Does Phonics Have You
Grades 3 - 5
**Fulton County Schools Literacy Vision**
All students will be readers, writers, listeners, and speakers in order to learn to their full potential.

**Fulton County Schools Literacy Mission**
Provide each student with evidence-based, explicit literacy instruction; personalized supports; and resources across all content areas so that each student will achieve above average growth each year.

**Phonics:** The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

**Guided Reading:** A teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Teachers work with a small group of students who demonstrate similar reading behaviors and read on similar instructional levels.

**Writing Workshop:** A deliberately predictable environment with three basic time components: teaching time, writing time, and sharing time. The workshop typically starts with explicit instruction, usually in the form of a 10-minute minilesson.
Pacing

Mastery Based Assessments
Flexible Pacing

Instruction

Just in Time Direct Instruction
Varied Strategies

Student Agency

Co-Planning Learning
Choice and Voice
Choice for Demonstrating Learning
Artifice: clever or cunning devices or expedients, especially as used to trick or deceive others

Synonyms: trickery, deceit, duplicity, guile, cunning

“A crafty device or trick”
Some words are more important than others.
Continuum of word knowledge
Multiple exposures
Looking up words in the dictionary and writing definitions does not help children learn words
Word schemas
Wide reading and rich conversations
DIRECT INSTRUCTION and word learning STRATEGIES
60% of all words are figured out through morphology

90% of all words with more than 1 syllable are Latin based

96% of most prefixes are 20 prefixes

95% of most suffixes are 20 suffixes
MORPHOLOGY

▲ Morphological awareness.
▲ Prefixes change **meaning**
   positive, negative, position, amount
▲ Suffixes change **part of speech**
   “able” = quantity, person, action, condition

Example:  unhappiness: not happy, noun

“By the fifth grade, morphological awareness is a stronger predictor of reading than phonological awareness.”  

RMC Research Corporation, p. 140
Modern English is built off of Latin and Greek.
A single Latin/Greek affix or root can assist in understanding over 20 English words.

seismograph
phonograph
autobiography
paragraph
homograph

biography
autograph
bibliography
cartography
photography

submarine
submerge
substandard
subsidiary
unsubstantiated
75% of Spanish language is also Latin based. Coincides with what we teach beginning readers to do – look for word bits and pieces or parts. “Morpheme analysis is one way to narrow the gap between the vocabulary haves and have nots.”
"If students come to school with a limited vocabulary, where else but the classroom will they learn the words they need to be successful in life?"

"Vocabulary interventions have to be powerful enough to accelerate, not just incrementally advance, word learning for students coming from low income households to narrow the achievement gap."
**Piece Together Word Meaning**

Some longer words are made up of smaller parts. When you know what the parts mean, you can figure out what the whole word means.

1. Break the word into its smaller parts.
2. Think about what each part means. If I don’t know what it means, I can think about the “families” of the prefixes or suffixes.
3. Then I can put the word back together.

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**Types of Context Clues**

<table>
<thead>
<tr>
<th>Type</th>
<th>How it is used:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>The meaning is explained in the sentence (or in the sentence immediately following the word)</td>
<td>When Sara was hiding, she accidentally walked through a patch of brambles, which are prickly vines and shrubs.</td>
</tr>
<tr>
<td>Synonym</td>
<td>A word that means the same thing is used as an explanation.</td>
<td>Josh tripped over the ottoman in the living room. He then mumbled, “I wish people would not leave the footstool in the middle of the room!”</td>
</tr>
<tr>
<td>Antonym</td>
<td>A word that means the opposite is used as an explanation.</td>
<td>My new puppy is very frolicsome. His mother, however, is very serious and never seems to want to play.</td>
</tr>
<tr>
<td>Contrast</td>
<td>The meaning is explained by showing how the unknown word is different from something else.</td>
<td>The grocery manager complained, “Why do we have such a plethora of boxes of cereal on the shelves? We hardly have any pancake and waffle mix.”</td>
</tr>
<tr>
<td>General</td>
<td>Several words that give clues are used.</td>
<td>It was a sultry day. The day was hot and humid.</td>
</tr>
<tr>
<td>Punctuation</td>
<td>A type of punctuation (parentheses, dash, colon) is used as a way to explain the unknown word.</td>
<td>Mike is a sore sport when he loses a game. He acts very juvenile (immature).</td>
</tr>
<tr>
<td>Pictures</td>
<td>Illustrations or text features provide information that explain the unknown word.</td>
<td>“I’ve decided to put you in charge of the crow call. Have you ever operated a crow call?”</td>
</tr>
</tbody>
</table>
Using morphology with Harry Potter

mort = death

► Voldemort – villain who wants to kill Harry Potter

► Harry Potter is mortal.

► He is not immortal.
Process for teaching morphology

Examples:

- Bedroom is a room with a bed.
- Birthday is the day of your birth.
- Sunroom is a room with a lot of sun.
<table>
<thead>
<tr>
<th>Prefixes/Suffixes/Root Words</th>
<th>Prefixes</th>
<th>Suffixes</th>
<th>Roots</th>
</tr>
</thead>
<tbody>
<tr>
<td>mono, uni, bi, tri</td>
<td></td>
<td></td>
<td>break</td>
</tr>
<tr>
<td>micro, mega, hyper, over</td>
<td></td>
<td></td>
<td>build</td>
</tr>
<tr>
<td>pre, fore, post, after, inter, sub, super</td>
<td></td>
<td></td>
<td>move</td>
</tr>
<tr>
<td>in, im, il, ir</td>
<td></td>
<td></td>
<td>believe</td>
</tr>
<tr>
<td>com, col, con</td>
<td></td>
<td></td>
<td>cast, throw</td>
</tr>
<tr>
<td>er, est, ier, iest</td>
<td></td>
<td>adjective, comparative</td>
<td>hand</td>
</tr>
<tr>
<td>ful, less, eous, ious, ous</td>
<td></td>
<td>adjective, quantity</td>
<td>write</td>
</tr>
<tr>
<td>ion, ation, ness, ity, ty</td>
<td></td>
<td>noun, condition or act of</td>
<td>see</td>
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<tr>
<td>ic</td>
<td></td>
<td>adjective</td>
<td>flow</td>
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<tr>
<td>able, ible</td>
<td></td>
<td>adjective, capability</td>
<td>law</td>
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<tr>
<td>logy</td>
<td></td>
<td>noun, study of</td>
<td>sign, mark, seal</td>
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<td>rupt</td>
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<td>stand</td>
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<td>struct</td>
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<td>breath</td>
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<td>mot</td>
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<td>take</td>
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<td>cred</td>
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<td>body</td>
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<td>ject</td>
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<td>foot</td>
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<td>man</td>
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<td></td>
<td>shape</td>
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<tr>
<td>scrib/script, graph</td>
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<td>cut</td>
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<td>vid/vis</td>
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<td>turn</td>
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<td>flu</td>
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<td>jud, leg</td>
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<td>sign</td>
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<td>corp</td>
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<td>ped</td>
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<td>form</td>
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<td>sect</td>
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<tr>
<td>vert/vers</td>
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</tbody>
</table>
Day 1

• Introduce affix/root

Day 2

• Divide and Conquer
• Identify meaning
• List examples
• List non-examples
• Create visual

Day 3

• Review affix/root
• Combine and Create
• Create word schema/word spoke
• Review affix/root

Read and Reason
• Read extension passage that contains the affix and/or root.
• Students use knowledge of morphology to determine meaning of the word.

Examples:
- motor
- motorcycle
- locomotive
- motion
- commotion
- promoted
- remote
- control
- motivated
- motives
- emotions
- motif
- demoted
- promotion
- emoticon
When teaching a word with meaningful parts, deconstruct and reconstruct it and point out the meaning.

**un-reach-able**: not able to be reached
EXTEND AND EXPLORE...

SMALL

GROUP

INDEPENDENT
AUDITORY
Suffixes come after base or root words.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Picture</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>a person who</td>
<td><img src="c" alt="Carpenter" /></td>
<td>carpenter</td>
</tr>
<tr>
<td>-er</td>
<td>action or process</td>
<td><img src="c" alt="Crier" /></td>
<td>crier</td>
</tr>
<tr>
<td>-er</td>
<td>more</td>
<td><img src="c" alt="Luckier" /></td>
<td>luckier</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td><img src="c" alt="Colorful" /></td>
<td>colorful</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td><img src="c" alt="Penniless" /></td>
<td>penniless</td>
</tr>
<tr>
<td>-ly</td>
<td>in a certain way</td>
<td><img src="c" alt="Slowly" /></td>
<td>slowly</td>
</tr>
<tr>
<td>-y</td>
<td>full of</td>
<td><img src="c" alt="Sleepy" /></td>
<td>sleepy</td>
</tr>
<tr>
<td>-ness</td>
<td>state or condition</td>
<td><img src="c" alt="Sadness" /></td>
<td>sadness</td>
</tr>
</tbody>
</table>

Examples:
- bio
- graph
- phone
- scope
- rupt
- terra
- geo
- photo
- tract
- meter
Prefixes that are **negative**

- dis-
- mis-
- non-
- un-

Prefixes that are an **amount or size**

- mono-
- micro-
- mega-
- hyper-
- over-

Prefix:

Root:

Prefixes that are negative

Prefixes that are an amount or size
Mix and match cards to create new words...

care
thought
ful
less
ness
Venn Diagrams

Venn diagram for prefixes/suffixes that have more than one meaning

**Re** = again

- **restart**
  - (to start again)

- **review**
  - (to look again)
  - (to look back)

**Re** = back

- **retreat**
  - (to go backward)
Concentration

Concentration for matching meanings

tion
(noun, act, process, or condition)

tion (noun, act, process, or condition)

un
(negative)

ture (noun, act, process, or condition)

ture (noun, act, process, or condition)

able
(adjective, capability)

dis (negative)

ness (noun, act, process, or condition)

ible (adjective, capability)

ness (noun, act, process, or condition)

ion (noun, act, process, or condition)
Word Webbing

immigration
abbreviation
immigrate
immigrate
transportation
immersion
transport
abbreviate
immerse
Find the Imposter

Words that appear to have an affix, but the letter combination is part of the actual word.

weightlessness
weighty, weighable, eight

astronaut
astro, astronomy, astronautic, astronomer, strong, fast
### Vocabulary

#### Prefix-O!

<table>
<thead>
<tr>
<th>Objective</th>
<th>The student will identify the meaning of prefixes.</th>
</tr>
</thead>
</table>
| Materials | - Prefix-O game board (Activity Master V001.AM1a - V001.AM1b)  
- Meaning word cards (Activity Master V001.AM2a - V001.AM2b) |
| Activity | Students match words with prefixes to their meanings while playing a bingo-type game.  
1. Place the meaning word cards face down in a stack.  
2. Take turns, student selects the top card from the stack and reads the phrase (e.g., "heat before").  
3. Each student looks for a word on his / her Prefix-O! game board that corresponds to the phrase (e.g., "preheat"). |

### Extensions and Adaptations

- Make and use other bingo game boards (Activity Master V001.AM3) and matching word cards (Activity Master V009.AM3).
How will students maintain information? Vocabulary Notebooks
How will students collect/share words found in text? Word Wall
How will students practice working with affixes and roots? Activities
If we argue, scream and fight,
That's an altercation.
If later we apologize,
That's reconciliation.
If we help each other home,
That's cooperation.
And all these actions added up
Make civilization.
(And if I say this is a wonderful poem,
Is that exaggeration?)
http://bit.ly/2qbrvZx