Has the recent emphasis on reading instruction increased teacher knowledge of phonemes, phonics, morphology, and linguistics?

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Syllable Level Questions

• Enabling 1 2 3 4 5
• Incredible 1 2 3 4 5
• Shirt 1 2 3 4 5
• Cleaned 1 2 3 4 5

A syllable is:
• The same as rime
• A unit of speech organized around a vowel sound
• A sequence of letters that includes 1 or more vowels
• Equivalent to a morpheme
## Phoneme Level Questions

- How many phonemes or distinct speech sounds are in each word?

<table>
<thead>
<tr>
<th>Word</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>Straight</td>
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<td>Explain</td>
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<tr>
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<td>4</td>
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</tbody>
</table>
Morpheme Level Questions

Which of the following words has a prefix?

Pick one.

- Missile
- Distance
- Commit
- Interest
- Furnish
Morpheme Level Questions

• Which of the following words has an adjective suffix? Pick one.
  • Natural
  • Apartment
  • City
  • Encircle
  • Emptiness
Spelling Rule Level Questions

The sound /k/ in lake and lack are spelled differently. Why is lack spelled with ck?

• The /k/ sound ends the word.
• The word is a verb.
• ck is used immediately after a short vowel.
• c and k produce the same sound.
• There is no principle or rule to explain this.
Spelling Rule Level Questions

• Why is there a double \textit{n} in stunning?
  
• Because the word ends in a single consonant preceded by a single vowel, and the ending begins with a vowel.

• Because the final consonant is always doubled when adding \textit{–ing}.

• Because the letter \textit{u} has many different pronunciations.

• Because the consonant \textit{n} is not well articulated and needs to be strengthened.

• There is no principle or rule to explain this.
Spelling Rule Level Questions

• Which of the following in a feature of English spelling?
• A silent e at the end of a word always makes the vowel long.
• Words never end in the letters “j” and “v.”
• When two vowels go walking, the first does the talking.
• A closed syllable must begin with a consonant.

All of the above.
• Indicate true and false for each of these questions
• Phonological awareness exercises should always include letters or print.
• A closed syllable always begins with a consonant.
Reason for study

• Observation of an Adjunct
• “Aha”
• Research for development of our program
Review of Literature

• Chall (1967)- programs that stressed early code learning produced better word recognition and comprehension through fourth grade than programs that taught whole words and sentences.

• Goodman (1967)- effective readers use context clues and background knowledge to identify new words.
Review of Literature

• Bissell and Chall (1975) Both phonics and sight word approach needed.
• NCLB Act (2001) - 5 components: phonemic awareness; phonics, word study and spelling; reading fluency; vocabulary; and comprehension (The Partnership for Reading, 2003).
• Requires teachers to know about language structure at the sub-lexical, semantic, and structure level (Snow, Griffin, & Burns, 2005).
Review of Literature

• Need expertise in many areas, including; phonology, phoneme grapheme correspondence, morphology, semantic organization, syntax, discourse, and pragmatics.

• They need to understand English orthography, the way it can be represented, and how this knowledge impacts vocabulary development.
Research Questions

• What knowledge do teachers have about syllables, phonemes, morphology, and spelling, and how are the knowledge areas interrelated?

• How has teacher knowledge of decoding/phonics, linguistics, morphology, and spelling changed since Moats’ study?

• What is the teacher perception of the importance of the roles of decoding/phonics, linguistics, morphology, and spelling in the reading process?
Methodology

• Teacher Knowledge Survey (Moats, 1995)
• Online 9 opinion questionnaire about importance of different aspects of reading instruction
• Compare data from Teacher Knowledge Survey to Moats’ data
Teacher Knowledge Survey Results

- **Percentage of Correct Responses**

<table>
<thead>
<tr>
<th></th>
<th>Moats’</th>
<th>Current Study</th>
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<tr>
<td>Syllables</td>
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<tr>
<td>Phonemes</td>
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<td>Spelling</td>
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## Teacher Perception Survey

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<tr>
<th>Perception</th>
<th>Agree (%)</th>
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<th>A</th>
<th>D</th>
<th>SD</th>
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<td>State tests comprehension- teach comprehension skills</td>
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<td>Knowledge of grammar and syntax impact comprehension</td>
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<td>46</td>
<td>46</td>
<td>9</td>
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<tr>
<td>Students need orthographic knowledge at morpheme and syllable level</td>
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<td>36</td>
<td>37</td>
<td>9</td>
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<td>Phonics skills not taught after primary</td>
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<td>18</td>
<td>46</td>
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<tr>
<td>Roots and affixes primary secondary decoding skills</td>
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<td>18</td>
<td>73</td>
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<td>Struggling secondary readers teach fluency, comprehension, and vocabulary</td>
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<td>27</td>
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<td>Phonics rules inconsistent and not helpful</td>
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<td>73</td>
<td>27</td>
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<td>Use context clues to pronounce unknown words</td>
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<td>Spelling is not important</td>
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</table>
Future research

• Are these results consistent with the findings from a larger sample?
• Does an expanded knowledge base actually result in more effective reading instruction?
• Do teachers who have a broader knowledge base produce students who are more effective readers?
• Any suggestions?

• We welcome anyone who would like to join us in our research.
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