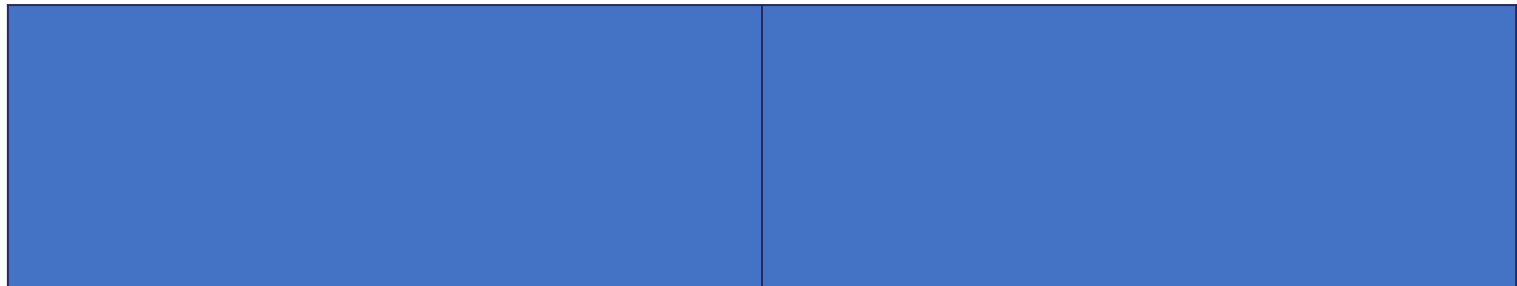




FLORIDA DEPARTMENT OF
EDUCATION
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Advanced Foundational Literacy: Decoding and Encoding *Two Sides of the Same Coin*



The first thing that
happened to reading was
writing.



Session Overview

Decoding and encoding are two sides of the same coin immersed in a reciprocal relationship with a significant impact on foundational literacy development.

Participants will explore instructional routines which tap into the powerful connection between reading and writing at the word level.

Session Objectives

- ❖ Analyze the multidimensional nature of words
- ❖ Engage in two instructional routines which facilitate the ability to decode and encode multisyllabic words
- ❖ Brainstorm ways in which the synergy between decoding and encoding can be put into practice in various educational environments



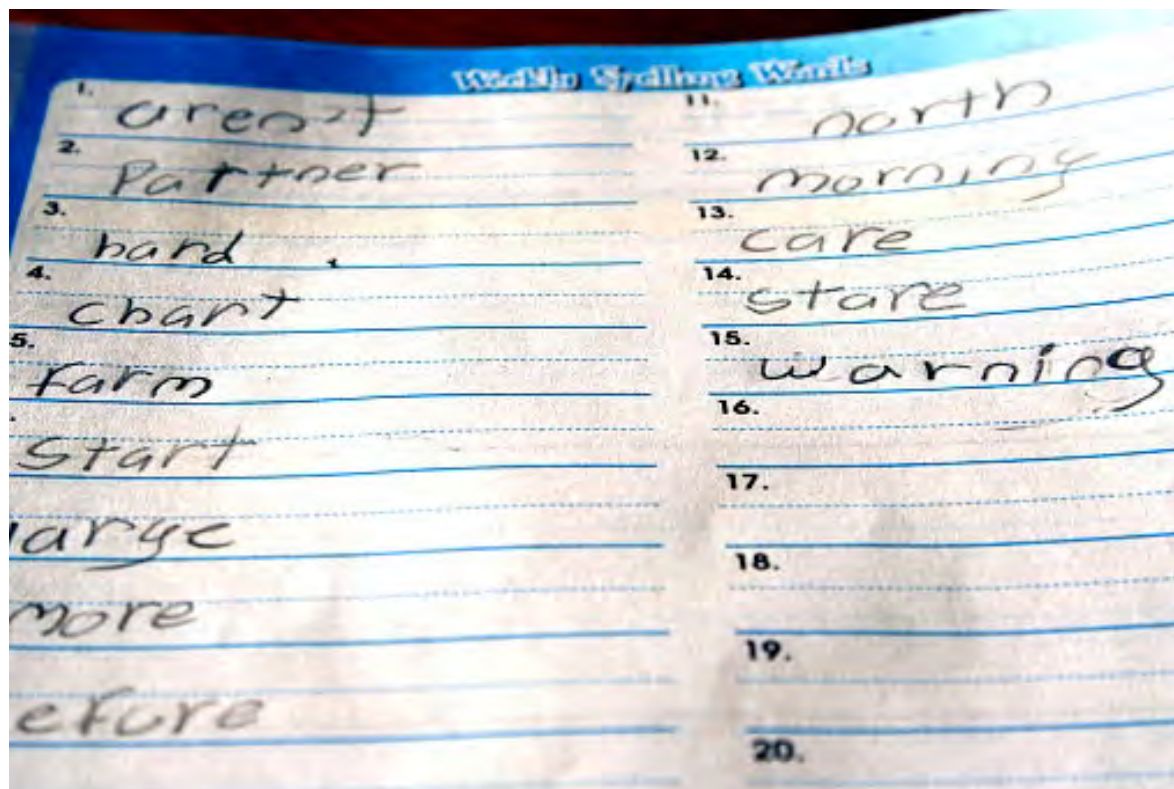
DECODING

Translating a word from print to speech, usually by employing knowledge of letter **sound relationships**; also, the act of deciphering a new word by **sounding** it out.

ENCODING

Determining the spelling of a word based on the **sounds** in the word.

What comes to mind...



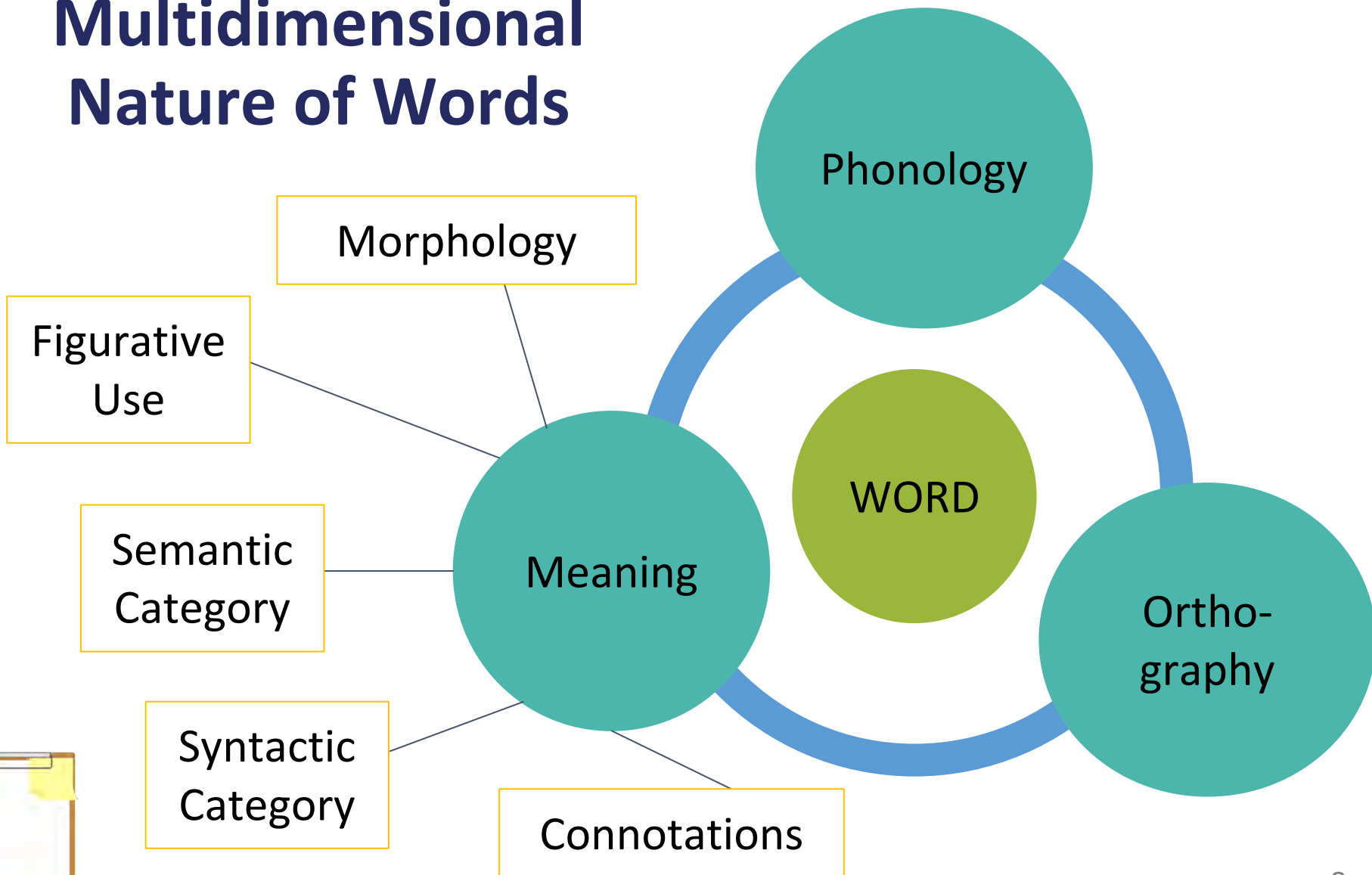
“But all children, even those who are predisposed to be good spellers, have much to learn about the history, structure and representation of their own language that will pay off in many other verbal domains.”



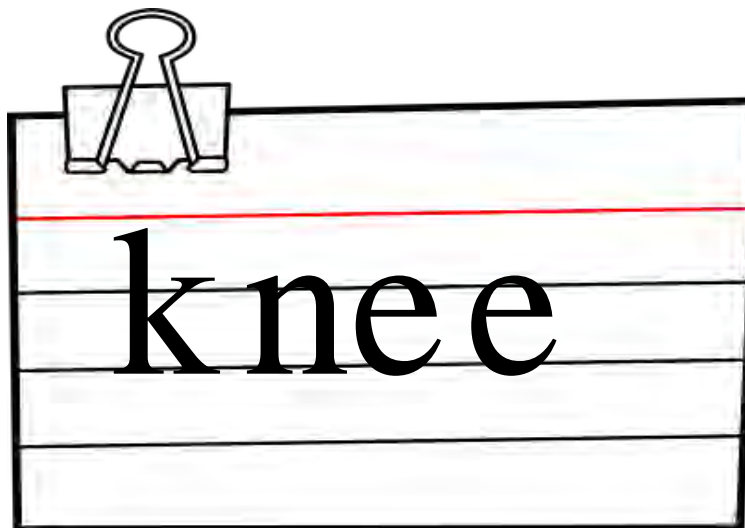
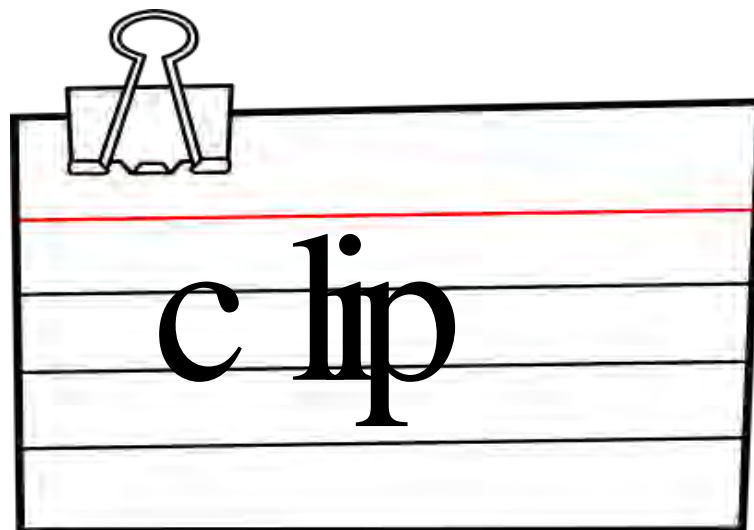
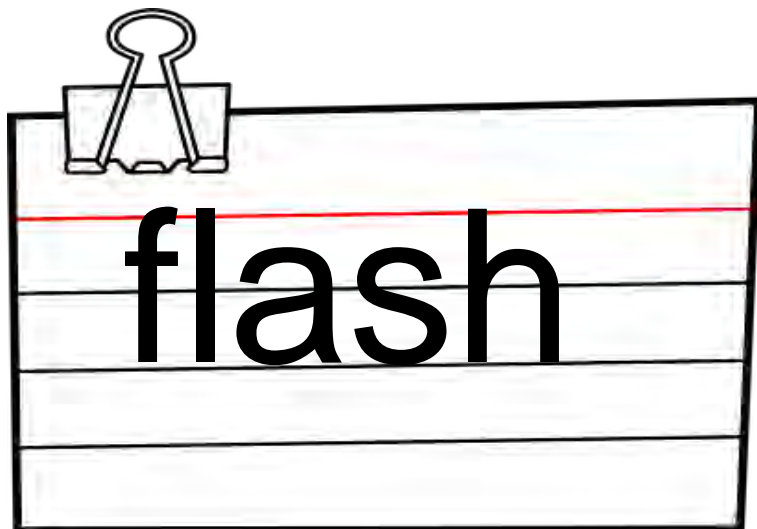
How Spelling Supports Reading, Louisa K. Moats
American Educator (Winter 2005/06, page 5)



Multidimensional Nature of Words



Fun with Words

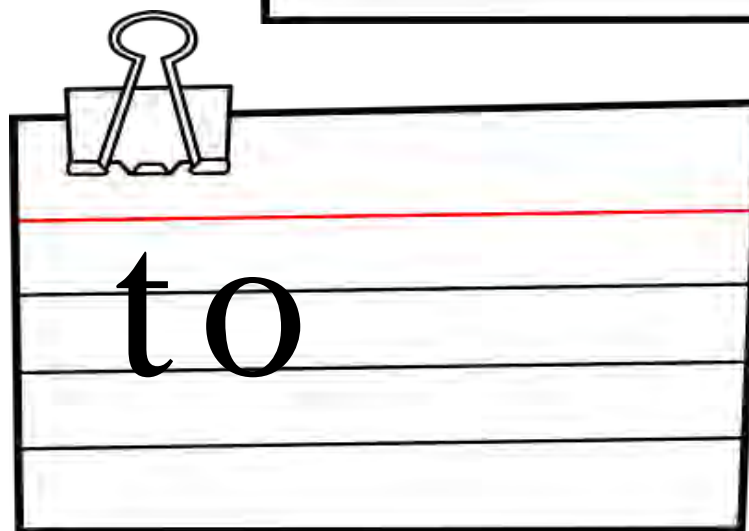
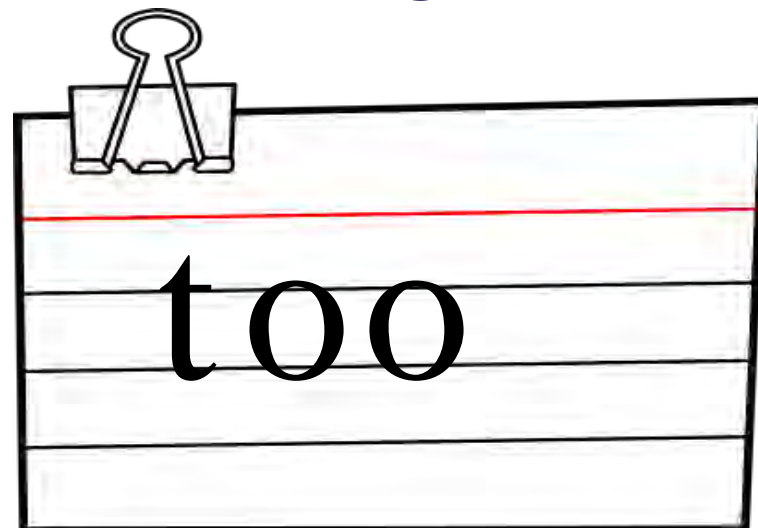
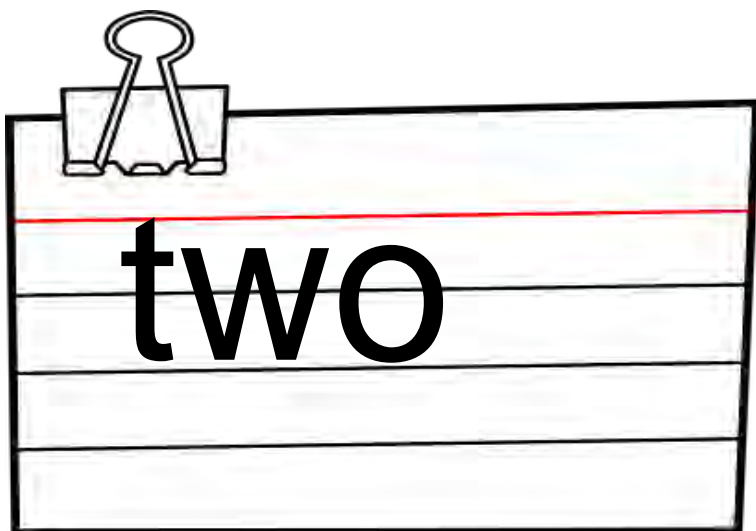




Phonesthemes

Phonestheme	<i>cl</i>	<i>cr</i>	<i>fl</i>	<i>gl</i>	<i>sl</i>
Suggested Meaning	Related to a closing motion (of a single object)	Associated with noises-particularly loud, quick or jarring	Express movement	Associated with vision or light	Denotes pejorative behavior
Word List	claim clam clamp clap clasp clench cling clip close clutch claim	crack cranky crash creak crinkle crispy cringe crumple crunch crush cry	flame flap flee flex flicker fling flip flop flow fluid fly	glamour glance glare glass gleam glimmer glimpse glint glisten glitter gloom gloss glow	sleek sleet slime slosh slouch sludge sleep slither slosh sloth slow slug slum slur

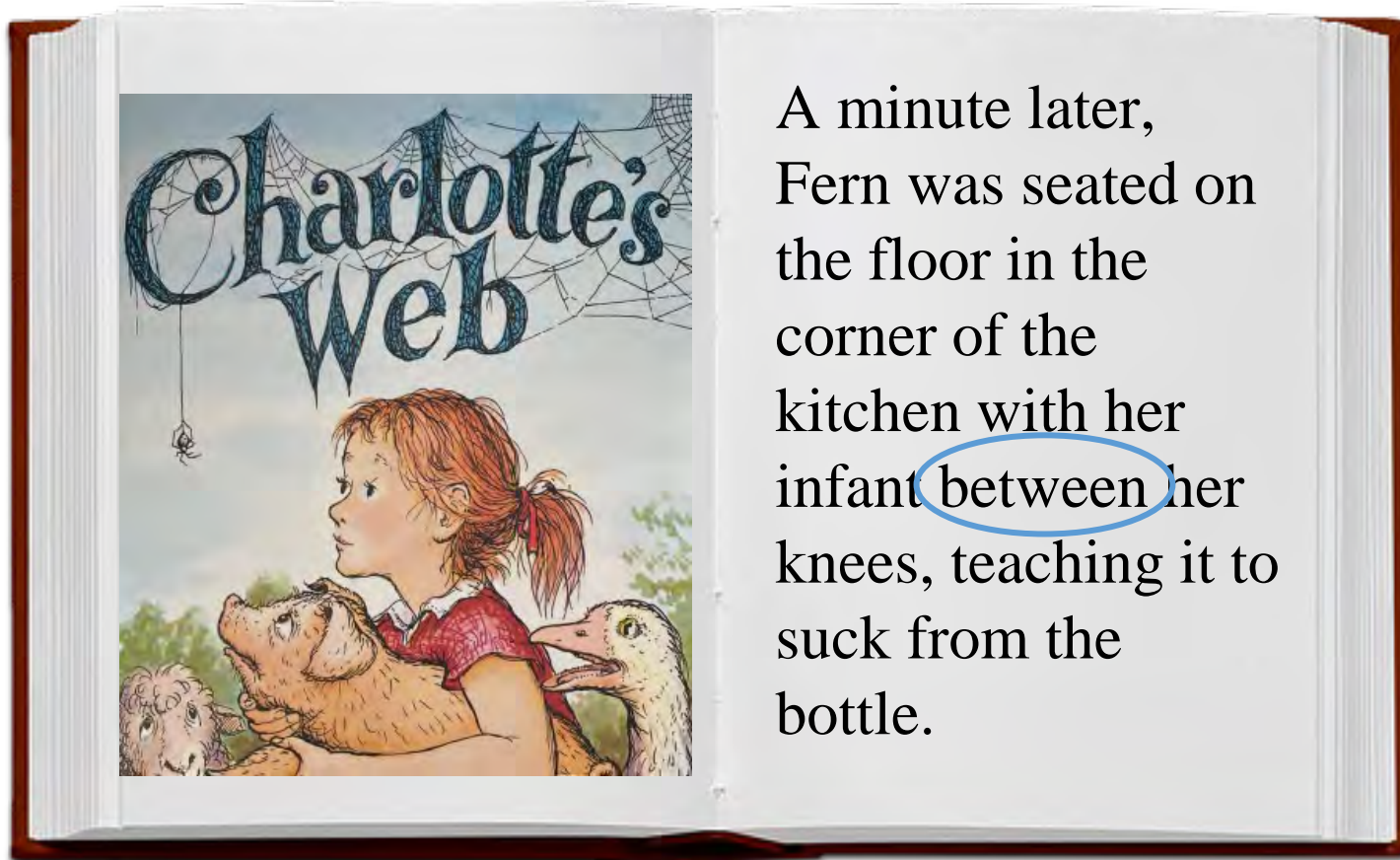
Instructional Impact on Encoding



Let's flip that COIN!



Instructional Implication on Decoding



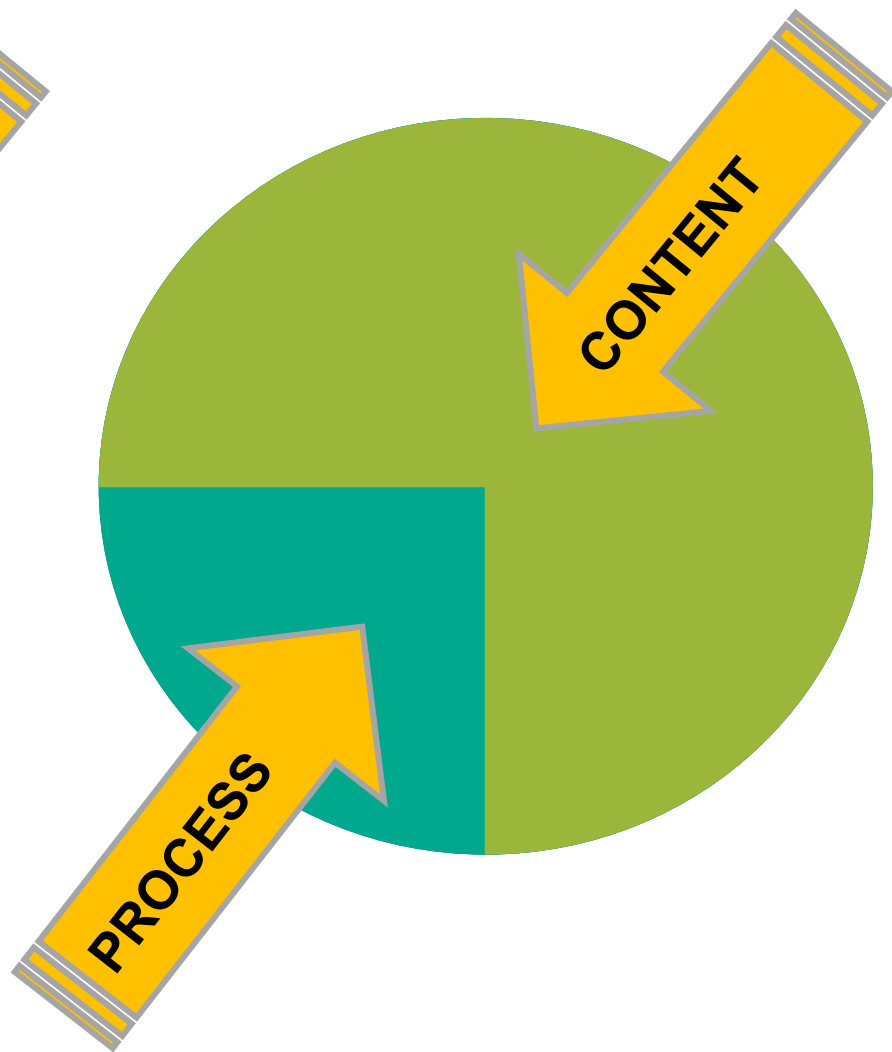
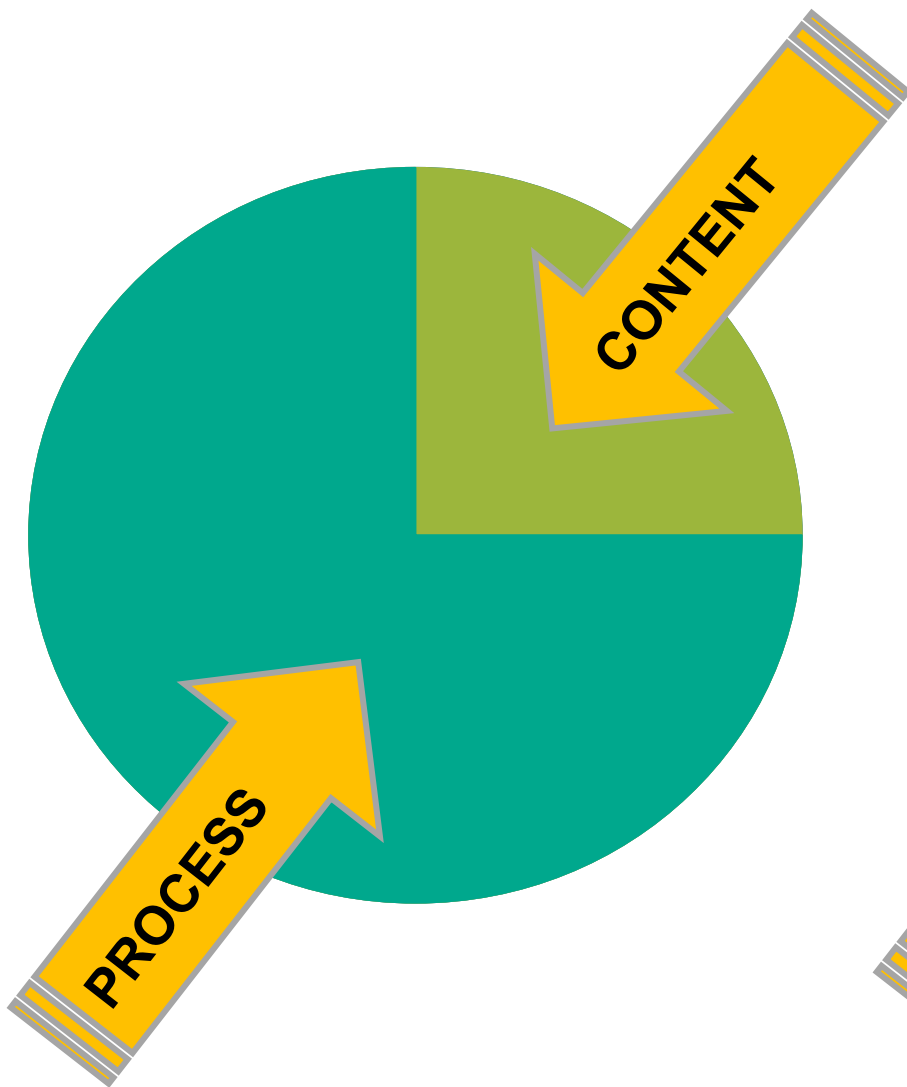
Charlotte's Web by E.B. White

Pause and Process





Instructional Routines

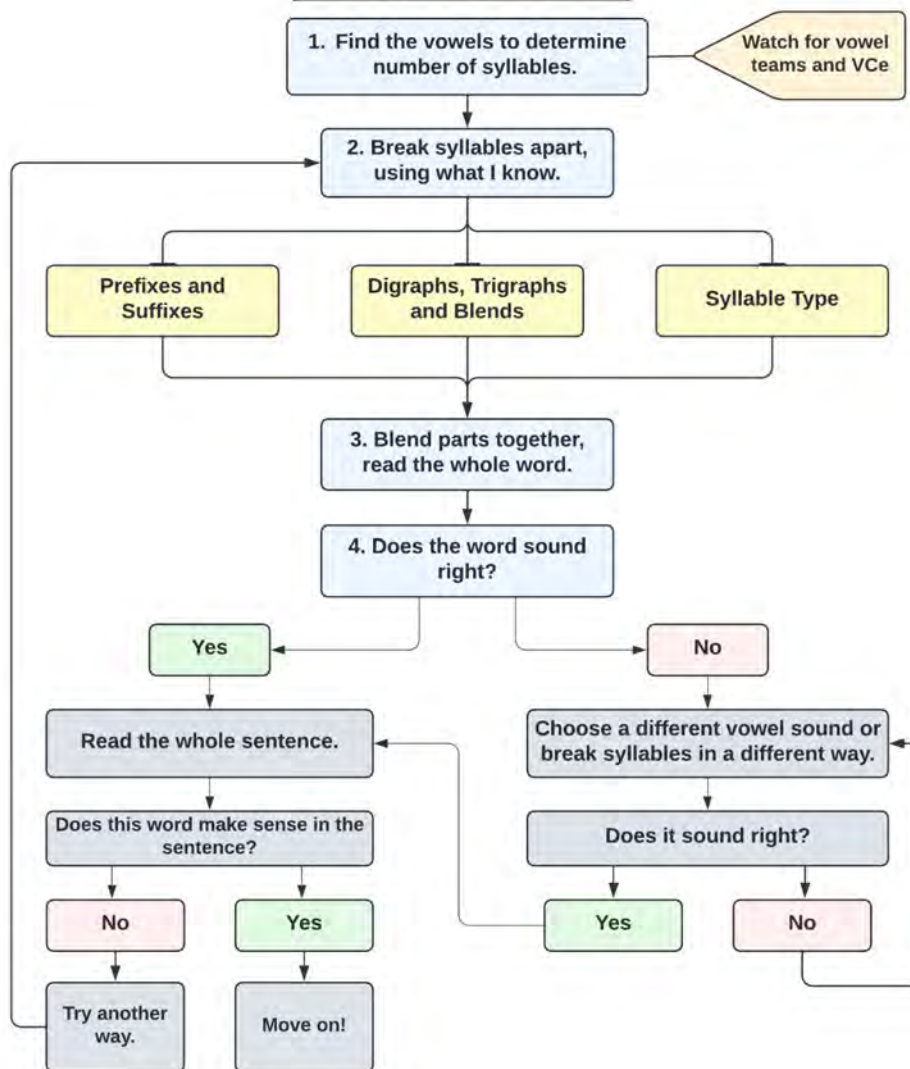


Decoding Multisyllabic Words





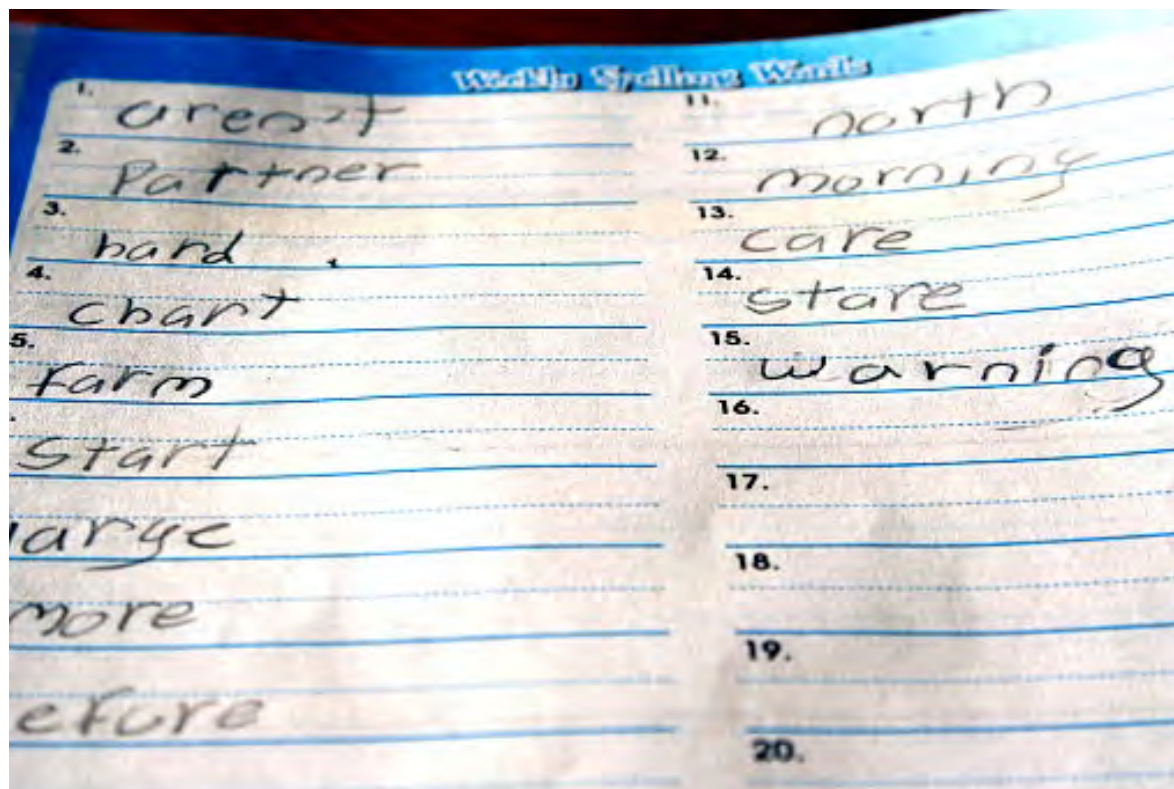
Decoding Multisyllabic Words



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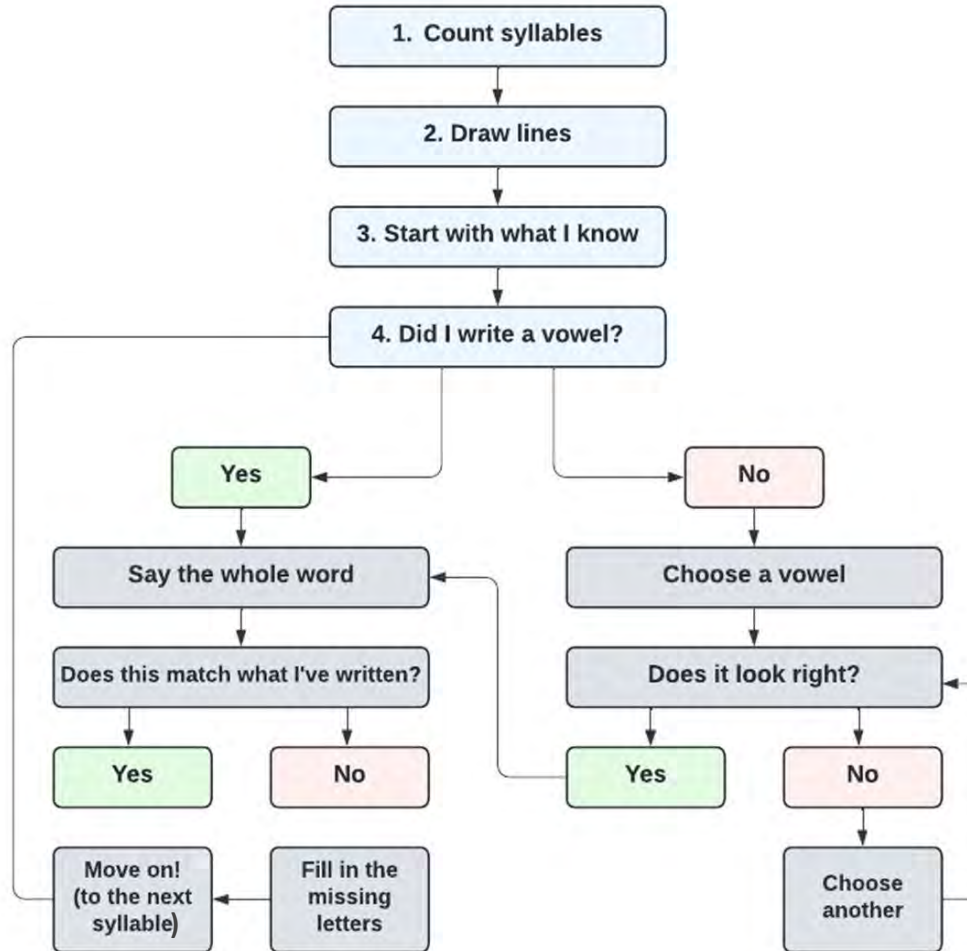


Encoding Multisyllabic Words





Encoding Multisyllabic Words



“For young children, research clearly indicates that spelling supports learning to read, and for older children, it’s likely that learning about the meaningful relationships between words will contribute to vocabulary growth and reading comprehension.”

“How Spelling Supports Reading” by Louisa K. Moats

The Power of Error Analysis





Is the spelling error
phonologically
plausible?

NO

YES

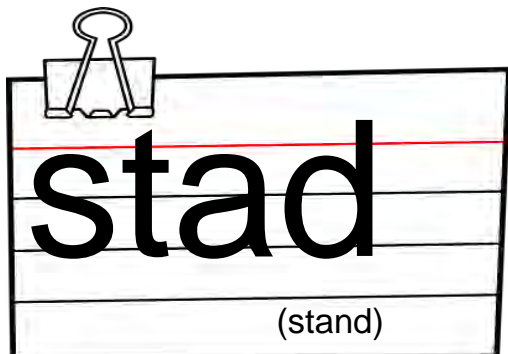
Phonemic
Segmentation

Similar Sound
Discrimination

Unexpected
Grapheme(s)

Spelling
Rule/Pattern

Morphological
Component



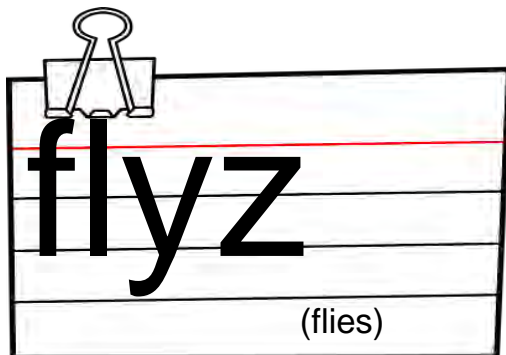
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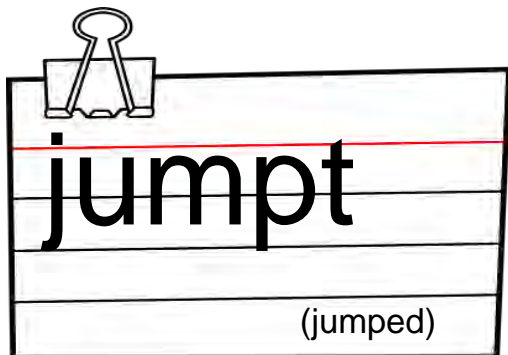
NO

YES

Unexpected Grapheme(s)

Spelling Rule/Pattern

Morphological Component



Is the spelling
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YES

Unexpected
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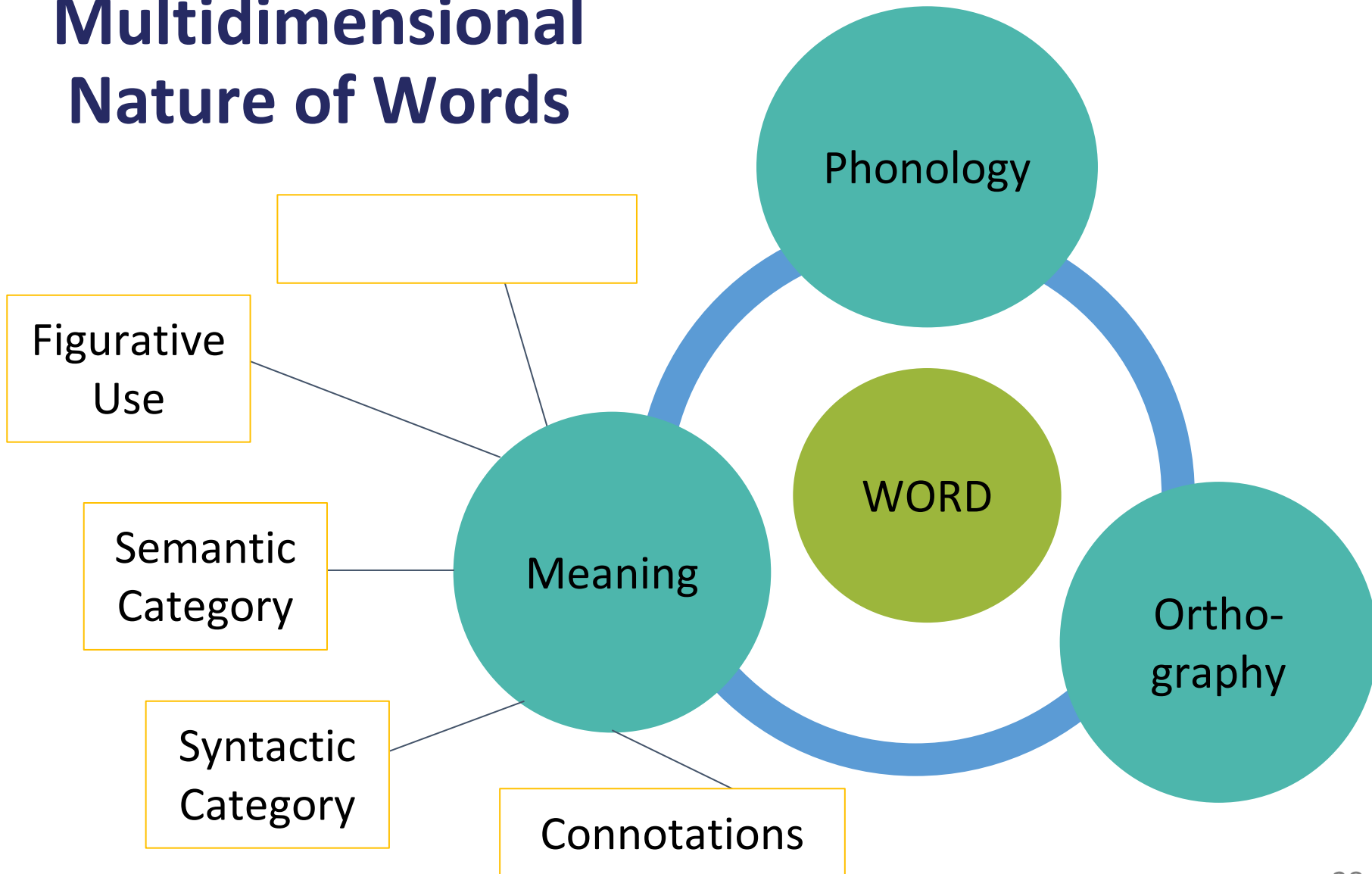
Spelling
Rule/Pattern

Morphological
Component

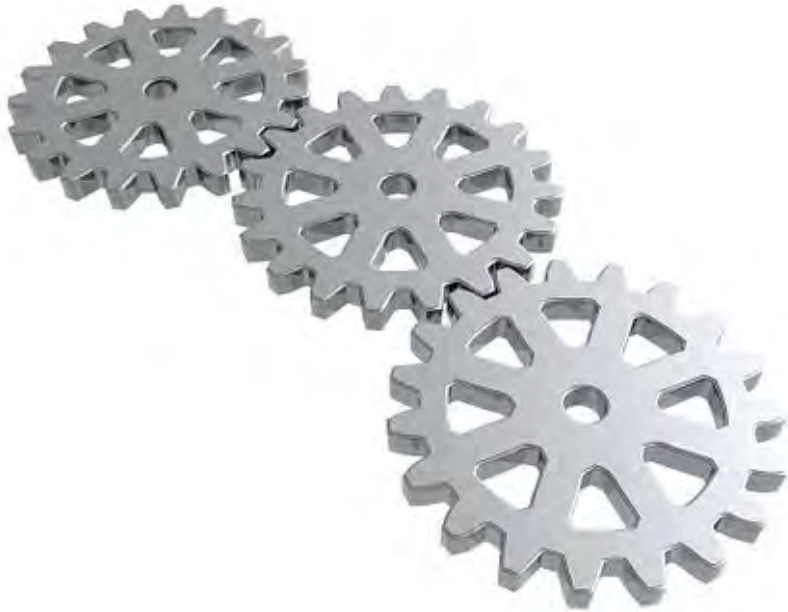
Dear mom and dad, 2-16-22

It was my first time Pating
I got a pantbrush and
dipped the pant, te in the
bukkit then i was putting
Out side by

Multidimensional Nature of Words



Readers and Writers Are...



PRECISE

&



FLEXIBLE

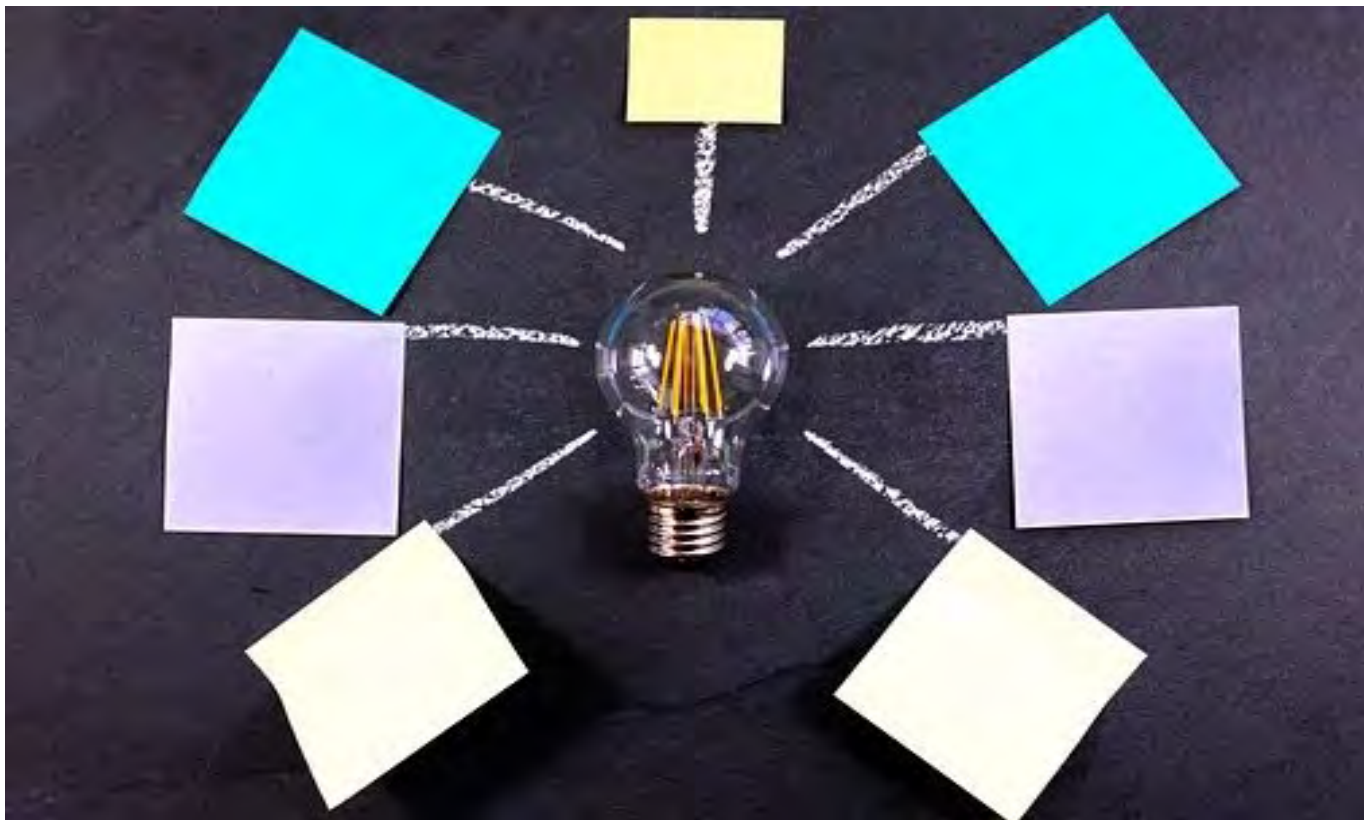
Time to brainstorm, but first...



Standards Map

Strand	Standard	Benchmark	Code	
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1	
		Phonological Awareness	F.1.2	
		Phonics and Word Analysis	F.1.3	
		Fluency	F.1.4	
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1	
		Phonics	F.2.2	
		Encoding	F.2.3	
		Fluency	F.2.4	
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1	
		Theme	R.1.2	
		Perspective and Point of View	R.1.3	
		Poetry	R.1.4	
	Reading Informational Text	Structure	R.2.1	
		Central Idea	R.2.2	
		Purpose and Perspective	R.2.3	
		Argument	R.2.4	
	Reading Across Genres	Interpreting Figurative Language	R.3.1	
		Paraphrasing and Summarizing	R.3.2	
		Comparative Reading	R.3.3	
		Understanding Rhetoric	R.3.4	
	Communication (C)	Communicating Through Writing	Handwriting	C.1.1
			Narrative Writing	C.1.2
			Argumentative Writing	C.1.3
			Expository Writing	C.1.4
Improving Writing			C.1.5	
Communicating Orally		Oral Presentation	C.2.1	
Following Conventions		Conventions	C.3.1	
Researching		Researching and Using Information	C.4.1	
Creating and Collaborating		Multimedia	C.5.1	
		Technology in Communication	C.5.2	
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1	
		Morphology	V.1.2	
		Context and Connotation	V.1.3	

Time to Brainstorm!



Share Ideas



Feedback



Sources

- Florida's B.E.S.T. ELA Standards
- "Language at the Speed of Sight" by Mark Seidenberg
- "How Spelling Supports Reading" by Louisa K. Moats
- "The Knowledge Blueprint" by Nancy Hennessey
- "Spelling for Life" by Lyn Stone
- "Charlotte's Web" by E.B. White
- Images from Pixabay

Thank You





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