Module Description

The goal of Module 3 is to provide an overview of phonics and spelling instruction, the syllable structure of English, and strategies for teaching multisyllabic words, along with an introduction to prefixes, suffixes, and roots and what kindergarten through third graders need to know about morphology. This scope is also known as word study: information about the alphabetic, pattern, and meaning layers of English orthography (Blevins, 2017; Moats, 2019; Williams, et al., 2009).

In this module, we will connect with what you learned in Module 1 regarding the science of reading, the conceptual models related to the science of reading, the five components of effective reading instruction, how the brain learns to read, and strategies to support word reading difficulties.

In this this module, participants will:

Become knowledgeable about the structure of language, including:

- Orthography (the spelling system), and they will be able to:
  - Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (romance), and Greek.
  - Define grapheme as a functional correspondence unit or representation of a phoneme.
  - Recognize and explain common orthographic rules and patterns in English.
  - Know the difference between “high frequency” and “irregular” words.
  - Identify, explain and categorize six basic syllable types in English spelling.
- Morphology, and they will be able to:
  - Identify and categorize common morphemes in English, including Anglo- Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.

Become knowledgeable about the administration and interpretation of assessments for planning instruction, and participants will be able to:

- Understand the differences among screening, diagnostic, outcome, and progress monitoring assessments.
- Know the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling, and writing.
- Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.
- Understand the reciprocal relationship among phonological processing, reading, spelling, and vocabulary.
Develop phonics and word-recognition knowledge related to reading, and participants will be able to:

- Know or recognize the appropriate sequence of phonics concepts from basic to advanced.
- Understand principles of explicit and direct teaching: model, lead, give guided practice, and review.
- State the rationale for multisensory and multimodal techniques.
- Know the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.
- Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

Module Outline

Section 1: Introduction

Welcome

Welcome to "Phonics and Word Study"! This module is the third of six online modules in Colorado’s "Building a Strong Foundation: Developing Early Literacy Skills" professional learning series, aimed at supporting teachers’ efforts to teach reading foundational skills in grades kindergarten through third grade. It is recommended that you take these modules in order as the information from one module is often the foundation for the next.

The modules in this course are:
- Module 1: Introduction to the Science of Reading
- Module 2: Oral Language and Phonology
- Module 3: Phonics and Word Study
- Module 4: Creating Fluent Readers
- Module 5: Developing Vocabulary
- Module 6: Increasing Reading Comprehension

Pre-Assessment

Section 2: Phonics and Systematic Word Study: A Critical Component of Effective Literacy Instruction

Educator Standards addressed in Section 2:

4.02(5) The elementary educator is highly knowledgeable about research-based literacy development, is able to develop oral and written learning, as well as:

4.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.

4.02(5)(f) know and explain how the relationships among the major components of research-based literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

4.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development.
Section Overview

Why Phonics

In this introductory section you will learn the rationale for teaching phonics and build your knowledge about the essential use of direct and explicit instruction.

Revisiting the Conceptual Models

In this section, you will engage in an activity to identify where phonics fits into the conceptual models of the Simple View of Reading, the Scarborough Reading Rope and the Four-Part Processing Model for Word Recognition.

Introduction to Ehri’s Stages of Writing

In this multimedia presentation, you will learn about the four phases of writing and examine students’ writing samples to see what they can tell us about reading development.

Check for understanding

Section 3: Phonics and Early Reading Instruction

Educator Standards addressed in Section 3:

4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:
   4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.
   4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.
   4.02(9)(c) stating the rationale for multisensory and multimodal techniques.
   4.02(9)(d) knowing the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.

Section Overview

Phonics: Where to Begin?

In this introductory section you will learn about five non-negotiable practices and knowledge tools for your teacher toolbox and the appropriate sequence and progression of phonics instruction at each grade level.

The Rationale for Systematic Explicit Multisensory Phonics Instruction

This section provides an introduction to structured literacy and provides the instructional principles that create the foundation for effective instruction. You will read the article “Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities.”

The Components of an Effective Phonics and Spelling Lesson

In this section you will learn the parts of an effective phonics lesson. You'll review an example lesson that highlights each of these components and provides an instructional routine along with timing. When you are finished, you will check your work by matching the component of a lesson to its instructional routine.
Allocation of Instructional Time

When creating and implementing lesson plans, it is important to consider your use of instructional time. In this section, you will view a chart, "Suggested Allocation of Time," which provides guidance for each grade level.

Making Instruction Integrated and Multisensory for Young Readers

In this section, you will learn strategies for creating multisensory routines for lessons. You will learn about visual prompts and strategies, auditory prompts and strategies, and kinesthetic-tactile prompts and strategies.

Check for Understanding

Section 4: Teaching Beginning Phonics and Spelling

Educator Standards addressed in Section 4:

4.02(6) The elementary educator is knowledgeable about the structure of language including:
   4.02(6)(b) orthography (the spelling system), and is able to:
     4.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme;
     4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English;
     4.02(6)(b)(iv) know the difference between “high frequency” and “irregular” words;
4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:
   4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.
   4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.
   4.02(9)(d) knowing the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.
   4.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed.

Section Overview

Teaching Decoding and Spelling

This introductory section reviews the key elements needed for teaching decoding skills, and provides you with ideas on how to start teaching the task of mapping the sounds of language onto print.

Phonics for English Learners: Connecting Phonemes to Graphemes

In this section, you will learn about transferable sounds and the non-transferable sounds you might need to devote more time teaching for English Learners. You will view a chart that provided those in Spanish that transfer to English, and those that do not.

Keywords

Not all words are the same when it comes to teaching sounds! In this section, you will learn the best key words to use when teaching short vowel sounds.
Teaching Decoding for Phonetically Regular Words

In this section, you will learn activities for teaching early letter sounds and then moving into word reading. You will view a video of Dr. Anita Archer teaching beginning decoding skills.

Blending Sounds Together to Read Whole Words

Some students have great difficulty blending sounds into words. In this section, you will learn blending routines for some of the more complex blends and digraphs.

Consonant Blends, Diagraphs, and Other Early Skills

Consonant blends are sometimes difficult for students because they are difficult to pronounce. In this section, you will review consonant blends and routines for teaching them explicitly and directly and learn about digraphs and review a handout and routines for teaching consonant digraphs. This section also provides you with an overview of the steps in teaching beginning phonics and shares numerous resources meant to give you the basics and some foundational practices in your classrooms for all instruction.

Phoneme-Grapheme Mapping

In this section you will learn two methods of adding phoneme-grapheme mapping (PGM) to your daily lessons. The first is a more structured systematic comprehensive approach that includes review and practice at the phoneme-grapheme to word to phrase level. The second activity is a way for you to quickly do phoneme-grapheme mapping activities within daily routines.

Using Decodable Text to Reinforce Basic Reading Skills

In this section you will learn about the value of using decodable text, explore an example of decodable text and learn how to select appropriate text for instruction. You will view a video that depicts a first-grade small group engaging in decodable words in isolation and then into a text activity.

Check for Understanding

Section 5: Syllable Structures of English – Six Syllable Types

Educator Standards addressed in Section 5

4.02(6) The elementary educator is knowledgeable about the structure of language including:

4.02(6)(b) orthography (the spelling system), and is able to:
4.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme;
4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English;
4.02(6)(b)(v) identify, explain and categorize six basic syllable types in English spelling.

4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:
4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.
4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.
4.02(9)(c) stating the rationale for multisensory and multimodal techniques.
Section Overview

Definition of a Syllable and an Overview of the Six Syllable Types of English

In this section, you learn about syllables, the six syllable types, and why they are important for reading and spelling.

Teaching the Definition of a Syllable

Once students have begun reading words and can distinguish between vowels and consonants, they can begin to learn about syllables. In this section, you will learn how to introduce students to syllables.

Combining Syllables

Combining syllables is a word analysis skill that begins soon after a student learns to read connected text. In this section, you will view downloadable activities for combining syllables.

The Final Stable Syllable Endings

A final syllable that typically has a non-phonetic spelling, but its pronunciation is stable are called final stable syllable endings. In this section, you will learn to recognize these syllables to boost student learning of this type of syllable and spelling accuracy.

The Role of Schwa in Multisyllabic Words

In this section, you will learn about the schwa sounded vowels and how to teach them.

Divisions and Patterns

In this section, you will learn about the divisions and patterns for reading longer, multisyllabic words. You will learn the three basic division patterns.

Teaching Students to How to Divide Syllables

In this section, you will learn how to teach students to unlock multisyllabic words and how to help students to use this strategy to independently read longer words.

Check for Understanding

Section 6: Irregular and High Frequency Words

Educator Standards addressed in Section 6:

4.02(6) The elementary educator is knowledgeable about the structure of language including:
   4.02(6)(b) orthography (the spelling system), and is able to:
      4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English;
      4.02(6)(b)(iv) know the difference between “high frequency” and “irregular” words

4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:
   4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.
   4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.
Section Overview

Teaching Irregular Words for Reading and Spelling

In this section, you will learn a technique for helping students to read irregular words and review a handout for teaching that routine.

Instant Word Recognition

Instant word recognition is the goal for irregular word instruction. In this section, you will learn how to use a raid word recognition chart to help children master irregular words.

Review and Reinforcement of Irregular Words

In this section, you will review activities to increase practice of words to help students acquire automatic word retrieval.

How Research Has Informed Practice

In this section, you will review what you have learned about sight words, high frequency words and irregular words and the importance of teaching them through literacy strategies and repeated exposures.

Irregular Words vs High Frequency

Most irregular can be learned once a pattern has been taught, however, there are irregular words with no recognizable patterns and these words are considered to be highly irregular. In this section, you will distinguish between words that are non-decodable and those that can partially be decoded.

Check for Understanding

Section 7: Morphology – Word Parts and Word Building

Educator Standards addressed in Section 7:

4.02(6) The elementary educator is knowledgeable about the structure of language including:
   4.02(6)(b) orthography (the spelling system), and is able to:
      4.02(6)(b)(i) understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (romance) and Greek;
      4.02(6)(b)(ii) recognize and explain common orthographic rules and patterns in English;
   4.02(6)(c) morphology, and is able to:
      4.02(6)(c)(i) identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.
4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:
   4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.
   4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.

Section Overview
The History of English IS Important for Kindergarten through Third Grade Educators

This section will provide you with a glimpse into the origins of phonology, morphology, orthography and semantics. This knowledge will help your students to further understand spelling and speech sounds patterns. You will also download two articles for further study.

What is Morphology and Why is it Important for Reading, Spelling, and Comprehension

In this section, you will learn about word structure: prefixes, roots, suffixes, and combining forms.

Word structure: Prefixes, Roots, Suffixes, and Combining Forms

In this section you will learn about analyzing compound words and teaching them and about the “language’ of morphology including bound morphemes, free morphemes and that meaning of prefixes, suffixes, base words, and affixes. You will also learn about Latin and Greek words structures and building words using Latin and Greek base words.

What to teach Kindergarten through Third Graders about Prefixes, Roots, and Suffixes With Base Words

In this section you will learn how to teach students to create new words by adding a prefix or suffix to base words and review a simple list of basic affixes and their meanings and complete activities to Review and Reinforce Teaching of Morphemes.

Three Orthographic Rules for Adding Suffixes “The Three Great Rules”

Doubling, Drop E, and Change y to i are known as the “Three Great Rules. In this section you will learn rules and routines for spelling changes to words when adding suffixes.

Check for Understanding

Section 8: Assessing Phonics and Spelling

Educator Standards addressed in Section 8:

4.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including:
  4.02(7)(a) understanding the differences among screening, diagnostic, outcome and progress monitoring assessments.
  4.02(7)(d) knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing.
  4.02(7)(e) recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.

Section Overview

What Research Says About the Assessment Process

In this section you will read about what research says about the assessment process.

The Assessment Cycle

This section provides an overview of the characteristics and proper use of assessment tools, administering universal screeners. using diagnostic assessments, and progress monitoring.
The Expanded Assessment Cycle

In this section you will see how the assessment cycle becomes expanded to include another needed step; grouping students by skill for instruction.

Diagnostic Assessment – Digging in Deeper

In this section, you will learn more about diagnostic assessment tools and their connection to instruction. You will examine screeners that provide a window into a child’s reading accuracy and learn how to analyze errors.

Connections to Conceptual Mental Models

Our conceptual mental models have been our frameworks for thinking about development, reading difficulties, and reading disabilities. In this section, you will consider the relationship between assessment and our mental models.

Check for Understanding

Section 9: Closing Activities

Section Overview
Put it into Practice
Post-Assessment
Module Feedback
Module Completion