

Building a Rock Solid
Foundation:
Incorporating Prosody, Vocabulary
and Grammar into Phonics
Instruction

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The background features a complex abstract design. It includes a large blue circle on the left, a large orange circle on the right, and a blue rectangular shape in the center. There are several yellow dashed lines scattered around, a green square outline on the left, and a green line forming a right-angled shape at the top. The overall aesthetic is modern and geometric.

We are not here to be
right, we are here to
get it right.

Brene Brown

Many Strands Are Woven into Skilled Reading

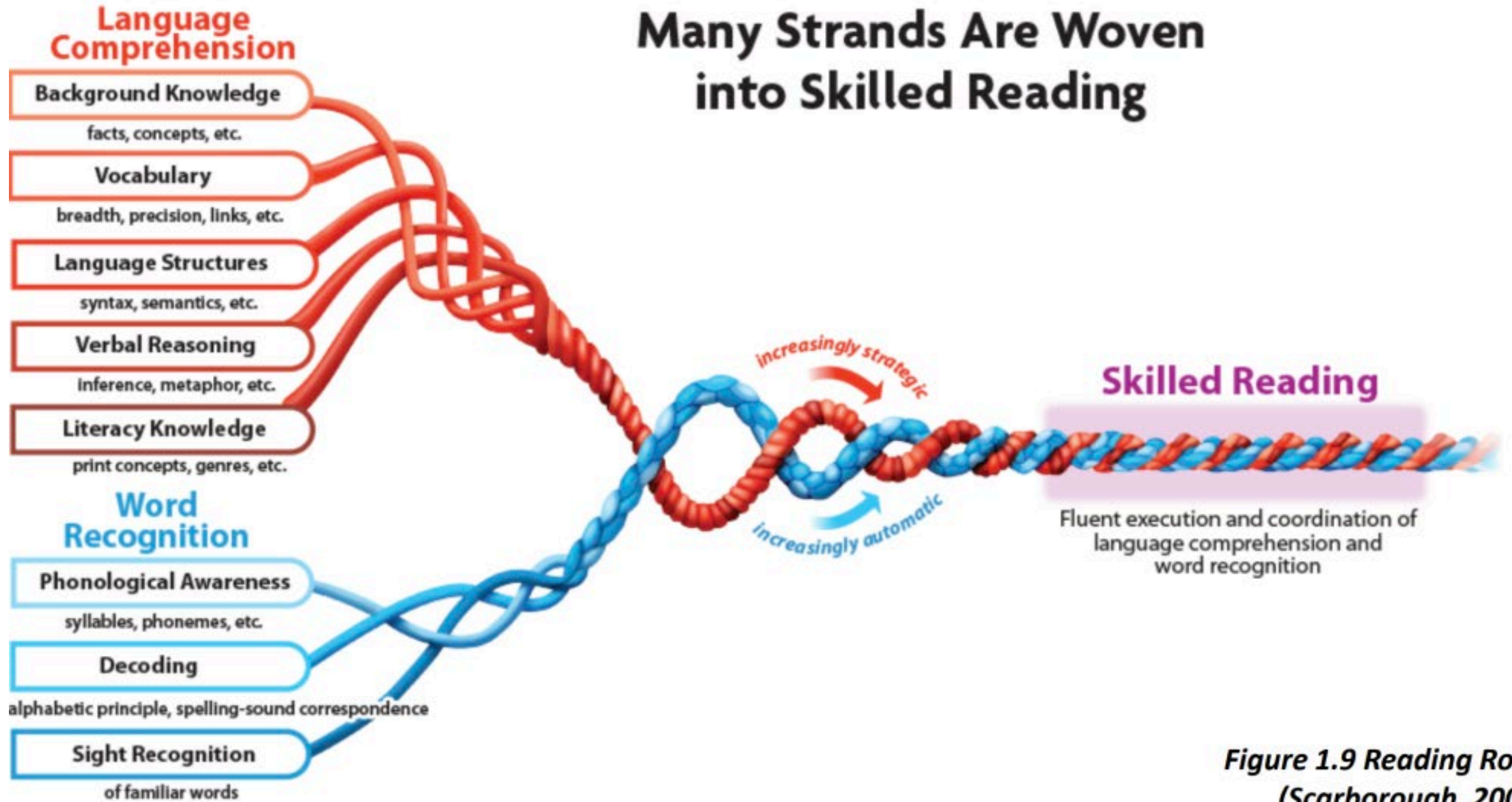


Figure 1.9 Reading Rope
(Scarborough, 2001)

Vocabulary:
Components
needed to
create a high
quality
representation
of a word.

Perfetti 2007

Phonology

Semantics

Morphology

Orthography

Syntax

What is Phonology?

The study of sounds in a language.

How individual sounds come together to form speech/words.

It also includes prosody (stress, rhythm, and intonation).

What is Semantics?

The meaning of words and aspects of meaning.

Analysis of subtle shades of meaning.

Conceptual and associative meanings.

What is Morphology?

The study of the meaning of word parts.

It is not science. It is history.

It should be paired with phonology and etymology instruction.

What is Orthography?

Representing sounds with symbols.

Rules that govern how speech sounds are represented in writing.

It should be paired with grammar and oral language instruction.

What is Syntax?

The arrangement of words and phrases to create sentences.

Grammar is a key component.

Governed by rules based on use (formal vs informal).



Oral Language Components



Syntax

The diagram illustrates the components of oral language. It features four overlapping circles: Syntax (orange), Morphological Awareness (grey), Vocabulary/Semantics (yellow), and Pragmatics (blue). The last three circles are contained within a larger orange circle. A small blue circle is also present at the bottom right of the large orange circle. A yellow dashed arc is positioned above the title.

Morphological
Awareness

Vocabulary/
Semantics

Pragmatics

Oral Language Components

Syntax = grammar

Morphological Awareness =
understanding word parts

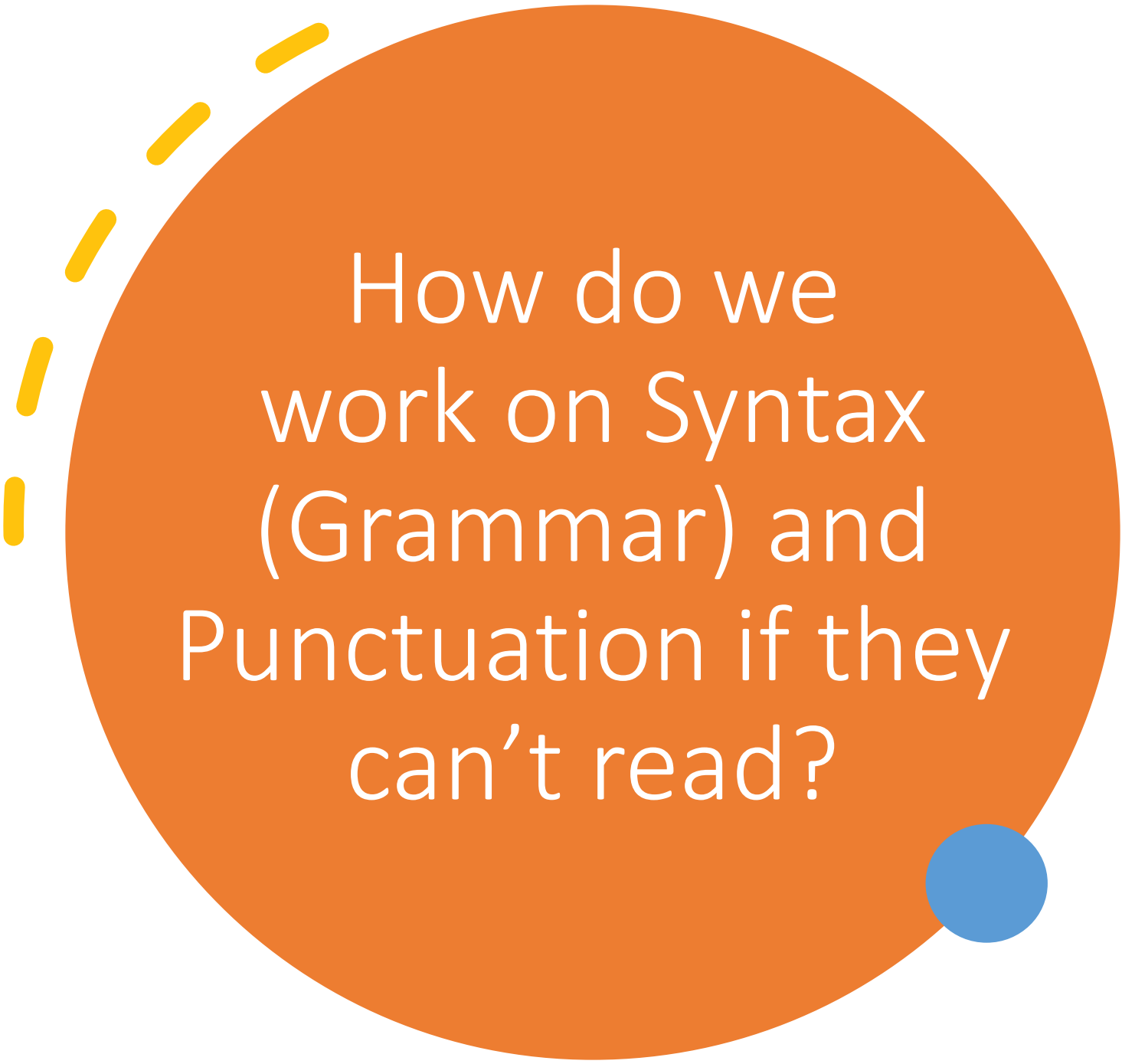
Vocabulary/Semantics = word
meaning and order

Pragmatics = social interaction and
implications of language (intent vs
impact, location, time, relationships,
etc.)

Standards
should not
be taught as
a checklist.



They should be taught like a
Turducken.
Turducken is a dish consisting
of a deboned chicken stuffed
into a deboned duck, further
stuffed into a deboned turkey.

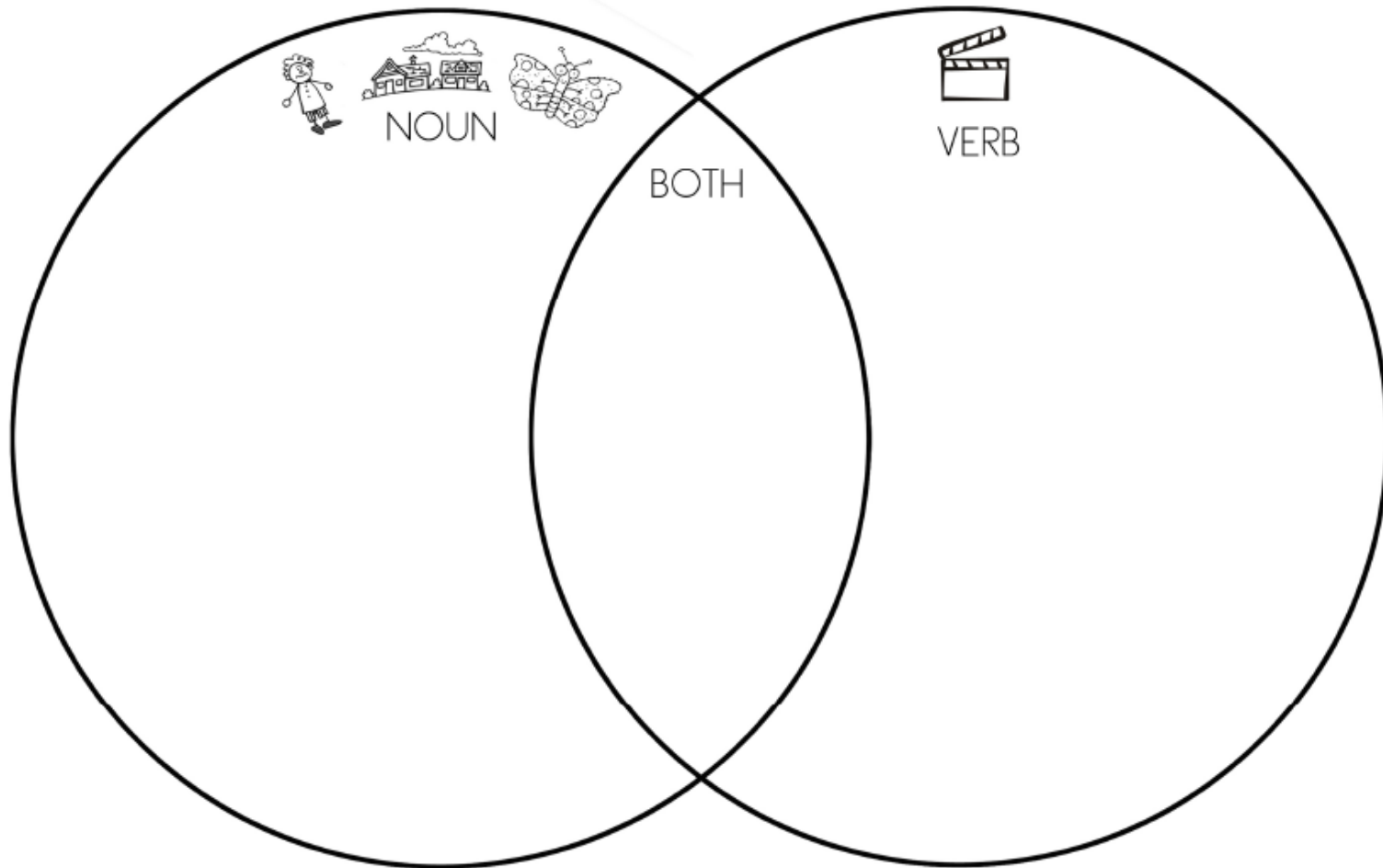


How do we
work on Syntax
(Grammar) and
Punctuation if they
can't read?



Oral Punctuation and Venn Diagrams

fish



Words:

fish (n)



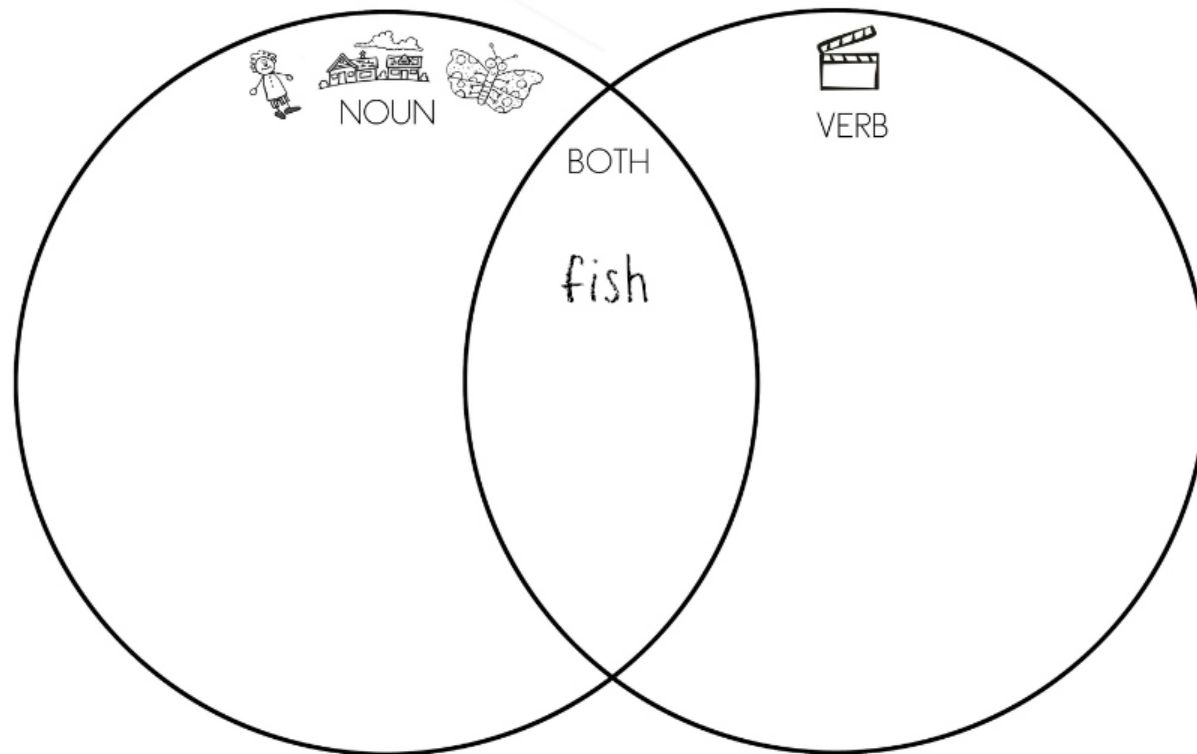
A **fish** swims in a pond.

fish (v)



We are going to **fish** this afternoon.

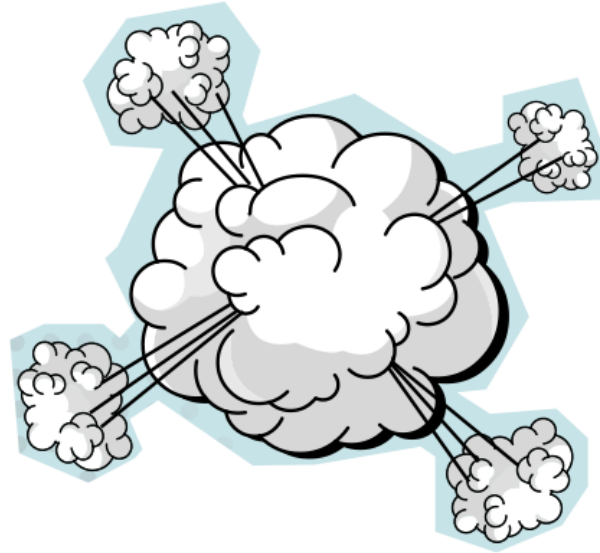
Name: Jennifer



Words: fish

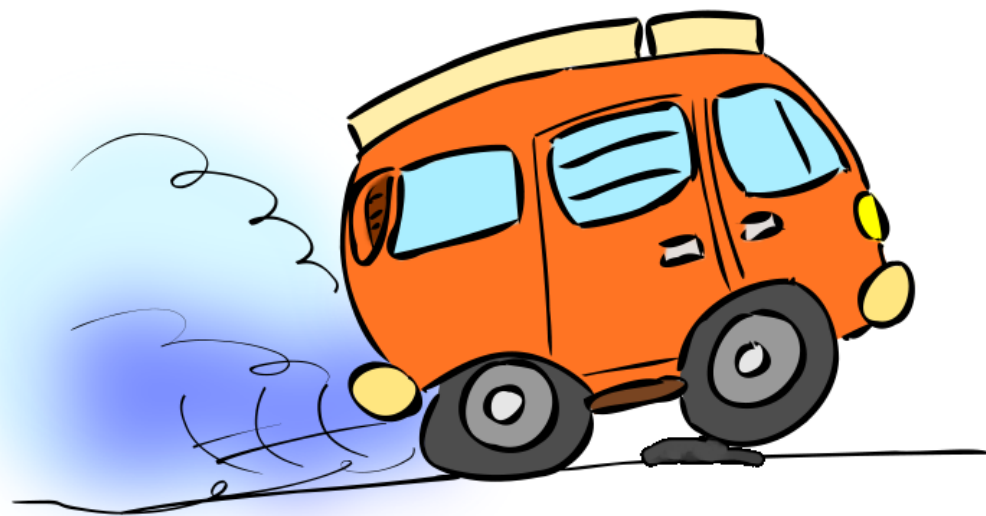
bump

bump (v)



Please don't **bump** into me.

bump (n)



Look out for the **bump** in the road.

book

book (n)



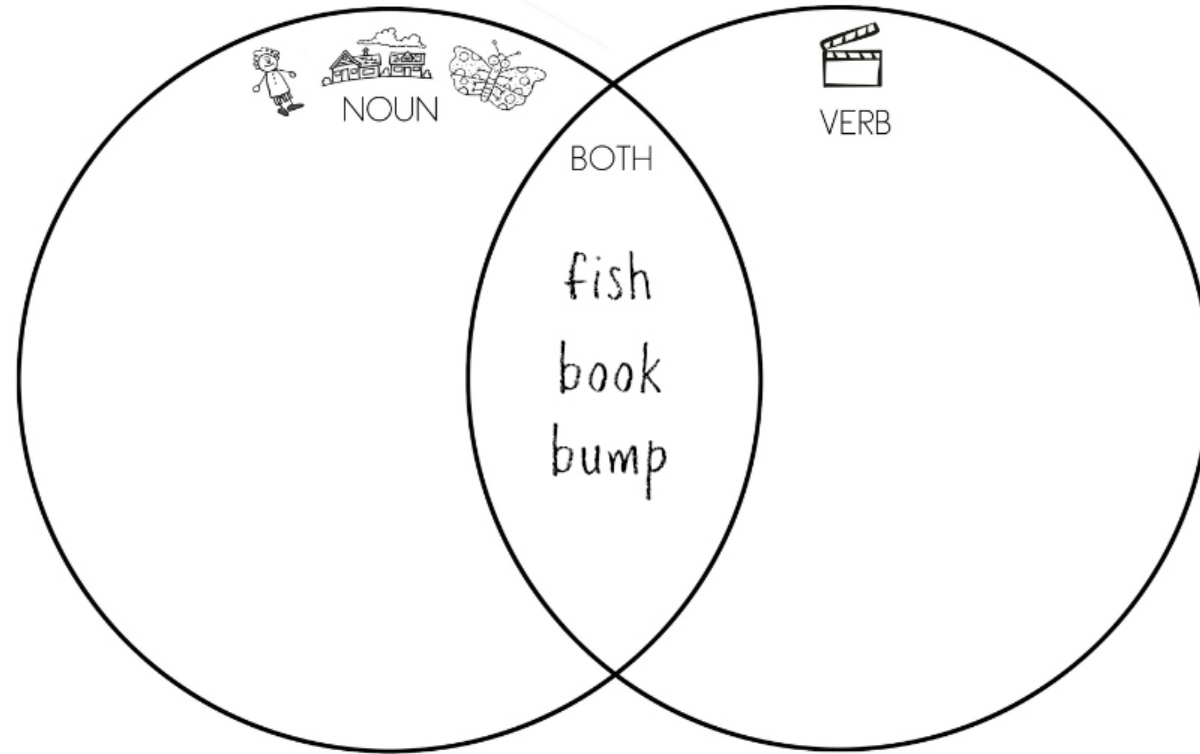
Tonight I am going to read a **book**.

book (v)

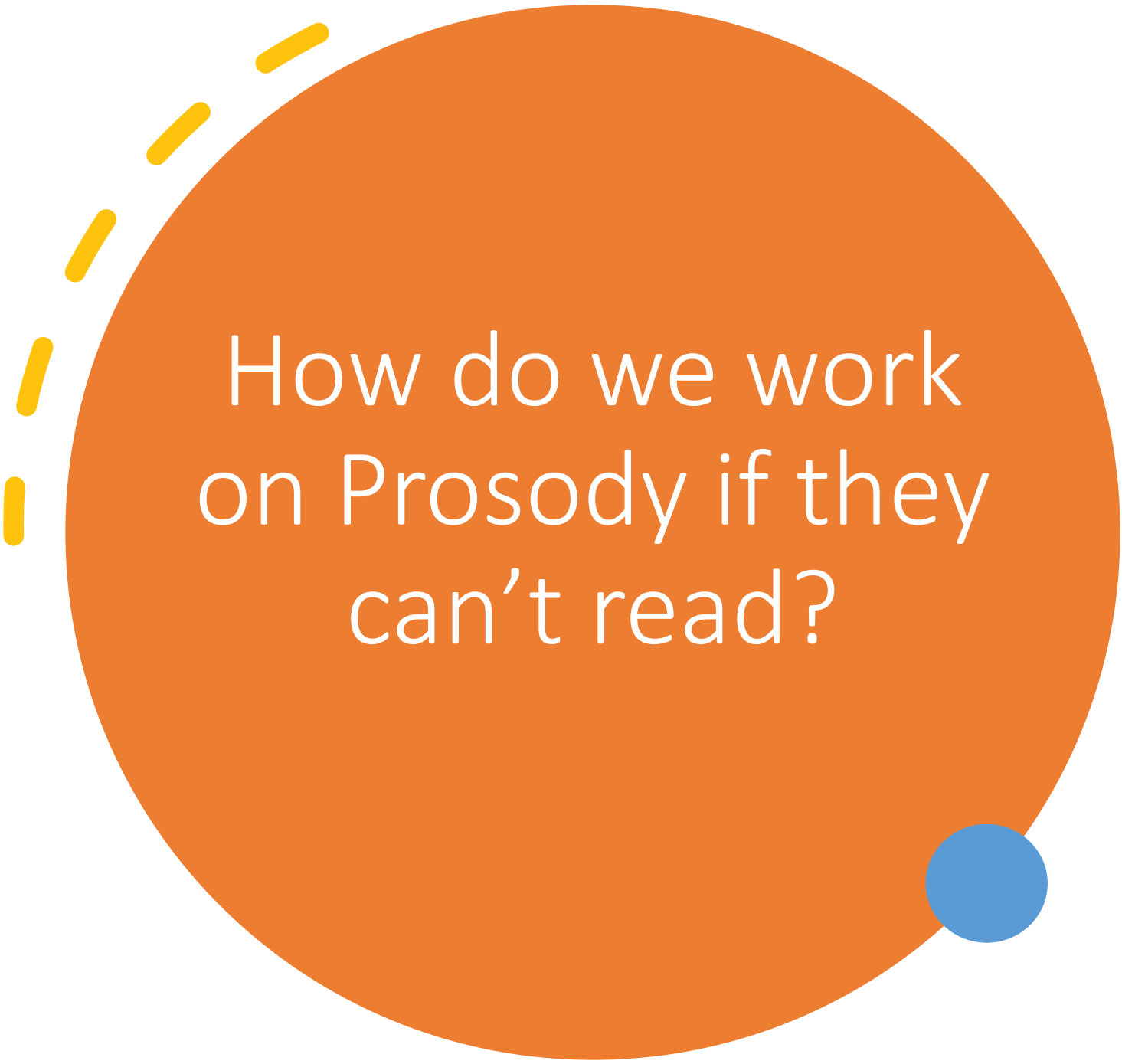


I am going to **book** a reservation.

Name: Jennifer



Words: fish book bump




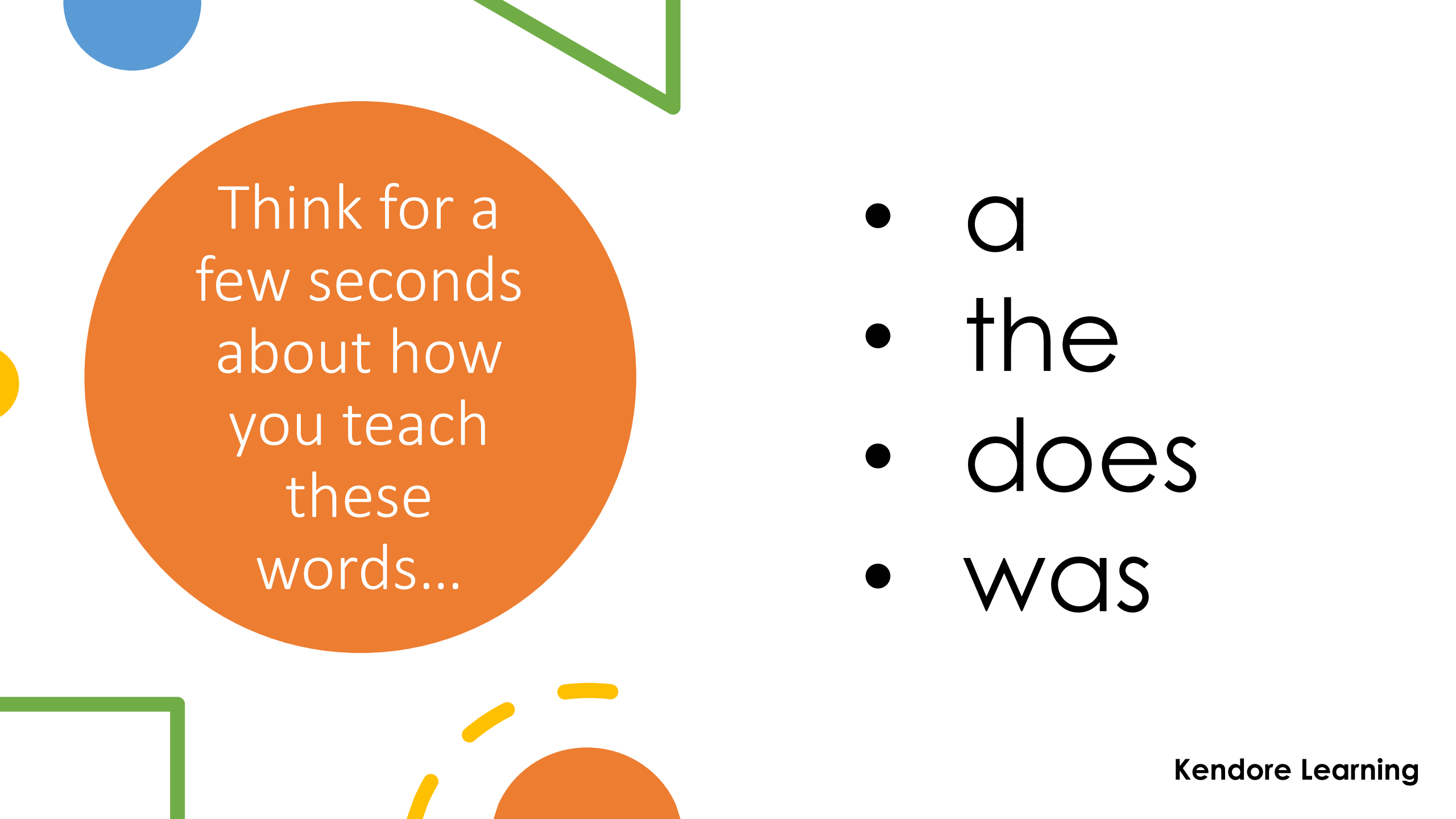
How do we work
on Prosody if they
can't read?

What do we
do if they
don't know
words?

m. g. m?

sh? ch!

p. z, k,  t.



Think for a few seconds about how you teach these words...

- a
- the
- does
- was

Articulation Effects



Isochrony:

The rhythmic division of time into equal portions by a language.

is+o+chron+y

is=equal

chron=time

English is a stress timed language.

English is not a syllable timed language.

We shouldn't leave kids to figure this out on their own.

Elision:

Native speakers drop (elide) syllables, typically the middle syllable.

Non-native speakers or beginning readers will over pronounce every syllable.

Family: fam/i/ly vs. fam/ly

Every: ev/er/y vs. ev/ry

Different: dif/fer/ent vs. dif/rent

Ease of
Articulation:
When sounds are
dropped or
changed because it
is hard to switch
from one sound to
another.

A /t/ is dropped after
an <s> or <f> and
before <en> or /l/

As in fasten, thistle,
lastly, often, glisten



Lexical Words

- are often easier to spell than function words.
- carry the meaning in a phrase or sentence.
- are nouns, verbs, adjectives and adverbs.



Function Words

- are hard to define.
- are most of our high-frequency words.
- are grammatical words that hold the sentence together.
 - auxiliary verbs: are, have, can
 - prepositions: to, from, for
 - conjunctions: and, but, if
 - pronouns: her, I, their
 - articles: a/an, the
- many function words have 2 possible pronunciations: a weak version, and a strong version.

Run to the store.

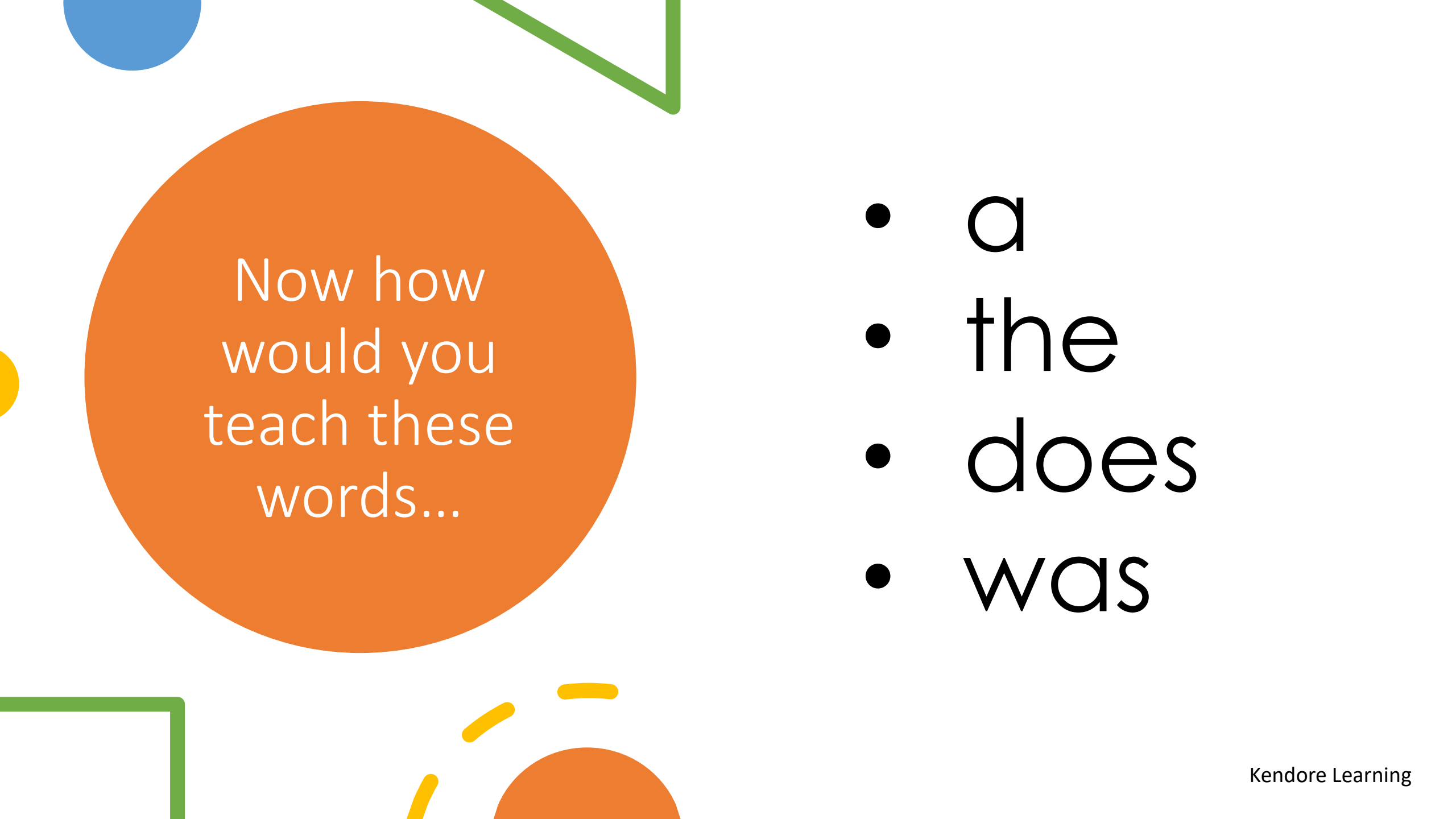
Run to the store.

Run to the store.

Say this sentence aloud:

Tom and Sue had a nice dinner.

- ✓ Lexical words are stressed.
- ✓ Function words are unstressed.
- ✓ Function words will change pronunciation in connected text. /tuh duh/

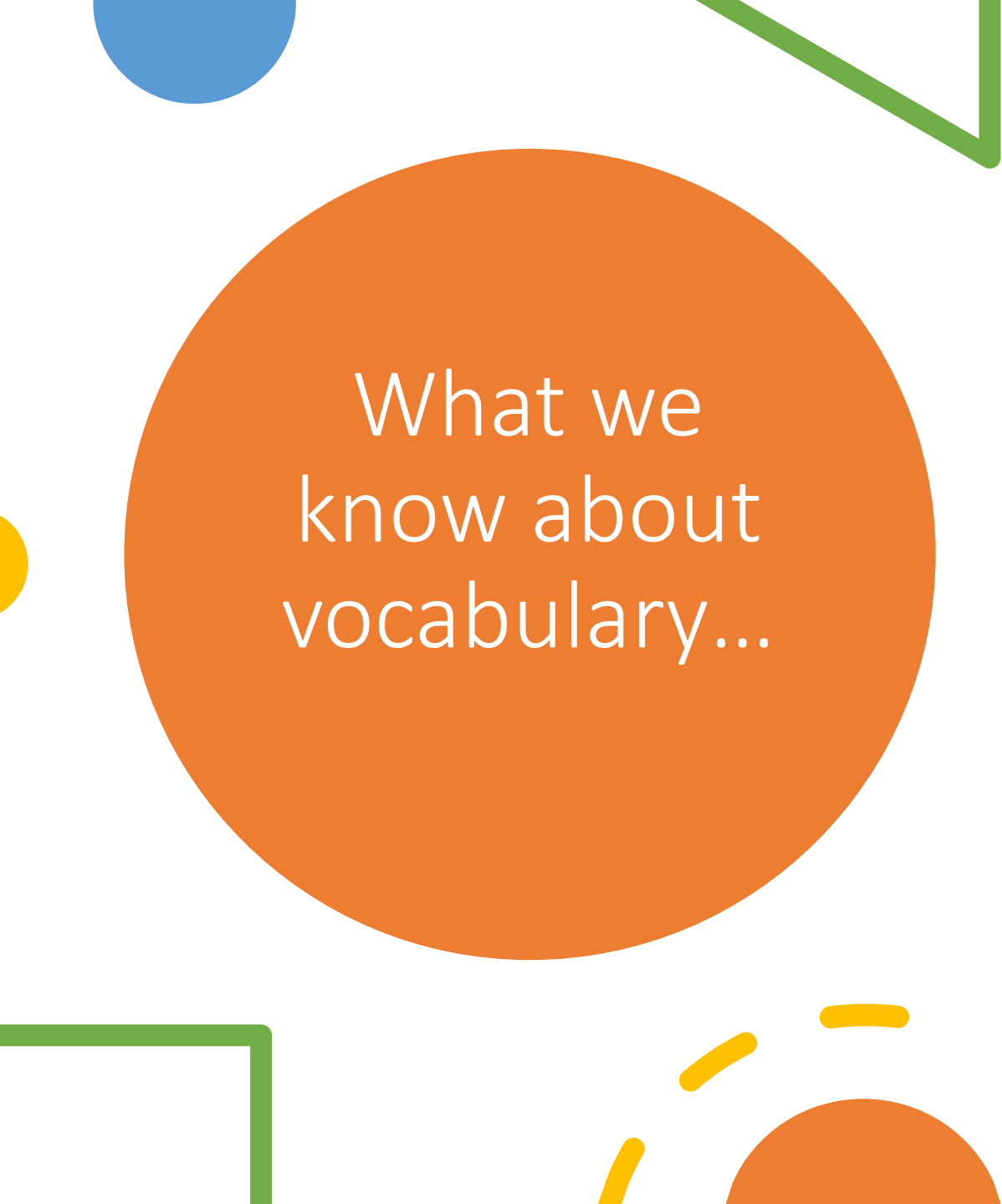


Now how
would you
teach these
words...

- a
- the
- does
- was



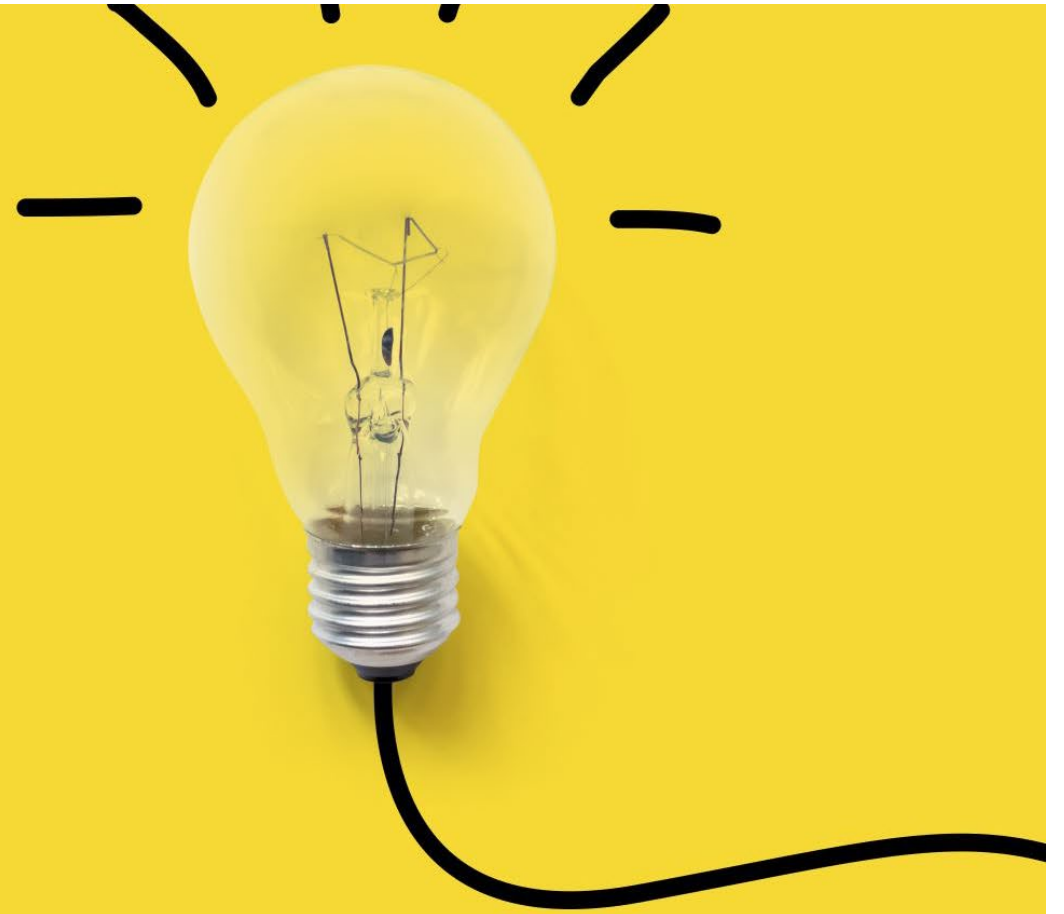
How do we work
on Morphology if
they can't read?



What we
know about
vocabulary...

- Vocabulary and syntactic awareness are the biggest predictors of reading comprehension
- Oral language exposure matters (reading to your students of all ages)
- A student needs to know at least 60,000 words to be successful in college

Morphemes



Affixes: Prefixes and Suffixes

Prefixes change the meaning of a word.

Teach assimilated prefixes. They are subject to articulation effects. (ad-, in-)

Suffixes change the part of speech of a word.

Teach -ous (adj) vs. -us (noun), -en (verb)...

Submorphemes:

Parts of words that contribute to the meaning of the whole.

Typically, of Old English (Anglo-Saxon) origin.

never

Morpheme
a single meaning

Phoneme
a single speech
sound

Grapheme
a single
sound spelling

never
n+ever
2 morphemes

/n/ /e/ /v/ /er/
4 phonemes

“n”e”v”er”
4 graphemes

Consonant Blends

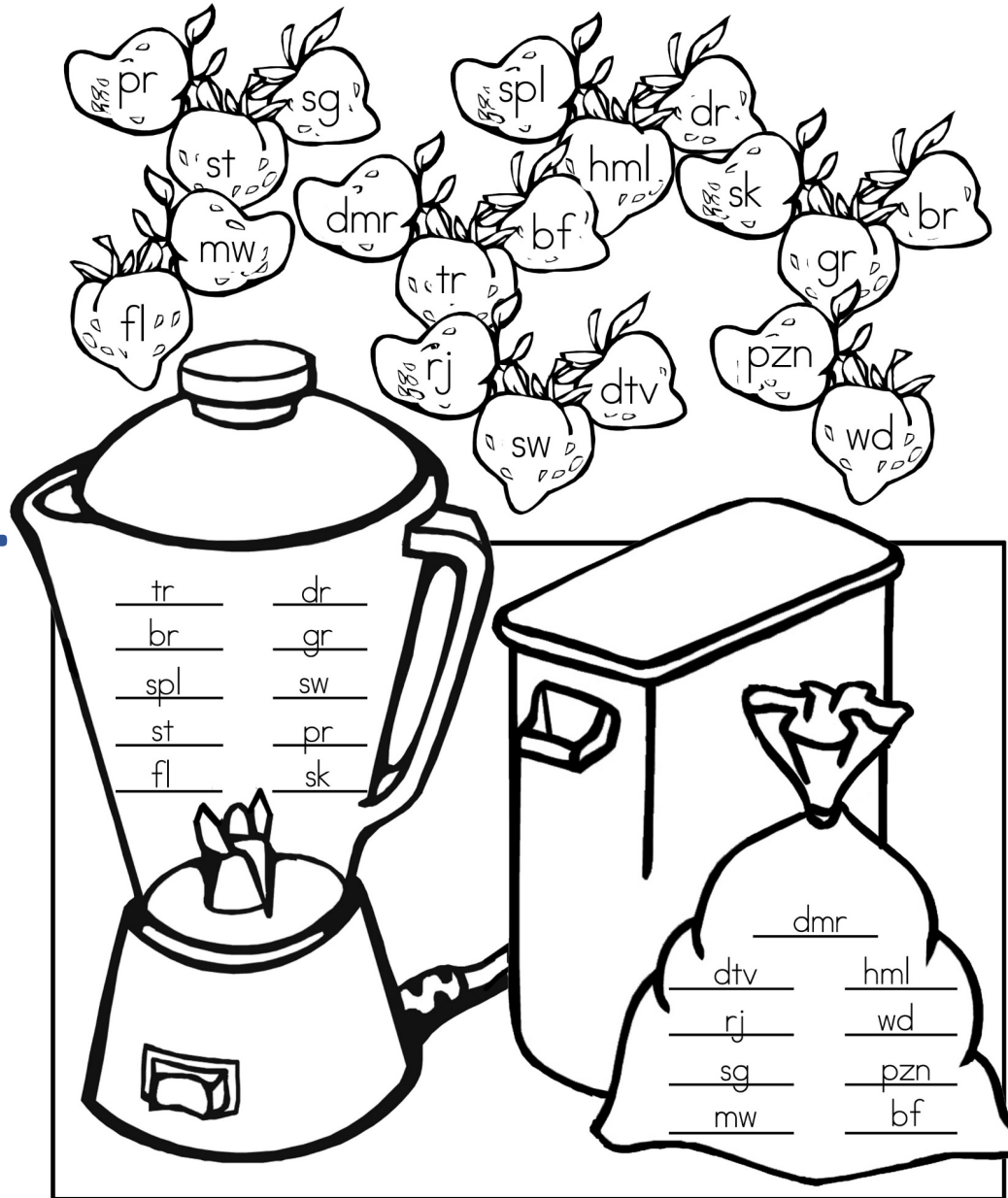


Blends are two or more consonants with no vowel between them. Blends merge together while still hearing each individual sound.

SMART Strawberry Smoothies


Find the beginning blends and write them in the blender.
If they are not beginning blends write them in the trash bag.

Common
Blends are
easy to say.

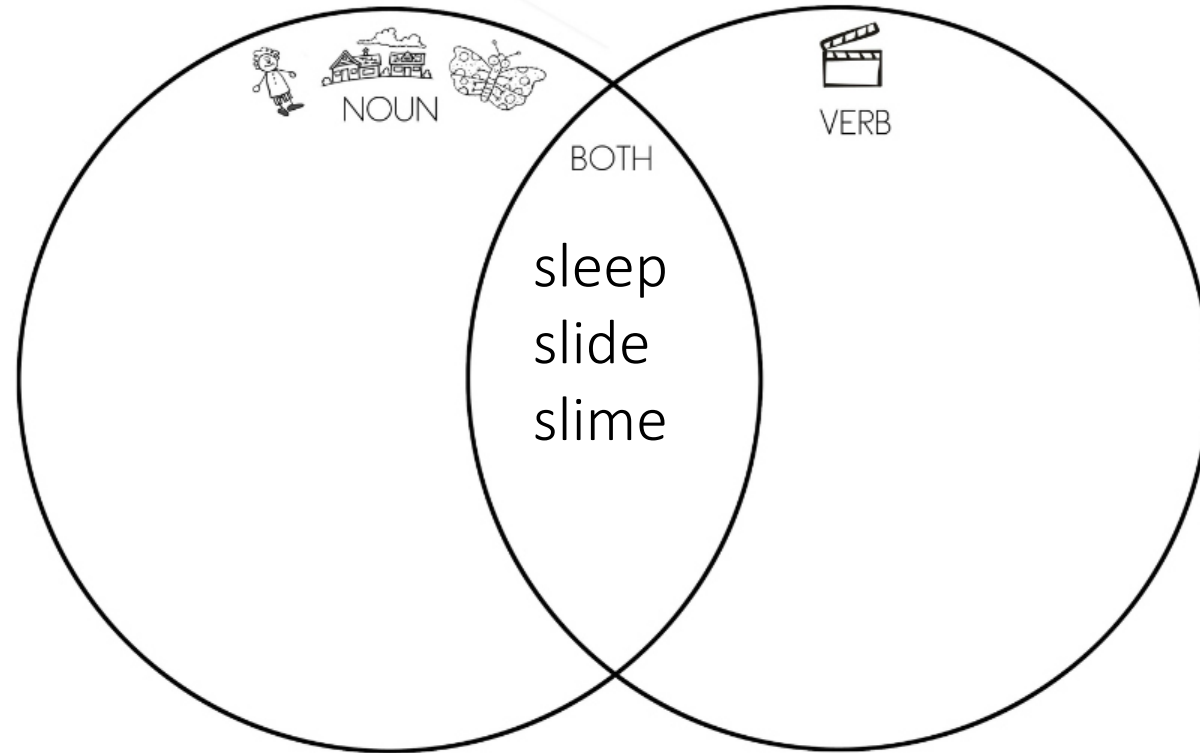




Submorphemes

- Language of Origin:
 - Old English (and German, Dutch, Anglo-Saxon...and lots of other Indo-European languages)
 - Monosyllabic words
 - tw =two
 - sl = slippery slide
 - sn = nose
 - gl = glow
- 

Name: Jennifer



Words: sleep slide slime



Benefits of this approach:

- There are 44 sounds and 26 letters and these things can be integrated with ALL of them.
- Lower level of cognitive burden through depth of understanding and oral/motor/kinesthetic strategies.
- Builds on language acquisition already in place.
- Language acquisition is primarily auditory (aural).
- Works for typical, dyslexic and English language learners.
- Vocabulary building and gap bridging can start immediately.
- Sound, spelling and meaning can be taught simultaneously with depth of knowledge built over time.

THANK YOU!!

For Presentation Slides and
Information Visit:

www.KendoreLearning.com/RockSolid

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