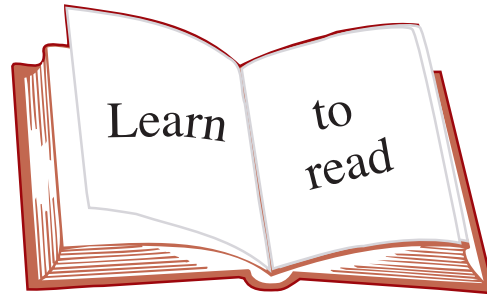


# Institute on Beginning Reading



## **Chapter IV**

### **Instruction of Big Ideas in Beginning Reading**

#### **Part 2: Alphabetic Understanding**

Institute for the Development of  
Educational Achievement  
College of Education  
University of Oregon

## **NRP Question: Does Phonics Instruction (Alphabetic Understanding) Improve Reading? If so, How is This Instruction Best Provided?**

- Yes, Yes, Yes.
- Systematic phonics instruction produced significant and substantial benefits for students in K-6th grade and for children having difficulty learning to read BUT not all phonics instruction is equally effective.

# Critical Features of Effective Phonics Instruction (NRP = 38 studies)

Need to blend sounds  
together (decode)  
and take spoken words  
apart (PA).

Systematic, synthetic  
programs most effective.  
(Low ach. & low SES)

Not all  
children need  
all...learn to  
differentiate

Keep the  
end in mind..  
learn to apply  
letter sounds to  
daily reading.

Begin in  
kindergarten!

# Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter-Sound Correspondence</b>									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	X	X	X	X	
<b>Focus 2: Decoding (Sounding Out Words)</b>									
* 2a: Blends letter sounds in 1-syllable words									20 <sup>b</sup>
<b>Focus 3: Sight-Word Reading</b>									
3a: Recognizes some words by sight						X	X	X	X <sup>c</sup>

\*. high-priority skill

a. sounds per minute

b. # of correct sounds in words

# Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter &amp; Letter Combinations</b>									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
<b>Focus 2: Decoding (Sounding Out)</b>									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently			X	X	X	X	X	X	
* 2d: Reads words with common word parts				X	X	X	X		
<b>Focus 3: Sight-Word Reading</b>									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
<b>Focus 4: Reading Connected Text</b>									
* 4a: Read accurately (1 error in 20 words)			X	X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	X	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

\*. high-priority skill

# Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter-Sound Knowledge</b>									
* 1a: Produces diphthongs and digraphs	X	X							
<b>Focus 2: Decoding and Word Recognition</b>									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
<b>Focus 3: Sight-Word Reading</b>									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
<b>Focus 4: Reading Connected Text</b>									
* 4a: Reads 90-100 wpm	40-60	X	X	X	X	X	X	X	90-100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 <sup>a</sup>	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

\*. high-priority skill

a. minutes of practice per day

## Important Skills in Alphabetic Understanding

1. Letter-Sound Correspondences
2. Sounding Out Words
3. Reading Connected Text

# Important Skills in Alphabetic Understanding

## Letter-Sound Correspondences

Example: (Teacher points to letter m on board). “The sound of this letter is /mmmmm/. Tell me the sound of this letter.”

# Sample Probe of Letter-Sound Correspondences

University of Oregon

Dynamic Indicators of Basic Early Literacy Skills

Nonsense Word Fluency

## Probe 10

pœ	lav	lez	pok	] tuj	1/15
jav	kul	iv	lok	maj	_/14
ol	om	mas	fut	zak	_/13
siv	tav	uf	ij	vof	_/13
deb	vok	jad	saj	ij	_/14
wiv	pov	tuc	lef	bod	_/15
yol	sov	mok	sid	yal	_/15
af	yig	tek	niv	tat	_/14
rol	bav	zon	ap	fos	_/14
kis	zak	mek	yiz	rez	_/15
uc	vec	seb	rak	suj	_/14

# How to Teach Letter-Sound Correspondences: Design Considerations

## Conspicuous Strategies

- Teacher actions should make the task explicit.  
Use consistent and brief teacher wording.

# How to Teach Letter-Sound Correspondences: Design Considerations

## Mediated Scaffolding

- Separate auditorily and visually similar letters.
- Introduce some continuous sounds early.
- Introduce letters that can be used to build many words.
- Introduce lower case letters first unless upper case letters are similar configuration.

**Reading  
Mastery**

<b>Lesson #1, 12</b>	<b>4, 11</b>	<b>9, 16</b>	<b>19</b>	<b>23</b>	<b>27</b>	<b>31</b>	<b>34</b>	<b>38</b>	<b>41</b>	<b>44</b>
<b>a</b>	<b>m</b>	<b>s</b>	<b>ē</b>	<b>r</b>	<b>d</b>	<b>f</b>	<b>i</b>	<b>th</b>	<b>t</b>	<b>n</b>

**Open Court  
Grade 1**

<b>Lesson #11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>m</b>	<b>a</b>	<b>t</b>	<b>h</b>	<b>p</b>	<b>n</b>	<b>c</b>	<b>d</b>	<b>s</b>	<b>i</b>

**Read Well  
Grade 1**

<b>Unit 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>s, S</b>	<b>e, ee</b>	<b>m, M</b>	<b>a, A</b>	<b>d, D</b>	<b>th</b>	<b>n, N</b>	<b>t, T</b>	<b>w, W</b>	<b>i</b>

**Optimize  
Kindergarten**

<b>Lesson #1</b>	<b>4</b>	<b>7</b>	<b>10</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>31</b>
<b>m</b>	<b>p</b>	<b>f</b>	<b>c</b>	<b>t</b>	<b>s</b>	<b>d</b>	<b>l</b>	<b>a</b>	<b>o</b>

# How to Teach Letter-Sound Correspondences: Design Considerations

## Strategic Integration

- Once students can consistently identify the sound of the new letter, include the new letter-sound correspondence with 6-8 other sounds.
- When students can identify 4-6 letter-sound correspondences, include these letters in single-syllable, CVC, decodable words.

# Alphabetic Understanding

## Examples of Instruction in Letter-Sound Correspondences

1. Reading Mastery I (Engelmann & Bruner, 1995)
2. Open Court: Grade 1 (Adams, Bereiter, Hirshberg, Anderson, & Bernier, 1995)
3. Read Well (Sprick, Howard, & Fidanque, 1998)

# Example of Letter-Sound Correspondence Task

## *Read Well, Unit 5*

See attached supplemental page from *Read Well*.

# Important Skills in Alphabetic Understanding

## Sounding Out Words

Example: (Teacher points to the word map on the board, touches under each sound as the students sound it out, and slashes finger under the word as students say it fast.)  
“Sound it out.” (/mmmmaaaaap/) “Say it fast.” (map)

# Sample Probe of Sounding Out Words

## University of Oregon Dynamic Indicators of Basic Early Literacy Skills Letter-Sound Task

### Probe 10

<u>p</u> ec	l <u>a</u> v	l <u>o</u> z	p <u>e</u> k	t <u>u</u> j	12/15
<u>j</u> av	<u>k</u> ul	<u>i</u> v	<u>l</u> ok	<u>m</u> aj	13/14
<u>o</u> l	<u>o</u> m	<u>m</u> as	<u>f</u> ut	<u>z</u> ak	11/13
<u>s</u> iv	<u>t</u> av	<u>u</u> f	<u>i</u> j	<u>v</u> o <u>f</u> ]	11/13
deb	vok	jad	saj	ij	___/14
wiv	pov	tuc	lef	bod	___/15
yol	sov	mok	sid	yal	___/15
af	yig	tek	niv	tat	___/14
rol	bav	zon	ap	fos	___/14
kis	zak	mek	yiz	rez	___/15
uc	vec	seb	rak	suj	___/14

# How to Teach Sounding Out Words: Design Considerations

## Conspicuous Strategies

Use the following systematic progression to teach word reading so as to make public the important steps involved in reading a whole word:

**Step 1:** Students orally produce each sound in a word and sustain that sound as they progress to the next.

**Step 2:** Students must be taught to put those sounds together to make a whole word.

**Step 3:** Students sound out the letter-sound correspondences “in their head” or silently and then produce the whole word.

Each step must be modeled and practiced!!

# How to Teach Sounding Out Words: Design Considerations

## Mediated Scaffolding

For students to learn and apply knowledge of letter-sound correspondences and use that knowledge reliably to decode words, words must be carefully selected both for (a) the letters in words, and (b) the complexity of words.

# How to Teach Sounding Out Words: Design Considerations

## Mediated Scaffolding Continued

Letters in words for initial sounding-out instruction should:

- consist of continuous sounds as these sounds can be prolonged in the voice stream.
- be ones students know.

# How to Teach Sounding Out Words: Design Considerations

## Mediated Scaffolding Continued

Words in sounding-out instruction and practice should:

- progress from short vowel-consonant and consonant-vowel-consonant (2- or 3-letter) words in which letters represent their most common sounds to longer words (4- or 5-phoneme words) in which letters represent their most common sound.
- not contain consonant blends (e.g., /st/, /tr/, /pl/) until students are proficient with consonant-vowel-consonant configurations.
- begin with continuous sounds in early exercises to facilitate blending. Stop sounds may be used in final positions of words.
- represent vocabulary and concepts with which students are familiar.

Table IV-1  
Simple Regular Words – Listed According to  
 Difficulty

Word Type	Reason for Relative Difficulty/Ease	Examples
VC and CVC words that begin with continuous sounds.	Words begin a continuous sound.	it, fan
VCC and CVCC words that begin with a continuous sound.	Words are longer and end with a consonant blend.	lamp, ask
CVC words that begin with a stop sound.	Words begin with a stop sound.	cup, tin
CVCC words that begin with a stop sound.	Words begin with stop sound and end with a consonant blend.	dust, hand
CCVC	Words begin with a consonant blend.	crib, blend, snap, flat
CCVCC, CCCVC, and CCCVCC	Words are longer.	clamp, spent, scrap, scrimp

# How to Teach Sounding Out Words: Design Considerations

## Judicious Review

- Prior to reading words, review the letter-sound correspondences that have been recently introduced or are problematic for learners.
- As you progress to each new phase of word reading (sounding out > saying whole word > sounding out the word in your head), students may need a reminder of the procedure.
- Once students learn a number of word types (e.g., CVC with continuous, CVCC with continuous, CVC with stop), include examples of all taught word types in the word list.
- Keep the word lists to a manageable length (6-8 words per list).

# Alphabetic Understanding

## Examples of Instruction in Sounding Out Words

1. Reading Mastery I (Engelmann & Bruner, 1995)
2. Open Court: Grade 1 (Adams, Bereiter, Hirshberg, Anderson, & Bernier, 1995)
3. Read Well (Sprick, Howard, & Fidanque, 1998)

# Example of Blending Activity

## *Open Court Lesson 12*

Ask the children which Sound/Spelling Cards they have studied so far. Review the sounds from the cards. Then tell the children that you are going to show them how these two sounds can be put together to make a word.

- Write letter *a* on the chalkboard. Touch the letter and say the sound /a/. Have the children say the sound as you touch the letter again.
- Write the letter *m* after the *a*, making the word *am*. Touch the *m* and say the sound /m/. Then have the children say the sound with you as you touch the letter.
- Next tell the children that you will *blend* the sounds together to make a word. Move your hand under the letters slowly and pronounce each sound slowly and smoothly, without stopping between sounds.
- Be sure that as you make the smooth blending motion, your hand is pointing to the letter that corresponds to the sound you are saying and is somewhere in between the letters as you make the transition.
- Repeat this blending, having the children say the sounds with you. Make the blending motion under the letters once more, but slightly faster, and have the children pronounce the sounds. Ask if anyone can tell what this word is. Confirm the children's response by pronouncing the word naturally as you move your hand quickly beneath the letters.
- You might want to erase the word and ask the children to blend it again with you. Rewrite the *a*, touch it, and have the children say the sound. Rewrite the *m*, touch it, and have the children say the sound. Then blend the word with the children.
- Finally, write the word *I* in front of *am* and remind the children that they already know this is the word *I*. Then have the children read each word as you touch it. Feel free to show some excitement here by saying something like "Good! You read the words *I am*!" Then call on a few children to make up sentences beginning with the words *I am*.

# Sample Probe

## University of Oregon Dynamic Indicators of Basic Early Literacy Skills Letter-Sound Task

### Probe 10

<u>poc</u>	<u>lav</u>	<u>loz</u>	<u>pok</u>	<u>tuj</u>	15/15
<u>jav</u>	<u>kul</u>	<u>iv</u>	<u>lok</u>	<u>maj</u>	14/14
<u>ol</u>	<u>om</u>	<u>mas</u>	<u>fut</u>	<u>zak</u>	13/13
<u>siv</u>	<u>tav</u>	<u>uf</u>	<u>ij</u>	<u>vof</u>	13/13
<u>deb</u>	<u>vok</u>	<u>jad</u>	<u>saj</u>	<u>ij</u>	14/14
<u>wiv</u>	<u>pov</u>	<u>tuc</u>	<u>lef</u>	<u>bod</u>	14/15
<u>yol</u>	<u>sov</u>	<u>mok</u>	<u>sid</u>	<u>yal</u>	15/15
<u>af</u>	<u>yig</u>	<u>tek</u>	<u>niv</u>	<u>tat</u>	14/14
<u>røl</u>	<u>bav</u>	<u>zon</u>	<u>ap</u>	<u>fos</u>	13/14
<u>kis</u>	<u>zak</u>	<u>mek</u>	<u>yiz</u>	<u>rez</u>	15/15
<u>uc</u>	<u>vec</u>	<u>seb</u>	<u>rak</u>	<u>su</u> <u>j</u>	14/14

## How to Teach Students to Read Connected Text: Design Considerations

- A primary goal of beginning reading instruction is to prepare learners to read passages in order to communicate that print has purpose and meaning.
- Once students can accurately decode CVC and VC word types, these words should be introduced in short, highly controlled passages.
- Do not assume that learners will automatically transfer from reading words correctly in lists to reading words in passages. When introducing passage reading, they will need prompts and procedures for transferring word recognition skills to passages.

# How to Teach Students to Read Connected Text: Design Considerations

## Conspicuous Strategies

The explicit teaching procedure consists of two components:

- In the first component, teachers provide direct wording for students to “figure out the word, say the sounds in the word to yourself.” This component generally lasts 1-2 weeks.
- The second component of transitioning to passage reading involves a modified prompt where teachers give a direction at the beginning of the passage. “Figure out the first word” and then call for the word. Note the prompting to say the sounds is eliminated.

# How to Teach Students to Read Connected Text: Design Considerations

## Conspicuous Strategies Continued

- A final technique is to increase the pace of word reading. In initial passage reading exercises, allow 3 seconds per word. As students become proficient (i.e., reading the passage with no errors), reduce the think time to 2 seconds and later to 1.5 seconds.

# How to Teach Students to Read Connected Text: Design Considerations

## Mediated Scaffolding

When introducing passage reading, it is important to:

- Ensure that students can read the words in lists at a rate of one word per 3 seconds.
- Include only words students can decode in passages.
- Include repeated opportunities to read the passages to develop accuracy and fluency.
- Make clear the connections between sounding out the words in the lists and reading those words in passages.
- Progress from the highly prompted sight reading strategy to the less-prompted strategy.
- Reduce the time for sight reading words from three seconds to two seconds to 1.5 seconds.

# How to Teach Students to Read Connected Text: Design Considerations

## Strategic Integration

- Teach words first in word lists before integrating into passages.
- Use both the sounding out strategy and sight reading strategy for a few weeks to communicate their connection.

# Alphabetic Understanding

## Examples of Teaching Students to Read Connected Text

1. Reading Mastery I (Engelmann & Bruner, 1995)
2. Open Court: Grade 1 (Adams, Bereiter, Hirshberg, Anderson, & Bernier, 1995)
3. Read Well (Sprick, Howard, & Fidanque, 1998)

# Example of Connected Text Task

## *Read Well, Unit 5*

See attached supplemental pages from *Read Well*.