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.

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
State Board of Education

STRATEGIC PLAN GOALS

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

4. **EVERY** School Has Effective Teachers and Leaders

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

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

- Silence your cell phones.
- Please check and/or respond to emails during breaks.
- Be an active participant.
- Do not hesitate to ask questions!
Session Goals

- 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.
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

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

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

• **Phoneme:** a single speech sound

• **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

• **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
Advanced Phonics

The Why
Simple View of Reading

Decoding

Fluency

Language Comprehension

Phonemic Awareness

Phonics

Advanced Phonics

Syllabication

Morphology

Vocabulary

Text Comprehension
• 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

(LETRS 3rd Edition)

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<td><strong>Phoneme-Grapheme Correspondences</strong></td>
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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
Morphology

• Studies how words are formed

• Focuses on meaningful units, or morphemes

Classes of Morphemes

Free Bases
- Content
- Base Words & Compounds
- Grammatical “Glue” Words

Function

Bound Bases
- Prefixes
- Roots
- Suffixes
- Inflections
- Derivations
motivate

**morphemes**

motive + ate

**syllables**

mo + tiv + ate

**graphemes**

motivate

**phonemes**

/m/ /õ/ /t/ /ɨ/ /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

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
Pronounce and read these words aloud:

- capricious
- sesquipedalian
- coquettish
- Worcestershire
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.
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
The Syllable Types

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
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**: about

Diphthong Syllables
• A diphthong syllable for ms when two vowels make a new sound.
• The diphthongs are oi/oy, aw/au, ow/ou.
• **Example**: flower
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
consist

meow

basic

cabinet
Let’s Try It!

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

napkin

V C C V
<table>
<thead>
<tr>
<th>Syllable Type</th>
<th>Definition</th>
<th>Example</th>
<th>Visual</th>
</tr>
</thead>
</table>
| Closed       | Ends in one or more consonants  
              | The vowel makes a short sound | cat |
Let’s Try It!

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

confiscate

cl cl

v c c v c c v

s-e
port
Meaning

- portable
- deportation
- supporting
- transporter
- important
- export
- supportive
- report
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)
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.
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

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.
Let’s Try It!

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

to write

light

photographer

a person who
The **photographer** gave them several directions on where to stand for the best picture.
Let’s Try It!

A person who takes pictures

FB

photographer

to write

light

FB

a person who

write about
Your Turn!

foreclose

prefix FB

end or stop before

To end or stop something before
They have been unable to pay their bill. The bank said they may **foreclose** their loan.
Scaffolding Supports
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.

pastel
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.
Wrap Up
Review Activity

Using the cards at your table, pair each vocabulary word with its working definition.
• **Phonics:** the relationship between letters and sounds in a language and the ability to apply knowledge of letter-sound correspondences to read

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

• **Phoneme:** a single speech sound

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

• **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
“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 Start newspaper)
Take a few minutes to reflect on the new knowledge you have gained from today’s presentation with your table.

- 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 for Teachers

- MS-CCR Standards
- MTSS Guidance Document
- ELA Scaffolding Document
- ELA Vertical Progression Document
- TNTP Article
- Steps for Implementing an Intensive Acceleration Class
If you have questions, please email askacoach@mdek12.org.

The "Ask A Literacy Coach" button is also available on the MDE 'resources for teachers' page.
MTSS or IRPs:
Laurie Weathersby, Student Intervention Services K-12
601-359-2586 lweathersby@mdek12.org

EL Services:
Sandra Elliott, EL Intervention Support Specialist Pre-K-12
601-359-2586 selliott@mdek12.org

State Assessments and Universal Screeners:
Melissa Beck, K-3 Assessment Coordinator
601-359-5245 mbeck@mdek12.org
Strong Readers Strong Leaders Mississippi

Strongreadersms.com website developed to help families assist children with building their reading skills. The site provides activities, resources and information for children from birth through grade 5 to become strong readers.
References


Chelsea Kilgore
Literacy Coach
ckilgore@mdek12.org

Kenny Gibson
Literacy Coach
kgibson@mdek12.org