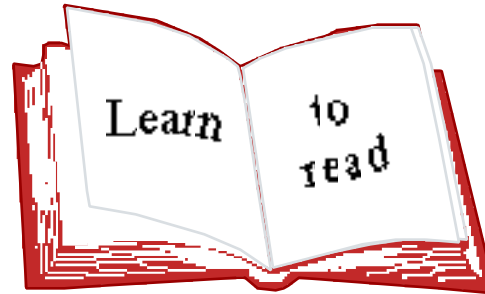


Summer Training Institute



Chapter II **Overview of Big Ideas in Beginning Reading**

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

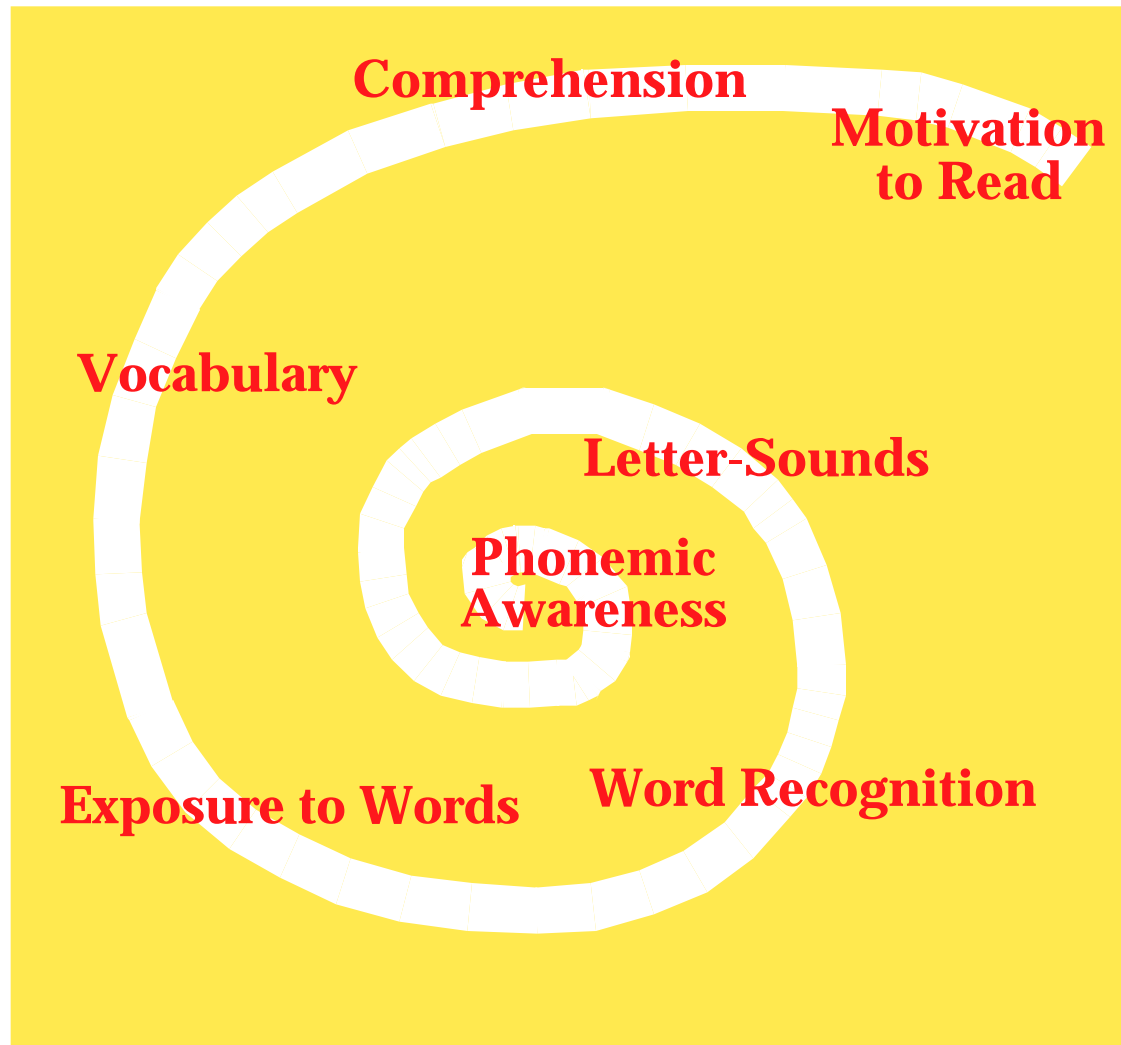
Oregon Department of Education

Teaching Reading is Rocket Science

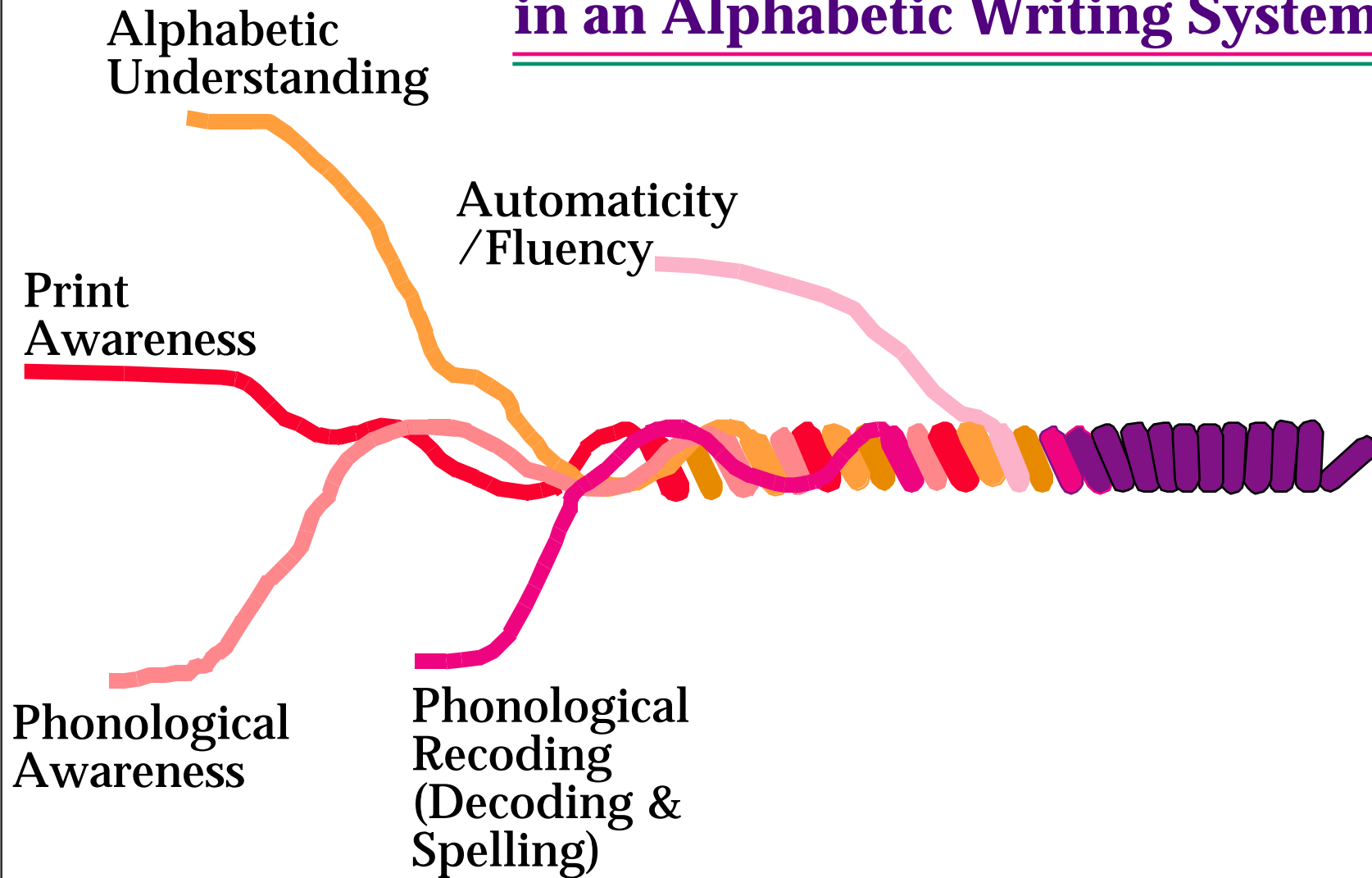
(Moats, 1999)

- 20% of students have significant reading problems.
- Most reading failure is unnecessary.
- Teaching reading is a job for an expert.
- The majority of teacher preparation underestimate the depth of preparation and practice needed.

Snowballing consequences of early reading failure



Strands of Reading in an Alphabetic Writing System



- The strands depicted in this graphic represent the “big ideas” or the essential skills and strategies that children need to learn to read. It is particularly noteworthy that alphabetic understanding and phonological recoding are positioned after and concurrent with phonological awareness and before automaticity with the code.
- In a well-designed reading program, students learn some fundamentals of phonological awareness prior to formal reading instruction and more advanced phonological awareness instruction continues parallel with alphabetic understanding and phonological recoding. Likewise, the strands in the rope indicate that facility with the alphabet and phonological recoding are prerequisite to automaticity with the code.

Ehri and McCormick (1998)
Five Phases of Word Learning

I. Prealphabetic

- * little alphabetic knowledge
- * read words as wholes
- * recognize “Pepsi, Coke, McDonalds, Stop”.
- * use context clues and pictures
- * cannot read connected text independently
- * use a guessing strategy to read words

II. Partial-Alphabetic Phase

(kindergarten/beginning first grade)

- * have a small sight vocabulary
- * use partial letters (first sound) & context to guess unfamiliar words
- * use some knowledge of letter-sounds to read words
- * do not use systematic decoding strategy

III. Full-Alphabetic Phase

(spelling-sound stage, cipher stage)

- * possess working knowledge of major letter-sound correspondences
- * have phonemic awareness
- * decode sequentially and slowly
- * use decoding to read unfamiliar words
- * need extensive practice

IV. Consolidated Alphabetic Phase

(orthographic stage)

- * learn more complex phonics units (letter combinations, chunks)
- * begin to spell words
- * increased sight vocabulary
- * use hierarchical and sequential decoding (decide which rule or strategy fits; final e, hard or soft g).

V. Automatic

- * highly developed strategies
- * fluent decoding
- * use multiple strategies (decoding, structural, contextual)

Ehri & McCormick (1998).



Principle #1

Principle #1: Effective beginning reading educators focus on big ideas.

Big ideas in beginning reading to refer to a set of unifying curriculum activities necessary for successful beginning reading. Teach less more thoroughly.

Kameenui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M., & Lin, S-J. (1997). Effective strategies for teaching beginning reading. In E. J. Kameenui, & D. W. Carnine (Eds.), *Effective Teaching Strategies That accommodate Diverse Learners*. Columbus, OH: Merrill.



Big Ideas in Beginning Reading

- #1 **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

- #2 **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to read words.

- #3 **Automaticity with the Code:** The effortless, automatic ability to read words in connected text.

Three Big Ideas: Focus Questions Day 1

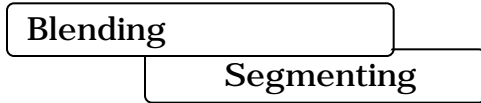
1. What is it?
2. Why is it important?
3. When should it be taught?
4. What skills should students be able to demonstrate at specific grade levels?
5. How should skills be sequenced?
6. What should I look for in materials and programs?

Three Big Ideas: Focus Questions Days 2 & 3

1. How do I know what students know and whether they are learning enough?
2. How do I teach?
3. What effective, research-based programs can I use?

Strategic Integration of Beginning Reading

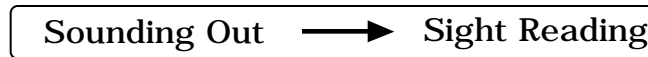
Phonemic Awareness



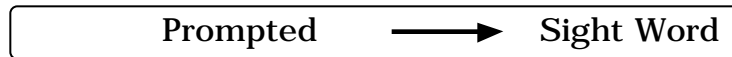
Letter Sounds



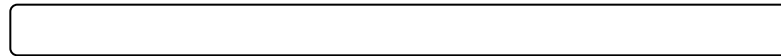
Word Reading



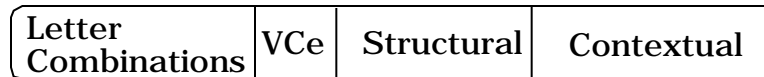
Passage Reading



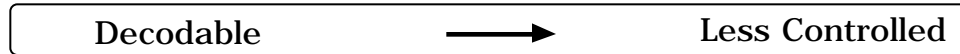
Irregular Word Reading



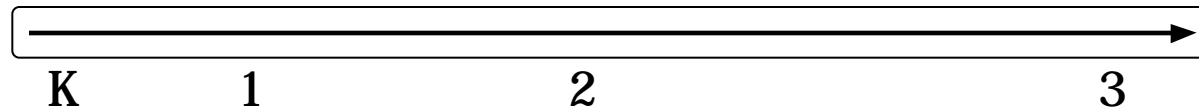
Advanced Phonic Analysis



Advanced Passage Reading



Fluency



Phonemic Awareness Objectives

(modified from Moats, 1999)

What You Should Know:

- Definition of phonemic awareness.
- The relation of phonemic awareness to early reading success.
- The developmental continuum of PA skills.
- Which PA skills are more important and when they should be taught.
- Features of phonemes and tasks that influence task difficulty.
- Terminology (phoneme, PA, continuous sound, onset-rime, segmentation).

Phonemic Awareness Objectives

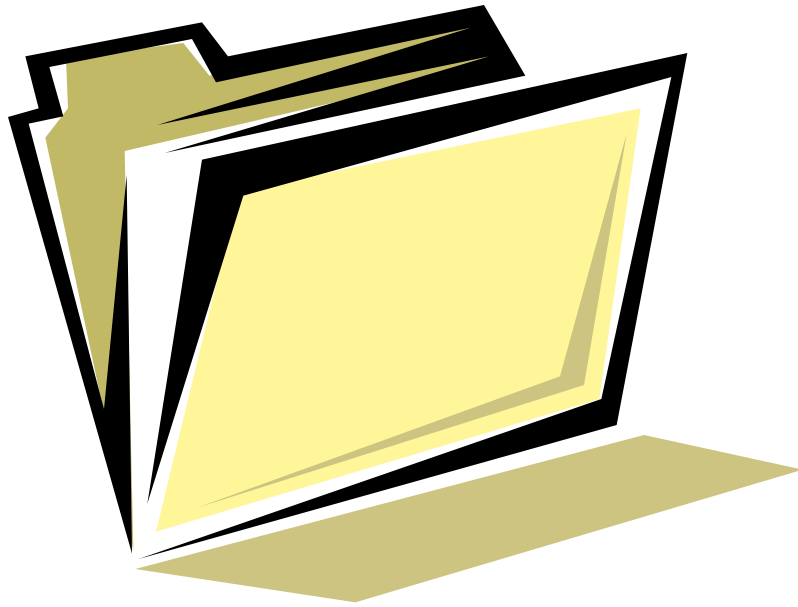
(modified from Moats, 1999)

What You Should Be Able to Do:

- Assess PA and diagnose difficulties.
- Produce speech sounds accurately.
- Use a developmental continuum to select/design PA.
- Select examples according to complexity of skills, phonemes, & word types.
- Model and deliver PA lessons.
- Link PA to reading and spelling.
- Evaluate the design of instructional materials.

Point to Remember

Teaching seems easy if
you don't know how!





Big Idea #1: Phonemic Awareness: Beginning Readers Must Develop an Awareness of the Phonemic Properties of Language.

One of the most compelling and well-established findings in the research on beginning reading is the important relation between phonemic awareness and reading acquisition.

Kameenui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M., & Lin, S-J. (1997). Effective strategies for teaching beginning reading. In E. J. Kameenui, & D. W. Carnine (Eds.), *Effective Teaching Strategies That accommodate Diverse Learners*. Columbus, OH: Merrill.

Phonemic awareness is:

1. the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992).
2. fundamental to mapping speech to print. If a child cannot hear that “man” and “moon” begin with the same sound or cannot blend the sounds /rrrrruuuuunnnn/ into the word run, that child typically has great difficulty connecting sounds with their written symbols or blending sounds to make a word.
3. essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.
4. a strong predictor of children who experience early reading success.

Phonemic awareness is not phonics.
Phonemic awareness is auditory
and does not involve words in print.

Assessing Your Knowledge of Phonemic Awareness

The following assessment was administered to 89 teachers whose average teaching experience was 5 years. Teachers included general education teachers, reading teachers, special education teachers, classroom assistants, and graduate students.

Answer the following questions to assess your phonemic awareness skills.

1. How many speech sounds are in the following words?

ox	king	straight	though
boil	thank	shout	precious

2. What is the third speech sound in each of the following words?

boyfriend	educate	badger
squabble	stood	

(Learning To Read: Schoolings First Mission, 1995)

Research Basis

- The ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills.
- There is considerable evidence that the primary difference between good and poor readers lies in the good reader's phonological processing ability.
- The effects of training phonological awareness and learning to read are mutually supportive.
- Phonological awareness is necessary but not sufficient for reading acquisition.
- Phonological awareness is teachable and promoted by attention to instructional variables. (Smith et al., 1995)

The best early predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness).

Lyon, G. R. (1995). Toward a definition of dyslexia. *Annals of Dyslexia*, 45, 3-27.

Definitions

- **Phoneme:** A phoneme is a speech sound. It is the smallest unit of language and has no inherent meaning.
- **Phonemic awareness:** The ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992, cited in Yopp, 1995).
Phonemic awareness deals with hearing language at the phoneme level.
- **Phonics:** Use of the code (sound-symbol relationships) to recognize words.
- **Phonological awareness:** The ability to hear and manipulate the sound structure of language. This is an encompassing term that involves working with the sounds of language at the word, syllable, and phoneme level.

What it Looks Like:

What does the absence of phonemic awareness look like to a classroom teacher? Children lacking phonemic awareness cannot:

1. group words with similar and dissimilar sounds (**mat, mug, sun**)
2. blend and split syllables (**f oot**)
3. blend sounds into words (**m _a_ n**)
4. segment a word as a sequence of sounds (e.g., **fish** is made up of three phonemes, /**f**/, /**i**/, /**sh**/)
5. detect and manipulate sounds within words (change **r** in run to **s**)

Kameenui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M., & Lin, S-J. (1997). Effective strategies for teaching beginning reading. In E. J. Kameenui, & D. W. Carnine (Eds.), *Effective Teaching Strategies That Accommodate Diverse Learners*. Columbus, OH: Merrill.

Why is Phonemic Awareness Important?

- It requires students to notice how letters represent sounds. It primes them for print.
- It gives students a way to approach sounding out new words.
- It helps students understand the alphabetic principle (that the letters in words are systematically represented by sounds)

Why Phonemic Awareness is Difficult

- There are 26 letters in the English language.
- Though the # of phonemes vary across sources, there are approximately 40 phonemes or sound units.
- Sounds are represented in 250 different spellings (e.g., /f/ as in ph, f, gh, ff).
- Phonemes are coarticulated, thus logical “sound units” are not inherently apparent and must be taught.

What is a Phoneme?

The smallest unit of sound in a word that makes a difference. (O'Connor, 1998)

sun

s.....u.....n

(sun has 3 phonemes)

Phoneme Practice

Circle the letters that best represent the phonemes in the following words:

- run
- ship
- track

When Should Phonemic Awareness be Taught?

Phonemic awareness instruction typically spans two years, kindergarten and first grade. Oral activities in kindergarten focus on simple tasks such as rhyming, matching words with beginning sounds, and blending sounds into words. In first grade, phonemic awareness tasks are more advanced, focusing on blending (“Blend these sounds together “mmmm-aaaa-nnnn”), segmentation (“What are the sounds in man?”), and substitution and manipulation of phonemes (e.g., “Change the first sound in man to /r/. What word do you have?”).

Phonological Awareness Research

Findings from research indicate:

- Phonological awareness is comprised of multiple components
- Components relate differentially to reading acquisition
- Some components correlate at .70 or above with word recognition.

Phonological Awareness Development Continuum

- Word comparison
 - Rhyming
 - Sentence segmentation
 - Syllable segmentation & blending
 - Onset-rime blending and segmentation
 - Blending & segmenting individual phonemes
 - Phoneme deletion & manipulation

(Modified from O'Connor, 1998).

Levels of Linguistic Units

- Sentences: The sun shone brightly.
- Word: sun
- Syllables: sun, sun-shine, sun-ny
- Onset-rime: s-un; s-unshine, s-unny
- Phoneme: s-u-n; s-u-n-sh-i-ne; s-u-nn-y

Word & Sound Comparison Examples

- I'll say two words, tell me if they are same or different (sun, sun; tan, ran; fit, bit)
- I'll say two sounds, tell me if they are the same or different (m,s; f,f; r,r; k,l)
- I'll say three words, tell me the one that is different (sun, hat, sun; fat, fat, hat)
- I'll say three sounds, tell me the one that is different (s, s, m; l, t, t)

Sentence Segmentation

I'll clap the parts in this sentence: The(clap) boy(clap) went(clap) home(clap).

I'll tap the parts in this sentence: She(tap) likes(tap) fat(tap) brown(tap) dogs(tap).

I'll move a marker for each word. Say a 3-5 word sentence and move a marker as you say each word.

Syllable Segmentation

I'll clap the parts in "football" -- foot(clap) ball(clap)

I'll tap the parts in these words:

- ba(tap) by(tap)
- snow(tap)
- di-no-saur (tap after each syllable)

I'll hold up 1 finger for each part in these words:

- big (hold up 1 finger)
- ba-na-na (hold up 1 finger as you say each syllable)

Onset-Rime Blending & Segmenting

Blending

- r-un/run
- f-ast/fast
- sw-im/swim
- spl-ash/splash

Segmenting

- run/r-un
- fast/f-ast
- swim/sw-im
- splash/spl-ash

Blending & Segmenting at the Phoneme Level

Blending

I'll say the sounds, you tell me the whole word.

- f-a-n/fan
- s-i-t/sit
- s-l-e-d/sled
- t-r-ee/tree
- c-r-a-sh/crash

Segmenting

I'll say the word, you tell me the sounds in the word.

- fan/f-a-n
- sit/s-i-t
- sled/s-l-e-d
- tree/t-r-ee
- crash/c-r-a-sh

Deletion & Substitution at the Phoneme Level

- Deletion
- Say cat. Now say cat without the /c/.
- Say fan. Now say fan without the /n/.
- Substitution
- Say cat. Change the first sound in cat to /s/. What's the new word?
- Say fan. Change the /n/ to /t/. What's the new word?
- Say sick. Change the /i/ to /o/. What's the new word?

What Should Students Be Able to Do by the End of Kindergarten?

(K) (Phonological and) Phoneme Awareness – Learning About Sounds in Language

Focus: *Sound and Word Discrimination*

- Tells whether words or sounds are the same or different cat/cat – same; cat/car – different.
- Identifies which word different (e.g., sun, fun, sun)
- Tells the difference between single speech sounds (e.g., Which one is different? s, s, k.

Focus: *Rhyming*

- Identifies whether words rhyme (e.g., cat, mat; ring, sing).
- Produces a word that rhymes with another e.g., a word that rhymes with rose is nose. Tell me another word that rhymes with rose.

What Should Students Be Able to Do by the End of Kindergarten?

Focus: *Blending*

- Orally blends syllables (mon-key) or onset-rimes (m-ilk) into a whole word.
- Orally blends 2-3 separately spoken phonemes into one-syllable words (e.g., m-e: me; u-p: up; f-u-n: fun).

Focus: *Segmentation*

- Claps or counts the words in a 3-5 word sentence (e.g., Sue can jump far).
- Claps or counts the syllables in 1-, 2-, and 3-syllable words.
- Says each syllable in 2- and 3-syllable words (di-no-saur).
- Identifies the first sound in a one-syllable word (e.g., /m/ in man).
- Segments individual sounds in 2- and 3-phoneme, one-syllable words (e.g., run: /r/ /u/ /n/; feet /f/ /ee/ /t/).

What Should Students Be Able to Do by the End of Grade One?

(1) Phoneme Awareness – Learning About Sounds in Language

Focus: *Sound Isolation*

- Identifies initial sounds in one-syllable words.
- Identifies final sounds in one-syllable words.
- Identifies medial sounds in one-syllable words.

Focus: *Sound Blending*

- Blends 3-4 phonemes into a whole word (e.g., man /m/ /a/ /n/; skip /s/ /k/ /i/ /p/).

Focus: *Sound Segmentation*

- Segments 3- and 4-phoneme, one-syllable words (e.g., m-a-n; s-k-i-p).

How Should Skills be Sequenced?

The curriculum maps that follow depict an example of how alphabetic skills would be introduced across the nine months of an academic year (e.g., 1 = September, 2 = October). Cells with Xs are month in which skills would be introduced and emphasized. The length of time skills are introduced and review is not fixed. Rather, the map is offered as a general guideline and should be modified to reflect students' rate of growth.

Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Instructional Priority: Phoneme Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^a									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies 1 st sound in 1-syllable words		X	X	X	10	20			
* 4e: Segments individual sounds in words					X	X	10	20	35 ^b

*. high-priority skill

a. sounds per minute

b. research has not established the optimal time for rhyme instruction

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Mapping of Instruction to Achieve Instructional Priorities: First Grade

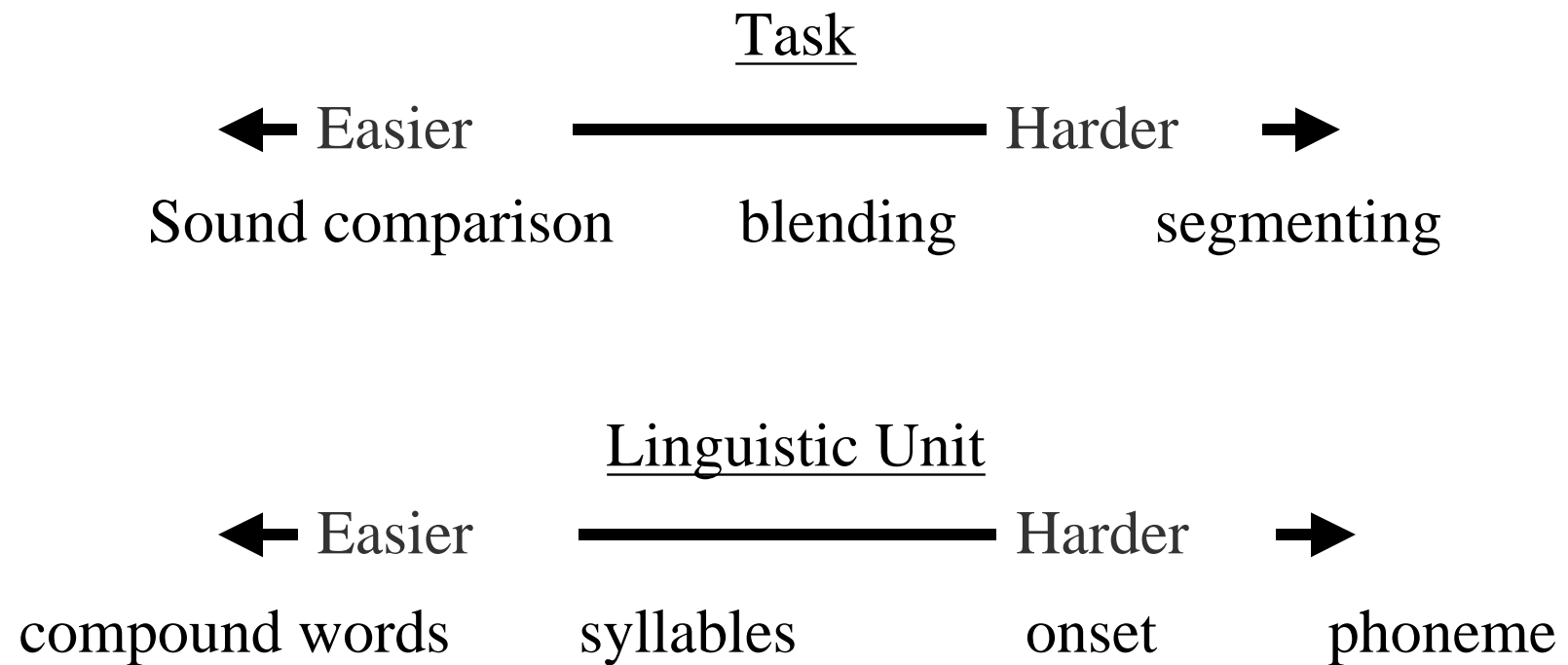
Instructional Priority: Phoneme Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	30	34	38	42	45 ^b				

*. high-priority skill

a. skills in this category should be established by mid-year

b. # of phoneme segments per minute

Difficulty (continued)



Example Continuous Sounds

- f
- n
- s
- r
- l
- sh
- all vowels
- m

Words that begin with continuous sounds are easier to blend.

- v
- z

Example Stop Sounds

- t
 - p
 - k
 - g
 - d
 - ch
 - h
- b
 - c
 - j
 - x

What Should I Look for in Materials?

Materials should:

1. Progress from easier phonemic awareness activities to more difficult (rhyming, sound matching to blending, segmentation, and manipulation).
2. Focus on segmentation or the combination of blending and segmenting.
3. Start with larger linguistic units (i.e., words and syllables) and proceed to smaller linguistic units (i.e., phonemes).
4. Begin instruction that focuses on the phonemic level of phonological units with short words (2-3 phonemes: at, mud, run).

(Smith, Simmons, & Kame'enui, 1999)

What Should I Look for in Materials?

Materials should (continued):

5. Focus first on initial (sat), then final (sat), and lastly the medial sound (sat) in words.
6. Introduce continuous sounds (e.g., m, r, s) before stop sounds (t, b, k), as stop sounds are more difficult to elongate and isolate.
7. Add letter-sound correspondence instruction to phonological awareness interventions after children demonstrate early phonemic awareness.
8. Provide brief instructional sessions. Significant gains in phonemic awareness are often made in 15-20 minutes of daily instruction and practice over a period of 9-12 weeks.

(Smith, Simmons, & Kame'enui, 1999)

Scope and Sequence of Existing Beginning Reading Curriculum

T I M E L I N E																														
Lesson #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<div style="border: 1px solid blue; padding: 5px; margin-bottom: 10px;"> Big Idea 1 Phonological Awareness Development </div> <p>Word to Word Matching</p>	- - - - -																													

Legend

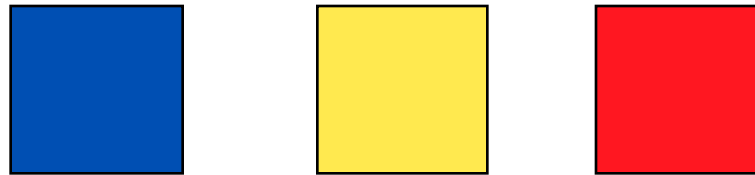
■ ■ ■ Skills Instruction

- - - Skills Reinforced and Reviewed

Template for concrete representation instruction
Example for 3-phoneme word

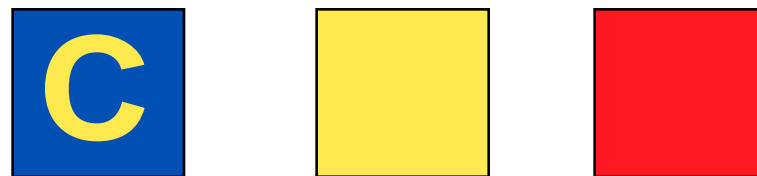


3 blank tiles for each square in template (example of degree of high scaffolding)



(O'Connor et al., 1993)

Tiles with letters added after sound-symbol relations instruction (example of scaffolding more difficult task, i.d., using sound-symbol relations).



Ball & Blachman, 1991)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Phonemic Awareness Objectives

What You Should Know:

- Definition of phonemic awareness.
- The relation of phonemic awareness to early reading success.
- The developmental continuum of PA skills.
- Which PA skills are more important and when they should be taught.
- Features of phonemes and tasks that influence task difficulty.
- Terminology (phoneme, PA, continuous sound, onset-rime, segmentation).

Phonological Awareness Objectives

(modified from Moats, 1999)

What You Should Be Able to Do:

- Assess PA and diagnose difficulties.
- Produce speech sounds accurately.
- Use a developmental continuum to select/design PA.
- Select examples according to complexity of skills, phonemes, & word types.
- Model and deliver PA lessons.
- Link PA to reading and spelling.
- Evaluate the design of instructional materials

Summary








Phonemic awareness is: _____

It is important because: _____

Instruction should focus on: _____

Activity #1: Application Items

Critique the following phonological awareness activity from a basal reading program. What are its strengths and weaknesses? What would you keep? What would you modify? (Refer to frames 48 and 49.)

-  Point to and identify the key word picture of ice cream on the classroom alphabet picture card.
-  Say the words ice cream for children, emphasizing the i sound at the beginning of the word.
-  Help children notice the long vowel sounds in this word and others such as icicle, iron, and island.
-  Tell children that the letter i is a vowel and that they will be learning more about vowel letters as they discover more about reading and writing.
-  Explain that the letter makes another sound such as in the words inch, instrument, and Isabel.
-  Have children identify the picture cards that begin with the i sound—igloo, iguana, and insect.
-  Let children think about places they can name that begin with i. Give some suggestions, such as state names, geographical locations, or local places for them to use (Illinois, Iowa, Indiana, ice rink).

Activity #2

Produce each phoneme below. Be sure to hold continuous sounds.

p

r

s

q

e

b

u

l

v

c

x

z

w

a

i

h

Activity #3

Categorize the following sounds as continuous or stop:

m

l

t

p

o

sh

th

h

j

r

v

w

Activity #4

Identify the following “divisions” of words:

Word	Syllable	Onset Rime	Phoneme
duck	duck	d-uck	d-u-ck
paper			
swim			
football			

Activity #5

The following words have been identified for a beginning blending task. Sequence the following words from least difficult to most difficult. Write a number below each word with a 1 indicating least difficult and a 7 indicating most difficult.

__lot __school __telephone __talk __on __play __line



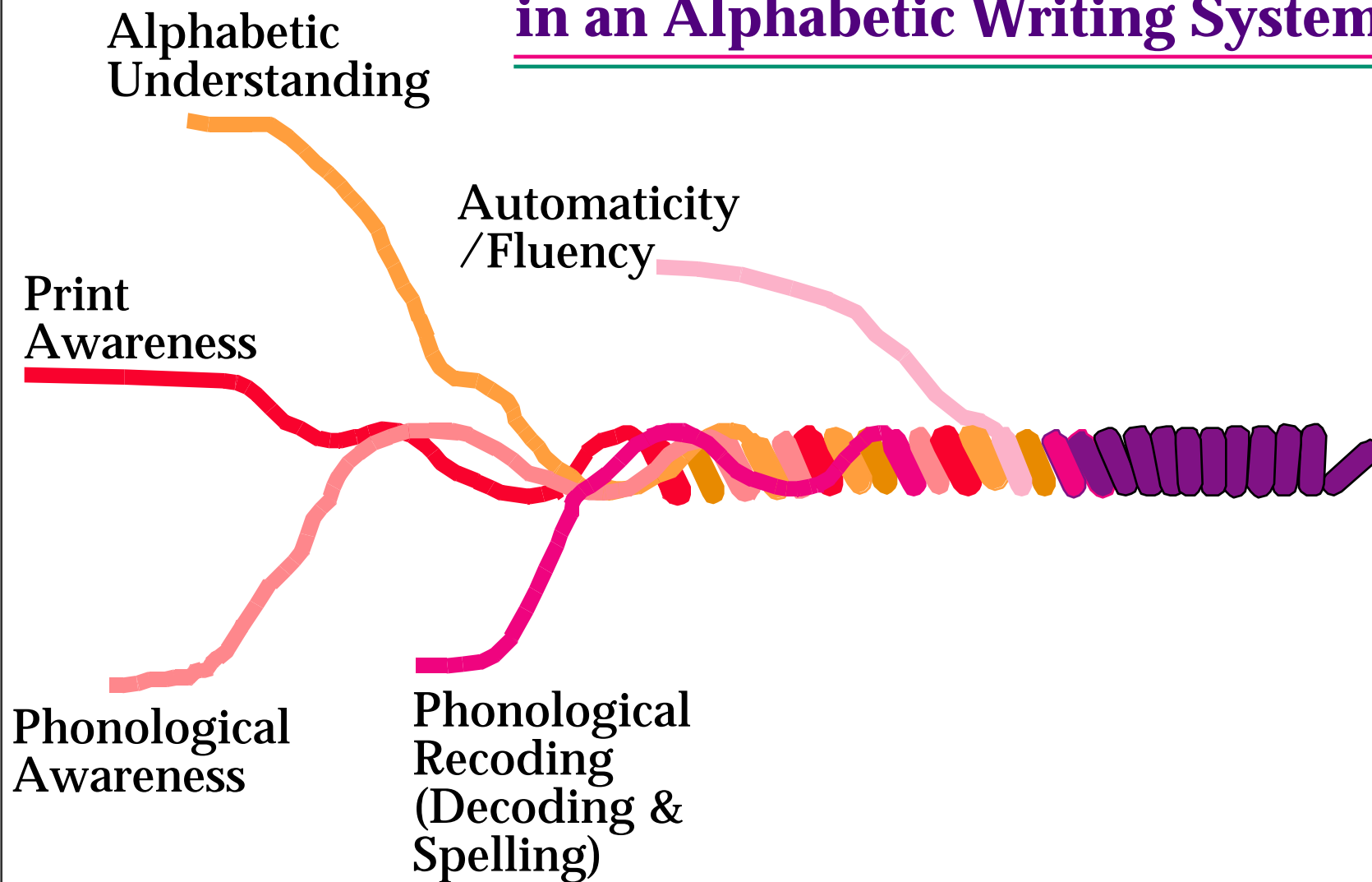
Big Idea #2: Effective Beginning Readers Must Have Insight into the Alphabetic Principle of Reading.

Definitions: **Alphabetic Awareness:** Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

Alphabetic Understanding : Understanding that the left-to-right spellings of printed words represent their phonemes from first to last

Phonological Recoding: Translation of letters to sounds to words to gain lexical access to the word.

Strands of Reading in an Alphabetic Writing System



Alphabetic Principle Objectives

(modified from Moats, 1999)

What You Should Know:

- Components and definition of the alphabetic principle.
- The relation of phonemic awareness & decoding.
- The critical stages in learning to decode words.
- Features that influence the difficulty of word recognition.
- Critical differences between regular and irregular words.
- Terminology (alphabetic principle, orthography, grapheme, phonological recoding)

Alphabetic Principle Objectives

What You Should Be Able To Do:

- Sequence letter-sound correspondences to enhance word recognition.
- Assess & diagnose decoding skills.
- Select examples according to complexity of word type and letter sounds.
- Explicitly teach letter sound, blending, sight word, and connected text reading.
- Give corrective feedback.
- Evaluate design of materials.

Preview Questions

- Which to teach first: names or sounds?
- What is the best sequence to introduce letter sounds?
- Why is it useful to know if a student can read nonsense words such as flep and tob?
- Which words do good readers skip when they read?
- Which letter-sounds are students likely to confuse and why?
- What percentage of connected text should be decodable for beginning readers?
- When should context be used to recognize an unfamiliar word?

What is the Alphabetic Principle?

- The understanding that words in spoken language are represented in print.
- Words have segments at the phoneme level.
- Sounds in words relate to the letters that represent them.

What is Phonics

Phonics is the systematic way that specific letters are used to represent the different phonemes in words.

Research Basis: Why is it Important?

- Letter-sound knowledge is prerequisite to effective word identification. A primary difference between good and poor readers is the ability to use letter-sound correspondence to identify words (see Juel, 1991).
- Students who acquire and apply the alphabetic principle early in their reading careers reap long-term benefits (see Stanovich, 1986).
- Teaching students to phonologically recode words is a difficult, demanding, yet achievable goal with long-lasting effects (see Liberman & Liberman, 1990).
- The combination of instruction in phonological awareness and letter-sounds appears to be the most favorable for successful early reading. (Haskell, Foorman, & Swank, 1992).

Research Basis Continued:

- Readers must have a strategy to phonologically recode words (Ehri, 1991).
- During the alphabetic phase, reading must have lots of practice phonologically recoding the same words to become familiar with the spelling patterns (Ehri, 1991).
- A whole word strategy, by itself, has limited utility in an orthography based on an alphabet.
- Awareness of the relation between sound and alphabet can be taught (Liberman & Liberman, 1990).

What It Looks Like:

Children who lack alphabetic understanding will not be able to:

1. Understand that words are composed of letters
2. Associate an alphabetic character (i.e., letter) with its corresponding phoneme or sound
3. Identify a word based on a sequence of letter-sound correspondences sounds (e.g., **mat** is made up of three letter/sound correspondences /**m**/, /**a**/, /**t**/)
4. Blend letter-sound correspondences to identify decodable words
5. Use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound
6. Identify and manipulate letter-sound correspondences within words
7. Read pseudowords (e.g., **tup**, with reasonable speed)

Examples of Tasks Illustrating Alphabetic Understanding

Letter-sound associations: What is the sound of this letter?

Soundblending: "Blend the sounds of these letters to make a word
/**m m m a a n n n** /."

Segmenting: "What sounds do you hear in this word?" (/p**lan**/).

Manipulating letter-sound correspondences in words: "What word would you have if you change the /**n**/ in /**nap**/ to /**l**/?"

Reading pseudowords: (**mip**)

Word identification: based on sequence of letter-sound associations
(/ **m** / / **a** / / **t** /)

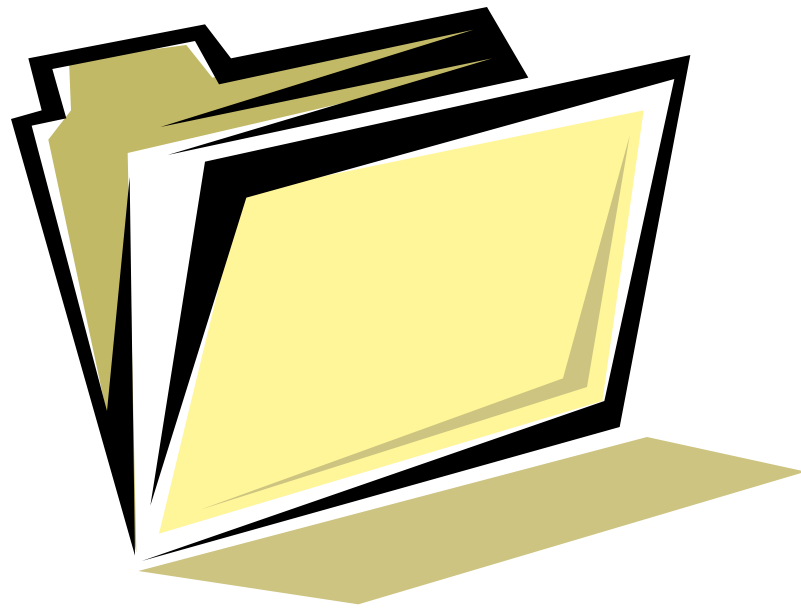
How Do Successful Early Readers Read?



- Children can access words in many ways (e.g., decoding, whole word, word parts). Successful readers, however, rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words (Ehri, 1994).
- Good readers' fluency with word recognition is somewhat deceiving making us think they read whole words when in fact they process virtually every letter (Adams, 1990; Crowder & Wagner, 1992).
- It is the speed and facility with which they recognize words that differentiates them from less successful readers.

- A primary difference between good and poor readers is the ability to use letter-sound correspondences to identify words (Juel, 1991).
- Because our language is alphabetic, decoding is an essential and primary means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy (Bay Area Reading Task Force, 1996).
- Good readers have a reliable strategy to “phonologically recode” words (Ehri, 1991).
- Good readers read words a sufficient number of times for that word to become “automatic.”

Point to Remember

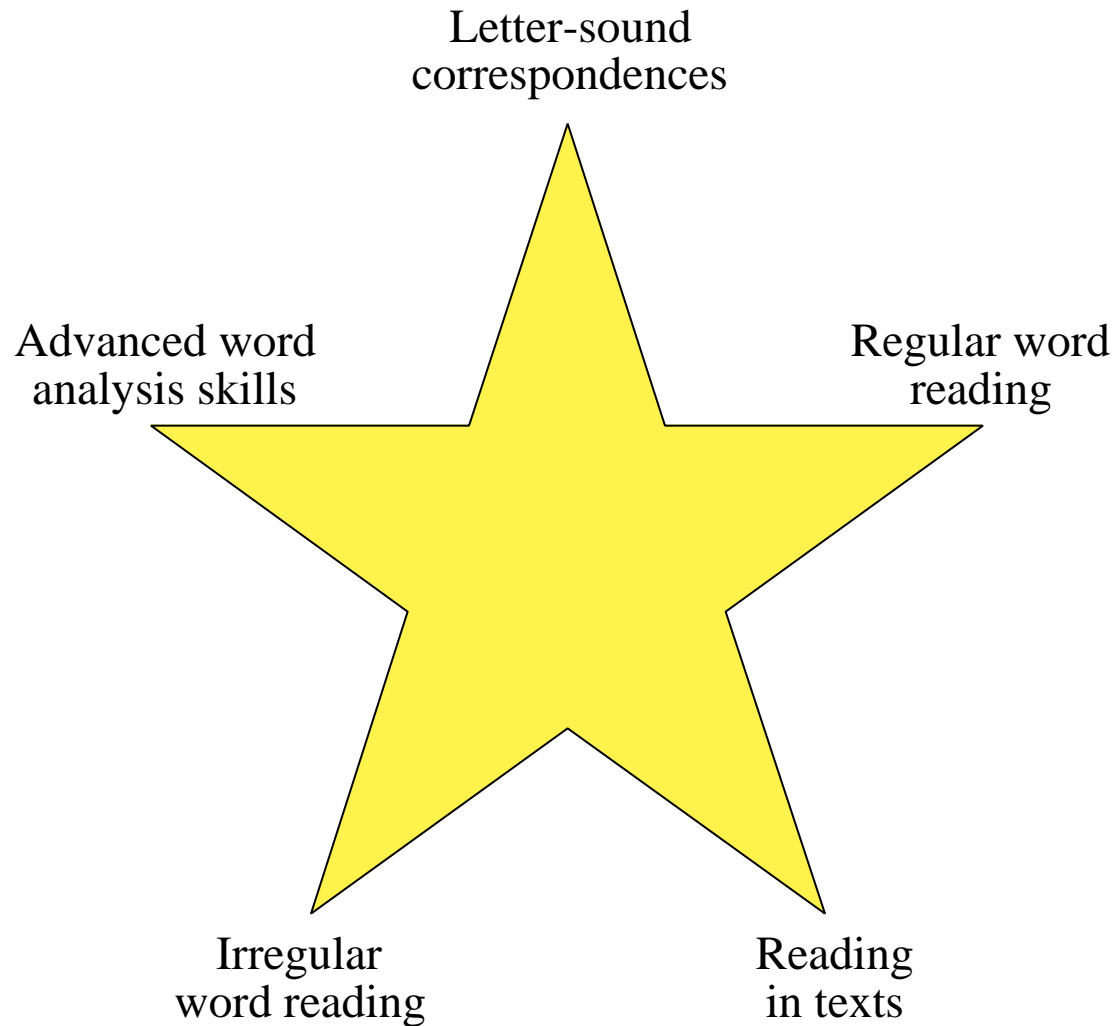


The greater the needs of the learner, the greater the demand for more carefully designed instruction. (Engelmann & Carnine, 1982)

When Should the Skills of Alphabetic Understanding Be Taught?

Basic alphabetic understanding typically spans three years and more advanced understanding continues through the elementary grades.

The Elements of Word Analysis



(Simmons and Kame'enui, 1998)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

What Should Students Be Able to Do by the End of Kindergarten?

(K) Alphabetic Principle – Learning To Read Words

Focus: *Letter-Sound Correspondence Knowledge*

- Identifies the letter when someone produces the corresponding sound.
- Says the most common sound associated with individual letters (Note: sounds used in many words [e.g., m, s, a, t, r, i] should be taught before lower frequency letter-sounds [e.g., x, y, w, j]).

Focus: *Decoding (Sounding Out Words)*

- Blends the sounds of individual letters to read one-syllable, short-vowel, decodable words (e.g., sun; map).

Focus: *Sight-Word Reading*

- Recognizes some words by sight including a few common and high-frequency words (e.g., a, the, I, my, you, of, is, are).

What Should Students Be Able to Do by the End of First Grade?

(1) Alphabetic Principle – Learning To Read Words

Focus: *Letter-Sound and Letter Combination Knowledge*

- Produces the sounds associated with all individual letters fluently (e.g., 1 letter-sounds per second).
- Produces the sounds that correspond to frequently used letter combinations (e.g., sh, er, th).

Focus: *Decoding (Sounding Out Words)*

- Decodes (sounds out and blends) words with consonant blends accurately (e.g., mask, slip, play).
- Decodes (sounds out and blends) words with letter combinations accurately (digraphs: fish, bath, chin; common letter combinations: book, farm, toy).
- Uses knowledge of individual letter-sound correspondences and letter-combinations to read regular monosyllabic words fluently (e.g., mask, skip, play, fish, them, chin, at a rate of one word per 1 to 1 $\frac{1}{2}$ seconds).
- Reads words with common word parts (e.g., ing, all, ike).

What Should Students Be Able to Do by the End of First Grade?

Focus: *Sight-Word Reading*

- Increases knowledge of common sight words and reads them automatically (e.g., have, would, there, said).

What Should Students Be Able to Do by the End of Second Grade?

(2) Alphabetic Principle – Learning To Read Words

Focus: *Letter-Sound Knowledge*

- Produces the sounds that correspond to frequently used vowel diphthongs ou, oy and digraphs sh, th, ea.

Focus: *Decoding and Word Recognition*

- Uses knowledge of advanced phonic elements (e.g., digraphs and diphthongs), special vowel spelling, and word endings to recognize words.
- Reads compound words, contractions, possessives, and words with inflectional endings.
- Uses word context (semantics: Does it make sense?) and order in the sentence (syntax: Does it sound right?) to confirm or correct decoding efforts.
- Reads multisyllabic words (2-3 syllables) using syllabication and word structure (e.g., base/root word, prefixes, and suffixes) in word recognition.

What Should Students Be Able to Do by the End of Second Grade?

Focus: *Sight-Word Reading*

- Increases the number of sight words that are read accurately and quickly

How Should Skills Be Sequenced?

The curriculum maps that follow depict an example of how alphabetic skills would be introduced across the nine months of an academic year (e.g., 1 = September, 2 = October). Cells with Xs are months in which skills would be introduced and emphasized. The length of time skills are introduced and reviewed is not fixed. Rather, the map is offered as a general guideline and should be modified to reflect students' rate of growth.

Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			10	15	20	25	30	35	40-50 ^a
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words					10	20	30	35	40-50 ^b
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

- *. high-priority skill
- a. sounds per minute
- b. # correct sounds in words

Mapping of Instruction to Achieve Instructional Priorities: First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combination									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 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		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities: Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 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		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X

*. high-priority skill

Letter-Sound Correspondence

Letter-sound correspondence is:

- an understanding that words are composed of letters
- the ability to produce the sound corresponding to a letter or letter combination

(Texas Center for Reading and Language Arts, 1998)

What to Look For in Materials: Letter-Sounds

1. Separate auditorily and/or visually similar letters (e.g., e/i, p/b).
2. Introduce some continuous sounds early (e.g., /m/, /s/).
3. Teach the sounds of letters than can be used to build many words (e.g., m, s, a, t).
4. Introduce lower case letters first unless upper case letters are similar in configuration (e.g., similar: S, s; U, u; W, w; dissimilar: R, r; T, t; F, f).

(Carnine, Silbert, & Kame'enui, 1997)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Definitions

- **Continuous sound:** A sound that can be prolonged (stretched out) without distortion (e.g., r, s, a, m).
- **Letter-sound correspondence:** A phoneme (sound) associated with a letter.
- **Most common sound:** The sound a letter most frequently makes in a short, one syllable word, e.g., red, blast.
- **Regular word:** A word in which all the letters represent their most common sound.
- **Stop sound:** A sound that cannot be prolonged (stretched out) without distortion. A short, plosive sound (e.g., p, t, k).

Most Common Sounds of Single Letters

Continuous Sounds

a (fat)
e (bet)
f (fill)
i (sit)
l (let)
m (mad)
n (nut)
o (not)
r (rat)
s (sell)
u (cut)
v (vet)
w (wet)
y (yes)
z (zoo)

Stop Sounds

b (boy)
c (can)
d (did)
g (got)
h (his)
j (jet)
k (kiss)
p (pet)
q (quit)
t (top)
x (fox)

Sequence of Letter-Sound Correspondence Introduction in 4 Commercial Kindergarten Reading Programs (First 10)

Publisher	1	2	3	4	5	6	7	8	9	10
#1	m	p	d	s	f	b	l	t	z	k
#2	h	p	r	b	s	f	m	t	g	c
#3	m	c	p	l	d	h	m	b	k	t
#4	b	j	h	p	a	x	e	y	c	e

An Acceptable Sequence for Introducing Letters

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

T L M F D I N A R H G B x q z J E Q

(Carnine, Silbert, & Kame'enui, 1997)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Strategic Integration--Simple Before Complex

1. Once students can identify the sound of the letter on two successive trials, include the new letter-sound correspondence with 6-8 other letter sounds.
2. When students can identify 4-6 letter-sound correspondences in 2 seconds each or less, include these letters in single-syllable, CVC, decodable words.

Review Cumulatively and Judiciously

1. Use a distributed review cycle to build retention.

NKNKKNNKKKKN

N = new sound; K = known sounds.

Example (r = new sound): r m r s t r r i f a m r

Features of Well-Designed Letter-Sound Correspondence Instruction

- ___1. Are easily confused sounds separated over several lessons? (p / b / d; e / i; m / n)
- ___2. Are letter-sounds that occur in a large number of words introduced early in the sequence?
- ___3. Is the rate of letter-sound correspondence introduction manageable for the learner but adequate to allow multiple words to be made within 2-3 weeks? While there are no definitive guidelines for scheduling letter-sound correspondences, a rate of introducing one new letter-sound correspondence every 2-3 days is reasonable.
- ___4. Does the sequence include a few short vowels early to allow students to build words?
- ___5. Does the sequence begin with several continuous sounds?

Word Reading

Beginning decoding (“phonological recoding”) is the ability to:

- read from left to right, simple, unencountered regular words
- generate the sounds for all letters
- blend sounds into recognizable words

Word Reading

Why is it important?

Because our language is alphabetic, decoding is a fundamental means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy.

(Texas Center for Reading and Language Arts, 1998)

Definitions

- **Decodable text:** Text in which the majority of words can be identified by using their most common sounds. Reading materials in which a high percentage of words are linked to phonics lessons using letter-sound correspondences children have been taught. Decodable text is an intermediate step between reading words in isolation and authentic literature. These texts are used to help students focus their attention on the symbol-sound relations they are learning. Effective decodable texts contain some sight words that allow for the development of more interesting stories.
- **Decoding:** The process of using letter-sound correspondences to recognize words.

Definitions Continued

- **Nonsense or Pseudoword:** A word in which letters make their most common sounds but the word has no commonly recognized meaning (e.g., tist, lof).
- **Regular Word:** A one-syllable word in which letters make their most common sound.
- **Sight Word Reading:** The process of reading words at a regular rate without vocalizing the individual sounds in a word (e.g., reading words the fast way).
- **Sounding-out:** The process of saying each sound that represent a letter in a word without stopping between sounds.

What to Look for in Materials: Regular Word Reading

Instructional materials must be carefully designed based on:

- letters in words
- complexity of words

Letters in words for initial blending (sounding-out) instruction should:

- consist of continuous sounds (e.g, m, s)
- be familiar
- be visually and auditorily dissimilar (i.e., do not teach /b/ and /d/ together
- occur in a large number of words so they will be of high quality
- be lower case unless upper and lower case are highly similar shapes (e.g., S s; V v).

(Carnine, Silbert, & Kame'enui, 1997)

Developing Regular Word Reading

How is regular word reading developed?

Words in blending (sounding out) and sight-word instruction:

- progress from short VC and CVC (2 or 3 letters) words to longer words (4 or 5 letters) in which letters represent their most common sounds
- reserve consonant blends (e.g., /st/, /tr/, /pl/) until students are proficient with CVC words
- begins with continuous sounds in early exercises to facilitate blending
- uses stop sounds only initially in final positions of words
- represents familiar vocabulary and concepts

(Carnine, Silbert, & Kame'enui, 1997)

Progression of Regular Word Reading

Sounding Out
(saying each individual sound out loud)



Saying the Whole Word
(saying each individual sound and pronouncing
the whole word)



Sight Word
(sounding out the word in your head and saying
the whole word)

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

Features of Well-Designed Word Recognition Instruction

- _____ 1. Does instruction teach an explicit “sounding out” strategy?

- _____ 2. Do the words to be decoded contain only known letter- or letter-sound combinations?

- _____ 3. Does the instructional sequence progress systematically from simple word types (consonant-vowel-consonant) and word lengths (number of phonemes), and word complexity (phonemes in the word, position of blends, stop sounds, etc) to more complex words?

- _____ 4. Does instruction progress from sounding out to “whole word”?

- _____ 5. Does the teacher model instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words)?

What to Look for: Word Reading in Texts

Why is word reading in texts important?

A primary goal of beginning reading instruction is to prepare students to read texts fluently so that they are able to construct meaning as they read.

(Texas Center for Reading and Language Arts, 1998)

Developing Word Reading in Texts

As a general rule...

- introduce reading in text after students can sound out regular words in 3 seconds or less on the first reading
- provide initial practice in decodable text in which students can apply their newly learned skills successfully (include only words students can decode)
- include repeated opportunities to read words in texts to develop accuracy and fluency
- encourage students to use the sounding out strategy to figure out the words of a text by saying the sounds in the word to themselves (generally lasts 1-2 weeks)
- progress to having students figure out the words without saying the sounds

(Carnine, Silbert, & Kame'enui, 1997)

Features of Well-Designed Word Reading in Passages Instruction

- _____ 1. Does the program delay passage reading until students develop proficiency with letter-sound correspondences and simple word types?
- _____ 2. Does the program introduce passage reading soon enough that students see the utility of word reading?
- _____ 3. Is there an explicit strategy for teaching students to transition from reading words in lists to reading words in connected text?
- _____ 4. Does instruction systematically increase students' reading fluency?

Teaching and Monitoring Irregular Word Recognition

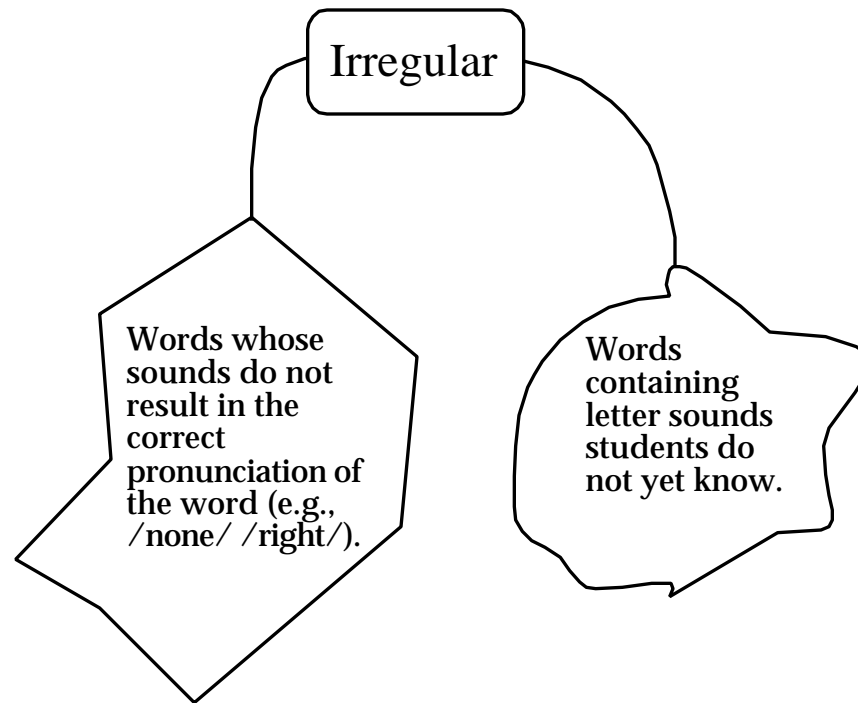
What are irregular words?

Although decoding is a highly reliable strategy for a majority of words, some irregular words in the English language do not conform to word-analysis instruction (e.g., the, was, night).

(Texas Center for Reading and Language Arts, 1998)

Context and Definitions

- Although the alphabetic writing system provides a highly reliable strategy for “decoding” the majority of words, some words in the English language do not conform to word-analysis instruction (e.g., the, was, night). We will refer to those words as irregular words.
- In addition, in beginning reading there will be passages that contain words that are “decodable” yet the letter-sound correspondences in those words may not yet be familiar to students. In this case, we also teach these words as irregular words.
- To strengthen students’ reliance on the decoding strategy and to communicate the utility of that strategy, we recommend not introducing irregular words until students can reliably decode words at a rate of one letter-sound per second. At this point irregular words may be introduced but on a limited scale.
- The key to irregular word recognition is not how to teach them. The teaching procedure is simple. The critical design considerations are “how many to introduce” and “how many to review.”



Definitions

- **Irregular Word:** A word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word.

(Carnine, Silbert, & Kameenui, 1997).

Scaffold Task Difficulty

When teaching irregular words, it is important to:

1. Select words that have high utility and are used frequently in grade-appropriate literature and informational text.
2. Sequence high frequency irregular words to avoid potential confusion by students. For example, high frequency words that are often confused by students and should be strategically separated for initial instruction are they/them; was/saw.
3. Limit the number of sight words introduced at one time. Beginning irregular word instruction should be limited to one irregular word and progress in number as students demonstrate their ability to retain and read irregular words in lists and passages. Use student performance to determine the “right” number.
4. In later irregular word instruction, limit the number of irregular words introduced (5-7 new words). Ensure that words in sets are not similar.
5. Preteach the sight words prior to reading in connected text.
6. Try to introduce irregular words at least one lesson prior to use in passages.

7. Provide a cumulative review of important, high-frequency sight words as part of daily reading instruction. This should be a brief period of review (2-3 minutes).
8. Schedule a “teaching or introductory” format to teach new irregular words and a discrimination or review format for previously introduced words.

<u>New</u>	<u>Review</u>
you	the
all	does
	want

9. To maximize learning efficiency, identify irregular words with common parts and teach these as word sets.

<u>-ight</u>	<u>-one</u>
night	none
right	done
fight	
sight	
light	
might	
tight	

Features of Well-Designed Irregular Word Reading Instruction

- _____ 1. Does the program teach irregular words prior to their use in passages?
- _____ 2. Does the program limit the number of irregular words introduced per passage?
- _____ 3. Is there a review sequence to practice difficult irregular words?
- _____ 4. Is there an explicit strategy for teaching irregular words?

What to Look for: Advanced Word Analysis

Why is it important?

Knowledge of advanced word analysis skills is essential if students are to progress in their knowledge of the alphabetic writing system and gain the ability to read fluently and broadly.

(Texas Center for Reading and Language Arts, 1998)

Advanced Word Analysis

Definitions

Letter combination

A group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears.

VCe pattern word

Word pattern in which a single vowel is followed by a consonant, which, in turn, is followed by a final e (i.e., lake, stripe, and smile).

(Texas Center for Reading and Language Arts, 1998)

Developing Advanced Word Analysis

Part I: Knowledge of Letter Combinations

1. Introduce and teach letter combinations that represent sound relationships that are the most common in primary grade literature.

(i.e., the letter combination of /ph/ appears in a large number of words, but many of these words are not commonly found in primary grade books; /ol/ appears in relatively few words, but the words are very common (e.g., cold, hold, told))

2. Separate letter combinations that are auditorily and visually similar.

(i.e., the following letter combinations should be separated: /sh/ and /ch/; /oa/, /or/, /oo/, and /ou/; r-controlled vowels such as /ar/, /ur/, and /or/)

(Carnine, Silbert, & Kame'enui, 1997)

Design Considerations: Advanced Word Analysis

Part I: Knowledge of Letter Combinations (cont.)

3. The following letter combination pairs may be taught in the same teaching sequence:

- *ee and ea*
- *ai and ay*
- *ir and ur*
- *oi and oy*
- *au and aw*

4. Use letter combinations that can be used to build words.

(Texas Center for Reading and Language Arts, 1998)

Developing Advanced Word Analysis

Part I: Knowledge of Letter Combinations (cont.)

Sample sequence for introducing letter combinations:

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

(Carnine, Silbert, & Kame'enui, 1997)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Developing Advanced Word Analysis

Part II: Words with a VCe Pattern

1. Students should be able to discriminate vowel letter names from vowel letter sounds before VCe pattern words are introduced.
2. In the beginning, the teacher presents a rule and leads students through decoding VCe pattern words.
3. A discrimination format may be as follows.

	CVCe	CVC
With i as an initial vowel	(pine)	(pin)
With a for the initial vowel	(tape)	(tap)
With o for the initial vowel	(rode)	(rod)

4. The list should be constructed in an unpredictable order.

(Carnine, Silbert, & Kame'enui, 1997)

Monitoring Advanced Word Analysis

Part I: Knowledge of Letter Combinations

1. Maintain a list of taught letter combinations.
2. Periodically have students read a list of words including taught letter combinations.
3. Record letter combinations with which students show significant difficulty.

Part II: Words with a VCe Pattern

1. Periodically have students read a list of VCe and CVC words.
2. Record words with which students show significant difficulty.

(Texas Center for Reading and Language Arts, 1998)

Definitions

- **Letter Combination:** “A letter combination is a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears” (Carnine, Silbert, & Kameenui, 1997, p. 161).
- **VCe Pattern Word:** “In a VCe pattern word, a single vowel is followed by a consonant, which, in turn, is followed by a final e” (p. 166). For example, in the following words, the VCe pattern is underlined: lake, stripe, and smile. (Carnine, Silbert, & Kameenui, 1997, p. 161).

Alphabetic Principle Objectives

What You Should Know:

- Components and definition of the alphabetic principle.
- The relation of phonemic awareness & decoding.
- The critical stages in learning to decode words.
- Features that influence the difficulty of word recognition.
- Critical difference between regular and irregular words.
- Terminology (alphabetic principle, orthography, grapheme, phonological recoding).

Alphabetic Principle Objectives

What You Should Be Able To Do:

- Sequence letter-sound correspondences to enhance word recognition.
- Assess & diagnose decoding skills.
- Select examples according to complexity of word type and letter sounds.
- Explicitly teach letter sound, blending, sight word, and connected text reading instruction.
- Give corrective feedback.
- Evaluate design of materials.

In Summary

Alphabetic understanding is: _____

It is important because: _____

Most important skills are: _____

3 things to consider when designing instruction? _____

Assessment

- What skills best predict reading achievement at the end of grade 1?
- Why is it useful to know if a student can read nonsense words such as flep and tob?
- Which words do good readers skip when they read?
- Which letter-sounds are students likely to confuse and why?
- What percentage of connected text should be decodable for beginning readers?

Activity #1

Lesson Critique

Review the following lesson which was taken from a prominent basal reading program. Critique the quality and adequacy of the lesson. Indicate what you would change and how.

Directions: Print the following words on the chalkboard or display the word cards in a pocket chart:

Bear	did	Father
Get	have	Mother
Said	can	will

Ask volunteers to point to the word /have/. Then point to the word /said/ and ask children to identify it. Continue in the same manner until all the words have been identified. Then vary the activity by naming words and having children point to them. If a child confuses two words, display or write the words one above the other and help the child discover the difference between them.

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Activity #2

Assume students know the most common sounds for all individual consonants and vowels and also /sh/. Circle each word in the list below that is an irregular word.

push cut said you was nest son bent

Activity #3

1. Circle the three pairs of letter combinations below that students are most likely to confuse:

ch-sh ph-wr ur-ea
ea-ou ou-oo ar-ir

2. Below are sequences in which teachers introduced letter combinations. State the problems with each sequence.

Sequence 1: *au, ea, ph, oy, th, ar*

Sequence 2: *ar, er, th, sh, ch, ou, oi*

Activity #4

Students know the following sounds:

b p a i m s t d e

The new sound is r.

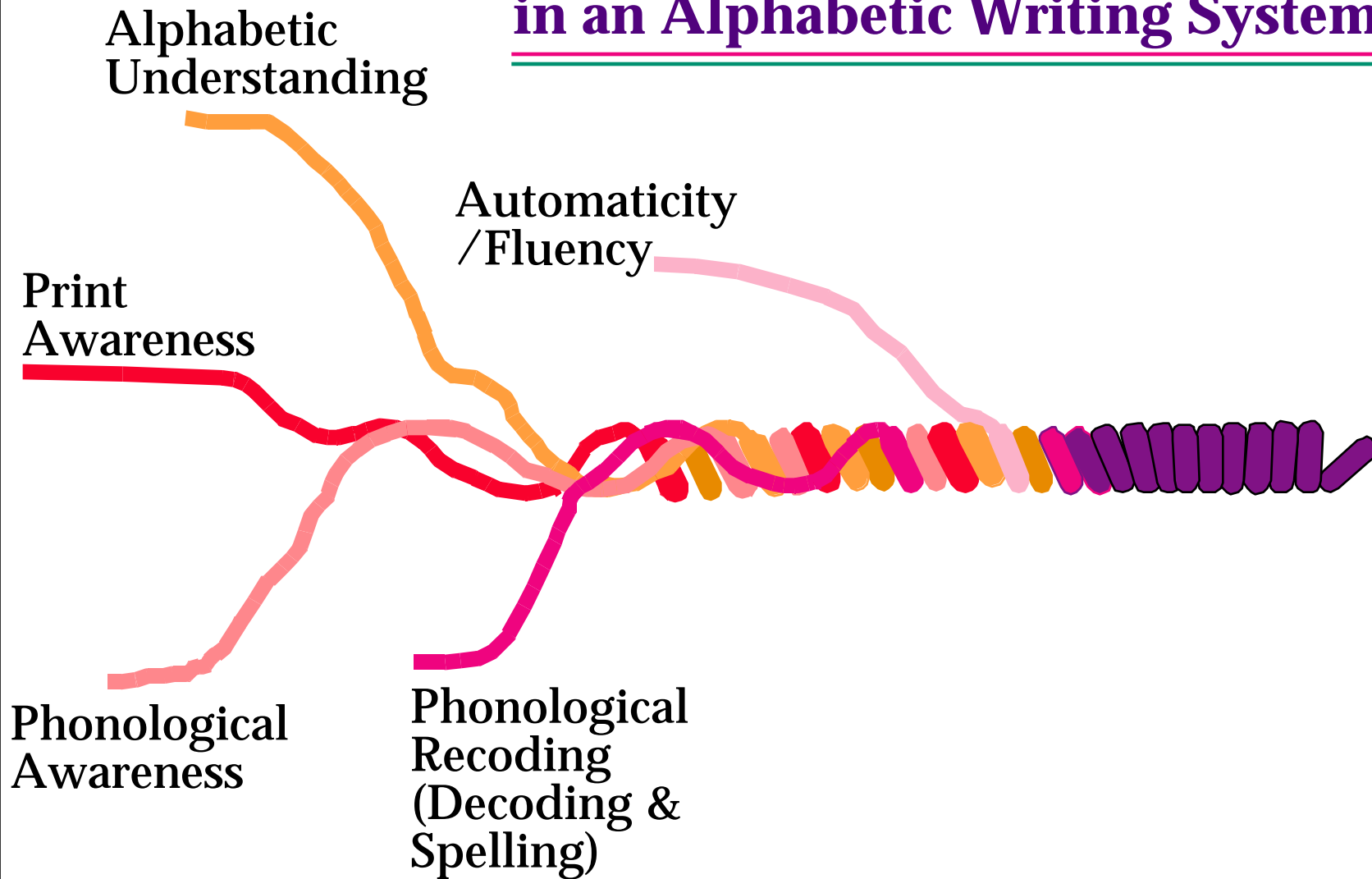
Design an appropriate review sequence:



**Big Idea #3: Automaticity with the Code:
Beginning Readers Should be Able to Relate
Sounds and Symbols of the Alphabetic Code
Automatically**

Definition: The ability to translate letters-to-sounds-to-words fluently, effortlessly. LaBerge and Samuels (1974) described the fluent reader as “one whose decoding processes are automatic, requiring no conscious attention” (e.g., Juel, 1991, p. 760). Such capacity then enables readers to allocate their attention to the comprehension and meaning of text.

Strands of Reading in an Alphabetic Writing System



Automaticity Objectives

(modified from Moats, 1999)

What You Should Know:

- Definition and purpose of fluency.
- When fluency is an appropriate objective.
- The role of fluency in a comprehensive reading program.
- The features of text that influence fluency.
- How fluent readers should be at grades 1, 2, and 3.
- How much growth average readers gain per week.
- Terminology (automaticity, fluency, slope, CWPM)

Automaticity with the Code Objectives

What You Should Be Able To Do:

- Assess learner performance to determine whether fluency building is an appropriate objective.
- Set appropriate fluency goals
- Select and sequence text to enhance oral reading fluency.
- Assess fluency growth over time.
- Select and deliver instructional strategies to promote automaticity and fluency in letter sounds, irregular words, and passage reading..



Automaticity: What is it?



Automaticity is reading words with no noticeable effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so “automatic” that they do not require conscious attention.

Examples

- shifting gears on a car
- playing a musical instrument
- playing a sport (serving a tennis ball)

Research & Knowledge Base of Beginning Reading

How do successful readers read?

Successful readers...

- rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words
- process virtually every letter
- use letter-sound correspondences to identify words
- have a reliable strategy to decode words
- read words for a sufficient number of times for words to become automatic

(Texas Center for Reading and Language Arts, 1998)

Definitions

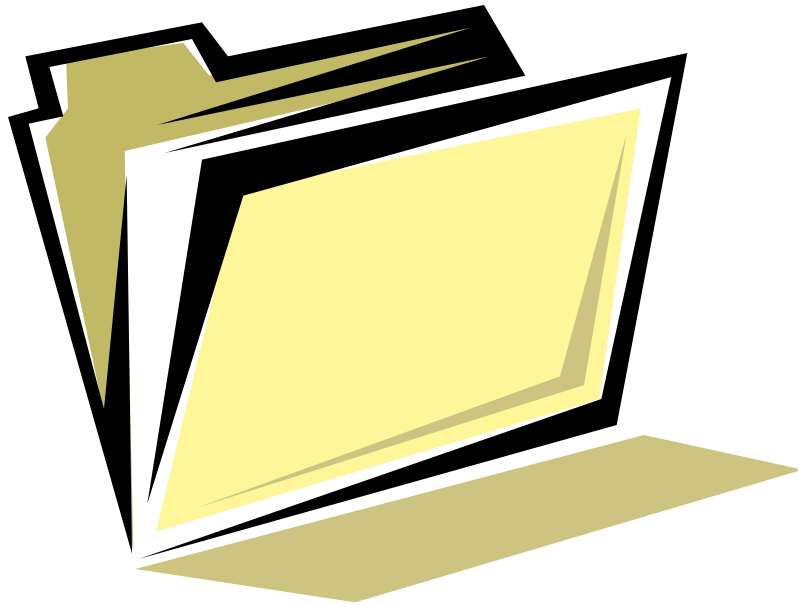
- **Automaticity:** The ability to translate letters-to-sounds-to-words fluently, effortlessly. LaBerge and Samuels (1974) described the fluent reader as "one whose decoding process are automatic, requiring no conscious attention" (cited in Juel, 1991, p. 760). Such capacity enables readers to allocate their attention to the comprehension and meaning of text.
- **Fluency:** The combination of accuracy and fluency. Fluency in oral reading includes additional dimensions involving the "quality" of oral reading including intonation and expression.
- **Passage Reading:** Structured activity in which students read stories or connected text designed to provide practice and application of decoding and comprehension skills. Passage reading provides students the practice to become accurate and fluent.

What Automaticity with the Code Looks Like:

Children who are automatic with the code:

1. Identify letter-sound correspondences accurately and efficiently.
2. Identify familiar spelling patterns to increase decoding efficiency.
3. Apply maximum resources to the difficult tasks of blending together isolated phonemes to make words.
4. Apply knowledge of the alphabetic code to identify words in isolation and connected text fluently.

Point to Remember



Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees resources to process meaning.

When Should Fluency Be Taught?

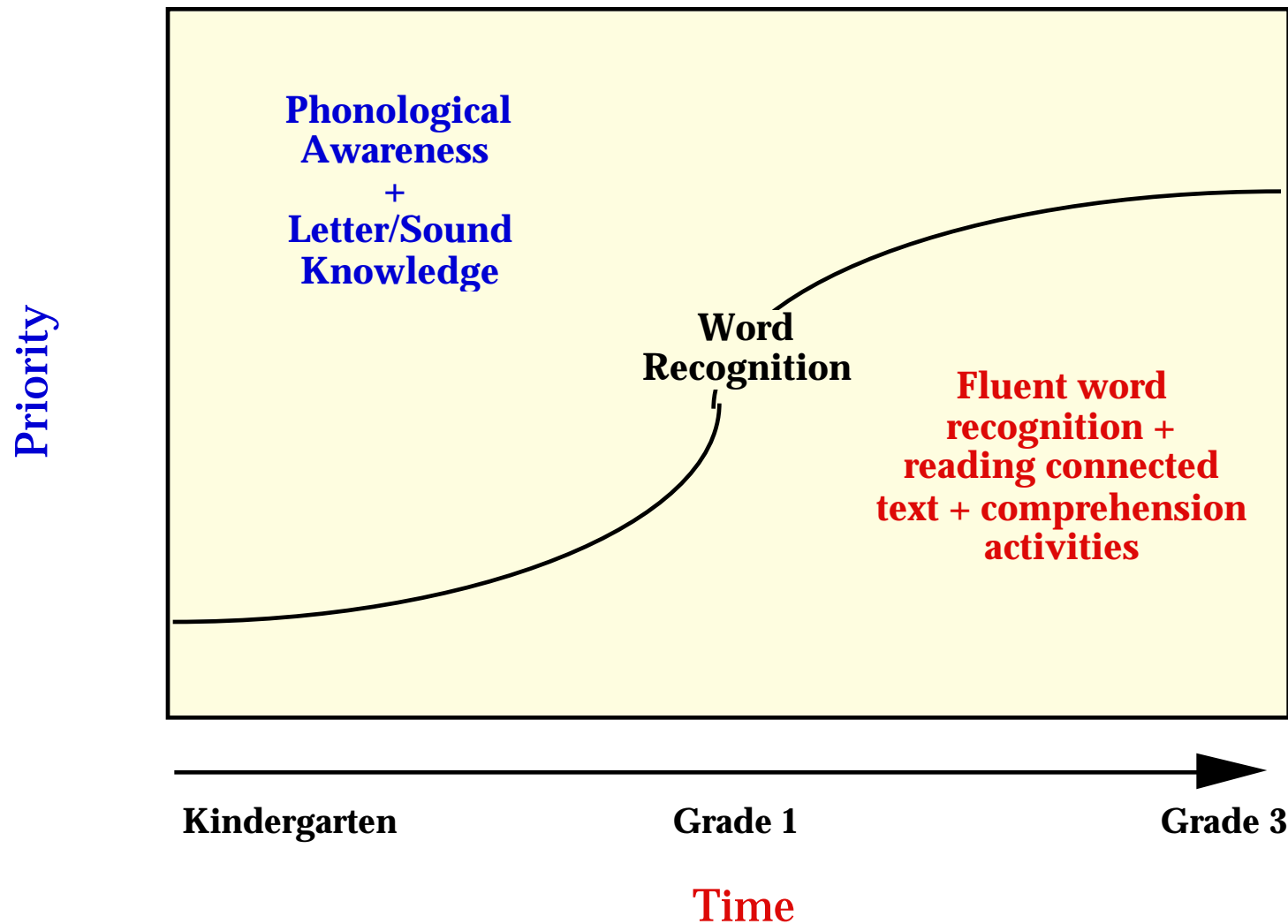


For students to develop fluency, they must:

- perform the task or demonstrate the skill accurately,
and
- perform the preskills of the task quickly and
effortlessly.

Once accurate, fluency develops through plentiful opportunities for practice in which the task can be performed with a high rate of success.

Temporal Change in Instructional Priorities



Smith, S., Simmons, D. C., & Chard, D. (1996). First things first: Instructional priorities and beginning reading. *Learning Disabilities Forum*, 20(4), 10-15.

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

He had never seen dogs fight as these wish caught, and his first excitement hit him an unforgettable lesson. It is true, it was a vivid experience, else he would not have lived to print it by it. Curly was the victor. They were camped near the log store, where she, in her friendly way, made acquaintance to a husky dog the size of a full-grown wolf, the not half so large as she. There was no warning, only a leap in like a flash, a metallic clip of teeth, a leap out equally swift, and Curly's face was ripped open from eye to jaw.

It was the wolf manner of fight, to stand and leap away; but there was more to it than this. Thirty or forty huskies ran to the spot and not crowded that silent circle. Buck did not crowd that silent in, not the easy way with which they were licking their chops. Curley rushed her antagonist, who struck again and leaped aside. He met her next rush with his chest, in a powerful fashion that turned her off her feet. She never retreated them. This was what the oncoming huskies had wanted for. (London, 1981, p.55)

What Should Students Be Able to Do by the End of Grade 1?

Focus: *Reading Connected Text*

- Reads meaningful grade-level connected text accurately (no more than 1 error every 20 words).
- Reads grade-level connected text fluently (1 word per 2-3 seconds by middle of first grade; 1 word per second by the end of first grade).
- Reads grade-level material with phrasing attending to ending punctuation.
- Reads and rereads connected text multiple times to increase familiarity with words and fluency.
- Rereads and self-corrects words while reading.

What Should Students Be Able to Do by the End of Grade 2?

Focus: *Reading Connected Text Fluently and With Expression*

- Reads grade-level connected text fluently (90-100 words per minute by end of grade 2).
- Reads grade-level material with phrasing and expression.
- Listens to models of fluent oral reading and practices increasing oral reading fluency (e.g., from taped recorded readings, adult or peer models).
- Reads and rereads connected text multiple times to increase familiarity with words and fluency.
- Rereads and self-corrects word recognition errors.

How Should Skills Be Sequenced?

The curriculum maps that follow depict an example of how alphabetic skills would be introduced across the nine months of an academic year (e.g., 1 = September, 2 = October). Cells with Xs are month in which skills would be introduced and emphasized. The length of time skills are introduced and review is not fixed. Rather, the map is offered as a general guideline and should be modified to reflect students' rate of growth.

Mapping of Instruction to Achieve Instructional Priorities: First Grade

Focus 4: Reading Connected Text	1	2	3	4	5	6	7	8	9
* 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)	8	16	24	30	36	42	48	54	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: Second Grade

Focus 4: Reading Connected Text	1	2	3	4	5	6	7	8	9
* 4a: Reads 90-100 wpm	60	65	70	75	80	85	90	95	100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	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

Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians)

Grade	Percentile	<i>Fall</i>		<i>Winter</i>		<i>Spring</i>		SD*** of Raw Scores
		n*	WCPM**	n	WCPM	n	WCPM	
2	75	4	82	5	106	4	124	39
	50	6	53	8	78	6	94	
	25	4	23	5	46	4	65	
3	75	4	107	5	123	4	142	39
	50	6	79	8	93	6	114	
	25	4	65	5	70	4	87	
4	75	4	125	5	133	4	143	37
	50	6	99	8	112	6	118	
	25	4	72	5	89	4	92	
5	75	4	126	5	143	4	151	35
	50	6	105	8	118	6	128	
	25	4	77	5	93	4	100	

*n = number of median scores from percentile tables of districts (maximum possible = 8).

**WCPM = words correct per minute.

***SD = the average standard deviation of scores from fall, winter, and spring for each grade level.

Tindal & Hasbrouck (1992)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Oral Reading Fluency Weekly Progress Data

	Number of Students	Words per Week Improvement	Minimum Progress	Maximum Progress
Grade 1	19	2.10	.35	4.97
Grade 2	25	1.46	.71	4.00
Grade 3	14	1.08	.43	2.43
Grade 4	16	.84	.47	1.41
Grade 5	20	.49	.04	1.12
Grade 6	23	.32	-.22	.97

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993).

What Should I Look for In Materials?

Are practice passages within the learner's decoding range?
(95% accuracy or higher)

Is there an explicit strategy for teaching students to transition from accuracy to fluency?

Is there daily opportunity for fluency building?

Is there overlap in words (i.e., words show up multiple times in different text)?

Are there target rates identified?

Selecting Text to Develop Fluency

Select instructional (95% accuracy) level text.

Select text in which there is overlap in words (i.e., words show up multiple times in different text).

How Children Become Automatic with Word Reading

- Read a word successfully 4-14 times.
- Store the letter-sound correspondences and retrieve them.
- Read and reread large amounts of text.
- Read at their independent reading level (95%)

1997 Comprehensive Reading Leadership Programs (AB 3482)

How to Determine Appropriate Level Text

Select text that students read with 95% accuracy.

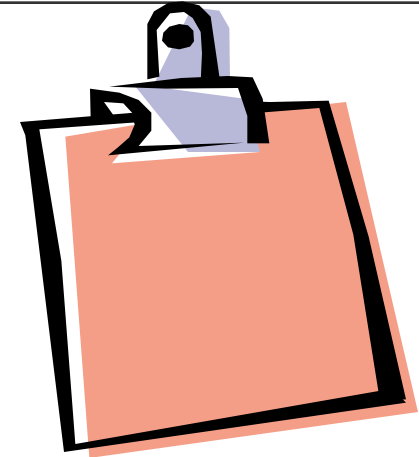
$$\frac{\text{\# of words read correctly}}{\text{total words read}} = \% \text{ accuracy}$$

Example: 100 words correct/125 words read
Accuracy = 80%

80% accuracy text would not be appropriate for fluency building.

(modified from Hasbrouck, 1998)

Levels of Challenge



Independent Reading Level: 97%

Instructional Level: 94-97%

Frustration Level: 93% or lower

For fluency building, materials should be at instructional level or above.

(modified from Hasbrouck, 1998)

Summary

Automaticity with the code is: _____

It is important because: _____

Instruction should focus on: _____

Assessment

- What is automaticity?
- How fluently should an exiting second grader read?
- In one sentence, describe the relation between automaticity and comprehension?
- Identify 3 activities to promote reading fluency?
- How do you select appropriate text for reading fluency practice?

Automaticity Objectives

(modified from Moats, 1999)

What You Should Know:

- Definition and purpose of fluency.
- When fluency is an appropriate objective.
- The role of fluency in a comprehensive reading program.
- The features of text that influence fluency.
- How fluent readers should be at grades 1, 2, and 3.
- How much growth average readers gain per week.
- Terminology (automaticity, fluency, slope, WCPM)

Automaticity with the Code Objectives

What You Should Be Able To Do:

- Assess learner performance to determine whether fluency building is an appropriate objective.
- Set appropriate fluency goals
- Select and sequence text to enhance oral reading fluency.
- Assess fluency growth over time.
- Select and deliver instructional strategies to promote automaticity and fluency in letter sounds, irregular words, and passage reading..

Activity #1

Examine and identify the three following types of text.

When would it be appropriate to use each type and for what purpose(s)?

Decodable Text for 2nd Month of First Grade

Wendell wanted a pet.

He got his net and went to the pond.

Frogs swam in the pond.

One frog was on a pad.

Wendell grabbed his net.

He stepped on a log to get next to the frog.

1997 Comprehensive Reading Leadership Programs (AB 3482)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

High Frequency Text

Pam likes to read at night.

“I like the big bird in this book,” she says.

“I wish this bird could come out and play.”

She sees the clock.

“It is time to put my book down,” she says.

1997 Comprehensive Reading Leadership Programs (AB 3482)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Predictable Text for 2nd Month of First Grade

Hattie was a big black hen.

One morning she looked up and said,

“Goodness gracious me!

I can see a nose in the bushes!”

“Good grief!” said the goose.

“Well, well!” said the pig.

“Who cares?” said the sheep.

“So what?” said the horse.

“What next?” said the cow.

1997 Comprehensive Reading Leadership Programs (AB 3482)

Activity #2

In January of 3rd grade, Joe reads 43 wcpm with 3 errors in 3rd grade level materials.

Is fluency building appropriate at this level?

What would be an appropriate goal?

Activity #2 Continued

In the spring of 3rd grade, Juan reads 54 cwpm with 12 errors in grade 3 materials.

- Is fluency building appropriate?
- If not, what would you do?
- If yes, would be an appropriate goal?

Activity #2 Continued

In the Fall of 2nd grade, Jill reads 30 wcpm with 18 errors in grade 2 materials.

- Is fluency building appropriate?
- If not, what would you do?
- If yes, what would be an appropriate goal?