Erasing the Misery of Reading and Spelling Multi-Syllable Words

Presented by:
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A systematic approach to improve outcomes for struggling readers

Our goals today . . .
- To provide some functional strategies for helping students read and spell complex multi-syllable words.
- Leave you with some tools, word lists and practical strategies that work in high school and across a spectrum of ability levels.

Reading Multi-Syllabic Words
- Accurately reading big words requires:
  - Prerequisite single syllable word knowledge
  - Functional strategies for breaking words into decodable chunks
  - Knowledge of syllable patterns and certain stable chunks.

Phonemes and Graphemes
- All words are made of speech sounds.
- We call these speech sounds "phonemes"

- Each phoneme is related to a letter (or a letter combination) that spells that sound.
- Each letter or letter combination that spells a sound is called a "grapheme".
- The word “chip” has 3 phonemes and 3 graphemes
**Phonemes and Graphemes**

- The first phoneme in "chip" is /ch/.
- We spell /ch/ with the grapheme “ch”
- The grapheme “ch” is a digraph

![ch chip diagram]

- A digraph is two letters together that spell one speech sound.

**Digraphs (Graphemes)**

- There are six common digraphs in English

![Ch ck sh th wh ph]

“check” has 3 graphemes and 3 phonemes.

**Glossary Review**

- **Phoneme** = the smallest unit of sound in a spoken word. A phoneme is a sound, not a letter. Spoken words are made up of one or more phonemes.
- **Grapheme** = a letter or letter combination that spells a phoneme. Graphemes can have up to four letters.
- **Digraphs** = two letters together that spell one sound
- **Phonics** = the study of the systematic relationship between sounds and the letters that spell the sounds.

**Closed Syllable**

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

![C up w i sh]

- **Vowel Sound** = The vowel sound in a closed syllable is usually short.
Closed Syllable

- Closed Syllables = make up approximately 55% of all English syllables.
- Many academic words are just a series of closed syllables.

\[
\begin{align*}
\text{hab} & \quad \text{it} \\
\text{ep} & \quad \text{ic} \\
\text{Wis} & \quad \text{con} \quad \text{sin}
\end{align*}
\]

Vowel Phonemes

Short Vowels

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Example Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>apple</td>
</tr>
<tr>
<td>/e/</td>
<td>edge</td>
</tr>
<tr>
<td>/i/</td>
<td>ice</td>
</tr>
<tr>
<td>/o/</td>
<td>ice</td>
</tr>
<tr>
<td>/u/</td>
<td>ice</td>
</tr>
</tbody>
</table>

Long Vowels

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Example Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>octopus</td>
</tr>
<tr>
<td>/i/</td>
<td>ice</td>
</tr>
<tr>
<td>/u/</td>
<td>ice</td>
</tr>
</tbody>
</table>

Phonemes to Graphemes

2 sound consonant blend

- s
- m
- a
- sh
**Prerequisite knowledge**

Reading multi-syllable words with short vowels

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

**Simple Functional Strategy**

Lose the rules approach

1. Put the word on the board.
   - “If you know this word please do not say it.”
2. Ask these questions:
   - How many vowels do you see?
   - Are they together or apart?
   - How many syllables will there be?
   - How many Syllaboard(s)?

**2 Closed Syllables**

subtract

| s | u | tr | a | c |

**We Do**

fantastic

| f | a | n | t | a | s | t | i | c | 🌟
Sort the words according to whether they have one syllable or two syllables.

<table>
<thead>
<tr>
<th>One Syllable</th>
<th>Two Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. picnic</td>
<td></td>
</tr>
<tr>
<td>2. skimp</td>
<td></td>
</tr>
<tr>
<td>3. thrust</td>
<td></td>
</tr>
<tr>
<td>4. sudden</td>
<td></td>
</tr>
<tr>
<td>5. squall</td>
<td></td>
</tr>
<tr>
<td>6. finish</td>
<td></td>
</tr>
<tr>
<td>7. unless</td>
<td></td>
</tr>
<tr>
<td>8. drench</td>
<td></td>
</tr>
<tr>
<td>9. invent</td>
<td></td>
</tr>
<tr>
<td>10. scratch</td>
<td></td>
</tr>
</tbody>
</table>

Underline the vowel letters after you sort each word.
LESSON 23

Sentences to Read

Challenging

1. Alfred is the richest locksmith in the land. (8)
2. The dentist had to fix his slipshod mess. (8)
3. The wet pigpen runoff went into Dogfish Pond. (8)
4. How did all the catnip get into the cobwebs? (9)
5. Is the dandruff on his scalp his only blemish? (9)
6. You will end up in handcuffs if you shoplift. (9)
7. I expect to contact you about that contract next month. (10)
8. The tennis champ sat on the press level for the big match. (12)
9. The infant will have a big tantrum if the pumpkin has a crack. (13)
10. The rubbish rests in the public can next to the cactus until they collect it. (15)
11. The dentist will install the plastic cap, but he does not want to be bitten. (15)
12. Kevin, who thinks he's a hotshot, got a suntan in the back of his pickup truck. (16)
13. Dennis sat by the tall sapling on West Campus and had fat shrimp sandwich for lunch. (16)
14. Do you think they will expel the kids for their plan to kidnap the class mascot? (16)
15. Samson, the spendthrift, will not go bankrupt because he has a job selling dishpans and bathmats. (16)
16. Justin got whiplash from the crash with the hotrod and a bad scratch from hitting the blacktop. (17)

More Challenging

1. The tennis champ sat on the press level for the big match. (12)
2. I expect to contact you about that contract next month. (10)
3. The wet pigpen runoff went into Dogfish Pond. (8)
4. How did all the catnip get into the cobwebs? (8)
5. The dentist had to fix his slipshod mess. (8)
6. You will end up in handcuffs if you shoplift. (6)
7. Is the dandruff on his scalp his only blemish? (6)
8. The tennis champ sat on the press level for the big match. (12)
Latin Roots Closed Syllables

- 90% of Multi-Syllable Words are of Latin or Greek origin

con tract
in struct
opt ic

Syllaboard Teaching

- Closes the gap for struggling readers by systematically reviewing the importance of syllabication while incorporating functional strategies
- Technique does not teach syllable division “rules”
  - Many students may know the “rules” but they don’t know how to apply them to reading and spelling
- Helps students
  - break bad habits (guessing, skipping)
  - read thru the whole word (not leave off word endings)
  - “see” word structure like “good readers”

Schwa

wagon

wagon

Schwa /ə/

- Schwa is:
  - A “lazy” or “reduced” vowel sound
  - Has less energy than a typical vowel sound
  - Found primarily in multi-syllable words
- Most common sound for schwa is /uh/ as in zebra, avoid.
- Second most common sound is /ihn/ as in bonnet, basket, bracelet
**Schwa or No Schwa**

Sort the words by whether they have a schwa or not. Circle the letter that spells the schwa as you sort each word.

1. distant
2. sunset
3. insects
4. second
5. cobwebs
6. lesson
7. devil
8. sandwich

<table>
<thead>
<tr>
<th>Schwa</th>
<th>No Schwa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
LESSON 25

Words to Read

CHALLENGING

1. ribbon closet custom
2. arrest spinach dragon
3. mattress crickets pretzel
4. planets across bottom
5. metal button gravel
6. robin tunnel problem
7. given magnet children
8. jacket helmet kingdom
9. model pigment hidden
10. detects victim nickels
11. nostril sudden depend
12. random mammal constant
13. scandal tendons
14. hundredths
tennis
15. fossils piloting
dental
16. bracken tundra
17. vessel gaskets
18. trinkets spigot scalpel
19. pendent stainless
20. pendant spot
21. pistil affix concocts
22. adept delta

More Challenging

1. jacket given
2. arrested button
3. mattresses across
4. planets cricket
5. metal button
6. robin tunnel
7. given magnet
8. jacket helmet
9. model pigment
10. detects victim
11. nostril sudden
12. random mammal
13. scandal tendons
14. hundredths tennis
15. fossils piloting dental
16. bracken tundra
17. vessel gaskets
18. trinkets spigot scalpel
19. pendent stainless
20. pendant spot
21. pistil affix concocts
22. adept delta

Least Challenging

1. words to read
2. words to read
3. words to read
4. words to read
5. words to read
6. words to read
7. words to read
8. words to read
9. words to read
10. words to read
11. words to read
12. words to read
13. words to read
14. words to read
15. words to read
16. words to read
17. words to read
18. words to read
19. words to read
20. words to read
21. words to read
22. words to read
1. The crash victim had on sandals and a pendant.  (9)
2. When did a gallon of gas cost a nickel or less?  (11)
3. Must they banish the bishop and the duchess from Dallas?  (10)
4. What fungus cannot adapt to the constant dampness in the tropics?  (10)
5. The craftsman had to rub fresh pigment onto the cotton canvas.  (11)
6. Zelda got a modest trinket from her husband at their wedding.  (11)
7. Emma held the red blossom to her nostril so she could smell it.  (13)
8. The sluggish pilot left his compass in the cockpit along with his travel jacket.  (14)
9. Aren't you the lax culprit behind the missing scalpel and bent spigot?  (15)
10. The elfin sultan was seldom out in public without his mammoth basket of graphic comic novels.  (16)
11. Alfred and Landon went public with the scandal of Kelvin’s sinful conduct at the Elk’s grand banquet.  (17)
12. The plastic goblet was stashed amid the vast collected mass that ran the conducted at the Elk’s grand banquet.  (17)
13. Nixon was a skeptic about the extent of the blenchish in the shellac finish of Emma’s Mustang.  (17)
14. The blunt fact that Ethel had no talent for the trumpet was a mega problem for the band.  (18)
15. Please mend the buttons and affix the ribbons to her splendid satin sundress before Ella begins to travel.  (18)
16. Winston, Dennis, and Alex are tipplers who insist on having a king mattress with a cotton flannel blanket.  (18)
All About Schwa /ə/
- Does not sound the way it is spelled
- Is a problem for spelling and decoding
- Students must “flex” the vowel sounds to schwa
  - ribbon – the a is a schwa
  - avoid – the a is a schwa
  - helmet – the a is a schwa
  - dismal = the a is a schwa

Decoding and Adolescents
- “Given the bedrock importance of decoding at every level, teachers should strive to correct decoding errors whenever possible, no matter what subject or grade level they teach.”
  - Doug Lemov, Teach Like a Champion
- Find and provide teachable & digestible solutions for adolescents.
- “Sound it out” is NOT a strategy.
- Some students need more support than differentiation.

Open Syllables – Single Syllable
- A syllable that ends in a single vowel letter
- Typically produces a long vowel phoneme or a schwa sound

Open
- pilot
  - closed to open
  - got
  - shed

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Lose the Rules with Open Syllables

If it doesn’t work one way, student should reposition a consonant to adjust the pronunciation. That’s what good readers do naturally.

Short, Long, or Schwa

- When a vowel is by itself, it can make 3 sounds
  - short
  - long
  - schwa

- ad-mit, sub-tract, in-sist
- vi-rus, pi-lot, va-ca-tion
- ex-tra, a-long, pres-i-dent

Vowel Consonant E

- When we see a syllable that ends with a single vowel letter, a single consonant, and then the single e, this is called a vowel-consonant-e syllable.
- The v-c-e pattern is one of the long vowel spellings.

Words with Vowel-Consonant-E

- Add one new question to help the student chunk the syllables around vowels.
  1. How many vowels?
  2. Are they together or apart?
  3. Do you see a vowel-consonant-e?
     - The vowel-consonant-e will belong with another vowel in a syllable.
VCE

Ask: How many vowels do you see?
Ask: Are the vowels together or apart?
Ask: Do you see a vowel-consonant-e?

Long Vowel Spellings Dominate

<table>
<thead>
<tr>
<th>Long vowel sound</th>
<th>Is written as</th>
<th>% of words</th>
<th>Examples</th>
<th>Other forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>long a</td>
<td>a-e</td>
<td>80%</td>
<td>vacation</td>
<td>ai = 9% (bat) ay = 6% (stay)</td>
</tr>
<tr>
<td>long e</td>
<td>e-e-e</td>
<td>72%</td>
<td>zero</td>
<td>ee = 10% (feet) ea = 10% (meat)</td>
</tr>
<tr>
<td>long i</td>
<td>i-e</td>
<td>74%</td>
<td>pilot</td>
<td>y = 14% (try) igh = 6% (sigh)</td>
</tr>
<tr>
<td>long o</td>
<td>o-e</td>
<td>87%</td>
<td>hobo</td>
<td>oa = 5% (boat) ow = 5% (low)</td>
</tr>
<tr>
<td>long u</td>
<td>u-e</td>
<td>90%</td>
<td>cupid</td>
<td>ew 3% (few) ue = 2% (true)</td>
</tr>
</tbody>
</table>

Vowel Phonemes

R-Controlled and Other Vowels
R-Controlled Vowels

- When we see a vowel followed by the letter "r", we often call "r-controlled"
- R-controlled phonemes are a separate category of vowel phonemes
- It's important understand that this is not a "closed syllable".

Underline the Graphemes

sharp  earth  scarf  storm  search

R-Controlled

burden

Syllable Types Purpose

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V</strong></td>
<td>Vowel Teams</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Vowel Consonant E</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Consonant -le</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Closed</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>R-Controlled</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>Open</td>
</tr>
</tbody>
</table>

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## Challenging Words

1. cubbyhole
dynamite
overuse

2. recompute
collarbone
regulate

3. exercise
communue
shameless

4. basement
buttonhole
burglarize

5. complicate
Japanese
telescope

6. citywide
appetite
lemonade

7. distribute
purgatory
shameless

8. intercede
shapeshifter

9. implementation

## More Challenging Words

1. evaporate
evaporation
amazonement

2. polarize
impolite
aggravated

3. cobblestone
hemisphere
categorize

4. eliminate
persevere
colonize

5. Shonungne
dedicate
dedicating

6. kerosene
homeland
distinguish

7. artichoke
centralize
medicate

8. decompose
electrocute

carefully

## Most Challenging Words

1. impalement
stalactite
intercede

2. indiscrete
procrastinate
Singapore

3. impolite
polarize
Singapore

4. silicone
evaporation
dedicate

5. decapitate
entranced

6. legalese
backslide

7. procrastinate
Singapore

8. apologie
homophone

9. apologetic

10. medicate
centralize

carefully

11. medicate

centralize

carefully

12. pedicure

centralize

carefully

13. medicate

centralize

carefully

14. medicate

centralize

carefully

15. medicate

centralize

carefully

16. medicate

centralize

carefully

17. medicate

centralize

carefully

18. medicate

centralize

carefully

19. medicate

centralize

carefully

20. medicate

centralize

carefully

21. medicate

centralize

carefully

22. medicate

centralize

carefully

23. medicate

centralize

carefully

24. medicate

centralize

carefully

25. medicate

centralize

carefully

## Words to Read

LESSON 53
Word Automaticity Leads to Fluency

- Students reading disfluently and inaccurately
- Functional Strategies
- Phonics knowledge
- Phonemic Awareness Skills

**Net Effect on Word Level**
- automaticity
- accuracy

**Net Effect on Fluency**
- improved rate and accuracy
- confidence

Sight Word Vocabulary

- Skilled Readers have large number of words that are read automatically
  - encyclopedia
  - disambiguate
  - can build

Before a word can be recognized automatically, it has to be successfully decoded several times.

Thank you!
Decoding and the Struggling Reader Workshop

- Tuesday, March 27, 2018 Virginia Beach
- Wednesday, March 28, 2018 Richmond
- Thursday, March 28, 2018 Woodbridge

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