Supporting Secondary Students with Advanced Phonics Instruction

Just Read, Florida!

FLORIDA DEPARTMENT OF
EDUCATION
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Session Objectives

❏ Expand understanding of teaching foundational skills to secondary students.

❏ Engage in instructional routines that demonstrate strategies for integrated, explicit foundational skills instruction.

❏ Analyze sample student spelling inventory data to determine necessary phonics instruction.

❏ Explore learner profiles and their influence on designing age-appropriate interventions for secondary students.
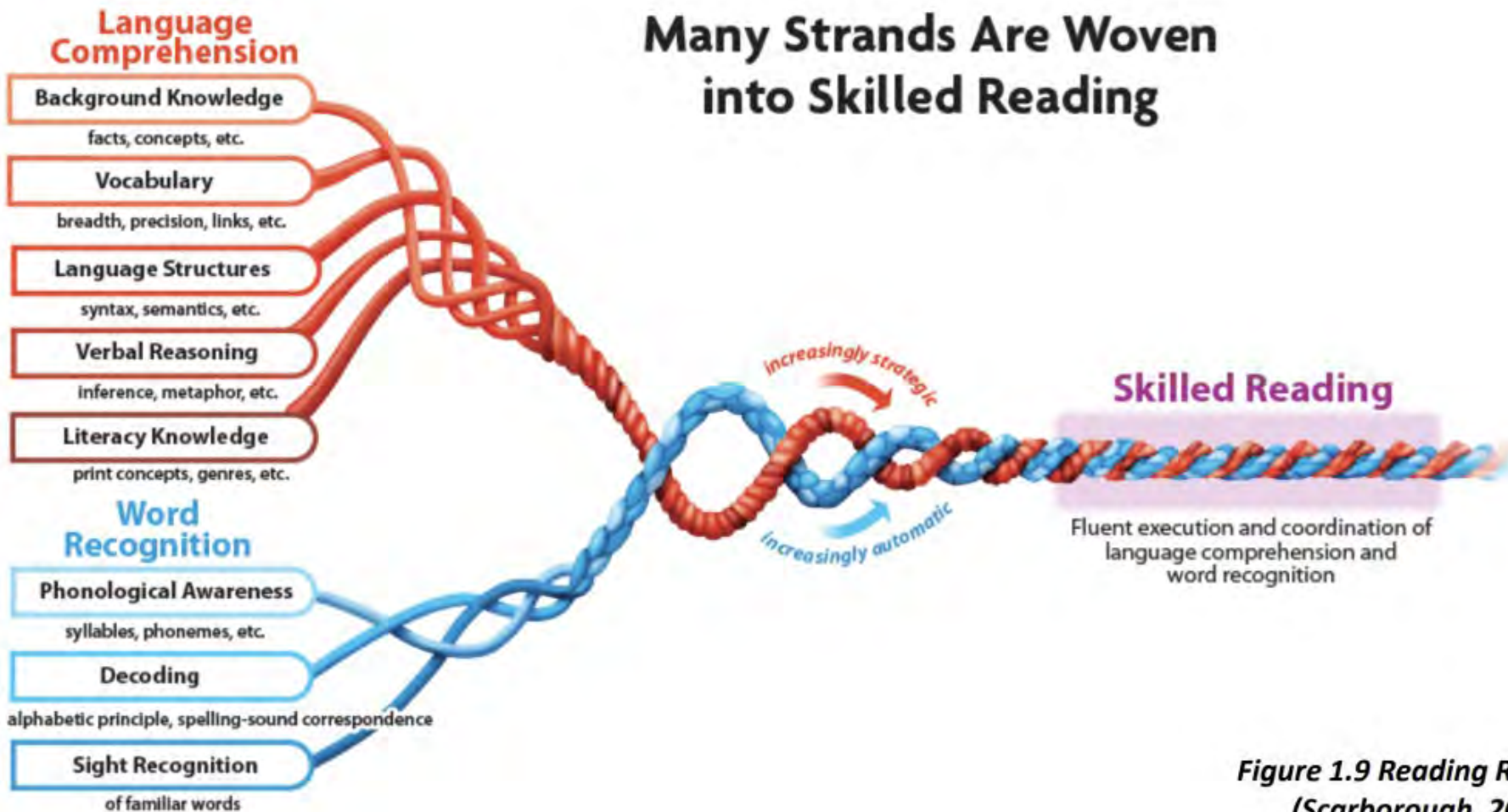
Note Catcher

New Learning	Classroom Applications

Grades 6-12 Foundational Reading Intervention Standards

Phonological Awareness	**ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds.** a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Phonics and Word Analysis	**ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.** a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
Encoding	**ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.** a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Fluency	**ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.**

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Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle, spelling-sound correspondence

Sight Recognition
of familiar words

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

Effective phonics instruction should incorporate:

Explicit Instruction

Systematic Instruction
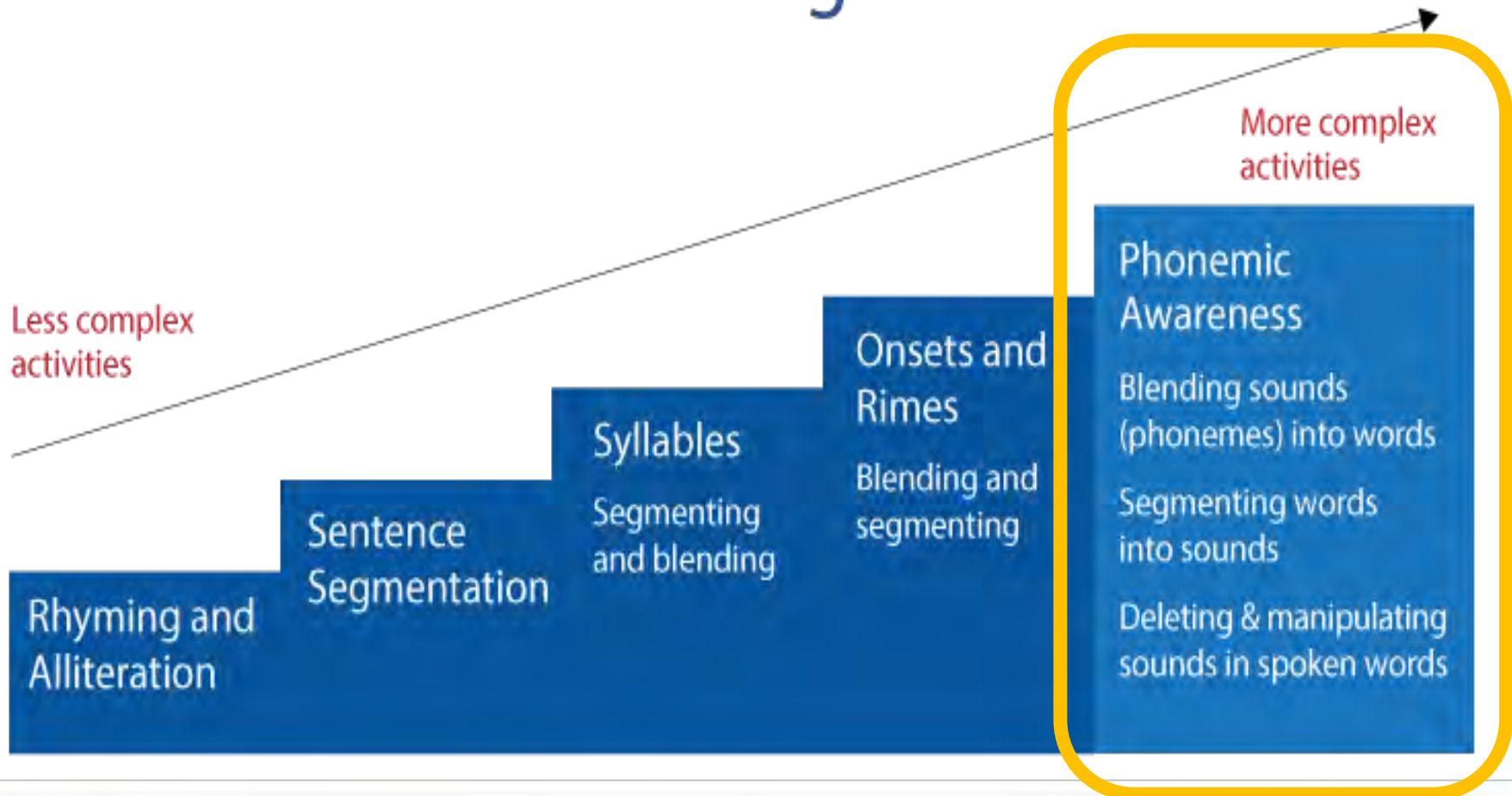
Multisensory Strategies

Syllable Division Rules
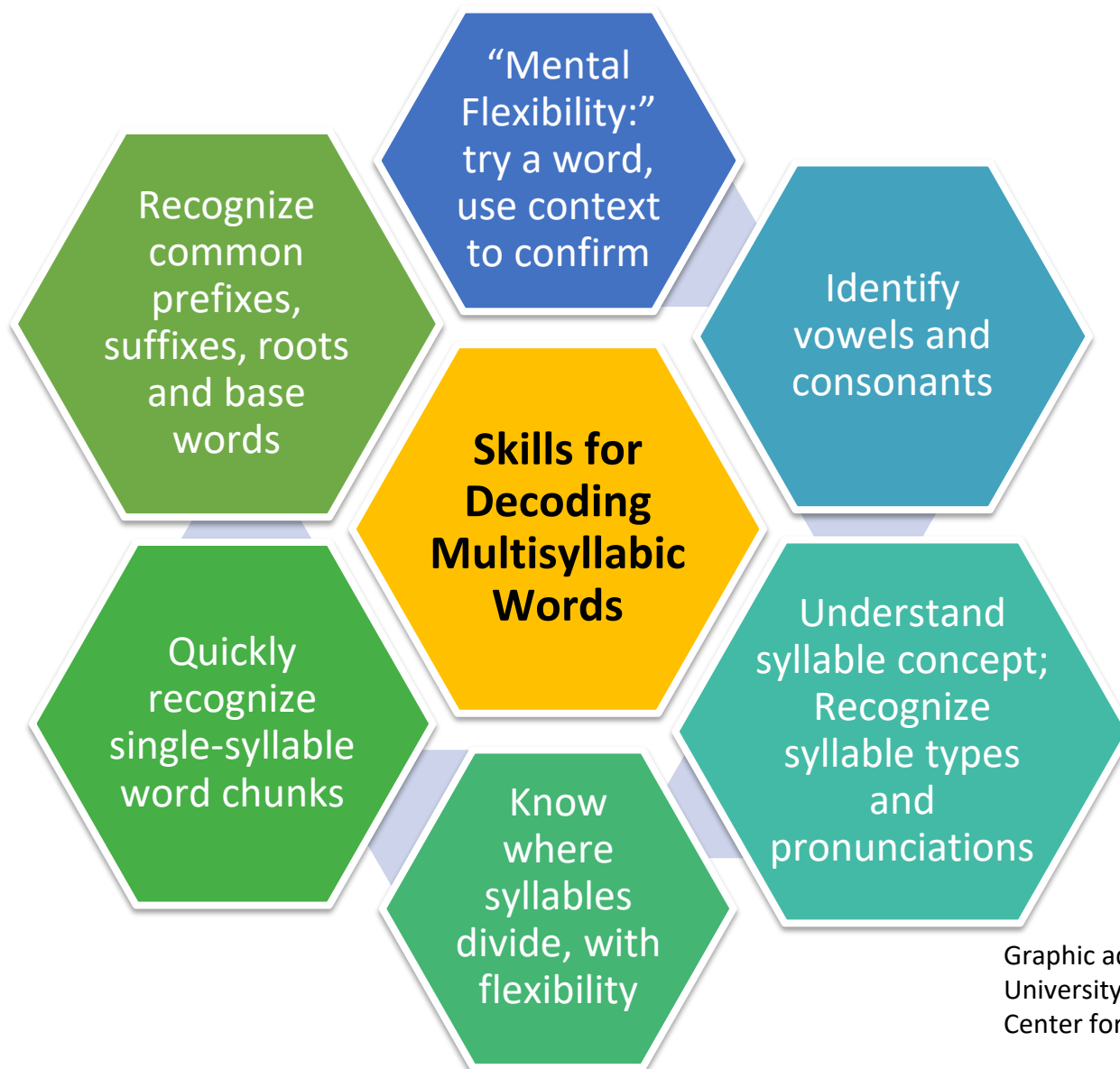
Six Syllable Types

Teaching Multisyllabic Words

Spelling Rules

Morphology

5 Levels of Phonological Awareness

More complex activities

Less complex activities

Phonemic Awareness

Blending sounds (phonemes) into words

Segmenting words into sounds

Deleting & manipulating sounds in spoken words

Onsets and Rimes

Blending and segmenting

Syllables

Segmenting and blending

Sentence Segmentation

Rhyming and Alliteration

W. Blevins, *A Fresh Look at Phonics*, 2017

"Mental Flexibility:" try a word, use context to confirm

Recognize common prefixes, suffixes, roots and base words

Identify vowels and consonants

Skills for Decoding Multisyllabic Words

Quickly recognize single-syllable word chunks

Understand syllable concept; Recognize syllable types and pronunciations

Know where syllables divide, with flexibility

Graphic adapted from Paige Pullen, University of Florida Lastinger Center for Learning (2022)

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Vowels – at least 2 sounds, plus schwa

Short ⌣	Long —
• Breve = short sound	• Macron = long sound
• A vowel followed by a consonant is short	• An open vowel is long
	• Long vowels make the sound of the letter name

Schwa

- Every vowel can make the schwa sound.

- Identify the /uh/ sound in the following words:
  - ❑ amazing
  - ❑ tenacious
  - ❑ replicate
  - ❑ percolate
  - ❑ supply
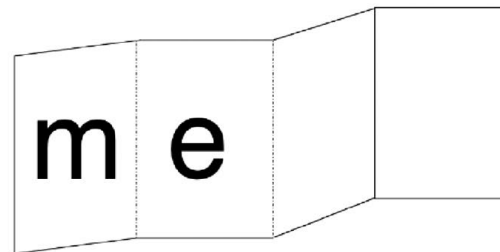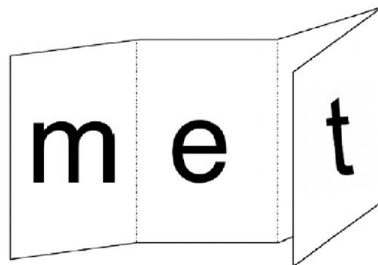 - ❑ syringe

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Syllabication

- A syllable is a word or a part of a word with one vowel sound.

- Syllabication is first mastered orally through phonological awareness.

- Common syllable division rules and strategies help students with decoding and encoding.

- Recognizing six syllable types helps students with decoding and encoding.

Syllable Types

Closed syllables (a short vowel spelled with a single vowel letter and ending in one or more consonants)	*in-sect* *stu-dent*
VCe (a long vowel spelled with one vowel + one con-sonant + silent *e*)	*com-pete* *base-ball*
Open syllables (ending with a long vowel sound, spelled with a single vowel letter)	*pro-gram* *tor-na-do*
Vowel team (multiple letters spelling the vowel)	*train-er* *neigh-bor-hood*
Vowel-r (vowel pronunciation changing before /r/)	*char-ter* *cir-cus*
Consonant-le (unaccented final syllable containing a consonant before *l* followed by a silent *e*)	*drib-ble* *puz-zle*

ies Practice Guide-Foundational Skills to Support Reading for Understanding, K-3 p.25
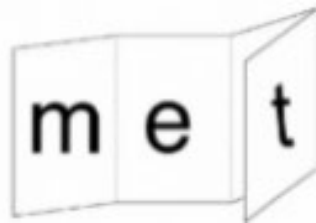
Open and closed syllables make up close to 75% of syllables in English words.

Stanback, 1992

Closed Syllable

Example

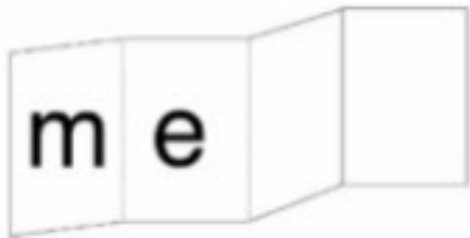When a vowel is followed by a consonant, the vowel makes the short sound.

Open Syllable

Examples

When a vowel is open at the end of a syllable, it makes the long sound.

m e

r o b o t
v   v c

h i
v

Common Syllable Division Rules

VCCV – divide between the consonants

p i c | n i c
v c | c v

VCV – divide after first vowel (open, long) or after consonant (closed, short)

r o | b o t
v | c v

c i v | i c
v c | v

VCCCV – divide after the first or after the second consonant

e x | p l a i n
v c | c c v

f r u s | t r a t e
v c | c c v

h i l l | t o p
v c c | c v

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Dot, Dot, Divide

A Quick and Easy Syllable Division Strategy

Let's try...

embellishment

1. Place a dot under each vowel.
2. Are the vowels together or apart?
3. Work backwards. Keep the consonant that is in front of the vowel with that syllable.

Let's try…

rainbow

1. Place a dot under each vowel.
2. Are the vowels together or apart?
3. Work backwards. Keep the consonant that is in front of the vowel with that syllable.

Let's try...

replenishment

Is this natural?

This strategy will not work 100% of the time flawlessly. Adjustments will have to be made.

1. Place a dot under each vowel.
2. Are the vowels together or apart?
3. Work backwards. Keep the consonant that is in front of the vowel with that syllable.

Let's try…

replenishment

Is this natural?

By shifting the orange line to the right of the letter n, we now have a natural syllabication pattern.

1. Place a dot under each vowel.
2. Are the vowels together or apart?
3. Work backwards. Keep the consonant that is in front of the vowel with that syllable.

Stop and Jot

New Learning	Classroom Applications

Reflect on the syllable division information shared. Jot down any new learning and ideas for classroom application.

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Spelling Inventories

Middle/High School Inventory

Error Type Analysis Sheet: Highlight the letter(s) the student misspells and analyze the number of errors in each column.

Target Word	Consonants	Consonant Blends/ Digraphs	Short Vowels-Closed Syllable	Long Vowel-Open/ VCe Syllable	Variant/ irregular vowel(s)	R-controlled Vowel Syllable	Consonant – le Syllable	Roots	Affixes	Inflectional Endings; spelling rules
1. numb	n	mb	u							
2. whipping	p	wh	i			·				pp ing
3. thread	d	thr			ea					
4. rubble	r, b		u				ble ?			
5. spearmint	m	sp, nt	i		ear				Ment ?	
6. stretches		str tch	e							es
7. correct	c, rr	ct	e			or				
8. grinned		gr	i							nn ed
9. fault	f	lt			au					
10. dirtiest ✓	d, t					ir				y to i, est
11. simply ✓	s	m	i				pl(e)			drop e + ly
12. journal	j, n				our, al					
13. handbook ✓	h, b, k	nd	a		oo					
14. organizer	g, n, z			i(z)e	a (schwa)	er				(e)r
15. donate	d, n, t			o, a(t)e						
16. throughout	t	thr			ough, ou					
17. unfavorable	f, v			ave a		or			un, able	
18. compile	p			i(l)e	o (schwa)			pile	com	
19. foreshadow	d	sh	a		ow				fore	
20. instructor		str ct	u					struct	in or	
21. victorious	v, c, t		i			or			ous	y to i e (?)
22. invisible	v		i					vis	in, ible	s=/z/
23. misbehaved	b, h			e, a(v)e					mis	(e)d
24. deployment		pl		ee	oy				de, ment	
25. disruption								rupt	dis (t)ion	
Column Totals	0	5	5	4	8	2	1 (?)	2	8/9(?)	4/5(?)

Adapted from 2009 State of Florida, Department of Education FAIR Toolkit, 3-12

Adapted from 3-12 Toolkit (FAIR), FCRR

Analyzing a Spelling Inventory

With table partners, review the student sample and completed recording sheet.

- What trends do you notice?
    - ❑ Strengths
    - ❑ Using but confusing
    - ❑ Skill gaps
- What instruction will the student need?
- Where would you start?
- Are there places where instruction could be combined?

Integrated Phonics Practice

"the sonnet-ballad"

by Gwendolyn Brooks

Oh mother, mother, where is happiness?

They took my lover's tallness off to war,

Left me lamenting. Now I cannot guess

What I can use an empty heart-cup for.

He won't be coming back here any more.

Some day the war will end, but, oh, I knew

When he went walking grandly out that door

That my sweet love would have to be untrue.

Would have to be untrue. Would have to court

Coquettish death, whose impudent and strange

Possessive arms and beauty (of a sort)

Can make a hard man hesitate—and change.

And he will be the one to stammer, "Yes."

Oh mother, mother, where is happiness?

Application Within Complex Text

- Read the poem "the sonnet-ballad."

- Select five multisyllabic words that contain at least one open or closed syllable.

  ❑ Be sure to include both open and closed syllable examples in the target words.
  ❑ Be sure to include several examples with more than two syllables.

- Use the Dot, Dot, Divide strategy to divide the syllables, then label the syllable types.

"the sonnet-ballad"

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Oh mother, mother, where is happiness?

closed syllable

schwa   la/ment/ing   known suffix

closed
syllable,   short i*
hes/ i/ tate   vce syllable
s=/z/

*i and y can say the long i or short i sound at the
end of a syllable.

closed syllable

pos/ses/sive
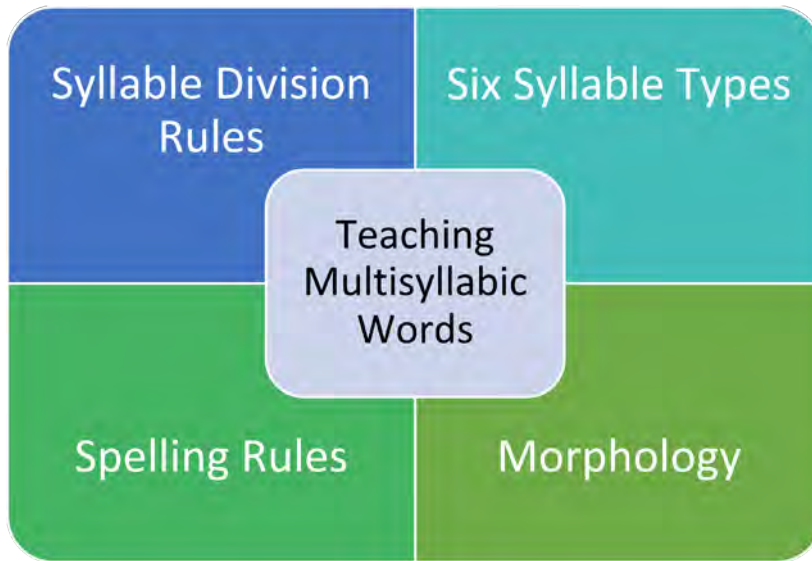
closed syllable;
schwa

known suffix -ive;
v spelling rule

/v/ at the end? Use V+E

- No words in English end with a single v. Don't forget to add an e!
  - have
  - love
  - give
  - live
  - move

Opportunities for Integration

Fluency	ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.

Morphological Analysis

Word-Part Strategy

1) Find the base or root.

2) Think about what the base or root means.

3) Find the prefix or suffix. Add those meanings to the meaning of the base or root.

4) If necessary, change the definition around until it makes sense in context.

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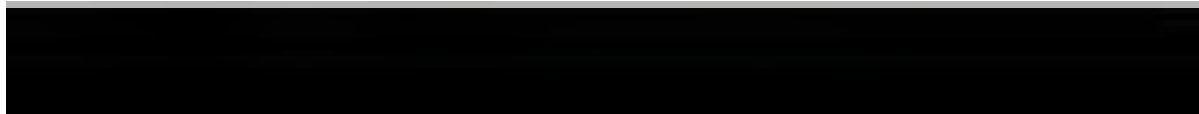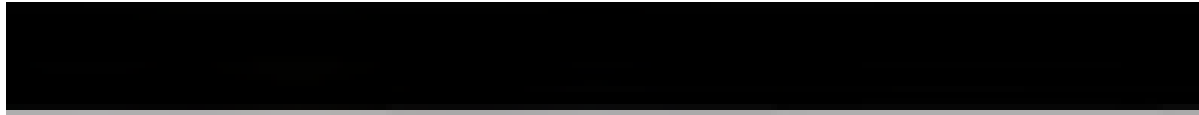
pos/ses/sive

possessive

Morphology {

base word
means to own
or have

suffix
changes a noun or verb
into an adjective;
means tending to,
doing or being

Morpheme Trees - Morphology (V.1.2)

University of Florida
UFLI Literacy Institute

Bringing It All Together

Consider the Learner Profiles and Learning environment Considerations on page 211.

- Where do your students fall? What is it like to be a striving reader in your class (school/district)?
- How will you apply the information shared today in order to meet the needs of the students you serve within those profiles?
- How can the information shared today support the enhancement of the learning environment to maximize outcomes of student success?

On separate Post-it notes, please share
one thing you will take back to implement (or share)
and **one piece of feedback** *with us.*
Place on the designated charts.

Resources

- Dyslexia Fast Facts
- FCRR Student Centered Activities Aligned to B.E.S.T.
- Guide for Reading Mentors - Just Read, Florida
- Hollis Scarborough's Reading Rope
- ies Practice Guide-Foundational Skills to Support Reading for Understanding, K-3
- Phonological and Phonemic Awareness-Reading Rockets
- Six Syllable Types - Reading Rockets
- Spelling Rules
- Syllable and Accent Rules
- UFLI-Morphological Analysis Resources
- UFLI-Teaching Big Words Resource
- UF-Patterson Literacy Resources

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