Helping Older Struggling Students Close Reading and Spelling Achievement Gaps

Presented by Nancy Telian

Disclaimer

One of the many methods shown will be Reading with TLC's Lively Letters program, created by Nancy Telian, co-director and author.

There are no other relationships (financial or otherwise) to disclose.

(c) Telian-Cas Learning Concepts, Inc. 2

Outcomes for Today

- Identify challenges of mid-level readers
- Go beyond the CVC word level
- Prescribe practical techniques for quickly closing achievement gaps
- Investigate methods to train upper-level reading and spelling skills
- Describe SLP involvement - direct or indirect

3

This session provides:

Powerful and engaging "take away" strategies

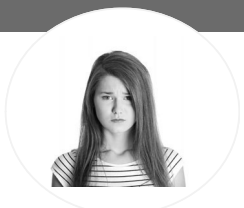
The rationale behind each strategy

Suggestions for Monday

Free Downloads to get you started

(c) Telian-Cas Learning Concepts, Inc. 4

"It is never too late."



Intensive, high quality literacy instruction can help struggling students build the skills they need to succeed in high school and beyond.

Alliance for Excellent Education, 2006

(c) Telian-Cas Learning Concepts, Inc. 5

2015 results of the National Assessment of Educational Progress **(NAEP)** showed that only **36%** percent of 4th graders and **34%** of 8th graders performed at or above the Proficient level in reading

(US Dept. of Education, 2015)

STRATEGIES

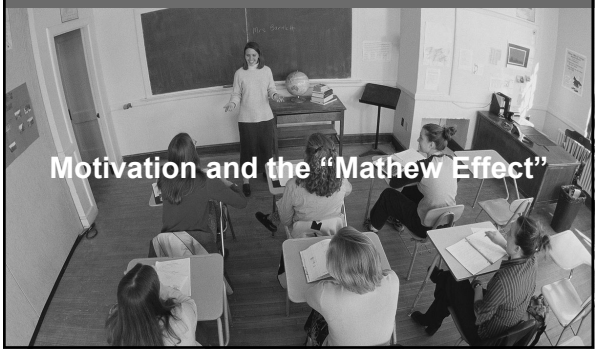
Critical Upper Level Skills We'll Address

1. Difficult Letter Sounds
2. High Level Phonemic Awareness with Phonics
3. Words with Consonant Blends
4. Multisyallable Word Division
5. Morphological Awareness
6. Sight Words
7. Spelling
8. Automaticity

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 7

For Mid-Level Readers

remedial programs tend to support curriculum demands and homework rather than remediate.



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

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

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

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

The most effective interventions are target problems with reading and task-focused behaviors simultaneously.

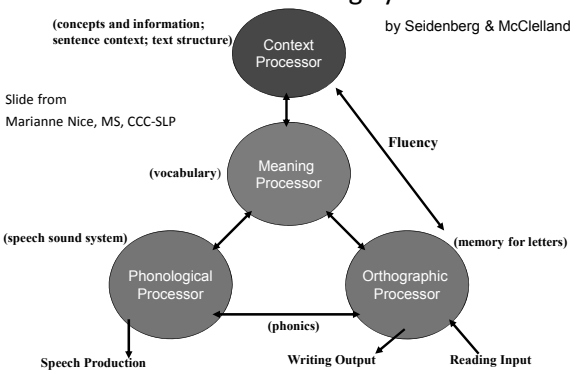
- Morgan, Farkas, Tufis, & Sperling (2008)

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

Diagnosis of Reading Disorders

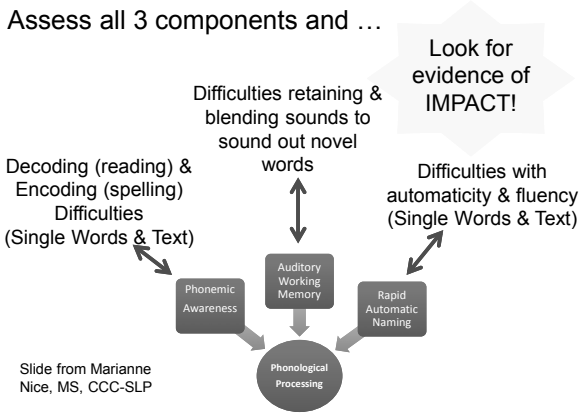
Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

Four Part Processing System



Adapted from: Teri Brecheen-OK State DOE "Annual Growth vs Catch-up Growth: Responding to Instruction & Intervention".

Assess all 3 components and …



What should be tested?

- Letter names
- Letter sounds
- Reading nonsense words
- Reading real words
- Spelling words
- Oral reading – paragraph level
- Phonemic awareness
- Rapid naming

IMPACT!

Phonological Processor Underpinning

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 15

Informal Assessments

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 16

Quick Informal Testing

- **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

(c) Telian-Cas Learning Concepts, Inc. 17

Test Sheet for Letter Names and Sound

c l b o qu 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
urar ui

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 18

Test Sheet for Nonsense Words

fob	taib
liv	prife
roz	noft
habe	plusk
tud	sprelt
jek	chast
thef	strinkt
sibe	potesk
keam	plendaten

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 19

Your First Freebie

Informal Test Sheet for Quickly Assessing Letter Names and Letter Sounds

https://bit.ly/2t0px1x

(c) Telian-Cas Learning Concepts, Inc. 20

S T R A T E G I E S

1

Upper Level Letter Sounds

Vowels
Vowel Combinations
R- Controlled Vowels
Hard & Soft C

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 21

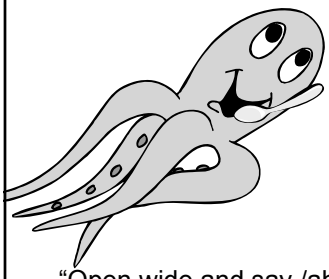
Rationale

"O – octopus - /o/"

Many students with phonemic awareness or working memory deficits have trouble using the typical "**key word**" approach

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 22

Instead …
use cues that elicit the sound in <u>isolation</u>.



O

"Open wide and say /ah/"

(c) Telian-Cas Learning Concepts, Inc. 23

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 **<u>interested & engaged</u>**.

(c) Telian-Cas Learning Concepts, Inc. 24

Rationale

Embedding a letter into a picture depicts a strong, meaningful connection between the letter shape and its sound.

Mastropieri, M. and Scruggs, T. 1991

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 25

Rationale

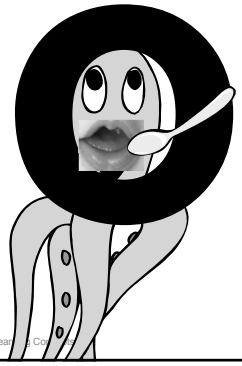
Using oral kinesthetic cues can greatly improve the development of phonological skills and reading skills.

Howard, M.P. 1986
Golinkoff, R.M. 1978

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 26

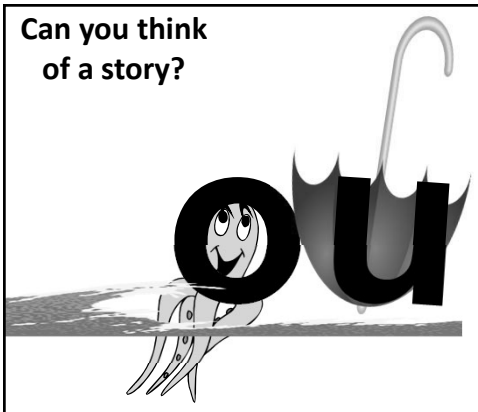
Use oral kinesthetic cues and pictures!!

Introduce cognate pairs as "partners"
p b t d f v k g…



(c) Telian-Cas Learning Concepts, Inc. 27

Can you think of a story?



(c) Telian-Cas Learning Concepts, Inc. 28

Some Programs that use Embedded Letter Pictures

Jolly Phonics Zoo Phonics

Programs that also utilize Oral Kinesthetic Cueing

Reading by the Rules Phonic Faces Lively Letters

Reading by the Rules
Sharon Weis-Kapp

(c) Telian-Cas Learning Concepts, Inc. 29

Lively Letters Program

Lively Letters

Developed in early 1990's in Boston Schools

supplement to core reading curricula PK-2

intervention program for students of **ALL** ages

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 30

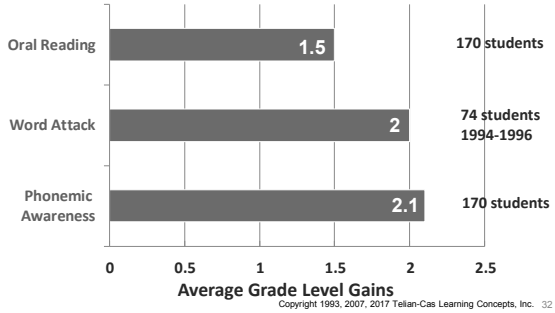
Lively Letters Clinical Studies

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

Lively Letters Original Results

Boston Public Schools 1992-1996

Avg of 30 small group 45-minute sessions 5 X per week (6-8 weeks)
Often one weekly group session was replaced by one whole classroom lesson
Approximately 5% of students were seen individually for 30 minute sessions



Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 32

Lively Letters Initial Pilot Studies

Avg. Level Gains for Phonemic Awareness

Older students – the bigger the gap, the higher the gains.

After 30 group sessions- in 6-8 weeks:

ELL students: 2.75 grade levels
Gr. 5 students: 4.0 grade levels
Gr. 4 students: 3.1 grade levels
Gr. 3 students: 2.3 grade levels

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

Lively Letters Instruction Case Study

Age: **12.9** **Grade**: 7.4

- Recently diagnosed with dyslexia
- Received L.L. instruction (the only reading intervention given)
- 33 (55-minute) sessions
- Individual therapy ~2X/week

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 34

Lively Letters Instruction Case Study

Private Tutoring Feb-Mid July 2010

	Pre-Test	Post-Test
Letter Sounds Named	Incorrect: v, l, qu, w, h, n, y, short e, i, o, u, ir, ur, or, ar Knew no vowel pairs	All letter sounds correct
Woodcock Reading Mastery Tests- R "Word Attack" (% & SS by age)	• G.L 2.3 • 6th Percentile • 76 SS	• G.L. 6.2 • 40th Percentile • 96 SS

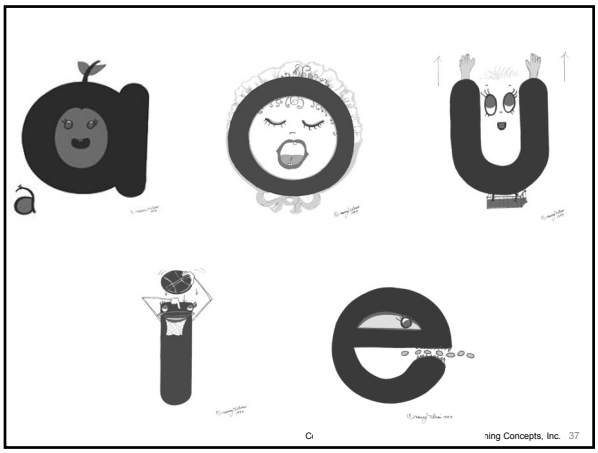
Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 35

Rationale

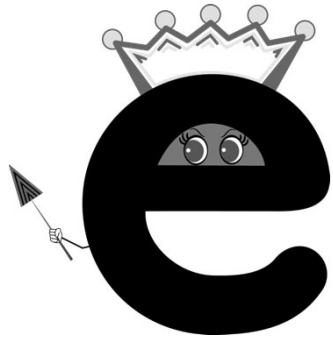
https://www.readingwithtlc.com/research/

Lively Letters Research Rationale

(c) Telian-Cas Learning Concepts, Inc. 36

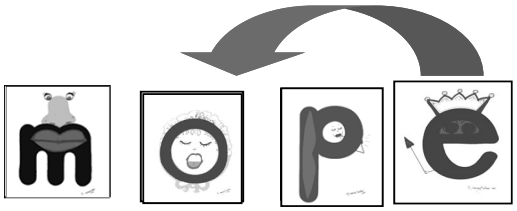


Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 37



Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 38

King Ed



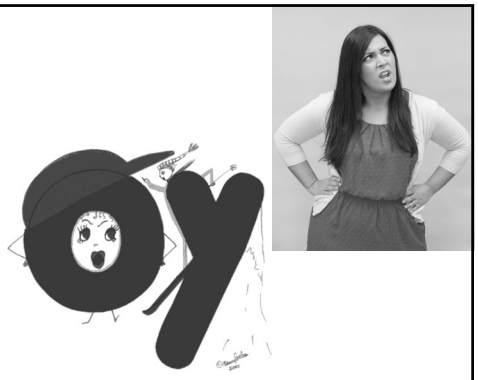
"Who's that vowel before me?
Tell me your name!"

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 39

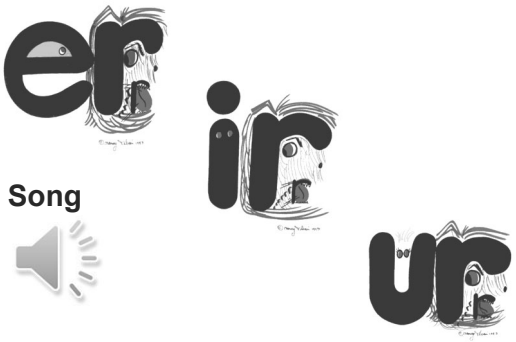
Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 40

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 41

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 42



Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 43



Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 44

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

(c) Telian-Cas Learning Concepts, Inc. 45

"Free Downloads" – Letter Sounds

- **Colored Letter Picture/Story for silent 'e' King Ed**
  https://bit.ly/2JMfQtJ
- **Sample Picture of a Vowel Path**
  https://bit.ly/2taeUZ1
- **Reproducible Hard and Soft 'c' Activity Sheet**
  https://bit.ly/2HTemMp

(c) Telian-Cas Learning Concepts, Inc. 46

S T R A T E G I E S

2

Upper Level
Phonemic Awareness
Merged with Phonics

Sound Manipulation

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 47

Tracking

Make one change at a time

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 48

What if my student can't accurately sound out CVC words

©2014, 2017 Reading with TLC

Stop! Take me back to CVC Level

Please!

You may be the only one who will.

©2014, 2017 Reading with TLC

Older students may have memorized many words.

Call them "alien" words

Nonsense words will require them to use their phonetic skills.

(c) Telian-Cas Learning Concepts, Inc. 51

Play Human / Alien Game - Paper & Pencil

"Is that a real word or an alien word?"

Human	Alien
✓	✓
✓	✓
✓	

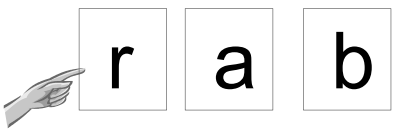
(c) Telian-Cas Learning Concepts, Inc. 52

Decoding (reading) Demonstration

"If that says _____,"(teacher changes a letter card) "What does this say?"

Method:

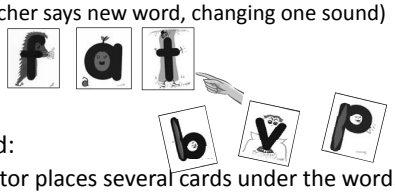
Student points to and sounds out each letter card, then blends them.



Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 53

Encoding (spelling) Demonstration

"If that says _____, make it say _____."
(teacher says new word, changing one sound)



Method:

- Instructor places several cards under the word.
- Student repeats the word.
- Student says each sound of the new word, while touching each letter of the old word.
- When the sound made doesn't match the card, student changes the letter card.

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 54

Move on to Plain Letters

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 55

Suggestions for Monday

Address speech and literacy by doing substitution word play tracking using target sounds.

Investigate what phonemic awareness tests have been done on a particular struggling student.

Suggest or start manipulation word play (tracking) with **known** letter sounds using nonsense words.

(c) Telian-Cas Learning Concepts, Inc. 56

"Free Downloads" Phonemic Awareness with Phonics

Reproducible R-Controlled Vowel Word Activity
https://bit.ly/2PEYH8f

Video Demos of CVC Tracking
www.YouTube.com/readingwithtlc

(c) Telian-Cas Learning Concepts, Inc. 57

STRATEGIES 3

Consonant Blends

Decoding words with
Initial Blends
Final Blends
Blends Both Positions

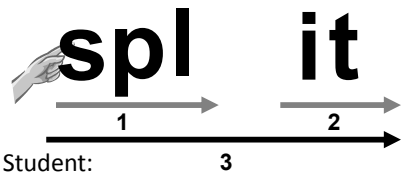
Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 58

Sequencing Errors During Reading, Spelling, & Speech

Reversals	"lots" instead of "lost"
Omissions	"fog" instead of "frog"
Additions	"strack" instead of "stack"
Substitutions	"bent" instead of "belt"
Transpositions	"plest" instead of "slept"

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 59

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

(c) Telian-Cas Learning Concepts, Inc. 60

Rationale

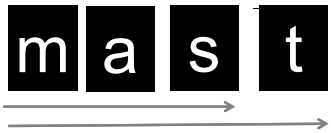
With phonological awareness the hierarchy goes from larger chunks of sound to smaller chunks of sound.

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

str - a - p is easier to blend than **s- t – r – a - p**

(c) Telian-Cas Learning Concepts, Inc. 61

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

(c) Telian-Cas Learning Concepts, Inc. 62

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
- Words like blast, trump, spent, stomps..
- CCCVCCC – cover last two sounds

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 63

Blends in Both Positions

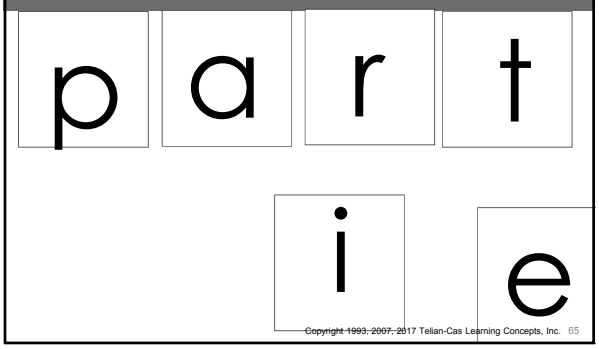
print

strands

Cover the last letter(s) first

(c) Telian-Cas Learning Concepts, Inc. 64

Train Orthographic Awareness & Phonemic Awareness



Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 65

Make "ROAST" Changes

Reversals	"lots" instead of "lost"
Omissions	"fog" instead of "frog"
Additions	"strack" instead of "stack"
Substitutions	"bent" instead of "belt"
Transpositions	"plest" instead of "slept"

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 66

Building Word Chains

bit
bat
brat
brast
brats
trabs
tabs

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 67

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 …

Try the consonant blend decoding techniques with a struggling student, using **known** letter sounds.

(c) Telian-Cas Learning Concepts, Inc. 68

"Free Downloads" – Consonant Blends

6 Pages - Consonant Blend Word Chains for Tracking
https://bit.ly/2JStPhy

"Sandwiches" Consonant Blend Activity
https://bit.ly/2yeJ7vS

Consonant Blend Tracking Demo Videos
www.YouTube.com/readingwithtlc

(c) Telian-Cas Learning Concepts, Inc. 69

STRATEGIES 4

Multisyllable Word Division Rules

Closed Syllables
Open Syllables
Consonant l-e Syllables

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 70

Rationale

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

First grade books contain many multisyllable words, yet the strategy for sounding them out are typically not taught until third grade, if at all.

(c) Telian-Cas Learning Concepts, Inc. 71

Dividing cvc cvc words

When there are two consonants between the vowel sounds, divide between the consonants.

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 72

The Lively Letters Mirror Story

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

Open Syllables with Mirror

- bi
- lo
- re

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 74

Closed Syllables with Mirror

- **bid**
- **lon**
- **res**

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 75

Practice reading syllables

pre
sub
bi
mat
he
et

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

Dividing cv vc words

t a k e n

t o k e n

r o b o t

b i t i n g

When only one consonant comes between the vowel sounds, divide in front of that consonant.

The Dividing Line Is the Mirror!

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 77

Summary: The Lively Letters Mirror Story

de e pend **com ment**

lo o cate **bas ket**

If a consonant's in the way, the vowel can't see itself and doesn't say its name!

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 78

Try them both out!
Mirror Story Step and Jump!

bitel
lomentate
respotented
mastolunterdize
provencolatercil

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 80

Consonant –le Endings

-fle, -ble, -ple, -tle

"Consonant, l, e? Jump back 1, 2, 3!"
(towards the beginning of the word)

ta | ble
3,2,1

raf | fle
3,2,1

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 81

Six syllable types "C.L.O.V.E.R."

Closed	"cat"
L(Consonant-le)	"bub ble"
Open	"she"
Vowel combos.	"loud"
E(silent 'e' rule)	"make"
R-controlled	"bird"

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 82

Suggestions for Monday

- Train teachers/support staff in these rules
- Go into the classrooms and share the strategy

Who knows how many lives you will change with this simple rule?

83

"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
https://bit.ly/2Mrq5FE

Consonant-le Rule Worksheet
https://bit.ly/2HRlLfp

Comprehensive Bundle of Phonics E-Products Being Given at Reading with TLC's Booth

(c) Telian-Cas Learning Concepts, Inc. 84

STRATEGIES

5

Morphological Awareness

Prefix Root Suffix

Simultaneously Trains:
Reading
Spelling
Vocabulary

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 85

Morphological Awareness

Recognition, comprehension, and use of **meaningful word parts** (morphemes).

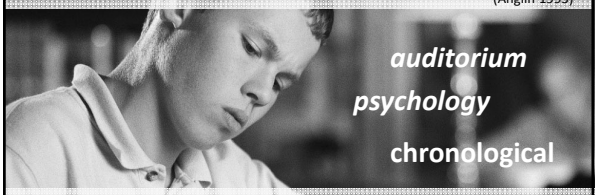
Rationale

Morphology is often an overlooked building block for reading fluency, reading comprehension, and spelling.

Research demonstrates the importance of morphological teaching as early as 1st and 2nd grade (Apel & Lauraence, 2011).

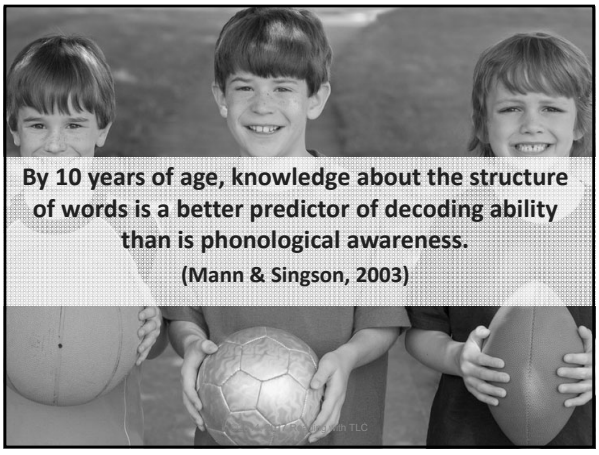
©2014, 2017 Reading with TLC

By 5th grade, **every day**, students come across at least 27 difficult and less common words requiring knowledge beyond phonics. (Anglin 1993)



Good readers learn new vocabulary words from reading and incorporate them into oral language.

©2014, 2017 Reading with TLC



By 10 years of age, knowledge about the structure of words is a better predictor of decoding ability than is phonological awareness.
(Mann & Singson, 2003)

©2014, 2017 Reading with TLC

Inflectional Suffixes
Reading Words with –ed and –es

pined **pinned**

Is the vowel long or short?

rated **walks**

When do –ed, -es have short 'e' sound? (schwa)

raved **raked**

Does the "d" in "ed" say /d/ or /t/?
Does the "s" in"es" say /s/ or /z/?

©2014, 2017 Reading with TLC

Reading Words ending in –ed and –es

Cover the 'd.' "Can King Ed do his job here?"

licke pinned

like pined

King Ed can only reach around 1 consonant to make the vowel say its name

©2014, 2017 Reading with TLC

Words ending in –ed and –es

Cover the 's.' "Can King Ed do his job here?"

like notes

misse rinses

King Ed can only reach around 1 consonant to make the vowel say its name

©2014, 2017 Reading with TLC

Words ending in –ed and –es

Does the "– ed" say "t" or "d?"

raved	raked
robbed	roped

Does the "–es" or "–s" say "s" or "z?"

raves	rakes
robs	ropes

©2014, 2017 Reading with TLC

Words ending in –ed and –es

Does the "– ed" say "t" or "d?"

raved	raked
robbed	roped

If final consonant is voiced, use /d/ sound
(if unvoiced, use /t/ sound)

©2014, 2017 Reading with TLC

Words ending in –ed and –es

Does the "–es" or "–s" say "s" or "z"?

raves	rakes
robs	ropes

If final consonant is voiced, use /z/ sound
(if unvoiced, use /s/ sound)

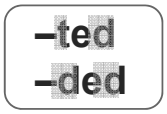
©2014, 2017 Reading with TLC

Words ending in –ed and –es

When do –ed, –es endings have the *schwa (*like short 'e') sound?

rated
lifted
needed
rounded

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



©2014, 2017 Reading with TLC

Words ending in –ed and –es

When do –ed, –es endings have the *schwa (*like short 'e') sound?

classes
wishes
punches
quizzes

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

©2014, 2017 Reading with TLC

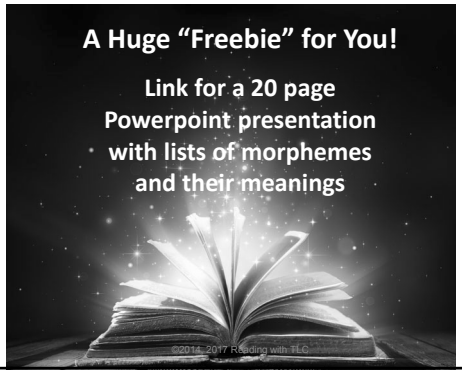
Derivational Morphemes

Most prefixes ("pre" "post" "re") change content meaning, but do not change the part of speech of the word.

Most suffixes ("ful" "able" "ist") can change the content meaning ***and*** the part of speech of the word.

©2014, 2017 Reading with TLC

https://bit.ly/2JIrNEQ



©2014, 2017 Reading with TLC

Most Common Prefixes

1. un (not, opposite of)
2. re (again)
3. in, im, ir, il (not)
4. dis (not, opposite of)
5. en, em (cause to)
6. non (not)
7. in, im (in or into)
8. over (too much)
9. mis (wrongly)
10. sub (under)
11. pre (before)
12. inter (between, among)
13. fore (before)
14. de (opposite of)
15. trans (across)
16. super (above)
17. semi (half)
18. anti (against)
19. mid (middle)
20 under (too little)

All other prefixes (about 100) account for only 3% of words.

©2014, 2017 Reading with TLC

20 Most Common Suffixes

1. s, es (plurals)
2. ed (past-tense verbs)
3. ing (verb form/present participle)
4. ly (characteristic of)
5. er, or (person connected with)
6. ion, tion, ation, ition (act, process)
7. ible, able (can be done)
8. al, ial (having characteristics of)
9. y (characterized by)
10. ness (state of, condition of)

(Continued on next slide)

©2014, 2017 Reading with TLC

20 Most Common Suffixes

11. ity, ty (state of
12. ment (action or process)
13. ic (having characteristics of
14. ous, eous, ious (possessing the qualities of)
15. en (made of)
16. er (comparative)
17. ive, ative, itive (adjective form of a noun
18. ful (full of)
19. less (without)
20. est (comparative)

All other suffixes (about 160) account for only 7% of words.

©2014, 2017 Reading with TLC

Phonology → Morphology → Syntax

Suffixes that form nouns:

age, al, ance, ant, ate, ee, ence, ent, er, or, ar, ese, ess, hood,ice, ism, ist, ment, ness, sion, tain, tion, ure

teach + er *(verb turned into a noun)*

Suffixes that form adjectives:

able, al, er, est, ette, let, ful, fully, ible, ic, ical,ish, ive, less, ous, some, worthy

love + able *(verb turned into an adjective)*

©2014, 2017 Reading with TLC

Phonology → Morphology → Syntax

Suffixes that form adverbs:

ly, wards, ways, wide, wise

soft + ly (adjective turned into an adverb)

Suffixes that form verbs: *ate, ed, en, ing, ise, ize, yze*

hard + en (adjective turned into a verb)

©2014, 2017 Reading with TLC

More Connections to Meaning - Prefixes

Prefixes that refer to "when," "where," or "more"

pre-, post-, ante-, inter-, infra-, traps-, sub-, circum-, ultra

"pretest" "submarine" "ultraconservative"

©2014, 2017 Reading with TLC

Prefixes that mean "no"

a- de- dis-, in- non- un-, contra

"disagree" "nondisclosure" "contradict"

EXPONENTIAL EFFECTS!

©2014, 2017 Reading with TLC

Common Word Roots or Bases

ast(er) (star)
audi (hearing)
auto (self)
bene (good)
bio (life)
chrono (time)
dict (speak)
gen (relating to birth)
geo (earth)
graph (write)
jur (jus) (law)
log (logue) (study)
luc (light)
man(u) (hand)
mand (mend) (order)
mis (mit) (send)
omni (all)
path (feel)
Phil (love)
phon (sound)
photo(light)
port (carry)
qui(t) (quiet)
scrib (script) (write)
sens (sent) (feel)
tele (far off)
terr (earth)
vac (empty)
vis (vis) (see)

©2014, 2017 Reading with TLC

Morphology Rap

educationalrap.com

http://www.youtube.com/watch?v=1n7OLlQ6OtQ&feature=related

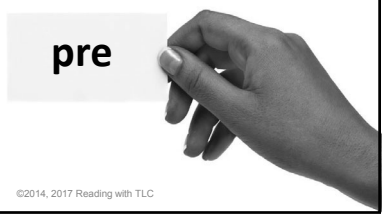
Rap video on morphology

©2014, 2017 Reading with TLC

How to Begin

Use flash cards to begin presenting:

- prefixes
- base words/roots
- suffixes

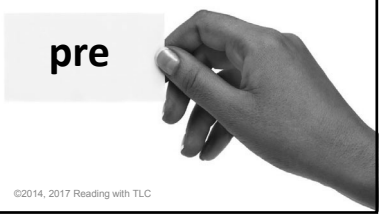


©2014, 2017 Reading with TLC

How to Begin

Start with easiest word parts:

- stable for spelling/pronunciation
- easy to sound out
- frequently used



©2014, 2017 Reading with TLC

How to Begin

Definition and sample words on back of card

Add definition

Sample words

Can add a sentence

Can also list language of origin

©2014, 2017 Reading with TLC

Drill morpheme cards for automaticity for reading

Put into three piles (prefix, root, suffix) and have students manipulate to create new words (real and nonsense)

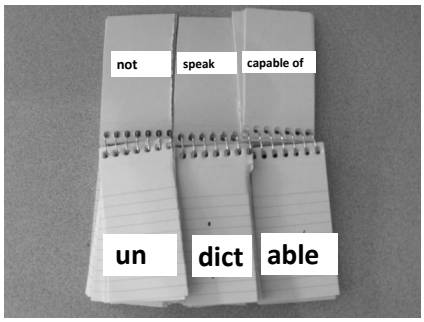
For Decoding (Reading):
If that says _____ what does this say?
What do you think this word would mean?

For Encoding (Spelling)
If that says _____ make is say_____.

©2014, 2017 Reading with TLC

Make a flip book with prefix, roots and suffixes
Use curriculum words
Have students help make them

Meaning?



Simultaneously Train Oral and Written Language

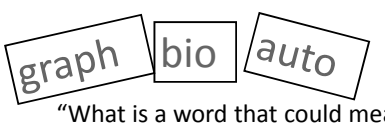
- Teach meanings of the word parts

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:



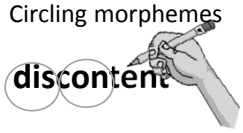
"What is a word that could mean 'writing about one's own life?'"

Practice Identifying morphemes in words

Boxing out morphemes

microscope

Circling morphemes



discontent

autograph **bicycle**

©2014, 2017 Reading with TLC

Connect to make words

Have students draw lines from the root words to the correct affixes.

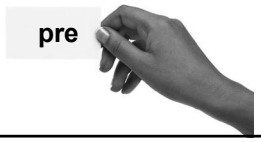
nice	-ful
thought	-er
farm	-ly
place	-able
Love	-ment

©2014, 2017 Reading with TLC

Suggestions for Monday

Make some flashcards with common prefixes, roots, and suffixes from your morphology freebie.

Add the definitions and sample words on the back.



117

"Free Downloads" Morphological Awareness

POWERPOINT PRESENTATION

Lists of Morphemes with their Meanings

https://bit.ly/2ymVYd7

(c) Telian-Cas Learning Concepts, Inc. 118

S T R A T E G I E S

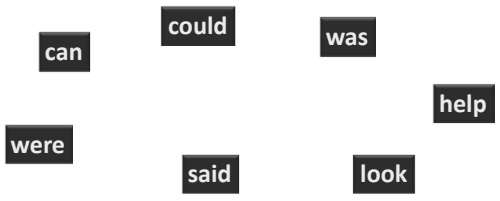
6

Sight Words

Phonetically Regular
Phonetically Irregular

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 119

Phonetically Regular or Irregular



Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 120

Sort your list of classroom sight words into 2 groups

Phonetically Regular

Phonetically Irregular

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 121

Make a Regular Sight Word Chart

Group regular words following these patterns:

- **closed syllables – it, can**
- **open syllables – I, me**
- **final e – make, like**
- **vowel combinations, r-controlled – look, first**
- **consonant blends – must, stop**
- **multi-syllable – about, after**

Teach these regular sight words in order – as they've learned the phonics concepts.

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 122

Sight Word Sorter

Sight Word Sorter

Phonetically Regular Dolch Sight Words to teach as the phonics skills are taught.

CVC or VC (closed syllables)	CCVC	CVCC	CVCe (final *e*) or CVeC	CVVC or CVRC Vowel Combinations/ R-controlled vowels	CV (Open Syllables)	2 syllable
am	black	and	ate	brown	be	after
an	bring	ask	blue	clean	by	before
at	drink	fast	came	down	fly	carry
big	from	help	five	draw	go	funny

You're getting the link for this.

©2014, 2017 Reading with TLC
Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

Sight Words you can see

Reading with TLC

A Unique Approach by Penny Castagnozzi

- **Builds on a student's strong phonics base**
- **Mnemonic cues lightly drawn in and around words, focusing on irregular or infrequent spelling patterns.**
- **Links the spelling to the pronunciation to the meaning of the abstract word.**

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 124

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 125

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

(c) Telian-Cas Learning Concepts, Inc. 126

Suggestions for Monday

Help teachers sort classroom sight words.

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.

(c) Telian-Cas Learning Concepts, Inc. 127

"Free Downloads" – Sight Words

Sample Sight Words You Can See
https://bit.ly/2JKQZXg

Sight Word Sorter
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.
https://bit.ly/2tcT7jt

(c) Telian-Cas Learning Concepts, Inc. 128

S T R A T E G I E S

7

Spelling

Phonetic
Morphemes
Spelling Rules
Mental Orthographic Images
Language of Origin

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc. 129

Spelling Rules

After learning to spell phonetically, students should be taught common spelling rules of the language, 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)

"silent 'e' rule: (when to drop the 'e')

For a complete list of spelling rules and how to teach them, obtain rule-based resources such as "Solving Language Difficulties" by Steere. Peck, and Kahn, from Educator Publishing Services. 1-800-225-5750

Doubling Rule (1-1-1 Rule)

If a word has
- 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

©2014, 2017 Reading with TLC

Sample dialogue for applying the doubling rule

Instructor prints the word, "bat."

Instructor says, "Now let's spell "batting." We have to add 'ing' onto this word. Should we double the last consonant? " bat + ing = _____?

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 would not double consonant)

©2014, 2017 Reading with TLC

Sample activity for doubling rule

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

©2014, 2017 Reading with TLC

7 Important Spelling Rules of the English Language

1.DOUBLING RULE (PART ONE) –
When a one-syllable word has one short vowel and ends in only one consonant, when adding a suffix that begins with a vowel, double the last consonant. (hop, hopping, hopped)

2. DOUBLING RULE (PART TWO)
When a two-syllable word has one short vowel and ends in only one consonant, double the final consonant when adding a suffix that begins with a vowel, only if the accent is on the last syllable. (admit, admitted, admitting)

3. FINAL E RULE
When adding an ending that begins with a vowel onto a silent final "e" word, omit the final "e" before adding the ending. (bake, baking)

4. "F-L-S" RULE
When the /f,/ /l/, or /s/ sound comes at the end of a single word that has only one

©2014, 2017 Reading with TLC

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
https://bit.ly/2ye2GEx

S T R A T E G I E S

8

Automaticity

Rapid Naming of Visual Symbols
Error Prevention
Motivation

Copyright 1993, 2007, 2017 Telian-Cas Learning Concepts, Inc.

rapid naming deficits, behavioral issues, …

Accuracy first, speed later!

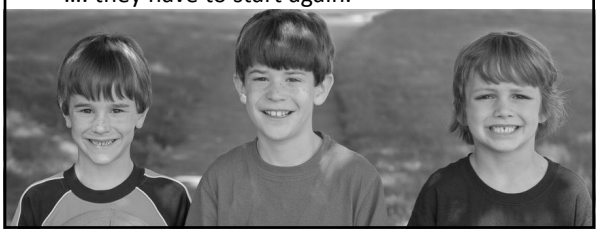
Prevent errors
by ask key questions BEFORE they respond

b

(c) Telian-Cas Learning Concepts, Inc.

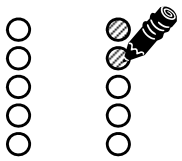
Reward students for getting responses correct

- 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.



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 …"

(c) Telian-Cas Learning Concepts, Inc. 140

Suggestions for Monday

Play The Dot Game

(c) Telian-Cas Learning Concepts, Inc. 141

"Free Downloads" – Automaticity

Some fun reproducible worksheets to practic decoding 2 & 3 syllable real and nonsense words, from TLC Dot Phonics Games Workbook
https://bit.ly/2ta0Hvp

Entire Phonics Dot Games e-book, plus Entire Phonics Tic Tac Toe Book at boot

REFERENCES

Anglin, Jeremy M. (1993). Vocabulary Development: A Morphological Analysis. *Monographs of the Society for Research in Child Development*, v58 n10 p1-166

Apel, K., & Lawrence, J. (2011). Contributions of morphological awareness skills to word-level reading and spelling in first- grade children with and without speech sound disorder. *Journal of Speech, Language, and Hearing Research*, 54, 1312- 1327.

Ball, E. and Blachman B. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 26 (1), 49-66.

Berninger, Virginia W.; Abbott, Robert D.; Nagy, William; Carlisle, Joanne. (2010).Growth in Phonological, Orthographic, and Morphological Awareness in Grades 1 to 6. *Journal of Psycholinguistic Research*, v39 n2 p141-163

(c) Telian-Cas Learning Concepts, Inc. 144

Ball, E. and Blachman B. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 26 (1), 49-66.

Bradley, L. and Bryant, P. (1983). Categorizing sounds and learning to read: A causal connection. *Nature* 301, 419-421.

Ehri, L. (2002) Phases of Acquisition in Learning to Read Words and Implications for Teaching, Learning and Teaching Reading, *British Psychological Society*, 7-28.

Foorman, B. R., Chen, D., Carlson, C., Moats, L., Francis, D. J., and Fletcher, J. M. (2003). The necessity of the alphabetic principle to phonemic instruction. *Reading and Writing*, 16, 289-324.

Fuchs, L., and Vaughn, S. (2012). Responsiveness-to-Intervention: A Decade Later. *Journal of Learning Disabilities,* 45: 195, DOI: 10.1177/0022219412442150.

(c) Telian-Cas Learning Concepts, Inc.

Gaab, N, Raschle, N, and Zuk, J. (2012). Functional characteristics of developmental dyslexia in left-hemispheric posterior brain regions predate reading onset. *Proceedings of the National Academy of Sciences*. February 7, 2012 vol. 109 no. 6 2156-2161.

Golinkoff, R.M. (1978). Phonemic awareness skills and reading achievement. In P. Murray and J. Pikulski (eds). *The Acquisition of Reading: Cognitive, Linguistic, and Perceptual Prerequisites.* Baltimore, MD. University Park Press.

Heller, R., & Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement. Washington, DC: *Alliance for Excellent Education*.

Hohn, W.E., & Ehri, L.C. (1983). Do alphabet letters help prereaders acquire phonemic segmentation skills? *Journal of Educational Psychology*, 75(5), 752-62.

Howard, M.P. 1986. Effects of pre-reading training in auditory conceptualization of subsequent reading achievement. *(doctoral dissertation*).

(c) Telian-Cas Learning Concepts, Inc.

Mahony, D. 1994. Using sensitivity to word structure to explain variance in high school and college level reading ability. *Reading and Writing: An Interdisciplinary Journal,* 6, 19-44.

Mann, V., & Singson, M. (2003). Linking morphological knowledge to English decoding ability: Large effects of little suffixes. In E. Assink & D. Sandra (Eds.), Reading complex words: Cross-language studies (pp. 1–25). Dordrecht, the Netherlands: Kulwer.

Morgan, P.L., Farkas, G., Tufis, P.A., & Sperling, R.A. (2008). Are reading and behavior problems risk factors for each other? Journal of Learning Disabilities, 41, 417-436.

Nagy, W. & Anderson, R. (1984). How Many Words are There in Printed School English? *Reading Research Quarterly*, v19 n3 p304-30

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010) Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers. Washington D.C.

(c) Telian-Cas Learning Concepts, Inc.

Torgesen, J.K. (2006). Teaching all students to read: Working together as a school level system. 2006 *Annual American Speech and Hearing Association Convention.*

Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). A three-tier model for preventing reading difficulties and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn. (Eds.), Evidence-based reading practices for response to intervention. Baltimore: Brookes.

Venezky, R. L. (1967). English orthography: Its graphical structure and its relation to sound. *Reading Research Quarterly*, 2(3), 75-105. -

Wolf, M. (2007). Proust and the squid: The story and science of the reading brain. New York: Harper. p. 130.

(c) Telian-Cas Learning Concepts, Inc.