



Structure of English Phonics and Decoding for Secondary Students

Mountain West Associates
2022

blending,
segmentation

deletion,
addition,
substitution

Objectives

Connect phonological awareness with spelling and reading

Learn some new terminology

Explore orthographic mapping to improve spelling, decoding, and vocabulary

Introduce the Six Types of Syllables

Let's Practice

Put the phonological awareness skills in order from simplest to most complex



<https://jamboard.google.com/d/1ZmNhXk7tT3YBwEkLpi8xSF4CHUBM5UoJQZD7VoAJU4Y/edit?usp=sharing>

Models of Skilled Reading: The Simple View of Reading & Scarborough's Rope Model

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

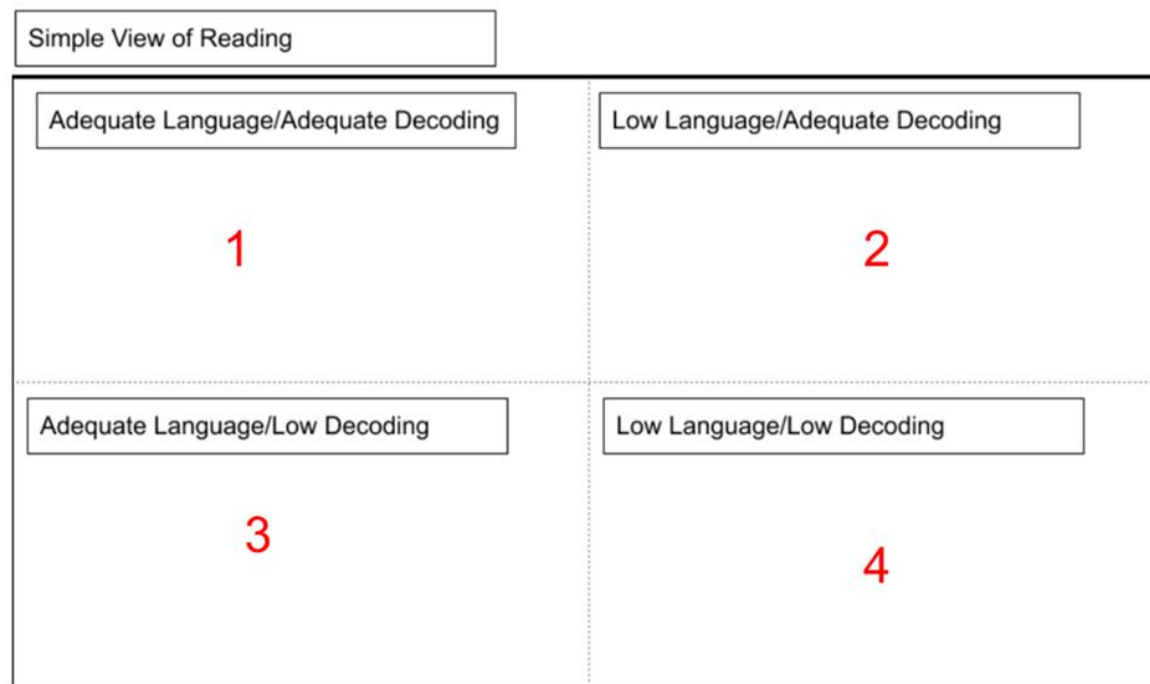
Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Simple view of reading: $AD \times LC = RC$

Simple View of Reading

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

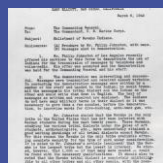


Gough, P., & Tunmer, W. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, pgs 6–10.

Dyslexia Exists on A Spectrum



Severe - Struggling with reading and spelling single syllable words



Mastered single syllables but lacks strategies for multisyllabic words

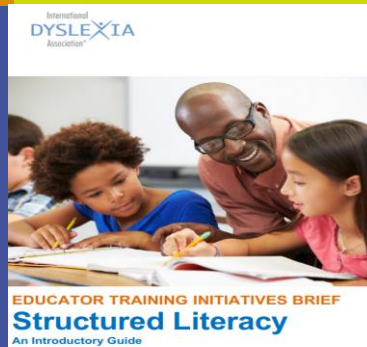
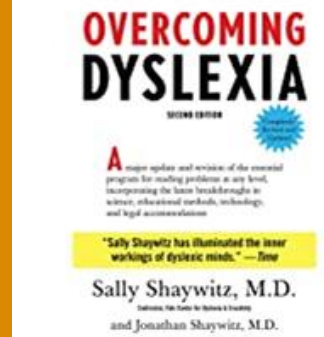
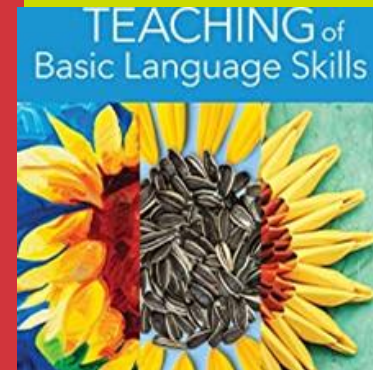


Decoding is still slow - issue is fluency



Remediation will vary depending on the needs of the student

All students can learn to read! What differs is the intensity of the remediation and length of time it takes to bring about substantial improvement. A well designed program should include instruction in phonological awareness, decoding, spelling, and reading in connected text



Why is decoding instruction so critical

are the critical foundation on which all other reading skills are laid.

DECODING

What Are the Decoding Challenges of Struggling Secondary Readers?

Many researchers have determined that word recognition is the foundational process of reading and is needed to support vocabulary attainment and reading comprehension (Stanovich, 1996). Poorly developed word recognition skills are believed to be the most pervasive and debilitating source of reading challenges (Adams, 1990; Perfetti, 1985; Share & Stanovich, 1995). Although difficulty in pronouncing the individual words in the text is the common denominator of reading disability (Shankweiler, 1989, 1999), there are two distinct groups of secondary struggling readers with regard to decoding skills. Students in the smaller group are still reading at first- and second-grade levels. They have not mastered beginning reading skills: the phonemic awareness skills of blending and segmenting, letter-sound associations, reading of decodable words, recognition of high-frequency irregular words, and reading of decodable text (National Reading Panel, 2000).

In order for these students to make significant gains in reading, an adequate amount of time, perhaps as much as two hours a day, must be dedicated to systematic instruction using age-appropriate materials (Moats, 2001). Because the time left before these students leave school is short and the need is great, intensive instruction must be offered using a research-validated program (e.g., *Corrective Reading*; Engelmann, Carnine, Johnson, Meyer, Becker, & Eisele, 1999; *Language!*; Greene, 2000; or *Wilson Reading System*; Wilson, 1996) that will quickly close the gap between these readers and their higher performing peers.

In this article, the authors address the larger group of struggling secondary readers. These students read between the 2.5 and the 5.0 grade level. They generally can decode single-syllable words and recognize some high-frequency irregular words. Their major decoding difficulty is with multisyllabic words. When faced with words such as “unconventionality” or “accomplishments,” many of these students have no systematic approach for attacking these words, much less the confidence that would support multiple attempts at reading a difficult unknown word. Many poor decoders, even those who can read single-syllable words, have difficulty with multisyllabic words. Page 8 of 14 (1987). The inability of poor readers to decode long words increases the qualitative differences between

to four times as likely to omit syllables as more proficient readers (Shenkelbine & Calhoun, 1991). For example, given a word such as “unconventionality,” the struggling reader might say “unvention.”

Why Is Decoding Instruction on Multisyllabic Words So Critical?

An emphasis on multisyllabic word reading is critical because of the number of novel words introduced in intermediate and secondary textbooks and the potential for failing to learn from material if the words cannot be read. From fifth grade on, it is estimated that the average student encounters approximately 10,000 words per year that they have never previously encountered in print (Nagy & Anderson, 1984). Most of these new words are multisyllabic words.

The meaning of content-area passages is almost totally carried by the multisyllabic words. To illustrate this point, read the following paragraph from a sixth-grade social studies textbook, saying “blank” for all the underlined, multisyllabic words. Ask yourself, “What level of comprehension would you achieve if you were unable to read these words?”

The framers of the Constitution faced a difficult conflict. They saw the need for a strong national government. At the same time, they did not want to take away all power from the states. Like most Americans, they believed that state governments would better understand the special needs and concerns of their citizens. (from *the American Nation* [1994] published by Prentice Hall)

The inability to read words accurately has both short- and long-term consequences. The short-term consequences are more obvious: the reader is unable to understand the vocabulary embedded in the passage and equally unable to extract meaning from what has been read (Perfetti, 1986). No comprehension strategies are powerful enough to compensate for not being able to read the words within the text.

The long-term consequences of the failure to read multisyllabic words are less obvious on any given day but painfully apparent over time to all who have worked in secondary schools. In the authors’ experiences, students with reading challenges are:

1. More likely to struggle in secondary coursework
2. More likely to drop out of school when given the first opportunity
3. Less able to obtain employment that supports

What would your comprehension be?

“The framers of the Constitution faced a difficult conflict. They saw the need for a strong national government. At the same time, they did not want to take away all the power from the states. Like most Americans, they believed that state governments would better understand the special needs and concerns of their citizens.

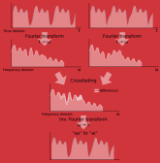


Some Terminology

- Phonics
- Decoding
- Alphabetic decoding
- Establishing the Alphabet Principle
- Sound/symbol correspondence



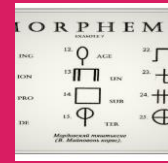
Terms You'll See Frequently in Research



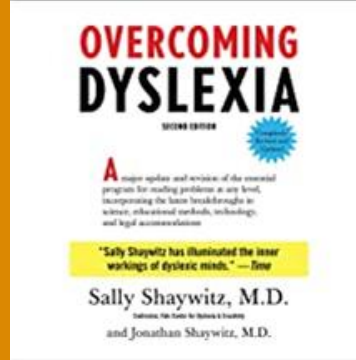
Phoneme
Phonological Awareness



Grapheme - a letter or group of letters that represents one sound

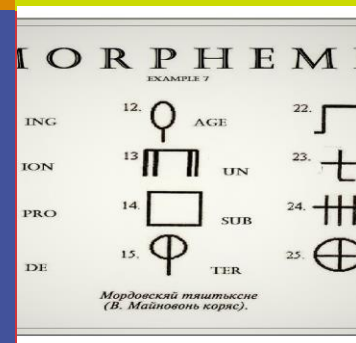


Morpheme - smallest unit of meaning in a word



Structure of English

Session IV
Mountain West Associates
2022





IDENTIFY



Orthographic Mapping

From the Greek -

Ortho (Straight)

Graphic (Writing)

Orthographic mapping is the process of forming letter sound connections in order to recall the spelling, pronunciation, and meaning of a word. It involves the critical process in which students are able to read a word at a glance, spell a word from memory, and develop vocabulary.



Let's Count phonemes and graphemes



ship

ghost

fixed


strap

night

thermal

- Not true! 85% of English is decodable (sound/symbol)
- If it is *not decodable* is usually due to layers of English
 - Old English 450 – 1150 C.E. (Anglo/Saxon)
 - boy, girl, enough, because
 - Middle English 1150-1500 C.E. (Latin)
 - food, government, the arts, (free and clear)
 - Modern English 1500 to present (introduction of Greek)
 - science, mathematical, theater

English is so
confusing why even
try to teach
phonics?



The research is clear: explicitly teaching the structure of English accelerates reading proficiency

National Reading Panel Report, 2,000

- Phonics instruction has a positive overall effect on reading and can benefit all students
- The positive effect of phonics instruction is not only decoding, but spelling, reading orally, and comprehending text
- Phonics, is best done explicitly, systematically, and early
- Phonics (decoding) is interrelated with spelling (encoding) and should be linked



Progression of Phonics Skills

Letter
Recognition

Sound/Symbol
Correspondence

One Syllable
Words

Multisyllabic
Words

Types of Syllables

Syllable Type	Examples
Closed	at, shrink, moss, puppet, fantastic
Open	go, she, flu, lady, hero, radio, potato
Vowel-consonant-e	ate, hike, Rome, lifetime, valentine
Vowel Team	eat, green, throat, cloud, headway
R-controlled	or, horn, star, germ, third, farmer, surgery
Consonant-le	able, bugle, rifle, puzzle, ripple, people
Leftovers (stable final)	nature, natural, nation, explosion,



Open Syllables

- An open syllable ends in a vowel.
- The vowel sound is long.

hi

go

she

Closed Syllables

- A closed syllable has one vowel.
- The vowel is followed by one or more consonants.
- The vowel sound is short.

hop kick fast

<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>



hi

<https://education.ufl.edu/ufli/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

go



<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>



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Let's read some bigger words with open and closed syllables...



From:

<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words>

Vowel-Consonant-e Syllables

- Has a vowel, a consonant, then an e.
- The vowel is long.
- The e is silent.

ripe cope mistake

note Pete reptile

<https://education.ufl.edu/ufli/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

Let's read some bigger words with open, closed, and vowel-consonant-e syllables...



OPEN

CLOSED

Vowel Consonant-E

stick

phone

cup

me

hope

strike

bag

met

pen

desk

he

R-Controlled Syllables

- Has one vowel followed by an r.
- The vowel is not long or short.
- The vowel is controlled by the “r” and makes an unexpected sound

fur horn starter

<https://education.ufl.edu/ufli/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

Vowel Team Syllables

- A vowel with another letter or letters that makes a vowel sound.
 - Vowel digraph (ea, oa, ie, au)
 - Diphthong (ou, ow, oi, oy)
 - Vowel teams with consonant letters (igh, augh, ough)

<https://education.ufl.edu/ufli/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

Vowel Team Syllables

- Vowel digraph: two vowels together that make one sound

soil

look

main

tooth

about

few

<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

Vowel Team Syllables

- Diphthong: two vowels together - one vowel sound and glides into another

soil clown enjoy

boy found downtown

<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

Vowel Team Syllables

- Vowel teams with consonant letters (gh)

high

taught

ought

straighten

eight

nightlight



When two vowels go walking...

Vowel syllables should be taught individually, unless on a deserted island.

Final Stable Syllables

- A final stable syllable is just that...
 - **Final:** It must be the last syllable of a word.
 - **Stable:** It is always pronounced the same way.

<https://education.ufl.edu/ufli/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

Final Stable Syllables

One common final stable syllable is the Consonant-le pattern:

bugle

candle

noble

fumble

bubble

puzzle

<https://education.ufl.edu/ufli/virtual-teaching/main/instructional-activities/decoding-and-encoding/big-words/>

Final Stable Syllables

Other final stable syllables include -tion, -sion, -ture, -cian, -cious, -tic

nation

capture

session

precious

musician

infectious

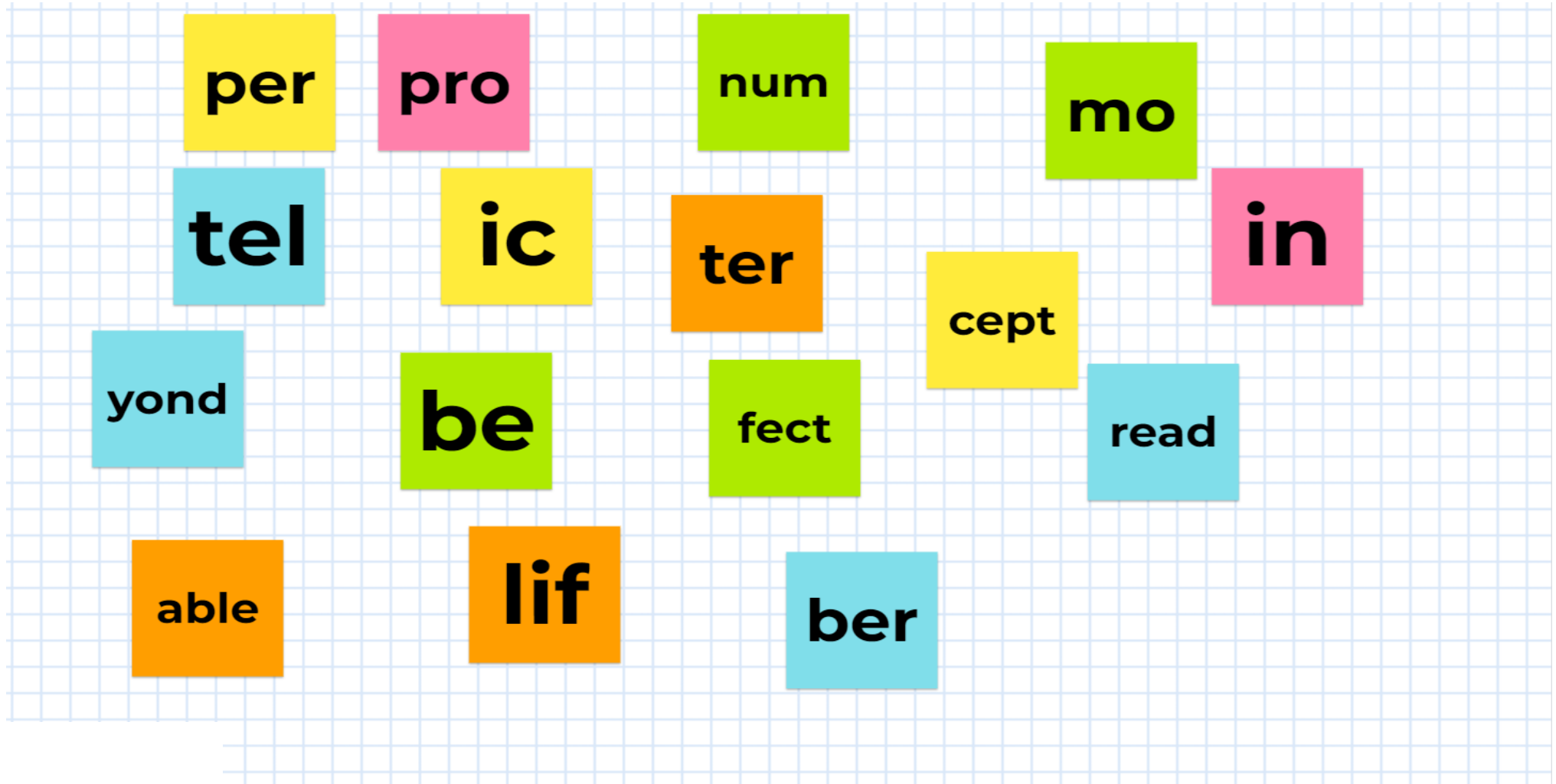
Let's read some 2-syllable words...

Let's do column three and four in our groups

replay	garden
paper	zipper
spider	table
magnet	orbit
apple	pocket
hamster	marble
slipper	temper
number	teacher



Breakout Session - make as many words as you can!



Social and Emotional Problems Related to Dyslexia

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Dyslexia can have significant effects on emotional well-being. Samuel T. Orton, M.D. was one of the first researchers to describe the emotional aspects of dyslexia. His research on preschoolers with dyslexia revealed that most were happy and well adjusted, yet emotional problems began to develop when early reading instruction was not effective.

Over the years, students with dyslexia may develop increasing frustration if the reading skills of their classmates begin to surpass their own. Access to effective Structured Literacy teaching will help these students, but they may still experience social and emotional problems. Understanding these issues will assist parents and teachers in supporting students to develop a healthy sense of emotional well-being that will serve these students well as they continue their work to become skilled readers and spellers.

Why is dyslexia discouraging and frustrating?

The frustration that individuals with dyslexia experience often stems from their inability to succeed, no matter how hard they try. Parents and teachers see a bright, enthusiastic child who is not learning to read and write. Since dyslexia, almost by definition, is unexpected, students with dyslexia will make many mistakes that may be interpreted as careless. Time and again, these students and their parents hear, "They're such a bright child; if only they would try harder." Ironically, no one knows exactly how hard the individual with dyslexia is trying.

It can be painful and frustrating to struggle with basic reading and writing skills and to be unable to achieve in the eyes of their teachers, classmates, and parents. These experiences may result in students feeling chronically inadequate. A sense of failure and inferiority may generalize beyond the classroom and may last into adulthood. At times, it can even lead successful adults to mistrust their own capabilities.

What might the person with dyslexia feel or experience?

Anxiety

Homework - Before our next session

You need to read three - this counts as one
Next two your choice!