

## Study Guide

# K-2 The Big 5 Trainings

Module 2—Word Study (Phonics)

## PREFACE

This study guide is intended to help teachers get the maximum benefit from the five main modules (and three optional advanced modules) that make up the K-2 The Big Five PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

## CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

### **Slide 5: Terminology**

Discuss the two terms on this slide. Then, below, write down how you would define the words below for your students using student-friendly terms.

**decoding:**

**phonics:**

### **Slides 9-11: Phonological Awareness and Phonics Activities**

Think about the three activities on these slides. Discuss with colleagues (or if working alone, reflect on) the progression here and how this might benefit a beginning reader. What other activities would benefit beginning readers at this level of beginning literacy? Jot down your thoughts in the space provided below.

### **Slides 12-15: Connection to ELs**

How does it benefit YOU as a teacher if some of your students are literate in another language?

Teachers cannot be expected to know or learn all of the languages that students in their class might speak. Check out [mylanguages.org](http://mylanguages.org) (or a similar website). How do you envision using this resource with your students? What could you do if your students are literate in a language that is not on the website?

### **Slide 18: Explicit Instruction for Letter-Sounds**

#### **REMINDERS:**

- Model new sound and provide students with multiple opportunities to practice (reading regular words with the new sound).
- DO NOT have students read words that contain letter-sounds or combinations they do not yet know.
- AVOID teaching letters that look similar (e.g., b/d; g/j) on the same day
- DO NOT introduce multiple sounds of a given letter at the same time e.g., “c”, “g”)

## Slide 20: The Six Syllable Types

Below are the definitions of the 6 syllable types, followed by some examples of each.

An **open syllable** ends in one vowel; the vowel is long. (a, I, me, so)

A **closed syllable** ends in at least one consonant; the vowel is short. (at, stem, limp, lock, tub)

A **vowel team** syllable has two adjacent vowels. Each vowel pair syllable must be learned individually. (pain, head, leave, sieve, cloak, due)

An **r-controlled** syllable has an *r* after the vowel; the vowel makes an unexpected sound. (car, dollar, her, stir, cord, doctor, fur)

A **vowel-consonant-e** syllable ends in one vowel, one consonant and a final *e*. The final *e* is silent and the vowel is long. (cake, Pete, slide, dome, rude)

A **final stable** syllable has a consonant-le combination or a non-phonetic but reliable unit such as -tion. (ankle, treasure, lesion, nimble, toggle, bugle, nation)

## Slide 21: Six Syllable Type Practice

Complete the final four rows of the table below.

Word	Open (V, CV)	Closed (VC)	Vowel Team (VV)	R-controlled VR)	Silent e (VC-e)	-le or FS (-le, FS)
turtle				tur		tle
formation	ma			for		tion
migrate						
doctor						
sweater						
careful						

## Slide 22: Six Syllable Types Recommendations

- Teach one syllable type at a time.
- Provide ample practice for each type.
- Begin with single syllable words.
- Move to the teaching of two syllable words.
- Over time, apply to longer words.

## Slide 23: Scaffolded Instruction for Multisyllabic Words



Review the example shown on the slide (classification). Then, as a team or individually, practice how you might model the additional examples for your class (I DOs) before asking them to do an example with you.

Remember the three steps of this scaffold:

1. Start by finding the little word inside the big word.
2. Now look at the rest of the word, what strategies can help us figure out the rest of the word?
3. Finally, flex the sounds to say the word quickly.

**perforated    enforcement    presidential    battleground**

### Slides 24-25: Sight Words

What are some ideas/strategies/activities you can use in your classroom to encourage your students to learn more sight words and to apply that knowledge when they read connected text? As you brainstorm, consider ideas that are fun and motivating for your students.

### Slides 27-28: Affixes



The example “cent” had applications for multiple subject areas. Below, brainstorm four other affixes (prefixes, roots or suffixes) that students will see across the curriculum and that would be beneficial for them to learn. Include examples of vocabulary from different subject areas.

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### Slide 30: Spelling

Remember, good spellers aren't born, they are taught. 90% of English words can be spelled if students learn the basic patterns, principles and rules of spelling. Spelling involves many of the same abilities as reading—phonemic awareness, knowledge of letter patterns, an understanding of morphology and word meanings.

### Slide 31: Spelling

Look at the spelling exam below.

1. haz	X (has)	6. sat	✓
2. ran	✓	7. fat	X (flat)
3. gab	X (grab)	8. lats	X (last)
4. az	X (as)	9. man	✓
5. bats	✓	10. bad	X (band)

Use the student answers as a diagnostic tool. What does this student understand well about spelling? What specific difficulties does this student have that you can address in your daily instruction?



### **Slide 32: Spelling Instruction**

Explain what each type of spelling instruction means.

**Alphabetic Principle:**

**Pattern Information:**

**Spelling Variations Based on Word Origin:**

**Meaning (morphological) information:**

### **Slide 35: Linking Word Study Across All Content Areas**

Reflect upon the strategies covered in this module and the struggles your students face when encountering unfamiliar words. Think about which strategy(ies) presented in this module can be applied to help your students overcome that struggle. What is your biggest takeaway from this training?