JOHNNY READS CVC WORDS: NOW WHAT?
ADVANCED TRAINING IN
READING AND SPELLING UPPER LEVEL WORDS

Presented by
Nancy Telian, MS, CCC-SLP

Critical Upper Level Skills
• Letter sound associations impacting reading/spelling
  • Decoding (reading)
    - words with difficult vowels & consonant blends
    - multisyllable words using:
      - syllable division rules
      - morphological awareness
  • Encoding (spelling)
    - phonetic spelling
    - orthographic (visual) features
    - using the spelling rules of our language
    - etymology (language of origin) - not in this session

Disclosures
• A portion of this session will contain techniques from the Lively Letters program by Reading with TLC. Nancy Telian has a financial relationship with Reading with TLC, as the author of the program.
• There are no non-financial relationships to disclose.

Upper Level Skills (cont’d.)
• Sight words
  - phonetically regular
  - irregular or infrequent letter patterns
• Automaticity techniques to promote oral reading fluency
• Motivation theory

Outcomes for today
• Identify challenges of mid-level readers
• Going beyond the CVC word level
• Prescribe practical techniques for quickly closing achievement gaps
• Investigate methods to train upper-level reading and spelling skills
• SLP involvement - directly or indirectly, as a student advocate

What we know
Most poor readers experienced early and continuing difficulties in accurately identifying printed words.

Ultimately, it is this difficulty in rapid word recognition that limits comprehension in older poor readers (Torgesen, 1998)
“Recent National Assessment of Educational Progress (NAEP) reading results

Comparing most recent NAEP results for grades (4, 8, & 12) to those from 1992, percentage of students scoring proficient significantly improved among 4th graders, but not among 8th & 12th graders

Scores at the secondary level, where there has been little investment, have remained flat since the 1970’s (Heller & Greenleaf, 2007).

Problems facing mid-level readers

• Word attack skills plateau between 3rd-5th grade level for many
• Comprehension plateaus between 5th and 6th grade for many more
• Appropriate levels of fluency are not achieved

Adapted from: Joseph Torgesen: Struggling Readers What Works for Intermediate Level Students, FCRR.org

More Challenges for mid-level readers

• Remedial programs tend to support curriculum demands and homework rather than remediate

• Motivation and the “Mathew Effect”

“Matthew Effects”

Stanovich (1986)

• Children who learn to read easily, enjoy reading, read more, are exposed to more complex and varied vocabulary, exhibit greater comprehension.
• Children who struggle with reading, become frustrated with reading, read less, encounter fewer new words, learn less vocabulary, and understand less of what they read.

Research shows...

Children with reading problems in first grade were more likely to display poor task engagement, poor self-control, externalizing and internalizing behavior problems in third grade.

and

Children displaying poor task engagement in first grade were more likely to experience reading problems in third grade.

Gaps Widen Over Time

Scores

Benchmark

Average Progression

Below Average Progression

Sep Oct Nov Dec Jan Feb Mar Apr May June

Months

Research shows...

Children with reading problems in first grade were more likely to display poor task engagement, poor self-control, externalizing and internalizing behavior problems in third grade.

and

Children displaying poor task engagement in first grade were more likely to experience reading problems in third grade.
The most effective types of interventions are likely to be those that target problems with reading and task-focused behaviors simultaneously.

Morgan, Farkas, Tufis, & Sperling (2008)

Emergency Room
Patient’s condition is prioritized by triage nurse
Tier I. Less urgent
Tier II. Urgent, but not immediately life threatening
Tier III. Immediately life threatening

the children with reading delays are very likely to end up on YOUR caseload.

Remember 4-4-4

- By 4th grade, reading is the primary source of acquiring new vocabulary words.
- The vocabulary of a poor reader is 4 times lower than vocabulary of a good reader.
- Children with a history of oral language impairment are 4 times more likely to have reading difficulties.

(Catts et al., 2001)

Think of Yourself as the Triage Expert

ASHA – SLP’s Roles in Literacy

- Prevention
- Identification
- Assessment
- Intervention
- Collaboration, Advocacy, Leadership, Research

Your involvement can:
Reduce inappropriate spec. ed. referrals
Allow more students access to your gifts
This Session Provides Powerful and engaging “take away” strategies

The Rationale behind each strategy

...and “Free Downloads” to get you started

What should be tested? Important Skills

• Letter names
• Letter sounds
• Reading nonsense words
• Reading real words
• Oral reading – paragraph level
• Phonemic awareness
• Rapid naming (if testing in depth)
• Spelling
• Reading comprehension

Screening, Progress Monitoring, Assessments

SLPs do not have to do all of the testing.
Think ... “triage specialist.”

General Outcomes Measures for reading (GOM)

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) - Sopris West (Grades K-6)
  Also available for free at DIBELS.net

- AIMSweb - Pearson Publishing (Grades K-8)

- Phonological Awareness Literacy Screening (PALS) PALS.virginia.edu (Grades K-3)
Testing should go beyond what’s typically tested in universal screeners

- Look beyond average scores and composites.
- Assess the target skills that are linked to reading failure.

Use assessment to drive instruction
- Informal Testing

Let’s look at the Quick Phonics Screener
by Dr. Jan Hasbrouck

QPS measures a student’s ability to recognize, decode, and pronounce phonetic elements:

1. Letter Names and Sounds
2. VC and CVC
3. Beginning- and Ending-Consonant Digraphs
4. CVCC and CCVC
5. Silent e

6. R-controlled Vowels
7. Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs
8. Vowel Digraphs and Diphthongs
9. Two Syllables, Common Prefixes, and Suffixes
10. Three Syllables and Four Syllables

(The QPS is authored by Jan Hasbrouk and published by Read Naturally)

Testing these skills goes beyond what’s typically tested in universal screeners such as DIBELS & AIMSWEB

Some Formal Tests
- Woodcock Reading Mastery Tests – III
  “Word Attack” (nonsense words),
  “Word Identification” (real words),
  “Passage Comprehension” (reading comprehension)
- Lindamood Auditory Conceptualization Test- Phonemic Awareness - (LAC)
- Comprehensive Test of Phonological Processing (CTOPP)
- Phonological Awareness Test – (PAT)

- Test of Word Reading Efficiency – (TOWRE)
- Grey Oral Reading Test – 5 - Fluency and Reading Comprehension
- Test of Written Spelling -4
- Process Assessment of the Learner – (PAL- II)
  ... also looks at morphology

Some Tests of Rapid Naming

Colors, shapes, objects, letters, numbers

CELF- 4 “Rapid Naming”

*RAN RAS Test - Maryann Wolf

CTOPP
Quick Informal Testing – 10 Minutes

- Test letter sounds – all major consonants and all vowel sounds, including vowel combinations
- Test ability to sound out nonsense words
- or look up scores on tests like “Word Attack” subtest of Woodcock Reading Mastery Tests

Free Download

http://readingwithtlc.com/whosrisk.html

Common Core
Reading Standards: Foundational Skills (K–5)
Kindergarten – Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   - a. Recognize and produce rhyming words.
   - b. Count, pronounce, blend, and segment syllables in spoken words.
   - c. Blend and segment onsets and rimes of single-syllable spoken words.
   - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phone words (consonant-vowel-consonant, or CVC) words.
   - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Test Sheet for Letter Names and Sounds

c l b o q u z m
a k d p y e j
w x h v n t u
g f i s r
th sh ch wh

ae eu oe oi ue ee ai
aw ea oo ow au oy ou
oa ay ew ie er or ir
ur ar ui

Common Core
Reading Standards: Foundational Skills (K–5)
Kindergarten - Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
   - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
   - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Common Core
Reading Standards: Foundational Skills (K–5)
First Grade - Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - a. Know the spelling-sound correspondences for common consonant digraphs.
   - b. Decode regularly spelled one-syllable words.
   - c. Know final -e and common vowel team conventions for representing long vowel sounds.
   - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   - f. Read words with inflectional endings.
   - g. Recognize and read grade-appropriate irregularly spelled words.

fob taib
liv prife
roz noft
hab e plusk
tud sprel t
jek chast
thef strink t
sibe potesk
keam redoptin
voip plendatenter
Common Core
Reading Standards: Foundational Skills (K–5)
Second Grade - Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   • a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   • b. Know spelling-sound correspondences for additional common vowel teams.
   • c. Decode regularly spelled two-syllable words with long vowels.
   • d. Decode words with common prefixes and suffixes.
   • e. Identify words with inconsistent but common spelling-sound correspondences.
   • f. Recognize and read grade-appropriate irregularly spelled words.

1. UPPER LEVEL LETTER SOUNDS

Need to quickly learn:
- Short vowels
- Silent ‘e’ rule
- Vowel combinations
- R-controlled vowels
- Other difficult concepts (hard/soft c & g, infrequent patterns ...)

Need powerful mnemonics & intersensory cues that help elicit sounds automatically

Common Core
Reading Standards: Foundational Skills (K–5)
Third Grade - Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   • Identify and know the meaning of the most common prefixes and derivational suffixes.
   • Decode words with common Latin suffixes.
   • Decode multisyllable words.
   • Read grade-appropriate irregularly spelled words.

Teach the Most Common Sound for Letter First - 48 Most Regular Letter/Sound Relationships -

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<tr>
<th>a (fat)</th>
<th>g (goat)</th>
<th>v</th>
<th>m</th>
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<tr>
<td>l e (bed)</td>
<td>t</td>
<td>h</td>
<td></td>
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<tr>
<td>u-e (use)</td>
<td>s</td>
<td>u (cut)</td>
<td>p</td>
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<tr>
<td>i (sit)</td>
<td>c (cat)</td>
<td>w (well)</td>
<td>f</td>
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<td>b j</td>
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<td>n</td>
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<td>d</td>
<td>o-e (pole)</td>
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<td>r ou (cloud)</td>
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<td>ch (chip)</td>
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<tr>
<td>oy (toy)</td>
<td>kn (know)</td>
<td>ea (beat)</td>
<td>ph (phone)</td>
</tr>
<tr>
<td>oa (boat)</td>
<td>ee (need)</td>
<td>qu (quick)</td>
<td>oI (boil)</td>
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<tr>
<td>er (fern)</td>
<td>sh (shop)</td>
<td>ai (maid)</td>
<td>ay (hay)</td>
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<tr>
<td>th (thank)</td>
<td>ar (car)</td>
<td>lgh (high)</td>
<td>ir (first)</td>
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<tr>
<td>au (haul)</td>
<td>ew</td>
<td>k</td>
<td>aw (lawn)</td>
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</table>

Common Core
Reading Standards: Foundational Skills (K–5)
Fourth & Fifth Grade
Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

“‘o’” Says /o/ as in octopus”

Many students with phonemic awareness deficits have trouble using the typical “key word” approach.
Instead ...
use a cueing system that elicits the sound in isolation

“Open wide and say /ah/”

Studies support embedding a letters into pictures, depicting a strong, meaningful connection between the letter shape and its associated sound.
(Mastropieri, M. and Scruggs, T. 1991)

Make abstract letters concrete & meaningful
Use powerful mnemonics to make strong and lasting connections between letters & sounds
Programs that are fun for students & teachers will more likely be used with consistency by educators, & will keep students interested & engaged.

- Try this instead!!

Providing training in oral kinesthetic features of sounds can greatly improve phonological and reading skills.


Intersensory approaches link sounds to the visual shapes of letters, & to the mouth movements
It’s all about connections
- Use oral kinesthetic cues and pictures!!

Introduce cognate pairs as “partners” p b t d f v k g...

Some Programs that use Embedded Letter Pictures

Jolly Phonics        Zoo Phonics        Letter Land

Programs that also utilize Oral Kinesthetic Cueing

Reading by the Rules    Phonic Faces    Lively Letters

Lively Letters Program
by Nancy Telian, MS, CCC-SLP

Developed in early 1990’s in Boston Schools

- a multisensory, supplement to core reading curricula PK-2
- intervention program for students of all ages
- explicit and systematic
- simultaneously teaches phonemic awareness and phonics skills
- Uses visuals, mnemonics, oral kinesthetic cues, hand/body cues, stories, & music,

Try combining several of these methods

Add in hand cues, stories, and music and let letters come alive for kids!

<table>
<thead>
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<tbody>
<tr>
<td>Average of 30 small group 45-minute sessions 5 X per week (6-8 weeks)</td>
<td>Oral Reading</td>
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<tr>
<td>Often one weekly group session was replaced by one whole classroom lesson</td>
<td>Word Attack</td>
</tr>
<tr>
<td>Approximately 5% of students were seen individually for 30 minute sessions</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>Additional 96 students were tested informally 1992-1994</td>
<td>Lindamood Auditory Conceptualization Test</td>
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<th>Average Grade Level Gains</th>
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<td>Oral Reading</td>
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<td>Word Attack</td>
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<tr>
<td>Phonemic Awareness</td>
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<th>Grade Level Gains</th>
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<td>2</td>
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<td>2.5</td>
<td></td>
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</tbody>
</table>
Lively Letters Instruction – Middle School Student
Recent Case Study - C.A. 12-9 Grade: 7.4 Private Tutoring

- February - Mid July, 2010 - 33 sessions - 55 minutes long
- Approx. 2 X per week - Individual sessions (missed some sessions)

Pre-test - Incorrect letter sounds named – v, l, qu, w, h, n, y, short e, i, o, u, ir, ur, or, ar, - did not know any vowel pairs

Post-Test – all letter sounds correctly named in isolation


Pre-test - Grade Level - 2.3 6th Percentile 76 SS
Post-test - Grade Level - 6.2 40th Percentile 96 SS

Real Word Decoding - Woodcock Reading Mastery Tests - R, (G) (H) “Word Identification” subtest (many are phonetically irregular)

Pre-test – Grade Level – 3.6 10th Percentile 81 SS
Post-test – Grade Level – 4.7 17th Percentile 86 SS

Significant gains, but not enough therapy, & is not provided in school


King Ed

“Who’s that vowel before me?
Tell me your name!”

- Younger students can put themselves into shape of letter

Play The Match Game
- matching duplicate letter picture cards
- matching letter picture cards to plain letters
- matching lowercase letter to uppercase
Some Suggestions for Monday

If teacher is using a program with key words

Draw pictures into their letter cards using key words from their reading program

Example: "b says ‘b’ as in “boy”

(Draw a boy into the “b”)

Tie in oral kinesthetic Information

“Free Downloads” – Letter Sounds

• ** Free Resource Link – Colored Letter Pictures/Stories for:
  - a, o, u, i, e, s, l, r, ou, oe, er, ir, and ur
• ** Free Resource Link – Coloring Book Page for: ’l’, ’r’ & ’i’
• ** Free Resource Link – MP3 Song for R-Controlled Vowels ‘er’ ‘ir’ ‘ur’
• ** Free Resource Link - Sample Picture of a Vowel Path
• ** Free Resource Link: Hard and Soft ‘c’ Activity Sheet

http://www.readingwithtlc.com/free-samples.html

2. READING WORDS WITH CONSONANT BLENDS

Immediately begin “tracking” with picture cards

Transition to plain letters and longer words
Phonological Awareness
From Big to Small

Decoding Words with
Initial Consonant Blends

Student:
1. Points to and sounds out each of the initial consonants and blends them together (as one beat)
2. Points to and sounds out rest of letters
3. Blends whole word

Rationale for the Following Techniques
With phonological awareness the hierarchy goes from larger chunks of sound to smaller chunks of sound.

The larger the chunk of sound, the easier it is to blend

\textit{str} - \textit{a} - \textit{p} is easier to blend than \textit{s} - \textit{t} - \textit{r} - \textit{a} - \textit{p}

Especially for our SLP clients

Decoding Final Consonant Blends

Student:
1. Covers last consonant completely with right hand
2. With left hand, points to, sounds out and blends visible letters as a word
3. Uncovers and sounds out final letter
4. Blends the whole word

Using the R.O.A.S.T Tracking Changes To Train Phonemic & Orthographic Awareness
Final triple blend tracking decoding video

Blends in Both Positions
print strands
Cover the last letter(s) first
Consonant Blends in Both Positions

**CCVCC**
- Cover the last letter
- Sound out initial blend
- Sound out rest of word - without final sound
- Sound out the word with initial blend – without final sound- as a beat, loudly and quickly
- Uncover last letter and produce its sound
- Blend whole word
- **CCCVCCC** – cover last two sounds

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**Tracking with ROAST**

- **Reversals** (lots / lost)
- **Omissions** (fog / frog)
- **Additions** (track / tack)
- **Substitutions** (bet / bit)
- **Transpositions** (slip / lisp)

Making different kinds of changes

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**Play Human / Alien Game - Paper & Pencil**

“Is that a real word or an alien word?”

<table>
<thead>
<tr>
<th>Human</th>
<th>Alien</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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**What if my student can’t sound blend well?**

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**Go back!**

Train CVC Sound Blending

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**Some Suggestions for Monday**

- Provide teachers with list of various consonant blends in initial position (double & triple)
  - sp st sc sl pl gr cr cl sm sn spl spr str scr ...
- Share the consonant blend decoding techniques in a quick coaching
- Provide classroom lessons on decoding consonant blend words- either with magnetic letters on board, smart board, or pocket charts
“Free Downloads” – Consonant Blends
1. PowerPoint slides with the directions for decoding words with consonant blends
2. Reproducible Word Lists (Chains) from Lively Letters Manual for use during manipulative phonemic awareness (decoding/encoding) tasks, making “one change at a time” – real & nonsense words with consonant blends.
http://www.readingwithtlc.com/free-samples.html
3. YouTube Demo videos- go to “Readingwithtlc” channel
http://www.youtube.com/user/readingwithtlc/videos

12/21/2013

Did you know?
Typical first grade books contain many multisyllable words, yet the strategy for sounding out these types of words are typically not taught until third grade, if at all

Until now.
Common Core State Standards, baby!

How to Progress in Phonics
(Just like with artic. therapy)
- When student is at 90% accuracy, increase level of difficulty:

Always Adding More Letter Sounds
Always Increasing Word Length
Always Transferring to More Difficult Materials and Application Settings

1. Letter Sound Sequence-
   - p, b, t, d, f, v, k, g, th, qu, a, o, m, n, ng, l, r, s, z, zh, ch, j, i, w, wh, h, x, y, e, silent 'e,' oo/o, ou, ow, au, aw, oy, oi, er, ir, or, ar, c, other vowel pairs

2. Word Lengths
   - Isolated Sounds
   - CVC (pot, vap)
   - CVCe (like, life)
   - CCVC, CVCC (spot, list, pred, host)
   - CCVCC, CCCVCVC (bland, splints, scrunts)
   - Multisyllable Words (conduct, redption)

3. Materials Used
   - Letter Picture Cards (Manipulatives)
   - Plain Letter Tiles (Manipulatives)
   - Word Cards / word lists / workbooks
   - Spelling words to dictation
   - Reading Sentences
   - Sentence Dictation
   - Reading Books
   - Writing Stories

Common Core State Standards, baby!

And the words get longer...
The ability to decode long words is the major difference between good and poor readers. (Just & Carpenter, 1987)

3. Multisyllable Word Division Rules
Do you know the syllable division rules?

Depending on where you divide, the vowel is long or short.
This rule is life-changing!

Lively Letters Scope & Sequence
The Syllable Division Rules

Divide between 2 consonants
"bas / ket"

When only one consonant after vowel, divide in front of consonant.
ho / tel

If vowel comes at the end of the syllable it says its name.

Rationale

The following strategies apply the syllable division rules of our language.

We’ve just added a simple mnemonic technique to make it easier.

(applies approximately 85% of time)

Dividing cvc cvc words

mitt en
m on tion
bas ket
lift ing

Open Syllables with Mirror

• bi
• lo
• re

The Lively Letters Mirror Story

Dividing line is a mirror. If vowel is in front of it, it says its name!
Closed Syllables with Mirror

- bid
- lon
- res

If the vowel stands before the mirror, it says its name!

- depend
- comment
- locate
- basket

Dividing cv cvc

taken

taken

robot

biting

“Cut in front!!”

cvc/cvc

taken

riding

baker

donut

Consonant –le Endings

-fle, -ble, -ple, -tile

“Consonant, l, e? Jump back 1, 2, 3!”

table

3,2,1

raf

fle

3,2,1
Finger Step and Jump

dislocated

disloc
dislocat

dislocated

Step on the second vowel and jump back 1 space. If you point to a vowel, say its name.

Step on the next vowel and jump back 1 space. If you point to a vowel, say its name.
Add that syllable to the first.
Step on the next vowel and jump back 1 space. If you point to a vowel, say its name.
Add that syllable to the rest.

Penny Castagnozzi
Lively Letters, Reading with TLC,
“Free Download” – Multisyllable Words
Some fun reproducible worksheets to practice decoding 2 & 3 syllable real and nonsense words, from TLC Tic Tac Toe Phonics Games Workbook
http://www.readingwithtlc.com/free-samples.html

4. MORPHOLOGICAL AWARENESS
Use the Smallest, Meaningful Units of Sound To Simultaneously Improve Reading, Spelling and Vocabulary Skills

SLPS ON A MISSION FOR LITERACY
Since 2010, Reading with TLC has been traveling the country offering FREE literacy seminars with .6 Free ASHA CEU’s.
For groups of 100 or more
Travel scholarships to Boston Seminars for those who live outside of N.E. states
Leadership scholarships for anyone in US in leadership position
Contact Nancy Telian for information nancy@readingwithtlc.com

ELL Student with Language Disability
Very Strong Decoding Skills; Poor Comprehension Speech 2/wk in school over 3 years in small group
In Kindergarten- CELF-P April 2005 Weak visual memory
Sentence Structure – 16th percentile
Word Structure – 37th percentile
Receptive lang. score – 61st percentile. (SS –104)
Expressive lang. score = 50th perc. (SS – 100)
In 3rd Grade- CELF-4 March 2008 Does this look familiar?
Sentence Structure – 5th percentile ↓
Word Structure – 16th percentile ↓
Receptive lang. index – 21st percentile (88) ↓
Expressive lang. index - 39th percentile (96) ↓

“Morphological knowledge is a wonderful dimension of the child’s uncovering of “what’s in a word,” and one of the least exploited aids to fluent comprehension” (Wolf, 2007)

READING WORDS WITH ‘ES’ AND ‘ED’ INFLECTIONAL MORPHEMES
They carry more grammatical meaning than content
pined pinned rated walks
Is the vowel long or short?
raved raked
rubs taps
Does the “ed” say /d/ or /t/?
Does the “es” say /s/ or /z/?
Cover the ‘d.’ “Can Silent ‘e’ do its job here?”

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<thead>
<tr>
<th>-ed</th>
<th>-d endings</th>
<th>-es, -s</th>
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<td>like</td>
<td></td>
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<tr>
<td>like</td>
<td>missed</td>
<td></td>
</tr>
<tr>
<td>pinned</td>
<td>notes</td>
<td></td>
</tr>
<tr>
<td>pinned</td>
<td>rinses</td>
<td></td>
</tr>
</tbody>
</table>

Silent ‘e’ can only reach around 1 consonant

Does the “–ed” say “t” or “d”?

- raved
- raked
- robbed
- roped

Does the “–es” or “-s” say “s” or “z”?

- raves
- rakes
- robs
- ropes

When do –ed, -es endings have the schwa (like short ‘e’) sound?

- rased
- lifted
- needed
- rounded
- classes
- wishes
- punches
- quizzes

If final consonant is a /d/ or /t/, we need the schwa to separate the sounds

If final consonant is /s/, /z/, /sh/, /zh/, /ch/, or /j/, we need the schwa to separate the sounds

DERIVATIONAL MORPHEMES

Most prefixes (‘pre’ “post”) change content meaning.

Most suffixes (‘ful’ “able” “ist”) can change the content meaning and the part of speech of the word.

Rationale

Those understanding derivational morphology develop a larger vocabulary, compared to peers without this skill
(Berninger, Abbott, Nagy, & Carlisle, 2010)

Explicitly teaching morphological components to students ages 5-11 improves knowledge and use of spelling strategies. (Devonshire & Fluck, 2010)

What if my student can’t accurately sound out the word parts?
Prefixes - Stems - Suffixes
- Have students decode and drill word parts
  - From easy to more difficult.
    
    Start with closed syllables (dis, con...)
    Progress to open syllables (re, bi...)
    Eventually progress to more difficult (audi, psych, chrono...)
  
  Can also group by language of origin

Put into three piles (prefix, root, suffix)
Students manipulate to create real/nonsense words

If that says ________, what does this say?
If that says ________, make it say ________.
What do you think this word would mean?

Simultaneously Train Oral and Written Language
- Teach meanings of the word parts
  pre = before  dic = speak (predict = to speak before)
- Students use analogies to guess meanings of words
  auto = self  graph = write (“What is ‘autograph?’”)
- Or students come up with words, based on a supplied definition:

“What is a word that could mean ‘writing about one’s own life?’”

What about difficult to decode morphemes?

- Use phonetic skills along with visuals, mnemonics
- Draw pictures right into the word parts!
- And knowing language of origin will help with concepts like “ph” saying /f/ in “phono”

Have students Box Out the word parts

- Or Divide with a line
- Csn also use underlining

Stop
Take me back to CVC level!
Please!
You may be the only one who will.
The omnitransphonologist was asked to take an autopsychograph test after he was caught chronoplanting the microaudioscripts into the subgeoports on campus.

What do you think the omnitransphonologist does for a living?
What do you think was being measured in the test he took?
What do you think chronoplanting means?
What do you think microaudioscripts could be?
Do you think subgeoports are over or above the ground?

Suggestions for Monday

Make some word part cards

- Front of card: Word Part
- Back of card: Definition
  Sample words
  A sentence

Or purchase from publishers ... listed later.

Make a flip book with prefix, roots and suffixes

Use curriculum words
Have students help make them (definitions on back)

“Vocabulary Through Morphemes” - Susan Ebbers
“Language!” (Roots) - Sopris West

“Read Naturally – Word Warm-Ups”
- Multisyllabic Words Level www.readnaturally.com

- Kenneth Morgan – Morgan Dynamic Phonics System
http://www.dynamicphonics.com “Dynamic Roots” Comical sentences and stories for reading practice

- “Spell Links for Reading and Writing”
  - by Learning by Design

Where can I find the words to use?

http://www.morewords.com/
http://www.neilramsden.co.uk/spelling/searcher/index.html

Type in the word part or structure and the list comes up instantly

AMAZING!!!
http://www.lexialearning.com/ - Computer Instruction
(under scope and sequence look for “Structural Analysis”)

“Vocabulogic” – Resource Blog by Susan Ebbers, author of
http://vocabulary-plc.blogspot.com/
Great posts, resources, and VIDEOS

Peter Bowers from “Wordworks Literacy Centre”
Search for Peter Bowers on YouTube for his videos.

Words Their Way: Word Study for
Phonics, Vocabulary, and Spelling
Instruction – Pearson

Apps for Morphological Awareness

- Sound Literacy from 3D Literacy
- SAT Smart Cards by McGraw Hill
- Vocab Rootology: Greek and Latin Roots and Etymology
- Wordfix
- MiniMod Word Structure
- Latin and Greek Root Words
- Prefix Suffix English Language Word Roots

Some Suggestions for Monday
Play the “Morphology Rap” from educationalrap.com
http://www.youtube.com/watch?v=1n7OLQ6OtQI&feature=related

“Free Downloads”
Morphological Awareness
Lists of Common Morphemes
and their meanings
(prefixes, suffixes, stems)
http://dp.tt/thBzEgPJ

5. SIGHT WORDS

Sight Words

A little boy was walking to school when he passed an old man sitting by the side of the road. The old man looked cold and hungry, so the small boy found an apple in his lunch bag and gave it to the man. The man took the fruit and ate it quickly. He had nothing to give the boy but his thanks and a smile.

Make up 50-75% of all words in school books
Should be read automatically with little effort
Greatly impact oral reading fluency & comprehension
PRE-PRIMER LEVEL TEXT  
(Brigance Oral Reading Test)

Look at me.  
See what I can do.  
I can run and jump.  
Do you like to play?  
I like to play.  
Will you play with me?  
We can run.  
We can jump.

For many who’ve learned phonics, learning irregular sight words is the ticket out of decodable text.

1. Sort sight words into regular and irregular

2. Teach phonetically regular ones first  
   (based on phonics concepts learned)

3. Make a Regular Sight Word Chart

4. Teach the phonetically irregular sight words

"Free Downloads" – Sight Words

A chart of the common phonetically regular sight words, sorted according to phonetic structure and skills learned. Teach them in this order, and then progress to irregular sight words.

http://www.readingwithtlc.com/free-samples.html

For irregular sight words, instead of using a “sight word” method of drill...

- Use mnemonics, imagery, stories, embedded picture words and a strong phonics base

- Programs such as such as Sight Words You Can See by Penny Castagnozzi

Rationale

Research reveals that students have an easier time storing and accessing sight words for reading, spelling, and meaning, if they can decode them using phonetic skills

Use of embedded pictures tying in irregular feature of sight word – found to be effective strategy for LD students

Mastropieri, M. and Scruggs, T. 1991
Sight Words You Can See

created by Penny Castagnozzi

Using imagery and mnemonics to teach phonetically irregular sight words and infrequent spelling patterns

Wally the Walrus

what

Lots of drill to automatcity
- pictures first,
then plain letter words
- word, sentence, text levels
Sight Word Practice

- The Match Game
- Reading sight word in lists
  First vertically
  Then horizontally

Some Suggestions for Monday

Help teacher sort classroom sight words into regular & irregular

Share the Regular Sight Words Sorter

Suggest to teachers that, if a student is hitting benchmarks in phonics, but not oral reading, look at irregular sight word skills

6. SPELLING
Several skill areas involved with spelling:

- Phonemic awareness
- Phonetic knowledge (phonics)
- Morphology
- Spelling rules
- Mental orthographic images
- Etymology (language of origin)

From Phonemic Awareness to Spelling

After doing segmentation tasks with letters, use spelling template and dictate spelling words

1. b i n
2. b u n

Orthographic - Use combination of phonetic concepts & visual mnemonics as demonstrated with Sight Words You Can See

Etymology - Use resources from Structural Analysis

A Little Bit about a Big Thing!
- Teach the common spelling rules such as:
  “doubling rule”
  (when to double the final consonant)
  “f-l-s” rule
  (when to double ‘f,’ ‘s,’ or ‘l’ at end of word)

Obtain rule-based resources such as:
1-800-225-5750

Ex. Doubling Rule (1-1-1 Rule)
If a word:
- Has only 1 syllable
- Has only 1 vowel letter
- Ends in only 1 consonant

... and you want to add a suffix that begins with a vowel

You must double that final consonant.

run + ing = running
Sample activity for practice applying the rule

Instructor prints the word, “bat,” - says, “Let’s spell “batting.” We have to add ‘ing’ onto this word. Should we double the last consonant? “ bat + ing = ________?

“Let’s use the 1-1-1 rule.”

Pointing to “bat,” instructor asks, “Does it have ...
- 1 syllable or beat? yes
- 1 vowel letter? yes
- Does it end in 1 consonant? yes
- Are we adding an ending that starts with a vowel? yes
- Do we need to double that ‘t’? yes_Good. “
- (also use words where they don’t double consonant)

Sample Word Sum Task for doubling rule

- run + ing = ______________
- swim + er = ______________
- big + est = ______________
- look + ing = ______________

Some helpful hints for you!

- When to use ‘c’ versus ‘k’ when spelling /k/ sound
- When to use “ou” versus “ow”
- When to use “aw” versus “au”
- When to use “oi” versus “oy”

Some Suggestions for Monday

- Help teachers understand the underlying cause(s) of a student’s spelling problem
- Share resources for teaching common spelling rules

“Free Downloads” – Spelling

A list of 7 common spelling rules, such as when to double the consonant at the end of a word when adding a suffix

http://www.readingwithtlc.com/free-samples.html

7. AUTOMATICITY

Challenge them to use strategies that promote accuracy

Keep the “Fun Factor” going

Let them feel their success
Effective strategies for those with rapid naming deficits, behavioral issues, ...

1. Accuracy first, speed later!
2. Prevent errors by ask key questions BEFORE they respond

“What do you see first…. the line with the lips … or the circle that tells us to put our tongue up?”

3. Reward students for getting responses correct
   - on the FIRST TRY
   - and for getting 10 IN A ROW correct
   - If they get 8 in row, then one wrong, .... they have to start again.

Positive Reinforcement (use frequently)

Sometimes it’s a behavioral issue and something else is needed ....

Negative Reinforcement (use occasionally)

The Five Circles
   - Penny Castagnozzi

“Every time you guess, I'll color in a circle. If I color in 5 circles, we won’t play this game …”
Some Suggestions for Monday

Play The Dot Game

- tov  boz  tud
- hab  bap  dos  pum  juf
- kov  mab  fub  nath

"Free Downloads" – Automaticity

Pages of Phonics Dot Games
single sound through
consonant blend length words

https://db.tt/x5Fuyu5N

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Conclusion

Choose your roles
Direct or indirect

REFERENCES


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