Supporting Secondary Students with Advanced Phonics Instruction

Just Read, Florida!
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

<table>
<thead>
<tr>
<th>New Learning</th>
<th>Classroom Applications</th>
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## Grades 6-12 Foundational Reading Intervention Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
<th>Description</th>
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</thead>
</table>
| **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. |
Many Strands Are Woven into Skilled Reading

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

Less complex activities

- Rhyming and Alliteration
- Sentence Segmentation
- Syllables
- Onsets and Rimes

More complex activities

- Phonemic Awareness
  - Blending sounds (phonemes) into words
  - Segmenting words into sounds
  - Deleting & manipulating sounds in spoken words

W. Blevins, A Fresh Look at Phonics, 2017
Skills for Decoding Multisyllabic Words

- Identify vowels and consonants
- Understand syllable concept; Recognize syllable types and pronunciations
- Know where syllables divide, with flexibility
- Quickly recognize single-syllable word chunks
- Recognize common prefixes, suffixes, roots and base words

“Mental Flexibility:” try a word, use context to confirm

Graphic adapted from Paige Pullen, University of Florida Lastinger Center for Learning (2022)
Vowels – at least 2 sounds, plus schwa

**Short**
- Breve = short sound
- A vowel followed by a consonant is short

**Long**
- Macron = long sound
- 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
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

<table>
<thead>
<tr>
<th>Syllable Type Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closed syllables</strong> (a short vowel spelled with a single vowel letter and ending in one or more consonants)</td>
<td>insect, student</td>
</tr>
<tr>
<td><strong>VCe</strong> (a long vowel spelled with one vowel + one consonant + silent e)</td>
<td>compete, base-ball</td>
</tr>
<tr>
<td><strong>Open syllables</strong> (ending with a long vowel sound, spelled with a single vowel letter)</td>
<td>program, tor-na-do</td>
</tr>
<tr>
<td><strong>Vowel team</strong> (multiple letters spelling the vowel)</td>
<td>train-er, neighbor-hood</td>
</tr>
<tr>
<td><strong>Vowel-r</strong> (vowel pronunciation changing before /r/)</td>
<td>char-ter, cir-cus</td>
</tr>
<tr>
<td><strong>Consonant-le</strong> (unaccented final syllable containing a consonant before l followed by a silent e)</td>
<td>drib-ble, puzz-le</td>
</tr>
</tbody>
</table>
Open and closed syllables make up close to 75% of syllables in English words.

Stanback, 1992
Closed Syllable

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

Example

```
picnic
```

```
met
```
Open Syllable

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

Examples

```
robot

me

hi
```
Common Syllable Division Rules

VCCV – divide between the consonants

VCCV

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

VCV

VCCCCV – divide after the first or after the second consonant

VCCCCV

www.FLDOE.org
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.

www.FLDOE.org
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

<table>
<thead>
<tr>
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</table>

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

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Consonants</th>
<th>Consonant Blends/ Digraphs</th>
<th>Short Vowels- Open/ VC-G Syllable</th>
<th>Long Vowel- Open/ VC-G Syllable</th>
<th>Variant/ irregular vowel(s)</th>
<th>R-controlled Vowel Syllable</th>
<th>Consonant Syllable</th>
<th>Roots</th>
<th>Affixes</th>
<th>Inflectional Endings; spelling rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. numb</td>
<td>n</td>
<td>m</td>
<td>u</td>
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<td>pp ing</td>
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<td>2. whipping</td>
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<td>wh</td>
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<td>3. thread</td>
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<td>4. rubble</td>
<td>r, b</td>
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<td>5. spearmint</td>
<td>m</td>
<td>sp, nt</td>
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<td>ble 2</td>
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<td>6. stretches</td>
<td>k(st)ch</td>
<td>tch</td>
<td>e</td>
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<td>7. correct</td>
<td>c, rr</td>
<td>ct</td>
<td>e</td>
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<td>8. grinned</td>
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<td>9. fault</td>
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<td>10. dirtiest</td>
<td>d, t</td>
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<td>y to i, est</td>
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<td>11. simply</td>
<td>s</td>
<td>m, i</td>
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<td>drop e + ly</td>
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<td>12. journal</td>
<td>j, n</td>
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<td>13. handbook</td>
<td>h, b, k</td>
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<td>14. organizer</td>
<td>g, n, z</td>
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<td>15. donate</td>
<td>d, n, t</td>
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<td>16. throughout</td>
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<td>17. unfavorable</td>
<td>f, v</td>
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<td>18. compile</td>
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<td>19. foreshadow</td>
<td>d, sh</td>
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<td>20. instructor</td>
<td>k(str)ct</td>
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<td>21. victorious</td>
<td>v, c, t</td>
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<td>22. invisible</td>
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<td>i</td>
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<td>23. misbehaved</td>
<td>b, h</td>
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<td>24. deployment</td>
<td>pl</td>
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<td>25. disruption</td>
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**Column Totals**: 0 5 5 4 8 2 (1?) 2 0 (1?) 4/5 (?)

Adapted from 3-12 Toolkit (FAIR), FCRR

[www.FLDOE.org](http://www.FLDOE.org)
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”
by Gwendolyn Brooks

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Can make a hard man hesitate—and change.
And he will be the one to stammer, "Yes."
Oh mother, mother, where is happiness?
*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; known suffix -ive;
schwa
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

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.
pos/ses/sive

possession

Morphology

base word
means to own or have

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