

# Decoding Strategies

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# The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

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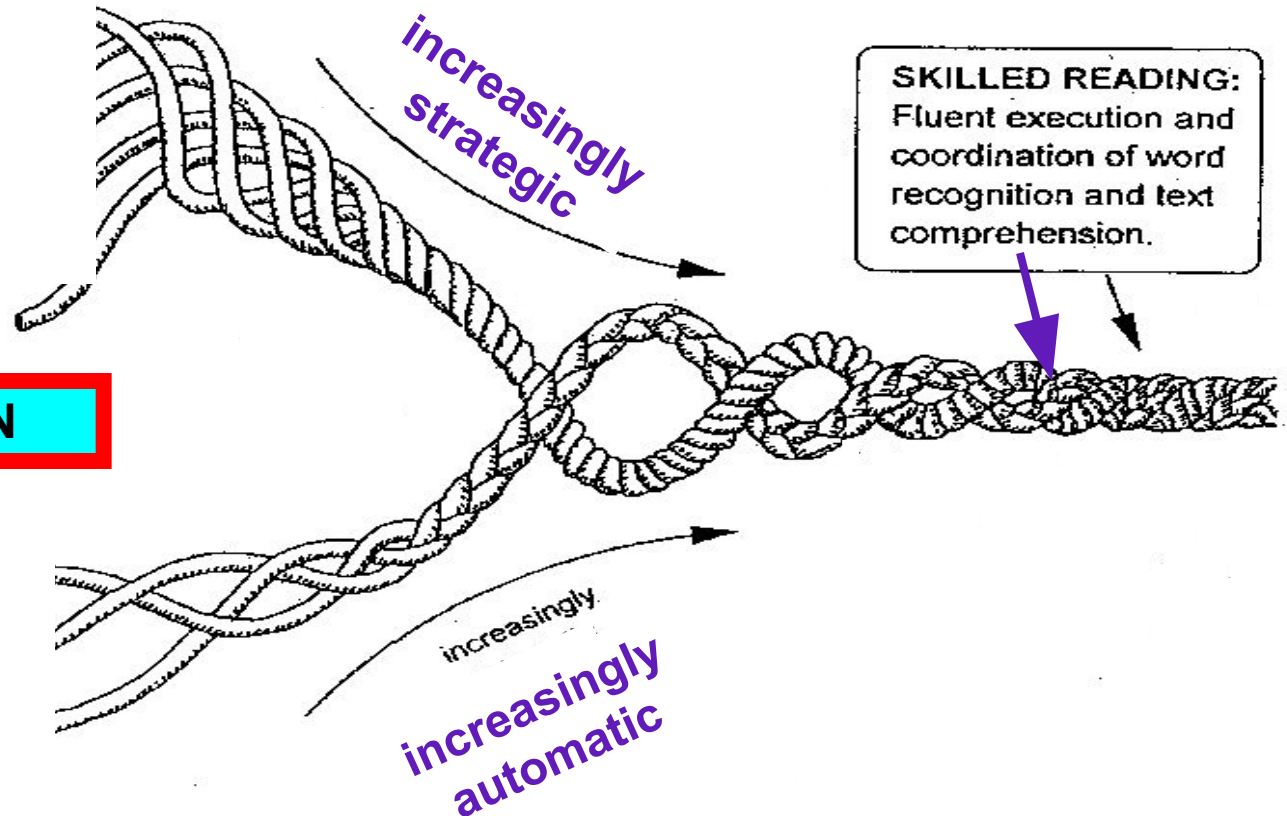
## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
VOCABULARY KNOWLEDGE  
LANGUAGE STRUCTURES  
VERBAL REASONING  
COMPREHENSION

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

## WORD RECOGNITION

ALPHABET KNOWLEDGE  
PHONOLOGICAL AWARENESS  
PHONEMIC AWARENESS  
PHONICS  
FLUENCY



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

# What do you need to decode?

- Knowledge of
  - Phonemic
  - Graphophonemic
    - letter-sound patterns
  - Syllabication
  - Morphemic structures of the language
  - Orthographic memory

# Key elements of decoding instruction:

- Phonological awareness
- Instant letter recognition
- Symbol/sound correspondence
- Syllable type recognition
- Syllable division patterns
- Morphemes
- Word origins
- Orthographic patterns

# Graphemes

- **grapheme**- individual letters or a group of letters that represent a single phoneme
- **digraph**- two letters that represent one phoneme
- **trigraph**- three letters that represent one phoneme
- **quadrigraph**- four letters that represent one phoneme
- **combination**- two letters that come together in an unexpected way
- **diphthongs**- two vowels within one syllable that contain a shift or slide in the middle

# The English language is tough!



# Syllable Types



# Key Terms

- **Syllable-** an uninterrupted segment of speech consisting of one vowel sound
- **Unit-** part of a word with one vowel sound; may see more than one vowel per unit/syllable-but always hear only one sound



# Closed Syllable Pattern

A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants.

➤ dap-ple

➤ hos-tel

➤ bev-erage

## Practice words:

print, absent

stack, magnet

# Vowel-Consonant-e Syllable Pattern

A syllable with a long vowel spelled with one vowel + one consonant + silent e

- com-pete
- des-pite

**Practice words:**  
make, remote  
hope, stampede

# Vowel Team Syllable Pattern

Syllables that use two to four letters to spell the vowel

- beau-ti-ful
- train-er
- con-geal
- spoil-age

**Practice Words:**  
coat, betray  
strain, rowdy

# Vowel-r Syllable Pattern

A syllable with **er, ir, or, ar, or ur**

Vowel pronunciation often changes before /r/

- in-jur-ious
- con-sort
- char-ter

**Practice Words:**  
her, seizure  
first, kerchief

# Final Stable Syllable Pattern

An unaccented final syllable containing a consonant before /l/ followed by a silent *e* or a single unit such as /tion/ or /sion/

- drib-ble
- bea-gle
- lit-tle

**Practice Words:**  
steeple, carnation  
humble, rejection

# Syllable Divisions



# Accent

- Accent means that you say the syllable a little louder and longer.
  - ob'ject
  - ob ject'
  - ba nan' a

# Syllable Divisions

<b>1. VC'/CV</b>	<b>2. VC/CV'</b>
<b>member, seldom</b>	<b>embrace, cascade</b>
<b>3. V'/CCV</b>	<b>4. V/CCV'</b>
<b>macron, apron</b>	<b>attack,</b>



# Syllable Divisions

<b>1. V'/CV</b>	<b>2. VC'/V</b>
<b>bacon, robot</b>	<b>denim, linen</b>
<b>3. V/CV'</b>	
<b>hotel, refer</b>	

# Syllable Divisions

**1. VC'/CCV**

**lobster, monster**

**2. VCC'/CV**

**pumpkin, empty**

# Syllable Divisions

1. V'/V	2. V/V'
riot, poet	coerce, create

# Morphemes

*the smallest unit of meaning in a word*



# Morphemes

- **Cat= 1 morpheme**
- **Cats= 2 morphemes**
- **Finger= 1 morpheme**
- **Interruption= 3 morphemes**
- **Photographic= 3 morphemes**

# Types of Morphemes

- **Affixes-** prefixes & suffixes
- **Prefixes-** a unit of meaning that attaches to the beginning of a base word or root word
- **Suffixes-** a unit of meaning that attaches to the end of a base word or root word
- **Root word-** a word part that has meaning in and of itself but cannot stand alone as a single word
- **Base word-** the simplest form of an English word

Where do big words come from?



# Prefixes

- Twenty prefixes account for about 97% of the prefixed words in printed school English.
- Four prefixes (un-, re-, in-, and dis-) account for about 58% of prefixed words.



# Suffixes

- Twenty suffixes account for about 93% of the prefixed words in printed school English.
- Five suffixes (-s, -es, -ed, -ing, and -ly) account for about 73% of prefixed words.

# Layers of Language

**Greek**

10-12%

- Specialized words-science
- Combining forms
- Compound words

**LATIN**

60% of all English words

- Technical words
- Literature/textbooks
- Affixed

**Anglo-Saxon**

20-25% of all English words

- Short, common words
- Used about 65% of the time
- Most high frequency words
- Base words, compound words, affixed

Polyglot

**Word Origins and Structure:  
Framework for Decoding and Spelling  
Henry, M. 2003. Unlocking Literacy**

	LETTER-SOUND CORRESPONDENCES	SYLLABLE PATTERNS	MORPHEME PATTERNS															
ANGLO-SAXON	<p style="text-align: center;"><u>Consonants</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>Single</u></td> <td style="text-align: center;"><u>Blend</u></td> <td style="text-align: center;"><u>Digraph</u></td> </tr> <tr> <td style="text-align: center;">s<u>a</u>d</td> <td style="text-align: center;">s<u>ta</u>nd</td> <td style="text-align: center;">th<u>in</u></td> </tr> </table> <p style="text-align: center;"><u>Vowels</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>Short/long</u></td> <td style="text-align: center;"><u>-r/-l</u></td> <td style="text-align: center;"><u>Digraph</u></td> </tr> <tr> <td style="text-align: center;">c<u>a</u>p/c<u>a</u>pe</td> <td style="text-align: center;">c<u>a</u>rd</td> <td style="text-align: center;">bo<u>il</u></td> </tr> <tr> <td style="text-align: center;">p<u>i</u>n/p<u>i</u>ne</td> <td style="text-align: center;">t<u>a</u>ll</td> <td style="text-align: center;">fo<u>ul</u></td> </tr> </table>	<u>Single</u>	<u>Blend</u>	<u>Digraph</u>	s <u>a</u> d	s <u>ta</u> nd	th <u>in</u>	<u>Short/long</u>	<u>-r/-l</u>	<u>Digraph</u>	c <u>a</u> p/c <u>a</u> pe	c <u>a</u> rd	bo <u>il</u>	p <u>i</u> n/p <u>i</u> ne	t <u>a</u> ll	fo <u>ul</u>	<p>Closed: mad Open: hobo VCe: kite Vowel team: bead Consonant –le: ramble r-controlled: barn, bird</p>	<p style="text-align: center;"><u>Compound</u></p> <p>cowboy software</p> <p style="text-align: center;"><u>Affix</u></p> <p>like get unlike forget unlikely forgetting</p>
<u>Single</u>	<u>Blend</u>	<u>Digraph</u>																
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ROMANCE based on LATIN	<p style="text-align: center;">Schwa prevalent (ə):</p> <p style="text-align: center;">direction spatial excellent</p>	<p>Closed: struct, flect VCe: scribe, vene r-controlled: port, form</p>	<p style="text-align: center;"><u>Affix</u></p> <p style="text-align: center;">c<u>on</u>struction e<u>rupt</u>ing c<u>on</u>ductor</p>															
GREEK	<p>ph for /f/ - phonograph ch for /k/ - chorus, scholar y as /i/ - symphony Also – ps, rh, pn, mn, pt</p>	<p>Closed: graph, gram Open: photo, micro Unstable digraph: create</p>	<p style="text-align: center;"><u>Compound</u></p> <p>microscope hemisphere metropolis</p>															

# Latin Roots

- trans
- port
- form
- scribe/script
- trac(t)



# Greek Roots

- hyper
- micro
- graph
- ology
- tele



what do you need to

**KEEP** doing?

what do you need to

**STOP** doing?

what do you need to

**START** doing?

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