

# Chop, Chop~

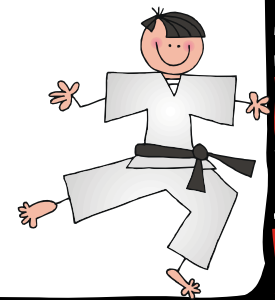
## Attacking Multisyllabic Words



June, 2008  
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# **Sunshine State Standards Language Arts~grades 3-5**

**Standard 1: The student demonstrates knowledge of the alphabetic principal and applies grade level phonics skills to read text.**



# Benchmarks

Benchmark LA.3-5.1.4.1: The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings, structural analysis) to decode words.

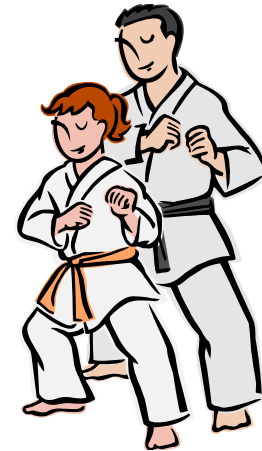
Benchmark LA.3-5.1.4.2: The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families.

Benchmark LA.3-5.1.4.3: The student will decode multisyllabic words in isolation and context;



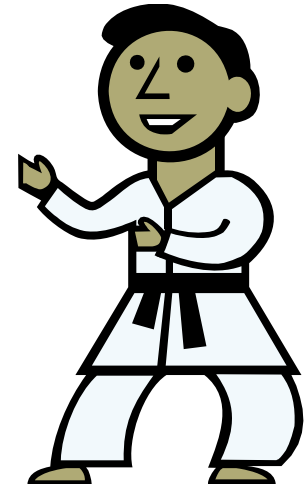
# Kindergarten

- Phonemic Awareness (rhyming, alliteration, sentence segmentation, syllables, onset and rime, phonemes, segmentation, blending, manipulation)
- Letter Sounds
- Letter Names



# First Grade

- Regular consonant-vowel-consonant (CVC) phoneme- grapheme correspondence
- Vowel-consonant, silent e (VCe)
- Diphthongs (/th/, /sh/, /wh/)
- Diagraphs (ou, ow, augh, etc)
- r-controlled vowels
- Irregular Anglo-Saxon words



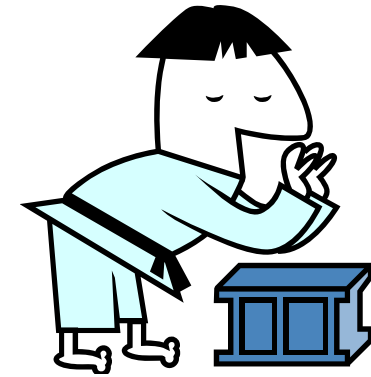
# Second Grade

- Complex spellings (-ge, -dge)
- Inflections (-ed, -s, es, -ing, -er, -est)
- Rules for adding inflections (hop-hopping, hope-hoping)



# Third Grade

- Compound words
- Multisyllabic words
- Syllabication
- Schwa-a vowel sound in an unaccented syllable
- Common prefixes (pre-, sub-, re-, mis, and un-) and suffixes (-en, -ly, -y, -ful, -less, and -ness)
- Co-taught with vocabulary development



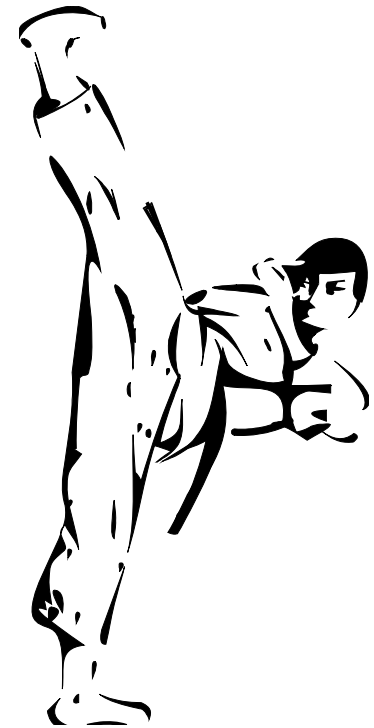


## Fourth grade

- Latin based **prefixes**, (super-, over-, under-, nat-, and multi-) **suffixes** (-al, -ment, -ly, -less, -ness, -ful and -ous) and **root words** (press, print, and possible)
- Co-taught with vocabulary development

# Fifth and Sixth grades

- More complex Latin forms (collaborate=col [com, with] +labor=ate)
- Co-taught with vocabulary development



SCHOLASTIC TEACHING STRATEGIES

GRADES 3-8

# Teaching Phonics & Word Study *in the Intermediate Grades*

**A Complete Sourcebook**



- Quick Assessments
- Lessons, Games, and Activities
- Fluency Strategies
- Greek and Latin Roots and Other Word Lists
- Syllabication
- Current Research

BY WILEY BLEVINS

SCHOLASTIC

# Six syllable types

Stable final syllable

Open syllables

Closed syllables

R-controlled

Vowel team/vowel digraph

Vowel-silent e

• Closed syllables CVC-hat (short vowel sound)

• Open syllables CV-go (long vowel sound)

• Vowel-silent e VCe-home (long vowel-silent e-)

• Vowel team/vowel digraph boat (long vowel sound), or out (their own sound)

• R-controlled bird (The vowel sound is affected by the following /r/)

• Stable final syllable

*May be: -le, -al, -el, -ture, -age, -ness, -tion, -sion*

table, shortage The stable final syllable becomes the final syllable. The preceding syllable may contain either long or short vowel sounds-table, shortage

# MAKING SENSE OF PHONICS

*The Hows and Whys*



ISABEL L. BECK

# Closed syllables

- CVC-short vowel sound (*hat, basket, impatient*)

kit

ten

plas

tic

rot

ten

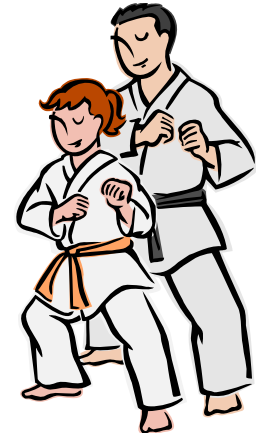
at

tic



# Open syllables

- CV-long vowel sound (*go*, *radio*)



po <u>o</u>	ny
-------------	----

ha <u>a</u>	lo <u>o</u>
-------------	-------------

ti <u>i</u>	dy
-------------	----

la <u>a</u>	dy
-------------	----



# Vowel team



Vowel teams generally have the first vowel with a long sound and the second vowel is silent (ai-trainer, ay-player, ea-streamers, ee-streetcar and oa-boat, oadoway)

play

er

street

car

stream

ers

rood

way

# Vowel digraph

Digraphs have their own sound (ou-out, abound or ow-cow, elbow oi-coin, exploit or oy-boy, employ oo-foot, textbook, oo-school, raccoon, ie-field, fierce or ei-receive, ey-they, convey or ew-new, viewpoint)

view

point

con

vey

ex

plot



# R-controlled

The vowel sound is affected by the following /r/-*barn, alarm, bird, flirtatious, nurse, nurture, morning, mortal, fern, chairperson*

morn

ing

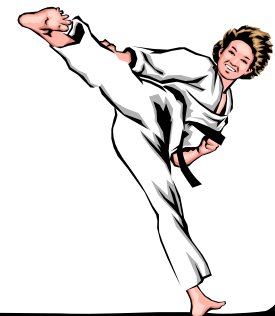
nur

ture



a

larm



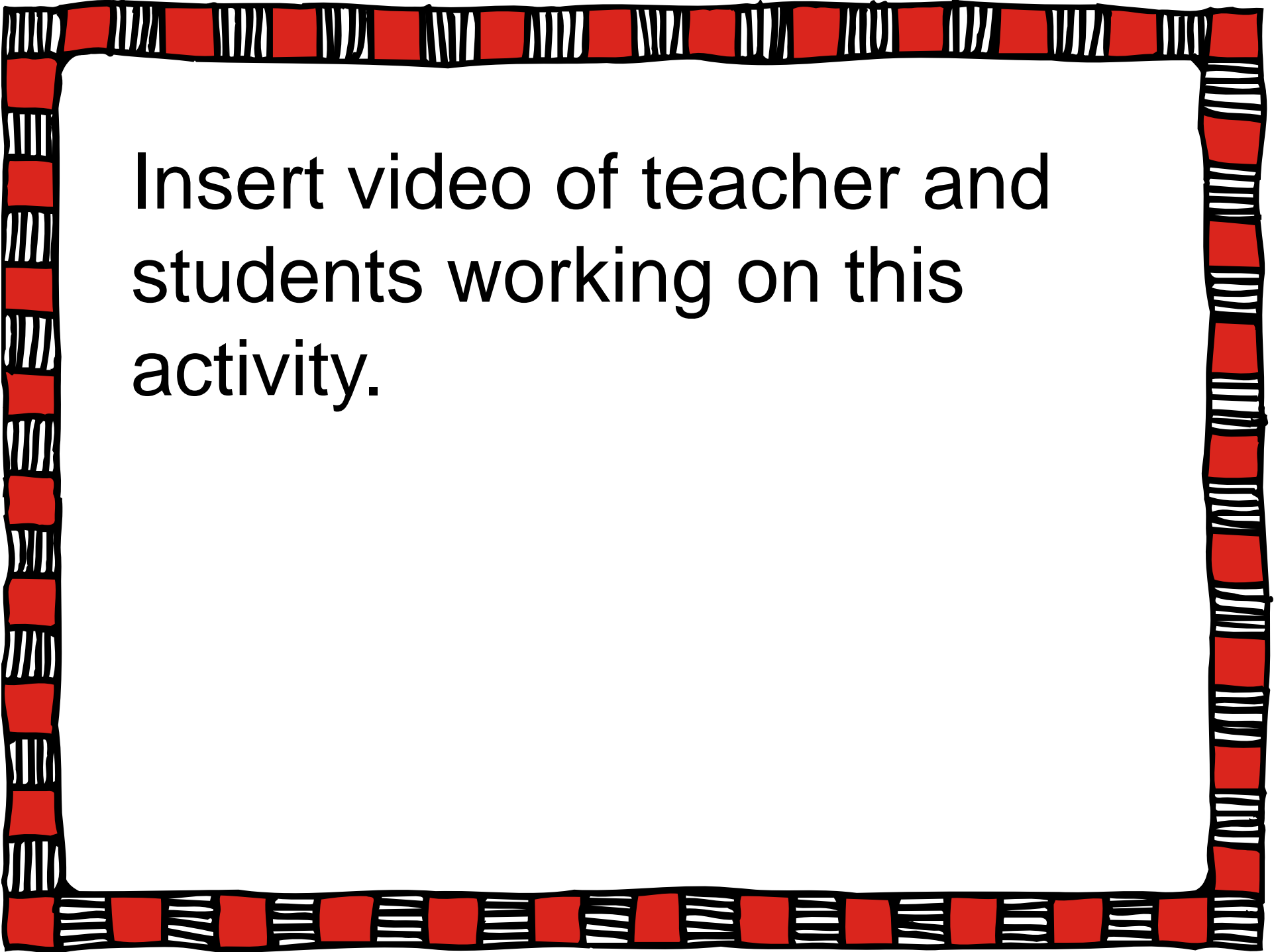
# Stable final syllable

- Consonant + **le**, **-al**, **-el** becomes the final syllable-initial consonant may be long or short-*table, disable, little, resemble, portal, duffel*)

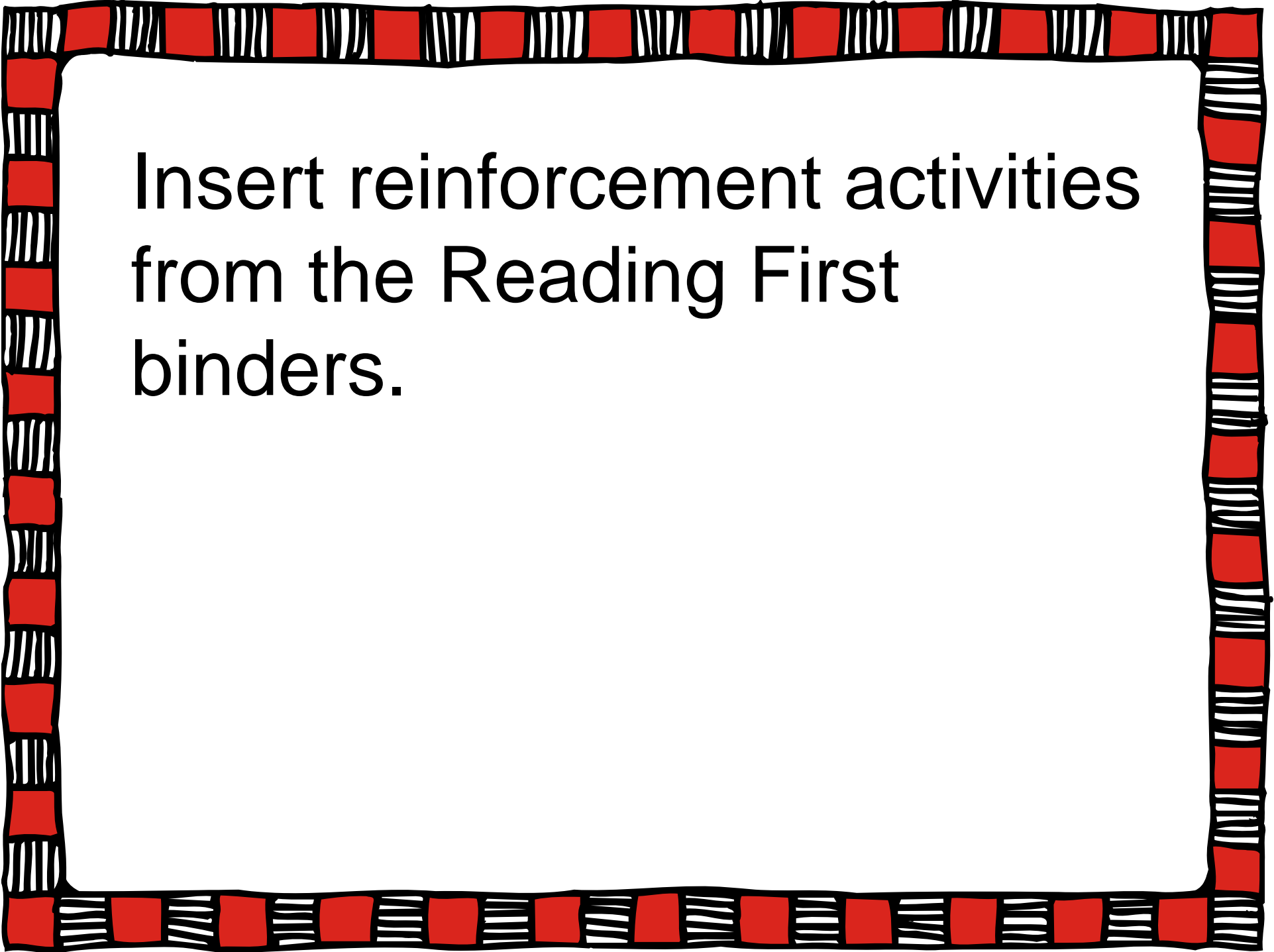
lit tle

- Stable final syllables also include:  
**-ture**, **-age**, **-ness**, **-tion**, **-sion**. The vowel sound in the preceding syllable may be of any or the other syllable types (*picture, courage*)

pic ture



Insert video of teacher and students working on this activity.



Insert reinforcement activities  
from the Reading First  
binders.