SUGGESTED INSTRUCTIONAL ROUTINES
FOR TEACHING READING
FIRST THROUGH FIFTH GRADE
Literacy Block Components and Resources

LITERACY BLOCK COMPONENTS 1st grade- 3rd grade

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WHOLE-GROUP INSTRUCTION

Build fluency throughout the lesson.

Word Work: Phonological Awareness, Phonics, and/or Word Reading
1st grade *(30-40 minutes or* approximately *40% of instructional time)*
2nd and 3rd grade *(10-20 minutes or* approximately *20% of instructional time)*

- o Focus on **RF Standards**
- o Teach sound-symbol correspondence, syllable patterns, and morpheme structures **(Appendix C)**
- o Incorporate the General Phonics Lesson Plan **(Appendix B)**
- o Use multi-sensory strategies for instruction and practice

Vocabulary Instruction
1st grade *(10-15 minutes or* approximately *10% of instructional time)*
2nd and 3rd grade *(20 minutes or* approximately *25% of instructional time)*

- o Focus on **Language Standard 4 and 6**
- o Use a direct and explicit routine for introducing new words
- o Teach students independent word learning strategies
- o Aim to teach 3-5 words per reading selection

Reading Comprehension: Guided Text Reading for Meaning
1st grade *(10-15 minutes or* approximately *10% of instructional time)*
2nd and 3rd grade (20-25 minutes or* approximately *20% of instructional time)*

- o Focus on **RL Standards, RI Standards & Speaking and Listening Standards**
- o Include Read-Alouds and/or Close-Reading Strategies
- o Use a variety of oral reading strategies (ex. partner reading, cloze reading, choral reading)
- o Discuss and respond to text dependent questions involving increasing amounts of higher order thinking

SMALL-GROUP INSTRUCTION

Build fluency throughout the lesson.

Writing Connected to Text *(30 min. daily)*

- Focus on **Writing Standards and Language Standards 1, 2, & 5**
- Use text-dependent writing prompts that address each mode of writing
- Create mini-lessons that teach the components of the writing and language standards
- Utilize the Writing Gallery Checklist

Teacher-led Small-Group Instruction *(30-45 minutes)*

- Create flexible groups based on data
- Utilize decodable text and/or text at the students' instructional level
- Include **Literacy Centers** aligned to the five components of reading
- Assign teacher assistants a designated center – phonics or fluency practice

Literacy Centers Ideas

- Phonics or Word Works
- Fluency
- Vocabulary
- Comprehension Center
- Independent Reading/Writing (Response to Reading)
- Technology (if applicable)
- Literature Circles

LITERACY BLOCK COMPONENTS 4th and 5th grade

WHOLE-GROUP INSTRUCTION *Build fluency throughout the lesson.*	**Advanced Word Study and Vocabulary Instruction: Syllable Types, Morpheme Structures, Word Reading, and Syllabication for Spelling Strategies** *(approximately 20-25 minutes)* ○ Focus on **Language Standard 4 and 6** ○ Teach grade appropriate morpheme structures and syllable types **(Appendix C)** ○ Use a direct and explicit routine for introducing new words **(Appendix D)** ○ Teach students independent word learning strategies ○ Aim to teach 3-5 words per reading selection **Reading Comprehension: Guided Text Reading for Meaning** *(approximately 20-25 minutes)* ○ Focus on **RL Standards, RI Standards & Speaking and Listening Standards** ○ Include Read-Alouds and/or Close-Reading Strategies ○ Use a variety of oral reading strategies (ex. partner reading, cloze reading, choral reading) ○ Discuss and respond to text dependent questions **Writing Connected to Text** (*30 min. daily*) ○ Focus on **Writing Standards and Language Standards 1, 2, & 5** ○ Use text-dependent writing prompts that address each mode of writing ○ Create mini-lessons that teach the components of the writing and language standards ○ Utilize the Writing Gallery Checklists

SMALL-GROUP INSTRUCTION

Build fluency throughout the lesson.

Teacher-led Small-Group Instruction *(30-45 minutes)*

o   Create flexible groups based on data
o   Utilize decodable text and/or text at the students' instructional (including grade-appropriate novels and/or chapter books)
o   Include **Literacy Centers** aligned to the five components of reading
o   Assign teacher assistants a designated center – phonics or fluency interventions

Literacy Centers Ideas

o   Phonics or Word Works
o   Fluency
o   Vocabulary
o   Comprehension Center
o   Independent Reading/Writing (Response to Reading)
o   Technology (if applicable)
o   Literature Circles

LITERACY BLOCK RESOURCES

Component	Instructional Strategies	Resources
Phonological Awareness	**Systematic, Explicit Instruction** Provides sufficient opportunities for students to practice and teacher modeling of the task • Effective phonological awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language. • Teachers use many activities to build phonological awareness, including: *word awareness, rhyme & alliteration, syllable manipulation, onset & rime manipulation, phoneme identification, phoneme categorization, phoneme isolation, phoneme blending, phoneme segmenting, phoneme deletion, phoneme addition, phoneme substitution, and phoneme reversal.*	● **LETRS® Module 2** ● **Levels of Phonological Awareness (Appendix A)** K-3rd grade ● **Phonological Awareness Activities (Appendix A)** K-3rd grade ● **CORE: Teaching Reading Sourcebook** Print Awareness Letter Knowledge Phonological Awareness Section ● **YouTube**: mde_literacy ● **Literacy Focus of the Month** (September) ● **Heggerty Phonemic Awareness Curriculum and Resources:** www.heggerty.org/download-assessments-and-resources ● **Administering the Phonological Awareness Screening Test (PAST) Assessment** www.heggerty.org/download-assessments-and-resources ● **Phonological Awareness Screening Test (PAST) Assessment** www.maspweb.com/resources/Documents/PAST%202016.pdf

Phonics	**Systematic, Explicit Instruction** • Uses effective lesson routines • Teaches all components of the phonics lesson template • Enables transfer of skills to accurate, automatic application of decoding in connected text	• **General Phonics Routine** (Appendix B**)** • **LETRS® Scope and Sequence for Word Study, Reading, and Spelling** K-3rd grade (Appendix B) • **Guiding Decodable Text Reading Procedure (**Appendix B) • **Decodable Text Reading: Transfer to Text Process (Appendix B)** • **Really Great Reading:** Decoding Surveys www.reallygreatreading.com/rgrdownloads/really-great-reading-diagnostic-decoding-surveys.pdf • **West Virginia Phonics Lesson** hickman.sharpschool.net/cms/One.aspx?portalId=3052816&pageId=21377024 • **Explicit Instruction** explicitinstruction.org/video-elementary/ • **CORE: Teaching Reading Sourcebook** Phonics Section Irregular Word Section • **Florida Center for Reading Research** (FCRR) Resources

| **Advanced Phonics:** Working with Words 1st- 5th grade | • Recognize six syllable types and oddities
• Identify where syllable types and syllable division fit into instruction
• Explicitly teach use of syllable patterns in reading and spelling instruction
• Directly and systematically teach inflectional and derivational morphology and link to word meaning (vocabulary), spelling, and word recognition
• Encourage students to become 'word detectives' as they analyze word structure
• Directly teach Anglo-Saxon, Latin, and Greek roots within a logical scope and sequence of word study | ● **LETRS® Module 3**

● **Word Study by Grade and Language Structure (**Appendix C)

● **Multisyllabic Word-Reading Strategies** (Appendix D)

● **West Virginia Phonics Lesson**: Skill 10 tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/

● **Explicit Instruction Video:** explicitinstruction.org/video-secondary-main explicitinstruction.org/video-elementary/

● **CORE: Teaching Reading Sourcebook** Vocabulary Instruction Chapter 12 - Word-Learning Strategies Section Chapter 8 - Multisyllabic Word Reading |
| **Vocabulary Instruction K-5th grade** | • Directly teach key words in-depth and with reference to all linguistic features
• Use a direct and explicit routine for introducing new words
• Teach students independent word learning strategies | ● **Academic Vocabulary Finder** achievethecore.org/page/1027/academic-word-finder *Instantly identify Tier 2 vocabulary words and generate a grade-specific list from any text*

● **LETRS® Module 4** - Vocabulary

● **Thirty Million Word Gap Initiative** www.youtube.com/watch?v=7qESE2GeZxo |

		● **Nancy Fetzer's** – Word Masters/ Front Loading Vocabulary www.nancyfetzer.com/ ● **Explicit Instruction Video** explicitinstruction.org/video-elementary/ ● **Marzano's Six Step Process Teaching Academic Vocabulary** www.ncresa.org/docs/PLC_Secondary/Six_Step_ Process.pdf ● **Word Learning Strategies (Appendix E)** ● **CORE: Teaching Reading Sourcebook** Vocabulary Instruction
Comprehension	**Reading Comprehension consists of three interrelated elements:** the text that is to be comprehended, the reader who is doing the comprehension, and the activity and related task in which comprehension is a part. • Identify many variables that contribute to comprehension or the lack thereof • Identify multiple ways in which text, task, context can be varied to enable comprehension • Use the framework of surface comprehension, comprehension of the text base, and construction of a mental model to describe comprehension problems	● **LETRS® Module 6 -** Blueprint for Comprehension ● **A Close Look at Close Reading** nieonline.com/tbtimes/downloads/CCSS_reading. pdf ● **Explicit Instruction** explicitinstruction.org/video-secondary-main http://explicitinstruction.org/video-elementary/ ● **Nancy Fetzer**: Response to Literature www.nancyfetzer.com/ ● **CORE: Teaching Reading Sourcebook** Comprehension

Writing	• Preview and support writing with oral language • Give meaningful and motivating assignments • Emphasize thorough planning and "front loading" to enable student success • Provide frames to support generation of written language; structure feedback and revision **Writing Connected to Text Shifts:** • Students will write about what they read. • Writing takes on many forms: narrative, informational, and opinion/argumentative writing. • Students should not write about disconnected, random topics (i.e., "what I did on my summer vacation"). • Narrative writing, while based on text, still allows for creativity.	● **LETRS® Module 9** ● **Nancy Fetzer's Common Core Writing** www.commoncorestandardswriting.com/ ● **Writing Gallery Checklists** Narrative Writing www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/Writing/9.9.18%20Narrative%20Writing%20Checklist.pdf Informative Writing www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/Writing/9.9.18-%20Informative%20Writing%20Checklist.pdf Opinion Writing www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/Writing/9.9.18-%20Opinion%20Writing%20Checklist.pdf
Small-Group Instruction: Guided Text Reading & Literacy Centers	• Based on assessment data, the teacher brings together a group of readers who are similar enough in their reading development that they can be taught together. • The teacher supports the reading in a way that enables the students to read more challenging text with effective processing, thus expanding their reading powers. • Each child reads the whole text. The emphasis is	● **Literacy Centers** www.readingrockets.org/article/literacy-centers ● **Planning: Small-Group Reading Lesson** https://achievethecore.org/aligned/planning-small-group-reading-lesson/?utm_source=Subscriber+Master+List&utm_campaign=8cc001024c-EMAIL_CAMPAIGN_2019_10_02_07_27&utm

	on reading increasingly challenging books over time. Flexible grouping is a vital part of small group reading instruction. The informal grouping and regrouping of students throughout the school day is based a upon a variety of criteria to create learning experiences that are focused on maintaining consistently high expectations for all students.	_medium=email&utm_term=0_a3f2445f50-8cc001024c-317193369 ● **Literature Circles** www.lauracandler.com/strategies/litcircles.php

APPENDIX A:

Levels of Phonological Awareness and Phonological Awareness Activities

Typical Age	Phonological or Phonemic Skill	Sample Tasks
EARLY PHONOLOGICAL AWARENESS		
4	Responsiveness to rhyme and alliteration during word play	Enjoying and reciting learned rhyming words or alliteration phrases in familiar storybooks or nursery rhymes
5	Rhyme recognition, odd word out; production of learned rhymes or recognition of changes that don't belong Clapping, counting syllables Matching words with the same first sound	Which two words rhyme? *Stair, steel, chair* Hickory dickory dock, the mouse went up the _____? *Truck (1), airplane (2), boat (1), automobile (4)* Do *Mary* and *Martha* start with the same sound? Yes or no?
BASIC PHONEMIC AWARENESS		
5.5	Distinguishing and remembering separate phonemes in a series Blending onset and rime Segmenting and pronouncing the initial sound of a word	Showing sequences of single phonemes with colored blocks, such as /s/, /s/, /f/, or /z/, /sh/, /z/ What word? *Th – umb, qu – een, h – alf, d – amp* Say the first sound in shoelace (/sh/), sock (/s/), funnel (/f/).
6	Syllable deletion Deleting part of a compound Onset-rime blending, beginning phoneme blending	Say *parsnip.* Say it again but don't say *par.* Say *cowboy.* Say it again but don't say *cow.* /sh/ - op (*shop*) /kw/ - ēn (*queen*) /b/ - āth (*bathe*)

	Phoneme segmentation, simple syllables with 2-3 phonemes (no blends)	/b/ - /ā/ - /t/ (*bait*) Say each sound in the word as you move a chip for each sound: /sh/ - /ē/, /m/-/ă/-/n/, /l/-/ĕ/-/g/.
6.5	Phoneme segmentation up to 3-4 phonemes, including blends	Say the separate phonemes while you tap the sounds: /b/ /ā/ -- /ck/ (*back*) /ch/ -- /ē/ -- /z/ (*cheese*) /k/--/l/--/ou/--/d/ (*cloud*)
	Phoneme substitution to build new words – simple syllables with no blends	Change the /j/ in cage to /n/. Change the /ā/ in cane to /ō/.
	Extracting and pronouncing beginning, final, and medial phonemes from one-syllable words	Say the last sound in *milk*. Say the last sounds in *rope*.
ADVANCED PHONEMIC AWARENESS		
7	Sound deletion, initial and final position	Say *meat*. Say it again without the /m/. Say *safe*. Say it again without the /f/.
	Sound substitution, initial position, including blends	Listen. What sound have I changed? *Shrink, shrank; square, squire*
8	Sound deletion, initial position, including blends	Say *prank*. Now say it again without the /p/.
9	Sound deletion, medial and final blend position	Say *snail*. Say it again without /n/. Say *smoke*. Say it again without /m/. Say *fork*. Say it again without the /k/.
	Phoneme reversal	Say *safe*. Say the last sound first and the first sound last. (*face*) Say *slack*. Say the last sound first and the first sound last. (*class*)
	Phoneme chaining	In a series of words that change only one sound at a time, use colored blocks to show addition, deletion, substitution, and resequencing of sounds from one word to the next.

APPENDIX B:
LETRS® General Phonics Routine

Component of Lesson	Instructional Routines and Techniques	Approx. Time
State Goal and Purpose	State concept focus and expectations for outcomes ("Today we will study…")	1 min.
Practice Phonological Awareness	Warm-up exercises, listening to and manipulating sounds in spoken words	3 min.
Review Previous Lesson	Fluency drills; rereading familiar text; checking retention of learned words or concepts	3 min.
Introduce New Concept	Explicit, direct teaching of new phoneme-grapheme correspondence or letter pattern	3-5 min.
Provided Guided Practice	Teacher-led practice blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences	5 min.
Practice Dictation	Dictation of sounds, words, and sentences	8 min.
Connect to Word Meaning	With phonics vocabulary, construct multiple-meaning web; locate words that have similar meanings or that go together; find the odd one out in a set of words; use two vocabulary words in a sentence, etc.	5 min.
Read Text	Read decodable text with a high proportion of words that have been taught	8 min.

LETRS® Scope and Sequence for Word Study, Reading, and Spelling

Consistent Phoneme-Grapheme Correspondences			
Grapheme Types	**For Reading**	**For Spelling**	**Examples**
Predictable consonants: *m, s, t, l; p, f, c (/k/), n; b, r, j, k; v, g (/g/), w, d; h, y, z, x*	**K**	**K**	him, napkin
Predictable short vowels: /ă /, /ĭ /, /ŏ /, /ŭ /, /ĕ/ spelled with *a, i, o, u, e*	**K**	**K-1**	wet, picnic
Long vowel sounds associated with single letters *a, e, i, o, u*; open syllables in one-syllable words	**K**	**K-1**	me, he, we, be, so, no, hi
Consonant digraphs: *sh, ch, wh, th, ng*	**K-1**	**1**	chin, fish, then
Two-consonant blends: *qu, st, sm, sn, -st, -ft, -lp, sr, sl cr, cl, tr, dr*, etc.	**1**	**1-2**	dragon, slaps
Three-consonant blends and blends with digraphs: *squ, str, scr, thr, shr*	**2**	**2-3**	strong, scrape
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Types	**For Reading**	**For Spelling**	**Examples**
Single consonants: /s/ = c, s; /z/ = s, z; /k/ = k, c, -ck after a short vowel; /g/ = j, g	**1**	**1-2**	result, cent, rock
Hard and soft *c* and *g* alternation, across a larger body of words	**1**	**2-3**	carry, center; girl, gentle

Final consonant blends with nasals; *nt, nd, mp, nk*	**1**	**2-3**	sink, sank, sunk; dump, tent
VCe long vowel pattern in single-syllable words	**1**	**1**	wage, theme, fine, doze, cute/rude
Vowel teams for long vowel sounds, most common: *ee, ea; ai, ay; oa, ow, oe; igh*	**1**	**2**	seek, meat, snow, boat, toe, stay mail, fight
Vowel-r combinations, single syllables: *er, ar, or, ir, ur*	**1**	**2**	port, bird, turn, her
Digraphs *ph (/f/), gh* (/f/), *ch* (/k/ and /sh/)	**2**	**2-3**	phone, cough, school, machine
Trigraphs *-tch (/ch/),* -dge (/j/)	**2**	**2-3**	switch, judge
Other vowel-r combinations: *are, air, our, ore, ear, eer, ure,* etc.	**2**	**2-3**	hare, hair; for, four; bear, heart
Dipthongs and vowels /aw/ and /oo/: *oi, oy; ou, ow; au, aw; oo, u*	**1-2**	**2-3**	toil, boyfriend, bout, tower, audio, claws, took, put
All jobs of *y* (as consonant /y/; as / ī / on ends of one-syllable words like cry; as / ē / on ends of multisyllabic words like *baby*; as / ī / in a few words like gym, myth)	**1**	**2**	yellow, try, candy, gym
Silent letter combinations, Anglo-Saxon words	**2**	**3**	knew, calm, comb, ghost, write
The *-ild, -ost, -olt, -ind* pattern	**2**	**2**	wild, most, cold, find
Irregular spellings of high-frequency words	**K-3**	**K-3**	they, enough, of, been, were, said, there

Six Syllable Types and Oddities in Multisyllabic Words			
Syllable Types	**For Reading**	**For Spelling**	**Examples**
Closed: short vowel ending with consonant	**1**	**2**	sister, Sep-tember
Open: long vowel, no consonant ending	**1**	**2**	robot, behind, music

Vowel-consonant-e (VCe), long vowel sound	**2**	**2**	comp<u>ete</u>, supp<u>ose</u>
Vowel teams: long, short, and dipthong vowels	**2**	**3**	Meatloaf, <u>neigh</u>bor, <u>Toy</u>land
Consonant-le (Cle), final syllables	**2-3**	**3**	ea<u>gle</u>, stub<u>ble</u>
Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC	**2-3**	**3**	com - mit – ment, e – vent, ev – er – y, po – et
Oddities and schwa	**3**	**3+**	act<u>ive</u>, atom<u>ic</u>, na<u>tion</u>

Orthographic Rules and Generalizations			
Rule/Principle	**For Reading**	**For Spelling**	**Examples**
No word ends in *v* or *j*	**1**	**2-3**	have, love, move; wage, huge, ridge, dodge
Floss rule (*f, l, s* doubling)	**1**	**1**	stuff, well, miss, jazz
Consonant doubling rule for suffix addition	**1**	**2-3**	beginning
Drop silent *e* for suffix addition	**1**	**2-3**	scared, likable
Change *y* to *i* for suffix addition	**1**	**2-3**	studying, cried, candied

Other Aspects of Orthography			
Homophones	**2**	**2-3**	to, two, too
Contractions with *am, is, has, not*	**1**	**2**	I'm, he's, she's, isn't, don't
Contractions with *have, would, will*	**2**	**3**	I've, he'd, they'll
Possessives and plurals	**1-3**	**1-3+**	house's, houses, houses'; it's, its; hers, theirs

Basic Morphology (Anglo-Saxon and Latin)

Morpheme Construction	For Reading	For Spelling	Examples
Compounds	1	2	sunshine, breakfast, fifty-one
Inflectional suffixes; inflectional suffix on single-syllable base words with no spelling change *(e.g., helps, helps, helped, helping)*	1	1-2	Walks, walking, walked; wanted, dogs, wishes; redder, reddest
Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change	1-2	2-3	caring, loved, cries
Irregular past tense and plurals	1-3	1-3	ran, wet, bent, left, sold; wolf, wolves; shelf, shelves
Common prefixes	1	2	un-, dis-, in-, re-, pre-, mis-, non-, ex-
Less common prefixes	2	3+	fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-
Common derivational suffixes	2	2-3	-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Common Latin roots	3	3+	port, form, ject, spect, dict, ten, fer

Guiding Decodable Text Reading Procedure

In this procedure, it's important to prepare students for text reading before they read the text. Once they do begin text reading, keep interest high by using a variety of techniques as students read and reread the text.	
Materials: Copy of a decodable text for each student.	
1	Review the words, phrases, and sentences that students will read in the story. Use a sound-blending technique if students need the practice, but encourage reading whole words as units. Discuss any word meanings the students may not know.
2	Preview the text by browsing its pictures and subject matter predicting what the story line might be, and reviewing any other unfamiliar words.
3	Briefly discuss what students already know about the topic or what experiences they might have had with the topic.
4	Vary approaches to text reading. Promote techniques such as reading aloud with the teacher, partner reading, or individuals taking turns as others follow with "eyes on text" or whisper reading. Several readings of the same text, using different text-reading procedures, help consolidate word recognition and support comprehension.
5	When students have read the text two or more times, pair students, assign them roles of "Reader" and "Coach," and ask the Reader to retell the story to the Coach. Then, reverse the roles so that each student has an opportunity to retell.

Decodable Text Reading: Transfer to Text Process

With this process, summarized in the table below, the four steps below are used repeatedly over the course of a week. Students read three different passages containing the targeted sound-symbol relationship, with support gradually reduced between the first and second passage readings. At the end of the week, the process culminates with students reading only a clean copy of the third passage.
Materials: Three different decodable texts with two copies for each student; highlighters
1   Guide students to highlight the targeted pattern words in the text.
2   Have students read only the highlighted words so that they practice the words in isolation before reading whole sentences.
3   Have students read the whole passage using their highlighted copy.
4   Give students a clean copy of the text (with no highlighting) and have them read the whole passage.

Sample Transfer to Text Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
	Passage 1		Passage 2		Passage 3
1. Highlight Skill Words	X		X		
2. Read Highlighted Words	X		X		
3. Read Passage with Highlighted Words	X	X	X		
4. Read Clean Copy of Passage		X		X	X

(From Phonics First Library, by 95 Percent Group Inc.)

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

APPENDIX C:
Word Study by Grade and Language Structure

Historical Layer of English	Sound-Symbol Correspondence	Syllable Pattern	Morpheme Structure
Anglo-Saxon Layer Grades 1-3	Consonants - Single - Digraphs - Blends Vowels ● Single short/long ● VCe ● Vowel team ● Vowel-r patterns	● Closed (short V) ● Open (single long V) ● VCe (silent *e)* ● Vowel-r ● Vowel team ● Consonant-le ● Odd syllables	● Compounds (e.g., *daylight*) ● Inflectional suffixes (e.g., *-ed, -s, -es, -er, -est, -ing)* ● Prefixes ● Derivational suffixes (e.g., *-en, -hood, -ly, -ward)* ● Odd, high-frequency words (e.g., *said, does*)
French/Latin (Romance) Layer Grades 4-6			● Prefixes (e.g., *pre-, inter-)* ● Roots (e.g., *gress, ject, vis*) ● Suffixes (e.g., *-ment, -ity*) ● Latin plurals (e.g., *alumni, minutiae, curricula, data*)
Greek Layer Grades 6-8	Spellings ● *ph* for /f/ ● *ch* for /k/ (e.g., *chorus*) ● *y* for /ĭ/ (e.g., *gym*)		● Combining forms (e.g., *neuro, psyc, ology, lex, chloro*) ● Plurals (e.g., *crisis, metamorphoses, vertebrae*)

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

APPENDIX D:
Multisyllabic Word-Reading Strategies

Reading Longer Words

1

Two consonants between two vowels (VC-CV):
When vowels have two adjacent consonants between them, divide between the consonants. The first syllable will be closed (with a short vowel).

Sub - let   nap - kin   pen - ny   win – some

2

One consonant between two vowels (V-CV and VC-V):
a. First, try dividing *before* the consonant. This makes the first syllable open and the vowel long. This strategy works 75 percent of the time with VCV syllable division.

e – ven   ra – bies   de – cent   ri – val

b. If the word is not recognizable, try dividing *after* the consonant. This makes the first syllable closed and the vowel sound short. This strategy words the remaining 25 percent of the time with VCV syllable division.

ev – er   rab – id   dec – ade   riv – er

When students pronounce the vowel sounds, tell them to "flex" the vowel sound. Since the vowel is the sound in the word that is the least consistent, have students sound it out one way, check to see if it makes sense as a word, and then try it another way if it does not make sense.

3

Consonant blends and digraphs stick together:
Don't separate them when using the first two principles for dividing words by syllable.

e – ther   spec – trum   se – cret

Basic Procedure for Reading Big Words

1	Box any familiar suffixes (e.g., *-ing, -ous, -ful).*
2	Circle any familiar prefixes (e.g., *re-, un-, sub-).*
3	Locate and put a line under each vowel grapheme in the word. - Do not mark final silent e. - Remember that vowel teams are one vowel sound. - If necessary, mark the vowel and consonant sequences with V or C under the words' letters. The "le" is underlined as a vowel digraph because it contains the schwa sound in the final syllable.
4	Use knowledge of syllables to decode the vowel sounds. Scoop a pencil under each syllable, blending the sounds left to right.
5	Say the whole word and see if it makes sense. Flex the vowel sound, and try it different ways if it doesn't sound right.
6	If necessary, check the context for clarification.

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.
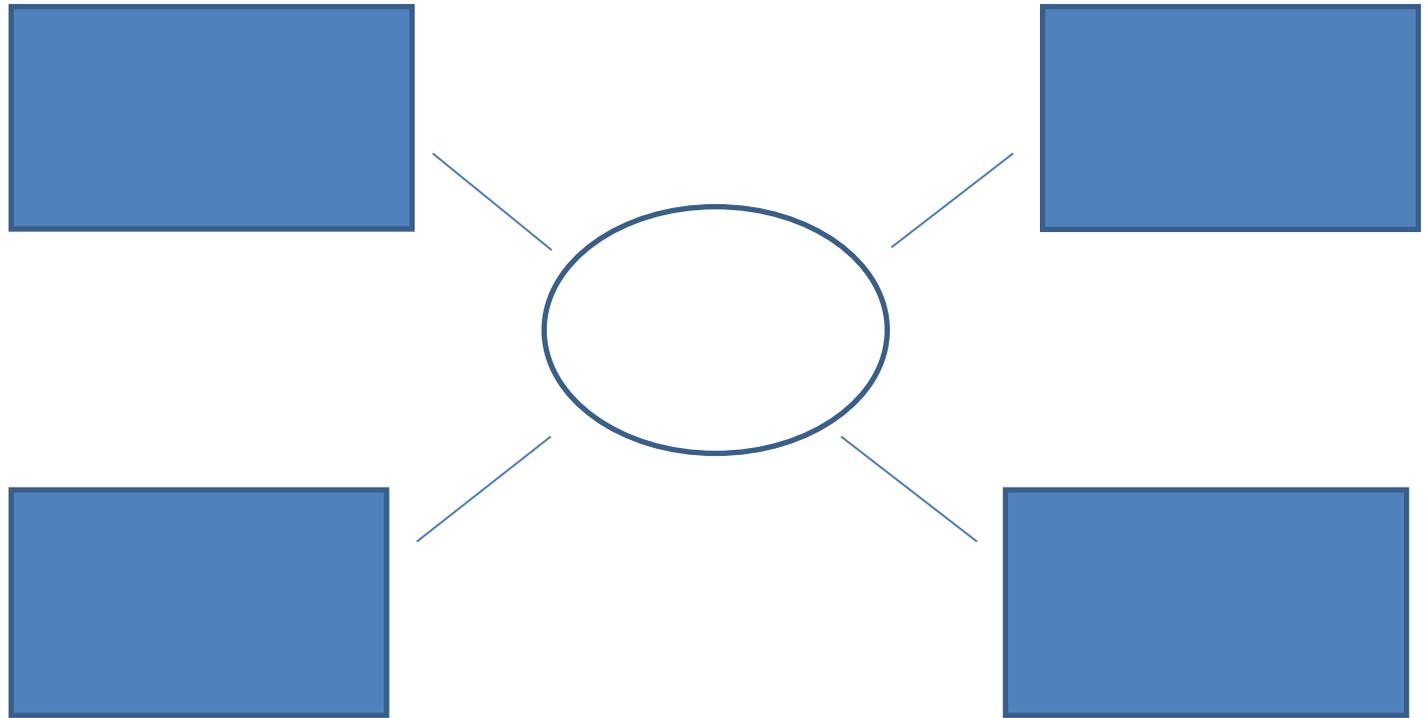
APPENDIX E:

Word-Learning Strategies
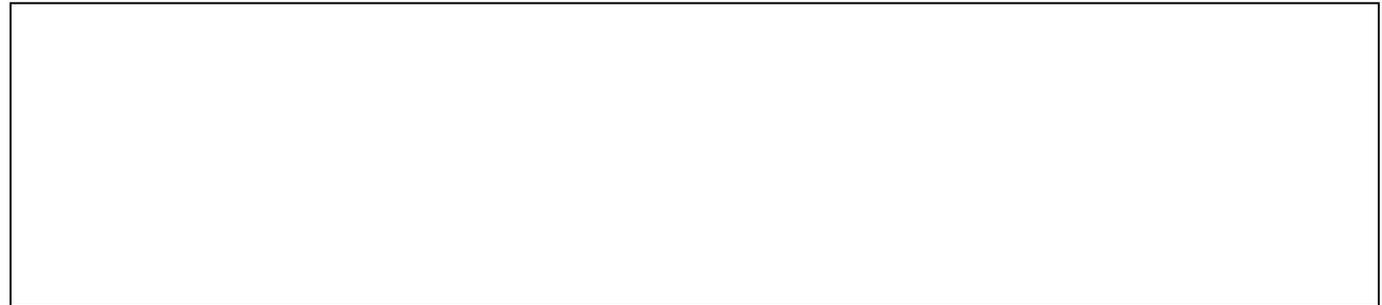
Word-Learning Strategies

Multiple Meanings	Directions: Select one of the words listed below and write it in the oval in the middle of the multiple-meaning web. In each box, write one unique meaning for the word and a brief example sentence. **check frame pitch**
	Sort the words using the graphic organizer. The names of the categories are included in the word list. (This format is the most challenging; young students are likely to need more structure and scaffolding, even if they know the individual words in the sort.)

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Writing Definitions	Use the following format to make a definition for each word below.

Word = Synonym, Category + Attributes

A _____ is (a) _____ that (is, does) _____
  (word)   (synonym, category)   (defining attribute)

Example:
Community: A community is a group of people that live near each other.

Semantic Feature Analysis	A semantic feature analysis is a method for comparing the attributes of concepts that overlap to some extent but that are distinguished from one another.	

Comparison of Vertebrates

|	Have Fur/Hair	Have a Spine	Are Warm-Blooded	Lays Eggs to Reproduce
Birds		X	X	X
Mammals	X	X	X	
Amphibians		X		X
Reptiles		X		X
Fish		X		X

| Gradable and Complementary Antonyms | **Gradable antonyms** take meaning from the context in which they are used. **Complementary antonyms,** or pairs of opposites, are dichotomous and do not represent points on a scale.

Example:

←———————————————————————————————→

miniscule   teensy   petite   huge   gigantic   humongous |
| **Shades of Meaning** | A similar activity to gradable antonyms involves shades of meaning among synonyms.
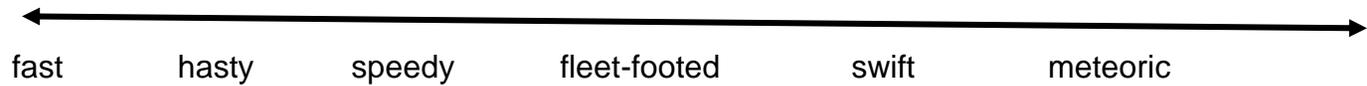
←———————————————————————————————→

fast   hasty   speedy   fleet-footed   swift   meteoric |

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MISSISSIPPI DEPARTMENT OF EDUCATION

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