Advanced Foundational Literacy: Decoding and Encoding

Two Sides of the Same Coin
The first thing that happened to reading was writing.
Session Overview

Decoding and encoding are two sides of the same coin immersed in a reciprocal relationship with a significant impact on foundational literacy development.

Participants will explore instructional routines which tap into the powerful connection between reading and writing at the word level.
Session Objectives

❖ Analyze the multidimensional nature of words
❖ Engage in two instructional routines which facilitate the ability to decode and encode multisyllabic words
❖ Brainstorm ways in which the synergy between decoding and encoding can be put into practice in various educational environments
**DECODING**

Translating a word from print to speech, usually by employing knowledge of letter sound relationships; also, the act of deciphering a new word by sounding it out.

**ENCODING**

Determining the spelling of a word based on the sounds in the word.
What comes to mind...
“But all children, even those who are predisposed to be good spellers, have much to learn about the history, structure and representation of their own language that will pay off in many other verbal domains.”

How Spelling Supports Reading, Louisa K. Moats
American Educator (Winter 2005/06, page 5)
Multidimensional Nature of Words

- Phonology
- Morphology
- Orthography
- Meaning
- Figurative Use
- Semantic Category
- Syntactic Category
- Connotations

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Fun with Words

flash
clip
knee
# Phonesthemes

<table>
<thead>
<tr>
<th>Phonestheme</th>
<th>cl</th>
<th>cr</th>
<th>fl</th>
<th>gl</th>
<th>sl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested</td>
<td>Related to a closing motion (of a single object)</td>
<td>Associated with noises-particularly loud, quick or jarring</td>
<td>Express movement</td>
<td>Associated with vision or light</td>
<td>Denotes pejorative behavior</td>
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<tr>
<td>Meaning</td>
<td>Word List</td>
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<td>claim</td>
<td>crack</td>
<td>flame</td>
<td>glamour</td>
<td>sleek</td>
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<td>cranky</td>
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<td>crinkle</td>
<td>flicker</td>
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<td>cling</td>
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<td>cringe</td>
<td>flip</td>
<td>glimpse</td>
<td>sleep</td>
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<td>close</td>
<td>crumple</td>
<td>flop</td>
<td>glint</td>
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Instructional Impact on Encoding

two

too

to
Let’s flip that COIN!
A minute later, Fern was seated on the floor in the corner of the kitchen with her infant between her knees, teaching it to suck from the bottle.
Decoding Multisyllabic Words
Decoding Multisyllabic Words

1. Find the vowels to determine number of syllables.

2. Break syllables apart, using what I know.
   - Prefixes and Suffixes
   - Digraphs, Trigraphs and Blends
   - Syllable Type

3. Blend parts together, read the whole word.

4. Does the word sound right?
   - Yes
     - Read the whole sentence.
     - Does this word make sense in the sentence?
       - No
         - Try another way.
       - Yes
         - Move on!
   - No
     - Choose a different vowel sound or break syllables in a different way.
     - Does it sound right?
       - Yes
         - Move on!
       - No
         - Try another way.
Let’s flip that COIN!
Encoding Multisyllabic Words

![List of multisyllabic words](image)
Encoding Multisyllabic Words

1. Count syllables
2. Draw lines
3. Start with what I know
4. Did I write a vowel?

Yes
- Say the whole word
  - Does this match what I've written?
    - Yes
      - Move on! (to the next syllable)
    - No
      - Fill in the missing letters

No
- Choose a vowel
  - Does it look right?
    - Yes
      - Choose another
    - No
“For young children, research clearly indicates that spelling supports learning to read, and for older children, it’s likely that learning about the meaningful relationships between words will contribute to vocabulary growth and reading comprehension.”

“How Spelling Supports Reading” by Louisa K. Moats
The Power of Error Analysis
Is the spelling error phonologically plausible?

NO

Phonemic Segmentation

Similar Sound Discrimination

YES

Unexpected Grapheme(s)

Spelling Rule/Pattern

Morphological Component
Is the spelling error phonologically plausible?

NO

Phonemic Segmentation

YES

Similar Sound Discrimination

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Is the spelling error phonologically plausible?

NO

YES

Unexpected Spelling Morphological Grapheme(s)

Spelling Rule/Pattern

Morphological Component

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Is the spelling error phonologically plausible?

- NO
- YES

- Unexpected Grapheme(s)
- Spelling Rule/Pattern
- Morphological Component

(jumped)
Dear mom and dad,

2-16-22

It was my first time pattie.

I got a pantbrush and dibed the pant. Te in the bukit then i was putting out sled by
Multidimensional Nature of Words

- Phonology
- Orthography
- Meaning
- Figurative Use
- Semantic Category
- Syntactic Category
- Connotations
Readers and Writers Are...

PRECISE & FLEXIBLE
Time to brainstorm, but first...
Analyze the multidimensional nature of words

Engage in instructional routines which facilitate the ability to decode and encode multisyllabic words

Brainstorm ways in which the synergy between decoding and encoding can be put into practice in various educational environments

Time to Brainstorm!

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Share Ideas
Sources

- Florida’s B.E.S.T. ELA Standards
- “Language at the Speed of Sight” by Mark Seidenberg
- “How Spelling Supports Reading” by Louisa K. Moats
- “The Knowledge Blueprint” by Nancy Hennessey
- “Spelling for Life” by Lyn Stone
- “Charlotte’s Web” by E.B. White
- Images from Pixabay
Thank You