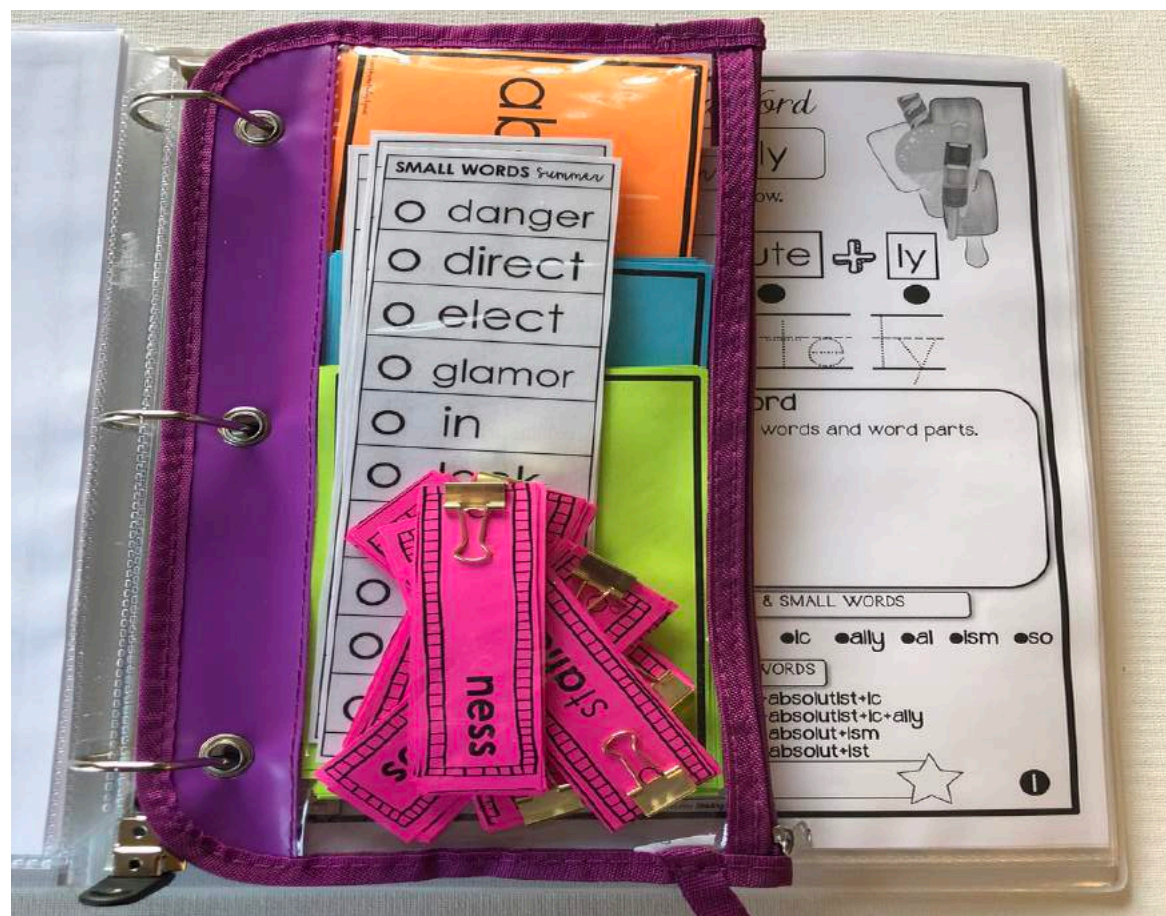


INTERVENTiON BiNDER

Decoding Multisyllabic Words

summer



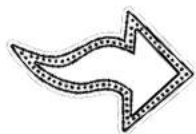
The image is a collage of three pages from the 'Explore-a-word' book. The top page features the word 'action' in a large, bold font, with a red 'VIEW' text overlay. Below the word, there are instructions for a coloring activity: 'for small words color and paste in you know. SAY and CIRCLE (underline)'. The middle page shows the word 'ous' in a large, bold font, with a red 'PRE' text overlay. Below the word, there are instructions for a coloring activity: 'Look for small words TAP, SAY and CIRCLE'. The bottom page shows the word 'ous' in a large, bold font, with a red 'PRE' text overlay. Below the word, there are instructions for a coloring activity: 'Look for small words TAP, SAY and CIRCLE'. The pages include various activities like coloring, tracing, and writing.



TAKE *a Look*

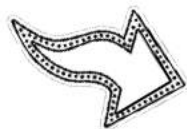
The image displays a collection of handwriting practice worksheets from a book titled "Explore-a-Word". The worksheets are arranged in a grid-like fashion, showing various pages. Each page features a large word card at the top, followed by a smaller word card with phonics breakdown (e.g., gen + er + ous for "generous"). Below these are tracing guides and writing practice lines. Some pages include additional sections like "MORE TO EXPLORE: WORD PARTS & SMALL WORDS" and "MORE TO EXPLORE: WORDS". A large, bold, red "PREVIEW" watermark is superimposed diagonally across the entire image, repeating the word multiple times.

LEARNING TARGETS



"I Recognize Word Parts"

SO...



"I Can Read

Gigantic, Multisyllabic Words"

Readers

- will recognize and correctly pronounce word parts inside gigantic words to help them decode multisyllabic words.
- will be able to read word parts "by sight" in order to easily recognize and correctly pronounce the parts as they decode gigantic words.

DECODE MULTISYLLABIC WORDS

★COMMON CORE STATE STANDARDS★

CCSS 3.3b, 3.3c, 4.3a, 5.3a

★TEKS ★

3.b.2.A(v)(vi), 4.b.2.A(iv)(v), 5.b.2.A(iv)

"Demonstrate and apply phonetic knowledge by
DECODING WORDS using knowledge of PREFIXES and SUFFIXES".



WHO is it For?

★RECOMMENDED FOR★

READING LEVEL: 2.0+

- This program is most useful for READERS OF ANY AGE who have achieved approximately SECOND GRADE READING LEVEL OR ABOVE.
- These readers have MASTERED MANY SIGHT WORDS, but MAY NOT HAVE MASTERED BEGINNING PHONICS.
- The lower the reading level, the more scaffolding and support will be required.

GRADE LEVEL: GRADES 3-12+

Most useful for STRUGGLING DECODERS
in grades 3, 4 and above (GRADES 3-12 and ADULTS).

INTERVENTION:

"I Can Read Gigantic Words through Recognizing Word Parts"
is a program for readers who

- Will benefit from systematic decoding support.
- Struggle to recognize parts inside multisyllabic words.

WHOLE-CLASS INSTRUCTION: 4th GRADE

- This program is also valuable for many on-grade-level readers in 4th grade, as they begin to encounter many multisyllabic words in their reading.

Multisyllabic word study is

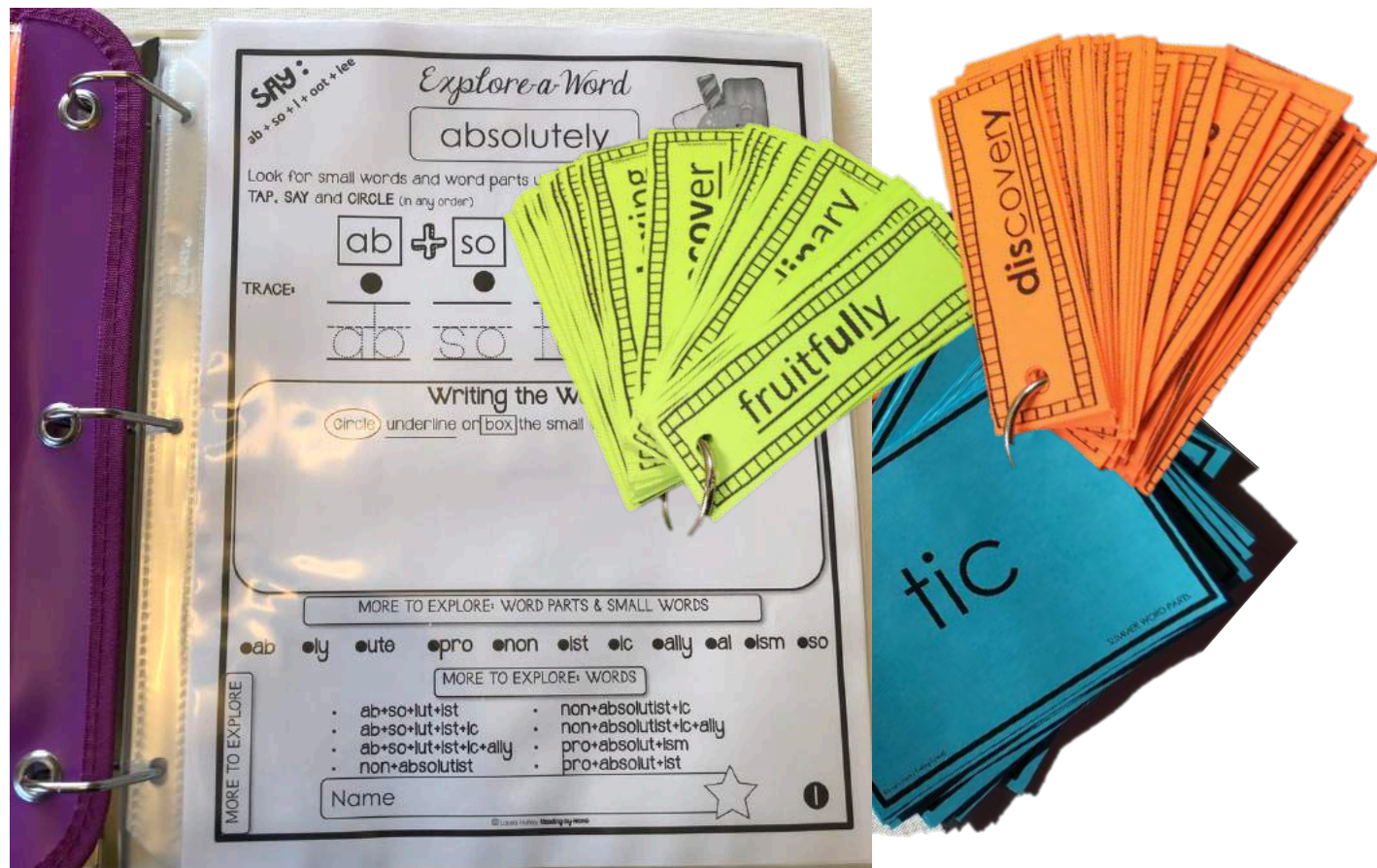
- helpful for many third grade readers
- crucial for fourth grade through middle school readers
- beneficial for struggling secondary decoders and
- may be adapted for selected second or
- advanced first grade readers.



HOW TO *Use*

★USE FOR★

- SMALL-GROUP GUIDED PRACTICE
- ONE-ONE GUIDED PRACTICE
- RTI
- TUTORING
- HOMESCHOOLING



PROGRESS *Monitoring* DATA *Tracking*

PREVIEW

GIGANTIC WORD

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EXPL

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di				ly				an				direct				point			
dir												elect				so			
ect												glamor				ten			

EXPLORE-A-WORD Summer

WORD PARTS/
SMALL WORDS

Student _____

NOTES:

DATE	# Possible	# Correct	



TEACHER Notes

PREVIEW

TEACHER NOTES

LEARNING TARGET

"I Recognize Words"

"I Read Words"

"I Understand Multisyllabic Words"

GOALS

Readers

- will recognize pronouns, giant words, and multisyllabic words
- will be able to "see" the "sight" in a word and connect it to the sound as they read

CCSS RF. 3.3b, 3.3c, 3.3d, 3.3e, 3.3f, 3.3g, 3.3h, 3.3i, 3.3j, 3.3k, 3.3l, 3.3m, 3.3n, 3.3o, 3.3p, 3.3q, 3.3r, 3.3s, 3.3t, 3.3u, 3.3v, 3.3w, 3.3x, 3.3y, 3.3z, 3.3aa, 3.3ab, 3.3ac, 3.3ad, 3.3ae, 3.3af, 3.3ag, 3.3ah, 3.3ai, 3.3aj, 3.3ak, 3.3al, 3.3am, 3.3an, 3.3ao, 3.3ap, 3.3aq, 3.3ar, 3.3as, 3.3at, 3.3au, 3.3av, 3.3aw, 3.3ax, 3.3ay, 3.3az, 3.3ba, 3.3bb, 3.3bc, 3.3bd, 3.3be, 3.3bf, 3.3bg, 3.3bh, 3.3bi, 3.3bj, 3.3bk, 3.3bl, 3.3bm, 3.3bn, 3.3bo, 3.3bp, 3.3bq, 3.3br, 3.3bs, 3.3bt, 3.3bu, 3.3bv, 3.3bw, 3.3bx, 3.3by, 3.3bz, 3.3ca, 3.3cb, 3.3cc, 3.3cd, 3.3ce, 3.3cf, 3.3cg, 3.3ch, 3.3ci, 3.3cj, 3.3ck, 3.3cl, 3.3cm, 3.3cn, 3.3co, 3.3cp, 3.3cq, 3.3cr, 3.3cs, 3.3ct, 3.3cu, 3.3cv, 3.3cw, 3.3cx, 3.3cy, 3.3cz, 3.3da, 3.3db, 3.3dc, 3.3dd, 3.3de, 3.3df, 3.3dg, 3.3dh, 3.3di, 3.3dj, 3.3dk, 3.3dl, 3.3dm, 3.3dn, 3.3do, 3.3dp, 3.3dq, 3.3dr, 3.3ds, 3.3dt, 3.3du, 3.3dv, 3.3dw, 3.3dx, 3.3dy, 3.3dz, 3.3ea, 3.3eb, 3.3ec, 3.3ed, 3.3ee, 3.3ef, 3.3eg, 3.3eh, 3.3ei, 3.3ej, 3.3ek, 3.3el, 3.3em, 3.3en, 3.3eo, 3.3ep, 3.3eq, 3.3er, 3.3es, 3.3et, 3.3eu, 3.3ev, 3.3ew, 3.3ex, 3.3ey, 3.3ez, 3.3fa, 3.3fb, 3.3fc, 3.3fd, 3.3fe, 3.3ff, 3.3fg, 3.3fh, 3.3fi, 3.3fj, 3.3fk, 3.3fl, 3.3fm, 3.3fn, 3.3fo, 3.3fp, 3.3fq, 3.3fr, 3.3fs, 3.3ft, 3.3fu, 3.3fv, 3.3fw, 3.3fx, 3.3fy, 3.3fz, 3.3ga, 3.3gb, 3.3gc, 3.3gd, 3.3ge, 3.3gf, 3.3gg, 3.3gh, 3.3gi, 3.3gj, 3.3gk, 3.3gl, 3.3gm, 3.3gn, 3.3go, 3.3gp, 3.3gq, 3.3gr, 3.3gs, 3.3gt, 3.3gu, 3.3gv, 3.3gw, 3.3gx, 3.3gy, 3.3gz, 3.3ha, 3.3hb, 3.3hc, 3.3hd, 3.3he, 3.3hf, 3.3hg, 3.3hi, 3.3hj, 3.3hk, 3.3hl, 3.3hm, 3.3hn, 3.3ho, 3.3hp, 3.3hq, 3.3hr, 3.3hs, 3.3ht, 3.3hu, 3.3hv, 3.3hw, 3.3hx, 3.3hy, 3.3hz, 3.3ia, 3.3ib, 3.3ic, 3.3id, 3.3ie, 3.3if, 3.3ig, 3.3ih, 3.3ii, 3.3ij, 3.3ik, 3.3il, 3.3im, 3.3in, 3.3io, 3.3ip, 3.3iq, 3.3ir, 3.3is, 3.3it, 3.3iu, 3.3iv, 3.3iw, 3.3ix, 3.3iy, 3.3iz, 3.3ja, 3.3jb, 3.3jc, 3.3jd, 3.3je, 3.3jf, 3.3jg, 3.3jh, 3.3ji, 3.3jj, 3.3jk, 3.3jl, 3.3jm, 3.3jn, 3.3jo, 3.3jp, 3.3jq, 3.3jr, 3.3js, 3.3jt, 3.3ju, 3.3jv, 3.3jw, 3.3jx, 3.3jy, 3.3jz, 3.3ka, 3.3kb, 3.3kc, 3.3kd, 3.3ke, 3.3kf, 3.3kg, 3.3kh, 3.3ki, 3.3kj, 3.3kk, 3.3kl, 3.3km, 3.3kn, 3.3ko, 3.3kp, 3.3kq, 3.3kr, 3.3ks, 3.3kt, 3.3ku, 3.3kv, 3.3kw, 3.3kx, 3.3ky, 3.3kz, 3.3la, 3.3lb, 3.3lc, 3.3ld, 3.3le, 3.3lf, 3.3lg, 3.3lh, 3.3li, 3.3lj, 3.3lk, 3.3ll, 3.3lm, 3.3ln, 3.3lo, 3.3lp, 3.3lq, 3.3lr, 3.3ls, 3.3lt, 3.3lu, 3.3lv, 3.3lw, 3.3lx, 3.3ly, 3.3lz, 3.3ma, 3.3mb, 3.3mc, 3.3md, 3.3me, 3.3mf, 3.3mg, 3.3mh, 3.3mi, 3.3mj, 3.3mk, 3.3ml, 3.3mm, 3.3mn, 3.3mo, 3.3mp, 3.3mq, 3.3mr, 3.3ms, 3.3mt, 3.3mu, 3.3mv, 3.3mw, 3.3mx, 3.3my, 3.3mz, 3.3na, 3.3nb, 3.3nc, 3.3nd, 3.3ne, 3.3nf, 3.3ng, 3.3nh, 3.3ni, 3.3nj, 3.3nk, 3.3nl, 3.3nm, 3.3nn, 3.3no, 3.3np, 3.3nq, 3.3nr, 3.3ns, 3.3nt, 3.3nu, 3.3nv, 3.3nw, 3.3nx, 3.3ny, 3.3nz, 3.3oa, 3.3ob, 3.3oc, 3.3od, 3.3oe, 3.3of, 3.3og, 3.3oh, 3.3oi, 3.3oj, 3.3ok, 3.3ol, 3.3om, 3.3on, 3.3oo, 3.3op, 3.3oq, 3.3or, 3.3os, 3.3ot, 3.3ou, 3.3ov, 3.3ow, 3.3ox, 3.3oy, 3.3oz, 3.3pa, 3.3pb, 3.3pc, 3.3pd, 3.3pe, 3.3pf, 3.3pg, 3.3ph, 3.3pi, 3.3pj, 3.3pk, 3.3pl, 3.3pm, 3.3pn, 3.3po, 3.3pp, 3.3pq, 3.3pr, 3.3ps, 3.3pt, 3.3pu, 3.3pv, 3.3pw, 3.3px, 3.3py, 3.3pz, 3.3qa, 3.3qb, 3.3qc, 3.3qd, 3.3qe, 3.3qf, 3.3qg, 3.3qh, 3.3qi, 3.3qj, 3.3qk, 3.3ql, 3.3qm, 3.3qn, 3.3qo, 3.3qp, 3.3qq, 3.3qr, 3.3qs, 3.3qt, 3.3qu, 3.3qv, 3.3qw, 3.3qx, 3.3qy, 3.3qz, 3.3ra, 3.3rb, 3.3rc, 3.3rd, 3.3re, 3.3rf, 3.3rg, 3.3rh, 3.3ri, 3.3rj, 3.3rk, 3.3rl, 3.3rm, 3.3rn, 3.3ro, 3.3rp, 3.3rq, 3.3rr, 3.3rs, 3.3rt, 3.3ru, 3.3rv, 3.3rw, 3.3rx, 3.3ry, 3.3rz, 3.3sa, 3.3sb, 3.3sc, 3.3sd, 3.3se, 3.3sf, 3.3sg, 3.3sh, 3.3si, 3.3sj, 3.3sk, 3.3sl, 3.3sm, 3.3sn, 3.3so, 3.3sp, 3.3sq, 3.3sr, 3.3ss, 3.3st, 3.3su, 3.3sv, 3.3sw, 3.3sx, 3.3sy, 3.3sz, 3.3ta, 3.3tb, 3.3tc, 3.3td, 3.3te, 3.3tf, 3.3tg, 3.3th, 3.3ti, 3.3tj, 3.3tk, 3.3tl, 3.3tm, 3.3tn, 3.3to, 3.3tp, 3.3tq, 3.3tr, 3.3ts, 3.3tt, 3.3tu, 3.3tv, 3.3tw, 3.3tx, 3.3ty, 3.3tz, 3.3ua, 3.3ub, 3.3uc, 3.3ud, 3.3ue, 3.3uf, 3.3ug, 3.3uh, 3.3ui, 3.3uj, 3.3uk, 3.3ul, 3.3um, 3.3un, 3.3uo, 3.3up, 3.3uq, 3.3ur, 3.3us, 3.3ut, 3.3uu, 3.3uv, 3.3uw, 3.3ux, 3.3uy, 3.3uz, 3.3va, 3.3vb, 3.3vc, 3.3vd, 3.3ve, 3.3vf, 3.3vg, 3.3vh, 3.3vi, 3.3vj, 3.3vk, 3.3vl, 3.3vm, 3.3vn, 3.3vo, 3.3vp, 3.3vq, 3.3vr, 3.3vs, 3.3vt, 3.3vu, 3.3vv, 3.3vw, 3.3vx, 3.3vy, 3.3vz, 3.3wa, 3.3wb, 3.3wc, 3.3wd, 3.3we, 3.3wf, 3.3wg, 3.3wh, 3.3wi, 3.3wj, 3.3wk, 3.3wl, 3.3wm, 3.3wn, 3.3wo, 3.3wp, 3.3wq, 3.3wr, 3.3ws, 3.3wt, 3.3wu, 3.3wv, 3.3ww, 3.3wx, 3.3wy, 3.3wz, 3.3xa, 3.3xb, 3.3xc, 3.3xd, 3.3xe, 3.3xf, 3.3xg, 3.3xh, 3.3xi, 3.3xj, 3.3xk, 3.3xl, 3.3xm, 3.3xn, 3.3xo, 3.3xp, 3.3xq, 3.3xr, 3.3xs, 3.3xt, 3.3xu, 3.3xv, 3.3xw, 3.3xx, 3.3xy, 3.3xz, 3.3ya, 3.3yb, 3.3yc, 3.3yd, 3.3ye, 3.3yf, 3.3yg, 3.3yh, 3.3yi, 3.3yj, 3.3yk, 3.3yl, 3.3ym, 3.3yn, 3.3yo, 3.3yp, 3.3yq, 3.3yr, 3.3ys, 3.3yt, 3.3yu, 3.3yv, 3.3yw, 3.3yx, 3.3yy, 3.3yz, 3.3za, 3.3zb, 3.3zc, 3.3zd, 3.3ze, 3.3zf, 3.3zg, 3.3zh, 3.3zi, 3.3zj, 3.3zk, 3.3zl, 3.3zm, 3.3zn, 3.3zo, 3.3zp, 3.3zq, 3.3zr, 3.3zs, 3.3zt, 3.3zu, 3.3zv, 3.3zw, 3.3zx, 3.3zy, 3.3zz

TEACHER NOTES

MORE TIPS

- Help readers understand that multisyllabic words are not just long, confusing strings of letters, but are actually made up of many parts they already know.
- We want readers to see already-known words or word parts at a glance inside a larger word.
- Concentrate on what each individual reader already knows. In "disappointing" do they know "dis"? "appointing"? Or do they know "small" word "dis" is inside the larger word, so it's not inside of "disappointing" either side "appointing" (which is inside "disappointing") is point is important word and they see point or appointing? Whatever the reader does see.
- Some readers don't know the word appoint - because in their speaking or listening vocabulary. If so, they will be able to see it and will need to rely on other parts of the word they can see. This is why the strategy is individualized for each reader.
- What if a reader only knows ing? Celebrate that, then teach the new word parts dis (think distance) and appoint (apple.)

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TEACHER NOTES

LOOKING FOR WORDS AND WORD PARTS I ALREADY KNOW

- TEACH students to look for word parts and smaller words in multisyllabic words that they already know.

YAY

- CELEBRATE SUCCESS! Celebrate small wins.
- If a student reads a word or word part correctly the first try = "YAY!"
- If a student reads a word or word part correctly after help = "YAY!"
- If a student reads a word or word part correctly after hearing another student's correct answer and modeling it = "YAY!"
- Remember, this is a teaching and practice activity - not assessment - so CELEBRATE freely!

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TEACHER NOTES

IN ANY ORDER

- Accomplished readers often read the beginning of a word first, then the end, and later look at the middle of the word, looking for chunks they recognize - until the light bulb goes off and they recognize the word.
- Try not to always point to the parts of words in sequential order only.
- Skipping around while practicing helps readers see word parts independently, rather than only relying on reading sequentially letter-by-letter.
- DIFFERENTIATION:** Some readers are so conditioned, however, to reading from left to right that skipping around is difficult. Allow readers to read in whatever order works best, if necessary.

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TEACHER NOTES

YAY

- CELEBRATE SUCCESS! Celebrate small wins.
- If a student reads a word or word part correctly the first try = "YAY!"
- If a student reads a word or word part correctly after help = "YAY!"
- If a student reads a word or word part correctly after hearing another student's correct answer and modeling it = "YAY!"
- Remember, this is a teaching and practice activity - not assessment - so CELEBRATE freely!

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TEACHER Notes

TEACHER NOTES

TAP

- Student taps the back dot under each part as they read.
- Seeing, touching and hearing a word part visually connects learning.
- DIFFERENTIATION:** tap, tap, tap.

TEACHER NOTES

CIRCLE

- It's OK for students to use any method, or combination of methods:
- circle, underline, box, highlight
- check to color the word parts.
- It's important which method students choose.

TEACHER NOTES

WRITING THE WORD

- This box is a "mini white board" (place the pages in page protectors or laminate.)
- Students use a **dry erase marker** to practice writing words and word parts in this box.
- Students **write the word**, then **circle, underline, or box** each part that they recognize.

TEACHER NOTES

SAY

- If a student mispronounces a word part or word, **model** how to **say it correctly**.
- Then say, "Now you say it."
- After the student says it correctly, say, "Nice job!"
- Then continue on.
- Remember, this is a **teaching and practice** activity – not assessment – so give help freely.

TEACHER NOTES

MORE TO EXPLORE

TEACHERS SELECT FROM THIS RESOURCE WORDS AND WORD PARTS FOR THEIR STUDENTS TO EXPLORE. (Do not assign this section to students to explore on their own.)

The MORE TO EXPLORE section is a reference resource for teachers.

- Select words and word parts for students to write and explore in the Words to Write Box.

DIFFERENTIATION:

Select words and word parts that match your students' needs:

- just the easiest word parts (ing, ful)?
- known words (personal, invisible)?
- harder words (imponderable)?
- or super challenge words (intergenerationality)?

Some students will want to explore this section independently. Allow, if not causing confusion or frustration.



WHAT People are Saying

Decoding Multisyllabic Words

TEACHING DECODING INDEPENDENCE USING A WHITE BOARD

"My tier 3 intervention students are LOVING decoding with this method! They beg to do more each day because they are finally finding success with decoding multisyllabic words. I am so thankful for this product and method!" – Lauren G.

Decoding Multisyllabic Words

GUIDED PRACTICE INTERVENTION BINDER

"I love this! My kiddos who hate, hate, hate reading love doing this. They love exploring the big words and then reading the word cards. They practically glow." – Heather J.

Decoding Multisyllabic Words

VIDEO & ACTIVITIES WEEK 1 INTERVENTION

"Decoding GIGANTIC words gave my older elementary student a sense that he was accomplishing a big, challenging task....even though we were going back to the basics. He took pride in decoding the gigantic words that had eluded him in decoding smaller words." – Nancy J.



WHAT *People are Saying*

Decoding Multisyllabic Words

MINI INTERACTIVE NOTEBOOK SETS 1-12 BUNDLE

"As a 4th grade teacher, I am so happy that I purchased this! My classroom has a wide range of readers (from 1st to 7th grade), but I still use this as a whole class activity. My kiddos love this activity, and they all get to feel a sense of accomplishment when we break apart larger words into smaller chunks. I have already seen my students use this process when attempting to read larger words on their own as well as during their writing in attempting to spell out longer words. Highly recommended!" – Kelsey K.

Decoding Multisyllabic Words

WORD PARTS YEAR-LONG PROGRAM – HANDBOOK

"I love this because it encourages my students to find and solve words in their books and writing not just the list that's provided to them to practice and forget." – Heather J.

Decoding Multisyllabic Words

WORK PAGES READING INTERVENTION

"I used this resource in summer school to teach word attack skills. My students, who struggle with traditional syllabication, excelled with this strategy. They were free to start attacking without adhering to traditional patterns that are unfamiliar. This resource helped boost their confidence." – Angelina T.



WHAT *People are Saying*

Decoding Multisyllabic Words WORK PAGES READING INTERVENTION

"This decoding practice is just what I've been looking for. Many activities to assist struggling spellers/readers are out there but have "baby words" (single or two-syllable practice). Segmenting 3 or more syllable words is the target for my 12 yr old twins to further strengthen their reading program. I own everything from Orton-Gillingham to the Wilson reading program and everything in-between. Your material(s) pull out "specific" decoding/segmenting activities that "target" problem areas. Thank you for providing such FANTASTIC resources for us." – Catherine T.

Decoding Multisyllabic Words WORD PARTS RAINBOW FLASHCARDS SETS 1-47 BUNDLE

"As my students who struggle with reading discover many long words are comprised of many short easy-to-read parts – they beg to learn more." – Heather J.

Decoding Multisyllabic Words SUMMER READING WORD PARTS FLASH CARDS

"Perfect for frustrated older students who need a way to unlock what they believe are unsolvable mysteries in reading. Helps students go beyond letter-by-letter decoding." – Joy B.



SETUP and Organization

★PRINTING & PREP★

Student Pages

- PRINT in B&W or COLOR
- PLACE IN PAGE PROTECTORS
- PLACE in BINDER.

Student Flashcards

- PRINT in B&W
 - on colored or white
 - regular paper or
 - cardstock
- CUT OUT FLASHCARDS
 - and PLACE on RINGS
 - or STAPLE
 - or USE BINDER CLIPS

Teaching Flashcards

- PRINT in B&W
 - on colored or white
 - regular paper or
 - cardstock
- CUT OUT
- LAMINATE (optional)
- PLACE in POUCH in BINDER

Assessment Recording Pages

- PRINT in B&W
- PLACE IN STUDENT'S ASSESSMENT FOLDER

Student Assessment Cards

- PRINT in B&W
 - on colored or white
 - regular paper or
 - cardstock
- LAMINATE
- CUT OUT STRIPS
- KEEP STRIPS in BINDER POCKET.

One-time prep!

★MATERIALS NEEDED★

- 3-RING BINDER
- PAGE PROTECTORS
- DRY ERASE MARKERS
- RINGS, BINDER CLIPS OR STAPLES
- INTERVENTION BINDER PAGES
- COVER PAGE, BINDER SPINES & DIVIDER TAB
 - optional

I like to make one copy of the *one-time-prep* binder for each of my 5 small-group students. Or, I work one/one – with one binder and one student – while other small group members work alongside on related activities.

WHAT'S Included?

This Set Features:

- 22 STUDENT PRACTICE PAGES (1 per day for a month)
- STUDENT FLASHCARDS (16 for each of the 22 student pages)
- TEACHER'S GUIDE pages (10 pages)
- TEACHING FLASHCARDS for the month:
(word parts, small words, words)
- ASSESSMENT RECORDING PAGES (2 for the month)
- STUDENT ASSESSMENT CARDS (use with the recording pages)

Plus:

- Learning Targets
- CCSS/TEKS Standards
- Cover page, Divider Tabs, Spine Labels

*One Month
One-a-Day*



Please Note...

NOTES

★PLEASE NOTE: Words are NOT ALWAYS DIVIDED USING TRADITIONAL SYLLABICATION RULES!

This program DOES NOT USE THE OPEN AND CLOSED SYLLABLE METHOD OR SYLLABICATION SEGMENTATION RULES TO DECODE MULTISYLLABIC WORDS.

★PLEASE NOTE: This is a DECODING activity, with emphasis on readers' ability to decode longer, multisyllabic words encountered as their reading levels progress. STUDY OF WORD PART MEANINGS IS A SEPARATE VOCABULARY SKILL AND IS NOT COVERED BY THIS ACTIVITY.

★This program's focus is on ASSISTING STRUGGLING READERS to RECOGNIZE WHAT THEY ALREADY KNOW INSIDE A LONGER WORD. Thus, this process requires readers to break words into parts EACH READER recognizes. This MAY DIFFER SLIGHTLY FROM READER TO READER, depending on the reader's prior knowledge. Thus, there may be MORE THAN ONE "RIGHT WAY" TO BREAK A WORD, since the goal of breaking a word is simply to help readers SEE CHUNKS THEY RECOGNIZE.

Example: One reader might see "re" and "act" in the word "reaction," while another might notice "re" + "ac" + "tion" and another might simply recognize the word "act." In the word "fundamentally," one reader might see the word "fun" and another might recognize the word "fund." One might see "mentally" and another might see "ment" or "mental." Some might identify the word parts "al" + "ly" or the very common ending these two affixes make, "ally." All will help the reader decode the word more quickly.

★There are often multiple recognizable parts inside a longer word and SOMETIMES TWO OR MORE SYLLABLES ARE COMBINED to increase the efficiency of the decoding process. (Example: the four-syllable word "in vis i ble" might be broken as "in vis i ble" because the two syllables i+ble often occur together as ible (able, ible, ble and le) and can be taught together.) The goal is to lessen the number of letters and syllables a reader must decode in longer words. Some advanced "word parts" in this program (example: "istically") are actually comprised of several syllables.



"I Can Read **GiGANTic** Words"

THIS IS A SINGLE COMPONENT OF THE

[I Can Read Gigantic Words!](#)

[Full Year-Long DECODING MULTISYLLABIC WORDS Program.](#)

For more information about this program, check out the free overview:

["I CAN READ GIGANTIC WORDS" PROGRAM FAQ](#)

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ABOUT *the Author*

Hello! I'm Laura Hurley

- Reading Intervention Specialist
- Curriculum Designer

TEACHING EXPERIENCE

- 40+ years
- Reading Intervention 3-8
- Elementary Classroom Teacher 2-5
- Gifted & Talented Specialist 3-12
- Secondary English/Language Arts 6-10
- Middle School Social Studies

I've taught in:
Washington State,
the South Bronx, NYC,
and Queensland, Australia.



SPECIALIST

- Reading Interventionist
- Building Reading Specialist
- District Gifted & Talented Specialist/Coordinator

CURRICULUM DESIGN

- 10+ years
- Reading Intervention

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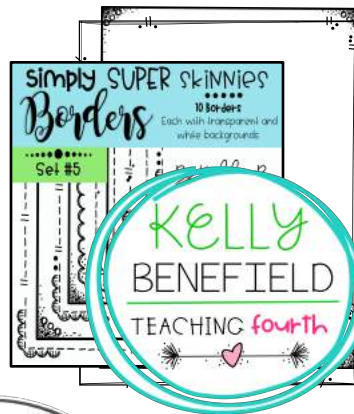
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