

Advanced Decoding/Multisyllabic Word Prompting Guide

If a student...	Then...	Examples
splits a word into the wrong syllables	give a different syllable break.	"Mom ent isn't a word. Let's try making the first syllable an open syllable and breaking after the o. Read the word now."
does not use conventional spellings	give information about the convention.	"Hammok does have all the sounds you heard, but the final /k/ sound in words is often spelled ck not k."
only reads part of a word	tell the student to break up the word.	"Let's count the vowels. How many parts do we expect? Try each part again and blend."
skips the word or says a word other than what's on the page	tell the student to break up the word.	"You can chunk this word into parts to make it decodable. Start by finding the vowels."
misses a known morpheme	stop the student to check the word for known parts.	"Do you see a part you know in this word?"
mispronounces a new morpheme again	give information about the prefix.	"Remember, r-e is a prefix that we pronounce /r/ /long e/. Try the word again."
says the wrong sound for a vowel	tell them to try again. give information about the possible sounds.	Point to the vowel and say "Try a different sound." "Remember, ee can spell three sounds: long e, short e, or schwa."

Advanced Decoding Planning Template

Date:	Group members:
Targeted need: <input type="checkbox"/> Chunking multisyllabic words <input type="checkbox"/> Affixes <input type="checkbox"/> Challenging vowels	Target skill (specific affixes, vowels, etc):
Text:	
Other materials:	

Lesson Plan

Review (Optional)	Review previously learned sound-spellings, morphemes, or syllable guidelines.	Write the spellings or words here:
Explicit instruction	Teach the chunking strategy, affix, or vowel spelling.	Write explicit language here:
Practice	Select an appropriate activity: <input type="checkbox"/> Make It, Read It <input type="checkbox"/> Break It Up <input type="checkbox"/> Hear It, Spell It <input type="checkbox"/> Word List Reading <input type="checkbox"/> Blend a Word <input type="checkbox"/> Word Matrix <input type="checkbox"/> Affix Web	Write out the directions for the activity here: Write word list if you need it:
Application	Read in controlled text or write dictated sentences. <input type="checkbox"/> Writing sentences. <input type="checkbox"/> Passage reading <input type="checkbox"/> Choral <input type="checkbox"/> Partner <input type="checkbox"/> Whispering at table <input type="checkbox"/> Independent <input type="checkbox"/> Maze Sentences <input type="checkbox"/> Connected Sentences	Write out the directions for the activity here:

Next steps

Who was successful (90% or more correct during practice and application)?	Who needs more application (success at practice, but not during application)?	Who needs more practice (less than 80% correct during practice)?
During independent or partner time, this group should work what focus skill: _____ using what materials: <input type="checkbox"/> Decoding learning app <input type="checkbox"/> Re-reading decodables <input type="checkbox"/> Listening to eBooks <input type="checkbox"/> SPORT reading <input type="checkbox"/> Re-reading other texts <input type="checkbox"/> Partner game _____		