What Does Structured Literacy Look Like
in Middle and High School
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Handout on Exercises for Students

The following are ideas for additional exercises to be used with students needing word level instruction in middle or high school. Although these exercises are presented as paper/pencil activities, they can, **and often should**, be adapted to use with manipulatives or with apps on computers or tablets. My hope is that these will open up ideas for you about engaging older students in learning more about the structure of language in order to facilitate additional practice, leading to fluency and automaticity in reading along with improved spelling.

I. PHONOLOGICAL/PHONEMIC AWARENESS – ADVANCED ACTIVITIES

Phoneme Manipulation involves deleting or substituting phonemes within words. Once students can blend and segment phonemes successfully and quickly, advanced phoneme manipulation is extremely helpful and can facilitate students' absorption of phonics skills. These exercises are only examples. After assessing phonological/phonemic awareness skills in students, follow a logical path of exercises. Call them "word games" and begin each lesson with 1 – 4 minutes of activities.

- Substitution of the final consonant sound in a one syllable word
    - Say goes. Say it again, but instead of /z/, say /t/
    - Say beach. Say it again, but instead of /ch/, say /z/
    - Say rooting. Say it again, but instead of /t/, say /f/
- Switching out medial vowels
    - Say same. Say it again, but instead of /ā/, say /ē/
    - Say waiter. Say it again, but instead if /ā/, say /aw/
- Manipulating the second/third sound in initial blends
    - Say stirrup. Say it again, but don't say /t/
    - Say spread. Say it again, but don't say /r/
    - Say stream. Say it again, but instead of /t/, say /k/

- Deletion/substitution of the final consonant sound in a final consonant blend
    - Say welt. Say it again, but don't say /t/
    - Say welt. Say it again, but instead of /t/, say /th/
- Deletion/substitution of the second from last sound in an ending blend
    - Say roost. Say it again, but don't say /s/
    - Say pump. Say it again, but don't say /m/
    - Say chant. Say it again, but instead of /n/, say /p/

II. PHONICS SKILLS:

By teaching phonics skills to older students, we are helping them understand the **internal structure** of the English language, so they can improve reading and spelling skills. I suggest discussing phonics as learning the structure of language.

    1. Practice with Short Vowel: When working with short vowel, closed syllable words, it can be helpful to use nonsense words or obscure words.

Read the following nonsense words:

dub	drub
bov	blov
tesh	twesh
fim	frim
sath	spath
shud	shrud

Read the following real and nonsense words:

pod	pont	pond	
ret	rest	rent	
fat	fact	fast	
tet	tent	test	text
lip	lisp	limp	
rut	rust	runt	

    2. Practice with Vowel Teams:

Read quickly across each row:

fleeb	fout	spow	spaw
spoo	spoi	spood	spaw
bloa	blee	blaig	plew
eap	sleaf	sloif	slue
grais	grois	graus	groos

trait   troit   troud   tream

3. Teaching Syllable Types and syllable division:

- Begin with teaching closed and then open syllables. As soon as possible, introduce 2 syllable words
    - **napkin   helmet   open   apex   polo**

- Vowel-consonant e syllable leads to many more two syllable words
    - **mistake   empire   inscribe   obtuse   erase**

- Here are some multi- syllable bossy r words:
    - **enter   collar   terminate   harbor**

- Vowel Teams can be taught more quickly than with younger students
    - **flounder   maintain   treated   freedom**

- As you teach Vce, Vowel Teams, R-controlled vowels, make sure you are using words that reflect these word parts, avoiding schwa until that sound is explicitly taught
    - **jonquil   porcupine   frequent   whisker   entail**

Exercises Using Syllable Types

- Matching Syllables: Names of Musical Instruments
1. o   dle
2. fid   er
3. ban   bals
4. cym   boe
5. zith   jo

- Unscrambling Syllables: Occupations
1. tro   as   naut
2. tor   con   trac
3. nal   ist   jour
4. ol   gist   bi   o
5. med   par   a   ic

Steps in Syllable Division

1. Mark the first 2 vowels (vowel teams act as one vowel)
2. Mark the consonant(s) between the vowels (digraphs act as one consonant)
3. Decide on: vccv, v/cv, vc/v, v/v

4. Put a dot between syllables and scoop the syllables
5. For C-le syllable, help students recognize and then use a phrase that will trigger knowledge that the C-le will stay together (e.g., "consonant-le, count back 3)

Use these words to practice syllable division

cutlet	rumple
teamster	trifle
radar	triumph
planet	properly

III. SPELLING

- When students spell a word, have them follow these steps:
    1. Teacher dictates word
    2. Student repeats the word
    3. Student segments the word by phoneme, using finger spelling, tapping, or other method
    4. Optional: Student orally spells the word
    5. Student writes the word

    Note: For multisyllable words, students should first segment by syllable, then (if needed) segment each syllable by phoneme)

- Spelling Rules should be directly taught, followed by many opportunities for practice

Exercises for Suffix Addition Rules

a. Use knowledge of suffix addition rules to add the given suffixes to each word:

like + ly = _____   send + er + _____

Like + ing = _____   plot + ing = _____

day + s = _____   sky + s = _____

quit + er = _____   scrape + ed = _____

silly + er = _____   relay + ed = _____

b. Write each word with as many suffixes as you can. Try to fill all 4 spaces. Possible suffixes are: -ed, -ing, -er, -est, -ly, -less, -ness, -ful.

happy   sad

_____   _____

_____   _____

_____   _____

love   hope

_____   _____

_____   _____

_____   _____

_____   _____

IV. MORPHOLOGY

Teaching Suffixes:

1. Emphasize the discrepancy between spelling and pronunciation   (many vowels have schwa sound in suffixes)
   e.g., -ture, -ous, -ed (/t/, /d/), -age, -or, -tion, -sion, -ate
2. Inflectional Suffixes change number, tense, degree
   e.g., -ed, -ing, -s, -es, -er, -est
   *carried, carrying, happier, happies*t
3. Derivational Suffixes change meaning or part of speech
   e.g., -tion, -ment, -ly, -able, -ous, -ish
   excite, excitement, excitedly, excitable

Exercises with Suffixes

A. Each word in italics needs a suffix to fit the sentence. Choose the correct suffix.

   -er, -est, -ly, -y, -ness, -ful
   1. The boy stumbled *blind*___through the dark room.
   2. I think this is the *cold*___day we have had this winter.
   3. My brother is *old*___than I am.

4. Please be *care_____* when you are carrying that vase.
5. It was so *wind____* yesterday that a tree fell over in our yard.
6. My grandmother is the *kind____* person I have ever met.
7. The *kind___* of the police officer relaxed the waiting children.

Extension Questions:
Four of the suffixes indicate adjectives. What are they?
One suffix can indicate a noun or an adjective. Which one?
What part of speech do the other suffixes indicate?

B. We use suffixes to change the part of speech of a word
Read these words and write them under the correct part of speech:
kindly happier   likeness   hoping useful hop
used   hopefully   kinds   happily happiness   hopeful

Nouns	Verbs	Adjectives	Adverbs
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Teaching Prefixes:

Exercises with Prefixes
A. Make a new word by adding one of the prefixes listed to the underlined word, and then write a phrase with the new word:

re-, un-, pre-, mis-, sub-

1. <u>tie</u> again = _____   ____retie my shoes_____
2. before the <u>game</u> = _____   _____
3. <u>behave</u> badly = _____   _____
4. not <u>kind</u> = _____   _____
5. <u>cook</u> before = _____   _____
6. under the <u>soil</u> = _____   _____

B. There are several negative prefixes, listed below. Add the correct prefix to each word below to make a new word that means nearly the opposite of the base word:

non-, un-, dis-, in-

___ happy   ___honest   ___public   ___complete

___loyal   ___ formal   ___ true   ___ toxic

___ active   ___ fiction   ___ approve   ___ tamed

C. Write the differences in meaning between the following pairs of words. Use a dictionary if you choose.

1. *inductive* and *deductive* _____

2. *rejection* and *injection* _____

3. *independent* and *interdependent* _____

4. *effective* and *ineffective.* _____

5. *credit* and *discredit.* _____

Teaching Latin Roots:

Exercises with Latin Roots

A. Match each Latin root with its meaning:

1.	rupt	to see
2.	struct	to turn
3.	aud	to break/burst
4.	scribe, script	to hear/listen
5.	vis, vid	to look at/examine
6.	port	to build
7.	vert, vers	to carry
8.	spect, spic	to write

B. Divide these words into prefix, root or base, and suffix. Students might underline prefix and suffix and highlight the root/base word. Not all words have all 3 parts; some words may have more than one prefix or suffix.

departure	presentable	disconnected
sensible	removal	reconstruction
submarine	expanded	unpredictable
multinational	respectfully	excessive

C. Read the following words. Use the target words to complete each sentence.

subscription	*manuscript*	*attractive*	*extracted*
spectators	*retrospect*	*spectacular*	*prescribed*

1. Looking back on the project in _____, I didn't understand the difficulty.

2. The dentist _____ the painful tooth.

3. The _____ woman was a famous author who shared her new _____.

4. My cousin's _____ to *Discovery* magazine has expired.

5. Thousands of _____ were thrilled by the _____

   fireworks display.

6. The doctor _____ a new medicine for asthma.

D. The Latin root *tract* means "to pull or drag". Some prefixes that we use with *tract* are listed below. Using these prefixes, the root *tract* and suffixes that you know, see if you can build at least 15 words.

Prefixes: *de-, re-, sub-, dis-, con-*

1. _____   2. _____   3. _____

4. _____   5. _____   6. _____

7. _____   8. _____   9. _____

10. _____   11. _____   12. _____

13. _____   14. _____   15. _____

Teaching Greek Combining Forms:

Exercises with Greek Combining Forms

A. Match each of the Greek combining forms with its meaning. Use words that you know as hints to the correct answer:

____micro   a. light

____meter   b. self

____ therm   c. measure

____ bio   d. sound

_____ scope   e. life

_____ photo   f. small

_____ phon, phono   g. heat

_____ auto   h. look at, examine

B. Take a word such a **telephone, photograph, microscope.** Ask students to take it apart, identify each combining form and then generate other words that use each part.

tele-	**phon(e)**
telescope	phonograph
telegraph	phonogram
telegram	homophone
television	microphone
telecommute	symphony
telepathy	xylophone

C. Read the following words and then answer the questions:

thermometer   _pedometer_   _audiometer_   _micrometer_   _barometer_

Which instrument measures

walking distance? _____

hearing ability? _____

temperature? _____

atmospheric pressure? _____

very small distances? _____

V. SIGHT WORDS:

Exercises with Irregular Words

a. When teaching the spelling of irregular words, it can be helpful to use Trace, Copy Cover, Close (TCCC) in order to give students practice with writing the words while saying letter names. Here are the steps:

1. TRACE: Student traces a model of the word 3 times, saying letter names and then reading the word.
2. COPY: Student writes the word 3 times, with model showing, saying letter names and then reading the word.
3. COVER: The model is covered and the student writes the word from memory 3 times, saying letter names and reading the word each time.
4. CLOSED: The student turns the paper over (or moves to a white board or other writing surface), closes his/her eyes and writes the word in big letters 3 times, saying letter names and reading the word.

Below is an example of a worksheet which can be used for this exercise:

TRACE	COPY	COVER
done		
done		
done		
busy		
busy		
busy		

b. An idea for practice with gaining fluency in reading irregular words is a Rapid Recognition Chart, where the same words are listed across a line. Then they are repeated on each line in a different order. Students can read across the lines, down the columns, or highlight a particular word in each column.

once	people	half	ocean	busy	against
people	ocean	against	half	once	busy
against	half	busy	once	people	ocean
half	against	once	people	ocean	busy
busy	once	ocean	against	half	people

VI. VOCABULARY

Exercises with Vocabulary

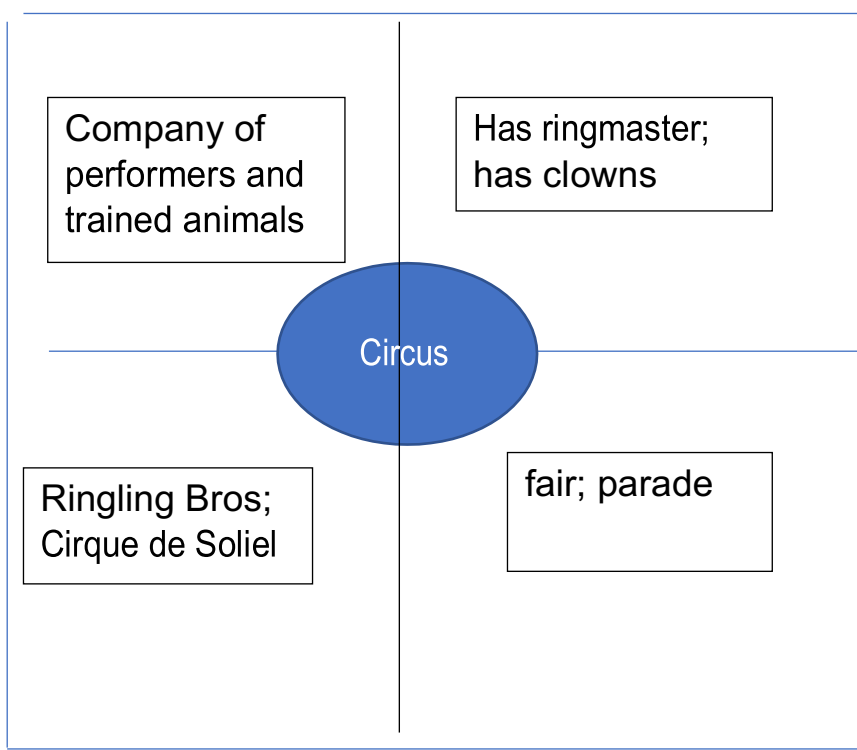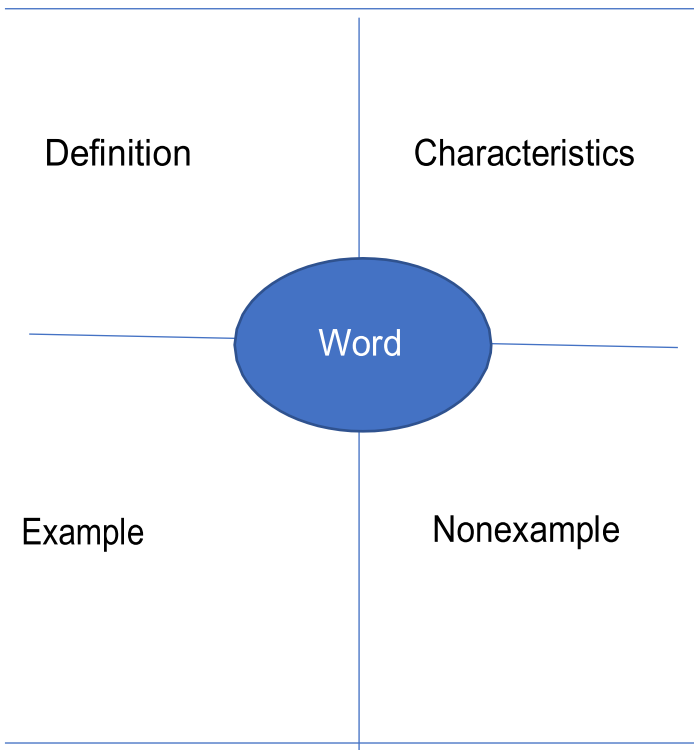A. Match the definition in the second column with the words in the first column.

_____ revoke	a. to appeal for support
_____ invoke	b. a person who speaks against
_____ digression	c. a turning aside
_____ aggression	d. a person who speaks in favor of
_____ accepting	e. the act of invading
_____ intercept	f. receiving
_____ advocate	g. to withdraw a privilege or license
_____ opponent	h. to stop or interrupt

B. Choose a passage from a novel the students are reading, a newspaper article, or from another source. Have students find words with Latin roots/Greek combining forms. If not sure, encourage them to take educated guesses and then look up the words in etymonline.com.

Example: Here is a passage from *1984* (George Orwell). Can you find 5 words that you think might be from the Latin layer of language (have prefixes, roots, suffixes). Check them in etymonline.com:

Winston turned round abruptly. He had set his features into the expression
of quiet optimism which it was advisable to wear when facing the
telescreen.

C. **Frayer Model of Vocabulary Cards** – Model on left gives template; model on right gives example. Squares can be modified to include synonyms, antonyms, other pertinent information. Pictures can be used instead of words for some categories.
.

Definition	Characteristics
Word	
Example	Nonexample

Company of performers and trained animals	Has ringmaster; has clowns
Circus	
Ringling Bros; Cirque de Soliel	fair; parade

VIII. READING FLUENCY

Reading fluency must begin at the phoneme level. Repeated drills with phonograms, words and phrases can be helpful. For older students, I suggest practicing common words within phrases is (e.g., because I said so!). Here are some additional ideas:

A. Repeated Readings: Use instructional level texts and have students engage in multiple readings in short, frequent practice sessions. *Readers Theatre* offers a variation on this.

B. Phrase Work: Model phrasing by scooping under appropriate phrases in a passage. Teacher should read and then student should read. Work toward student being able to mark proper phrasing in a short passage.

C. Keep in mind that some students, with good intervention, will become good readers but may never be really *fast* readers. If students are accurate readers with good comprehension, they should keep moving along in their levels of reading.

IX. COMPREHENSION

Students who need explicit word level reading instruction also need direct instruction in strategies for comprehension. Comprehension must start at the sentence and paragraph level, but at the same time these students are required to read texts. Here are just a few ideas that can be part of instruction for reading comprehension:

A. Summarizing
   • Summarizing a short paragraph can be very challenging for some students.
   • At the end of a structured literacy lesson, when short oral readings are done, ask the student to tell you the main idea or to summarize the passage. This is great practice for sorting main idea from details.

B. Active Reading Strategy for Text/Expository Reading
   1. Before Reading:
      • Look over the chapter or section.
      • Look at pictures that are included.
      • Turn any subheadings into questions.
      • Read over any review questions from the back of the chapter/section.
   2. While Reading:
      • Read one paragraph or section – no highlighting
      • After reading the section, go back and think about the main idea (or what might be asked on a test). Highlight only these phrases/sentences.
      • Think of a question that could be answered by what you just highlighted. Write it in the margin or or on a study paper. This is what you will use to study for the test.

3. <u>After Reading:</u>
   - If there are review questions, answer them
   - On your study paper, write a 1-2 sentence summary of the main idea of the chapter
   - Under that, write any questions you still have after reading

C. Graphic organizers can be invaluable for helping students understand relationships between concepts taught in non-fiction, or plot lines in fiction. These is particularly helpful for those students with visual strengths. These can be created in Google Slides or Google Drawing, or downloaded through many websites.

D. Directly teach characteristics of different text structures. Then choose 2 readings with different text structures. Have the students read and try to identify, using the characteristics of each to find the answer.

E. The National Reading Panel's review of research for different comprehension strategies found the strongest evidence for <u>asking readers to generate questions during reading</u>. There are many resources for using this model, including QAR (Question-Answer Relationships), KWL (What we <u>K</u>now, What we <u>W</u>ant to find out, What we <u>L</u>earned and still need to learn), PALS (Peer Assisted Learning Strategies), and ReQuest. Questioning should be part of a multiple strategy instructional program.

     (Suggestions for comprehension programs taken from Marzola, Eileen, "Strategies to Improve Reading Comprehension in the Multisensory Classroom", *Multisensory Teaching of Basic Language Skills, 4th ed.,* Baltimore: Brookes Publishing, 2018.)

<u>Resources:</u>

Exercises were taken from a variety of resources, including:

Henry, Marcia and Nancy Redding (2004) *Patterns for Success in Reading and Spelling*, Austin: Pro-Ed Publishing.

Rudd, Josephine (1996), *Word Attack Manual*, Cambridge: Educators Publishing Services, Inc.

Steere, Amey, Caroline Peck and Lnda Kahn (1996), *Solving Language Difficulties*, Cambridge: Educators Publishing Services, Inc.

    (*Solving Language Difficulties* was the text I used when teaching reading and spelling strategies to adults with learning disabilities in Community College)