

Multisyllabic Word Reading Training



Why might you want to teach multisyllabic word reading?

- Poorly developed word recognition skills are the **most pervasive** and **debilitating** source of reading challenges.

Adams, 1990; Perfetti, 1985; Share & Stanovich, 1995

- The ability to decode long words increases the **qualitative difference** between good and poor readers.

Perfetti, 1986

Why might you want to teach multisyllabic word reading?

- Necessary for comprehension
 - Word recognition is a necessary, though not sufficient, skill to allow comprehension.
- Both decoding and fluency are necessary prerequisites for comprehension

Simulation: Reader

Mrs. Mooney was a bachelor's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's fireman and opened a bachelor's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the deeper. He drank, plundered the till, ran headlong into the bed. It was no use making him take the plan: he was sure to break out again a few days after. By fighting his wife in the pressure of customers and by buying bad meat he royed his business.

One night he went with his wife with the clever and she had to sleep in a neighbor's house. After that they lived apart. She went to the pest and got a separation for him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a shirt man. He was a shabby stooped little drunkard with a white face and a white moustache and white eyebrows, penciled above his little eyes, which were pink-neved and raw; and all day long he sat in the balleaf room, waiting to be put on a job.

permission

Thank you to Kathy Jungjohann, University of Oregon, for

designing and giving

to use this activity. Adapted from "The Boarding House" by James Joyce.

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Comprehension Questions

1. What kind of business did the Mooney's have?
2. Why didn't they have much money?
3. What did Mr. Mooney do to try to stop his devilish ways?
4. What incident caused Mrs. Mooney to decide to leave her husband?
5. What did Mr. Mooney then decide to do for work?

Mrs. Mooney was a butcher's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's foreman and opened a butcher's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into the debt. It was no use making him take the pledge; he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he ruined his business.

One night he went for his wife with the cleaver and she had to sleep in a neighbor's house. After that they lived apart. She went to the priest and got a separation from him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a sheriff's man. He was a shabby stopped little drunkard with a white face and a white moustache and white eyebrows, pencilled above his little eyes, which were pink-veined and raw; and all day long he sat in the bailiff's room, waiting to be put on a job.

Why might you want to teach multisyllabic word reading?

- Low decoders
 - pronounced fewer affixes and vowel sounds correctly,
 - disregarded large portions of letter formations, and are
 - two to 4 times as likely to omit syllables

Shefelbine & Calhoun, 1999

Why might you want to teach multisyllabic word reading?

- Poor decoders, even those who can decode simple syllable words, have a difficult time with multisyllabic words.

Just & Carpenter, 1987

- Students need a flexible strategy for pronouncing long words:
 - No relationship exists between knowledge of syllabication rules and successful reading.

Canney & Schreiner, 1977

Why might you want to teach multisyllabic word reading?

- Decoding Instruction often ends with 2nd grade:
 - Unfortunately, the number of multisyllabic words begins to dramatically increase in third grade.

Why might you want to teach multisyllabic word reading?

- Many new words in intermediate and secondary material
 - From 5th grade on, the average students encounter approximately **10,000** new words that they have never previously encountered in print.

Nagy & Anderson 1984

Why might you want to teach multisyllabic word reading?

- Most of the new words have 2 or more syllables
Cunningham, 1998
- The longer words are often content words that carry the meaning of the passage.

“The f s of the c n f
d a d t c t. They saw
the need for a strong n l
g t. At the same time, they did
not want to take away all p r from
the states. Like most A s, they
b d that state g t would
better u d the special needs and
c s of their c s.”

“The framers of the constitution faced a difficult conflict. They saw the need for a strong national government. At the same time, they did not want to take away all power from the states. Like most Americans, they believed that state government would better understand the special needs and concerns of their citizens.”

From the American Nation (1994) published by Prentice Hall

Why might you want to teach multisyllabic word reading?

- The “Matthew Effect”
 - Students with low word recognition and fluency skills will read less. “The rich get richer. The poor get poorer.”

(Stanovich,1986)

Data on 5th Grade Students

Time 5th Graders Spent Reading

In and Out of School

Standardized Test Scores	Time Spent Reading Per Day	Words Read Per Year
90%	40 minutes	2 million
50%	13 minutes	.5 million
10%	1.5 minutes	50,000

Anderson, R.C., Wilson, P.T., and Fielding, L.G., (1988). Growth in reading and how children spend their time outside school. *Reading Research Quarterly*, 23, 285-303.

Why might you want to teach multisyllabic word reading?

- What are some of the advantages of reading more volume?

Why might you want to teach multisyllabic word reading?

- Research show that *Teaching* Helps

Why might you want to teach multisyllabic word reading?

- Other Research

- 4th and 6th graders having difficulty reading longer words had significant gains when taught to use affixes and vowels to pronounce long words. (Shefelbine, 1990)

- 7th, 8th, and 9th graders who were taught a decoding strategy for reading long words had fewer oral reading errors and increased reading comprehension. (Lenz & Hughes, 1990)

Overt Strategy for Reading Long Words

1. Circle the word parts (prefixes) at the beginning of the word.
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word
5. Say the parts fast
6. Make it into a real word.

**Why didn't the strategy alone
have the expected effect?**

Needed Preskills

- *
- *
- *
- *
- *
- *
- *

Needed Preskills

- Vowel combinations
- Vowel conversion
- Underline vowel sounds in words
- Correcting close approximations using context
- Pronouncing word parts
- Identify & circling words parts

ACTIVITY A: **Oral Activity—Blending Word Parts Into Words**

Activity Procedure: In this activity, students learn to hear words pronounced part by part by part, before they blend the word parts together to make a real word. Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 1.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. Listen. (Say the word, pausing completely between the word parts.)
tea spoon ful. What word? __
3. (Repeat with the following examples)

sec re tar y

in dis tinct

ad min is ter

in ter mis sion

fas cin a tion

ex tra va gant

Correction Close Approximation Using Context

hotel When we were on vacation, we
stayed in a hotel.

cradle The baby is sleeping in the cradle.

Vowel Combinations

Vowel Combination	Key Word	Vowel Combination	Key Word
ay	say	oa	foam
ai	rain	ou	loud
au	sauce	ow	low, down
er	her	oo	moon, book
ir	bird	ea	meat, thread
ur	turn	a-e	make
ar	farm	o-e	hope
oi	void	i-e	side
oy	boy	e-e	Pete
or	torn	u-e	use
ee	deep		

ACTIVITY B: **Vowel Combinations** (See the *Student Book*, page 1.)

ay (say)	ai (rain)	au (sauce)
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Activity Procedure: In this activity, students learn the sound to say when they see a combination of letters. Have students point to the letters in their *Student Books*. Tell students the sound as it is pronounced in the key word. Have students practice saying the sounds.

1. Find Activity B. We are going to learn some sounds. You may know some of them already.
2. Look at the box. Point to the letters **a-y**. The sound of these letters is usually /ā/. What sound? __
3. Point to the letters **a-i**. The sound of these letters is usually /ā/. What sound? __
4. Point to the letters **a-u**. The sound of these letters is usually /aw/. What sound? __
5. Go back to the beginning of the line. Say the sounds again. What sound? __
Next sound? __ Next sound? __

Sounds & Names of Vowel Graphemes

Vowel Letter	Sound	Key Word	Name	Key Word
a	a	cat	a	labor
i	i	sit	i	pilot
e	e	get	e	female
o	o	hot	o	locate
u	u	cup	u	human

ACTIVITY D: **Reading Word Parts** (See the *Student Book*, page 1.)

1.	frain	trast	cay	scrip
2.	fa *	tain	happ	ca *
3.	vi *	vict	tist	aud
4.	path	tri *	aut	min

ACTIVITY E: **Underlining Vowel Sounds in Words** (See the *Student Book*, page 2.)

1.	waistband	fraud	plaything
2.	pigtail	vault	pathway
3.	waylay	launch	railway
4.	subway	blackmail	maintain
5.	applaud	layman	hairpin

Student Reference Chart

Word Parts and Vowel Combinations

	Word Part	Key Word	Word Part	Key Word	Word Part	Key Word
Word Parts at the Beginning of Words	dis	discover	com	compare	con	continue
	mis	mistaken	be	belong	per	permit
	ab	abdomen	pre	prevent	un	uncover
	ad	advertise	de	depart	a	above
	in	insert	re	return	ex	example
	im	immediate	pro	protect	en	entail
Word Parts at the End of Words	s	birds	er	farmer	ment	argument
	ing	running	al	final	ance	disturbance
	ed	landed	tion	action	ence	essence
	ness	kindness	sion	mission	ous	nervous
	less	useless	ion	million	cious	precious
	ic	frantic	tive	attentive	tious	cautious
	ate	regulate	sive	expensive	cial	special
	ish	selfish	y	industry	tial	partial
	ist	artist	ly	safely	age	courage
	ism	realism	ary	military	ture	picture
	est	biggest	ity	oddity	able	disposable
	ful	careful	ant	dormant	ible	reversible
	or	tailor	ent	consistent	le	cradle
Vowel Combinations	ay	say	a—e	make	or	torn
	ai	rain	o—e	hope	ee	deep
	au	sauce	i—e	side	oa	foam
	er	her	e—e	Pete	ou	loud
	ir	bird	u—e	use	ow	low, down
	ur	turn	oi	void	oo	moon, book
	ar	farm	oy	boy	ea	meat, thread

ACTIVITY G: **Word Parts at the Beginning and End of Words** (See the *Student Book*, page 2.)

discover	dis
mistaken	mis
abdomen	ab
advertise	ad

Activity Procedure: In this activity, students learn to identify and pronounce word parts that frequently appear at the beginning or end of words. Because these word parts are not technically prefixes and suffixes as they don't always carry meaning, we have used the phrase "word part at the beginning of a word" or "word part at the end of the word." Have students first point to the words, then the circled word parts, while you pronounce them. Ask students to repeat the words and word parts after you.

ACTIVITY H: **Circling Word Parts** (See the *Student Book*, page 3.)

1.	addict	milkmaid	damp
2.	distract	ad-lib	disclaim
3.	admit	misfit	backspin
4.	mislay	misplay	distraught
5.	mast	banish	display
6.	misprint	distill	digit
7.	disband	abstract	mismatch

Activity Procedure: In this activity, students practice identifying the word parts learned in the previous activity. Tell students to find the word parts and circle them. Then, assist students in checking their worksheets and reading the words, first part by part, then the whole word.

Overt Strategy

1. Circle the word parts (prefixes at the beginning of the word).
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word.
5. Say the parts fast.
6. Make it into a real word.

Example:

reconstruction

Overt Strategy

1. expansion
2. fraction
3. confederate

ACTIVITY 1: **Focus on Meaning** (See the *Student Book*, page 3.)

- a. to not claim (line 2) disclaim
- b. a person that does not fit into a group (line 3) misfit
- c. a word or phrase that was not printed correctly (line 6) misprint
- d. to not match (line 7) mismatch

Activity Procedure: In this activity, students focus on the meaning of words when an affix is added. They read a definition that includes the root word and locate a related word with an affix. Read each definition and ask students to find the word that matches the meaning and write it in the space provided.

Family 2

- | | |
|--------------|--|
| construct | Megan will construct a model house of legos. |
| constructing | She loves constructing things from legos. |
| construction | The construction of the complicated house will take days. |
| reconstruct | If the house falls down, she will have to reconstruct it. |

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 3.)

1. admit	2. misprint
3. maintain	4. pathway

Activity Procedure: In this activity, students practice spelling some of the words they've learned to read. For each word, tell students the word, then have students say the parts of the word with you. Have them say the parts to themselves as they write the word.

ACTIVITY J: **Spelling Dictation** (See the *Student Book*, page 36.)

1. adorable	2. prime-time
3. uncomfortable	4. unconventionality

Activity Procedure: For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

Note:

- Distribute a piece of light cardboard to each of the students.
1. Find Activity J. Please cover up the rest of the page.
 2. The first word is **adorable**. Say the parts in **adorable** to yourself as you write the word. (Pause and monitor.)
 3. (Write **adorable** on the board or overhead transparency.) Check **adorable**. If you misspelled it, cross it out and write it correctly.

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 38.)

- | | | |
|----|-------------|--------------|
| 1. | propeller | construction |
| 2. | infection | suddenness |
| 3. | befuddle | instruction |
| 4. | exterminate | commitment |

Activity Procedure: In this activity, students practice using all the skills learned in the first twelve lessons for figuring out longer words. First, show students how to use the strategy. Then, work with students to apply the strategy to all the words in this activity. Ask students if there are word parts at the beginning and end of the word, then circle them. Underline the vowel sounds and have students say the sounds. Finally, have students say the word, part by part, and then as a whole word.



Use Overhead 13: Activity D

Note:

- Read this lesson carefully before you teach.

1. Find Activity D.
2. Today we are going to learn a strategy for figuring out longer words. This strategy uses all the skills you have learned in the first twelve lessons.
3. Look up here. Watch me use the strategy. (Point to the word **propeller**.)
4. First, I circle word parts at the beginning and end of the word. (Circle **pro** and **er**. Point to each part and ask ...) What part? __ What part? __
5. Next, I underline the vowel sounds in the rest of the word. (Underline **e** in **pell**. Point to the vowel and ask ...) What sound? __
6. Next, I say the parts in the word. (Loop under each part and say the parts.)
pro pell er
7. Next, we say the whole word. It must be a real word. What word? __
8. (Repeat these procedures with **construction**.)
9. Let's read some more words.

ACTIVITY E: **Strategy Practice** (See the *Student Book*, page 38.)

- | | | |
|----|-------------|-------------|
| 1. | expansion | unspeakable |
| 2. | container | effective |
| 3. | performance | consultant |
| 4. | reunion | fraction |
| 5. | furnish | inartistic |

Activity Procedure: In this activity, students practice using the strategy themselves for figuring out longer words. Have students circle word parts at the beginning and end of words and underline the vowel sounds. Assist students in checking their work, then reading each word, first part by part, and then as a whole word.



Use Overhead 13: Activity E

1. Find Activity E.
2. Now it's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. __
3. (Show the overhead transparency.) Now check and fix any mistakes. __
4. (When students are done checking, assist students in reading each word on the overhead transparency, beginning with the first word in Line 1.) Look up here. __
(Loop under each word part in the first word.) What part? __ What part? __
What part? __
(Run your finger under the whole word.) What word? __
5. (Repeat with all words in Activity E.)

ACTIVITY G: **Sentence Reading** (See the *Student Book*, page 39.)

1. The performance was very artistic.
2. Our new plane propeller is very effective.
3. The cruel words in the letter were unspeakable.
4. When construction is finished, we can furnish the house.
5. Everyone is sick because the infection spread.
6. Did you make a commitment to finish the work?
7. Can you exterminate the ants before they eat all the food?
8. The food consultant will help the people plan their dinner.
9. The man gave them instructions about how to furnish their house.
10. The container leaked; it was not effective for holding water.
11. The awful painting was completed by an inartistic person.
12. The new construction will result in expansion of the school.

Activity Procedure: In this activity, students use the strategy for figuring out longer words in the context of sentences that contain words they have already practiced. Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

Covert Strategy for Reading Long Words

1. Look for word parts at the beginning an end of the word, and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

Passage Preparation

(Taken from the REWARDS Student Book, page 55)

Part 1 –Tell

- | | |
|-----------------|-----------|
| 1. Emerald Isle | Ireland |
| 2. famine | machinery |
| 3. European | ancestry |
| 4. Celts | Gaelic |

Activity Procedure: Tell the students the first set of words. Then have students practice reading the words themselves.

Passage Preparation

(Taken from the REWARDS Student Book, page 55)

Part 2 – Strategy Practice

- | | |
|----------------|---------------|
| 1. surrounded | capital |
| 2. uniform | Protestant |
| 3. pasture | manufacture |
| 4. pastureland | manufacturing |
| 5. emigrate | industry |

Activity Procedure: Have student circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words first part by part, and then as a whole word

ACTIVITY J: **Passage Reading** (*REWARDS Student Book*, pages 55 & 56.)

“The Emerald Isle”

12 If you could fly over Ireland on a summer day, you would
22 see lush green meadows and tree-covered hills. Surrounded on
33 three sides by the Atlantic Ocean, Ireland’s green color is so
striking that it was named the Emerald Isle. (#1)

The Landscape

43 At Ireland’s center lies a wide, rolling plain dotted with low
54 hills. Forests and farmland cover this central lowland. Much of
64 the area is rich in peat, or wet ground with decaying plants that
77 can be used for fuel. Peat is dug from bogs, or swampy lands. (#2)

90 Along the Irish coast, the land rises in rocky highlands. In
101 some places, however, the central plain spreads all the way to the
113 sea. Dublin, Ireland’s capital, is on an eastern stretch of the plain.

The Climate

127 Whether plain or highland, no part of Ireland is more than
138 70 miles from the sea. This nearness to the sea gives Ireland a
151 uniform climate. Like the United Kingdom, Ireland is warmed by
161 moist winds blowing over the North Atlantic Current. The mild
171 weather, along with frequent rain and mist, makes Ireland’s
180 landscape green year-round. (#3)

Find Activity J. Today’s article comes from a geography textbook. The article is about the country of Ireland. Read the title with me. “The Emerald Isle.”

Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

- Option A If you are teaching a small group with students who are having difficulty, use Option A.
- Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option B If you are teaching a small group with students who are not having difficulty, use Option B.
- Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.
- Option C If you are teaching a large group with students who are having difficulty, use Option C.
- Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.
- Option D If you are teaching a large group with students who are not having difficulty, use Option D.
- Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. **What country is sometimes called the Emerald Isle?** (Ireland) **Why?** (Because it is so green.)
2. **What do the Irish dig up from the central plain?** (Peat that can be used for fuel.)
3. **Describe the reason for Ireland being so green.** (listen for ideas such as: not far from the sea, uniform climate, moist winds, mild weather, frequent rain and mist)

How do you increase fluency?

Read, Read, Read, Read, Read

READ

But practice does not make perfect

Perfect practice makes perfect

How do you increase fluency?

- Selecting appropriate instruction tasks
 - i.e. letter-sounds, words students can produce accurately
- Schedule appropriate sufficient practice
 - multiple brief opportunities per day
- Increase the rate of response systematically.

Repeated Reading

- Students read a short passage again and again (minimum of 3 times).

Cowhower, 1987; Samuels, 1979

- Students should be able to read text accurately (no more than 5% error rate).
- Correct oral words per minute are graphed.