Advanced Phonics

mdek12.org

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MISSISSIPPI DEPARTMENT OF EDUCATION

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VISION

MISSION

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

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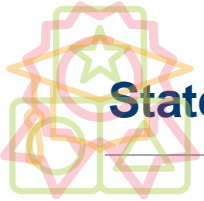
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

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

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Silence your cell phones.

Please check and/or respond to emails during breaks.

Be an active participant.

Do not hesitate to ask questions!

- 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.

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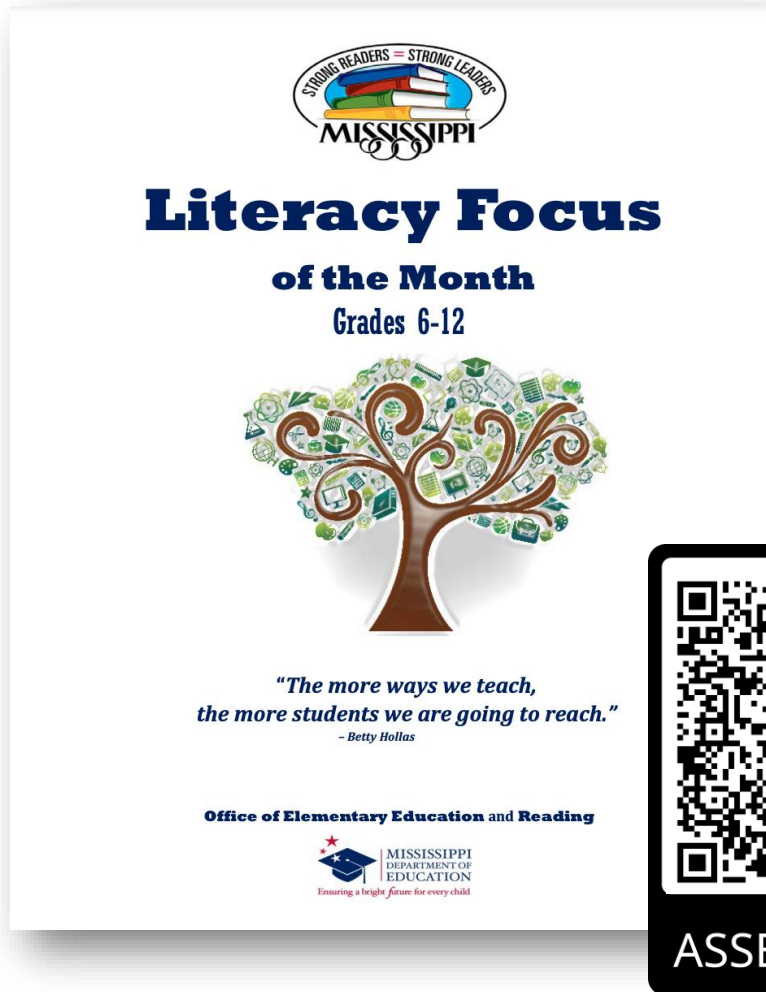
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The Why
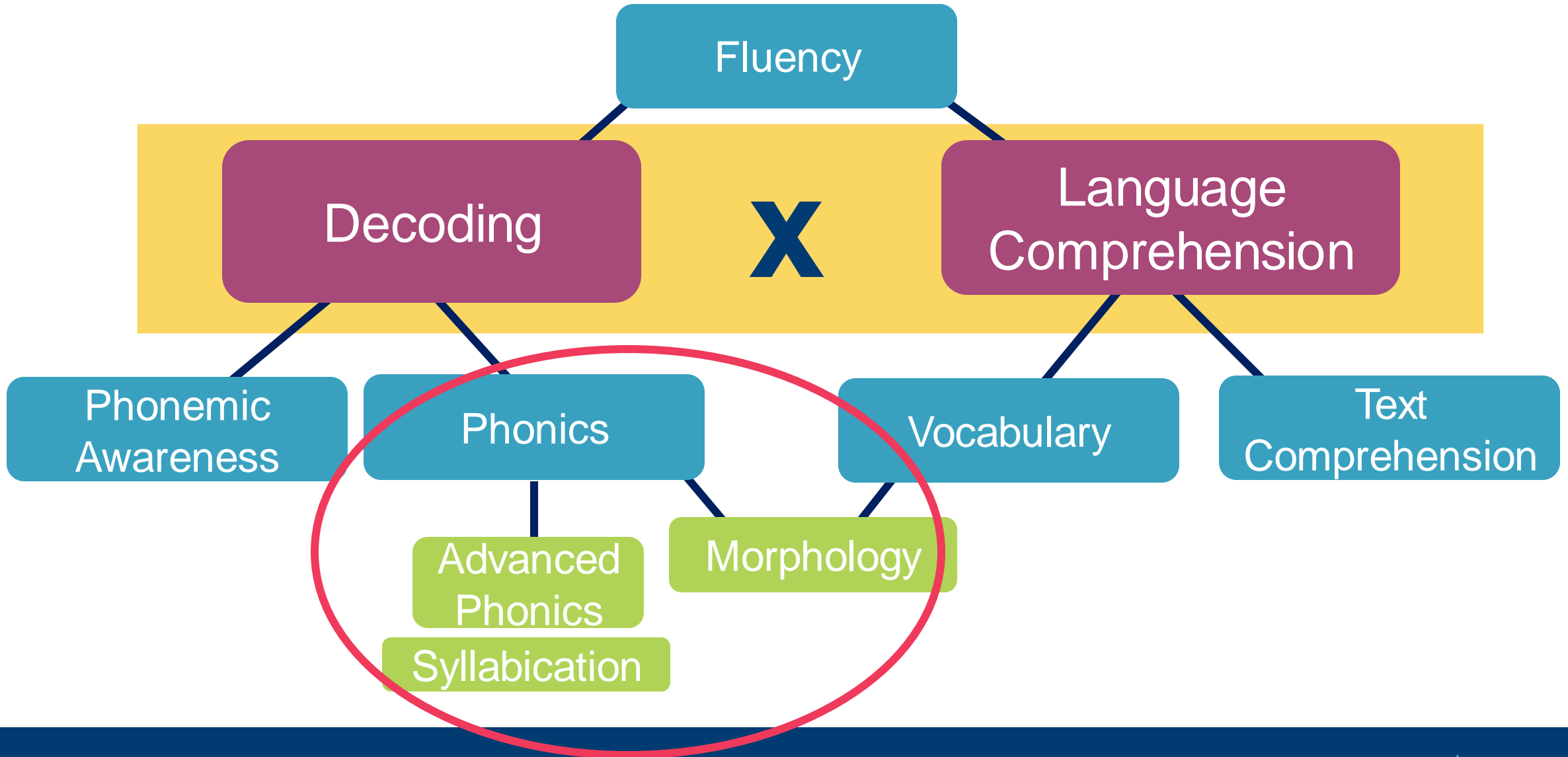
- Assists students in all aspects of language that are represented in the printed word, including the meaningful word parts, syllables, and graphemes

- 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

Additional Assessments

Decoding Survey · Word Recognition

ASSESSMENTS

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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
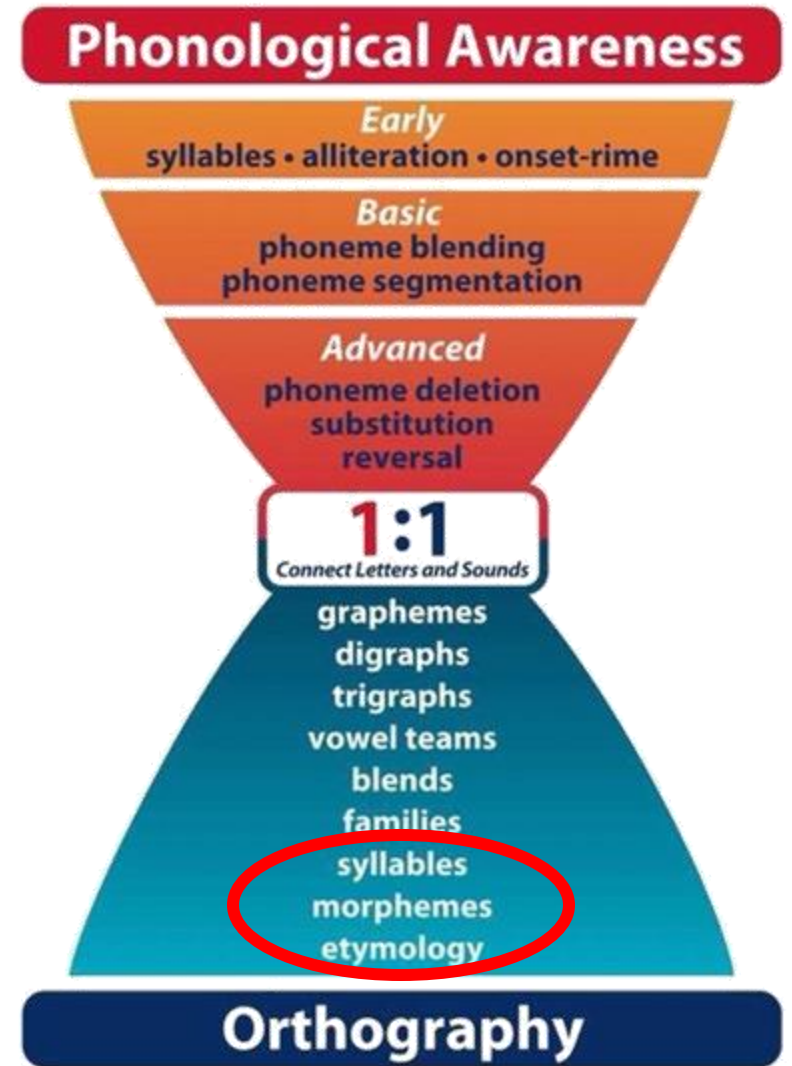

Tolman's Hourglass Figure® • drcaroltolman@gmail.com

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

(LETRS 3rd 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

cl   cl

s u s | p e c t

v c | c v
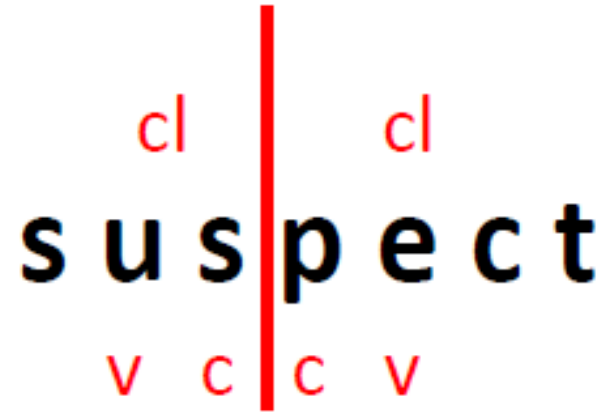
- Studies how words are formed

- Focuses on meaningful units, or morphemes

Classes of Morphemes

Free Bases

Bound Bases

Content

Function

Prefixes

Roots

Suffixes

Base Words & Compounds

Grammatical "Glue" Words

Inflections

Derivations
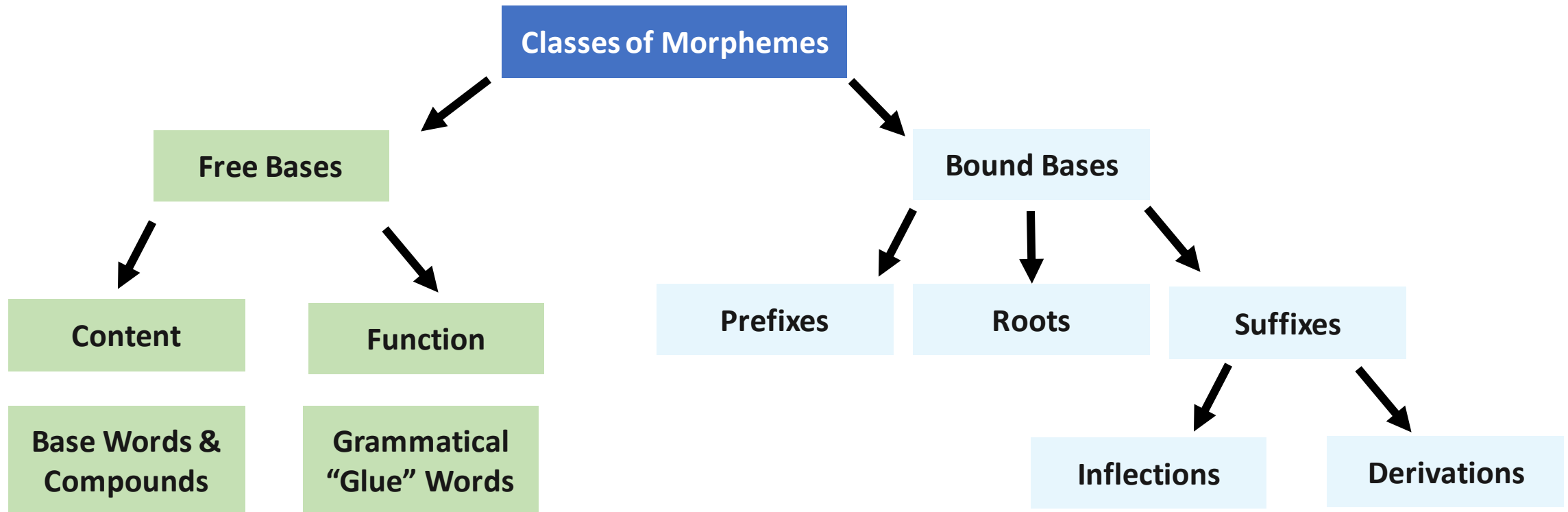
motivate

morphemes   motive + ate

syllables   mo + tiv + ate

graphemes

m	o	t	i	v	a	t e

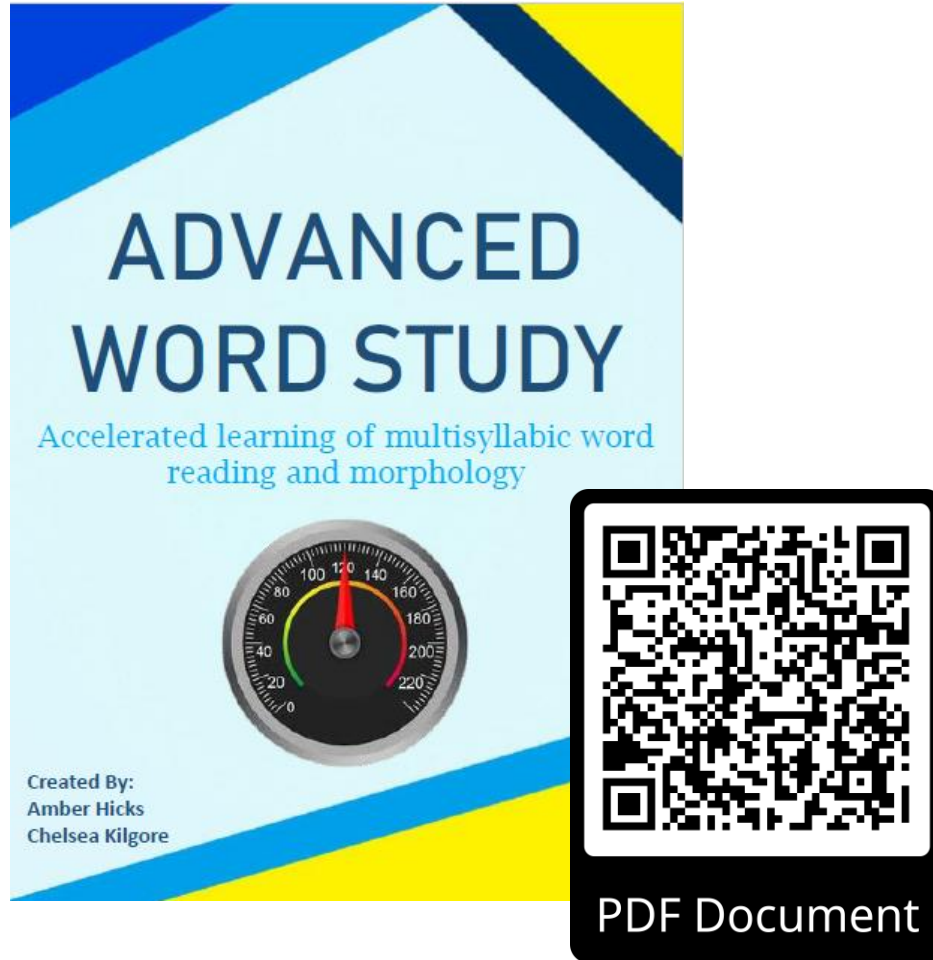*phonemes*   /m/ /ō/ /t/ /ĭ/ /v/ /ā/ /t/

- 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

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The How

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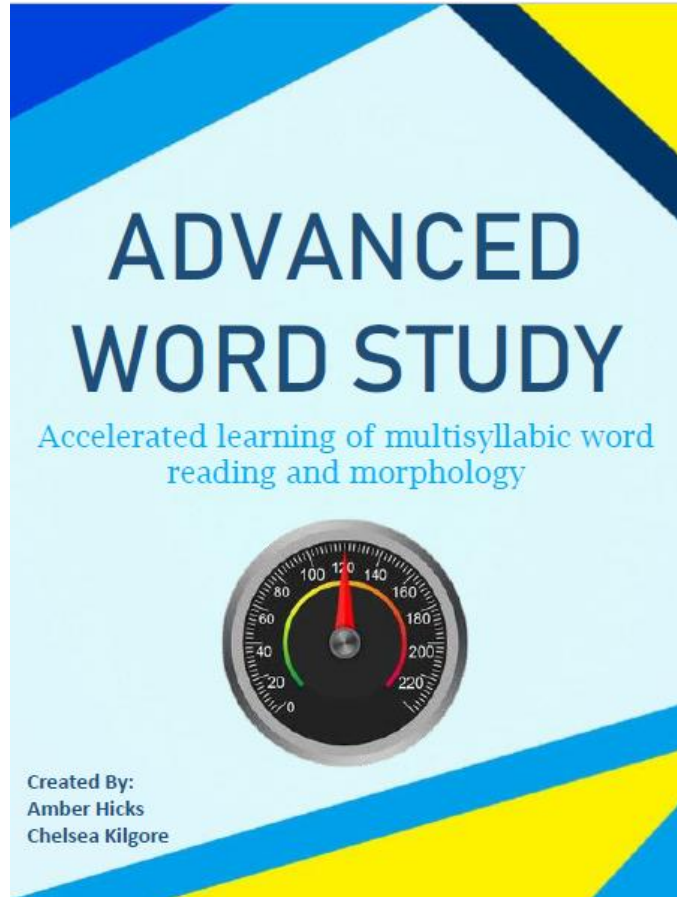
This document:
- is **not** a one size fits all for struggling readers.
- is **not** intended to replace any published curriculum.
- was not designed to be independent seat work.

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

<u>**Day 2:**</u>
5. Guided Practice
6. Text Application

<u>**Additionally:**</u>
• Collaborative Practice
• Speed Drills

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Syllabication

Pronounce and read these words aloud:

capricious
sesquipedalian
coquettish
Worcestershire

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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.

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VC|CV — con|sist — v c | c v

V|CV — ba|sic — v | c v — (1)

VC|V — cab|in — v c | v — (2)

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 /ŭ/ 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

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.
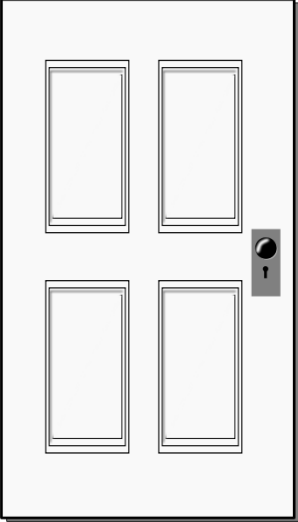
napkin

V C C V

VC|CV
con|sist
v c c v

V|V
me|ow
v v

VC|CV
ba|sic
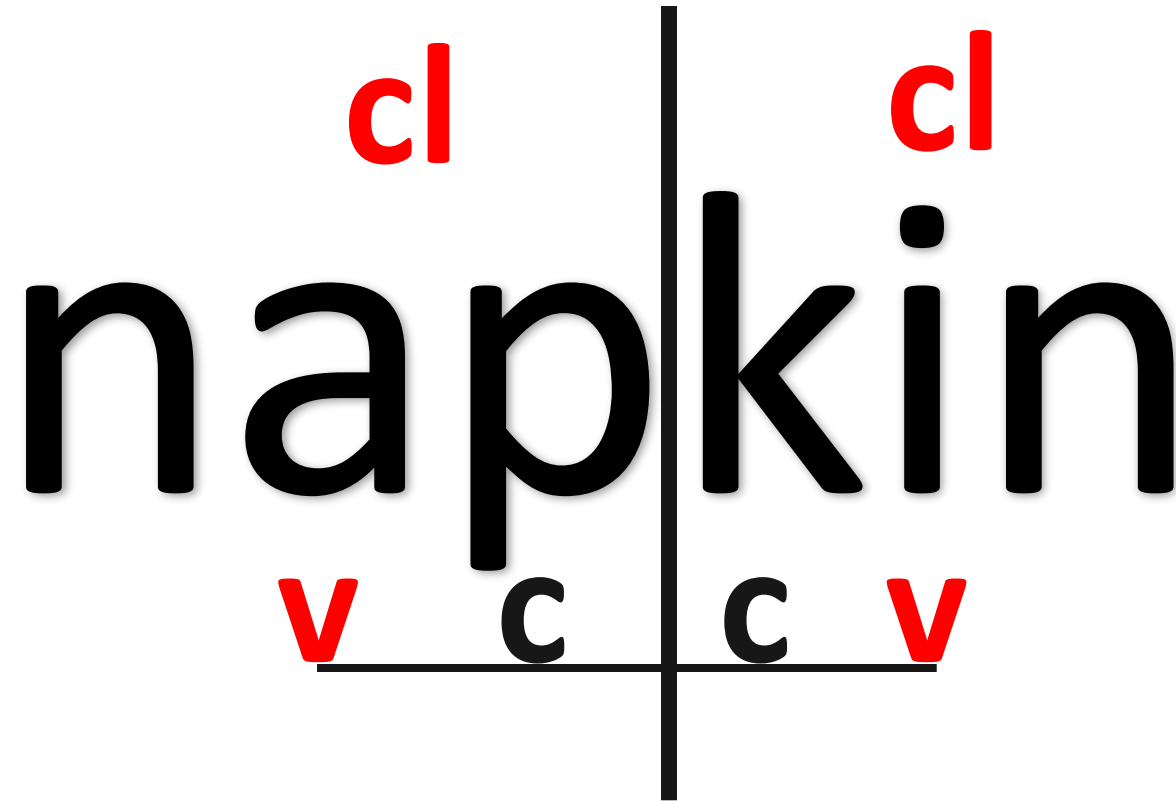v c v
1

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.
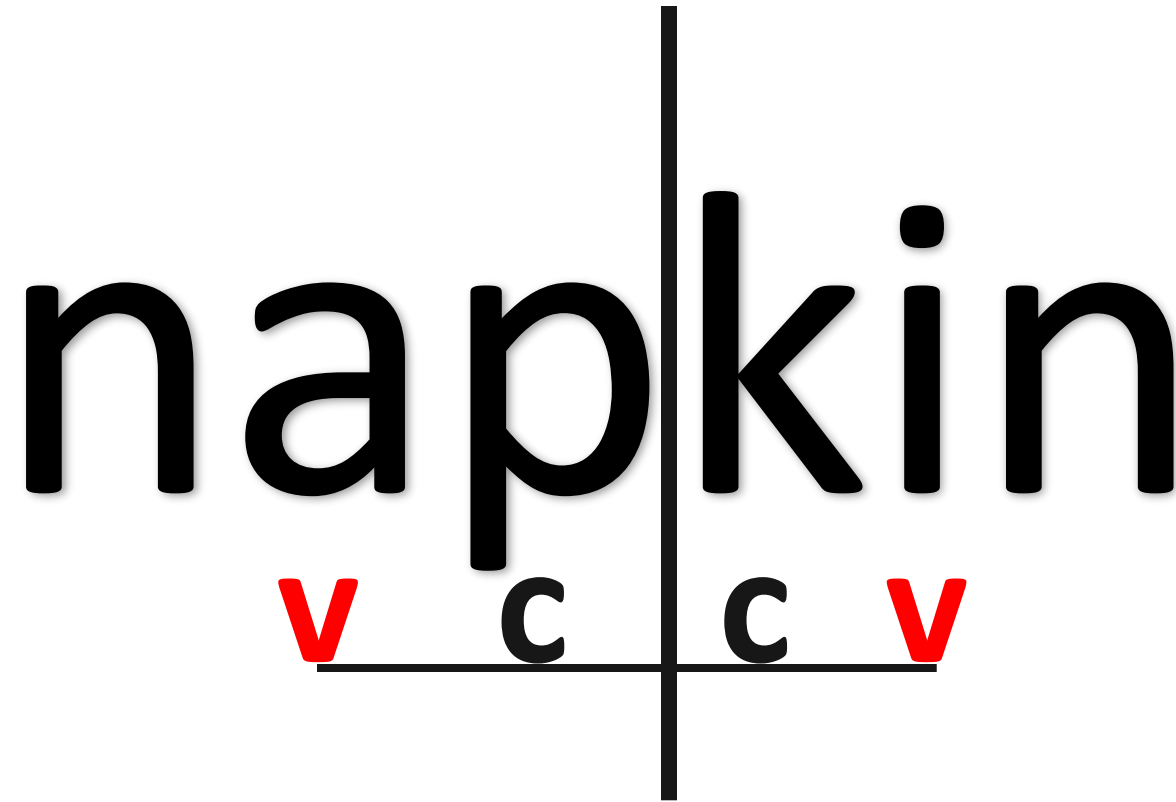
Syllables Type Anchor Chart

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

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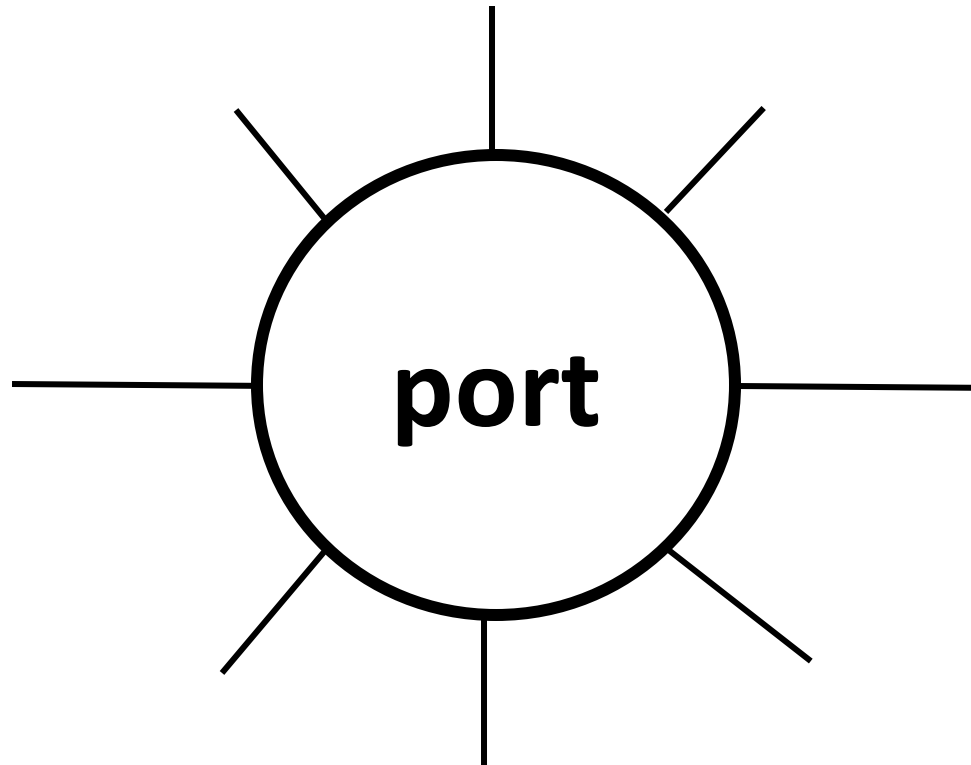
6. Read each syllable and blend the word.

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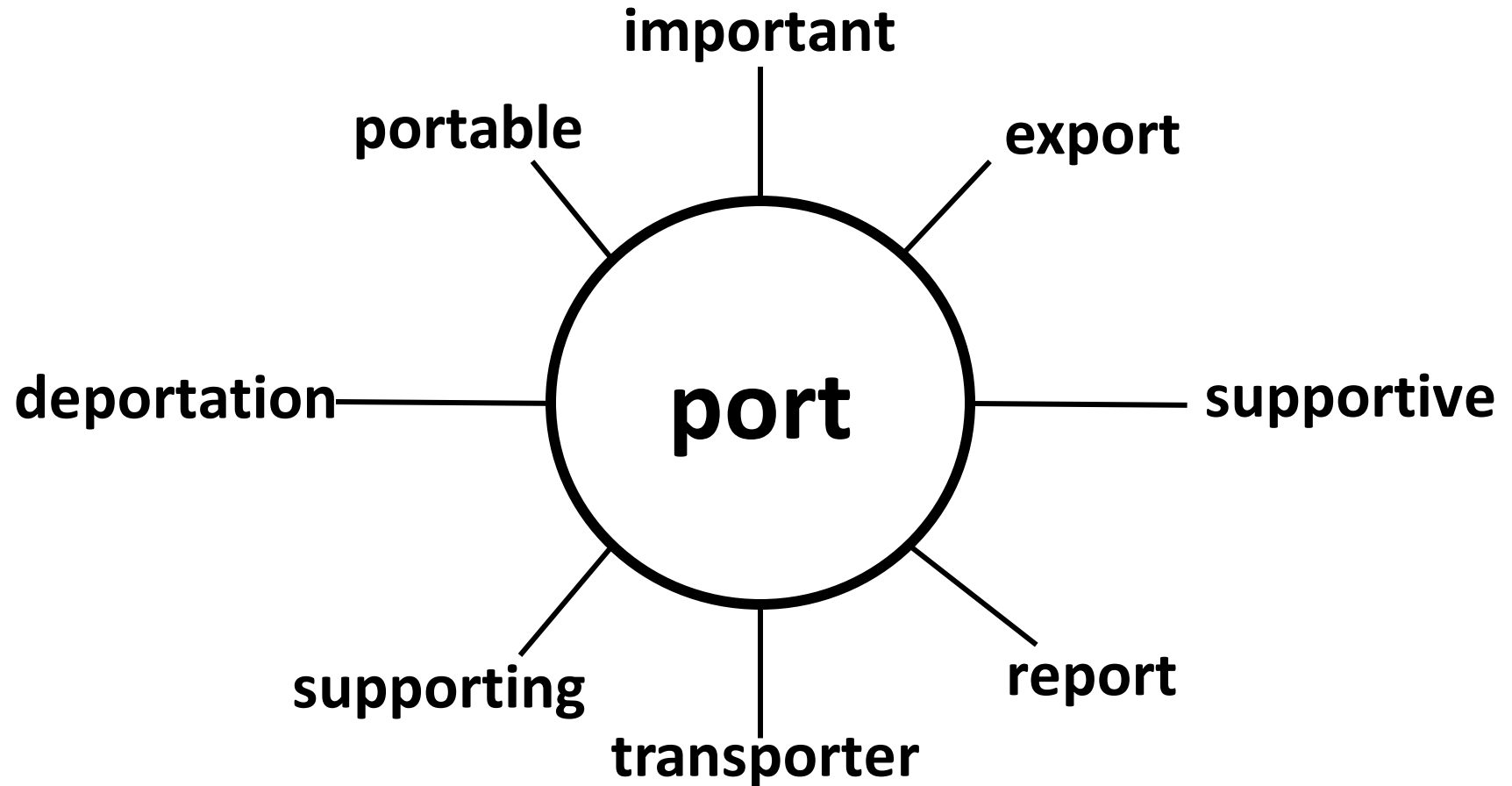
Affixes and Morphology

port

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

- <u>Prefix</u>: added to the beginning of a base or root word (ad-, inter-, trans-, super-)

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

- <u>Derivational suffix</u>: 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.

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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 if a free base or bound base.
4. Look at base word first, determine meaning.

photographer

Base Explanation Poster

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

FB   **FB**

| photo | grapher |

photographer

to write

Roots Anchor Chart

photo

light

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.
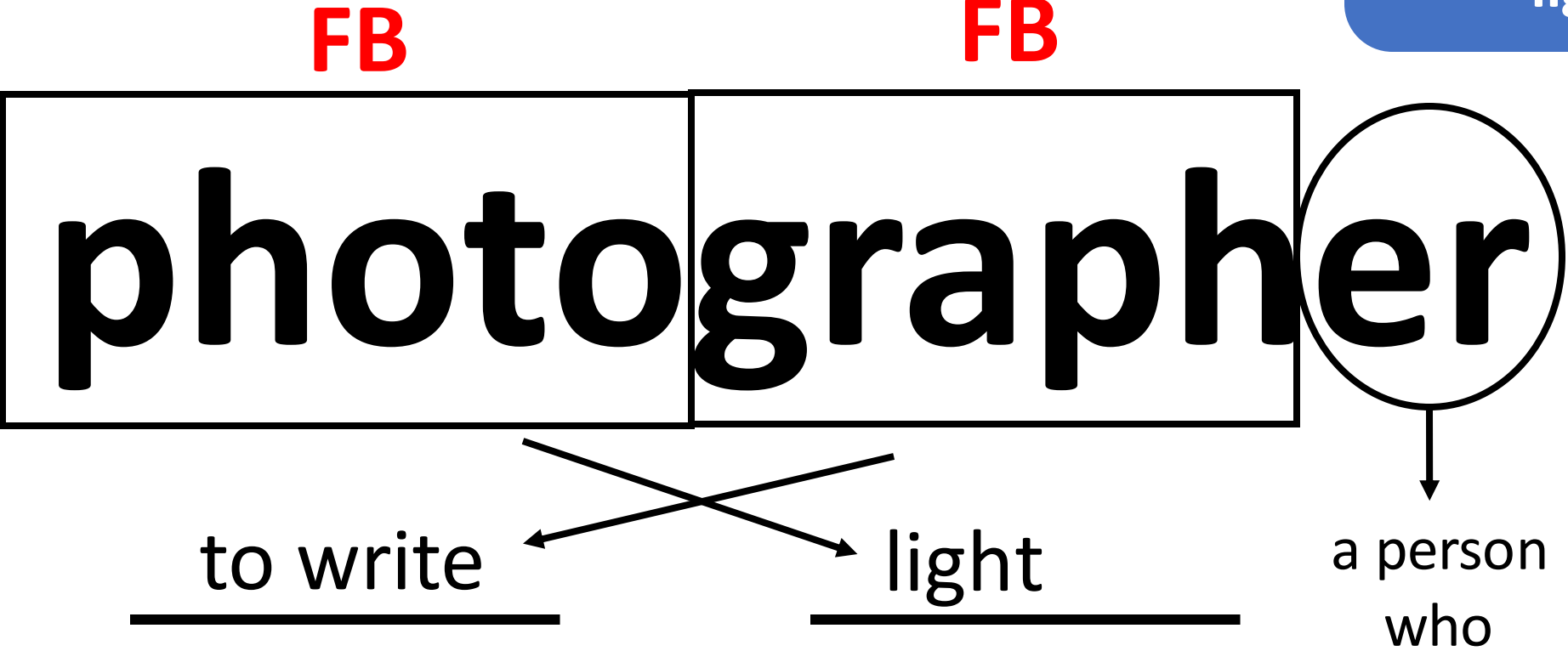
scrib/script

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

FB **FB**

photographer

to write   light   a person who

The **photographer** gave them several directions on where to stand for the best picture.

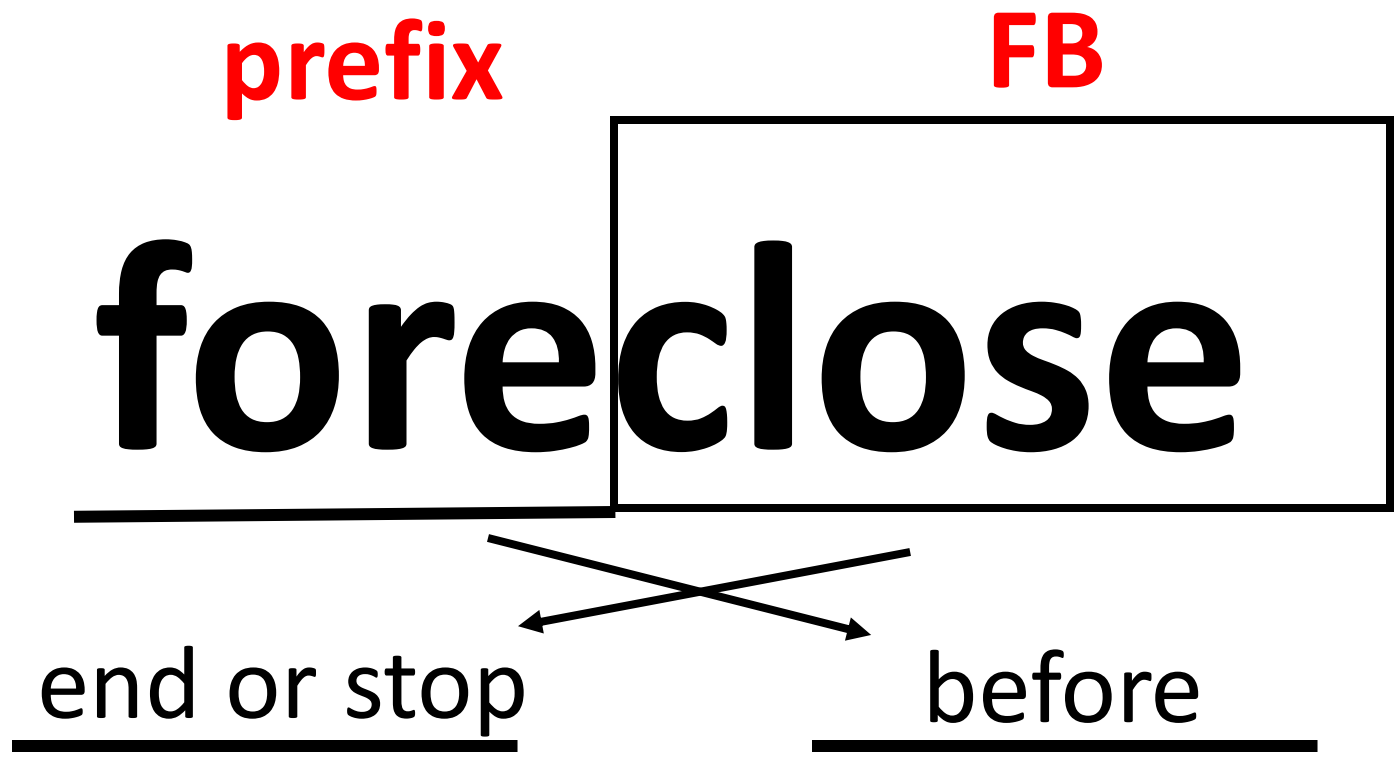A person who takes pictures

A person who writes about ~~light~~

FB **FB**

photographer

to write

light

a person who

prefix   **FB**

foreclose

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.

p   ă   s   t   ě   l

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.

prefix   **BB**   **suffix**

construction

Wrap Up

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

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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 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?

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

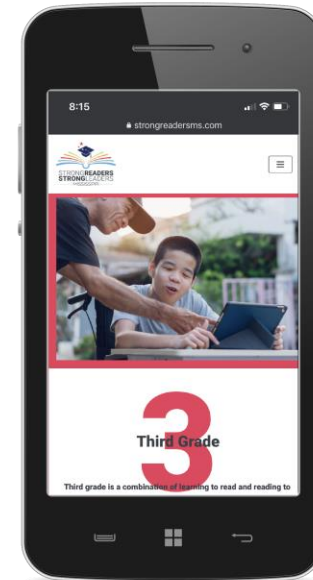601-359-2586   lweathersby@mdek12.org

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.

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.

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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>

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