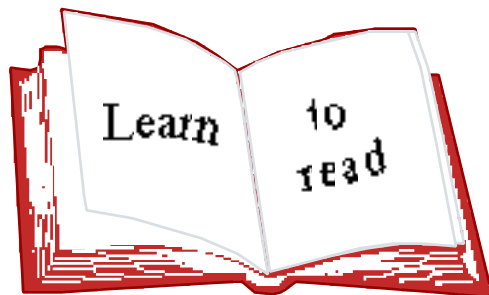


Summer Training Institute



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

Oregon Department of Education

Objectives for Alphabetic Understanding

1. State 3 important skills in alphabetic understanding and give an example of each.
2. Link instruction on critical alphabetic understanding skills to student data.
3. List 3 design considerations for teaching each of the important alphabetic understanding skills.
4. Describe how research-based programs teach each of the 3 important skills in alphabetic understanding.
5. Explicitly teach the 3 important skills in alphabetic understanding.

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. # of correct sounds in words

Mapping of Instruction to Achieve Instructional Priorities: Grade 1

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
Focus 4: Reading Connected Text									
* 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: Grade 2

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
Focus 4: Reading Connected Text									
* 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

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

Letter-Sound Task

Probe 10

pœ	lav	løz	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

Design Principle #2: Conspicuous Strategies

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

How to Teach Letter-Sound Correspondences: Design Considerations

Design Principle #3: 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.

How to Teach Letter-Sound Correspondences: Design Considerations

Design Principle #4: 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)

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	lav	<u>l</u> ez	p <u>o</u> k	<u>t</u> uj	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>e</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

Design Principle #2: 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

Design Principle #3: 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

Design Principle #3: 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

Design Principle #3: 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

Design Principle #6: 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

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Important Skills in Alphabetic Understanding

Reading Connected Text

Example: (Students read a short passage aloud together.)
“Touch under the first word in the story. Sound it out.
What word? Next word. Sound it out. What word?”...

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>rəl</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

Design Principle #2: 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

Design Principle #2: 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

Design Principle #3: 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

Design Principle #4: 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)