĕ/l/. I hear three sounds, so I will put three dots above my second syllable line to represent the three sounds that I hear. The first sound I hear is /t/. I spell that with the letter *t*. The second sound I hear is /ĕ/. I spell that with the letter *e*. The third sound I hear is /l/. I spell that with the letter *l*. My second syllable is spelled *tel*."

"When I write this word together, I see the word *pastel*."



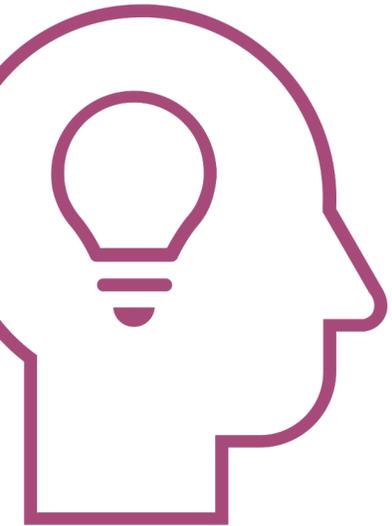
## Multisyllabic Word Work

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

● ● ●  
**p    ă    s**  
\_\_\_\_\_

● ● ●  
**t    ě    l**  
\_\_\_\_\_

**pastel**



**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 *i* and *e*, I see consonants *n* and *v*. 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.

cl		cl	suffix
i	n	v	o
v	c	c	v

**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 *-ion* 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.

prefix	BB	suffix
c	o	i
o	n	o
n	s	n

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Scaffolding Supports

**Morphology Scaffolding Supports**

**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 *-ion* 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."

*construction*

to make  
up/build

With or  
together

the  
action  
of

the action of building something together

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Scaffolding Supports

## 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**      **BB**      **suffix**  
**con**struction

The word "construction" is displayed in a large, bold, black font. Above the word, three red labels are positioned: "prefix" is above "con", "BB" is above "struction", and "suffix" is above "ion". A red horizontal line underlines the "con" part. A red rectangular box encloses the "struction" part. A red circle encloses the "ion" part.

# Reflection

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**“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*)



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

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- 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?





# Resources

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Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades* 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension. Scholastic Prof Book Div, 2011.

Honig, B., Diamond, L. and Gutlohn, L., 2013. *Teaching Reading Sourcebook*. 2nd ed. Berkeley, California: Consortium on Reading Excellence in Education, Inc., pp.259-318.

Moats, L. and Tolman, C., 2005. *LETRS*. 3rd ed. Dallas, Texas: Voyager Sopris Learning.

Brainspring.com. 2020.Orton-Gillingham Accredited Training, Tutoring And Educational Products | Brainspring.com. Available at: <<https://brainspring.com/>>

Van Cleave, W., 2019. Morphology Matters: Building Vocabulary Through Word Parts. Available at: <<http://wvced.com>>





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](http://strongreadersms.com) for more information!





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