1993

Let's decode: Inservice manual

P. J. Formentin

Formentin, P.J. (1993). *Let's decode: inservice manual.* Mount Lawley, Australia: Edith Cowan University.
This Book is posted at Research Online.
https://ro.ecu.edu.au/ecuworks/6807

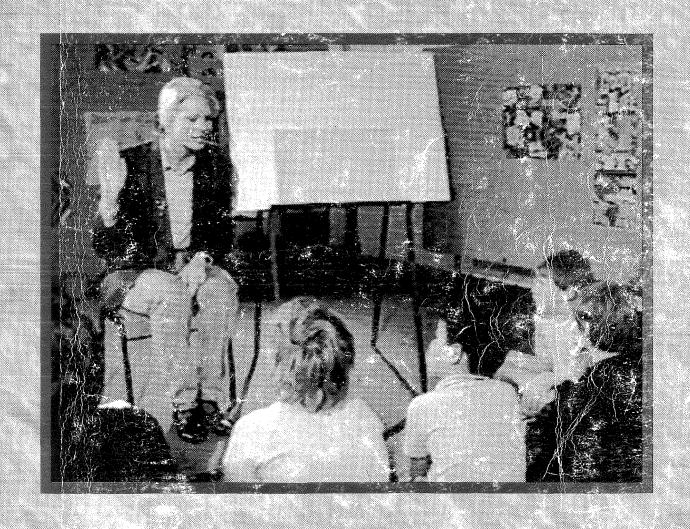# Edith Cowan University

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study.

The University does not authorize you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following:

- Copyright owners are entitled to take legal action against persons who infringe their copyright.
- A reproduction of material that is protected by copyright may be a copyright infringement.
- A court may impose penalties and award damages in relation to offences and infringements relating to copyright material. Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

LET'S DECODE
inservice manual

P.J. Formentin
1993

LET'S DECODE

inservice

manual

P.J. Formentin

1993

Let's Decode: Inservice Manual

P.J. Formentin

Contents

Preface

This manual contains inservice material that was prepared for a research project that came to be known as *Let's Decode*. My motive for publishing the material in this form is to make it available to other teachers who may wish to apply the same principles and procedures in their own classrooms. Typically, they will be teachers who are concerned about children experiencing difficulty learning to read, and teachers responsible for students with special education needs. I am confident that regular classroom teachers will also find the material valuable for all children in the early stages of learning to read. My ardent hope is that by incorporating systematic decoding instruction into their regular reading programmes, teachers may be able to prevent the later reading difficulties that so many children experience.

Let's Decode was designed to improve regular classroom teachers' knowledge about, and strategies for teaching, systematic decoding skills to Year 1 and 2 children in a low socio-economic school in Western Australia. The material contained in this manual is virtually identical to that presented in the inservice sessions (except that the Year 1 and 2 material has been combined to avoid unnecessary repetition and overlap).

Placement and diagnostic testing procedures are presented in Appendix A. Teachers, who are dealing with children who are not entering beginning reading instruction, can use these tests to establish for each child their current knowledge and skill level in terms of the sequence of decoding tasks.

Chapter 3 describes remedial principles for helping students who have poor decoding skills. It sets out the sequence of skills so that the teacher can place the child at the appropriate level, and identify the relevant teaching procedures from that point.

Two caveats should be placed on the material presented in this manual. First, the research project involved *in vivo* support for the regular classroom teachers taking part. For each teacher this consisted of one hour per week, over 20 weeks, of support time provided by a teacher who is a competent direct instruction teacher as well as an experienced junior primary and special education teacher. As a result it has been possible to provide regular feedback and support to the teachers as they implemented the programme and help them deal with any problems as they arose. A teacher using this manual to apply the strategies described in their own classroom will, I'm afraid, be at a disadvantage without support such as that we provided in the research project.

The second caution concerns the emphasis on decoding. It would be wrong to conclude that because this project was concerned with decoding, we do not also value and encourage comprehension instruction. Throughout *Let's Decode* there is a clear understanding that the project is designed to supplement the regular programme with systematic decoding instruction using the generic direct

instruction model (Carnine, Silbert, and Kameenui, 1990). Often there is confusion about the difference in emphasis on decoding and comprehension implied in different approaches to reading (e.g. the whole language and direct instruction approaches). It may, therefore, be useful to provide in a brief way the theoretical and research background to this project.

In Western Australia, the current English Language K-3 Syllabus is based on a whole language perspective. This places emphasis on the importance of the child's own language as a bridge from oral to written language. The whole language approach stresses the importance of focusing on the meaningfulness of language and not on segments of language, such as phonemes or letter-sound correspondences. In addition there is a discarding of skill based approaches and basal reading schemes, the emphasis instead being on using children's literature (Stahl and Miller, 1989).

The direct instruction model, by contrast, includes systematic instruction in decoding skills as well as reading comprehension. The theoretical perspective which underlies this programme assumes that learning to read is a two-step process: first the acquisition of sub-skills; then the assimilation of these subskills into the holistic act of reading (Carnine et al, 1990). It is this second step which has the same general goals as the whole language perspective. On the other hand, systematic decoding (including phonic) instruction, which is emphasised in the beginning reading stages of the direct instruction model, is not typically a feature of whole language approaches.

Adams (1990) in a comprehensive review of the research literature on beginning reading found consistently that children performed better in reading when they received systematic decoding (phonic) instruction such as that advocated in the direct instruction model. She reported that:

> **The vast majority of program comparison studies indicate that approaches including systematic phonic instruction result in comprehension skills that are at least comparable to, and word recognition and spelling skills that are systematically better than, those that do not. Furthermore, approaches in which systematic code instruction is included alongside meaning emphasis, language instruction, and connected reading are found to result in superior reading achievement overall. And these conclusions seem at least as valid for children with low reading-readiness profiles as they are for their better prepared and more advanced peers** (Adams, 1990, p. 49).

To the teacher who seriously considers applying some or all of the material contained in this manual, I wish you well and sincerely hope your students make sound progress in learning to read. If you feel you would like to give me feedback about your results and experiences, then please write to me at:

Mount Lawley Campus
Edith Cowan University
2 Bradford Street
Mount Lawley, Western Australia 6050

(FAX 09/370 2910)

Acknowledgments

CHAPTER 1 Beginning Reading

Teaching vocabulary and language skills

Introduction

Let's Decode is an Inservice Project, jointly funded by Edith Cowan University and the school, designed to improve regular class teachers' knowledge about, and strategies for teaching, systematic decoding skills to children in the first two years of school. The effectiveness of the project will be evaluated in terms of the reading performance of the children who have been taught using this approach.

The inservice model

The inservice model will include three major components:

- Ten one to one and a half hour inservice sessions. These sessions will be run during school hours, with relief teachers provided to release the regular class teachers.

- A Graduate Research Assistant, who is a competent direct instruction teacher and also has experience in teaching regular and education support classes, will provide one hour of classroom assistance per week to each teacher over twenty weeks.

- Sets of *Basic Reading Series* (Rasmussen & Goldberg, 1976) materials have been purchased to provide phonically based readers for the Year 1 and 2 classes so that children can practise their decoding strategies using meaningful text. These readers will not replace the school's existing readers, but rather supplement them. Each teacher will also be supplied with a copy of Carnine, Silbert, and Kameenui (1990), *Direct Instruction Reading* as the text on which the inservice sessions will be based.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Outline theoretical support for incorporating a strong and systematic decoding emphasis in beginning reading programmes, with particular reference to the stages model of reading development proposed by Chall (1983), and the model of reading instruction described by Carnine, et al (1990).

2. Administer the *Oral Language Screening Test* Carnine et al (1990, p.168) to any child that was not given the test in preschool, and record the results.

3. Target crucial vocabulary and language needs of individual students, on the basis of their *Oral Language Screening Test* results.

4. Start to include at least one of the relevant vocabulary and language skills formats (Carnine et al, 1990, pp.138-155) in each day's lessons, aiming to build up to daily lessons that include vocabulary, statement repetition, and comprehension question formats.

5. Start to develop an efficient and workable way of keeping accurate and regular records for each child to show progress on the component decoding skills taught.

Text

Carnine, D.C., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 4: A Model of Reading Instruction; Chapter 12: Vocabulary and Language Skills; Chapter 2: Direct Instruction).

Theoretical background

While there are a number of different theoretical positions that arrive at the conclusion that systematic decoding instruction is essential in beginning reading instruction (Adams 1990), one of the most useful for classroom practitioners is the stages model of reading development proposed by Chall (1983). In this model Chall describes the stages through which she considers the learner progresses and the major qualitative characteristics of each, along with a description of how they are acquired. (Chall, 1983, Table 5-1, reproduced in Chall, Jacobs and Baldwin, 1990).

From our point of view, this model provides a useful conceptual overview of where and how decoding instruction fits into the overall picture. It is likely, for instance, that many of the Year 1 children will still be at the prereading or "pseudo-reading" stage, with little understanding of the relationship between letters and sounds, while others may have grasped the alphabetic principle, and have started to acquire a reading vocabulary either by memorising words as whole units or by sounding out strategies. Either way, the implication of Chall's model is clear: the teacher is advised to provide "direct instruction in letter-sound relations (phonics) and practice in their use; reading of simple stories using words with phonic elements taught and words of high frequency; being read to on a level above what child can read independently to develop more advanced language patterns, knowledge of new words, and ideas" (Chall et al, 1990, p.12).

The model of reading instruction presented by Carnine et al (1990, Chapter 4) is not in fact a theoretical model of reading. It is instead a model of how these authors consider reading instruction can be most efficiently and effectively managed. The only theoretical aspect of their model is the assumption that learning to read is a two-step process: "The acquisition of a set of subskills is the first step; the assimilation of those subskills into the holistic act of reading

and bringing meaning to the text is the second step" (Carnine et al, 1990, p.33). They consider learning to decode to be the first step in the process of learning to read. Their model includes a detailed sequence of subskills for decoding and comprehension instruction, as well as a description of each skill.

To summarise: Chall's is a theoretical argument for a strong early decoding component in beginning reading instruction. Carnine, Silbert, and Kameenui on the other hand present a detailed model which focuses on instructional variables under the teacher's control, including a emphasis on early systematic decoding instruction. Both Chall et al (1990) and Carnine et al (1990) emphasise the need for providing the child with practice in reading simple connected text containing phonic units taught, continued oral language instruction, as well as having interesting and more advanced literature read aloud to them. To quote Carroll (1977), cited in Carnine et al (1990, p.40):

> **An emphasis on phonics does not mean the attention to meaning must inevitably decrease. Of course, you can teach meaning while teaching phonics, and doing otherwise is counterproductive and absurd.**

From theory to practice

Careful reading of the book *Direct Instruction Reading* (Carnine et al, 1990) will show that it is their intention that from the outset of Year 1 the teacher provide instruction each day in a number of areas in reading; namely instruction in auditory preskills for decoding, introduction to letter-sounds, instruction in oral language skills necessary for reading comprehension, and the continued experience of having interesting material read aloud to them. As the children make successful progress so new skills, letter-sounds and reading strategies are introduced. It is never recommended that an approach is taken where one skill or set of information is taught to mastery before other aspects of reading instruction are introduced.

The difficulty for the classroom teacher who decides to introduce a direct instruction decoding strand to their early reading programme is "where do I start?". Clearly, to introduce a comprehensive decoding programme from the outset may make it difficult for the teacher to do justice to the programme. Consequently, it is recommended that we introduce one component at a time. In Year 1 classes, where we already have detailed information from the *Oral Language Screening Test* for each child who attended Preschool, it makes sense to start with this aspect (vocabulary and oral language), particularly those skills that are necessary for applying decoding strategies to reading connected text.

Specifically, the concept of a "word" is used in decoding instruction, and so is essential knowledge for the child who is going to receive phonic instruction.

Similarly, as soon as the child is asked to read connected text, literal comprehension will be required, and so it is necessary for the child to have oral sentence comprehension skills. These skills include:

✔ **statement repetition**

✔ **sentence comprehension (who, what, when, where, how, why)**

Formats

Carnine et al (1990) discuss the teaching of vocabulary and language skills in detail, providing formats (mini lesson plans), and procedures for correcting mistakes.

Vocabulary: "word"

The format for teaching the concept of a "word" involves a variation on the modeling procedure (Carnine et al, 1990, p.141). Specifically the teacher demonstrates how to count words by clapping once for each word that the teacher says aloud. This provides a clear and simple demonstration of what constitutes a "word":

Format for teaching *Word*

Teacher	**Student**
1. We're going to count words.	

When I say a word I'll clap.

My turn.

I can fan the man.

(Clap once as you say each word).

2. Everybody, do it together, with me.

Get ready.

I can fan the man. -------------------------------- 5 claps

3. Teacher repeats the statement
until students can correctly count.

4. Teacher gives individual turns.

The meaning of the words "sound" and "letter" will be catered for when letter-sound correspondences are taught.

Statement repetition

Carnine et al (1990, pp.146-147) provide the format for teaching statement repetition, along with background information and correction procedures. It is advisable to choose statements from the reading material to be used in the class, as written text is different from the oral language typically used by young children.

e.g. **Tan, the cat, had a nap.**

Sentence comprehension

Carnine et al (1990, pp.148-151) also cover the teaching of sentence comprehension in detail, providing formats for each of the question words. Notice that the order of introducing the question words, based on their difficulty, is **who, what, where, when, how, why.**

Direct instruction teaching strategies

Having considered the specific formats for teaching vocabulary and language skills, let us now look at direct instruction teaching strategies from a more general perspective:

Small group instruction

The first aspect of many, but not all, direct instruction lessons involves small group instruction. This is used to make sure each and every child is actively involved in the teaching-learning interaction, and allows the teacher to monitor and provide immediate and individual feedback. In practice, small group instruction requires that while the teacher is working with a group, the remainder of the class is gainfully employed. As far as possible it is also important for the groups to be made up of children at the same level. This is where the *Oral Language Screening Test* data will permit you to group children on the basis of the specific skills they need to learn.

You may choose to introduce the new skill on a whole class basis, and then use small groups to monitor the children's progress and provide corrective feedback.

Unison oral responding

Having all children respond together is efficient and encourages active involvement on the part of each child. To be successful it requires that the teacher follow three basic steps: give the instruction, provide adequate thinking time, provide a clear signal to respond in unison. These steps require practice on the part of the teacher and the children before they become relaxed and natural - but it will come!

Monitoring

During unison responding teachers should listen carefully for any errors in responses, watch the children's eyes to see what they are concentrating on, and watch the shape of their mouths to see if they appear to be making the expected response. In addition individual turns should be scheduled to monitor individual progress. Errors should be corrected immediately.

Motivation

The need to encourage, praise, reward and get enthusiastic about each child's success cannot be over emphasised! In particular it is important to be explicit about the specific task or behaviour that the child has done correctly. Some children will require more tangible consequences at first, especially if they have not yet learned to value a job well done. This is especially true for the low performers.

Using formats

Throughout the text (Carnine et al, 1990) there are mini lesson plans which amount to scripts of what to say and do. These are designed to be as explicit, precise and clear as possible, and to prevent the learning of misrules. In general, the introductory format for a skill will involve three crucial steps:

MODEL: The teacher demonstrates, often with the words "my turn".

LEAD: The teacher and children respond together, "everyone together".

TEST: The teacher asks the children to respond on their own, "your turn", or "(*child's name*)".

An additional feature of the text is the provision of detailed steps for correcting mistakes, and notes on crucial teaching steps and choice of examples.

Conclusion

In this session a brief overview has been presented of the theoretical basis for including a systematic decoding strand in early reading programmes, with particular reference to the stages model proposed by Jeanne Chall (1983), and the model for early reading instruction outlined by Carnine et al (1990). Both these sources emphasise the need for a balanced programme, including systematic phonic instruction, reading of connected text, oral language instruction, and the experience of having stimulating material read aloud to the child.

The challenge is how best to introduce a systematic decoding strand into early reading instruction, in a system that currently places major emphasis on a whole language approach. It is recommended that one component is introduced at a time, starting with the vocabulary and oral language skills that are seen as prerequisite for success in coping with phonic instruction in Year 1. Specifically, it is suggested that the concept of "word" is taught, and that oral

language skills involving comprehension question words (who, what, where, when, how, why) be taught, as well as statement repetition.

A brief outline has been presented of direct instruction teaching strategies, including small group instruction, unison oral responding, monitoring student progress, motivational techniques, and the use of formats. Direct instruction teaching strategies (excluding the teaching formats) represent procedures that have been found to be effective and efficient for managing instruction. The teaching formats on the other hand represent actual teaching and correction procedures, based on a careful analysis of the content to be taught, procedures for presenting that content in as efficient, clear and unambiguous a manner as possible. Great care was taken when developing the formats that they are suitable for teaching low-performing students, who may not have the prior knowledge and experience that we often take for granted with other children.

Practical implementation: Session 1

* Decide which vocabulary and language skills you are going to introduce first, on the basis of the Oral Language Screening Test data available for the students in your class, and the format(s) with which you feel you will be most comfortable.

* Practise the format you have chosen, making sure you are quite sure of it before introducing it to your class. Select the examples you are going to use in the format, and prepare any materials you'll need.

* Teach the format(s) to the class, using either whole group or small group instruction. The Graduate Research Assistant will be happy to provide assistance, support and feedback during her scheduled support visit to your class each week.

* Start to develop a simple but accurate record of the progress of the students on the task, e.g. use a class list and indicate each child who masters word counting.

Auditory skills

Introduction

Last session we took a brief look at a theoretical framework for introducing systematic decoding instruction as an additional strand into your existing reading programmes. We discussed the *Oral Language Screening Test* results for your class, and related these to the teaching of specific oral language skills, using formats from Carnine, Silbert, and Kameenui's book, *Direct Instruction Reading* (1990). We parted with the request that you try out one or more of these formats, and start to record progress data as you do so. This session we'll look in more detail at specific formats for teaching auditory preskills for sounding out words.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the vocabulary and language format(s) which have been tried out. Specifically, this requires an assessment of the extent to which the format was followed, and any changes to the format that were considered, as well as the extent to which the students responded appropriately.

2. Demonstrate skilled teaching of the auditory skills formats, namely: telescoping, segmenting, combined telescoping and segmenting, and rhyming formats (Carnine et al, 1990, pp.76-83).

3. Start to include these auditory skills formats in daily lessons, in addition to one or more of the vocabulary and language formats already in use.

4. Continue to keep records of progress data for the formats taught.

Text

Carnine, D.C., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 7: Auditory Skills).

Theoretical background

Carnine et al (1990) simply state that the auditory skills of segmenting a word into its component sounds, telescoping a series of blended sounds into a word, and rhyming with different initial sounds to form new words are preskills for sounding out words. Others have presented theoretical support for this contention. For example the late Isabelle Liberman argued that "the fundamental task in learning to read is to construct a link between the arbitrary signs of print and speech" (Liberman and Shankweiler, 1979, p.110). She placed major emphasis on the importance of the learner realizing that speech can be segmented into phonemes (sounds), being able to count the phonemes in words in their speaking vocabulary, and knowing the order in which these phonemes occur. Broadly, this knowledge is part of what others term *linguistic awareness*. Specifically, the tasks described here are termed *phonemic awareness*.

In addition to theoretical support for teaching auditory skills as preskills for sounding out, there is considerable research evidence that indicates a close correlation between phonemic awareness and reading. Based on an extensive and thorough review of the existing research into early reading, Adams (1990, p.293) concluded:

> **Only those prereaders who acquire awareness of phonemes (the sounds to which graphemic units map), learn to read successfully. Programs explicitly designed to develop sounding and blending skills produce better readers than those that do not.**

Formats for teaching auditory skills

The formats for teaching auditory skills are all presented orally, that is the child is not shown any print when these formats are taught. Carnine et al (1990, Ch. 7) contains formats for each of the skills described below. The purpose of presenting additional information here is to highlight the crucial steps and wording in the formats, and in some instances to offer a simplified version.

Auditory blending, Or "telescoping

The first format to teach is auditory blending because it is the easiest of the three. The format consists of two steps:

- Teacher says a word slowly,

- Teacher asks the children to say the word at normal speaking rate.

Format for *Auditory Blending* or *Telescoping*

Teacher	Student
1. Listen, I'll say a word slowly, then you say it fast.	
2. Listen, **mmmmmaaaaannnnn**. What word? (Signal).------------------------man Yes, man.	

Remember, the first three or four times you do it with the whole group or class together, then give individual turns to several students. When a student makes a mistake, follow the correction sequence below:

- Praise a student who gave the correct response.

- Provide the correct response, e.g. "man".

- Model: My turn, **mmmmmmaaaaannnnn**, What word?, "man".

- Lead: **mmmmmaaaaannnnn**. What word, everybody? (Signal, and respond with the students).

- Test: Your turn, **mmmmmaaaaannnnn**. What word? (Signal).

9

The initial selection of examples for this format should be done so that there is every chance of students experiencing success from the start. The following sequence is recommended:

- compound words e.g. **ice - - - - cream**.

- consonant-vowel-consonant (**CVC**) words made up only of continuous sounds e.g. **fffffiiiiinnnnn**.

- **CVCC** words that begin with continuous sounds e.g. **lllllaaaaammmmmmp**.

- **CCVC** words in which both the initial sounds are continuous e.g. **ssssslllllaaaaap**.

- **CVC** words that start with stop sounds e.g. **caaaaannnnn**.

- **CCVC** words in which one of the initial sounds is a stop sound e.g. **ssssstooooop**; **CCVCC** words e.g. **cllllluuuuummmmmmp**; **CCCVC** and **CCCVCC** words e.g. **sssssplllllliiiiit, ssssssprrrrriiiiinnnnnt**.

Segmenting

The segmenting format is relatively difficult for teachers to present, especially when the word starts with a stop sound. The trick is to practise the signal until you are expert at it. I recommend a hand clap to signal each sound. Here's how it's done:

Format for *Segmenting*

Teacher	Student
1. We're going to say words slowly. Every time I clap, you say the next sound.	
2. My turn. **Sam**. (Clap) **SSSS** (clap) **aaaa** (clap) **mmmm**.	
3. Everybody, do it with me. (Clap) **SSSS** (clap) **aaaa** (clap) **mmmm**.	

Now, when a word starts with a stop sound it is essential to give a double clap to represent the first (stop) sound and the next (continuous) sound so that there is no opportunity for the children to break between the sounds. Here's an example:

• Next word: **Tom**. (Clap/clap)**Tooooo**(clap)**mmmmm**.

The same procedure is used for stop sounds at the end of words, i.e. clap and say the sound only for a split second.

The reason for moving over stop sounds quickly, while holding the continuous sounds, is to prevent the children developing the habit of adding the so-called "intrusive vowel" which then makes it very difficult to blend the word back together again. e.g. **caaaaannnnn**, NOT **cuh aaaaa nnnnnuh**.

The correction procedure follows the same steps as telescoping, i.e. praise, provide correct sound, model, lead, test. When a child pauses between sounds add the following instruction:

• Don't stop between sounds.

Rhyming

Rhyming is taught because it helps students cope with stop sounds when they are learning to sound out words. This is an easy format, that children enjoy doing.

Format for *Rhyming*

Teacher	**Student**
1. We are going to rhyme with **-an**. My turn, rhymes with **-an** and starts with **m**. man.	
2. Your turn. Rhymes with **-an** and starts with **f**. (Teacher responds with the students). ------------------	fan
3. Repeat with other examples, e.g. **ran, tan, pan.**	

If students are having difficulty, then lead "let's do it together".

Practice examples

1. Refer to Appendix A: Word Lists (pages 439-443) in Carnine et al (1990). Use these lists to help you select examples of words you might use to teach:

    *   Auditory blending

    *   Auditory segmenting

    *   Rhyming.

2. Circle each of the stop sounds listed below:

    a   b   c   d   e   f   g   h   i   j   k   l   m   n   o   p   q   r   s   t   u   v   w   x   y   z

    ---

    The stop sounds are shown below in bold print, and underlined:
    a b **c** **d** e f **g** **h** i **j** **k** l m n o **p** **q** r s **t** u v w **x** y z.

Letter sound correspondence

Introduction

Our inservice sessions so far have covered oral language as a starting point, leading to specific language skills thought to be prerequisite to learning to sound out words. In particular, the concept of a "word" was considered important. Auditory skills that are also considered necessary for successful decoding were the focus of our last session. **If you are going to err, then please err on the side of placing an extra emphasis on auditory preskills.** This is because of the finding that children who have difficulties learning to use letter-sounds generally have poor auditory skills (Adams, 1990). It also seems that it is wise to continue practising auditory skills while letter-sounds are being introduced, and to revise auditory skills again as each new word type is being introduced using the sounding out format (Carnine et al., 1990 p.99, Scope and Sequence).

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the auditory skills formats which they have tried out. Specifically, this requires an assessment of the extent to which the format was followed, any changes to the format that were considered, as well as the extent to which the students responded appropriately.

2. Develop a sequence for introducing letter-sound correspondences taking into account the sequencing principles outlined by Carnine et al (1990, chapter 8) and the sequence of introducing letter-sounds in the *Basic*

Reading Series that will be used to encourage application of decoding strategies; i.e. the "sounding books".

3. Start to teach letter-sound correspondences on a daily basis, taking care to ensure mastery of each letter before moving on to the next (Carnine et al., 1990, formats pages 88 and 89).

4. Continue to teach the auditory skills formats each day, while introducing letter-sounds (Carnine et al., 1990, chapter 7).

5. Continue to record individual students performance on the auditory skills formats (at least until mastery is clear) and each letter-sound.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 8: Letter Sound Correspondences).

Theoretical background

The chief theoretical reason for teaching children letter-sound correspondences derives from the fact that English is an alphabetic language: i.e. the written form is keyed to the sound structure of the language. However, unlike languages such as Hebrew, where there is a totally regular, one-to-one correspondence between graphemes (letters) and phonemes (sounds), English has over the centuries become relatively complex (Taylor, 1981). For instance, some letters have more than one sound (e.g. the letter **c** in **ice/ cat**), letter combinations may have special sounds (e.g. **sh, ch, ow**), and letter sequences may have specific effects (e.g. the fairy **e** rule). In addition there are some words that remain irregular, even for the reader with advanced letter-sound knowledge (e.g. **was**). Nonetheless, according to theorists such as Liberman and Shankweiler (1979), the child who analyses words as strings of letters benefits from the unique advantages of alphabetic writing. As Liberman and Shankweiler (1979, p.111) pointed out:

> **The alphabet enables its users to generate a word's pronunciation from its spelling. Thus, users can recognize in print a word they have never before seen written down, and they can (at least to a rough approximation) pronounce a word they have never before either heard or read. These powerful advantages are open only to a user who knows how the alphabet works, that is to say, one who can approach the reading task analytically.**

Given the justification for teaching letter-sound correspondences, there are some pedagogical issues that need attention. Carnine et al (1990) present a coverage of these issues, and conclude that in each instance the question should be viewed not as an either/or issue, but as one of sequencing.

Here are the issues and the recommendations for sequencing discussed by Carnine et al (1990, pp.37-40).

- Letter sounds or letter names? Teach letter sounds, then letter names.

- Sounding-out or whole-word reading? Teach sounding out, then sight reading.

- New words in isolation or in context? Teach new words in isolation during the beginning reading stage; later, introduce regular words and high frequency irregular words in context.

- Accuracy or fluency? Teach reading for accuracy, then reading for fluency.

- Oral or silent reading? Teach oral reading, then silent reading.

Formats for teaching letter-sound correspondences

The purpose of teaching letter-sound correspondences is to help the learner decode words by recognising the sounds that the letters represent. It follows, therefore, that the **when teaching letter sound correspondences, the letter formations taught should be those used in the reading materials.**

There are two formats for letter sound correspondences. The introductory format is used to **teach** the letter sound, the discrimination format is used to **test** that the child is not confusing letters. The crucial steps in the introductory format are:

Format for teaching *Letter Sounds*

Teacher	Student
1. When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it.	
2. (Hold your finger under a continuous sound for 2 seconds. but only for a split second for a stop sound).	
3. My turn. **mmmmm**.	
4. Your turn. What sound? ------------------	mmmmm
5. (*Child's name*) What sound? ---------------	mmmmm

If students are having difficulty, then lead "let's do it together".

The correction procedures for letter-sounds are most important. The standard procedures are:

* Praise. Make a specific comment to a child who was correct.
* Model. "Listen: **mmmmm**"
* Lead: This is mainly done when the child is reticent.
* Test: "What sound?". Test the whole group, but pay particular attention to the child who made the mistake earlier.
* Retest: Later, check the individual child who made an error.

Two types of errors should be monitored carefully: Confusion errors occur when a child says a different sound for the letter. e.g. "n" for **m**. It is imperative that confusion errors are corrected as soon as they occur. Pronunciation errors, especially with vowels, can also present serious problems. If necessary add the following step when correcting a pronunciation error:

> **"Watch my mouth when I say the sound".**

The discrimination format is very straight forward. It simply involves writing several letters that have been taught on the board, pointing to each in turn, and giving the instruction:

> **"When I touch under a letter, you say the sound. Keep saying the sound as long as I touch it".**

Remember to touch each continuous sound for 2 seconds, and each stop sound for a split second.

Keeping yourself on track

To help you keep track of the specific formats you teach each day, and as a simple way of remembering which letter sounds to cover, as well as which words to use in the auditory formats, try using the "Planner" below:

Format	Monday	Tuesday	Wednesday	Thursday	Friday
Combined segmenting and blending					
Rhyming					
Letter sounds					

In the spaces for each day write in the words you plan to use in the auditory formats, and the letter you are introducing. By looking at previous days you will be able to see those letters you've already taught, and which you can use in the discrimination format.

Sounding out regular words

Introduction

So far, our sessions have covered the *Oral Language Screening Test* and the formats that flow from the test, auditory preskills, and letter sound correspondences. The next step is to introduce the children to regular word types. This is done just as soon as they have learnt sufficient letter sounds to make a few words. Please remember, though, to continue practising the auditory preskills each day, and to introduce new letter sounds as the class master those taught so far.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the formats used so far, including the letter sound correspondence format. Specifically, this requires an assessment of the extent to which the format was followed, any changes to the format that were considered, as well as the extent to which the students responded appropriately.

2. Start to teach sounding out of regular words on a daily basis, as soon as the children have mastered sufficient letter sounds to make 2 or 3 words (Carnine et al., 1990, formats pages 102 and 104).

3. Continue to teach the auditory skills and to introduce letter sounds as the children master previous ones (Carnine et al., 1990, chapters 7 and 8).

4. Continue to record individual students' performance on the auditory skills and letter sounds formats.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 9: Sounding Out Regular Words).

Theoretical background

Theoretical justification for teaching children to sound out regular words derives from research findings that have shown the value of explicitly teaching children a generalised strategy for sounding unknown words. In particular research has highlighted the importance of teaching children to blend sounds together to form words. To quote Carnine et al (1990, pages 183-184):

> **Muller (1973), Ramsey (1972), and Richardson and Collier (1971) reported that blending is a necessary component skill for successfully applying a sounding-out strategy to unfamiliar words. Ramsey (1972) found that 40% of the errors made by nonreading second graders were due to blending difficulties. Coleman (1970) noted that blending is a strategy that students can apply to many different words, but direct instruction with many sounds is necessary before students will acquire the generalized skill. Skailand (1971) and Silberman (1964) reported that, if subjects were taught sound-symbol relationships but not blending, they would not be able to use sounding out as a decoding strategy.**
> **... Haddock(1976) and Chapman and Kamm (1974) found that only when blending is directly taught will students successfully use a sounding-out strategy for attacking words.**

Another consideration when teaching children to sound out words is the choice of words used and the sequence in which word types are introduced. Page 72 of Carnine et al (1990) shows the word types, presented in the order of difficulty. In the same way that it is important to introduce the children to the word types in their order of difficulty when teaching auditory skills, so it is equally important to follow the same sequence when introducing sounding out of words. i.e:

- **VC** and **CVC** words that begin with a continuous sound,

- **VCC** and **CVCC** words that begin with a continuous sound,

- **CVC** words that begin with a stop sound,

- **CVCC** words that begin with a stop sound,

- **CCVC** words,

- **CCVCC**, **CCCVC**, and **CCCVCC** words.

Formats for teaching sounding out of regular word types

The formats for teaching sounding out of regular words in isolation are covered in Chapter 9 of Carnine et al. (1990). It is a good idea to prepare a daily list of sounds that will be revised, the new sound to be taught each time one is introduced, and words that will be used for sounding out practice. Figure 9.2 on page 101 of Carnine et al. (1990) provides an example of such a list for each of four days (described as Lessons 31, 32, 33, and 34).

Here are the crucial points in the introductory format for sounding out:

- Make sure the children know each letter sound contained in the word before expecting them to sound out the word.

- Touch under continuous sounds for 1 to 1¹/₂ seconds, touch under stop sounds for a split second only. This is referred to in the format as the *Signal.*

- The wording **"when I touch a letter I'll say it's sound. I'll keep saying the sound until I touch the next sound. I won't stop between sounds".** Not stopping between sounds is essential.

Introductory format for *Sounding Out Words*

| **Teacher** | **Student** |

Words: man, fan

1. When I touch a letter, I'll
   say its sound. I'll keep
   saying the sound until I touch
   the next letter. I won't stop
   between sounds.

2. My turn. *(Signal)*.

3. Sound out this word with me. *(Signal)*.
   mmmmmaaaaannnnn ---------------- mmmmmaaaaannnnn

4. Your turn. *(Signal)*. ------------------ mmmmmaaaaannnnn

5. *(Name)* sound it out *(Signal)*. --------- mmmmmaaaaannnnn

---

(Signal) The touch signal used for sounding out is illustrated on page 103 of the text (Carnine et al., 1990). Remember to point to each continuous sound for the full $1^1/2$ seconds.

Don't be afraid to have the children sound out the word again and again. Remember, practice makes perfect!

The format for testing sounding out of words in lists (discrimination format) is very simple:

Format for testing *Sounding Out Words*

Teacher	Student

Words: man, Dan, ran, fan, can

1. First you're going to sound out
   the word, then you'll say it fast.

2. Sound it out. (SIGNAL). -------------- mmmmmaaaaannnnn

3. What's the word? (SIGNAL). ------------------- man

Correcting mistakes

It is essential to correct mistakes immediately. Here are the procedures for correcting the most common errors:

Pausing between sounds

While it may be tempting to let these errors go, it is important to emphasise the instruction: **"Don't stop between sounds"**.

Incorrect sound

When the child confuses a sound, the correction procedure requires a limited model, i.e. the immediate model is limited to the sound in question, then the pupils are asked to sound the word again. For example if the child said "man" for **ran**: **"/rrrrr/. What sound? Sound out the word"**.

If necessary, lead the children again and again, until you are certain they are all confident.

Sounding out correctly, then saying the wrong word

This error type can upset the teacher, especially when the previous steps went well! The correction procedure is as follows:

- **"The word is man."**

- **"My turn: mmmmmaaaaannnnn. man"**

- **"Sound it out." (SIGNAL). "What word?"**

Precorrecting

Precorrecting is used to prevent errors. It consists of pointing to the letter which is likely to give the child difficulties, and asking the child **"What sound?"** before sounding the word. Be careful, though, that children do not come to rely on precorrections.

Passage reading: sounding out

Introduction

Passage reading should be introduced as soon as children can sound out enough words to make a short sentence. Before introducing reading words in passages without sounding out it is important to go through **sounding out passage reading**. This is to prevent the child from dropping the sounding out strategy, and to help make the transition to passage reading without difficulty. It is particularly important for low performers that they experience success at this stage.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the formats used so far, including the sounding out words in lists formats. Specifically, this requires an assessment of the extent to which the format was followed, any changes to the format that were considered, as well as the extent to which the students responded appropriately.

2. Demonstrate proficient use of the signal used in the sounding out passage reading format in a simulated class (inservice) situation (Carnine et al., 1990, p.110).

3. Start to teach sounding out passage reading on a daily basis, as soon as the children have mastered sufficient regular words to form a simple sentence (Carnine et al, 1990, pp.109-112).

4. Continue to teach a balance of formats, each day, including auditory skills, letter sounds, and word types in lists, based on the progress the children are making.

5. Continue to record individual students' performance on each of the formats being taught.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Pages 109-112).

Formats for teaching sounding out passage reading

The relevant format is presented in Carnine et al (1990) on page 111. Before we examine the format, it is necessary to discuss guidelines for constructing passages and the signalling procedure used in the format.

Constructing passages

- During the first few weeks of passage reading only use words that the children have already sounded out in isolation. This will help make the transition easier.

- At first keep the "passages" very short, about two to four words. For example **Sam ran. Can Sam fan Dan?**

- Construct initial passages without pictures. This is to ensure the children attend to the letters and nothing else. If you wish to use pictures, then place them over the page, so that the child only sees the picture after reading the text.

- The first passages should be written in print that is large enough for the child to place their finger under each letter. Use the same letter formation as the reading books you plan to introduce.

- Mark the passage to help the child touch each letter as the teacher signals as follows:

Sam ●--●--●--●→ **ran** ●--●--●--●→

Signal for sounding out passages

The signalling procedure used in this format is crucial to the success of the procedure. While it is not difficult for the child to follow the signal, it is difficult for teachers to become proficient at using the signal. You are strongly advised, therefore, to practise the signal with the format so that you are very sure of it before you attempt to teach it to your class. Here are the steps in the signal:

- Ensure every child is looking at his or her personal copy of the passage. This means that the signal must be audible since the students should not look up at the teacher while reading.

- Provide a verbal cue to let the children prepare to respond. The recommended phrase is **"get ready"**, but you may use any similar short phrase, provided you always use the same phrase.

- Provide a consistent 1 second pause, then **clap** your hands.

  "Get ready"   (1 second pause)   Clap

- To ensure children are confident at sounding out each word in the passage, it is necessary to repeat the process until each child is firm. To do this, give a clear instruction to return to the first letter of the word. **"Again, go back to the big ball of the arrow"**. (At this point it becomes clear why the "word" format was introduced earlier!) Later this can be shortened to **"Again"**.

Format for *Sounding Out Passage Reading*

Teacher	**Student**

Passage:

Sam   **ran**

●‾●‾●‾●→   ●‾●‾●‾●→

1. We are going to sound out the
   words. When I clap, touch the
   first little dot and say the
   sound. Keep on saying the sound
   until I clap again. Then move
   your finger and say the next
   sound. Don't stop between sounds.

2. Get ready. (Pause 1 second).

3. (Clap) ------------------------------------ SSSSS
   (Clap) ------------------------------------ aaaaa
   (Clap) ------------------------------------ mmmmm

4. What word? ----------------------------- Sam

Notice that you say "get ready" at the start of each word, but then clap for each sound in the word.

Corrections

Signal difficulties

Where children have difficulty following the signal to move from one letter to another, the teacher should show the children how to do it (model) and if necessary physically move the child's finger from one letter to the next. Be patient! It may take some children many turns.

Sound confusions

Immediately that a child makes an error, stop, say the correct sound (model), and ask the children to sound out the word again. Then return to the beginning of the sentence and have them reread it.

It is important for the children to learn to read accurately, fluency will follow.

Motivation

Remember to be positive and motivate the students. It may be necessary to provide many brief practice sessions each day, rather than a full lesson. It is also important to encourage the children with praise such as "You are working beautifully. These are hard words and you got nearly all of them right". It is important to provide adequate practice at this stage of teaching to read.

Practice examples

1. Let's practise using the format for sounding out passage reading. I suggest the following steps:

    *   First, learn the wording in the format so that you are free to think about the rest of it.

        We are going to sound out the words. When I clap, touch the first little dot and say the sound. Keep on saying the sound until I clap again. Then move your finger and say the next sound. Don't stop between sounds.

    *   Next, practise the signal while you present the format. Remember the 1 second pause between "get ready" and the clap.

    Remember, with the word **Can** the first letter is a stop sound. In this case you must clap twice in quick succession. An arrow is used instead of the little ball to show the child that it is different (fast).

2. Please list the letter sounds you have taught your class to mastery.

Now, using the letters above, and only words types you have taught, write simple sentences for use in sounding out passage reading.

_____

_____

_____

_____

_____

Irregular words

Introduction

The need to introduce some irregular words becomes apparent as soon as you introduce children to reading words in passages, because it is difficult to make meaningful sentences without at least a few irregular words. The most important consideration is to choose words that will be as useful as possible, while introducing as few as possible in the early stages, and restricting them to words that include letter sounds the children have already mastered. It will also be necessary to cater for the texts that you are using, in this case, the *Basic Reading Series*.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the formats used so far, especially the sounding out passage reading format introduced last session.

2. Demonstrate the proficient use of the irregular word format in a simulated setting, or with a small group of children withdrawn from your class (Carnine et al., 1990, pp. 134-135).

3. Include the irregular word format in lessons whenever it is decided that a new irregular word should be introduced.

4. Continue to teach a balance of formats on a daily basis, including auditory skills, letter sound correspondence, sounding out word types, and sounding out passage reading, based on the progress the children are making.

5. Continue to record individual students' progress on each of the formats taught.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 11).

Which words are irregular?

It is not always a simple matter knowing which words are irregular. This is because the definition of an irregular word is dependent on the letter sounds and decoding strategies the child has at any given time. Some words are irregular for a child at one time, but later the child can decode the same words, once new letter sounds or strategies have been learned. An example is the word **make** which requires the **VCE** (fairy **e**) rule to decode it.

Other words will always be irregular. **Was, has, is, some, come, done**, and **of** are good examples. The rule of thumb is: Don't introduce a word as an irregular if it will be catered for later using decoding strategies. Another point to remember is that it is wise to separate irregulars that can be easily confused, e.g. **was/ saw.**

Selecting suitable irregular words

It is very important to introduce the concept of a "funny word" with a word that contains only letters that the children have already mastered, to prevent them learning an incorrect sound for a letter they have not yet learned. Given the irregular words used in the texts we are using, and the letter sounds covered so far, I recommend the introduction of **has** first (normally the word **was** is introduced early, but our texts don't introduce **was** until later).

Formats for irregular words

There are two formats for introducing irregular words. The first involves teaching the child to sound out the word, and then say its correct pronunciation. Later, providing the child knows the letter names, the child is asked to spell the word. Notice that in each version of the format the child is still asked to attend to each letter in the word, and the sequence of letters. This is based on the finding that even skilled readers still attend to virtually every letter in every word, although they do so at incredible speed.

From the child's point of view the message is simple: "I still have to look carefully at every letter, and if I don't know the word sounding may still help".

Format for teaching *Irregular Words*

Teacher	Student

1. This is a funny word.
   It sounds wwwaaasss,
   but it says **woz**.

2. My turn to sound out the
   word: wwwaaasss. It
   sounds **was** but it says **woz**.

3. Your turn to sound **was**. ---------------- wwwaaasss

4. What word? ------------------------------------ woz

5. Yes, **woz**.

Once you are certain that the class has mastered the sounding out procedure for reading irregular words, and they have covered about 10 irregular words, then by all means introduce the spelling version of the format. It is absolutely essential, though that they know their letter names before this is done, so if in doubt stick to sounding for the time being.

Modified format for *Irregular Words*

Teacher	Student

1. This word is **done**.
   What word? ------------------------------ done

2. Spell **done**. --------------------------------- d-o-n-e

3. What word? ------------------------------ done

4. Yes, **done**.

It is important to provide regular practice at reading irregular words once they have been introduced, both in isolation and in context.

Correction procedures

The correction procedures for irregular word reading depend on the context in which the error occurs. If you are introducing or testing irregular words in isolation, then follow these steps:

- Model: **My turn to sound out has. haaaaasssss.**

- **Sound out has.**

- **How do we say the word?**

If, on the other hand you are getting the child to sight read words in context, then:

- Provide the word, e.g. **This word is haz.**

- Test, by asking the child to sound out the word or spell it, depending on the format you have been using.

- **What word?**

Remember to check later in the lesson on any words that were read incorrectly.

Practice examples

Assume you have taught your class the most common sound of each of the letters (see inside cover of Carnine et al., 1990). Circle each letter that the children could not be expected to decode in the following words:

cent   must   cab   was   gas   wish   walk   cut   gin   fast   put

---

The individual letters that the children are likely to be unable to decode in these words are presented below, in bold type, and underlined:

cent   must   cab   was   gas   wish   walk   cut   gin   fast   put

---

NOTE: Carnine et al (1990, Appendix A, pp. 439-453) present lists of words for each word type, however because of the differences of pronunciation between Australia and the USA some of the words they list are irregular here. It may be useful to go through their lists and delete such words.

CVCC words ending with a consonant blend or double consonant (pp. 441-442) Delete:

can't   cast   fast   gasp   last   mask   mast   past

CCVCC, CCCVC, and CCCVCC words (p. 443). Delete:

brass   clasp   class   craft   glass   grasp   grass   plant

In addition, delete the following two words from **CVC words beginning with a stop sound**:

has   his

Sight word reading

Introduction

The term "sight word reading" is used here to refer to a strategy for reading words without sounding them out vocally, yet saying them at a normal speaking rate. The term "sight words" does not refer to strategies for recognising words without attending to the letters in the word. This distinction is important as many teachers think of a "sight vocabulary" as a set of words, many of which are irregular, and which the child knows from memory, and is thought to read on the basis of word shape or some other cue. Here we are dealing with regular words, which the child learns to sound out subvocally at first, and then by speeding up the process, reads each word aloud within 2 seconds.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the formats that have been used so far, and in particular the irregular word format introduced in the last session.

2. Demonstrate proficient use of the sight reading formats in a simulated situation, or with a small group of children withdrawn from their class (Carnine et al., 1990, p. 116).

3. Start to include the sight reading format for words in lists in daily lessons as soon as children can successfully sound out lists of words.

4. Continue to teach a balance of formats each day, based on the progress the children are making.

5. Continue to record individual student's performance on each of the formats being taught.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 10: Sight-Word Reading, pages 115-119).

Theoretical background

Groff (1982) raised serious questions about the validity of the notion of "sight words", referring to words that apparently were not sounded out in any way. He argued that at best only about 20% of English words are represented by unique shapes. He added that there is no evidence to support the idea that "corroborates the notion that the repeated exposure of high frequency words as wholes is more effective for teaching them to beginning readers than is a systematic and intensive decoding approach" (Groff, 1982, p. 132).

Adams (1990) reviewed research into what skilled readers do. She concluded that the evidence showed that skilled readers use a variety of strategies to recognise words, including knowledge about word patterns, orthographic redundancy, spelling-sound translations, and semantic and syntactic cues. She also found that the eye movement research showed conclusively that when reading for meaning, skilled readers tend to look at each individual word and to process its component letters quite thoroughly, albeit very rapidly.

The implication of the research finding that skilled readers typically process every letter in each word, is that it is worth teaching beginning readers strategies for recognising words on the basis of the letters they contain. (Notice that even with irregular words, the formats required attention to each letter in the word, and the sequence of letters within the word). The strategy recommended by Carnine et al. (1990) for sight reading regular words is to key the recognition of the word to its spelling-sound correspondence.

Formats for sight reading words

The strategy for teaching sight reading involves teaching the child a reliable procedure for moving from slow, sounding out aloud, through subvocally sounding out, and finally to reading words at normal speaking rate. The important point is that the format provides the child with an explicit strategy for dealing with unknown words in a way that is as efficient as possible.

The crucial steps in teaching the sight reading format are:

- **Modeling**: Point to each letter in turn, moving your lips as you whisper the sounds, then say the word.

- **Timing**: Pace the format so that you provide enough time for each child to sound out the word, but not so much time that they get bored. Initially, 5 seconds will be needed per word, working toward 2 seconds.

- **Correcting mistakes**: When a child makes a mistake, point to the mistaken letter, give its sound, ask the child to repeat the sound, then sound the word aloud to the child. (This is the "limited model" used to correct sounding out errors). This step is essential to prevent random guessing.

Introductory format for *Sight Reading*

Teacher	**Student**

1. We are going to read these
   words **without** saying the sounds
   out loud.

2. My turn, watch my mouth. I'll
   say the sounds to myself, then
   I'll say the word.

3. Your turn. As I point to the
   letters, sound out this word to
   yourselves. ----------------------- *Students whisper sounds*

4. What word? ----------------------------------- sat

Once the children are comfortable with the format, it can be shortened to the
practice format for words in lists (Carnine et al. 1990, p. 117).

Practice format for *Sight Reading*

Teacher	**Student**

1. You're going to read these
   words the fast way. When
   I point to a word, sound it
   out to yourself. When I signal,
   say the word the fast way.

2. (Point to each letter. Pause
   3 seconds). What word? --------------------- sat

Gradually decrease the pause until the children are reading the complete word in 2 seconds. To avoid children memorizing words in list, change the order of the words each time the list is used. Remember to keep students motivated!

Selecting words for sight reading

Here are the guidelines for selecting words to include in the sight reading formats:

- Include only letters that students have mastered.

- Avoid placing the same letter in the same position in more than 2 words. This is a weakness with the reading books we are using, so to avoid the problem of children taking for granted certain letters in words, ensure this guideline is followed faithfully.

- Words of the type you are currently introducing should make up 1/3 to 1/2 of the word list.

Passage reading

Introduction

Sight word passage reading involves students reading stories without sounding out each word aloud. Teachers are advised to introduce sight word passage reading once the children have become confident at sounding out passage reading, and can sight read words in lists.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the formats taught so far, and in particular the sight word reading formats introduced last session.

2. Demonstrate proficient use of the sight word passage reading formats in a simulated setting, or with a small group of children (Carnine et al., 1990, pp. 119-128).

3. Include the passage reading formats in daily lessons as soon as children have mastered the sight word format for words in lists, and the sounding out format for words in passages.

4. Continue to teach a balance of daily formats, based on the progress of the students.

5. Continue to record individual student's progress on each of the subskills as they are taught, and on each child's passage reading on at least a weekly basis.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Pages 119-128).

Introducing sight word passage reading

It is important to introduce sight word reading with passages gradually, and to continue the more cumbersome sounding out of passages for some time. This is to prevent students adopting a guessing strategy when they are freed of the requirement to sound out words aloud.

Carnine et al. (1990) recommend introducing the sight reading format with passages as follows:

- First, have the children sound out the complete passage.

- Then, have them sight read one or two sentences.

- Have students reread the sentence until they can correctly read each word with no more than a 3 second pause. (Three seconds is a long time!)

Format for introducing passage sight reading

The format for introducing sight reading with passages is difficult for the teacher because, like the sounding out passage reading format, it requires coordination of the teacher's verbal instructions and the children pointing to the words in their own books. It is essential, therefore, that children are well practised at responding in unison when the teacher gives a signal.

Introductory format for *Sight Reading Passages*

Teacher	Student
1. You're going to read this story the fast way. When I clap, you say the word.	
2. Touch the first word. --------------------	*Students touch word*
3. Move your finger under the letters and say the sounds to yourself. (Pause). -------------	*Students sound subvocally*
4. (Clap). -------------------------------	*Students say the word*
5. Next word. (Pause). (Clap). ----------	*Students say next word*

You may choose to add **What word?** before the signal (clap).

Monitoring the children's performance is necessary to check that:

- Each child is pointing to the correct word.
- Each child is saying the word in unison with the others, and not coming in late, or copying from the others.

In addition, praise children for looking at their own books.

Providing practice

The goal of sight reading in the initial stage of reading is to reach a rate of 20 words per minute. This allows 3 seconds per word for the child to decode the word. Some children will reach this goal quickly, but others will require lots and lots of practice! As Carnine et al. (1990, p. 122) pointed out:

> The importance of providing extra practice for students during first grade cannot be emphasised too much. Beginning in second grade, an increasing proportion of school activities (e.g. social studies, science) are conducted with the whole class. Students who read too slowly may not be able to keep up.

Carnine et al. (1990) provided a format for practising sight reading with passages. It includes three steps:

- Students sight read the passage in unison.

- The teacher writes on the board any words that presented problems, and has students sight read or sound them out.

- The teacher calls on individuals to read a sentence at a time, while the others follow along. Make sure students cannot predict which child you will ask next.

- Ask literal and simple "why" comprehension questions about the passage.

Correcting errors

The basic rule is to correct every error as soon as it occurs, and include problem words in the next day's word list.

- Sound confusion errors are corrected using a limited model: **What sound? Sound the word. What word?**

- Word type errors (when the child misses several words of the same type) are corrected by presenting words of that type in daily lists with words that are minimally different, to ensure discrimination.

- Fluency errors indicates the need for practice, coupled with praise.

- Random guessing is indicated when the child makes a mistake reading 10% or more of the words in a passage. In this case check that the child can keep up with the pace you are setting, and encourage the child to attend to each letter.

Finding the beginning of a sentence

Finding the beginning of a sentence can present real problems for beginning readers. After all, a "sentence" is a very abstract concept! Here is a simplified format. (Note that I have replaced the word "period" with "full stop" to cater for the Australian context).

Format for *Finding the Beginning of a Sentence*

Teacher	Student

(Passage on the board, at least four sentences long. Students have their own copies)

1. This is where the first sentence begins. (Point).

2. A **full stop** shows where a sentence **ends**. (Point to the first full stop).

3. I'll touch the words. Say "STOP" when I come to the next full stop.

4. (Point to each word, pausing at the space between words for an instant). ----------------------------------- Stop!

5. Your turn. Touch each word. Stop when you come to the full stop. ---------------------------------- *Students point to stop*

6. The **next word is the beginning of the next sentence**. (Demonstrate).

7. Touch the beginning of the next sentence. ------------------------------- *Students touch word*

Recording passage reading performance

It is vital that teachers keep accurate progress records of the students' progress in passage reading. To make these records both meaningful and useful it is recommended the following information is recorded:

* The date when the record was taken.

* The book from which the passage came, and the page.

* The rate of reading. I recommend you record the number of words read in 30 seconds and multiply by 2 to get the number of words per minute, or else record the number of words read in 60 seconds. (It helps to count the words in the passage beforehand and write the cumulative total at the end of each line). You will need a stop watch to do this recording.

* The number of errors. This is best done by keeping a simple tally of errors, and then calculating the % of errors. (For example, if the child is extremely slow, note any errors on the 10 words. Then the % errors is the number of errors recorded multiplied by 10. For the child who is reading around 20 words per minute, note any errors on the first 20 words, and then multiply this score by 5).

An excellent way of motivating students is to graph their weekly passage reading scores, showing words read correctly per minute and the goal they are working toward. This can become a fun thing with, for example, a treasure chest at the goal. The purpose is to show each child tangible evidence of improvement, and to demonstrate that reading is highly valued by the teacher, and rewarding for the student.

Here is a sample class record sheet:

Class record sheet: Passage reading

Names	Date: _____ Book: _____ Page: _____		Date: _____ Book: _____ Page: _____		Date: _____ Book: _____ Page: _____		Date: _____ Book: _____ Page: _____	
	Rate	% Errors	Rate	% Errors	Rate	% Errors	Rate	% Errors

CHAPTER 2 *Primary Reading: Decoding*

Phonic analysis

Introduction

Phonic analysis refers to the ability to decode words containing letter combinations (e.g. **oa, th, ay**), and the ability to decode words containing the **VCe** pattern (e.g. came, like, rope). It is recommended that phonic analysis only be introduced once you are sure the student is confident and competent at the following skills:

* Auditory skills: blending, segmenting, and rhyming

* Letter sound correspondences

* Sounding out regular words

* Sight word reading

* Irregular words

Chapter 16 of Carnine et al (1990) is devoted to phonic analysis. Appendix A, pages 444-447 lists **VCe** words and words containing the common letter combinations.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the use of formats introduced to their class in the previous weeks. (As the classes are working at different levels, it is likely that each teacher will be using different formats. Those covered in previous sessions include: letter sounds, sounding out regular words, sight words, and irregular words).

2. Introduce the next format in the sequence.

3. Continue to teach relevant formats in each day's lessons to ensure a balanced and regular decoding programme is maintained.

4. Continue to keep records of individual children's progress data for the formats taught.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 16: Phonic Analysis).

Theoretical background

The issue of which, if any, letter combinations and phonic generalisations or rules to teach is the subject of fierce debate, even among advocates of systematic decoding instruction. As Adams pointed out in her review of the issues associated with the teaching of phonics "the pedagogical difficulties surrounding effective letter-sound instruction are primarily difficulties for children who enter school with relatively little prior literacy preparation. This is partly because much of the content of the letter-sound lessons is already familiar to the well-prepared child. At least as important, however, it is because the well-prepared child faces these lessons with the basics that they presuppose - prior understanding of their nature and purpose" (Adams, 1990, p. 256).

Clearly then, the teacher needs to assure herself that the student has developed phonemic awareness skills (auditory blending, auditory segmenting, and rhyming) and has become skilled at sounding out and recognising the regular word types. In other words, the child must have come to understand the alphabetic nature of our writing system and to understand the terms used in phonic instruction. Take, for example, the following instruction: (Teacher points to the letters **ea** and says) "These letters usually say EEE. What sound?". This instruction presupposes that the child already understands that letters have predictable sounds associated with them, and that the child understands the abstract concept of a "sound" (phoneme) as a distinct entity from a letter (grapheme). Where there is any doubt that the learner has the necessary preskills, the teacher is advised to revise the auditory preskills (Chapter 7 in Carnine et al, 1990), and check mastery of the letter sound correspondences and regular word types.

The second issue concerns which letter combinations and phonic generalisations to teach. Adams (1990) reviewed published research relating to phonic generalisations, particularly the work of Clymer who found that 121 phonic generalisations were included in four common basal programmes. Clymer (1963) reported that many of these phonic generalisations had surprisingly little value. Adams (1990) concluded that only the following patterns are worth teaching:

- Consonant sounds: including double consonants (ll, rr, ff, ss, zz, dd, nn, gg); ch; sh; th; wh; ph; ck; ght; silent k (know); silent w (write).

- Pronunciation of vowels: including the "short" vowel sounds; the idea that "when two vowels go walking, the first does the talking"; the silent-e rule (VCe); y when it is acting like a vowel; w when it is acting like a vowel; and r-, l-, and w- controlled words.

She does not recommend teaching accentuation of syllables, division of syllables, or teaching letter combinations other than those listed above. The

criterion she applied to selecting phonic generalisations worth teaching was: how much utility the pattern gives the child when reading.

In addition to the silent-e rule, Carnine et al (1990, p. 196) recommend teaching the following letter combinations, in the order listed below:

Letter Combinations, and Order of Introduction

1. th	10. ea	19. ir
2. er	11. oo	20. ur
3. ing	12. ee	21. kn
4. sh	13. ai	22. oi
5. wh	14. ch	23. oy
6. qu	15. or	24. ph
7. ol	16. ay	25. wr
8. oa	17. igh	26. au
9. ar	18. ou	27. aw

A comparison of the patterns recommended by Adams (1990) and Carnine et al (1990) reveals a strong degree of consensus. The reason for this is that both sources are based on a review of the available research!

Format for teaching letter combinations

Two formats are presented for teaching letter combinations. The first simply tells the child what sound the combination usually makes, while the second presents the letter combination in a word.

Format for *Letter Combinations*

Teacher	**Student**
1. (ea) These letters usually say EE. What sound? -----------------------	EE

The format for teaching letter combinations in the context of words is equally simple: Notice that the teacher presents the words with the letter combination underlined (or in a different colour).

Format for *Words with Letter Combinations*

Teacher	**Student**

Words: th̲in, he̲r, si̲ng, sh̲ip.

1. (Point to underlined letters)
    What sound? ---------------------------------- th

2. So, what's the word? ------------------------ thin

Format for teaching silent-e rule (VCe)

The introductory format for teaching **VCe** words is presented on page 201, and the discrimination format on page 202 of Carnine et al (1990). Obviously knowing the names of the vowels is a necessary prerequisite for learning the **VCe** rule (when a word ends in **e**, the initial vowel takes its name).

Introductory format for *VCe Words*

Teacher	**Student**

Words: same, rope, mine, cake, note.

1. (same) An **e** at the end tells us to
    say the name of this letter.
    (Point to vowel).

2. Is there an **e** at the end of this
    word? -- yes

3. So, we say the name of this letter.
    What's the name of this letter? -------------- AAA

4. So, what's the word? ------------------------ same

NOTE: Start with **VCe** words in which **a, i, o** are the initial vowel sounds.

Once the student has mastered the introductory format it is important to move on to the discrimination format, to prevent over-generalisation of the rule to all **CVC** words. The discrimination format requires that you present a mixture of **VCe** words and **CVC** words that are minimally different.

Discrimination format for *VCe Words*

Teacher	**Student**

Words: made, hope, fin, hop, same, fine.

1. (made) Is there an **e** at the end
   of this word? ---------------------------------- yes

2. So, do we say the sound or the
   name of this letter? (Point to **a**) --------------- name

3. What's the word? --------------------------- made

Remember, you can use Carnine et al. (1990) Appendix A, pages 444-445 to help you select **VCe** and **CVC** words.

Practice examples

1. Look carefully at the following words, and decide which of the three formats you would use for each word. List each in the table below:

none	same	Sam	have
tape	trip	take	ride
come	kite	hid	hide

Formats	Regular words	Irregular words	VCe words

    Here's the answer:

Formats	Regular words	Irregular words	VCe words
	Sam	none	same
	trip	have	tape
	hid	come	ride
			kite
			hide
			take

2. Make up your own list of words to use in the discrimination format. Remember to include both **CVC** and **VCe** words, and one or two minimally different pairs.

Structural analysis

Introduction

Structural analysis involves the use of strategies for decoding words that consist of a base word and the addition of morphemes. A "morpheme" is the smallest meaningful unit of language, and in this context refers to prefixes, suffixes, and inflected endings.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the formats used so far, including the phonic analysis formats, in terms of any modifications that were considered necessary when teaching the format, and the progress of the children on the format.

2. Demonstrate proficient use of the structural analysis formats, especially the format for verbally presented "ed" words, and for written "ed" words in a simulated situation (Carnine et al., Chapter 17).

3. Include the structural analysis formats in daily lessons for children who are able to sight read one syllable words at a rate of about 20 words per minute.

4. Continue to teach a balance of daily formats, including sounding out words for those children at this level, sight word reading and passage reading, phonic analysis skills, and structural analysis. (The choice of formats should always be determined by the progress the children are making).

5. Continue to record individual student's progress on each of the formats taught.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 17, and Appendix A, pp. 447-453).

Sample sequence for introducing morphemes

While there is no correct sequence for introducing prefixes, suffixes, and inflected endings, it is advisable to introduce those that are encountered more often in primary school materials first, and to separate similar ones that could be easily confused. The list below shows the order in which Carnine et al. (1990, p. 207) recommend introducing them:

1.	er	(batter)
2.	ing	(jumping)
3.	ed	(hummed/ jumped/ landed)
4.	y	(funny)
5.	un	(unlock)
6.	est	(biggest)
7.	le	(handle)
8.	a	(alive)
9.	be	(belong)
10.	re	(refill)
11.	de	(depend)
12.	ic	(comic)
13.	ful	(handful)
14.	ly	(sadly)

Carnine et al. (1990, pp. 447-453) presented lists of words that may be used in the various structural analysis formats.

Formats: Base words ending in a consonant

The basic format for introducing morphemes is equivalent to the letter combination format. It is then used with words that end with a consonant sound.

Format for *Morphemes in Isolation**

Teacher	**Student**

1. (Point to **er**). At the end of a word, these letters usually say "er".

2. (Point to **er**). What sound? ------------------- er

3. (Point to another letter combination). What sound? ----------- *Student says sound*

---

* Do not present **ed** in isolation.

The next step is to introduce words containing the morpheme. The base words should be ones that the students already know. The base word is underlined (including the double consonant where there is one).

Format for *Words Ending in a Consonant*

Teacher	**Student**

WORDS: cutting, ending, jumping,
         swimming, hopping.

1. (Point to **cutting**). Read
   the underlined part. ------------------------- cut

2. Read the whole word. --------------------- cutting

3. (Repeat for each word).

4. (Test each word). Read
   the word. ------------------------------- *Student reads word*

Formats: Adding /ed/ to words

The ending **ed** may represent one of three sounds:

- **ed** sounds "d" (hummed)

- **ed** sounds "t" (jumped)

- **ed** sounds "ed" (handed)

Consequently, the initial format for introducing **ed** in words is presented
verbally, with only the **ed** written on the board. This is done to alert the child to
the fact that the letters **ed** may have one of three sounds at the end of words,
and to provide practice at saying the appropriate ending.

Verbally presented format for *ed Words*

Teacher	**Student**

(Write **ed** on the board).

1. Say **hop**. ------------------------------------- hop

2. I'll say hop with this
   ending (Point to **ed**).
   Hopped.

3. Say hop with this ending.
   (Point to **ed**). ------------------------------- hopped

The format for presenting words containing **ed** is identical to the format for presenting other words ending in a consonant. Remember to underline the base word, including the extra consonant when there is one.

Formats: Base words that are VCe derivatives

The spelling rule "when an ending that starts with a vowel is added to a **VCe** word, the **e** is dropped" makes these words harder to decode. The strategy for teaching children to decode words of this type is to alert them to the spelling rule. Then, to prevent students confusing **VCe** derivatives with **CVC** words plus an ending (e.g. hoping versus hopping) a second format is used to teach a strategy for discriminating the two types of words.

Before alerting the children to the spelling rule, however, introduce **VCe** derivative words with any ending **except *ing***, using the format for words ending in a consonant. That is, underline the base word, ask the children to read the base word, then the whole word. Start with **VCe** plus **s** words.

Format for *Introducing Spelling Rule*

Teacher	Student

WORDS: hope + ing = hoping
        bite + ing = biting
        name + ing = naming

1. Here's a rule about spelling
   words that end with an **e**.
   When you add the ending **ing**,
   you drop the final **e**.

2. Here are some words formed
   using the rule. (Show words).

3. (Point to **hope**). What word? ---------------- hope
   Spell **hope**. --------------------------------- h-o-p-e

4. (Point to **ing**). What ending? ---------------- ing
   Spell **ing**. --------------------------------- i-n-g

5. (Point to **hoping**). What word? ------------ hoping
   Spell **hoping**. --------------------------- h-o-p-i-n-g

The next format is used to ensure that children do not confuse **CVC** and **VCe** derivative words. It presents a simple rule for deciding if you say the sound or name of the vowel in the base word by according to the number of consonants following the vowel in the base word.

Format for *Discriminating between VCe and CVC Derivatives*

Teacher   **Student**

WORDS: h<u>o</u>ping, t<u>a</u>pping, f<u>i</u>lling,
t<u>a</u>ping, r<u>o</u>bbing

1. Here are the rules about what
to say for the underlined letter.

2. If a double letter comes next, say
the **sound** of the underlined letter.
If a single letter comes next, say
the **name** of the underlined letter.

3. What do you say if a single letter
comes next? ------------------------------------ the name
What do you say if a double letter
comes next? ------------------------------------ the sound

4. (Point to **h<u>o</u>ping**). Is the underlined
letter followed by a single or double
letter? -- single letter

5. (Point to **<u>o</u>**). Do we say the name or
sound of this letter? -------------------------- the name
What word? -- hoping

The complete format is contained in page 213 of Carnine et al. (1990). I have
included only the major step here, and altered the wording slightly to clarify it.
If children are having difficulty with the simplified format, please return to the
full format in Carnine et al. (1990).

Format for Y derivatives

It would be tempting to alert the children to the spelling rule that specifies when to change **y** to **i** before adding an ending that start with **e**. However it is more efficient when teaching children to decode (i.e. read), to settle instead for a simple equation of the form:

carry + ed = carried

To cater for the fact that the **ie** may have different sounds, it is important to include an equal number of words with each sound in the list you use.

Format for *Y Derivatives*

Teacher	Student

WORDS: bunny   + es   = bunnies
     funny   + er   = funnier
     try   + es   = tries
     carry   + ed   = carried
     happy   + er   = happier
     cry   + ed   = cried

1. (Point to **bunny**). What word? -------------- bunny
   (Point to **bunnies**). Now, what word? ------- bunnies

2. (Repeat for each word).

3. (Erase the base word plus ending).
   (Point to word). What word? --------------- bunnies

Finally, present word lists, in which half the words are **Y** derivative words, and the rest **CVC** and **VCe** derivatives.

Contextual analysis

Introduction

As children become increasingly proficient at decoding regular word types using the sight reading strategy, and reading passages of increasing length, it is necessary to increase the number of irregular words they are taught and to extend the format for introducing irregular words to include contextual analysis. Contextual analysis, then, is a strategy for recognizing an unknown irregular word using the context (i.e. meaning) of a sentence to help.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Critically evaluate the formats that they have used so far, including the structural analysis formats introduced last session.

2. Demonstrate skilled presentation of the contextual analysis formats in a simulated situation, or with a small group of children from the teacher's class (Carnine et al., Chapter 18).

3. Start to include contextual analysis formats in daily lessons for children who are making good progress with learning irregular words in isolation, and reading previously taught irregular words, using the sight reading strategy, in passages.

4. Continue to include a balance of formats in daily lessons, based on the progress the children are making.

5. Continue to keep records of individual student's progress on the formats being taught.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 18).

Theoretical background

In the session on phonic analysis we noted that the list of letter combinations that is worth teaching should be limited to those combinations that are particularly useful. Two reasons were presented for this recommendation:

• Some combinations generate very few words, and therefore it is more efficient to teach those words as irregulars; e.g. **oe** as in foe, doe, hoe.

• Some combinations represent a particular sound in less than half the words in which they appear; e.g. **ei** as in foreign.

(The list of 27 letter combinations that are considered worth teaching is presented in Carnine et al., 1990 on page 196).

As a consequence of limiting the letter combinations that are taught, there remain a significant number of words that will have to be treated as irregular, in addition to those that would always be irregular, no matter how many letter combinations a student knows.

Modified formats for irregular words

The sequencing guidelines for introducing irregular words in beginning reading instruction should still be followed:

- Introduce more common (irregular) words, and words that appear in the student's texts before less common words.

- Separate words that are likely to be confused.

- The rate of introduction can be gradually increased, providing children are having no difficulties with the new words. Stop, and review previous words if children misidentify them.

Spelling format for *Irregular Words*

Teacher	**Student**
1. This word is **fuel**.	
2. What word? ---------------------------------	fuel
3. Spell **fuel**. ---------------------------------	f-u-e-l
4. What word? ---------------------------------	fuel

When introducing irregular words that are related (word families), it is advisable to introduce these words in groups. The minor sounds for **c** and **g** account for many of these words, along with one syllable words that end in **ow, ew, y** or **e** (Carnine et al., 1990, p. 221):

ace	ice	age	dge	ow	y	e
face	mice	page	badge	grow	my	me
grace	spice	cage	bridge	blow	by	he
lace	dice	wage	ledge	show	shy	she
place	nice	rage	wedge	throw	cry	tree
pace	rice		fudge	mow	dry	
race	spice			snow	fly	
space					sky	
					spy	
					pry	

The format for introducing a set of related irregular words is as follows:

Format for introducing *Irregular Words as Groups*

Teacher	Student

WORDS: ace, lace, face, race, place space.

1. The letters **a-c-e** say **ace**.
   All these words rhyme with
   ace.

2. (Point to each word in turn).
   What word? ---------------------------- ace, lace, face,
   race, place, space

Using context as a cue

1.   Words that have difficult-to-determine vowels

The first strategy taught, using context cues, is to try out different versions of the vowel in an irregular word to see which one makes sense in the sentence. This strategy involves two formats:

- First, give the students practice at saying words with different vowel sounds.

- Second, show the student how to try out different vowel sounds in order to find the one that makes sense in the context.

NOTE: It is necessary for the child to already know the meaning of the word before context cues can be used successfully. If the child has not previously met the word, it should be introduced as vocabulary.

Format for *Practising Different Vowel Sounds*

Teacher   **Student**

WORDS: bugle, fuel
          rapid, topic
          tie, silent

1. These are funny words.
   Sometimes the underlined letter
   says its **sound**, and sometimes
   its **name**.

2. (Point to **u** in bugle).
   This letter says its **name**.
   What's the **name** of this letter? -------------- U

3. Say the word. ----------------------------- bugle

Work down the list, so that the order of presenting words is: bugle, rapid, tie, fuel, topic, silent. This requires the child to move from letter name to sound and back again.

The next step is to introduce the strategy for trying first the sound and then the name of the vowel when they encounter a word with a difficult to determine vowel. **Notice that I have reversed the rule presented on page 223 of Carnine et al. (1990).** In the format below, the children try to sound the word first, then try the name of the vowel. I have done this to discourage children from abandoning their general strategy of sounding out as the initial strategy for decoding unknown words.

Format for *Difficult-to-Determine Vowel Sounds*

Teacher	**Student**

WORD: bacon, camel, topic, hotel

1. Here's a rule: The first time
   you try to read a word, **sound it
   out.** If that doesn't work, then try
   the **name** of this letter.
   (Point to underlined vowels).

2. I'll say a sentence with the word:
   (Say the word with the sound of the
   vowel, i.e. *"backon"*).
   I love backon and eggs. Does *backon*
   make sense in that sentence? ---------------- no

3. (Point to **a**). So, let's try the
   name of this letter. What's its
   name? ------------------------------------- A

4. Read the word, saying the **name** of
   this letter (Point). -------------------------- bacon

5. I'll say the sentence with that word.
   I love bacon and eggs. Does bacon make
   sense in that sentence? ---------------------- yes

Once children have successfully read a list of words with difficult to determine vowels, teachers may wish to give them a cloze exercise such as the one shown on page 224 of Carnine et al. (1990).

2. *Multisyllabic words*

Again, this strategy can only be used if the child already has the word in their vocabulary! The format involves decoding parts of the word that they can identify using phonic and structural analysis skills they have been taught. Then the word is put in context and they are asked to figure it out.

Format for *Multisyllabic Irregular Words*

Teacher	**Student**

WORDS: recognize

1. Let's say the parts in this word.

2. (Point to each regular part).
   cog -- cog
   nize --- nize

3. Listen. **I could not** (Point to **recognize**) **him.** Put your hand up when you know the word.

4. What's the word (*child's name*)? ------------ recognize

5. Everybody, what word? -------------------- recognize

57

The informal reading inventory

Introduction

The Informal Reading Inventory (**IRI**) is used to select appropriate level reading material and to evaluate the student's passage reading. It is based on having the child read aloud from sections of text while you score the number of words read per minute (fluency), and the number of words read correctly per 100 words (% accuracy).

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Construct an **IRI** that is appropriate for a given child.

2. Administer and score the **IRI** according to the guidelines.

3. Make decisions about the choice of appropriate reading material for the child on the basis of their performance on the **IRI**.

4. Use error data from the **IRI** to identify any reading skills or strategies in which the child requires remediation.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Pages 248-250).

Preparing an IRI

1.   Selecting passages

The rule of thumb is to take 100 word samples from each of the books in the series that you intend using, or at least those books that are likely to be appropriate in level. It is often the case, especially with small books and early readers, that you have to make a common sense decision about selecting the piece of text you are going to use. For very weak or young readers, do the best you can to get a sample that provides a meaningful section of each level of text, it may vary in length, and at lower levels be only 25 words or so in length. Keep in mind two goals:

*   A sample passage from each level in the series at the appropriate grade level. In some cases this will involve more than one passage from a single book.

*   Passages that are about 100 words in length. Otherwise, passages that the child will take a minimum of 30 seconds to read.

2.   Word counts

The next step is to write the cumulative number of words at the end of each line. This has tremendous advantages in terms of saving time, and overcomes the problems associated with having less than 100 word samples. Here's how you do it:

- Count the words in the first line, and write the total at the end of that line.

- Count the number of words in the next line, and add that score to the total from the line above. Write this at the end of the line.

- Proceed in this fashion, writing the cumulative total at the end of each line.

3.   Should I prepare a booklet?

If you intend using the results to analyse the child's reading errors, then make a photocopy of each excerpt, and prepare a little booklet of these excerpts for each child. This will be used to record the child's performance, and will give you a permanent record of how the child read.

If you only want fluency and accuracy scores, then use an acetate over your copy of each passage to record errors and the number of words read. Write down the scores after hearing each child read, and then wipe the acetate clean ready for the next child.

4.   Timing

You will need a stop watch to record accurately the number of words read in a minute, or whatever fraction of a minute you choose to record.

Administration

1. Seat the child so that they are not distracted by ongoing activities, or other students in the class. Make sure the child is comfortable, and can see their copy of the passage, but not the one you are going to use to record errors.

2. Say: **I am going to ask you to read aloud from different stories. Please start here.** (Point to the first passage). **If you make a mistake, try to read the word again.**

3. Start the stop watch when the child starts to read the first word. Mark the last word read by the child at the end of one minute (or whatever time sample you are recording).

4. If the student hesitates for more than 5 seconds on a word, tell the student the word.

5. If the student omits a word, do not provide it.

6. If the student is making really heavy weather of a passage, stop the student, and present an easier passage.

Recording

As the student reads aloud, record any errors they make on your copy of the passage. If you only want a simple rate and errors record, then just place a simple mark on any word the child does not read correctly. (Ignore self corrections).

On the other hand, if you intend to use the data to analyse error types, then record errors as follows:

- **Mispronunciation**: Write the word the child said above the word.

- **No Response**: If the child does not read the word within 5 seconds, write **NR** above the word.

- **Omissions**: If the child leaves a word out, write an **O** above the word.

- **Insertions**: If the child adds in an extra word, write ^ above the word.

- **Self Corrections**: These are recorded with a **SC** above the word.

Scoring

Calculate the following:

- **Number of Words per Minute**: If you recorded the child reading for one minute, simply note the last full line that was read, and add on the number of words read in the next line, up to the mark you used to show the end of one minute.

  If you recorded for less than one minute, multiply the total number of words read to convert it to a rate per minute. For example, if a child read 17 words in 30 seconds, this is 34 words a minute (i.e. 17 x 2 = 34).

- **Percent Errors**: Count the number of errors in the first 100 words. (Use a fraction of 100 words, such as 50, 25 or 10, if the child did not read 100 words).

- **Error Types**: If you are going to analyse error types, count the number of each error type, and record any error patters such as letter sound confusions, letter combination, vce rule, random guessing.

Using the data to place students in materials

The first reason for giving an Informal Reading Inventory is to place the student in appropriate level reading material. Now, there is some disagreement in the literature about how to do this!

1.   Accuracy

Carnine et al. (1990, p. 239) recommend placing students in material where they are scoring 95% accuracy (i.e. no more than one error in 20 words). Lovitt (1984) set the level of accuracy closer to 90% correct. Either way, the level of errors should be low.

2.   *Fluency*

Carnine et al. (1990) provided a Table of desirable reading rates for various instructional levels. Here's what they recommended:

Desirable Reading Rates	
Instructional Level of Material	**Words per min.**
Second third of grade 1	45
Last third of grade 1	60
First third of grade 2	75
Second third of grade 2	90
Last third of grade 2	110
First half of grade 3	120
Second half of grade 3	135
Fourth grade and higher	150

NOTE: These recommended rates are in terms of the grade level materials on which the child is working, not the child's chronological grade placement.

By way of contrast, Lovitt (1984) recommends between 45 and 65 words per minute, and does not specify instructional levels.

Carnine et al. (1990) argued that target rates for increasing fluency should be set 40% higher than the child's current reading rate. They recommended providing repeated reading practice to reach this level. (There is extensive research that shows that repeated reading is an effective procedure for increasing fluency. See: Dowhower, 1987; Herman, 1985; Rashotte and Torgesen, 1985; Rasinski, 1990; Sindelar, Monda, and O'Shea, 1990).

Diagnostic information

Information about errors patterns during passage reading should be used to alert the teacher to skills and strategies in which the child is weak. This information is used to identify the format(s) that should be used to remediate the weaknesses.

CHAPTER 3 Managing Direct Instruction Reading

Diagnostic testing and remediation in the Direct Instruction Model

Introduction

The purpose of this section is to look in a little more depth at procedures for helping students who have poor decoding skills, or who are virtual non-readers. This section will allow us to review the guidelines for remedial reading instruction; permit us to spend more time working through general correction strategies, as well as some specific ones; and finally to review the recommended sequence for teaching and decoding skills, and the testing procedures that are used to diagnose specific skill areas in which children have weaknesses.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Identify appropriate test procedures to help diagnose a given child's specific reading skill deficits.

2. Administer, score, and interpret the results of diagnostic procedures used with a given child.

3. Plan a remedial programme indicating the skills to be covered, the sequence in which to teach these skills, relevant reading materials, and any support personnel that may be available to support the programme.

4. Determine the relevant formats for teaching the specific skills identified above.

5. Implement the remedial programme based on the planning above.

6. Monitor, record and evaluate the child's progress through the programme, making instructional decisions on the basis of the child's progress data.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill.

Theoretical background

The approach presented here is not intended as a blue-print for remedial reading programmes at all levels of the primary school. It is designed to cater for the needs of teachers in the junior primary school, where children are still relatively new to the reading process, and in some cases still performing at the "prereading" or "initial reading and decoding" stages of reading development (see Chall's Stages of Reading Development). Consequently the emphasis is on the decoding skills of the child, and how to help the child to decode accurately, fluently and "automatically" in order that greater attention may then be directed to getting meaning from the text.

Stanovich (1986) found that children who have difficulty comprehending what they read typically do so because they cannot decode the text with any degree of comfort. Similarly, Samuels (1984, p.208) has argued:

> At the beginning stages of learning to read, the student's attention is focused upon the decoding aspects of the task. Since processing information for meaning also requires attention, as long as the reader's attention is on decoding, what has been read cannot be comprehended.
>
> The fluent reader, unlike the beginning reader, is able to decode automatically without the services of attention and thus is able to attend to processing meaning at the same time as decoding.

It is, therefore, very important to help students become fluent and accurate at decoding, that is "automatic", so that they are then able to focus their attention on meaning.

Guidelines for remedial reading instruction

The guidelines that follow are described in greater detail in Carnine et al (1990, pages 59-62).

Provide extra instruction

"The more deficient a student is in reading, the greater the amount of instruction the student should receive" (Carnine et al., p.59). Carnine et al. (1990) recommended providing an extra 15 to 30 minutes reading instruction per day for each year the student is below grade. This advice is based on two factors. First there is considerable evidence that weak readers receive less, not more, reading instruction than their peers who are at grade level (Adams, 1990). Second, logic alone directs that extra time will be necessary to catch up for lost time.

Early remediation

As Carnine et al. (1990) point out, younger students have less to catch up and their attitudes to reading and school in general are likely to be less negative than that of older students with reading problems. It is also easier to get

children working independently when they can cope with the reading demands of seat work.

Careful instruction

The need for skilled teaching is especially evident with children who have developed reading problems. It is often the case that precise correction procedures for specific error types are required to undo inappropriate habits that have developed and teach new and functional strategies in their place.

Programme design

The worse the student's problems, the greater the need for a quality programme. The programme must focus directly on the specific skills that the learner needs. It should also include content that is age appropriate for the student.

Efficiency

In order to catch up the gap between the student's current level of functioning and their grade level, it is essential to teach as efficiently as possible. This means teaching directly to the student's specific needs, and doing so using a carefully planned sequence. It also highlights the importance of teaching **strategies** for reading which can be generalised to a general or broad set of reading material.

Teaching word types is a case in point. The purpose of teaching the child to sound out, and later to sight read, each of the regular word types is to ensure the strategy is sufficiently automatic that the child can apply it without thinking to any word in the English language of the types taught.

Provide motivation

In most cases the child knows that they are not reading well, and this is usually associated with feelings of failure. It is essential, therefore, to correctly place the child in the sequence of decoding skills to ensure success from the outset. Once the child sees that they are succeeding their attitude and motivation will begin to improve.

In some cases it may also be necessary to start off providing fairly potent extrinsic motivation. In this case, make sure that the rewards are clearly the consequence of improved reading, even if only in terms of responses to a specific format.

Correction strategies

There is evidence that teaching formats in a skilled way is not sufficient for children to learn successfully. Some children very much need explicit correction. In fact, a correction procedure is a very specific teaching format, designed to overcome errors immediately they occur.

General correction strategy

It is not always possible to know precisely the steps and wording to use when a child makes a mistake, especially when the mistake is unexpected. Consequently, the following correction procedure is recommended, unless there is a more specific one that the teacher can call on at the time.

- **Praise** another student who did give the correct response. This is done to prevent children making mistakes in order to get teacher attention!

- **Model** the correct response. This is very important. Often teachers just keep asking the child the original question, when the child simply does not know the answer. It pays dividends to tell the child the answer!

- **Lead** the child in providing the desired response. This helps the child who is anxious or unsure, and provides a further model. It is often necessary to repeat this step again and again until the child is firm.

- **Test** the child to make sure the child provides the correct response. If the child makes a mistake at this stage, don't give up. Go back to the first step in the model-lead-test sequence and proceed through the steps again.

- **Firm up** the response by having the child re-do the item before the one where the error occurred. In passage reading this means going back and rereading the sentence.

- **Delayed test** refers to checking later in the lesson that the child can still get the item right. In practice this may mean checking the word that was wrong by asking the child "what word" at the end of the story.

Teaching to a high level of mastery is imperative with children who have experienced difficulty learning to read. This requires mastery at the time the skill is taught, and regular revision and delayed test checks to ensure the skill is not forgotten again. Once the child becomes proficient at reading in context, the act of reading will provide the necessary practice.

Specific correction procedures

The following correction procedures are specific to formats which are crucial in the early stages of learning to read, and are different to the general correction procedure described above.

Letter sounds

Sometimes children have a lot of difficulty pronouncing the correct sound for a given letter. In this case it may be wise to say:

"Watch my mouth when I say the sound".

You may even use a mirror so that the child can compare the shape your mouth makes and their own.

Another problem with learning the letter sounds is the child who does not say the continuous sounds as long as you point to them. In this case say:

"Keep saying the sound as long as I touch it".

Word types

Children experiencing difficulties with sounding out word types may not have reached mastery on the easier word types before moving onto the later ones. It is important therefore to check the child's mastery of each word type and reteach any type that is not firm. Here is the sequence of word types again:

- **VC and CVC words that begin with a continuous sound**

- **VCC and CVCC words that begin with a continuous sound**

- **CVC words that begin with a stop sound**

- **CVCC words that begin with a stop sound**

- **CCVC words**

- **CCVCC, CCCVC, and CCCVCC words.**

A second frequent error type when sounding out regular word types is the child pausing between sounds. Say:

> **"Don't stop between sounds".**

If the child gives the wrong sound for a letter, (e.g. says "man" for **ran**) follow the sequence below:

> (Point to r) **"/rrrrr/ What sound?" "Sound out the word".**

Another mistake that sometimes occurs is when the child sounds out the word correctly, but then says the wrong word. The correction procedure is as follows:

- **"The word is <u>man</u>".**

- **"My turn: mmmmmaaaaannnnn. man"**

- **"Sound it out". (Signal) "What word?"**

Finally, when a child has a tendency to make an error with a particular letter, you can use a precorrection procedure. First point to the letter, and then ask :

> **"What sound?' "Sound the word".**

Diagnostic testing procedures and teaching sequence

An overview is provided here of the sequence of teaching decoding skills from the beginning of Year 1. Any child who is having difficulties with the decoding formats you are currently teaching should be assessed on the tasks that are earlier in the sequence to see if they have weaknesses in prior skills, and where this proves to be the case, they should be taught the relevant skill.

Sequence of decoding skills

The recommended sequence for teaching decoding skills is as follows:

Auditory skills
Letter sound correspondences
Sounding out regular words
Sight word reading
Irregular words
Phonic analysis
Structural analysis
Contextual analysis
Passage reading

Auditory skills (Carnine et al, 1990, Chapter 7). Use the formats on pages 77, 79, and 83 to test the student's auditory skills. If there is any weakness, on any one of these skills then schedule extra practice on the skill each day until it is clearly mastered. There is no problem with teaching these formats while introducing letter sounds, or word types.

Letter sound correspondences (Carnine et al, 1990, Chapter 8). Test letter sound correspondences that you believe the child should know. This may be done using the *Diagnostic Test of Word Attack Skills*: Part 2 which is attached, or by simply writing each letter on a card and asking the child: "What sound does this letter make?", or just: "What sound?" If the child does not know the sound, or gives the letter name instead, then teach the letter sound, using the formats on pages 88 and 89.

Sounding out regular words (Carnine et al, 1990, Chapter 9). Again the word types are presented on the *Diagnostic Test of Word Attack Skills*: Part 1 which may be used to check that the child has learned the strategy of sounding out words. If the child makes more than one error on a single word type, especially if the error is consistent (e.g. does not sound the final blend correctly in words such as **must, hand**) then use the format on page 102, and the word lists in Appendix A (pages 440-443) to teach the relevant word type.

Sight word reading (Carnine et al, 1990, Chapter 10). Procedures for testing sight word reading, **using phonically regular text,** are described in Carnine et al (1990, pp.126-128). In practice these procedures amount to asking the child to read aloud a passage of about 40 words, made up of the word types the child has learned to read in class. The teacher records any word read incorrectly, and the time taken to read the passage. The rule of thumb is that the child should get less than 5% errors (i.e., no more than 2 words wrong in a 40 word passage) and read at about 25-30 words per minute. This data can then be used to diagnose the error pattern as follows:

- *Letter sound correspondence errors*: These are evident when the student mispronounces the same letter in several words.

- *Word type errors*: These show up when the child misses several words of the same type.

- *Fluency errors*: In this case the child reads too slowly. Remediation consists of providing extra practice and motivation.

- *Random guessing*: When a student makes errors on more than 10% of the words and the errors do not follow any clear pattern, they are usually due to random guessing. In this case the remediation procedure is to check if the child needs a longer time to read the word, and if so go back at first to presenting words in isolation at a slightly slower rate, encouraging the student to read accurately. Then gradually increase the rate, and ensure the child is motivated, and then return to passage reading.

Irregular words (Carnine et al, 1990, Chapter 11). Test the student on irregular words that have been taught in class, by presenting them in isolation. Use the format on page 134, or the modified format on page 135, to correct the error.

Phonic analysis skills (Carnine et al, 1990, Chapter 16). Use the *Diagnostic Test of Word Attack Skills*: Part 2 to check the child's ability to read the words **moth-hawk**. If the child is making errors here, then use the formats on pages 197, and 198 if it's a letter combination that's the problem. The formats on pages 201 and 202 should be used for **VCe** (fairy **e** words).

Structural analysis skills (Carnine et al, 1990, Chapter 17). Use the *Diagnostic Test of Word Attack Skills*: Part 2 to check the child's ability to read the words **confuse-realize**. Where an error occurs, identify the structural error, and use the appropriate format from Chapter 17.

Contextual analysis (Carnine et al, 1990, Chapter 18). Use the Informal Reading Inventory (pages 248-250) to identify weaknesses in using context cues to decode **irregular** words. When there is evidence that the child is not using appropriate context cues to decode irregular words, then use the formats in Chapter 18 to teach the appropriate strategy.

Passage reading (Carnine et al, 1990, Chapter 19). The Informal Reading Inventory is used to select appropriate reading for the child, and also to identify accuracy and fluency problems that can then be followed up in greater detail using one of the procedures already mentioned. Note that the Informal Reading Inventory also involves testing reading comprehension.

Integrating the decoding model with a whole language programme

Introduction

The following section of a programme was prepared to help a teacher integrate direct instruction decoding with a whole language programme. You will see that we retained the phonic reading material, and while it is not mentioned here, would expect the teacher to continue presenting the decoding strategies and formats as described in Modules 4 and 5. This programme section represents the stage at which the direct instruction decoding strategies and whole language approach can be integrated.

Wag, Kitcat, and the Rat is a story in the *Basic Reading Series*, a phonic reading scheme. It is accompanied by a large poster which shows all the characters in the series. There are also workbooks to match the series of readers. These require reading of words included in the reading books, with associated comprehension activities that are simple, and sequenced in difficulty.

The learning activities that we chose to include in this programme section were based on the ones the class teacher had originally planned to do. We tried to follow her original format as closely as possible, writing objectives to match, and then evaluation strategies.

Objectives

At the conclusion of this session, and the week that follows, participants will be able to:

1. Prepare written objectives which state in clear, observable terms the outcome behaviours children will show following a whole language lesson, or sequence of lessons which used phonically regular reading materials.

2. Prepare, in writing, strategies to cover the objectives, including activities such as shared-book, phonological awareness activities, story dramatisation, writing activities, and independent written activities.

3. Prepare, or assemble suitable reading materials to carry out the strategies covered above.

4. Provide written details of how to evaluate the students' performance during and following the lesson(s), based on the objectives already set.

Text

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill. (Chapter 13: Using Commercial Materials: The Beginning Reading Stage).

<div style="border: 1px solid black; padding: 20px;">

PROGRAMME: Reading, Year 1/2

Model Lesson for: Wag, Kitcat, and the Rat

Objectives

1. Children will provide (oral) answers to <u>who</u>, <u>what</u>, and <u>where</u> questions about the shared-book story.

2. Children will be able to sequence the story, providing oral answers to questions such as "Who ran to the mat <u>first</u>?", "What happened <u>after</u> the rat bit Wag?".

3. Children will read the text aloud, when called on, sounding out any difficult words, and blending the sounds to produce these words.

4. Children will be able to dramatise the story, acting out the story according to the roles they are given.

5. Children will use the text as the basis for their own story which they will write and illustrate.

6. Children will complete independent written activities based on the story, namely:

    *   Given a series of pictures and written words, match each picture to the corresponding word.

    *   Given a picture and two short written sentences, match the sentence to the relevant picture.

    *   Given four pictures depicting scenes from the story, and four written sentences, match the sentences to the pictures.

    *   Given a picture and associated sentence containing a gap and two words from which to choose to fill the gap, circle the correct word.

    *   Given a series of question statements such as **Can a cat sit and nap?**, write **Y** or **N** for each question.

    *   Given a series of written sentences, select the correct sentence end from a choice of three.

Learning activities

Shared Book Experience:

*   Introduce the book, and characters, using the Character Chart, practise sounding out the character names.   *(cont...)*

</div>

- Model reading of the story, with oral comprehension questions and discussion (See Objectives 1 and 2).

- Reread the story (unison oral reading), highlighting the sound or strategy being introduced, e.g. **/it/** "Who can come out and show me the **/it/** sound?" (See Objective 3).

Phonological awareness:

- Ask children to point out **/it/** words in the story, (Kitcat, sit, bit, pit), and practise the auditory blending formats with these words (See Objective 3).

- Ask children to think of other **/it/** words, teacher list, and then practise the rhyming format with these words.

Dramatise story:

- Have three selected children act out each step of the story, while the rest of the class (who have each been told which character to watch) observe the performance. The teacher then asks them what they liked about the each character's performance (See Objective 4).

- If desired, groups of children are each allocated a character and they act out the same story, under the direction of the teacher. (This is a way of keeping the whole class involved in the activity).

Innovative Text:

- Innovate text orally: Using the three characters, ask children to tell a different story, children to have individual turns.

- Model how to write a story about *Wag, Kitcat, and the Rat:* Using a plot provided by the class, ask children to give the first sentence (making sure it is a sentence, not a phrase). Demonstrate how it is written, highlighting regular sounds, capital letters, full stops etc. Proceed in this fashion for the rest of the story, which may be no more than 3 or 4 sentences.

- Provide the children with paper, ask them to draw their innovative story and give two sentences about their picture to the teacher or aide, who will write them out, leaving spaces for the child to write in known words (See Objective 5).

Independent Written Activities:

These activities refer to pages 52-58 of the *SRA Level A, Basic Reading Series WORKBOOK*, from which the teacher may wish to make her own version. Follow the sequence below to ensure each pupil knows precisely what to do. (Once the pupils have learned to work independently, it should no longer be necessary to provide such a degree of structure, but it is considered essential initially). *(cont...)*

- **Model**: Teacher models how to complete each step of the worksheet.
- **Lead**: Teacher distributes worksheets to class, and leads class through each example.
- **Follow up activity**: While teacher does over the shoulder marking; children write a list of /it/ words; write sentences using an /it/ word; write words that rhyme with **it**; circle initial sounds; read /it/ words to themselves; in pairs etc. Teacher to provide immediate feedback and correction.

Evaluation

Objective 1:

Class list, note children who provide answers to who, what, and where questions.

Objective 2:

Class list, note children who are able to orally sequence stories.

Objective 3:

Class list, note the children who are called on to read, and code any errors made e.g:

- Note single sounds that the child does not read correctly, e.g. /i/.
- Note any word type the child has difficulty with e.g. regular **cvc** starting with stop sounds.
- Note any irregular word the child has trouble with e.g. **has**.
- Note any difficulty with blending, which may require additional work with auditory skills.

Objective 4:

Class list, note whether the child was able to verbalise aspects of the character they were told to observe.

Objective 5:

Class roll, prepared as a checklist to record for each child:

- Does illustration match story?
- Words that the child was unable to write into the spaces provided.

Objective 6:

Collect, mark and record worksheets.

References

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, Massachusetts: The MIT Press.

Carnine, D., Silbert, J., & Kameenui, E.J. (1990). *Direct instruction reading* (2nd ed.). Columbus, Ohio: Merrill.

Chall, J.S. (1983). *Stages of reading development.* New York: McGraw-Hill.

Chall, J.S., Jacobs, V.A., & Baldwin, L.E. (1990). *The reading crisis: Why poor children fall behind.* Cambridge, Massachusetts: Harvard University Press.

Clymer, T. (1963). The utility of phonic generalizations in the primary grades. *Reading Teacher, 16,* 252-258.

Dowhower, S.L. (1989). Repeated reading: Research into practice. *The Reading Teacher, 42*(7), 502-507.

Groff, P. (1982). Sight words: The major myth of reading. *Reading, 16*(3), 129-134.

Herman, P.A. (1985). The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly, 20*(5), 553-565.

Liberman, I.Y., & Shankweiler, D. (1979). Speech, the alphabet, and learning to read. In L.B. Resnick and P.A. Weaver (Eds.), *Theory and Practice of Early Reading* (Vol. 2). Hillsdale, New Jersey: Lawrence Erlbaum.

Lovitt, T.C. (1984). *Tactics for teaching.* Columbus, Ohio: Charles E Merrill.

Rashotte, C.A., & Torgersen, J.K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly, 20*(2), 180-188.

Rasinski, T.V. (1989). Fluency for everyone: Incorporating fluency instruction in the classroom. *The Reading Teacher, 42*(9), 690-693.

Rasmussen, D., & Goldberg, L. (1976). *Basic Reading Series.* Chicago: Science Research Associates.

Samuels, S.J. (1984). Automatic decoding and reading comprehension. In A.J. Harris and E.R. Sipay (Eds.), *Readings on reading instruction.* New York: Longman.

Sindelar, P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated readings on instructional- and mastery-level readers. *Journal of Educational Research, 83*(4), 220-226.

Stahl, S.A., & Miller, P.D. (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research, 59*(1), 87-116.

Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*(4), 360-406.

Taylor, I. (1981). Writing systems and reading. In G.E. Mackinnon and T.G. Waller (Eds.), *Reading research: Advances in theory and practice* (Vol. 2). New York: Academic Press.

Diagnostic test of word attack skills

(Adapted from Carnine et al, 1990)

PART 1: BASIC SKILLS

a	m	t	s	i	f	d	r	o	g
l	h	u	c	b	n	k	e	v	p
y	j	x	w	q	z				

D A R H G B E Q

1	2	3	4	5
it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
sam	tag	list	skin	skunk
mad				

the	said	was	has	put

Record form for Diagnostic Test of Word Attack Skills: Part 1

Instructions:

1.   *Single letter sounds*: Point to each letter and ask "What sound does this make?" If the child gives the letter name, then say "Yes, that's the letter name, but can you also tell me the SOUND it makes?" Circle any letter that the child does not sound. If the child gives the letter name, then write LN beside the letter.

2.   *Regular words*: Point to each word and ask "What word is this?" Continue testing until the child gets three words in a row incorrect. Circle any word that the child did not read correctly, and indicate the point at which testing was stopped.

Letters

a	m	t	s	i	f	d	r	o	g
l	h	u	c	b	n	k	e	v	p
y	j	x	w	q	z				
D	A	R	H	G	B	E	Q		

Words

1	2	3	4	5
it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
sam	tag	list	skin	skunk
mad				

Irregular words

the	said	was	has	put

Part 2: Word Attack Skills Test

1	2	3
moth	happier	darkness
matter	funniest	invention
handing	cried	artist
shop	pray	sensible
handed	proud	package
licked	thirst	mission
hopped	curb	sentence
when	taped	selfish
quiz	hoping	vacation
fold	timer	preschool
sunny	knock	expect
biggest	boil	overtime
loan	enjoy	million
cart	graph	friendship
fine	wrap	compare
hope	haunt	adventure
cane	hawk	detective
neat	confuse	accuse
toot	payment	joyous
candle	sixteen	interfere
meet	handful	forward
pain	distant	realize
lunch	enjoyable	
port	useless	

Record form: Word Attack Skills Test: Part 2

Instructions:

Give the child a copy of the test, and record their errors on this form. Position yourself so that the child cannot see the record. If the child correctly reads a word record a + beside the word. Record errors by writing what the child said beside the word. If the child gives no response, then record NR beside the word. Keep testing until the child makes 4 mistakes in a row.

Phonic elements contained in the words are indicated in brackets beside each word.

moth (th) _____
matter (er) _____
handing (ing) _____
shop (sh) _____
handed (ed) _____
licked (ed) _____
hopped (ed) _____
when (wh) _____
quiz (qu) _____
fold (ol) _____
sunny (y) _____
biggest (est) _____
loan (oa) _____
cart (ar) _____
fine (vce) _____
hope (vce) _____
cane (vce) _____
neat (ea) _____
toot (oo) _____
candle (le) _____
meet (ee) _____
pain (ai) _____
lunch (ch) _____
port (or) _____
happier (y) _____
funniest (y) _____
cried (y) _____
pray (ay) _____
proud (ou) _____
thirst (ir) _____

curb (ur) _____

taped (vce) _____

hoping (vce) _____

timer (vce) _____

knock (kn) _____

boil (oi) _____

enjoy (oy) _____

graph (ph) _____

wrap (wr) _____

haunt (au) _____

hawk (aw) _____

confuse (con) _____

payment (ment _____

sixteen (teen) _____

handful (ful) _____

distant (dis) _____

enjoyable (able) _____

useless (less) _____

darkness (ness) _____

invention (tion) _____

artist (ist) _____

sensible (ible) _____

package (age) _____

mission (sion) _____

sentence (ence) _____

selfish (ish) _____

vacation (ation) _____

preschool (pre) _____

expect (ex) _____

overtime (over) _____

million (ion) _____

friendship (ship) _____

compare (com) _____

adventure (ure) _____

detective (ive) _____

accuse (ac) _____

joyous (ous) _____

interfere (inter) _____

forward (for) _____

realize (ize) _____

APPENDIX B

Simplified Decoding Formats

Contents

F1

Format for teaching *Word*

Teacher	**Student**

1. We're going to count words.
   When I say a word I'll clap.
   My turn.
   I can fan the man.
   (Clap once as you say each word).

2. Everybody, do it together, with me.
   Get ready.
   I can fan the man. ----------------------------- 5 claps

3. Teacher repeats the statement
   until students can correctly count.

4. Teacher gives individual turns.

F2

Format for *Auditory Blending* or *Telescoping*

Teacher	**Student**

1. Listen, I'll say a word slowly, then you say it fast.

2. Listen, **mmmmmaaaaannnnn**.
   What word? (Signal).--------------------------man
   Yes, man.

F3

Format for *Segmenting*

Teacher	Student

1. We're going to say words slowly.
   Every time I clap, you say the next
   sound.

2. My turn. **Sam**.
   (Clap) **SSSS** (clap) **aaaa** (clap) **mmmm**.

3. Everybody, do it with me.
   (Clap) **SSSS** (clap) **aaaa** (clap) **mmmm**.

F4

Format for *Rhyming*

Teacher	Student

1. We are going to rhyme with **-an**.
   My turn, rhymes with **-an** and
   starts with **m**. man.

2. Your turn. Rhymes with **-an**
   and starts with **f**. (Teacher
   responds with the students). ------------------- fan

3. Repeat with other examples,
   e.g. **ran, tan, pan.**

F5

Format for teaching *Letter Sounds*

Teacher	**Student**

1. When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it.

2. (Hold your finger under a continuous sound for 2 seconds. but only for a split second for a stop sound).

3. My turn. **mmmmm**.

4. Your turn. What sound? ------------------- mmmmm

5. *[Child's name]* What sound? --------------mmmmm

F6

Introductory format for *Sounding Out Words*

Teacher	**Student**

Words: man, fan

1. When I touch a letter, I'll
   say its sound. I'll keep
   saying the sound until I touch
   the next letter. I won't stop
   between sounds.

2. My turn. *(*Signal*).

3. Sound out this word with me. (*Signal*).
   mmmmaaaaannnnn ----------- mmmmaaaaannnnn

4. Your turn. (*Signal*). ------------- mmmmaaaaannnnn

5. (*Name*) sound it out (*Signal*). -- mmmmaaaaannnnn

---

*(*Signal*) Remember to point to each continuous sound for the full
$1^1/2$ seconds.

F7

Format for testing *Sounding Out Words*

Teacher	**Student**

Words: man, Dan, ran, fan, can

1. First you're going to sound out
   the word, then you'll say it fast.

2. Sound it out. (*Signal*). -------- mmmmaaaaannnnn

3. What's the word? (*Signal*). ------------------ man

F8

Format for *Sounding Out Passage Reading*

Teacher | **Student**

Passage:

Sam   ran
●--●--●--●→   ●--●-●-●→

1. We are going to sound out the
   words. When I clap, touch the
   first little dot and say the
   sound. Keep on saying the sound
   until I clap again. Then move
   your finger and say the next
   sound. Don't stop between sounds.

2. Get ready. (Pause 1 second).

3. (Clap) -- SSSSS
   (Clap) -- aaaaa
   (Clap) -- mmmmm

4. What word? ------------------------------- Sam

F9

Format for teaching *Irregular Words*

Teacher	Student

1. This is a funny word.
   It sounds wwwaaasss,
   but it says **woz**.

2. My turn to sound out the
   word: wwwaaasss. It
   sounds **was** but it says **woz**.

3. Your turn to sound **woz**. ----------------- wwwaaasss

4. What word? ------------------------------------- woz

5. Yes, **woz**.

F10

Modified format for *Irregular Words*

Teacher	Student
1. This word is **done**.	
What word? ---------------------------------	done
2. Spell **done**. ------------------------------	d-o-n-e
3. What word? ---------------------------------	done
4. Yes, **done**.	

F11

Introductory format for *Sight Reading*

Teacher	**Student**

1. We are going to read these words **without** saying the sounds out loud.

2. My turn, watch my mouth. I'll say the sounds to myself, then I'll say the word.

3. Your turn. As I point to the letters, sound out this word to yourselves. ----------------- *Students whisper sounds*

4. What word? ---------------------------------- sat

F12

Practice format for *Sight Reading*

Teacher	**Student**

1. You're going to read these
   words the fast way. When
   I point to a word, sound it
   out to yourself. When I signal,
   say the word the fast way.

2. (Point to each letter. Pause
   3 seconds). What word? --------------------- sat

F13

Introductory format for *Sight Reading Passages*

Teacher	Student

1. You're going to read this
story the fast way. When I
clap, you say the word.

2. Touch the first word. ------------- *Students touch word*

3. Move your finger under the
letters and say the sounds
to yourself. (Pause). ------ *Students sound subvocally*

4. (Clap). --------------------------- *Students say the word*

5. Next word. (Pause) (Clap) ---- *Students say next word*

F14

Format for *Finding the Beginning of a Sentence*

Teacher	**Student**

(Passage on the board, at least four sentences long. Students have their own copies)

1. This is where the first sentence begins. (Point).

2. A **full stop** shows where a sentence **ends**. (Point to the first full stop).

3. I'll touch the words. Say "STOP" when I come to the next full stop.

4. (Point to each word, pausing at the space between words for an instant). ------------------------------------- Stop!

5. Your turn. Touch each word. Stop when you come to the full stop. -------------------------------*Students point to stop*

6. The **next word is the beginning of the next sentence**. (Demonstrate).

7. Touch the beginning of the next sentence. -------------------------- *Students touch word*

F15

Format for *Letter Combinations*

Teacher	Student
1. **(ea)** These letters usually say EE. What sound? -----------------------	EE

F16

Format for *Words with Letter Combinations*

Teacher	Student
Words: <u>th</u>in, h<u>er</u>, si<u>ng</u>, <u>sh</u>ip.	

1. (Point to underlined letters)
   What sound? --------------------------------- th

2. So, what's the word? ------------------------ thin

F17

Introductory format for *VCe Words*

Teacher   **Student**

Words: same, rope, mine, cake, note.

1. (same) An **e** at the end tells us to
   say the name of this letter.
   (Point to vowel).

2. Is there an **e** at the end of this
   word? -- yes

3. So, we say the name of this letter.
   What's the name of this letter? ------------ AAA

4. So, what's the word? ---------------------- same

NOTE: Start with **VCe** words in which **a, i, o** are the initial vowel
sounds.

F18

Discrimination format for *VCe Words*

Teacher	**Student**

Words: made, hope, fin, hop, same, fine.

1. (made) Is there an **e** at the end
   of this word? ----------------------------------- yes

2. So, do we say the sound or the
   name of this letter? (Point to **a**) ------------ name

3. What's the word? --------------------------- made

F19

Format for *Morphemes in Isolation**

Teacher	**Student**
1. (Point to **er**). At the end of a word, these letters usually say "er".	
2. (Point to **er**). What sound? --------------------	er
3. (Point to another letter combination). What sound? -----	*Student says sound*

---

* Do not present **ed** in isolation.

F20

Verbally presented format for *ed Words*

Teacher	Student

(Write **ed** on the board).

1. Say **hop**. ------------------------------------ hop

2. I'll say hop with this
   ending (Point to **ed**).
   Hopped.

3. Say hop with this ending.
   (Point to **ed**). ------------------------------ hopped

F21

Format for *Words Ending in a Consonant*

Teacher	**Student**

WORDS: <u>cut</u>ting, <u>end</u>ing, <u>jump</u>ing, <u>swimm</u>ing, <u>hopp</u>ing.

1. (Point to **cutting**). Read
   the underlined part. ------------------------- cut

2. Read the whole word. --------------------- cutting

3. (Repeat for each word).

4. (Test each word). Read
   the word. -------------------------------- *Student reads word*

F22

Format for *Introducing Spelling Rule*

Teacher	Student

WORDS: hope + ing = hoping
        bite + ing = biting
        name + ing = naming

1. Here's a rule about spelling
   words that end with an **e**.
   When you add the ending **ing**,
   you drop the final **e**.

2. Here are some words formed
   using the rule. (Show words).

3. (Point to **hope**). What word? ---------------- hope
   Spell **hope**. ---------------------------------- h-o-p-e

4. (Point to **ing**. What ending? ---------------- ing
   Spell **ing**. ------------------------------------ i-n-g

5. (Point to **hoping**). What word? ------------ hoping
   Spell **hoping**. ---------------------------- h-o-p-i-n-g

---

F23

Format for *Discriminating between VCe and CVC Derivatives*

Teacher	**Student**

WORDS: hoping, tapping, filling, taping, robbing

1. Here are the rules about what to say for the underlined letter.

2. If a double letter comes next, say the **sound** of the underlined letter. If a single letter comes next, say the **name** of the underlined letter.

3. What do you say if a single letter comes next? ----------------------------------- the name
   What do you say if a double letter comes next? ---------------------------------- the sound

4. (Point to **hoping**). Is the underlined letter followed by a single or double letter? -- single letter

5. (Point to **o**). Do we say the name or sound of this letter? ------------------------ the name
   What word? ---------------------------------- hoping

F24

Format for *Y Derivatives*

Teacher   **Student**

WORDS: bunny + es = bunnies
       funny + er = funnier
       try   + es = tries
       carry + ed = carried
       happy + er = happier
       cry   + ed = cried

1. (Point to **bunny**). What word? -------------- bunny
   (Point to **bunnies**). Now, what word? ----- bunnies

2. (Repeat for each word).

3. (Erase the base word plus ending).
   (Point to word). What word? --------------- bunnies

F25

Spelling format for *Irregular Words*

Teacher	Student
1. This word is **fuel**.	
2. What word? --------------------------------	fuel
3. Spell **fuel**. -------------------------------	f-u-e-l
4. What word? --------------------------------	fuel

F26

Format for introducing *Irregular Words as Groups*

Teacher	Student
WORDS: ace, lace, face, race, place space.	

1. The letters **a-c-e** say **ace**.
   All these words rhyme with
   ace.

2. (Point to each word in turn).
   What word? ---------------------------- ace, lace, face, race, place, space

---

F27

Format for *Practising Different Vowel Sounds*

Teacher	Student

WORDS: bugle, fuel
       rapid, topic
       tie, silent

1. These are funny words.
   Sometimes the underlined letter
   says its **sound**, and sometimes
   its **name**.

2. (Point to **u** in bugle).
   This letter says its **name**.
   What's the **name** of this letter? -------------- U

3. Say the word. ------------------------------- bugle

F28

Format for *Difficult-to-Determine Vowel Sounds*

| **Teacher** | **Student** |

WORD: bạcon, cạmel, tọpic, họtel

1. Here's a rule: The first time
you try to read a word, **sound it
out**. If that doesn't work, then try
the **name** of this letter.
(Point to underlined vowels).

2. I'll say a sentence with the word:
(Say the word with the sound of the
vowel, i.e. *"backon"*).
I love backon and eggs. Does *backon*
make sense in that sentence? ------------------ no

3. (Point to **a**). So, let's try the
name of this letter. What's its
name? --- A

4. Read the word, saying the **name** of
this letter (Point). ------------------------------ bacon

5. I'll say the sentence with that word.
I love bacon and eggs. Does bacon make
sense in that sentence? ------------------------- yes

F29

Format for *Multisyllabic Irregular Words*

Teacher	Student

WORDS: recognize

1. Let's say the parts in this
   word.

2. (Point to each regular part).
   cog --- cog
   nize -- nize

3. Listen. **I could not** (Point to
   recognize) **him.** Put your hand
   up when you know the word.

4. What's the word (*child's name*)? ------------ recognize

5. Everybody, what word? ---------------------- recognize