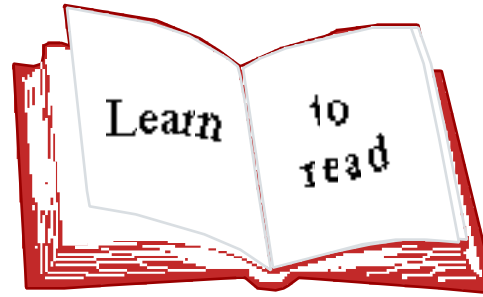


Institute on Beginning Reading



**Institute for the Development of
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University of Oregon**

Oregon Department of Education

Abbreviated Overview of Big Ideas in Beginning Reading

Edward J. Kame'enui
Deborah C. Simmons

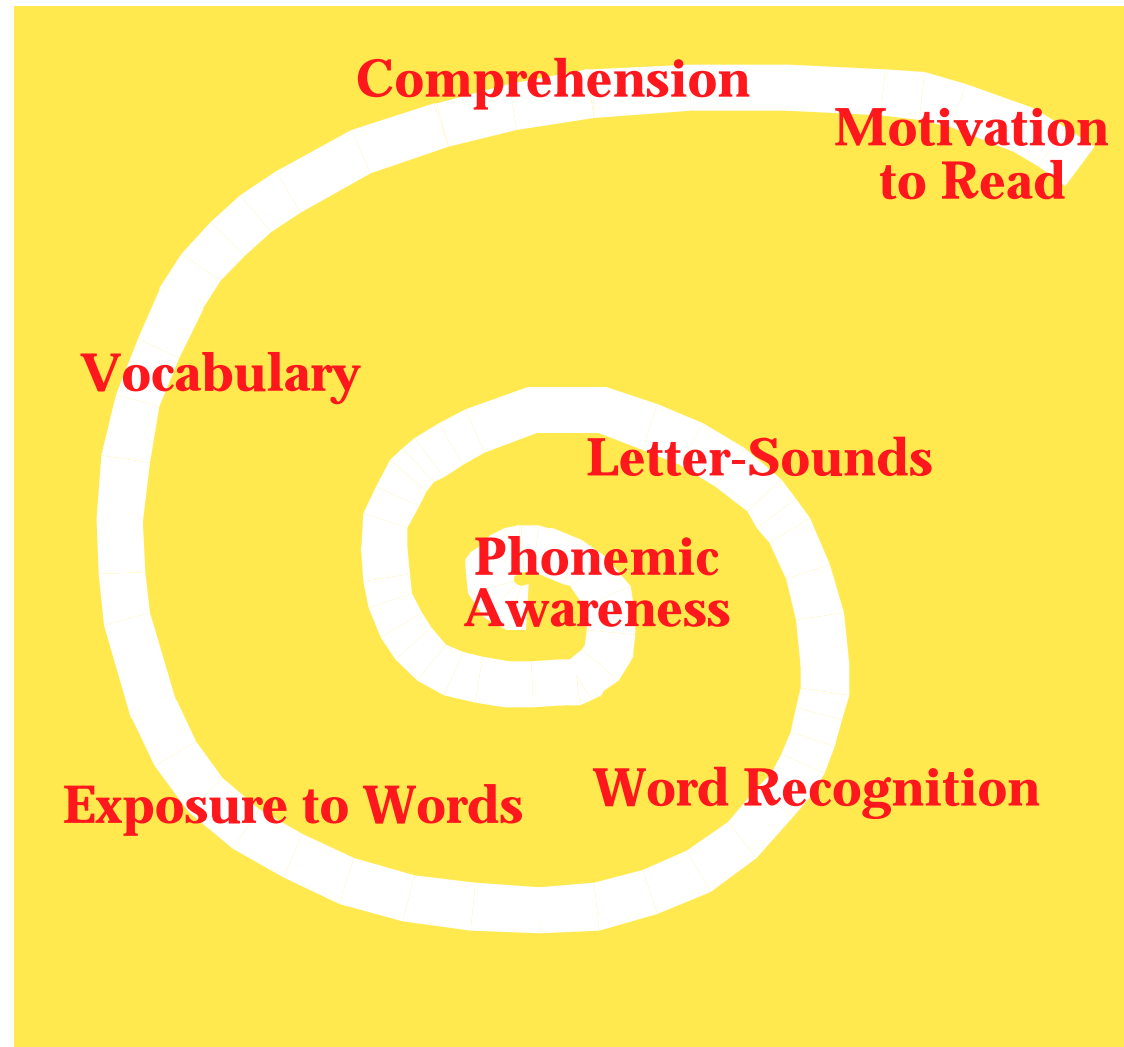
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Teaching Reading is Rocket Science

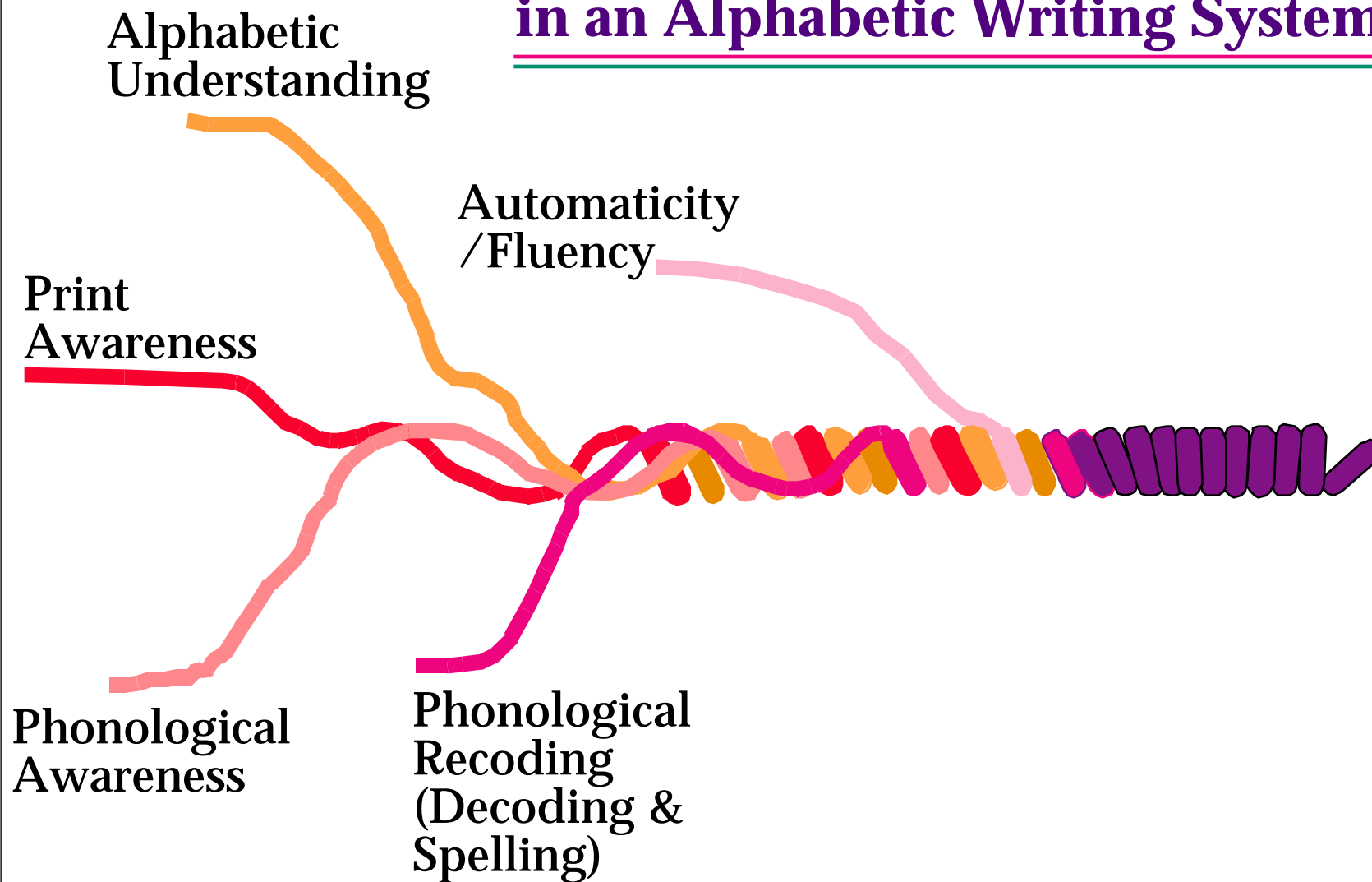
(Moats, 1999)

- 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





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.



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.

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)

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)

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 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).

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 (sats), 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)



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.

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.

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).

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**l a n**/).

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

Reading pseudowords: (**m i p**)

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

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.

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

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)

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

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)

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**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.



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)

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.

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.

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.

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.

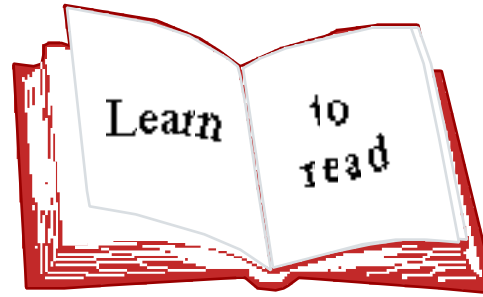
Tindal & Hasbrouck (1992)

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).

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Assessment of Big Ideas in Beginning Reading

Roland H. Good III
Cheri Cornachione

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Big Ideas Drive the Train

- Big ideas drive the curriculum and instruction
- Big ideas drive the measures we use.

Big Idea of Literacy	DIBELS/CBM Measure
Phonological Awareness	Onset Recognition Fluency Phoneme Segmentation Fluency
Alphabetic Principle	Nonsense Word Fluency
Accuracy and Fluency with Connected Text	CBM Oral Reading Fluency
Risk Indicator that acquisition of crucial skills may be difficult	Letter Naming Fluency

Recommended Kindergarten Assessment Schedule

	Beginning of School Year	Mid-Year	End of Year
	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
Phonological Awareness Skills	Onset Recognition Fluency	Onset Recognition Fluency	
		Phoneme Segmentation Fluency	Phoneme Segmentation Fluency
			Nonsense Word Fluency

Recommended First Grade Assessment Schedule

Phonological Awareness Skills

	Beginning of School Year	Mid-Year	End of Year
Letter Naming Fluency			
Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	Phoneme Segmentation Fluency
Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency
		CBM Oral Reading Fluency	CBM Oral Reading Fluency

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

❧ University of Oregon

- This research is supported, in part, by the Early Childhood Research Institute on Measuring Growth and Development (H180M10006) funded by the U. S. Department of Education, Special Education Programs. Address all correspondence concerning this measure to Roland H. Good III, School Psychology Program, DABCS College of Education, 5208 University of Oregon, Eugene, OR 97403-5208. Frequently asked questions: <http://darkwing.uoregon.edu/~rhgood/FAQs.htm>. Email: rhgood@darkwing.uoregon.edu.

Mini - Max Standard

➤ First Priority: Minimize departures from standard administration. Every child gets the same opportunity.

- Give directions verbatim.
- Time carefully.

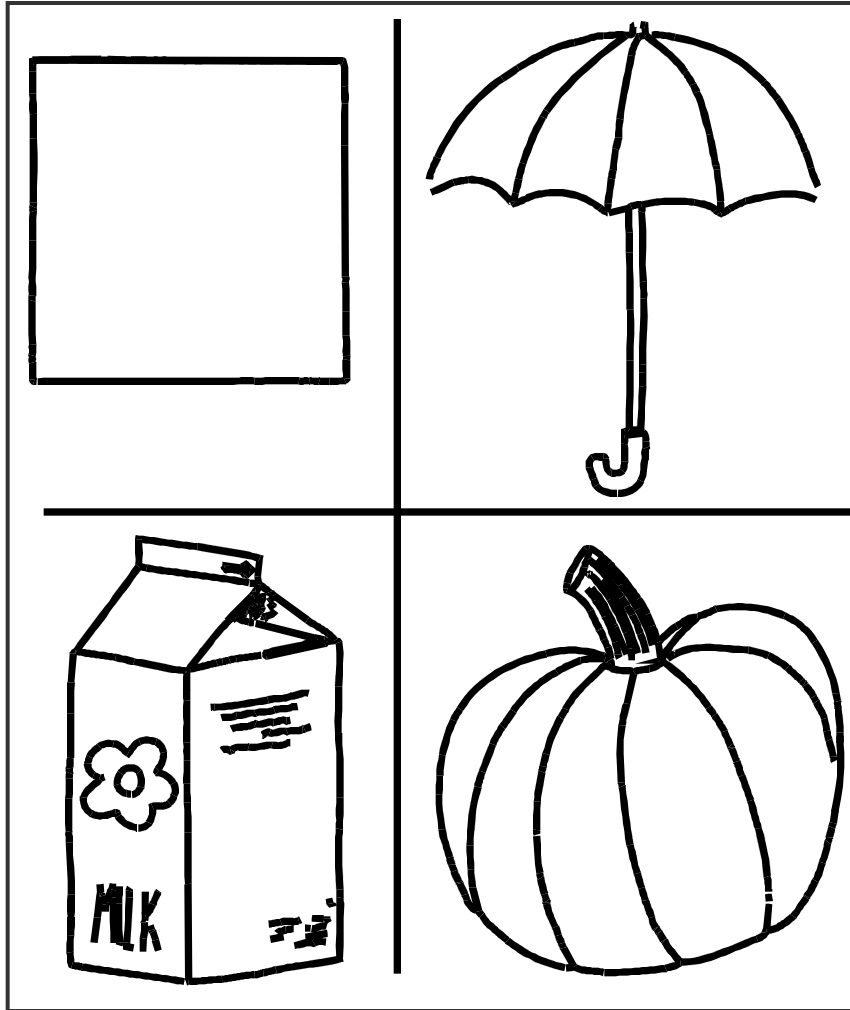
➤ Second Priority: Maximize performance as much as you can given standard administration.

- Perform the directions.
- Engage the child.
- Make eye contact.
- Business-like but not unfriendly approach.
- Sensitive to child needs and responses.

Essential Features of DIBELS

- Reliable and valid indicators of skills highly associated with early reading success (Kaminski & Good, 1998)
- Provide “vital signs” of growth and development
- Sensitive to small changes over time
- Simple, quick, cost effective measures means they are easily repeatable for continuous progress monitoring

Onset Fluency Example



Milk begins with the sound /m/ (point to milk). Listen, /m/ milk. What sound does pumpkin begin with?

Phonemic Segmentation Fluency Example

1. Place the segmentation word list in front of you, but shielded so that the student cannot see what you record.
2. Say these specific directions to the student:

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “Sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause) Tell me the sounds in “mop”.

CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say <i>Very good.</i>	INCORRECT RESPONSE: If student gives any other response, you say, <i>The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop”.</i>
---	---

"OK. Here is your first word."

Probe 1

c c N u Q M u h S i
n b e N F f o a K k
g p k p a H C e G D
b w F i h O x j I K
x t Y q L d f T g v
T V Q o w P J t B X
Z v U P R l V C l W
R J m O z D G y U Y
Z y A m X z H S M E
q n j s W r d s B I
r A E L c c N u Q M

Total: ____/110

LNf Probe Example

- Each probe is a random sort of 2 lower case and 2 upper case alphabets.
- Match font to reading curriculum.
- Lines help students to keep their place.
- Serial naming and fluency aspects of the task are important.

Nonsense Word Fluency Probe Example

Probe 1

tob	dos	et	tuf	kej	___/14
mun	ik	saf	naf	mid	___/14
jag	vof	biv	sel	yic	___/15
liv	hef	zis	jom	vaj	___/15
raj	ak	kuj	rit	hik	___/14
buj	vog	kap	daf	doz	___/15
sig	zog	meb	kag	lin	___/15
mup	tik	zok	eg	fub	___/14
hoc	wik	fup	reg	yem	___/15
toj	mam	en	zez	hij	___/14
zuz	fez	dut	nas	wus	___/15
nos	yez	neg	ek	jal	___/14
ak	vib	ic	tak	hul	___/13
kan	hez	piv	az	vuv	___/14
tej	wiv	pik	fif	koj	___/15
lef	fem	fot	zim	ad	___/14

Total: ___/230

Oral Reading Fluency Probe Example

It was a pretty good composition. I felt proud knowing 10
it was the best one at my school. After I'd read it five times, 24
I was impatient to start reading it out loud. 33

I followed the book's directions again. First I read the 43
composition out loud without trying to sound impressive, just 52
to hear what the words sounded like. I did that a couple of. 65
times. Then I moved over to my full-length mirror and read the 78
composition out loud in front of it a few times. At first I just 92
read it. Then I practices looking up and making eye contact. 103
Of course I was making eye contact with myself, and that felt 115
pretty silly, but that was what the book said to do. 126

Total Words Read: _____

Errors: _____

Words Read Correctly: _____