TEACHER TRAINING
Contributors:

Jamey Peavler
Kristi Harris
Therese Rooney
M.A. Rooney Foundation
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**Reading Foundations**

**Important Terms**

**Decoding vs Encoding**
- Decoding is the process of reading words.
- Encoding is the process of spelling words.

**Explicit and Systematic**
- **Explicit** instruction uses:
  - plain language, that is directly expressed, and clearly stated.
  - a sequence of teaching in: *I do, we do, you do* steps.
- **Systematic** instruction involves:
  - a method or plan that moves from easy to more difficult, and
  - is organized and sequential.

**Phoneme vs Grapheme vs Morpheme**
- A phoneme is the smallest unit of speech sound.
- A grapheme is the letter or letters that spell a phoneme.
- A morpheme is the smallest unit of meaning.

**Digraph vs Trigraph**
- A digraph is two letters, trigraph is three, working together to produce one sound.
- Common consonant digraphs include the h-brothers (ch, sh, th, wh, ph), the short vowel pointers (-ck, -tch, -dge), and -ng.
- Vowel digraphs (sometimes called vowel teams) include: oa, ee, igh.
- Technically not all vowel teams are vowel digraphs, some, like oi, are glides. From a practical point it makes no difference — we call them all vowel teams.

**Blend vs Cluster**
- Blends are two consonants that frequently occur together (st, sp, tr).
- Clusters are three letters that frequently occur together, sometimes three consonants (str, spr) or sometimes a consonant digraph and a consonant (chr, shr, thr).
• In blends and clusters all graphemes retain their sound, but are welded tightly together.

**Syllable**
• A syllable is a word or part of a word with one vowel sound.
• All words are made up of syllables, but not all syllables are words.

**Morphology**
• Morphology is the study of the units of meaning and how they are combined.
• A morpheme is the smallest unit of meaning, such as: -s, -ed, -ject, ball.
• A morpheme can be a prefix, suffix, root, or base word.
  • prefix:
    o letter(s) added to the beginning of a word
    o modifies the meaning of the word
  • suffix:
    o letter(s) or syllable(s) at the end of a word
    o determine the part of speech
    o may enhance the meaning
  • affix:
    o can be a prefix, suffix, or connective
    o must be attached to a root or base word
• base words vs root words — carry the major element of meaning
  • base word:
    ▪ can stand on its own as a word or with affix
    ▪ do — do, redo, undo
    ▪ usually Anglo-Saxon in origin
  • root word:
    o cannot stand on its own; often forms a related family of words
    o ject — reject, inject, project, deject
    o usually Latin in origin
**On-set and Rime vs Rhyme**

- **on-set** — the consonant(s) before the vowel  
  b at **spl** ash

- **rime** — the vowel and final consonants  
  b **at** spl **ash**

- **rhyme** — the words **rhyme** when the **rimes** make the same sound  
  bat  cat  flat  
  light  kite
Reading Science

Reading is not Easy or Natural for Many Children
- Language evolved over 100,000 years ago, speaking is natural.
- Alphabetic writing developed less than 5,000 years ago.

Literacy Concerns
- National concern over literacy has risen as the requirements for basic employment increase and as research shows its economic importance.
- For those at the lowest literacy levels:
  - 43% live in poverty.
  - 70% will not have full-time jobs.
- Prison cells are built based on 3rd grade reading levels:
  - Truth or legend?
  - Regardless, this is a much quoted ‘fact’.

The Numbers
- Over 20% of all US adults are functionally illiterate.
- NAEP (National Assessment of Educational Progress) consistently reports that over 35% of 4th graders are below basic levels in reading skills and these numbers don’t improve as the student moves through the system.
- Rate of reading failure is much higher (over 70% in some areas) in high-poverty, minority populations.

How We Learn to Read
- Through phonics the student analyzes a word.
- The student then approximates the pronunciation of the unknown word.
- This approximate pronunciation combined with available contextual clues enables the reader to determine the correct pronunciation or correct word and adjust (thus the importance of oral language development).
- With repeated encounters, the student automatically recognizes the word without decoding.
  - The average student needs four to fourteen repetitions for accurate decoding.
  - More than 40 repetitions are required to attain true automaticity.
**Some Critical Points**

- Children at risk fall behind very early in the process — they can likely be identified in kindergarten.
- Poor readers do not catch up unless intensive intervention occurs.
  - The cost of effective intervention after 4th grade is very high.
  - Teacher/student ratios in successful groups studied vary from 1:1 to 1:4 (Torgeson et al, 2001).
- Preventive programs include excellent classroom instruction, small-group teaching, and intensive intervention.

**3 Primary Causes of Poor Reading**

- Poor readers have difficulty with decoding and accurate word recognition.
- Their reading fluency is insufficient due to:
  - slow reading rate; lack of knowledge of phonics rules, insufficient morphology skills; and poor sight word vocabulary.
- Comprehension deficiencies manifest principally driven by limited understanding of the topic (background knowledge) and/or insufficient vocabulary.

**The Good News**

- Reading is one of the best researched areas of education.
- With appropriate instruction, virtually all students can learn to read.
- Under the proper teaching conditions, even students at the lower reading percentiles can reach a threshold of reading accuracy and fluency by the end of 2nd or 3rd grade and maintain it thereafter.
- Many children will still require effective instruction over several years.

**Summary of the Research**

- Majority of reading problems arise from failure to decode and the lack of subsequent automaticity development.
- The necessary conditions are:
  - phonemic awareness skills,
  - systematic, explicit phonics,
  - direct focus on word level accuracy, and
  - systematic sequencing with
  - sufficiently intensive practice.
Word Origin

- Anglo-Saxon
- Latin & French
- Greek
- Other
85% of English Words are Decodable

Anglo-Saxon Origin
- 20-25% of English words
- are some of our most commonly used words
- short words with vowel teams, silent letters, and some of our more challenging configurations

Latin Origin
- 55% of English
- more regular spelling patterns
- includes words of French Origin — most of which have Latin roots
  - qu or que = /k/  antique
  - ch = /sh/  machine
  - ou = /oo/  soup

Greek Origin
- 11% of English words
- often found in math and science vocabulary
- include:
  - ch = /k/  school
  - y = /i/  gym
  - ph = /f/  phone
The Phonological Umbrella

Phonological Processing

Verbal Short-Term Memory
Rapid Serial Naming
Articulation Speed
Phonological Awareness

Phonemic Awareness
Phonological Processing

Verbal Short-Term Memory
- Verbal short term memory is critical for:
  - producing a sound for each letter in a word and remembering them long enough to blend the sounds together into words.
  - decoding words and remembering them long enough to put into a sentence and extract meaning.
  - recalling the order of words in a sentence.
  - recalling the order or events in a story (heard not read).
  - remembering multi-step directions.

Rapid Serial Naming
- The ability to quickly see and name:
  - letters presented in rows.
  - objects in pictures.
  - sight words.

Teacher note: Children who are poor at naming letters and pictures presented to them in a row, tend to be poor at word reading.

Articulation Speed
- Slow articulation rate can corrupt the ability to remember phonemes.
- It is important for students to be able to:
  - produce sounds quickly.
  - produce sounds in the correct order.
    - aminal vs animal

Phonological Awareness
- Word awareness is the ability to:
  - recognize or count individual words in a sentence.
  - distinguish between words and syllables.
- Syllable awareness is the ability to count the number of syllables in a word.
- Phonemic awareness is an oral language skill for:
  - knowing how to isolate, combine, and manipulate phonemes.
Phonemic Awareness

- Phonemic awareness is the ability to blend, segment and manipulate individual sounds (phonemes).
- Phonemic awareness is a strong predictor of reading achievement in later grades.
- It is critical to build a strong phonemic awareness foundation for all children during the Kindergarten year.
- Quick and easy screening is available for all students (grades 1+) to identify phonemic awareness difficulties.
Phonemic Awareness

Why Phonemic Awareness Matters

Speaking is a natural process; reading is not. The bridge connecting these two forms of communication hinges on a reader’s ability to grasp the alphabetic principle. A solid phonemic awareness (PA) foundation is a prerequisite for developing the alphabetic principle.

An emerging reader must develop a sensitivity to the individual units of sounds in words and the internal structure of words: sounds can be blended to form words and words can be divided into individual sounds.

Phonemic Awareness Instruction

- Phonemic awareness is a strong predictor of reading achievement in later grades.
- Children who lack PA can be identified and many will improve with direct instruction.
- PA instruction is most effective when done in small increments each day.
  - Kindergarten: A key component in the daily curriculum.
  - Beyond Kindergarten:
    - PA activities included in the OG lesson plans
      - blending drill
      - auditory drill
      - phoneme segmentation
      - finger spelling
    - If more significant PA concerns surface,
      - assess and
      - provide targeted instruction in the earlier skills of phoneme identification, phoneme isolation, phoneme blending and segmenting.

Teacher notes:

- When students struggle with reading and spelling, work backwards through the stages of phonemic awareness.
- Back up only as much as needed.
Phonemic Awareness Sequence
Research Supported

The following skills are sequenced in order of difficulty, becoming more challenging as the list progresses.

**Phoneme Identification**
- Recognize the common sound in a series of words.
  - What sound is the same in: *can, car, and cap*?

- Identify a word that has different sound than other words in a series.
  - Which word begins with a different sound as the rest: *hat, hop, help, man, house*?

- Recognize specific sounds.
  - Clap when you hear a word with the sound /s/: *sun, boy, class*.

**Phoneme Isolation**
- Recognize the **initial** sound in a word.
  - What is the first sound in *cup*? /k/

- Recognize the **final** sound in a word.
  - What is the last sound in *lip*? /p/

- Recognize the **medial** sound in a word?
  - What is the middle sound in *gum*? /ũ/
Phoneme Blending
- Blend two words to form compound words.
  - Guess my word *cup ... cake*.  
    - *cupcake*

- Blend syllables to form words.
  - Guess my word */băs/ ... /kăt*/.  
    - *basket*

- Blend the onset and rime to form one-syllable words.
  - Guess my word */s/.../ŏck*/.  
    - *sock*

- Blend individual phonemes to form one-syllable words.
  - Guess my word */j/.../ŏ/.../g/?*  
    - *jog*
  - Guess my word */b/.../l/.../a/.../s/.../t/?*  
    - *blast*

Phoneme Segmentation
- Divide a compound word into two words.
  - What are the two parts in the word *cowboy*?  
    - *cow...boy*

- Segment two-syllable words into syllables.
  - What are the two parts in *cabin*?  
    - */kăb/.../ĭn*/

- Segment the rime in a series of words.
  - What part is the same in: *fun, bun, sun, run*?  
    - */ŭn*/

- Segment one-syllable words into individual sounds.
  - What are the sounds in *boat*?  
    - */b/./ŏ/./t/
  - What are the sounds in *skip*?  
    - */s.//k.//ĭ/./p/

Teacher notes:
- The more phonemes to blend or segment, the more difficult the task.
- Segmenting blends is the most complex skill in phoneme segmentation.
Other Phonemic Awareness Activities

Phoneme Deletion:
- State the part of a word that remains when a word is deleted from a compound word.
  - Say *cowboy*, say it again without *cow*. /boy/
- State the part of a word that remains when a syllable is deleted from a word.
  - Say *candy*, say it again without *can*. /dē/
- State the part of a word that remains when a phoneme is deleted from a word.
  - Say *rake*, say it again without the /r/. /āk/
  - Say *bike*, say it again without the /k/. /bī/
  - Say *blend*, say it again without the /l/. /bend/
  
  Teacher note: Never delete the vowel sounds.

Phoneme Addition:
- Create a new word by adding a phoneme to an existing word.
  - Say *it*, say it again and add /s/ to the beginning. /sĭt/
  - Say *lip*, say it again and add /s/ to the end. /lĭps/

Phoneme Substitution:
- Substitute one phoneme for another to make a new word.
  - Say *mat*, say it again but change /m/ to /r/. /răt/
  - Say *rat*, say it again but change /t/ to /g/. /răg/
  - Say *sat*, say it again but change /ā/ to /ĭ/. /sĭt/
Progression of Mapping Speech to Print
(Contributed by Carol Tolman)

Phonology

sentences
words
syllables
onset-rime
phonemes

1:1

digraphs
trigraphs
vowel teams
blends
word families
inflections
syllable types
roots/affixes
word origin

Orthography

Teach letter names

Connect letters and sounds

LETRS® Module 3, 2nd Edition
### Phonemes/Graphemes

#### English Consonant Phoneme Chart

<table>
<thead>
<tr>
<th></th>
<th>Lips Together</th>
<th>Teeth on Lip</th>
<th>Tongue Between Teeth</th>
<th>Tongue on Ridge Behind Teeth</th>
<th>Tongue Pulled Back on Roof of Mouth</th>
<th>Back of Throat</th>
<th>Glottis</th>
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<td><strong>Stops</strong></td>
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<td><strong>Affricates</strong></td>
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</table>

Teacher notes:
- **Voicing** (e.g. /p/ and /b/)
  - Within the same square above you see voiced and unvoiced.
  - These sounds are produced in an identical manner when considering the mouth, tongue, lips, air push.
  - They differ only in regards to the use of the voice box (i.e., larynx).
  - Voiced sounds activate the voice box, unvoiced sounds do not.
- **Sounds that are different only by their voicing** (e.g., p vs b, ch vs j) are easily confused.
# Spanish Consonant Phoneme Chart

<table>
<thead>
<tr>
<th></th>
<th>Lips Together</th>
<th>Teeth on Lip</th>
<th>Tongue Between Teeth</th>
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<td><strong>Fricatives</strong></td>
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<td>x=hard</td>
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<td>Voiced</td>
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<td>d=/th/</td>
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</tbody>
</table>

Teacher notes:
- The sounds /v/, /w/, /wh/, /sh/, /th/, /z/, /d/ and /j/ do not exist in Spanish.
- The letter d says /θ/ as in them.
- The letters j and x say /h/.
- Both y and ll say /y/.
English Vowel Phoneme Chart

Teacher Notes
- The diagram above places vowel phonemes in their order of articulation.
- Phonemes in close proximity on the chart are easily confused.
Spanish Vowel Phoneme Chart

Teacher Note
- The darkened vowel sounds are not used in the Spanish language.
Spelling Generalizations

Short Vowel Pointers

**FLoSS + z** –ff, -ll, -ss (–zz is uncommon)
- 1 syllable word with
- 1 (short) vowel
- followed by f, l, s, or z
- usually double the f, l, s, z
  - off ball class fuzz

- **-ck**
  - 1 syllable word with
  - 1 (short) vowel
  - followed by /k/
  - use –ck
    - duck clock trick sack

- **-tch**
  - 1 syllable word with
  - 1 (short) vowel
  - followed by /ch/
  - use –tch
    - catch witch fetch crutch

- **-dge**
  - 1 syllable word with
  - 1 (short) vowel
  - followed by /j/
  - use –dge
    - bridge edge dodge fudge

Point out: when these graphemes (-ff, -ll, -ss, -zz, -ck, -tch, -dge) are in the word, the preceding vowel is short. Hence the term *short-vowel pointers*. 
Vowel and Consonant Rules

Basic

• No English word ends in j.
  o Use –dge after a short vowel
    badge    ledge    dodge    fudge
  o Use –ge after a long vowel or a consonant
    cage    huge    binge

• No English word ends in v.
  o v is always followed by a silent e.
  o The final e may or may not cause the preceding vowel to make
    the long vowel sound.
    have    save    give    hive

• x is never doubled.

• s says /z/:
  o in a few short words: is, as, his, was, hers, has.
  o when it falls between 2 vowels.
    rose    cause    easy
  o when denoting plural after a voiced consonant.
    rags    beds    robs

• y is the best choice for spelling /ē/ at the end of a multi-syllabic word.
  happy    berry    puppy

Intermediate

• Spelling /s/ at the end of a noun.
  o A single s at the end of a noun is reserved to communicate
    meaning (i.e., plural).
  o After a short vowel (FLoSS), /s/ is spelled –ss
    dress    grass    miss
  o In all other situations, /s/ is spelled –ce or –se
    fence    dance    house    nurse
• ie and ei rule
  o i before e except after c unless it says /ā/ as in neighbor and weigh.

**Short Vowel Exceptions**

There are several exceptions to the closed syllable rules.

The vowel in these letter combinations says its name (not its sound).

-īnd kind
-öld old
-ïld wild
-öst ghost
-ölt colt
-öll troll

**-ng, -nk**

The patterns ink, ank, ing, ang do not make a clean short vowel sound (but if you look them up in the dictionary you will see they are marked as short vowels).

The patterns onk, unk, ong, ung make a cleaner short vowel sound.

<table>
<thead>
<tr>
<th>/ēnk/</th>
<th>sink</th>
<th>/ōnk/</th>
<th>honk</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ānk/</td>
<td>bank</td>
<td>/ũnk/</td>
<td>dunk</td>
</tr>
<tr>
<td>/ēng/</td>
<td>sing</td>
<td>/ōng/</td>
<td>gong</td>
</tr>
<tr>
<td>/āng/</td>
<td>bang</td>
<td>/ũng/</td>
<td>hung</td>
</tr>
</tbody>
</table>

To avoid student confusion do not use short vowel exceptions or -ng/-nk in blending drills and syllable sorting activities.
Meet the Stick Vowels and related rules

- The term stick vowel supports visual memory and quick recall.

- Which of the vowels in the picture can be made with sticks?
  - a, E, I, o, u, Y

- When formed this way:
  - the stick vowels are: E, I, Y
  - the round vowels are: a, o, u

Spelling /k/

- Use the letter c when immediately followed by consonant or by a, o, u (round vowel, note c is also round).
  - cat cob cup

- Use the letter k when immediately followed by E, I, Y (stick vowel, note k can also be formed with sticks).
  - kelp kick sky

- Use –ck when at the end of a one syllable word right after 1 (short) vowel.
  - back speck sock duck

Soft c and Soft g

- The letter c says /s/ when followed by a stick vowel (always).
  - cent cinch Nancy

- The letter g says /j/ when followed by a stick vowel (often).
  - gem magic gym
Memory Words

There is much debate about memory words vs high frequency words and which list is the best. Eventually our students need to be automatic in all of these words. Our best advice is to just pick a list and stick with it.

That said, our lessons needed to use these words. So, our usage is as follows:

**Memory Words or Red Words**
- Words that are phonetically irregular.
- The list changes as students’ phonics skills improve. What is irregular to a Kindergarten student (practically everything) is vastly different from words irregular to a 3rd Grader.
- Of course, some words are always irregular regardless of your phonics skills (e.g., was, of, one).
- Finally, there are some words taught as memory words because the phonics skill controlling the correct spelling is infrequently encountered (e.g., whistle).

**High Frequency Words**
- The most frequent words used in written English.
- Again there are a number of these lists including the ever popular Fry list and the Dolch list.
- See our version “Ton of Words” which principally uses the Fry list.
- Includes memory words.

**Louisa Moats List**
- We love this list!
- 100 words commonly used in children’s writing plus please and thank you.
100 Words Commonly Used in Children’s Writing

**Source:** Louisa Moats - *Speech to Print*

<table>
<thead>
<tr>
<th>I</th>
<th>for</th>
<th>are</th>
<th>came</th>
<th>down</th>
<th>please</th>
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<tbody>
<tr>
<td>and</td>
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<td>just</td>
<td>time</td>
<td>did</td>
<td>thank you</td>
</tr>
<tr>
<td>the</td>
<td>have</td>
<td><em>because</em></td>
<td>back</td>
<td><em>mother</em></td>
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<td>up</td>
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<td>our</td>
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<td>to</td>
<td>had</td>
<td>if</td>
<td>can</td>
<td>don’t</td>
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<tr>
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<td><em>day</em></td>
<td><em>people</em></td>
<td><em>school</em></td>
<td></td>
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<td>with</td>
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<td>from</td>
<td>little</td>
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<td><em>one</em></td>
<td>this</td>
<td>saw</td>
<td>into</td>
<td></td>
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<tr>
<td>of</td>
<td>be</td>
<td><em>not</em></td>
<td>now</td>
<td><em>who</em></td>
<td></td>
</tr>
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<td>my</td>
<td>so</td>
<td><em>very</em></td>
<td>or</td>
<td>after</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>all</td>
<td>go</td>
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<td>no</td>
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<td><em>is</em></td>
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<td><em>do</em></td>
<td><em>your</em></td>
<td><em>am</em></td>
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</tr>
<tr>
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<td>were</td>
<td>about</td>
<td><em>home</em></td>
<td>well</td>
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<tr>
<td>that</td>
<td>then</td>
<td><em>some</em></td>
<td><em>house</em></td>
<td><em>two</em></td>
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<td>we</td>
<td>like</td>
<td>her</td>
<td>an</td>
<td>put</td>
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<td>went</td>
<td>him</td>
<td>around</td>
<td><em>man</em></td>
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<td>see</td>
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<td>on</td>
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<td>us</td>
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<td><em>get</em></td>
<td>by</td>
<td><em>things</em></td>
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<td>at</td>
<td><em>got</em></td>
<td>over</td>
<td><em>too</em></td>
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</tr>
</tbody>
</table>

**Teacher notes:**
- Words are in order by descending frequency and categorized as pattern based or oddity (italicized).
- The oddities (red words) are exceptions to the sound-symbol correspondence.
<table>
<thead>
<tr>
<th>Red Words</th>
<th>Red Words</th>
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<th>Red Words</th>
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<th>Red Words</th>
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<td>whose</td>
<td>false</td>
<td>city</td>
<td>wore</td>
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<td>worn</td>
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<td>of</td>
<td>been</td>
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<td>bury</td>
<td>swore</td>
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<td>both</td>
<td>again</td>
<td>odd</td>
<td>sworn</td>
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<td>often</td>
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<td>sign</td>
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<td>ninth</td>
<td>sew</td>
<td>wear</td>
<td>foreign</td>
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</table>
Contractions

Contraction

- Make something smaller by:
  - omitting letters/sounds, is not
  - inserting an apostrophe in its place, is n't
  - and pushing the letters together, isn’t

Teacher note:
- Make sure you practice the concept from both perspectives.
  - is not = isn’t
  - isn’t = is not

Memory Words
- There are a few contractions that don’t follow the standard pronunciation rules.
- Teach these contractions as memory words.
  - do not = don’t
  - will not = won’t
  - cannot = can’t

Important Points

- “cannot” is 1 word not 2

and

- “a lot” is 2 words not 1
<table>
<thead>
<tr>
<th>be</th>
<th>will</th>
<th>would</th>
<th>has/have</th>
<th>had</th>
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<tbody>
<tr>
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<td>I’m  (am)</td>
<td>I’ll</td>
<td>I’d</td>
<td>I’ve</td>
</tr>
<tr>
<td>you</td>
<td>you’re (are)</td>
<td>you’ll</td>
<td>you’d</td>
<td>you’ve</td>
</tr>
<tr>
<td>he</td>
<td>he’s (is)</td>
<td>he’ll</td>
<td>he’d</td>
<td>he’s</td>
</tr>
<tr>
<td>she</td>
<td>she’s (is)</td>
<td>she’ll</td>
<td>she’d</td>
<td>she’s</td>
</tr>
<tr>
<td>it</td>
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<td>it’ll</td>
<td>it’d</td>
<td>it’s</td>
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<tr>
<td>we</td>
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<td>we’ll</td>
<td>we’d</td>
<td>we’ve</td>
</tr>
<tr>
<td>they</td>
<td>they’re (are)</td>
<td>they’ll</td>
<td>they’d</td>
<td>they’ve</td>
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<tr>
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<td>that’ll</td>
<td>that’d</td>
<td>that’s</td>
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<td>who’ll</td>
<td>who’d</td>
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<tr>
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<td>what’ll</td>
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<td>what’s</td>
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<tr>
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<td>where’ll</td>
<td>where’d</td>
<td>where’s</td>
</tr>
<tr>
<td>when</td>
<td>when’s (is)</td>
<td>when’ll</td>
<td>when’d</td>
<td>when’s</td>
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<table>
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<th>isn’t</th>
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<tbody>
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<td>cannot</td>
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<td>mustn’t</td>
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<td>didn’t</td>
<td>was not</td>
<td>wasn’t</td>
</tr>
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<td>don’t</td>
<td>were not</td>
<td>weren’t</td>
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<td>doesn’t</td>
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<td>won’t</td>
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<td>hadn’t</td>
<td>could not</td>
<td>couldn’t</td>
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<tr>
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<td>hasn’t</td>
<td>might not</td>
<td>mightn’t</td>
</tr>
<tr>
<td>have not</td>
<td>haven’t</td>
<td>should not</td>
<td>shouldn’t</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Coulda, Woulda, Shoulda</th>
</tr>
</thead>
<tbody>
<tr>
<td>would have</td>
</tr>
<tr>
<td>could have</td>
</tr>
<tr>
<td>should have</td>
</tr>
<tr>
<td>might have</td>
</tr>
<tr>
<td>must have</td>
</tr>
</tbody>
</table>
**Syllables**

**Background:**
- A syllable is the beat or the rhythm of our language.
- It can be a word or a part of the word.
- It is best taught through modeling and shared activities.
  - Tap, clap, jump out how many syllables are in ...
  - Student names are a good choice for beginning practice.
  - Book, school, picnic, student, basketball, zebra, zoo...

**Definition:**
- Teach the definition with hand motions:

  A syllable is a word or a part of a word with 1 vowel sound.

**A syllable is.....**

A word

/    /

Or a part of a word

/    /

With 1 vowel sound (point to ear)
Syllable Patterns

Why?
- English is all about the vowel sounds.
- The syllable pattern tells how to pronounce the vowel.

closed
- 1 vowel
- ends in 1 or more consonants
- consonant closes the door and the vowel says its sound (short sound)

open
- 1 vowel
- ends in the 1 vowel
- the door is open and the vowel (introduces itself) says its “big fat name” (long sound)

magic e
- 1 vowel followed by 1 consonant and a silent e
- the e jumps back over 1 consonant
- vowel says its name

Teacher note:
- Usually the magic e will jump back over only 1 consonant (e.g., bake vs nurse).
- A single e at the end of a syllable is almost always silent but may serve a purpose other than magic e — commonly called marker e (e.g., making the c soft — fence, spelling the /s/ sound — nurse, following the letter v — give).

bossy r
- vowel followed by the letter r
- r is a very bossy consonant, impacts the vowel sound
  - er, ir, ur — her, bird, hurt
  - ar — car, dollar
  - or — for, doctor
  - ear — hear /ˈɛr/ and earth /ɜːr/
- magic e trumps bossy r
**vowel team**
- 2 or more letters working together to make 1 vowel sound

Teacher note:
- 2 or more letters working together not necessarily 2 vowels.
  - boat  snow  weigh

**consonant + le**
- -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -zle
- the t in -s.tle is silent

**and then**

**Crazy i “Pattern”**
- Letter i often appears as an open syllable **within a word** (i.e., a middle syllable).
- Christened the “crazy i” syllable by Ron Yoshimoto.
- “Crazy i” because it doesn’t know its name.

/i/i/ before a consonant
  "i̯i̯i̯i̯i̯ck” a consonant is coming."
  - A.mer.i.ca  an.i.mal  pres.i.dent
  - hos.pi.tal  crim.inal  res.i.dent

/i/i/ before a vowel
  “e̯e̯e̯e̯e̯” here comes a vowel.”
  - ra.di.o  cur.i.ous  fur.i.ous
  - im.me.di.ate  pre.vi.ous  ser.i.ous

Unless an l or n immediately proceeds the i, then the i is a part of the final syllable and says /y/. (Advanced language concept. We teach these as memory words.)
  - stal.lion  bril.liant  un.ion
  - on.ion  mil.lion  Cal.i.for.nia
C.L.O.V.E.R.

- CLOVER is a mnemonic that helps the student recall and organize the 6 syllable patterns in their mind.
  - C — closed
  - L — consonant +le
  - O — open
  - V — vowel team
  - E — vowel consonant E or magic E
  - R — r-controlled or bossy r
- 85% of the words in our language are made up of these 6 patterns.
CLOSED: 1 vowel followed by 1 or more consonants
Example: cat, big, off

CONSONANT + LE: 1 consonant followed by le
Example: cle, dle, ple

OPEN: 1 vowel ending the syllable
Example: me, I, go

VOWEL TEAM: 2 or more letters working together
to make 1 vowel sound
Example: oat, law, meat

SILENT E: 1 vowel followed by 1 consonant
and the letter e
Example: note, ate, bike

R-CONTROLLED: 1 vowel followed by the letter r
Example: car, her, fork
Syllable Division

Syllable division helps identify the syllable patterns thus unlocking the pronunciation of the vowels.

Teacher note:
- Kite is an organizing principle for syllable division strategies.
- Once a syllable division pattern is introduced, teachers can reference the Kite as a visual reminder.
Syllable Division Scripts

Setting the Stage

1. So far we have learned some tools for breaking apart longer words.
2. We’ve chopped off suffixes.
3. We’ve divided between compound words.
4. Sometimes that isn’t enough.
5. Sometimes we need to think about the syllables in the word.
6. Today we’re going to talk about a new pattern – vccv. When you see this pattern chop between the cs.
7. Hold on to that thought and we’ll come back and talk about it in a bit.
8. 1st let’s review syllables.
9. What’s a syllable? Prompt…
10. Let’s count the number of syllables we have in some words.
11. How many syllables in “napkin?” Prompt…
12. How many syllables in “fantastic?” Prompt…
13. So we know how many syllables are in a word when we hear it.
14. Wouldn’t it be nice if we had a strategy for knowing the number of syllables (or chunks) when we see a word? Well we do.
<table>
<thead>
<tr>
<th></th>
<th><strong>Key</strong></th>
<th><strong>Teacher</strong></th>
<th><strong>Display</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 vowel sound</td>
<td>Back to our definition: Every syllable has 1 vowel sound. Repeat.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>write word</td>
<td>Let’s look at this word. (Write the word insect.)</td>
<td>insect</td>
</tr>
<tr>
<td>3</td>
<td>vowels - underline &amp; label v</td>
<td>What are the vowels? Let’s underline the vowels (as the students read them off) and label them v.</td>
<td>insect v v</td>
</tr>
<tr>
<td>4*</td>
<td>any together</td>
<td>any working together</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>how many vowels</td>
<td>How many vowel sounds do we have?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>how many syllables</td>
<td>How many syllables?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>mark consonants</td>
<td>Mark the consonants in between c.</td>
<td>insect vccv</td>
</tr>
<tr>
<td>8</td>
<td>vccv divide between c</td>
<td>When we see this pattern – vccv – we divide (the syllables) between the consonants. (Use a dot not a slash, less visual clutter.)</td>
<td>in.sect v.c.cv</td>
</tr>
<tr>
<td>9</td>
<td>type syllable</td>
<td>What type of syllable? (Cover the 2nd syllable.)</td>
<td>in.</td>
</tr>
<tr>
<td>10</td>
<td>vowel says</td>
<td>So the vowel says ...</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>syllable says</td>
<td>So the syllable says? (Scoop underneath.)</td>
<td>in.</td>
</tr>
<tr>
<td>12</td>
<td>type syllable</td>
<td>What type of syllable? (Cover the 1st syllable.)</td>
<td>sect</td>
</tr>
<tr>
<td>13</td>
<td>vowel says</td>
<td>So the vowel says ...</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>syllable says</td>
<td>So the syllable says? (Scoop underneath.)</td>
<td>sect</td>
</tr>
<tr>
<td>15</td>
<td>word says</td>
<td>So the word says? (Scoop under both syllables.)</td>
<td>insect</td>
</tr>
</tbody>
</table>

4* Multiple letters can work together to make one vowel sound (e.g. a_e as in cake, oi as in oil, ey as in key). When this occurs, connect the lines between the vowels that are working together.

cake becomes cake oil becomes oil
<table>
<thead>
<tr>
<th>Key</th>
<th>Teacher</th>
<th>Display</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>write word</td>
<td>Let’s look at this word.</td>
</tr>
</tbody>
</table>
| 2   | vowels – underline & label | Underline the vowels and label them v. | establish  

v v v |
| 3   | any together | Are any of the vowels working together? | |
| 4   | how many vowel sounds | How many vowel sounds do we have? | |
| 5   | how many syllables | How many syllables do we have? | |
| 6   | label consonants between first 2 vowels | Let’s start with labeling the consonants between the first two vowels. | establish  
vccv v |
| 7   | pattern | What’s the pattern? | |
| 8   | what do we do | What do we do when we see this pattern? | establish  

vc cv v |
| 9   | next vowel | So the next vowel is … | establish  

vc cv v |
| 10  | consonants between | So let’s label the consonants between the next two vowels | establish  

vc cv ccv |
| 11  | pattern | What’s the pattern? | |
| 12  | what do we do | What do we do when we see this pattern? | establish  

vc cv c v |
| 13  | pronounce syllables | Great. Let’s pronounce the syllables one at a time. *(See note below)* | establish  

|
| 14  | word | So the word says … | establish  

|

Teacher note: Support the students syllable by syllable if needed – Isolate the syllable. What type of syllable is it? So the vowel says? So the syllable says?
Syllable Division Patterns

Prefix/Suffix chop
- Cover or chop off the prefix/suffix.
- Decode the base word.
- Add the prefix/suffix and pronounce the entire word.

un]tie re]late mis]spell[ed
ac[tion quick[ly in]sist[ed
dis]tant fish[ing de]pend[ing

- See suffix chop challenges below (pg.43)

Compound words
- Formed by combining two smaller words.
- Divide between the two words.
  can.not Bat.man
  sun.set bob.cat

vccv
- Divide between the consonants.
- vc.cv
  rab.bit bas.ket hap.py
  com.bine win.ter ter.mite
- In words with twin consonants, only one of them talks.
  rab.bit ten.nis les.son
  muf.fin kit.ten skil.let

Teacher note: In choosing your words, control for syllable types taught.
**vccccv and vcccv**

- If the student can see the blends or the clusters, divide between the blends or clusters.
  
  hun.dred     sub.tract     sub.scribe     pump.kin

- If the student cannot see the blends or clusters (this is not an exercise in teaching blends or clusters):
  o Divide after the 1\textsuperscript{st} consonant.
  o If this does not unlock a word you know, try dividing after the 2\textsuperscript{nd} consonant.
  o Why? Initial blends are more common.
    
    pum.pkin versus pump.kin

**vcv**

- Has more than one division option.
- Where you divide determines the vowel sound in the 1\textsuperscript{st} syllable.

- v.cv is the more common pattern.
- However, unless it is a common prefix, students tend to prefer trying vc.v first. I suspect this is because vc.cv division has become automatic (hopefully).

**v.c.v**

- Divide before the consonant.
- The 1\textsuperscript{st} syllable is open, so vowel says its name.
  
  ti.ger    tu.lip    ra.ven    to.tal

**vc.v**

- Divide after the consonant.
- The 1\textsuperscript{st} syllable is closed, so vowel says its sound.
  
  cam.el    cab.in    lem.on    sev.en

💡 It is irrelevant as to which they do first (v.cv or vc.v). The important point is the need to try both methods until a familiar word is found.
Consonant + le

- Identify the consonant + le syllable.
- Starting with the final e in the pattern, count back 3 and divide.
  - ta.ble  Bi.ble  pud.dle  rip.ple
  - pur.ple  hur.dle  noo.dle  nee.dle

- s.tle and c.kle
  - Uses the same division pattern of counting back 3 to divide.
  - The letter t in s.tle is silent.
    - whis.tle  cas.tle

vv

- Divide between the two vowels.
- If they are not common vowel teams, divide between the vowels.
  - gi.ant  du.al  ne.on  ra.di.o  cha.os  sta.di.um
- When all else fails, divide between the vowels.
  - cre.ate  di.et  po.em
Crazy i “Pattern” (Officially, it is a Latin connective used to connect the affix to the root.)

- Letter i often appears as an open syllable within a word (i.e., a middle syllable).
- Usually divide the syllable after the i, than apply standard syllable division techniques to the balance of the word.

/ĭ/ before a consonant
“ĭ ĭ ĭ ĭ ĭ ck” a consonant is coming.”
A.mer.i.ca an.i.mal pres.i.dent
hos.pi.tal crim.i.nal res.i.dent

/ē/ before a vowel
“ē ē ē ē” here comes a vowel.”
ra.di.o cur.i.ous fur.i.ous
im.me.di.ate pre.vi.ous ser.i.ous

Unless an l or n immediately proceeds the i, then the i says /y/. (Advanced language concept. Through 2nd grade, these are taught as memory words.)

stal.lion bril.liant un.ion
on.ion mil.lion Cal.i.for.nia
Suffix Chop Challenges

Background Information

- Students may not recognize the base word as modified by the suffix.
- They wonder about:
  - happi[ness] citi[es] tri[es]
  - runn[ing] hopp[ing] tapp[ing]
- They may also think:
  - hop[ing] says hop rather than hope
  - tap[ing] says tap rather than tape
- Focus students on the letter(s) immediately before the suffix.

y-rule
- If letter i falls immediately before the suffix it was likely originally a y that was changed to an i.
  - hap.pi[ness] ba.bi[es] fun.ni[est]
- The y retains its previous sound.
  - happy — happiness baby — babies funny — funniest

1+1+1 doubling rule
- If there are 2 consonants before a vowel suffix, the vowel says its sound.
  - hopp[ing] tapp[ing] scrapp[er] fish[ing]

e-drop rule
- If there is 1 consonant before a vowel suffix, the vowel says its name.
  - hop[ing] tap[ing] scrap[er]
Student Instruction

Reading base words changed by suffix addition:

- Chop off the suffix.
- Read the base word considering:
  - If it ends with the letter "i," the "i" was likely a y before the addition of the suffix (e.g., supplied, buried, babies).
  - If there are 2 consonants before the suffix, the vowel in the base word is likely short (e.g., cracked, lumps, messing).
  - If there is 1 consonant before the suffix, the vowel in the base word is likely long (e.g., baked, joking, drives).
  - If it is a two syllable word, it is possible that the vowel is short. Be prepared to flex the vowel (e.g., admitting, benefiting, dictating, permitted, limited, contrived).
- Add the suffix.
- Read the entire word.
Schwa (ə) and Accented Syllables

Background Information

Schwa
Teaching objective:
- All vowels can make the schwa sound.
- Students will usually pronounce the syllable as spelled and then automatically correct/synthesize to the schwa sound.
- Our objective here is to build familiarity with the word schwa and its related sound. The goal is for students to know how to correct when prompted for the schwa sound.

Reading procedure:
- Divide the word into syllables using the script.
- Pronounce the syllables as spelled. lēs•sŏn
- Pronounce with a schwa sound. lēs•sən
- Ask: which one sounds correct? lēs•sən
- The letter o in the word lesson is the schwa sound of a gentle /ũ/.
- Once introduced suggest: If the word doesn’t sound right, try substituting the schwa /ə/ sound for one of the vowels.

Spelling procedure:
Identifying the vowel in unaccented syllables is one of the bigger challenges we face when spelling. You can’t trust the sound when the voice goes down.

- Except for memory words, all our spelling in OG is phonetic. If there are multiple spellings of the sound, we support the student in making the correct choice — /k/ as in cat.
- In words containing the schwa sound, there is no way for the student to know the correct choice other than through visual memory.
- Therefore, when you give a spelling word which has a schwa syllable, pronounce the word first with the schwa, then with clear letter sounds. Script: /lēs/sən/ is spelled /lēs/sŏn/.
- Continue with procedure for spelling 2 syllable words, exaggerating the vowel in the schwa syllable /sŏn/.
When the student spells the schwa sound with the letter u, suggest: Well done that vowel does say /ə/. In this syllable it is spelled — pronounce vowel clearly — saying /ɒ/ if it is the letter o.

**Open syllable ending with the letter a:**
- at the beginning or end of the word, usually makes the schwa sound:
  - around  about  above  alive
  - amaze  manila  comma  Alaska

**Accented Syllables**
In most words of two or more syllables, one syllable is emphasized, stressed, or accented more than the others. The voice goes up a little and the vowel sounds are crisp and clean in the accented syllable.

Say:  ba•NA•na  Can you hear the syllable you stress?

**Accents can be very hard for some children (and adults) to hear.**
A technique for hearing the accent:
- Pronounce the word in the manner you would use when calling your dog. The syllable you stress or hold longer is the accented syllable.
- Call your dog:
  - na•tion  sis•ter  co•mo•tion  com•pu•ter
  - ex•pan•sion  kind•ness  pa•rade  com•ma
  - en•er•get•ic  mag•a•zine

Teacher note: Placement of accents can change the pronunciation, part of speech, or meaning.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>con′tract</td>
<td>con•tract’</td>
</tr>
<tr>
<td>reb′el</td>
<td>re•bel’</td>
</tr>
<tr>
<td>pres′ent</td>
<td>pre•sent’</td>
</tr>
</tbody>
</table>
Student Instruction — Schwa

Step 1:
- In words of more than one syllable, often the vowel sound in one of the syllables is not said clearly.
- When we chunk and read words, often we just automatically synthesize or adjust this sound.
  - /lēs/ŏn/ synthesized and pronounced /lēs/ŭn/
  - /găl/ŏp/ synthesized and pronounced /găl/ŏp/
- This unclear vowel sound is gentle /ŭ/ sound.
- Schwa sound written as ə.

Step 2:
- Sometimes the word is not so easily synthesized.
- When that happens, we need to stop and try the syllables with the schwa sound seeing if this unlocks the word.
- Which is correct:
  atlas /ăt/lăs/ /ăt/lăs/ /ăt/lăs/
anthem /ăn/thĕm/ /ăn/thĕm/ /ăn/thăn/
canvas /căn/văs/ /căn/văs/ /căn/văs/
- If the word doesn’t sound right, try substituting the /ŭ/ sound.

Step 3:
- In the some dialects (including Indiana), we make the schwa sound two ways:
  - gentle /ŭ/ and /ĭ/.
  - Do you say /bas/kŭt/ or /bas/kĭt/?
Suffixes

Definition:
- A suffix is a letter, letters, or syllable added to the end of a word.
- It may alter the meaning, or change the part of speech.
- There are two types — vowel suffixes and consonant suffixes.
  - Vowel suffixes begin with a vowel.
    - ed, -ing, -er, -est, -able
  - Consonant suffixes begin with a consonant.
    - ly, -ful, -ness, -tion, -sion
- 58% of words contain these prefixes: un-, re-, in-, dis-
- 60% of words contain these endings: -ing, -ed, -s, -es
- The next most common endings are: -ly, -er/-or, -sion/-tion, -ible/-able, -al, -y, -ness.

Suffix –es
- Nouns and verbs ending in sh, ch, s, x, z form plurals by adding –es.
- When -es is added there is a recognizable sound difference from the –s.
  - With the addition of the vowel you are adding another syllable.
  - Try saying glass with the addition of -s (glasss) rather than –es.
    - It can’t be done.
    - The 2 hissing sounds merge into 1.
- For nouns and verbs ending in y after a consonant:
  - change the y to i.
  - add –es.

A jingle to help with memory...
- Put your left hand out, palm up and say...
  - When a word ends in a....ch
- Put your right hand out, palm up and say...
  - ....sh
- Turn your left hand over, palm down and say...
  - ....s
- Turn your right hand over, palm down and say...
  - ....x
- Cross your heart with both arms and say...
  - ....or z
  - ....add –es, and you’ll please me!
Suffix –ed

- ed is added to verbs to indicate the action happened in the past.
- ed is pronounced 3 different ways, depending on the base word.
  /əd/ or /ɪd/ /d/ /t/
- Regardless of the sound you hear, if the word is a verb and you are expressing that the action happened in the past, always use –ed for spelling. Think meaning!
- If needed, discuss frequently that verbs are action words. Use examples of words that are verbs and are not verbs.

-ed says /əd/ or /ɪd/ after base words ending in the letter d or t and adds a syllable.

landed  melted  printed
hunted  acted  tested

-ed says /t/ after base words ending in an unvoiced sound — unvoiced to unvoiced.
rushed  thanked  pinched
asked  jumped  rocked

-ed says /d/ after a base word ending in a voiced sound — voiced to voiced.

played  smelled  scanned
throbbed  plugged  stayed

Teacher notes:
- Reading implication: Often, once students learn the proper use of /əd/ or /ɪd/, they will automatically choose the correct pronunciation of /d/ or /t/.
- Spelling implication: Use the word verb. Students need to know this word and what a verb is! Explicitly teach that –ed is the only spelling choice to indicate “happened in the past.” Meaning!
Suffix Addition Rules

Just add
- boy + s = boys
- farm + er = farmer
- fish + ing = fishing

Stop and think
- 1+1+1 doubling rule
- e drop rule
- y rule

1+1+1 doubling rule
When adding a vowel suffix to:
- 1 syllable word with
- 1 vowel followed by
- 1 consonant
- double the consonant.
  - drop + ed = dropped
  - run + ing = running
  - sad + est = saddest

Teacher note: The letters w and x are never doubled.

e-drop rule
When adding a vowel suffix to:
- a word ending in a **silent** e (not just magic e)
- drop the silent e.
  - bake + ing = baking
  - bike + er = biker
  - nurse + ing = nursing

Teacher notes:
- There are exceptions to e-drop rule.
  - Retain the e to preserve the soft c or g sound.
    - noticeable courageous
  - Retain the e to preserve the identity of the base word.
    - shoeing
y rule

- If the word ends in vowel-y, just add the suffix.
  boys played
  turkeys buying

- If the word ends in consonant-y, to form plural, change the y to i and add the suffix –es.
  cities cries
  fries babies

- If the suffix begins with the letter i, then retain the y and just add the suffix.
  frying babyish
  crying candying

- Otherwise, if the word ends in consonant-y, change the y to i and add the suffix.
  carried emptiness
  happily happiness

- Exceptions: skiing taxiing busyness
Fluency

Reading must make sense
- This principle must be taught explicitly.
- Reading “faster” must not be allowed to override this principle.
- Fluency (and resulting wcpm) develops through reading smoothly and automatically.

Keeping this important principle in mind...
- Fluency develops from reading practice.
- Repeated oral reading with feedback and guidance leads to meaningful improvement.
  - True for good readers as well as those who are experiencing difficulties.
  - Has a clear impact on reading ability of non-impaired readers through at least 4th grade.
- Students reading passages orally, multiple times while receiving guidance or feedback from peers, parents, or teachers is effective in improving a variety of reading skills.
- *Source: Report of the National Reading Panel: teaching children to read, April 13, 2000*

Background

The important components include:
- dedicated time for practice — 7-10 minutes daily,
- appropriate pacing — needs to be quick and energetic,
- text selection:
  - use both controlled (fair) and trade text,
  - text level should be not too easy and not too hard, but at the independent level,
- and targeted review of high frequency words to automaticity is essential.
### Adjusted DIBELS Targets

#### DIBELS Next: READ by 3 Summary of Benchmark Goals and Cut Points for Risk

<table>
<thead>
<tr>
<th>DIBELS Composite Score</th>
<th>26</th>
<th>122</th>
<th>119</th>
<th>113</th>
<th>130</th>
<th>185</th>
<th>141</th>
<th>190</th>
<th>238</th>
<th>220</th>
<th>285</th>
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<tbody>
<tr>
<td></td>
<td>13</td>
<td>85</td>
<td>89</td>
<td>97</td>
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<td>111</td>
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<td>145</td>
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<td>180</td>
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<table>
<thead>
<tr>
<th>First Sound Fluency (FSF)</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
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<table>
<thead>
<tr>
<th>Letter Naming Fluency (LNF)</th>
<th>40</th>
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<tbody>
<tr>
<td>No benchmark set for LNF</td>
<td></td>
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<table>
<thead>
<tr>
<th>Phoneme Segmentation Fluency (PSF)</th>
</tr>
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<tbody>
<tr>
<td>50</td>
</tr>
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<td>20</td>
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<table>
<thead>
<tr>
<th>Nonsense Word Fluency (NWF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>10</td>
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<table>
<thead>
<tr>
<th>Correct Letter Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Whole Words Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>Words Correct</td>
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<td>Retell Quality of Response</td>
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<thead>
<tr>
<th>Beg</th>
<th>Mid</th>
<th>End</th>
<th>Beg</th>
<th>Mid</th>
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<th>Mid</th>
<th>End</th>
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<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
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5-Aug-14
# DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

| DIBELS Composite Score | 26 | 122 | 119 | 113 | 130 | 155 | 141 | 190 | 238 | 220 | 285 | 330 | 290 | 330 | 391 | 357 | 372 | 415 | 344 | 358 | 380 |
|------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|                        | 13 | 86  | 86  | 97  | 100 | 111 | 109 | 145 | 180 | 180 | 225 | 280 | 345 | 290 | 330 | 251 | 310 | 340 | 280 | 285 | 324 |

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<thead>
<tr>
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<th>10</th>
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<th>20</th>
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<td>No benchmark set for LNF</td>
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<th>40</th>
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</tr>
<tr>
<td>Whole Words Read</td>
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<td>3</td>
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**DIBELS Composite Score**: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the DIBELS Next Benchmark Goal and Composite Score document available from http://dibels.org.

**BENCHMARK GOAL** (large number in top of each box): Students scoring at or above this benchmark goal have the odds in their favor (approximately 80%-90%) of achieving later important reading outcomes. These scores are identified as At or Above Benchmark and the students are likely to need Core Support.

**CUT POINT FOR RISK** (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%-20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as Well Below Benchmark and the students are likely to need Intensive Support.

Scores below the benchmark goal and at or above the cut point for risk are identified as Below Benchmark. In this range, a student's future performance is harder to predict, and these students are likely to need Strategic Support.

<table>
<thead>
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Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade | Sixth Grade

This is a summary of the DIBELS Next benchmark goals. For a full description, see the DIBELS Next Benchmark Goals and Composite Score document available from http://dibels.org.

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# 2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 50 Years of Measurement," which is available on the University of Oregon's website, [brt.uoregon.edu/tech_reports.htm](http://brt.uoregon.edu/tech_reports.htm), and in The Reading Teacher in 2006 (Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher. 58*(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

**Average weekly improvement** is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 18, the typical number of weeks between the winter and spring assessments.

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*WCPM = Words Correct Per Minute

**Average words per week growth

www.readnaturally.com
Lesson Procedures

Fidelity to Lesson Procedures
- Consistent delivery of daily lesson plan procedures is a critical component to the success of a lesson. Fidelity to lesson plan procedures ensures that:
  - students are not bogged down by unclear directions or managing multistep directions.
  - students can focus their mental energy on attending to the new lesson content.
- Use old procedures to learn new content.
- Use old content to learn new procedures.

Maximizing Student Engagement
- Student engagement is maximized when the pacing of instruction is challenging enough to maintain interest, but slow enough to avoid creating frustration or confusion.
- Each procedure has a purpose for teaching, coaching, or reinforcing instruction. Lesson procedures should not be skipped or eliminated.
- Students must engage and participate in each lesson procedure.

Teacher notes:
- Scale back on the content (e.g. reduce the number of words read) in a given lesson component in order to fit the time allotted.
- Maintain lesson pacing so that all components are taught each day.
New Phoneme/Grapheme

**Intro New**
1. Show students the new grapheme.
2. Name the letter(s) and produce the sound.
3. Students repeat the sound.
4. Provide the keyword for the sound (found on the back of the card).
5. Students repeat keyword.
6. Students skywrite or trace the grapheme 3 times.
   - Teaching ea = /ē/ as in eat
   - Students skywrite ea and say “/ē/ as in eat” — 3 times

**Place value**
- Some phonemes have multiple spellings.
- At times, the placement of the phoneme within the word determines the correct grapheme choice (oi vs oy).
- When this occurs, teach correct usage (oi at the beginning or middle of a word or syllable, -oy at the end).
- Insert this instruction between steps 5 and 6.
b Checker

Classroom Method — Use Card Deck 8 for Support
- Ask the children to hold up their left hand with their fingers touching and their thumb extended straight out to the side.
- This is a built in b checker.
- Teacher models:
  1. Display the letter b.
  2. Line up your hand so that the index finger rests on the stick of the letter b.
  3. Point out that if the ball of the b sits on the thumb, it is a b.

  1. Display the letter d.
  2. Line up your hand so that the index finger rests on the stick of the letter d.
  3. Point out that if the ball does not sit on the thumb, it is not a b.

Teacher notes:
- We use the language b and not a b.
- We do not say it is a d.
- This allows for it to be another letter — d, p, q, g.
Visual Drill

1. Display card and tap to prompt for choral response.
   - Card is tapped once for each known sound.
   - When the students have learned multiple known sounds, the card is tapped one time for each sound learned.
2. Students produce the sound(s) for the card.

Miscues or Blocks
- If students miscue or block, use the following steps.
- Proceed through the steps only as far as necessary to unlock the sound.

1. Prompt students to trace the grapheme.
2. Keyword
   a. Ask students for keyword.
   b. Teacher provides keyword.
   c. Prompt for sound — so the sound is...
3. Lead the students in tracing or sky-writing the grapheme three times.
4. Place the card back in the deck to allow students to attempt again during the same lesson.

Teacher notes:
- The visual drill is a review of previously taught sounds.
- It is an exercise for students to build automaticity.
- The teacher should be silent to maximize the opportunity to hear student responses.
Blending Drill

1. Sort cards into three piles during the visual drill, see card back for placement.
2. Display card piles for students.
   - Consider using the chalkboard ledge, pocket chart, or document camera.
3. Touch each card with blending fingers prompting students to produce the sound.
4. Slide finger under the nonsense word prompting students to blend the sounds and pronounce the word.
5. As students progress, encourage whole-word reading vs sound-by-sound blending by eliminating Step 3.

Miscues or Blocks
- If students miscue or block, use the following steps.
- Proceed through the steps only as far as necessary to unlock the sound.

1. Isolate the grapheme miscued or blocked.
2. Prompt students to trace the grapheme.
3. Keyword
   a. Ask students for keyword.
   b. Teacher provides keyword.
   c. Prompt for sound — so the sound is...
4. Provide the phoneme.
5. Keep the card missed in position for a few more words.
Words to Read

1. Display word list.
2. Students decode.
3. As warranted, provide additional support. Strategies include:
   a. underlining specific patterns
   b. isolating vowels
   c. marking vowel sounds
   d. indicating syllable division

Repeated Readings and Extensions

1. Engage students in repeated readings of the word list to build automaticity through prompting.
   a. Boys read column 2.
   b. If you like ice cream, read column 3 with me.
2. Prompt students to identify specific words in the list for vocabulary extensions. Use the vocabulary of instruction — synonym, antonym, homophone, homonym, verb, noun, adjective, etc.
   a. Which word in row 1 is an antonym for angry?
   b. Which word in row 2 is a noun?
   c. Find the word in column 2 that is a verb and a noun.
Phoneme Segmentation

1. Direct students to look at Teacher to ensure they are hearing the correct sound.
2. Pronounce the word.
3. Students repeat the word.
4. Students segment the word into phonemes while tapping (left to right on their non-writing hand) a phoneme on each finger.

Finger Spelling

The instruction seems pretty simple:
- “Students segment the word into phonemes while tapping (left to right on their non-writing hand) a phoneme on each finger;”
- however, it sometimes feels like there are hazards around every corner.

1. Blends — we recommend you segment the blend, putting one phoneme on each finger.
2. Welded sounds — like -ing, -ank, and -old — we teach as a chunk of one unit of sound, and we recommend putting all phonemes on one finger.
3. Prefixes and suffixes — we also teach as a chunk or 1 unit. Again, we recommend putting all phonemes on one finger.
Auditory Drill

1. Direct students to look at Teacher to ensure they are hearing the correct sound.
   - Many sounds /m/ and /n/, /d/ and /t/ are very similar.
   - Visual cues aid in identifying the correct choice.
2. Produce the phoneme.
3. Students repeat the phoneme.
4. Students write the grapheme while quietly saying the sound again.
5. Display the correct grapheme.
6. Students check their work and correct if needed.

Miscues or Blocks

- Generally, miscue procedures are irrelevant as correct choice has been displayed.
- However, when working the room, before the correct choice is displayed, if many errors are noted:
  1. Class the sound is ...
  2. Students repeat.
  3. Provide the keyword.
Kindergarten Auditory Options

Direct students to look at Teacher to ensure they are hearing the correct letter name, keyword, sound.

- Many sounds /m/ and /n/, /d/ and /t/ are very similar.
- Visual cues aid in identifying the correct choice.

**Letter**
1. Say the letter name.
2. Students repeat letter name.
3. Students write the letter while quietly saying the letter name again.
4. Display the correct grapheme for students to check their work.

**Keyword**
1. Say the keyword.
2. Students repeat keyword.
3. Students write the letter represented by the keyword while producing sound.
4. Display the correct grapheme for students to check their work.

**Sound**
1. Say the sound.
2. Students repeat sound.
3. Students write the letter while quietly saying the sound again.
4. Display the correct grapheme for students to check their work.

**Position**

<table>
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<tr>
<th>Steps</th>
<th>Example</th>
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<tr>
<td>1. State the targeted position (beginning, middle, or end) of the phoneme students are attempting to identify.</td>
<td>beginning</td>
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<tr>
<td>2. Pronounce the word.</td>
<td>sun</td>
</tr>
<tr>
<td>3. Students repeat the word and isolate phoneme in the noted position.</td>
<td>sun /s/</td>
</tr>
<tr>
<td>4. Students write the letter while quietly saying the sound again.</td>
<td>s /s/</td>
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</table>
Spelling One-Syllable Words

1. Direct students to look at Teacher to ensure they are hearing the correct word.
2. Pronounce the word.
3. Students repeat the word.
4. Students segment the word into phonemes while tapping (left to right on their non-writing hand) a phoneme on each finger.
   - When finger spelling a word with more than five phonemes, students should start over on the same hand.
5. Students write the grapheme while quietly saying the phoneme tapped on each finger.
6. Display the correct word.
7. Students check their work and correct if needed.

Miscues or Blocks
- Generally, miscue procedures are irrelevant as correct choice has been displayed.
- However, if the Teacher observes a problem before the correct word has been displayed, isolate the error and provide the keyword or prompt for spelling generalization.
Spelling Multi-Syllabic Words

1. Direct students to look at Teacher to ensure they are hearing the correct word.
2. Pronounce the word. Example: fantastic
3. Students repeat word — fantastic.
4. Ask for number of syllables.
5. Students count syllables — 3.
6. Teacher confirms and asks students to draw a horizontal line for each syllable.
7. Students draw lines to represent the number of syllables in the word. 
   __________  __________  __________
8. Repeat word **one syllable at a time**, asking students to repeat and spell each syllable. fan  tas  tic
9. Teacher asks students to put syllables together and read the word. fantastic
10. Display the correct word.
11. Students check their work and correct if needed.

Teacher notes:
- Multisyllabic words can be complicated for students because of the schwa sound in unaccented syllables.
- Mispronounce the word, when necessary, to exaggerate the correct vowel spelling for the schwa syllable.
- When students are unsure which vowel spelling is producing the schwa, they should use the letter u as a default spelling (and be proud of the accomplishment).
- See Schwa and Accented Syllables.
Spelling Rule

1. When applicable, teacher links new rule to familiar rule or pattern.
2. Name the rule.
   Example: 1+1+1 Doubling Rule or E-Drop Rule
3. Explain how the rule works and model applying the rule.
4. Students spell the words while verbalizing the steps in the process.
5. Students read lists of words containing the new spelling rule.
6. Students summarize with a partner or with the teacher the new syllable concept.
7. When applicable, select a student to summarize the rule for the class.
Sentence Dictation

1. Direct students to look at Teacher to ensure they are hearing the correct words.
2. Say the sentence with expression.
3. Students repeat the sentence with expression.
4. Teacher and students say the sentence together, tapping out each word.
   - Tapping words out in a sentence helps correct common auditory errors, such as hearing and writing *haf to* versus *have to*.
5. Teacher and students say the sentence again with expression.
6. Students write the sentence on their SRS. Teacher is silent.
7. Students are prompted to check the sentence using COPS.
8. Display the correct sentence.
9. Students check their work and correct if needed.

C.O.P.S

1. Display C.O.P.S. card.
2. Prompt students to check their sentence for correct:
   - Capitalization
   - Order (of words in the sentence)
   - Punctuation
   - Spelling
See Ton of Words.

1. Introduce 1-3 new words per session.
2. Teacher displays word.
3. Teacher extends hand prompting student to repeat.
4. Teacher directs students to look at the word and to trace while saying the name of each letter. Teacher directs students to pretend to underline while saying the word.
5. Teacher has students repeat procedure in step four 3 times.
6. Teacher repeats the new word.
7. Teacher extends hand prompting students to repeat.
8. Teacher introduces next word.
9. Teacher states that new words will be added to the review deck.
10. During each session, quickly review the student’s review deck.
11. Retire words once automaticity has been achieved. Periodically review retired words.
Memory Words

New
1. Display new memory word on an index card and pronounce.
2. Students repeat the word.
3. Spell the word without finger spelling it (memory words are never finger spelled because they are phonetically unfair).
4. Students repeat the spelling of the word as the teacher points to each letter in the word.
5. Address the meaning of the word, when applicable.
6. Teacher and students skywrite the word together 3 times, naming each letter and pronouncing the whole word.
7. Students far point copy the word 1 letter at a time on their SRS (simultaneously naming and writing the letter).
8. Students write the word 3 more times on their SRS while whisper spelling.
9. Students skywrite the word with eyes open 1 time.
10. Students skywrite the word with eyes closed 1 time.
11. Students cover the word that they wrote 4 times on SRS and write the word again on the SRS.
12. Students uncover the word written 4 times and check their brain.

Review Memory Words
Kindergarten and 1st Grade
1. Spelling: Review 2 words — word selection provided in lesson plans.
   a. Say the word.
   b. Students repeat and write.
2. Reading: Use flash deck.
   a. Teacher displays card.
   b. Student reads for automaticity.
   c. If missed, reteach the word and leave it in the flash deck.

2nd Grade
1. Review 2 words.
2. Retire after 3 correct spellings.
3. Periodically review the retired words.
Syllable Pattern

1. Name the new syllable pattern.
2. Explain the rules of the new syllable pattern, paying special attention to the way the new pattern influences the vowel sound.
3. Model how to mark the vowels and consonants to reinforce the new pattern.
4. Practice reading syllables that follow the new pattern, monitoring for accuracy.
5. Teacher and students sort syllable cards into piles according to their syllable pattern.
6. Students take turns reading the cards that have the new syllable pattern written on them.
   - Teacher should carefully control the syllable cards provided to only include the new syllable pattern and syllable patterns previously taught, or provide a pile for non-examples
   - Do not include r-controlled syllables when teaching closed syllables.
   - r-controlled syllables should be included only after you have directly taught the concept.
7. Students summarize with student partner the new syllable concept.
8. When applicable, select a student to summarize for the class.
Syllable Division Rule

See scripts in Syllable chapter.
Affixes

Intro New
1. Display the new card.
2. Pronounce the card and provide the meaning when relevant.
3. Students repeat the sound and the meaning (if provided).
4. Students skywrite or trace the morpheme 3 times while producing the sound and meaning (if applicable) each time.

Teacher notes:
- Use oral language exercises to reinforce understanding.
- Teach through example.
  - rewrite = write again
  - review = to view/look at again

Language evolves and the meaning links can get muddy. For example, the meaning of the word important when literally evaluated leaves one wondering — not, carry, one who? So, word selection to illustrate your teaching point is always “important.” 😊

Visual Drill
1. Display the morpheme card and tap to prompt students for choral response.
2. Students pronounce the morpheme and provide the meaning (if applicable).

Miscues or Blocks
- If students mispronounce the affix:
  1. Teacher provides word example(s) and see if they can extract pronunciation.
  2. Trace 3x — while whisper spelling affix, pronouncing, give meaning.
- If the students block on the meaning, give series of words and practice applying meaning.
- Place card back in the deck to allow students to attempt again during the same lesson.
Words to Read
1. Teacher displays word list.
2. Students decode.
3. When appropriate, teacher prompts students to demonstrate understanding of the meaning of the word (misunderstood = wrong understanding).

Teacher notes:
1. As warranted, provide additional support.
2. Strategies include: underlining specific patterns, indicating syllable division, isolating vowels, marking vowel sounds, etc.

Repeated Readings and Extensions
1. Teacher prompts students to identify specific words in the list for vocabulary building:
   a. Which word in row 1 means without care? (careless)
   b. Which word in row 2 is a person who does something? (geologist)
2. Teacher engages students in repeated readings of word list to build automaticity.

Teacher notes:
- Use the vocabulary of instruction — synonym, antonym, homophone, homonym, verb, noun, adjective, etc.
- It is important for students to become automatic in this language. Automaticity only develops from repeated exposure/use.
Fluency Strategy — 1 on 1 Method

1. Provide student passage — 1 to 2 minutes.
   a. If student has already reached some level of automaticity, begin with student reading solo for 1 minute.
   b. Tutor reads with expression or uses tutor-led stop and go reading for one minute.
   c. Choral read for 1 minute.

2. Discussion to emphasize the importance of making meaning from text — 1 minute.
   a. Student shares, in one or two sentences, understanding of the story.
   b. Tutor poses a higher order thinking question for student to address.

3. Partner Reading — 3 minutes.
   a. Student reads passage for 1 minute.
   b. Tutor underlines any non-automatic text and marks the final word read.
   c. Tutor returns the marked passage to the student and reviews any non-automatic words.
   d. Tutor challenges student to read further (not faster) than the prior attempt.
   e. Student rereads passage for 1 minute, now reading from the marked passage with cues of troubling areas. Student marks the new stopping point.
   f. If time permits, read passages a third time marking stopping point.

4. Student and tutor choral read the passage. If student reading is not smooth, perhaps choppy, practice alternating sentences or paragraphs. Challenge the student: “Can you read like this?” — 1 minute.

5. Student/tutor marks progress sheet.

6. Student takes home the passage for further practice.
Fluency Strategy — Group/Whole-Class Method
Struggling Readers

1. Preview any challenging words — posting word or pointing to the word in text. “Class this word is …” If it is a particularly challenging word, it can also be good to break the word into syllables and pronounce each syllable.

2. Before reading begins, Teacher poses a question for later discussion.

3. Choral read:
   a. First, Teacher reads, modeling rate and prosody.
   b. Then, students read silently — building confidence and decoding.
   c. Finally, choral read asking the students to keep their voice with Teacher.

4. Discussion to emphasize the importance of making meaning from text.
   a. Students turn and share with partner a quick understanding of the story.
   b. Teacher re-asks question from step 2. Partners share.
   c. Teacher asks a student or two to share with the class.

5. Partner Reading:
   a. Student A reads with assigned Student B, each taking a turn reading for 1 minute.
   b. Partner returns the passage to the reader after marking the final word read.
   c. Teacher challenges students to read further (not faster) than the prior attempt. Each student rereads passage for 1 minute, Reader marks the new stopping point.
   d. If time permits, read passages a third time marking stopping point.

6. Class choral reads the passage — 1 minute.

7. Echo Reading — as time allows.
   a. Teacher reads a short segment — sentence or paragraph.
   b. Students echo or mimic teacher.
   c. As the Teacher you can do multiple sentences or multiple ways to express the same sentence.
   d. Objective is prosody (i.e., smoothness, phrasing, punctuation, feeling).

8. Students take home the passage for further practice.
Individual Lesson Plan

Student:  
Date:  
Lesson #:  

Note: Template is designed for two 30-minute lessons alternating between reading and spelling.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Spelling</th>
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<tbody>
<tr>
<td>Visual Drill</td>
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<td>Blending Drill</td>
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<td>Auditory Drill</td>
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<tr>
<td>Review Words</td>
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<tr>
<td>High Frequency Words</td>
<td>Review Flash Deck</td>
<td>Red/Memory Words</td>
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<tr>
<td>Fluency Passage</td>
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<tr>
<td>Introduce Something New</td>
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<td>Teach New Red Word</td>
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<tr>
<td>Diagnostic and Prescriptive Notes</td>
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</table>
Lesson Resources

http://www.marooneyfoundation.org/professional-learning.aspx
Tools/Reference

Stick Vowels

aEIoouY

Cats, kittens, ducks

Cats, kittens, ducks /run the school uniquely
c /s/ E I Y
g /j/ E I Y
<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>vowels</strong></td>
</tr>
<tr>
<td>a /ǎ/ cat</td>
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<td>e /ē/ egg</td>
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<tr>
<td>i /ī/ igloo</td>
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<td><strong>short vowel exceptions</strong></td>
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<tr>
<td>ang /āng/ fang</td>
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<td>ing /ēng/ king</td>
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<td>ong /ōng/ gong</td>
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<td>onk /ōnk/ honk</td>
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<td>unk /ūnk/ dunk</td>
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<td><strong>bossy r</strong></td>
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<td>ar /är/ car</td>
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<tr>
<td>ear /ēr/ /er/ ear earth</td>
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<td>er /er/ her</td>
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<tr>
<td><strong>vowel teams</strong></td>
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<tr>
<td>ai /ā/ rain</td>
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<td>au /ô/ auto</td>
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<td>aw /ō/ saw</td>
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<td>ay /ā/ play</td>
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<td>ea /ē/ /ē/ eat bread</td>
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<td>ei /ē/ /ā/ ceiling</td>
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<td>eigh /ā/ eight</td>
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<td>ew /yōo/ /ŏo/ few grew</td>
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<td>ey /ē/ /ā/ key</td>
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<td>Section 1: nonsense words</td>
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<td>han</td>
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<td>shan</td>
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<td>dake</td>
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<tr>
<th>Section 3: suffixes</th>
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<td>rubber</td>
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<td>first</td>
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<th>Section 6: vowel teams</th>
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<tr>
<td>may</td>
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<td>snail</td>
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<th>Section 7: c+le syllables and common suffixes</th>
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<td>station</td>
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Kindergarten Assessment

Name: ______________________________ Date: ____________________

For the kindergarten assessment, use **either** the picture deck for cards a-z or the basic card deck cards a-z. To make recording easier, put the cards in the same order as listed below on the teacher recording document.

Prepare the sight words listed below on index cards in advance. Assess only those taught.

<table>
<thead>
<tr>
<th>Letter Name</th>
<th>Key Word</th>
<th>Sound</th>
<th>Memory Words</th>
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Check the Deck Used for Assessment

Picture Deck _____  Basic Deck _____

Check the Deck Used for Assessment

February 2015
Works Consulted


Moats, Louisa C. *LETRS*. Boston, MA: Sopris West 2008


Concepts and materials sourced from

Dyslexia Institute of Indiana. Indianapolis, IN.

Ron Yoshimoto, Fellow, AOGPE. Honolulu, Hawaii