


Erasing the Misery of Reading & Spelling Multisyllabic Words

Welcome



Science of Reading

Goals For Today:


- Discuss the teachable skills that promote strong decoding and fluent reading
- Teach functional strategies to help students read and spell multisyllabic words
- Learn a scope and sequence in which to teach powerful, multisyllabic word decoding and spelling



Phonemes and Graphemes


Phoneme:
Phoneme is the smallest unit of sound in a spoken word.

Grapheme:
A letter (or a combination of letters) that spells a phoneme

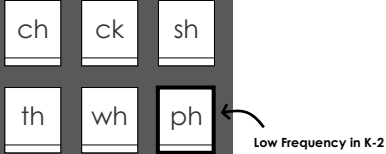


3 phonemes

3 graphemes




6 COMMON DIGRAPHS IN ENGLISH



3 phonemes

3 graphemes

Low Frequency in K-2



Glossary Review

Phoneme:

- The smallest unit of sound in a spoken word
- A sound, not a letter.
- Spoken words are made up of one or more phonemes.

Grapheme:

- A letter or combination of letters that spell a phoneme.
- Can be two, three, or four letters

Syllable Types

Six
Syllable "types/flavors"

sun

screen

6 Syllable Types

V	Vowel Teams	c <u>ou</u> ch	bo <u>y</u>	an <u>t</u>	
E	Vowel Consonant <u>E</u>	fl <u>ame</u>	con	cen	tr <u>ate</u>
L	Consonant - <u>le</u>	map <u>le</u>	un	sta	<u>ble</u>
C	<u>C</u> losed	tw <u>ist</u>	em	bel	lish
R	<u>R</u> -Controlled	ma <u>rch</u>	fo <u>r</u>	ge <u>t</u>	
O	<u>O</u> pen	so <u>u</u>	<u>e</u>	ven	


Closed Syllable
a syllable with one vowel letter, followed by one or more consonants.

Vowel Sound
The vowel sound in a closed syllable is usually short.

Closed Syllable
A syllable with one vowel letter, followed by one or more consonants.

Many academic words are just a series of closed syllables.

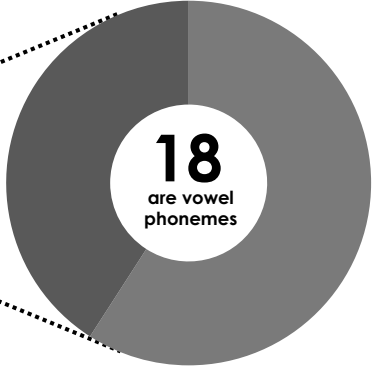

pub	lish		
ep	ic		
Wis	con	sin	
trans	at	lan	tic



Vowel Phonemes

44
PHONEMES

18
are vowel phonemes









Vowel Phonemes

5 Short Vowels

Short Vowels

I know the phoneme...






- /ă/ is short because /ă/ is the first phoneme in **apple**. 
- /ĕ/ is short because /ĕ/ is the first phoneme in **edge**. 
- /ĭ/ is short because /ĭ/ is the first phoneme in **itch**. 
- /ŏ/ is short because /ŏ/ is the first phoneme in **octopus**. 
- /ŭ/ is short because /ŭ/ is the first phoneme in **up**. 

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5 Long Vowels

Long Vowels

I know the phoneme...

- /ā/ is long because /ā/ is the name of the **letter a**. 
- /ē/ is long because /ē/ is the name of the **letter e**. 
- /ī/ is long because /ī/ is the name of the **letter i**. 
- /ō/ is long because /ō/ is the name of the **letter o**. 
- /yōō/ is long because /yōō/ is the name of the **letter u**. 

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R-Controlled and Other Vowels

3 R-Controlled Vowels

R-Controlled Vowels

I know the phoneme...





- /or/ is the middle phoneme in **fork**. 
- /ar/ is the middle phoneme in **barn**. 
- /er/ is the middle phoneme in **bird**. 

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4 Other Vowels

Other Vowels

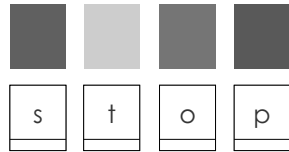
I know the phoneme...

- /ōō/ is the first phoneme in **ooze**. 
- /oi/ is the first phoneme in **oink**. 
- /ou/ is the first phoneme in **ouch**. 
- /oo/ is the middle phoneme in **book**. 

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Phonemes to Graphemes

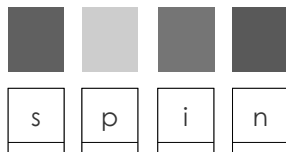


Phonemes to Graphemes



2-Sound Consonant Blend

Each letter in the blend has a separate sound.
Your mouth moves twice as you're producing those two sounds.
Can delete one without affecting the other.



BLO

Prerequisite Knowledge

Reading multi-syllable words with short vowels:


1. Recognize closed syllables.
2. Know the short vowel sounds.
3. Recognize digraphs, and blends.
4. Every syllable has a vowel spelling.
5. We can read nonsense words.
6. Have a functional strategy for breaking words into decodable chunks.

id viv
nic eth

We Do

establish

es	tab	lish
est	ab	lish



Minimalistic Approach


No memorizing—Teach Skills
Teach skills that can be rapidly generalized

Build Sight Word Memories
When we show students how to look at and consider words, they develop the strategies and skills the need to rapidly build words into their sight word memories

Phonemic Awareness is Key
Robust phonemic awareness plays a key part in this equation

- Can be started early (PreK and K)
- Essential to learning to read and spell in an alphabetic writing system.
- Plays a big part in automaticity.

The words we read effortlessly.
(orthographic lexicon)



Schwa – I Do

seldom


sel	dom
-----	-----



Schwa – I Do

bonnet

--	--



About Schwa /ə/


More about Schwa

- It's a "lazy" or "reduced" vowel sound. It has less energy than a typical vowel sound
- Found primarily in multi-syllable words
- Most multi-syllable words contain at least one schwa
- The Schwa is the most common phoneme in English.

Two common sounds

- Most common: /uh/
- Second most common: /ih/


<p>seldom</p> <p>schwuh</p> <p>/uh/</p> <p>zebra</p> <p>avoid</p> <p>along</p>	<p>bonnet</p> <p>schwih</p> <p>/ih/</p> <p>salad</p> <p>helmet</p> <p>common</p>
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Schwa in Words


What letters spell schwa in these words?

<p>ribbon</p> <p>seven</p> <p>Alaska</p>	<p>treason</p> <p>conspire</p> <p>husband</p>
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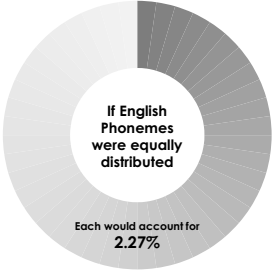
We Do - Schwa

consistent




Prevalence of the Schwa

- Most multi-syllable words contain a schwa
- Many three syllable words contain two schwas
- Schwa: The most common phoneme in English



If English Phonemes were equally distributed

Each would account for 2.27%



Prevalence of the Schwa

- Most multi-syllable words contain a schwa
- Many three syllable words contain two schwas
- Schwa: The most common phoneme in English

Estimated Distribution of English Phonemes

Schwa	12%
All other phonemes	88%

All About Schwa /ə/

Schwa

- Definition: "lazy" or "reduced" vowel sound
- Has less energy than a typical vowel sound
- Found primarily in multi-syllable words

Two common sounds

- Most common: /uh/
- Second most common: /ih/

Students can be taught when and where to "flex" the vowel sounds to schwa

Places where Schwa Happens

-on but <u>o</u> n rib <u>o</u> n wag <u>o</u> n c <u>o</u> n <u>s</u> i <u>s</u> t	-e hel <u>e</u> t bas <u>e</u> t pig <u>e</u> t bon <u>e</u> t	-e se <u>e</u> n e <u>ng</u> u <u>l</u> f ele <u>e</u> ven embellish <u>e</u> ment	a- & -a a <u>r</u> en <u>a</u> Al <u>a</u> s <u>k</u> a Ar <u>a</u> ba a <u>b</u> out
-a- cat <u>a</u> strophic lig <u>a</u> ment hex <u>a</u> gon	-i- pres <u>i</u> dent test <u>i</u> mony trans <u>i</u> continental	-al, e, il dism <u>a</u> l trav <u>e</u> l penc <u>i</u> l	-le pur <u>l</u> e unst <u>a</u> ble sizz <u>l</u> e

Three R-Controlled Phonemes

R-Controlled Vowels

I know the phoneme...

- /or/ is the middle phoneme in **fork**.
- /ar/ is the middle phoneme in **barn**.
- /er/ is the middle phoneme in **bird**.

s	t	or	m
sh	ar	p	
l	ear	n	

Challenging

- 1. button nickel ribbon
- 2. model seven dragon
- 3. pilgrim comma husband
- 4. fossil pretzel jacket
- 5. problem chicken magnet
- 6. connect adult piglet
- 7. planet metal kingdom
- 8. attach lemon wisdom
- 9. gravel cricket prison

Words are divided into three levels of difficulty to help teachers meet individual students' needs.

More Challenging

- 10. adapt witness mantel
- 11. scandal victim consist
- 12. select common spinach
- 13. random attack constant
- 14. nostril bracket pigment
- 15. metric adapt pendant
- 16. inland adept tablet
- 17. model segment tendon
- 18. tunnel goblet arrest

Most Challenging

- 19. attest dismal vessel
- 20. trinket scalpel consent
- 21. instant gasket spigot
- 22. combust tundra affix
- 23. stanza villa abash
- 24. pollen aback beckon
- 25. terra abuzz strata
- 26. allot piston hundredth
- 27. gamma abet canal

SCHWA : WORDS TO READ

Challenging

1. continent pentagon Atlantic
2. skeleton umbrella fantastic
3. daffodil consonant Thanksgiving
4. cabinet abracadabra hospital
5. tropical assistant elephant
6. vanishing volcanic recommend
7. hexagon amendment pathetic
8. congressmen disrespectful Wisconsin
9. abandon alphabetical accomplish

Words are divided into three levels of difficulty to help teachers meet individual students' needs.

More Challenging

10. statistics electrical existent
11. attendant compliment democratic
12. pedestal insignificant majestic
13. badminton consistent encompass
14. insistent dismissal imprisonment
15. abolishing disinfectant dominant
16. astonishment inhabitant politics
17. commandment discontent misconduct
18. Protestant sediment extravagant

Most Challenging

19. unsentimental nonsensical accustom
20. diminish dominant empathetic
21. filament ventriloquist predominant
22. topical ligament kinetic
23. cosmetic statistical abolishment
24. combatant benevolent replenishment
25. elemental philanthropist calisthenics
26. noncommittal diplomatic sentimentalist
27. cannibalistic despondent antagonistic

SCHWA : SENTENCES TO READ

Challenging

1. When did Edison invent the electric bulb? [7]
2. Do not neglect the snapdragons or they will wilt. [9]
3. Devlin is insisting that we fix the contracting problem. [9]
4. Alvin recommends backgammon and badminton for fun at picnics. [9]
5. Embellish the jacket with scads of velvet and satin ribbon. [10]
6. Our extravagant spending will lessen the profit on our investment. [10]
7. The craftsmanship of the lodge was competent, but not economical. [10]
8. Did the goblin or gremlin inhabit the fantastic but distant bog? [11]
9. She will impress Mr. Tannenship with her dramatic antics in Dallas. [11]
10. Jenna was content with the abundant blossoms on the hibiscus plant. [11]
11. Cosmetics are a fantastic present for Janet now that she models often. [12]
12. Dr. Benneton gave Franklin pills to lessen the pangs from his appendix. [12]
13. The nonsensical attendant fled just as his help was demanded and expected. [12]
14. The Democratic political propaganda was much too radical for the Republican activists. [12]
15. Please be lavish and not timid when disinfecting and polishing the disgusting bathtub. [13]

Students develop mastery while reading strictly decodable yet non-predictable sentences. These sentences are not babyish—you won't find "Pam ran to the van to chat with Stan" in our practice!

More Challenging

16. Did the avid columnist discredit the bombastic congressman because of his insistent inquest? [13]
17. The pathetic ostrich is exotic but is not as extravagant as the splendid dragon. [14]
18. The defendant is confident that competent Mr. Crafton will be diplomatic with the judge. [14]
19. The despondent dentist with the dismal penmanship will scratch enigmatic comments on his tablet. [14]
20. The sunglasses hid Rebecca's scratch and stitches from the other contestants at the modeling extravaganza. [15]
21. The stranded invalids were not optimistic about the prospect of help from the noncommittal residents. [15]
22. The habitat of this dominant insect is in the abundant sediment and sand of the savanna. [16]

R-Controlled Vowels

- When a vowel is followed by the letter "r", the "r" combines with the vowel to produce an "r-controlled" vowel phoneme.
- "r-controlled" refers to the category of vowel phoneme, the vowel spelling, and the syllable type.

sharp



Underline the Graphemes

sharp clerk chore
smart turn scarf
earth north fourth



I Do – R-Controlled

burden

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We Do – R-Controlled


nocturnal

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You Do – R-Controlled

hircismus




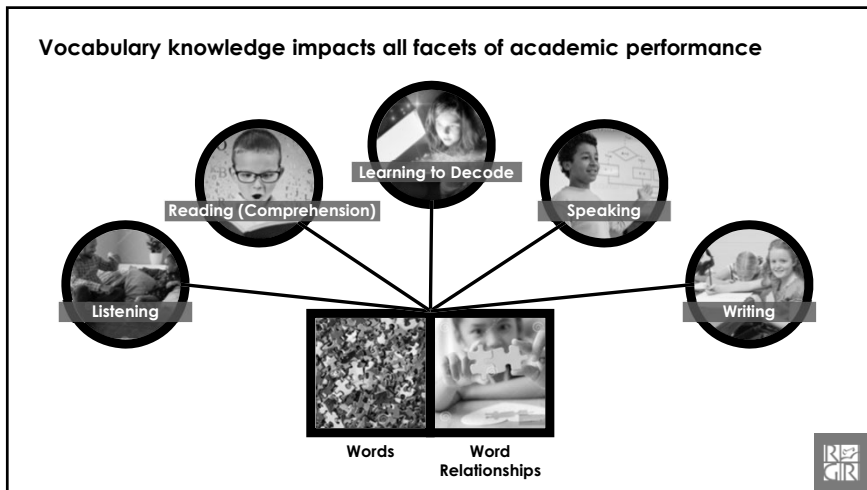
Less Common Words

- Exposure to less common, more sophisticated vocabulary (rare words) at home relates directly to children's vocabulary acquisition. (30 Million Word Gap)
- There is an important relationship between strong decoding, fluent reading, and vocabulary development.
- Research suggests that the most efficient method for learning rare words is by wide reading and exposure in text.
- "Rare" words are those that go beyond the typical 8,500 most common words in the English language.

Better Decoding

↓

Better Vocabulary Acquisition

Next Generation Vocabulary Solutions

- Students need to know 95%-98% of the words they encounter if they are going to comprehend what they are reading.
- Research shows that a student needs to know 50,000 to 80,000 vocabulary words by 12th grade.
- It takes dozens of exposures, across multiple contexts, for students to deeply acquire understanding of vocabulary.
- Because of different backgrounds, vocabulary is an equity issue.


Vocabulary Knowledge

50,000

TO

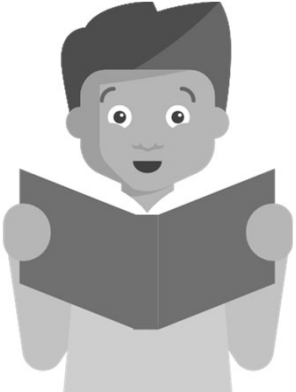
80,000

WORDS




BL0

Imitating Good Readers



- ✗ Don't refer to a long list of syllabication rules
- ✗ Don't mark up their words
- ✓ Use strategies, not rules
- ✓ Apply simple functional strategies to attack unfamiliar words
- ✓ Are often good "orthographic mappers". They are constantly pumping words into their sight word memory for automatic, effortless retrieval.




RESEARCH PROVES

Two different levels of word reading abilities:

- 1 **Decoding:** The ability to "sound out" unfamiliar words ✓ ✗
- 2 **Orthographic Mapping:** The ability to anchor words ✓ ✗

If you are good at both decoding and mapping, you are probably a good reader, or on the path to becoming one. If you struggle with either, you are likely to struggle.


Being good at the first doesn't automatically make you good at the second. Many phonics programs focus so much time and energy on the first and think the second one will magically happen.



RESEARCH PROVES


Many methodologies/approaches are ineffective

- ⚠ Do phonemic awareness, but don't build it to phoneme proficiency.
- ⚠ Don't teach syllable types efficiently or at all
- ⚠ Do phonemic awareness, but don't link phonemes to graphemes.
- Teach students how to lift the words from the page, but they don't teach the skills necessary to store them for automatic effortless retrieval.
- ⚠ Wait to long to get to multisyllabic words and they don't teach the schwa (occurs in 95% of multisyllabic words)
- ⚠ Don't teach phoneme-grapheme correctly (be caution of programs that scratch out letters, or mark-up words)
- ⚠ Lack a sufficient dose of practice (phonemic awareness and phoneme grapheme connections) to build automaticity.



Thank you!

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