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Areas of focus for each webinar in this series...

Webinar #1: Phonological Awareness
 Developing Phonological Awareness provides the foundation for students' reading success in the future. Refine your ability to deliver high quality phonological awareness for both core instruction as well as intervention.

Webinar #2: Developing Automaticity with Early Phonics Skills
 Refine your ability to deliver efficient, high-quality phonics instruction using evidence-based routines. We will investigate the routines and watch examples of effective phonics instruction in rural Alaskan classrooms.

Webinar #3: Developing Automaticity with Advanced Phonics
 Explore how to deliver efficient, high-quality instruction with complex vowel patterns, affixes, and multisyllabic words. Our discussion will be enhanced by examining video of teachers using evidence-based routines in rural Alaskan classrooms.

Webinar #4: Developing Accurate and Fluent Readers in Connected Text
 Strengthen your skills in using decodable text and dictation to support accuracy and fluency in connected text.

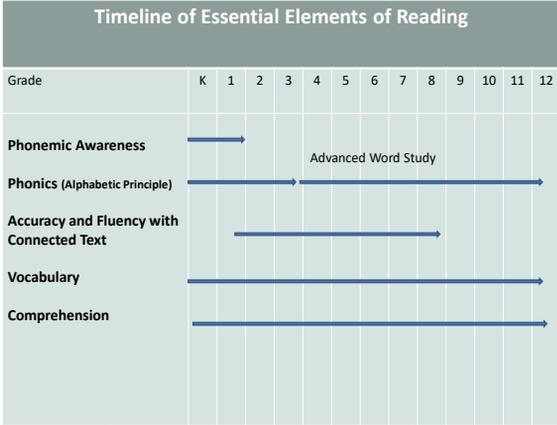
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Learning Intention for today:
 Learn to provide Advanced Phonics instruction so that **all** students are able to accurately decode multisyllabic words in connected text.

- Success Criteria:**
1. I can identify the Advanced Phonics Skills in the Alaska ELA Standards.
 2. I can deliver instruction to support multisyllabic word reading with accuracy and efficiency.

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Recommendations

Recommendation 1 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 2 - Develop awareness of the segments of sound in speech and how they link to letters.

Recommendation 3 - Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation 4 - Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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Orthographic Processor

Sound-Spellings

Blending Routines:
 Continuous Blending
 Sound-By-Sound Blending

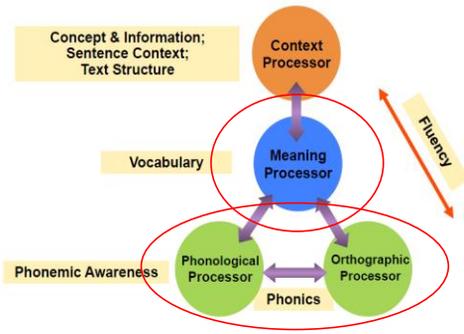
As a reminder...

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Four Part Processing System*



*4 part processor based on work of Seidenberg & McClellan (1989)

Slide prepared by LETRS

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Orthographic Processor

Receives visual input from printed words.

Perceives and recognizes letters, letter patterns (sound-spellings) and meaningful units.

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Foundational Skills

Important Aspects of Instructional Routines

- Teacher Explanation
- Choral Response
- Focus
- Cue for what you want students to do
- Wait time
- Signal Tap, swoop or slide
Tells students when to respond

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LITERACY ROUTINE MAP

ROUTINE NAME / TIMING	REACH FOR READING	IMAGE	WHAT / WHY	CUES
1. PHONEME BLENDING AND RHONIME SEGMENTATION 1 min.	Phoneme Awareness		Builds phonological awareness	<ul style="list-style-type: none"> 1. Tap each cube 2. Say sounds 3. Slide finger 4. Student says "Whee!"
2. LETTER NAMES AND LETTER SOUNDS 1 min.			Builds phonics skills	<ul style="list-style-type: none"> 1. Finger to bottom left of letter "thene" or "house" 2. Tap letter 3. Tap under stopped sounds, hold under continuous sounds
3. SOUND SPELLING CARD 1 min.	Sound Spelling Card 1. Model 2. Guide Practice		Builds phonics skills	<ul style="list-style-type: none"> 1. "The card is..." 2. "The sound is..." 3. "The spelling is..."
4. CONTINUOUS BLENDING 2.3 min.	Decoding Routine 3		Builds phonics skills	<ul style="list-style-type: none"> 1. Finger to the left of the word "saw" 2. Sweep finger under each sound of the word 3. Finger to the left of the word 4. Slide finger under the word
5. SOUND BY SOUND BLENDING 2.3 min.			Builds phonics skills	<ul style="list-style-type: none"> 1. Write first sound... "Sound!" 2. Write second sound... "Sound!" 3. Blend 4. Write next sound... "Sound!" 5. Blend 6. "Word!"

Script helps us keep the work in the right processor (few words)

Approx. amount of time for each routine

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High-Frequency Words



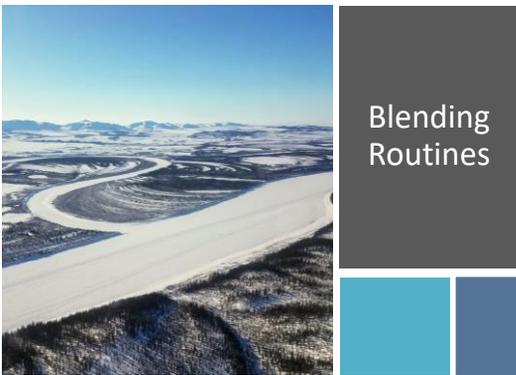
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High Frequency words:

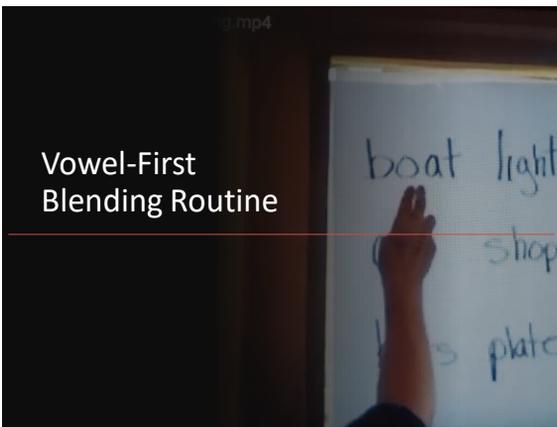
because	was	there	the
because	there	the	was
like	was	the	because

8. HIGH FREQUENCY WORDS	High Frequency Words	because was there fraud fraud there was because there was because fraud	<ul style="list-style-type: none"> Builds phonics skills Develops ability to read irregular words with automaticity 	<ol style="list-style-type: none"> "How you are going to read some new words?" "The word is ____" "Blend!" "Spell!" "Blend!" "Blend!" "Blend!" "Blend!"
	2 mins			

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Vowel-First Blending Routine

Focus: Finger(s) under the vowel sound-spelling.

Cue: Sound?

Signal: Tap

Focus: Finger to the left of the word.

Wait Time: 2 seconds

Signal: Slide under the word.

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Let's Practice

part	wait	take	shirt
jump	fort	weight	smart
first	right	flirt	deer

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Morphemic Analysis

Huge amounts of vocabulary growth can be attributed to students' increasing ability to use prefixes, suffixes, and roots to interpret a new word.

THEREFORE ...

- Explicitly teach how to chunk words into their meaningful morphemes: prefix, root, suffix
- Teach the meaning of the most common affixes
- Explore word clues revealed through the meaning of prefixes and roots

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Affixes

A morpheme or meaningful part of a word attached before or after a root to modify its meaning.

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How Many Morphemes?

A morpheme is a meaningful unit.

- teach = 1 morpheme
- teacher = 2 morphemes
- teachers = 3 morphemes
- chandelier = 1 morpheme
- instruction = 3 morphemes

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Most Frequent Prefixes

The four most frequent prefixes

Prefix	Meaning	Key Word	Origin
dis-	not, opposite of	disagree	Latin
in-, im-, il-, ir-	not	injustice, impossible	Latin
re-	again	return	Latin
un-	not	unfriendly	Anglo-Saxon

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Most Frequent Suffixes

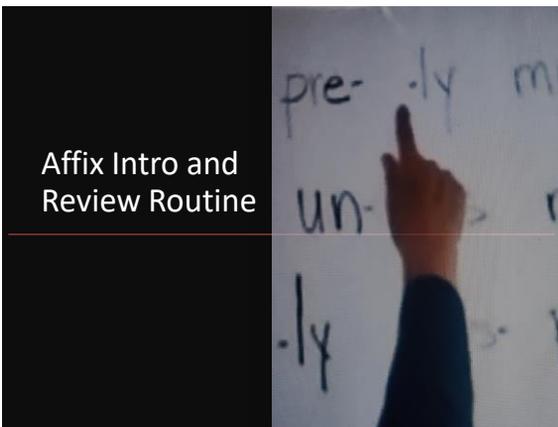
The four most frequent suffixes			
Suffix	Meaning	Key Word	Origin
-ed	past-tense verb	hopped	Anglo-Saxon
-ing	verb form/ present participle	running	Anglo-Saxon
-ly	characteristic of	quickly	Anglo-Saxon
-s, -es	more than one	books, boxes	Anglo-Saxon

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Common Greek and Latin Roots

aqua	water	Greek	aquarium, aqueduct
aud	hearing	Latin	audio, audition
auto	self	Greek	autograph, autobiography
astro	star	Greek	astronomy, astrophysics, astrology
bio	life	Greek	biography, biology
demo	the people	Greek	democracy, demography
dict	speak, tell	Latin	dictate, predict,
dorm	sleep	Latin	dormant, dormitory
geo	earth	Greek	geology, geography
graph	to write, to draw	Greek	autograph, biography
hydro	water	Greek	hydroplane, dehydrate, hydroelectric
ject	throw	Latin	reject, deject, project, projectory
luna	moon	Latin	lunar, lunacy

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Prefix and Suffix Practice

pre	un	ing
(before)	(not)	(happening now)

pre	un	ly	dis
-----	----	----	-----

ing	pre	dis	ly
-----	-----	-----	----

dis	ing	ly	pre
-----	-----	----	-----

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Multisyllabic Blending Routine



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Multisyllabic Blending Routine

Second Grade + Routine

Focus: Finger under vowel pattern in first syllable (cover all other syllables).

Cue: Sound?

Signal: Tap under spelling.

Focus: Finger to the left of the first syllable.

Cue: Blend.

Signal: Slide under the syllable.
Repeat all steps for next syllables.

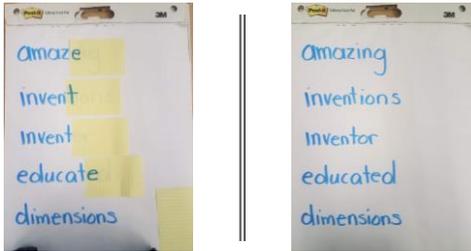
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Multisyllabic Word Routine

magnet	foster	pencil
rabbit	baking	disconnect
bottle	painful	transpire

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An example...



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Steps to Consider for Older Students

- Intervention Routines for older students
- a. Create steps and a map
 1. Step 1 select a vowel pattern
 - a. Long vowels
 - b. Vowel consonant e
 2. Create ppts or charts on smart board
 3. Deliver practice routines daily using cueing system
 - a. Vowel First
 - b. Multisyllabic decoding
 4. Select 4 prefixes or suffixes each week
 - a. Create ppts or charts on smart board

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Advanced Phonics Pretest
Adjustments/Answers

- 1. 4, 4, 3, 2
- 2. E
- 3. D
- 4. C
- 5. B
- 6. A
- 7. B
- 8. B
- 9. D
- 10. C



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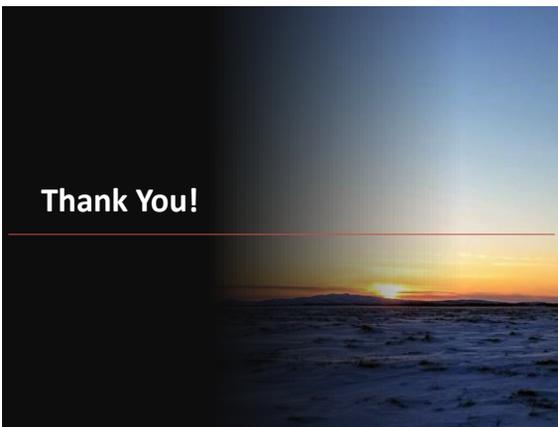
Teaching when
students are not in the
classroom

<https://docs.google.com/forms/d/1DWjthLnZs6etwsRGNowUdUoJl7Cn1bFAhRNEfs5cmlo/edit?ts=5e72f2c5>



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Thank You!



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