

Module 6: Outline for Advanced Alphabets Instruction

Goals:

- Increase learners' familiarity with some high frequency chunks
- Increase learners' comfort with the process of chunking words to see if they can come up with a word they know

Instructional format

Assess each “chunk” (compound words, endings, beginnings, and dividing words). If the student does well on the assessment point out that “chunk” as a useful tool for breaking down long words and move on to the next “chunk.” When assessment indicates instruction is necessary **explain** the “chunk” and how attention to it can help the student figure out long words. Then **model** and provide **guided practice** using words the students might not recognize as sight words, but words that once decoded will be familiar to the student. Start with easier words and move to more difficult words, but always words they will recognize when decoded. End each lesson by having students **apply** what they learned when reading connected text at their instructional level for accuracy (highest level rated “1” on the fluency scale). As they read, **monitor** student progress by noting the errors the student is making (or not making) on the particular “chunk” you are working on.

1. Compound words

Assessment

downtown	airplane	toothbrush	checkup	flashlight	weekend
homesick	everywhere	something	homemade	seashell	storeroom
eardrum	handbook	anybody	buttermilk	fingerprint	sandpaper

Possible words to use if instruction is necessary

blackboard, background, crossword, sunshine, teamwork, sidewalk, countdown, fingerprint, rainfall, newspaper, backstage, doorstep, handshake, headphone, seaport, windshield, toothache, wheelchair, notebook, loudspeaker

2. Word endings

Assessment

kindly	breathless	hopeful	performer	agreement
location	washable	sickness	thankful	digestion
punishment	painful	payment	darkness	protection

Possible endings to teach (note, it isn't as important to teach each ending as it is important to make students aware to look for endings they recognize)

-ing, -ed, -tion, -ry, -ly, -ty, -ment, -ble, -tle, -ture, -est, -ful, -ny

3. Word beginnings

Assessment

disagree	undecided	refill	misuse	replace
disconnect	impossible	precook	dismount	resale
uneven	impossible	distrust	incomplete	misbehave

Possible beginnings to teach (note, it isn't as important to teach each beginning as it is important to make students aware to look for beginnings they recognize)

dis-, com-, de-, ex-, per-, con-, pro-, un-, re-

4. Dividing words into parts

Assessment

uncomfortable	disagreement	replacement	disrespectful	incorrectly
unnoticeable	impatiently	fearlessly	incompletely	unforgettable
miscommunication	inexcusable	forgetfulness	carelessness	rearrangement

If learners lack accurate and fluent recognition of common syllables, teach these common syllables in much the same way as high frequency sight words.

ing	er	a	ly	ed	i	es	re	tion	in
e	con	y	ter	ex	al	de	com	o	di
en	an	ty	ry	u	ti	ri	be	per	to
pro	ac	ad	ar	ers	ment	or	peo	ble	der
ma	na	si	un	at	dis	ca	cal	man	ap
po	sion	vi	el	est	la	lar	pa	ture	for
is	mer	pe	ra	so	ta	as	col	fi	ful
sur	low	ni	par	son	tle	day	ny	pen	pre
tive	car	ci	mo	on	ous	pi	se	ten	tor
ver	ber	tain	dy	et	it	mu	no	ple	cu

If learners have trouble dividing words teach the process of syllabication with the goal of helping learners understand that words can be broken apart, not memorizing syllabication rules. As students practice dividing words into parts remind them they may have to try more than one way to divide a word until they come up with a word they recognize.

Possible words to use

satisfaction, invention, adventure, misunderstood, intention, surrender, wonderful, thundering, interrupted, fantastic; forever, difference, interested, register, adorable, competitive, considerate, calculator, vacation, populated, demonstration, dedicated