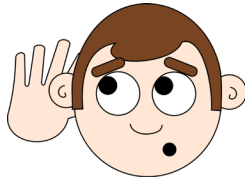


Conquer the Code: Sounds, Symbols, & Syllables



Florida Literacy Association
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Classroom Teacher and Clinician ~ 25 years

Began my educational journey in 1974 – almost 50 years 😊

International Dyslexia Association (IDA) Florida Branch

<https://fl.dyslexiaida.org/>



Vision: ALL students in Florida will receive **Structured Literacy instruction**, provided by **effective teachers**, who understand the **Science of Reading**.

Mission: IDA-FL will be the **state leader** in the awareness and dissemination of current knowledge, research, and resources regarding dyslexia and related language-based learning disabilities. We will provide guidance, based on the **Science of Reading**, that informs appropriate assessment, **Structured Literacy instruction**, and intervention. This information will be available to all stakeholders, including children and adults with dyslexia, their families, teachers, and related professionals.



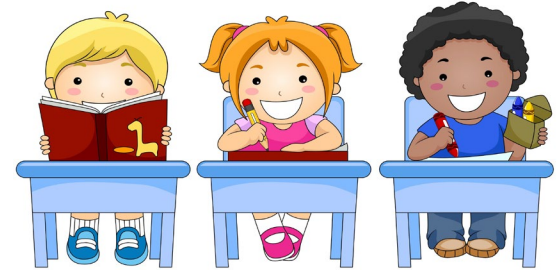
Dyslexia: Brief Definition in Revised REC

- **Dyslexia** is a specific learning disability (SLD) in basic reading skills that **can range from mild to severe**. The primary characteristics include **difficulties with accurate and fluent word recognition and spelling.**

Note: Included in the glossary of the revised Reading Endorsement Competencies (2022), Florida DOE / Just Read, Florida!



Today's Agenda



Focus on evidence-based strategies grounded in the:

The Science of Reading: The WHY

A vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.

Structured Literacy: The WHAT & HOW

The content, principles, and strategies that are beneficial for **ALL** students, but **vital** for those with dyslexia!

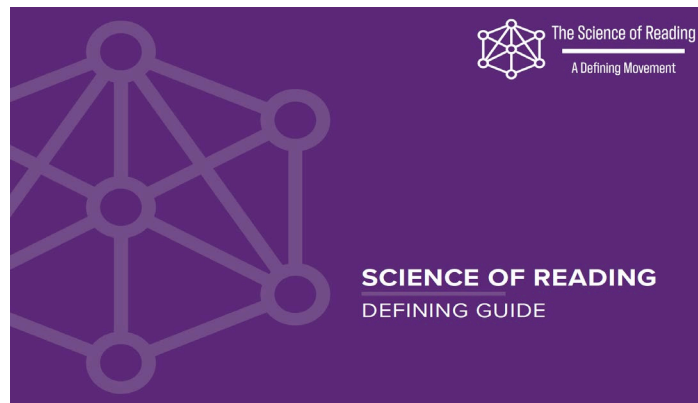


Science of Reading Defining Guide

The Reading League (2022)

The *Science of Reading: Defining Guide* provides a firm definition of what the science of reading is, what it is not, and how all stakeholders can understand its potential to transform reading instruction.

<https://www.thereadingleague.org/what-is-the-science-of-reading/>



The Simple View of Reading

Gough & Tunmer (1986)



The Reading Rope

Dr. Hollis Scarborough (2001)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Structured Literacy: What is it?



- The application of the Science of Reading!
- The most effective approach for students who experience difficulty learning to read and spell printed words.
- Refers to both the content (elements) and methods (principles) of instruction.
- Benefits ALL students but is **vital** for students with dyslexia.

(Moats, Spring 2019, *Perspectives on Language and Literacy*)



Structured Literacy: Elements (Content)

The WHAT: P-S-S / M-S-S

- **Phonology** . . . Phonemic awareness
- **Sound-symbol** . . . Alphabetic Principle
- **Syllables** . . . Syllable types & division

Aligned with the SVR and Reading Rope: **Word Recognition**

- **Morphology** . . . Base words and affixes
- **Syntax** . . . Grammar, sentence structure
- **Semantics** . . . Meaning, comprehension

Aligned with the SVR and Reading Rope: **Language Comprehension**



Structured Literacy: Principles (Methods)

The HOW

■ **Explicit**

- Intentional, direct teaching; teacher–student interaction
- Multimodal: visual, auditory, kinesthetic, tactile (VAKT) in activities directly related to reading and writing (e.g., saying and feeling the word in your mouth [place and manner of articulation], while reading and writing the word)

■ **Systematic & Cumulative**

- Organization of materials follows a logical order.
- Each step is based on concepts previously learned.

■ **Diagnostic**

- Teacher must be able to individualize instruction based on careful and continuous assessment.

Reading is . . .

"an extraordinary ability,
peculiarly human and yet
distinctly **unnatural**."



(Dr. Sally Shaywitz, *Overcoming Dyslexia*, 2020, p. 3)

Teaching Reading is Rocket Science!



*Teaching Reading Is Rocket Science:
What Expert Teachers of Reading Should Know and Be Able to Do*



Louisa C. Moats, American Federation of Teachers,
American Educator, 2020

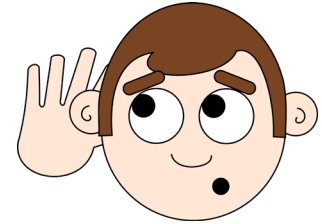
<https://www.aft.org/ae/summer2020/moats>

Conquer the Code:

Sounds, Symbols, and Syllables

- Sounds

- Phonological Awareness
- Phonemic Awareness /s/ /p/ /ī/ /d/ /er/



- Symbols

- Print Awareness
- Alphabet knowledge spider



- Syllables

- Vowel Patterns spī / der
- Syllabication open / bossy r





Sounds: Phonology



The study of the sound structure of spoken words

The science of speech sounds

The speech-sound system of a language



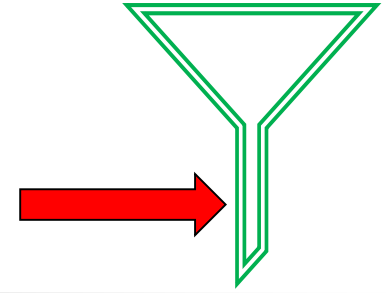
Phonological Awareness



- Refers to all levels of awareness of the sounds and syllables heard in oral language, including Phonemic Awareness.
- Sensitivity to the sounds of language: words, syllables, and sounds (phonemes).
- Understanding of the different ways that oral language can be divided into smaller components and manipulated.
- Includes:
 - Phonological **sensitivity**: words, rhymes, syllables, onset-rime
 - Phonemic **awareness**: phonemes



Phonemic Awareness



- Awareness of the individual sounds that make up words and the ability to manipulate those sounds in words.
- Phoneme: The smallest unit of sound that distinguishes the meanings of spoken words.
- 44 sounds in the English language
 - 25 consonant sounds
 - 18 vowel sounds + schwa: /ə/

<https://dyslexiaida.org/building-phoneme-awareness-know-what-matters/>



44 Sounds of the English Language (1)

Vowels (10)

/ă/	/ā/
/ě/	/ē/
/ĭ/	/ī/
/ǫ/	/ō/
/ŭ/	/ū/

Consonants (18)

/b/	/j/	/s/
/k/	/l/	/t/
/d/	/m/	/v/
/f/	/n/	/w/
/g/	/p/	/y/
/h/	/r/	/z/

virgules = / /



44 Sounds of the English Language (2)

Vowel Diphthongs (2)

/ou/

/oi/

Vowel Variants (3)

/au/

/OO/ (moon)

/oo/ (book)

Schwa (1) /ə/

Consonant Digraphs (7)

/sh/

/ch/

/wh/

/th/

/th/

/zh/

/ng/

r-controlled (3)

/ar/

/or/

/er/

How many sounds do you hear?

- in the word box
- in the word enough
- in the word though



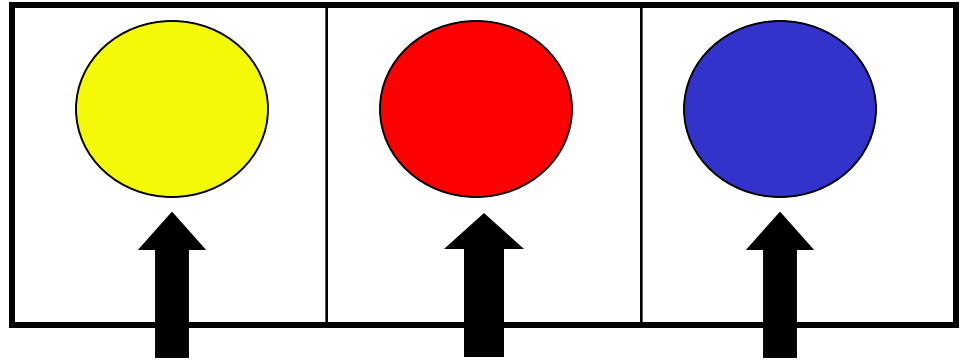
Can you say *teach* backwards?

How about *enough*?

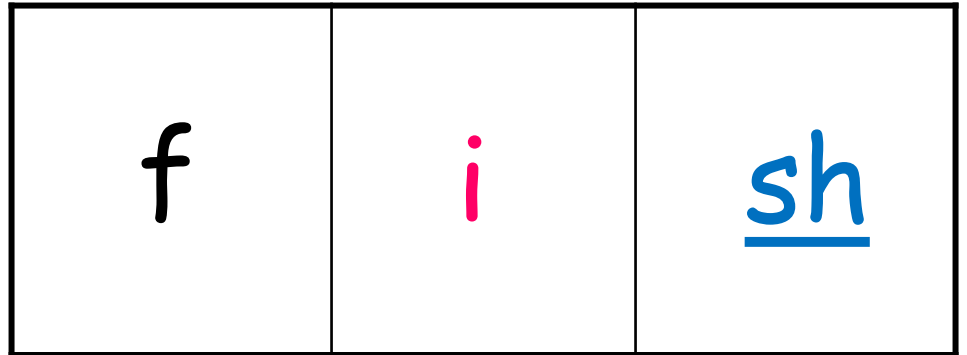
Are you phonemically aware?

Elkonin Boxes (Sound Boxes)

Students slide counters into boxes to represent the sounds they hear in a word -
“push and say”
(Phonemic awareness)



Gradually, letters can be used
to show how **print** matches
speech: **sound** to **letter**;
oral to **written**
(Phoneme-grapheme mapping)





Symbols: Orthography



- The writing and spelling system of a language.
- The system in which the **sounds (phonemes)** of a language are represented by written or printed **symbols (graphemes)** to spell words.

cat /k//ă//t/ = **c-a-t**: 3 phonemes, 3 graphemes, 3 letters
sheep /sh//ē//p/ = **sh-ee-p**: 3 phonemes, 3 graphemes, 5 letters
though /th//ō/ = **th-ough**: 2 phonemes, 2 graphemes, 6 letters

Sound-Symbol Association:

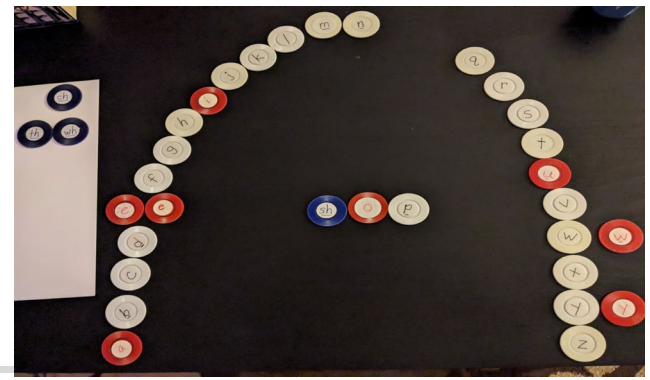
The Alphabetic Principle



/k/ /ă/ /t/ = cat

- the *systematic* and *predictable* relationship between the letters of written language and the sounds of spoken language
- the way print matches speech
- the relationship between phonology and orthography
- also known as the alphabetic code and phonics

Phonics



- instructional practices that emphasize how spellings are related to speech sounds in systematic ways
- **Graphemes** represent or spell **phonemes**!
- *Itchy's Alphabet* provides manipulatives and letters with embedded pictures and teaches from speech to print.
- See <https://itchysalphabet.com/>



Ways to Teach Phonics



- Synthetic Phonics
 - c – a – t = cat [letter by letter]
- Body–Coda
 - ca – t = cat [beginning consonant + vowel]
- Analytic Phonics
 - c – at = cat [onset-rimes; word families]
- Vowel Patterns (syllable types)
 - cat = cat [closed pattern]
 - me = me [open pattern] etc.

Color-Highlighting

Vowels

a

e

i

o

u

-y

-w

Digraphs

sh

ch

th

wh

ph

ck

tch

dge

Blends

bl-

cr-

str-

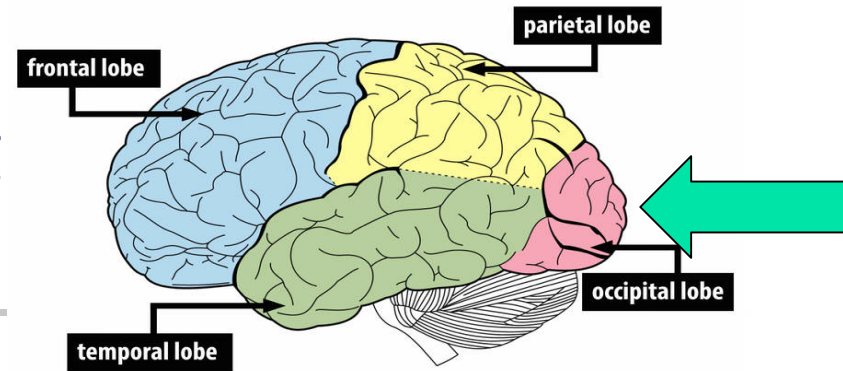
-nd

-mp

-nt

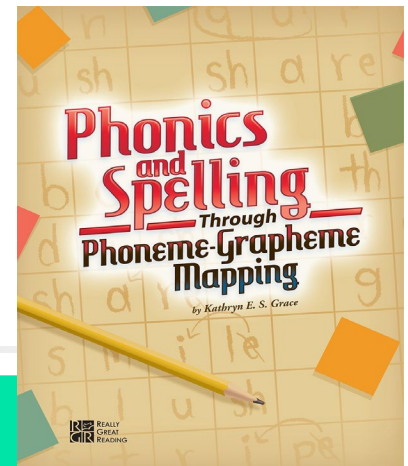
etc.

Orthographic Mapping



- A process by which words are stored in memory for instant, effortless, automatic retrieval while reading (in the word form area, the brain's "letter box")
- Context-free, accurate, and immediate word recognition (Kilpatrick, 2015)
- Sight words are ALL words that can be recognized immediately, without sounding out or guessing; you can't NOT read a word you already know 😊
- Dyslexia can be characterized by difficulties with orthographically mapping words.

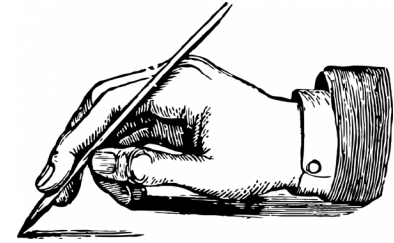
Phoneme-Grapheme Mapping



mat	m	a	t		
strap	s	t	r	a	p
three	<u>th</u>	r	ee		
punch	p	u	n	<u>ch</u>	
bright	b	r	igh	t	



Your Turn!



- Let's try **phoneme-grapheme** mapping!
- I'll say the word.
- You LISTEN and count the number of phonemes.
- Write an x in each box for every sound you hear.
- WRITE the grapheme that spells each phoneme below it.
- Listen: shop **x x x** /sh/ /**ŏ**/ /p/ (3 phonemes)
- Write: **sh **o** **p**** (3 graphemes)
- Let's try another one. Listen . . .
- Tip: The number of phonemes always = the number of graphemes 😊



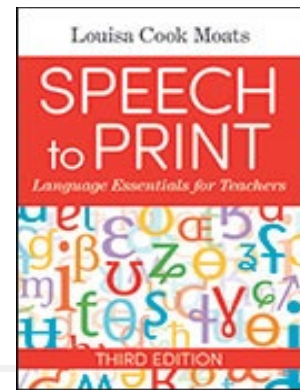
Syllables



- A syllable is a word or part of a word that includes one vowel sound.
- Syllable types help readers pronounce the vowel sound within each syllable.
- There are six basic syllable types.
- Also called vowel patterns or spelling patterns
- English is 85-88% regular!

The English Language is Predictable

“Morphophonemic”



- A system that represents both sound and meaning (Moats, 2020, p. 97).
- 50% of common English vocabulary can be spelled by phoneme-grapheme correspondences alone, e.g.,
- 36% more can be spelled with one error, using only phoneme-grapheme correspondence rules.
- 10% more are spelled accurately if word origin, word meaning, and morphology are considered.
- Fewer than 4% are true oddities *(p. 124)

*Moats, L.C. (2020). *Speech to Print: Language Essentials for Teachers* (3rd ed.), Baltimore, MD: Brookes Publishing 😊😊

For more information on true “memory” or “heart words,” see:
www.reallygreatreading.com/heart-word-magic



Vowel Pattern Chart (Syllable Types)

<u>Closed</u> cat fish bub-	<u>Open</u> me go ta-	<u>Silent e</u> ride cape hope
<u>Bossy r</u> star girl tur-	<u>2 Vowels</u> <u>Talkers</u> <u>Whiners</u> boat boy meat clown	<u>C+le</u> ta - ble bub - ble tur - tle



Two Important Questions



1. **How many vowels** do you see?
2. **Where** is it? (or are they?)

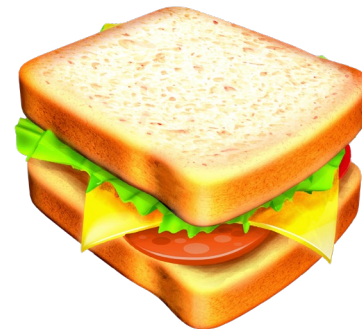
The number and position of the **vowel** is critical!

a e i o u y w

ou/ow oi/oy au/aw/ew



Closed Vowel Pattern



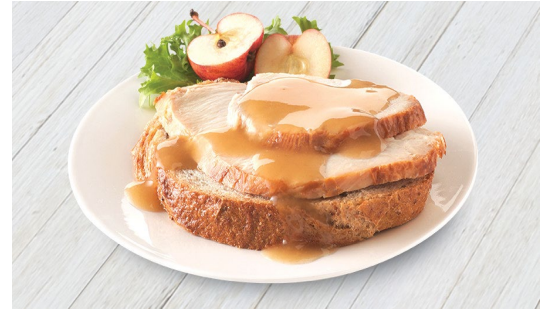
A word or syllable that contains only one vowel followed by one or more consonants; the vowel is short.

"One lonely vowel squished in the middle,
says its special sound just a little."

sat	bed	fin	top	gum
sand	best	print	shop	lunch
at	Ed	in	on	up



Open Vowel Pattern



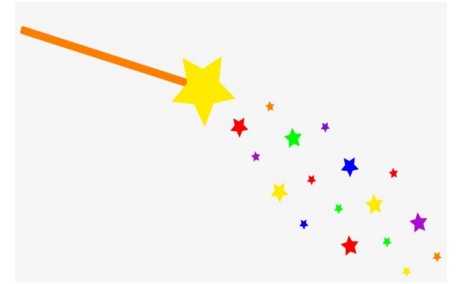
A word or syllable that ends with one vowel;
the vowel is long.

“If one vowel at the end is free,
it pops way up and says its name to me.”

me she hi go flu fly



Silent e (Magic e) Vowel Pattern



A word or syllable that ends in e, containing one consonant before the final e and one vowel before that consonant; the vowel is long.

“The silent e is quiet, but it has a claim to fame;
it makes the vowel before it say its real name.”

The silent e is so powerful, it gives all its strength to the other vowel so that it can say its real name.

make Steve ride hope cube

Bossy r (r-controlled) Vowel Pattern



A word or syllable containing a vowel followed by r; the vowel sound is altered by the r.

The letter r is so bossy, it tells the vowel that it can't say its real name (long vowel) or its special sound (short vowel) but must say the r sound (as in car, for, her).

"er girls"

car

for

her

girl

curl



Double Vowel Talkers Pattern



A word or syllable containing two adjacent vowels;
the first one is long. [vowel digraphs]

When two vowels go walking, the first one does the
talking and says its name.

rain	day	see	meat	pie
boat	toe	slow	suit	blue

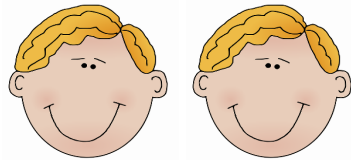
Double Vowel Whiners Pattern



A word or syllable that contains two adjacent vowels; the vowels say neither a long or short vowel sound, but rather a very different sound. [diphthongs and variants]

Sometimes when two vowels are next to each other, they make a funny whining sound, like when you fall down and say "ow," "aw," "oy," and get a "boo-boo."

fault saw foil boy loud cow moon new
"oy boys" book





C+le Vowel Pattern

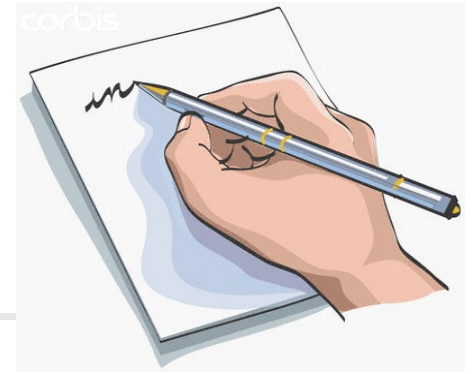


This syllable ends with “le” preceded by a consonant and occurs in two-syllable words. [consonant + le]

When a word ends with a consonant and “le,” the “le” grabs the consonant before it, and the word breaks into two parts right before that consonant.

bub—ble ca—ble ea—gle poo—dle pur-ple

Your Turn!



- Read the following poem.
- Find at least two words that represent each syllable type (vowel pattern).
- Write them on your Vowel Pattern Chart (VPC).

Idle Cable

Cable likes to dawdle,
He's easy as a bone.
Her sets no example,
Just circles like a drone.
He could use his noodle
And be a worker bee,
But he just likes to doodle
In the maple tree.



(Wright Group/McGraw Hill, Fast Track Reading, Word Work, Phonics)



Vowel Pattern Chart: *Idle Cable*

Closed

Open

Silent e

Bossy r

2 Vowels

C+le

Talkers Whiners

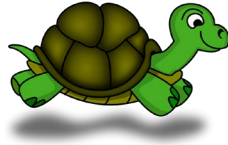


Vowel Pattern Chart: *Idle Cable*

<u>Closed</u>	<u>Open</u>	<u>Silent e</u>
sets just his but and in ex- -am-	i- Ca- no he be ma-	like bone use drone
<u>Bossy r</u>	<u>2 Vowels</u>	<u>C+le</u>
cir- work- -er	<u>Talkers</u> <u>Whiners</u> bee daw- tree noo- doo-	i-dle Ca-ble ma-ple noo-dle daw-dle doo-dle cir-cles ex-am-ple

Syllable Division

■ C+le: tur/tle



bossy r & C+le

■ VC/CV: rab/bit



closed & closed

■ V/CV: ti/ger



open & bossy r

■ VC/V: cam/el



closed & closed

■ V/V: li/on



open & closed



Strategy for Syllabication

“Spot and dot” the vowels.

rabbit

Connect the dots.

Look at the number of consonants between the vowels.

If 2 – break between the consonants.

If 1 – break before the consonant.

tiger

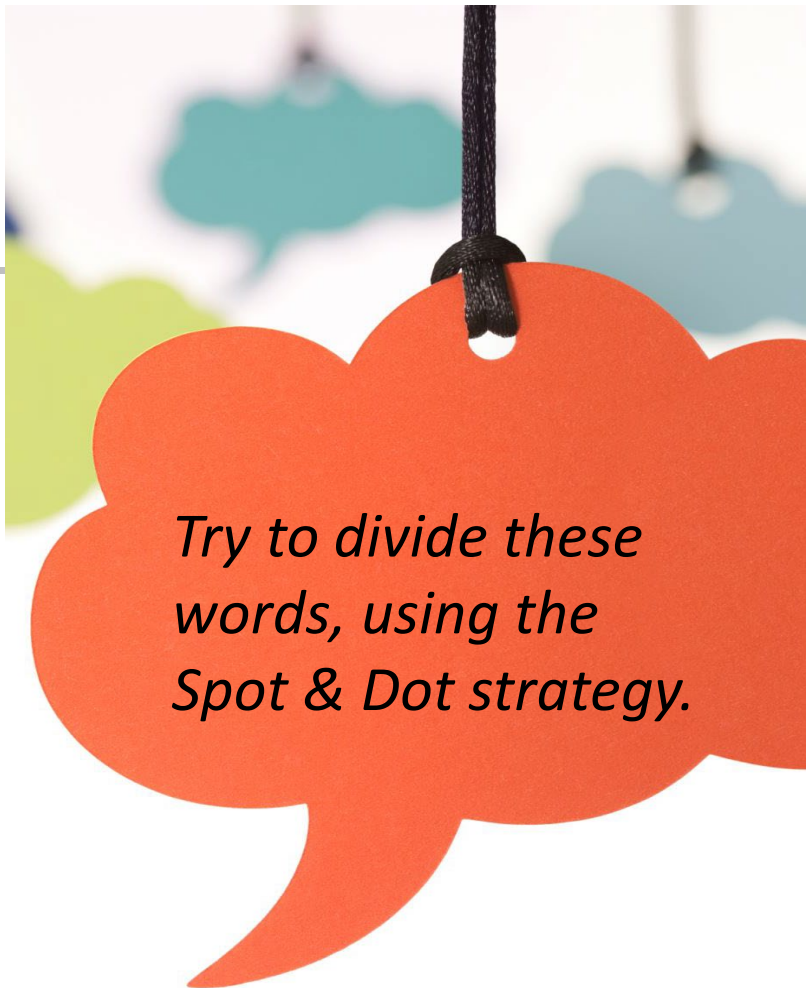
If it doesn't sound right, move over one letter.

camel



Your Turn!

- Atlantic
- professor
- entertainment
- accommodate



Try to divide these words, using the Spot & Dot strategy.



Atlantic At / lan / tic (C / C / C)
professor pro / fes / sor (O / C / R)
entertainment en / ter / tain / ment (C / R / T / C)
accommodate ac / com / mo / date (C / C / O / E)

This strategy helps spelling, too!!

Vowel Pattern Chart

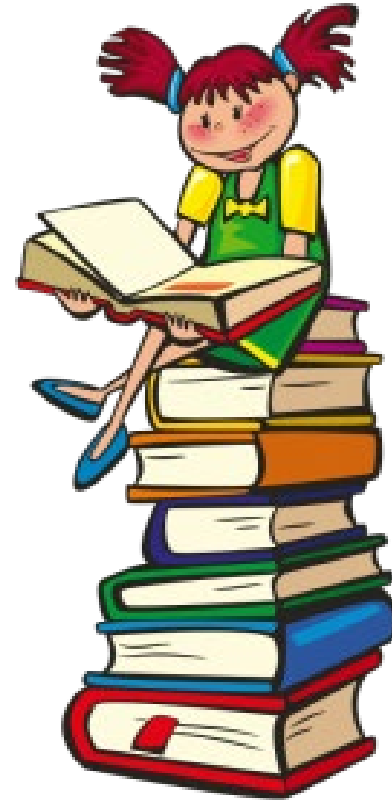
(Syllable Types)

<u>Closed</u> At - lan - tic -fes- -en- -ment ac- com-	<u>Open</u> pro- -mo- /ə/	<u>Silent e</u> -date
<u>Bossy r</u> -sor -ter-	<u>2 Vowels</u> <u>Talkers Whiners</u> -tain	<u>C+le</u>

Why teach phonics???

When students have the MEANS
to **conquer the code**,
they will reach the GOAL,
and **master the meaning!**

(E. Judith Cohen, Ed. D.)





A Final Thought



“Do the best you can until you know better.
Then, when you know better, do better!”
(Maya Angelou)

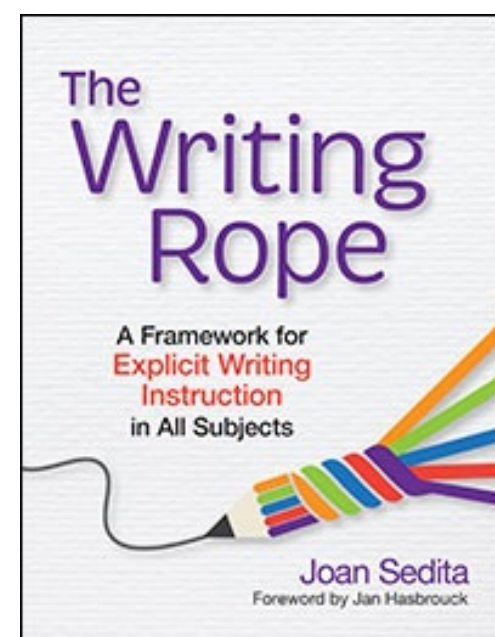
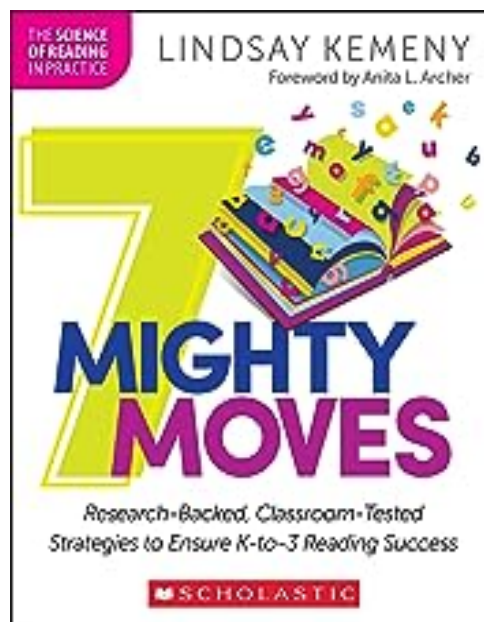
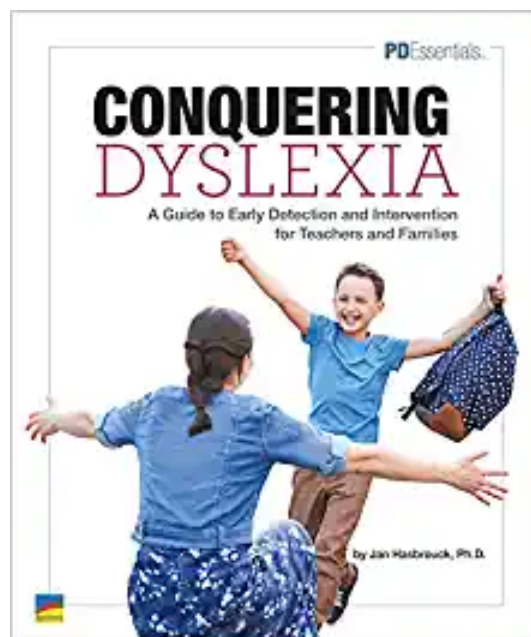
Our challenge:

To provide **Structured Literacy**, based on the
Science of Reading
to **ALL** children, in **EVERY** classroom!

We know better . . . it's up to us to DO better!



A Few Books of Interest





Websites of Interest



<http://www.decodingdyslexia.net> Decoding Dyslexia

<https://dyslexiaida.org> International Dyslexia Association (IDA)

<https://fl.dyslexiaida.org> IDA–Florida Branch

www.fcrr.org Florida Center for Reading Research

www.ReadingRockets.org Reading Rockets

www.thereadingleague.org The Reading League

<https://fl.thereadingleague.org/> The Reading League- Florida

<https://ufli.education.ufl.edu/foundations/> UF Literacy Institute

www.understood.org Understood



Awesome Resources



Teaching Reading IS Rocket Science, 2020, Dr. Louisa Moats:
<https://www.aft.org/ae/summer2020/moats>

Dyslexia in the Classroom (IDA):
<https://dyslexiaida.org/dyslexia-in-the-classroom/>

What is Structured Literacy?
<https://dyslexiaida.org/what-is-structured-literacy/>



The End!



Please feel free to
contact me with any
questions or concerns.

cohenj@fiu.edu

305-773-5087 (cell)





Questions are the path to learning