Differentiating Instruction: Phonemic Awareness, Phonemic Decoding, & Fluency

Levittown Public Schools
Grades K-3
July 29, 2014

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The Vital Signs

Background Knowledge
Syntax
Thinking
Motivation

Vocabulary
Listening Comprehension

Reading Comprehension

Fluency (Connected Text)

Automaticity (Word Level)

Phonics-Word ID
Regular Words
Irregular Words

Phonological & Phonemic Awareness

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Developing proficient reading skills: an *ideal* developmental path by *Age*

5  6  7  8  9  10  11  12  13  14  15  16  17

- Phonemic Awareness, Phonics, and other word reading strategies
- Acquisition of Fluency
- Development of Vocabulary, Knowledge and Thinking Skills
- Development of attitudes: motivation, interest, curiosity

From J. K. Torgeson (2005) Using data and interventions to leave no child behind: Methods for younger and older students

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**The Vital Signs**

- Background Knowledge
- Syntax
- Thinking
- Motivation
- Reading Comprehension
- Fluency (Connected Text)
- Automaticity (Word Level)
- Phonics-Word ID
- Regular Words
- Irregular Words
- Phonological & Phonemic Awareness
- Vocabulary
- Listening Comprehension

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What is phonological awareness?

- It is the understanding of the different ways that spoken language can be broken down and manipulated.

- Spoken language can be broken down as follows:
  sentences > words > syllables > phonemes
What is phonemic awareness?

- Phonemic awareness is a type of phonological awareness.
- It is the most complex level of phonological awareness.
- It is defined as the ability to: hear, identify & manipulate individual sounds in spoken words.

Phonemes: 25 Consonant (Gillon)

<table>
<thead>
<tr>
<th>bag</th>
<th>pie</th>
<th>the</th>
<th>go</th>
<th>tap</th>
</tr>
</thead>
<tbody>
<tr>
<td>fir, cuff</td>
<td>van</td>
<td>ring</td>
<td>lake, bell</td>
<td>wet</td>
</tr>
<tr>
<td>phone,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>had</td>
<td>yes</td>
<td>teeth</td>
<td>measure</td>
<td>where</td>
</tr>
<tr>
<td>cat, key,</td>
<td>sun, miss,</td>
<td>nail,</td>
<td>jump, gem, rage,</td>
<td>zoo, rose, buzz</td>
</tr>
<tr>
<td>duck</td>
<td>science, city</td>
<td>know</td>
<td>bridge</td>
<td></td>
</tr>
<tr>
<td>mat</td>
<td>sheep</td>
<td>dog</td>
<td>rain, write</td>
<td>cheese, watch</td>
</tr>
</tbody>
</table>

Note: There is much debate as to whether to include /wh/ as a consonant phoneme.
### Phonemes: 16 Vowel (Gillon)

<table>
<thead>
<tr>
<th></th>
<th>cat</th>
<th>sit</th>
<th>cup</th>
<th>wet, bread</th>
<th>box, saw, fraud</th>
</tr>
</thead>
<tbody>
<tr>
<td>cake, rain, day, eight</td>
<td>my, tie, fine</td>
<td>boot, true, blew</td>
<td>tree, key, eat, happy</td>
<td>so, oak, ode, show</td>
<td></td>
</tr>
<tr>
<td>car</td>
<td>book, put</td>
<td>bird, fur, fern</td>
<td>for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>boy, coin</td>
<td>cow</td>
<td>found</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


---

### Phonological Awareness

- Rhyming
- Word Awareness
- Syllable Awareness
- Onset/Rime
- Alliteration
- Blending
- Isolating
- Segmenting
- Manipulating

Source for original version: Connie Dawson

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How is this different from phonics?

- P.A. activities are auditory activities that are done with spoken language. They do NOT involve print.

- Phonics involves sound AND print.

“Lights on – lights off”

Prior to Providing Instruction, Assess your Students’ Needs...

- Phonological & Phonemic Awareness:
  - **Verify** that students are reaching specific phonological awareness objectives;
  - **Identify** students in need of additional instruction or practice;
  - **Specify** concepts or skills that need more attention; &
  - **Recognize** when children have or have not acquired phonological awareness knowledge and skills.

Assessing Phonological Awareness

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)
  - First Sound Fluency
  - Phoneme Segmentation Fluency (PSF)
- CTOPP (Comprehensive Test of Phonological Processes)
- TOPA (Test of Phonological Awareness)
- PAT (Phonological Awareness Test)
- Yopp-Singer Test of Phoneme Segmentation
- Phonological Awareness Skills Test (PAST)

Phonological Awareness Assessment: Phonological Awareness Skills Test (PAST)

Phonological Awareness Skills Test (P.A.S.T.)

Name: ___________________________ Date: ___________________________
Teacher: ___________________________ Grade: ______

Concept of Spoken Word (Sentence Segmentation):
Say: We are going to play a game with words and colored chips. (Say the sentence. Jane blue color, as you say each word of the sentence, push a colored chip forward one chip per word.)
Now it’s your turn. I’ll say the sentence and you’ll repeat the sentence and push up a chip as you say each word. (Tell the student to do this one sentence. Then lead the student to repeat the sentence while pushing up one chip for each word. Put a check in the box to the right of the sentence if the child does it correctly.)

1. There are bugs. (1) √ __ __ __ __ __ __
2. There are two bugs. (4) __ __ __ __ __ __
3. Did you eat lunch? (1) __ __ __ __ __ __
4. What are you doing? (4) __ __ __ __ __ __
5. Thirty lions to play soccer. (3) __ __ __ __ __ __
6. Yesterday it rained. (3) __ __ __ __ __ __
Mastery %  __ __ __ __ __ __
Date: ___________________________

Rhyme Recognition:
Say: Two words that sound the same at the end are rhyming words, such as hat and mat. Do sit and fat rhyme? (Yes) Do chat and hat rhyme? (No) If the child appears to grasp the skill, do the same for the following parts of words. Put a check in the box to the right of the part if the child answers correctly.

1. bed—bed (yes) __ __ __ __ __ __
2. say—say (yes) __ __ __ __ __ __
3. man—man (yes) __ __ __ __ __ __
4. wash—wash (yes) __ __ __ __ __ __
5. happy—happy (yes) __ __ __ __ __ __
6. get—get (yes) __ __ __ __ __ __
Mastery %  __ __ __ __ __ __
Date: ___________________________
Direct Instruction

1. Critical Content...Be **Judicious** about what you teach to **Mastery**
2. **Sequence Skills** Logically
3. Use Smaller Instructional Units
4. Be Organized
5. Goals/Expectations
6. Cumulative Review...Think LTM
7. Model...Step-by-Step...**Scaffolding**
8. Use Clear & Concise Language
9. Use Positive & Negative Examples
10. Provide Guided Practice...while at Teaching Table
11. Require Frequent Responses
12. Monitor Performance...Observations...Doable Running Records
13. Give Immediate Feedback
14. Teach at a Brisk Pace
15. Help Students Make Connections...Text to Self...Word to Self

Before doing anything...

Develop a Routine

**Direct Instruction**

- **I Do**
  - Model the expected learning outcomes by providing clear explanations and examples.
  - Bring the lesson to a conclusion by highlighting what was covered.

- **We Do**
  - Monitor and engage pupils with assigned learning tasks.
  - Assess pupil progress.

- **You Do**
  - Provide learning tasks that are independent of teacher assistance.
  - Evaluate independent practice.
Develop a Routine... Within your Three Tier Model

- **Tier I:** I I We We We You You You You
- **Tier II:** I I I We We We We You You You You You
- **Tier III:** I I I I I We We We We We We You You You You You You You You You You You

**Syllable Awareness**

- **Blending**
  - Use compound words & progress to words with 2-3 syllables.
  - Teacher says a word slowly, the student says it fast.
  - Example: (T) **football** (S) football

- **Segmenting**
  - Use compound words & progress to words with 2-3 syllables.
  - Ways to segment/count syllables: Clap, tap, chin drop, hum
  - Example: (T) **turtle** (S) tur...tie

- **Deleting**
  - Use compound words & progress to words with 2-3 syllables.
  - Say **cowboy**. Now say cowboy again, but don't say "cow".

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Phonemic Awareness: Identify Critical Skills

- Two auditory skills enhance phonemic awareness. They are:
  - Blending (Telescoping)
  - Segmenting
- **Blending (Telescoping):** Requires students to translate a series of blended sounds into words said at a normal rate (e.g., /sssiit/ becomes *sit*).
- **Segmenting:** Requires students to divide spoken words into smaller speech sounds...preferably phonemes (e.g., *sit* becomes /s/ .../i/ .../t/).
# Blending: Model Step by Step

**Step 1:**
- State the instructions.  
  **Say:** *We are going to play a say-the-word game. I'll say the sounds. You say the word.*

<table>
<thead>
<tr>
<th>am</th>
<th>mit</th>
<th>mom</th>
</tr>
</thead>
</table>

**Step 2:**
- Model by saying the word slowly.  
  **Say:** *Listen.* (Pause) *aaaammmm.* (Signal with finger spelling routine...hand extended upward)

<table>
<thead>
<tr>
<th>fat</th>
<th>Sid</th>
</tr>
</thead>
</table>

**Step 3:**
- Test by having the students say the word fast.  
  **Say:** *What word?* (Signal by making a fist)

**Step 4:**
- Repeat Steps 2-3 with four more words.  
- Repeat the set of words until students can respond correctly to all of the words without error.

**Step 5:**
- Give individual turns to several students.

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# Smooth Segmenting: Model Step by Step

**Step 1:**
- State the instructions.  
  **Say:** *Put your fists together. Get ready to stretch the word.*

<table>
<thead>
<tr>
<th>fin</th>
<th>sit</th>
<th>list</th>
</tr>
</thead>
</table>

**Step 2:**
- Model by saying all the sounds slowly.  
  **Say:** *The word is fin. What word?* (Pause) *fin Stretch it. fffiiiinnnn* (Pull fists apart) *Shrink it.* (Put fist together) *fin fish trip*

**Step 3:**
- Test by having the students say all the sounds in sit.  
  **Say:** *Let's stretch another word. Get ready.*  
  *sit*  
  *fin sit list*

**Step 4:**
- Repeat Steps 2-3 with three more words.  
- Repeat the set of words until students can respond correctly to all of the words without error.

**Step 5:**
- Give individual turns to several students.

---

*Note: Do not write the words on the blackboard.*
Separate Segmenting: Model Step by Step

**Step 1:**
- State the instructions.
- Say: *We’re going to say the sounds in a word.*

**Step 2:**
- Model.
- Say: *Fist in the air. Put up one finger for each sound.*
  - (Pause) *The word is sat. What word? sat First sound? /sss/ (Hold up one finger) Next sound? /aaa/ (Hold up two fingers) Last sound? /t/ (Hold up three fingers)*

**Step 3:**
- Test by having the students say all the sounds in fan.
- Say: *Let’s say the sounds in another word. Get ready. fan*

**Step 4:**
- Repeat Steps 2-3 with three more words.
- Repeat the set of words until students can respond correctly to all of the words without error.

**Step 5:**
- Give individual turns to several students.

<table>
<thead>
<tr>
<th></th>
<th>sat</th>
<th>fan</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Do not write the words on the blackboard.

Phonemic Awareness Activity: Blending Phonemes

- **Blending**
  - **Guess What’s in My Bag?** (with phonemes)
  - **I Spy** (e.g., *I spy with my little eye...*)
Phonemic Awareness Activity: Segmenting Phonemes

Elkonin (sound) boxes

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Phonemic Awareness Activity: Say It & Move It

Road to the Code

A Phonological Awareness Program for Young Children

Benita A. Blachman, Eileen Wynne Bell, Rochella Black, Darlene M. Tangel

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Experience the Concept!

**Phoneme Counting Sort**

<table>
<thead>
<tr>
<th></th>
<th>violin</th>
<th>knit</th>
<th>apron</th>
<th>rooster</th>
<th>paint</th>
<th>tack</th>
<th>cry</th>
<th>bottle</th>
<th>backpack</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
<td></td>
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<tr>
<td>4</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phoneme Counting Sort

“Book forool /t/.
These phonemes.”

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## Phoneme Counting Sort

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>cow</td>
<td>star</td>
<td>snail</td>
<td>apron</td>
<td>domino</td>
</tr>
<tr>
<td>knee</td>
<td>cry</td>
<td>bread</td>
<td>peanut</td>
<td>dragon</td>
</tr>
<tr>
<td>pea</td>
<td>five</td>
<td>clown</td>
<td>seven</td>
<td>dinosaur</td>
</tr>
<tr>
<td>saw</td>
<td>tack</td>
<td>turtle</td>
<td>plant</td>
<td>backpack</td>
</tr>
<tr>
<td>tie</td>
<td>mice</td>
<td>paint</td>
<td>rooster</td>
<td>snowman</td>
</tr>
<tr>
<td>eight</td>
<td>kite</td>
<td>giraffe</td>
<td>koala</td>
<td></td>
</tr>
<tr>
<td>key</td>
<td>roach</td>
<td>bottle</td>
<td>robot</td>
<td></td>
</tr>
<tr>
<td>hay</td>
<td>ant</td>
<td>bridge</td>
<td>skunk</td>
<td></td>
</tr>
<tr>
<td>jar</td>
<td>lock</td>
<td>paper</td>
<td>ticket</td>
<td></td>
</tr>
<tr>
<td>knit</td>
<td>tent</td>
<td>rabbit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## Phonemic Awareness: Manipulating Phonemes

### Manipulation

- **Adding:** Say pin. Now say pin, with a /s/ at the beginning. **spin**

- **Deleting:** Say mat. Now say mat, without the /m/. **at**

- **Substituting:** Say wig. Now, say wig and change the /g/ to /sh/. **wish**

(words are presented orally...no print)
Phonemic Awareness Activity: Manipulating Phonemes

- **Manipulation – Substitution Challenge**
  - Say *hog*. Now change /o/ to /u/...*hug*.
  - Say *hug*. Now change /g/ to /t/...*hut*.
  - Say *hut*. Now change /h/ to /sh/...*shut*.
  - Say *shut*. Now change /u/ to /o/...*shot*.
  - Say *shot*. Now change /t/ to /p/...*shop*.
  - Say *shop*. Now change /sh/ to /ch/...*chop*.

(words are presented **orally**...no print)

Phonemic Awareness Activity: All Subskills

- **Phonological / Phonemic Awareness Bingo**
  - Visit the Tools for Educators website & click on the Bingo Board Maker link...http://www.toolsforeducators.com/bingo/.
  - Choose from a variety of categories: animals, body parts, clothing, fruit & vegetables, etc..
  - Choose the size of your Bingo Board: 3 x 3 or 4 x 4.
  - Populate your board by selecting pictures.
  - If your focus is on syllable awareness, choose items that are multi-syllabic.
  - If your focus is on onset-rime or phoneme awareness, choose items that are mono-syllabic.
What is phonemic decoding (aka phonics)?

Phonics is the study and use of **symbol-sound relationships** (grapheme-phoneme) to help students identify words.

- Phonics is a **critical** part of any early reading program.
- Phonics is **NOT** an entire reading program.
What is phonemic decoding (aka phonics)?

Includes:

- Word attack strategies
  - Letter-Sound Correspondence
  - Syllable Types
  - Syllable Division
- Structural Analysis
  - Prefix, Root & Suffix

Why is phonics important?

- The English language is a **code**. When children understand the code, they are better able to “unlock” our language successfully.
- Teach the code **early** and **intensively**, so that word identification can be “automatic.”
- When word-level reading skills are firmly established, students can devote more brain energy to understanding the **meaning of text**.
- “There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”
How much of the English language is decodable?

a. Approximately 25%

b. Approximately 55%

c. Approximately 85%

Skilled Readers

- Process every letter of written words.
- Apply rapid and automatic sound processing of words.
- Look for known parts in unknown words.
- Use context to confirm pronunciation

(2002 UTS; revisions, PAR 2004)
Less Skilled Readers

- Rely heavily on context, pictures and guessing.
- Struggle to read words automatically; as a result, less energy can be devoted to comprehension.
- Skip challenging words and sections of text.
- Do not monitor their reading to confirm what makes sense.

(2002 UTS; revisions, PAR 2004)

Prior to Providing Instruction, Assess your Students’ Needs...

- Phonics Awareness:
  - **Verify** that students are reaching specific phonics objectives;
  - **Identify** students in need of additional instruction or practice;
  - **Specify** concepts or skills that need more attention; &
  - **Recognize** when children have or have not acquired phonics knowledge and skills.

Assessing Phonics

- DIBELS Next
  - Letter Naming Fluency
  - Nonsense Word Fluency (NWF)
- Curriculum-Based Measurement (CBM)
  - Spelling
  - Oral Reading Fluency
- TOWRE (Test of Word Reading Efficiency)
- Roswell-Chall Test of Word Analysis Skills
- Beginning & Advanced Decoding Skills Surveys ✓
- Spellography's Spelling Inventory (Developmental Spelling Test)
- Word Attack Skills Test (Beginning & Intermediate Levels) ✓
- Placement & mastery tests within science-based reading curricula

**Phonics Assessment: Beginning Decoding Skills Survey**

**Words and Sentences to Read**

<table>
<thead>
<tr>
<th>Set1</th>
<th>Set2</th>
<th>Set3</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>rag</td>
<td>rich</td>
</tr>
<tr>
<td>one</td>
<td>lid</td>
<td>shop</td>
</tr>
<tr>
<td>play</td>
<td>dot</td>
<td>tack</td>
</tr>
<tr>
<td>you</td>
<td>hum</td>
<td>whip</td>
</tr>
<tr>
<td>are</td>
<td>bet</td>
<td>thin</td>
</tr>
</tbody>
</table>

1. The cat hid in a box.
2. The fish is still in the deep lake.
3. Seven pink shellfish were in my bathtub.

vop  shap
yug  thut
zin  chur
keb  wheck
### Phonics Assessment: Beginning Decoding Skills Survey

**ERROR PATTERN CHART - Beginning Decoding Skills Survey**

<table>
<thead>
<tr>
<th>Error Patterns</th>
<th>Rule</th>
<th>Correct</th>
<th>Left</th>
<th>Right</th>
<th>Bottom</th>
<th>Top</th>
<th>Middle</th>
<th>Beginning</th>
<th>Ending</th>
<th>Time (seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Phonics Assessment: Advanced Decoding Skills Survey

#### Nonsense Words

**Set #1**

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
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</tr>
</thead>
<tbody>
<tr>
<td>fut</td>
<td>shap</td>
<td>frep</td>
<td>blang</td>
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<tr>
<td>dit</td>
<td>ton</td>
<td>drop</td>
<td>vakk</td>
</tr>
<tr>
<td>kept</td>
<td>lutch</td>
<td>velm</td>
<td>jing</td>
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**Set #2**

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<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>weaf</td>
<td>voep</td>
<td>seid</td>
<td>first</td>
</tr>
<tr>
<td>jab</td>
<td>awk</td>
<td>zout</td>
<td>gorf</td>
</tr>
<tr>
<td>yume</td>
<td>voe</td>
<td>foy</td>
<td>ther</td>
</tr>
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</table>

**Set #3**

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>slaffin</td>
<td>guvinkle</td>
<td>dirper</td>
<td>pherbin</td>
</tr>
<tr>
<td>complut</td>
<td>stashode</td>
<td>voynaw</td>
<td>pedest</td>
</tr>
</tbody>
</table>

#### Real Words

- frozen
- deciding
- athletic
- demonstrate
- wrecker
- forgotten
- fantastic
- lotion
- alive
- several
- publishing
- brighten
Assessment: Word Attack Skills Test (Beginning Level)

Student Copy

Capital Letter Sounds

D  A  R  H
G  B  E  Q

Regular Words

it  am  if  sam
mad  cat  him  hot
tag  must  hand  flag
drop  strap  skunk

Assessment: Word Attack Skills Test (Beginning Level)

Examiner Copy

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
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<th>Response</th>
<th>#</th>
<th>Item</th>
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<td>23</td>
<td>w</td>
<td></td>
<td>49</td>
<td>skunk</td>
<td></td>
</tr>
</tbody>
</table>

Note: Record 'r' if the item is correct; record what the student says if the item is incorrect. If a letter name is stated, say, 'no that is the letter name, but what sound does it make.'
**Assessment: Word Attack Skills Test (Beginning Level)**

**Examiner Copy - Retest**

### Word Attack Skills Test – Beginning Level

#### Examiner Record Form - Letter Sounds Retest

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Response</th>
<th>#</th>
<th>Item</th>
<th>Response</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>25</td>
<td></td>
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<td>26</td>
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</table>

**Note:** Write the target sounds (at least 4 examples of each one) and the review words in the "Item" column. Score a 1 if a correct response, and write exactly what the students say if the response is incorrect.

#### Word Attack Skills Test – Beginning Level

#### Examiner Record Form – Regular Words Retest

<table>
<thead>
<tr>
<th>#</th>
<th>Target Word Response</th>
<th>Item 1 Response</th>
<th>Item 2 Response</th>
<th>Item 3 Response</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>fr</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>am</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>if</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>som</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>mad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>him</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>hot</td>
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</tr>
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<td>9</td>
<td>tag</td>
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<tr>
<td>10</td>
<td>must</td>
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</tr>
<tr>
<td>11</td>
<td>hand</td>
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<td>12</td>
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<tr>
<td>15</td>
<td>drunk</td>
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</table>

**Note:** Write additional words in the "Target Word Response" column. Score each response in the cell directly under the target word, score a 1 for a correct response, and write exactly what the students say if the response is incorrect.
### Section I
- bath
- matter
- handing
- shop
- handed
- licked
- hopped
- when
- quiz
- fold
- sunny
- biggest
- loan
- cart
- fine
- hope
- cane

### Section II
- neat
- toot
- candle
- meet
- pain
- lunch
- port
- happier
- funniest
- cried
- pray
- proud
- thirst
- curb
- taped
- hoping
- timer
- knock
- boil
- enjoy
- graph
- wrap
- haunt
- hawk
### Assessment: Word Attack Skills Test (Intermediate Level)

#### Student Copy (Section III)

**Section III**

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<td>darkness</td>
<td></td>
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<tr>
<td>invention</td>
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<td>sensible</td>
<td>package</td>
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<td>sentence</td>
<td>selfish</td>
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### Assessment: Word Attack Skills Test (Intermediate Level)

#### Examiner Copy (pg. 1)

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<td></td>
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<td>enjoy (enjoy)</td>
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<td>area (area)</td>
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<td>mount (mount)</td>
</tr>
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<td>33</td>
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<td>glue (glue)</td>
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<td>glue (glue)</td>
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<tr>
<td>21a</td>
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<td>44</td>
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</table>

**Note:** Record X if the item is incorrect; record what the student says if the item is incorrect.
### Phonics: Identify Critical Content

- Phonic Analysis - Letter-Sound Correspondence ✓
- Blending Techniques/Word Level Reading ✓
- Phonic Analysis - Syllable Types ✓
- Phonic Analysis - Letter Combinations ✓
- Phonic Analysis - Syllable Division ✓
- Structural Analysis
- Contextual Analysis
- Strategies for Irregular Words ✓

### Assessment: Word Attack Skills Test (Intermediate Level)

**Examiner Copy (pg. 2)**

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</tr>
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<td>sentence (sent)</td>
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<td>suffix (sh)</td>
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</tr>
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<td>million (mil)</td>
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</tr>
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<td>烦躁 (ahp)</td>
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<td>detective (det)</td>
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<td>assume (ass)</td>
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<td>prison (pr)</td>
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<td>60</td>
<td>interfere (inter)</td>
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</tr>
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<td>forward (for)</td>
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<tr>
<td>62</td>
<td>realize (ize)</td>
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</table>

**Notes:** Record ✓ if the item is correct; record what the student says if the item is incorrect.
Teach **Letter-Sound Correspondences** via a Research-based Scope & Sequence

- **DI sequence** for introducing the sounds of individual letters:
  
  \[
  \text{a m t s i f d r o g l h u c b n k v e w j p y T L M F}
  \]
  \[
  \text{D I N A R H G B x q z J E Q}
  \]

- **Journeys sequence** for introducing the sounds of individual letters:
  
  \[
  \text{m s a t c p n f b i g r d o x j e h k u l w v z y q}
  \]
  Sounds for upper & lower case letters taught simultaneously.

- **Fundations sequence** for introducing the sounds of individual letters:
  
  \[
  \text{t b f n m c a i r o g d s e u l h k p j v w z q u y z}
  \]
  Sounds for upper & lower case letters taught simultaneously.

---

**Word Level Reading:**

**Blending Techniques**

“Sound it out!” Well, what does that mean?

- Tap and sweep (Project Read & Direct Instruction)
- Hook It to Your Neighbor (ERI)

If a child is struggling with blending, use words that begin with continuous sounds (i.e., vowels, /f/ /l/ /m/ /n/ /s/ /v/ /z/ /sh/ etc.)
Explicit Instruction A: Blending/Word Reading

- Place letter cards on a pocket chart (or write on a board). Only use words that contain previously taught letter sounds!
- When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.
- My turn to sound out the word.
  - /mmmooop/ (Touch under each letter & say the sound.)
  - mop (Run your finger under the whole word.)
  - The word is mop.
- Your turn…Say the sounds with me…/mmmooop/ (Touch under each letter & say the sound.)…mop. (Run your finger under the whole word.)
- What word? mop…Yes, the word is mop.
- Follow with additional words.
Explicit Instruction B: Blending/Word Reading

**mom**   **top**   **shop**   **dot**

- (Write the *first letter* on the board). What Sound?
- (Write the *second letter* on the board). What Sound?
- (Move your hand under the *two letters.*) Blend it.
- (Write the *third letter* on the board). What Sound?
- (Move your hand under all the *letters.*) Blend the sounds.
- What word?

---

**Teach Word Level Reading via a Research-based Scope & Sequence**

- **Sequence for teaching words with regular letter patterns:**
  1. **VC** and **CVC** that begin with *continuous sounds* (*at, sam*)
  2. **CVCC** that begin with *continuous sounds* (*runs, lamp, fist*)
  3. **CVC** that begin with *stop sounds* (*hot, cap*)
  4. **CVCC** that begin with *stop sounds* (*cast, hand*)
  5. **CCVC** in which both of the initial consonants are *continuous sounds* (*slap, frog*)
  6. **CCVC** in which one of the initial consonants is a *stop sound* (*crib, stop*)
  7. **CCVCC** words (*brand, clump*)
  8. **CCCVC** and **CCCVCC** words (*split, sprint*)
What is a Syllable?

- A unit of speech that has one sounded vowel.
- Project Read jingle: “A syllable is a word or part of a word with 1 talking vowel.”
- Vowel is the core of the syllable.
- There are six syllable types.

The Six Syllable Types

1. closed – not closed in by a consonant – vowel makes its short sound
2. open – no ends in a vowel – vowel makes its long sound
3. silent e or “Magic e” – note ends in a vowel consonant e – vowel makes its long sound
The Six Syllable Types (cont’d)

4. vowel combination – nail
   the two vowels together make a sound
   (oa, ea, oo, ee, ai, ay, ou, oi, oy, au)

5. r controlled or “Bossy R” – bird
   contains a vowel plus r – vowel sound is changed
   (ar, or, er, ir, ur)

6. consonant-l-e – table
   at the end of a word

Teach Letter Combinations via a Research-based Scope & Sequence

- DI sequence for introducing the sounds of letter combinations:
  th sh wh qu ol oa ar ea oo ee ai ch or ay igh ou ir
  ur kn oi er oy ph wr au aw

- Journeys sequence for introducing the sounds of letter combinations:
  ck th ch tch sh wh ph kn wr gn mb ee ea ng nk ai ay
  oa ow ar or er ir ur oo ou ew oi oy au aw igh ie

- Fundations sequence for introducing the sounds of letter combinations:
  wh ch sh th ck ai ay ee ea ey oi oy oa oe ow ou oo
  ue ew au aw ar or er ir ur
Letter Combinations: Guidelines

- **Preskills:** Letter combinations can be introduced after students (a) know the *most common sounds* of about 20 single letters, and (b) can *read passages* at a speed of about 20 WRC/minute.

- **Sequence:** When determining the order to introduce letter combinations, consider (a) which ones appear *most frequently in words*, and (b) the *auditory similarity* of paired letter combinations.

- **Introduction Rate:** A *NEW letter combination* is introduced once students can read a list of previously taught letter combinations with 95-100% accuracy.

Letter Combinations: Teaching Procedures

- **Isolated-Sounds Format:** Utilized when a letter combination is first introduced to assure that students can distinguish the letter combination from those previously taught.

- **Word-List Format:** Utilized to give students practice reading words that contain letter combinations. Can be used when students correctly produce the sound of a letter combination for *2 consecutive days* in the isolated-sounds format.
### Isolated-Sounds Format: Model Step-by-Step

<table>
<thead>
<tr>
<th>Step 1:</th>
</tr>
</thead>
</table>
| - Model/Test using the *Point, Out-In, & Touch Signal*  
| - Say: *These letters usually say /sh/.* What sound? Signal. |  
|  | sh ing sh th |

<table>
<thead>
<tr>
<th>Step 2:</th>
</tr>
</thead>
</table>
| - Alternate between the new letter combination and a previously taught one.  
|  | er sh th ing |

<table>
<thead>
<tr>
<th>Step 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Present the remaining letter combinations using an alternating pattern.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Call on individual students to identify letter combinations.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Word-List Format: Model Step-by-Step

<table>
<thead>
<tr>
<th>Step 1:</th>
</tr>
</thead>
</table>
| - Identify the underlined sound using the *Point, Out-In, & Touch Signal*  
|  | ship dish shell ring |

<table>
<thead>
<tr>
<th>Step 2:</th>
</tr>
</thead>
</table>
| - Read the whole word using the *Point, Out-In, & Touch Signal*.  
| - Say: *What word?* Signal. |  
|  | wish that her rush |

<table>
<thead>
<tr>
<th>Step 3:</th>
</tr>
</thead>
</table>
| - Once Steps 1-2 have been repeated with words containing underlined combinations, reread the entire list without first i.d. the combination.  
| - Say: *What word?* Signal. |  
|  | them fish sing fern shin with shop |

<table>
<thead>
<tr>
<th>Step 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Call on individual students to read one or more words.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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Syllable Division

- Identify the sounded vowel(s)
- Look at the consonants between vowels
- Divide between the consonants, usually keeping blends and digraphs together
- 3 main division patterns:
  . . . VC/CV  (basket)
  . . . CV/CV  (pilot)
  . . . VC/VC  (seven)

Explicit Instruction: Multi-syllable Word Reading

- Place word cards on a pocket chart (or write them on a board).
- Remind students that each word part has a talking vowel.
- “Watch me find the vowels in this word.” (highlight each vowel...)
  (including r-controlled & C-le)
- Point to each vowel & say, “What sound? How many vowel sounds? So... how many word parts?”
- Underline consonants between the vowels & find the pattern (VC/CV) for each word part.
- After finding the pattern (VC/CV), place an arch under each word part.
- Mark each vowel & prompt, “What sound?”
- Loop under each arch & prompt, “What part?”
- Run a finger under the whole word & prompt, “What word?”
## Explicit Instruction: Multi-syllable Word Reading

### /ə/ (pigtail)

<table>
<thead>
<tr>
<th>Closed Syllable</th>
<th>Vowel Combination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>/ai/</td>
</tr>
</tbody>
</table>

### Experience the Concept!

#### Multi-syllable Word Reading Activity

**Mark Up & Read Each Word**

<table>
<thead>
<tr>
<th>basket</th>
<th>table</th>
<th>inspector</th>
<th>purple</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>invite</td>
<td>tennis</td>
<td>disgust</td>
<td>barber</td>
<td>steeple</td>
</tr>
</tbody>
</table>

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Experience the Concept!
Multi-syllable Word Reading Activity

Mark Up & Read Each Word

<table>
<thead>
<tr>
<th>Word</th>
<th>DI Sequence</th>
<th>Journeys Sequence</th>
<th>Fundations Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>basket</td>
<td>closed</td>
<td>closed</td>
<td>closed</td>
</tr>
<tr>
<td>table</td>
<td>open</td>
<td>closed / c-le</td>
<td>closed / closed</td>
</tr>
<tr>
<td>inspector</td>
<td>open</td>
<td>closed / closed / r-controlled</td>
<td>r-controlled / c-le</td>
</tr>
<tr>
<td>purple</td>
<td>r-controlled</td>
<td>closed / r-controlled</td>
<td>vowel combo / c-le</td>
</tr>
<tr>
<td>subject</td>
<td>closed</td>
<td>closed</td>
<td>closed</td>
</tr>
<tr>
<td>invite</td>
<td>closed</td>
<td>vce</td>
<td>closed / c-le</td>
</tr>
<tr>
<td>tennis</td>
<td>closed</td>
<td>closed</td>
<td>closed</td>
</tr>
<tr>
<td>disgust</td>
<td>closed</td>
<td>closed / r-controlled</td>
<td>r-controlled</td>
</tr>
<tr>
<td>barber</td>
<td>r-controlled</td>
<td>closed / r-controlled</td>
<td>vowel combo / c-le</td>
</tr>
<tr>
<td>steeple</td>
<td>closed</td>
<td>vowel combo</td>
<td>closed</td>
</tr>
</tbody>
</table>

Teach Prefixes and Suffixes via a Research-based Scope & Sequence

- **DI sequence** for introducing the sounds of affixes:
  - er ing ed y un est le a be re de ic ful ly con ment te
  - teen ful dis able less ness tion ist ible age sion ence ish
  - ation pre ex over ion ship com ure ive ac ous inter for ize

- **Journeys sequence** for introducing the sounds of affixes:
  - s es ed ing er est ful ly y un re tion ture over pre mis -le
  - ous pre bi less ness able sion dis

- **Fundations sequence** for introducing the sounds of affixes:
  - s es ed ing er est ful ment ness less able en ish i ve
  - y ly ty tion sion ture al ent an
Structural Analysis: Basic Teaching Procedure

1. Introduce an affix (i.e., a prefix or suffix) as you would a letter combination by using the isolated-sounds format. However, the affixes *ed* and *y* are NOT presented in an isolated-sounds format.

2. Practice saying the affix in isolation for several days.

3. Introduce words containing that affix in a word-list exercise.

4. Include words containing that affix in a passage-reading exercise.

### Isolated-Sounds Format: Model Step-by-Step

**Step 1:**
- Model/Test using the Point, Out-In, & Touch Signal
- Say: *These letters usually say /le/. What sound?* Signal.

```
le un le er
```

**Step 2:**
- Alternate between the new affix and a previously taught one.

```
est le er un
```

**Step 3:**
- Present the remaining affixes using an alternating pattern.

```
est le un est
```

**Step 4:**
- Call on individual students to identify affixes.

```
un er le est
```
### Introductory Word-List Format: Model Step-by-Step

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>\begin{itemize} \item Construct a word list comprised of 4-5 words in which the new affix is added to a known root word. \underline{Underline} the root word. \end{itemize}</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>\begin{itemize} \item \textit{handle} \item \textit{paddle} \item \textit{juggle} \end{itemize}</td>
</tr>
<tr>
<td>Step 2:</td>
<td>\begin{itemize} \item Have the students read the word list. \item Have the students say the underlined root word. \item Say: \textit{Say the underlined part. Signal.} \item Have the students say the entire word. \item Say: \textit{Say the whole word. Signal.} \end{itemize}</td>
</tr>
<tr>
<td></td>
<td>\begin{itemize} \item \textit{cattle} \item \textit{middle} \end{itemize}</td>
</tr>
<tr>
<td>Step 3:</td>
<td>\begin{itemize} \item Have the students reread the word list without initially reading the underlined root word. \end{itemize}</td>
</tr>
</tbody>
</table>

### Discrimination Word-List Format: Model Step-by-Step

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>\begin{itemize} \item Construct a word list comprised of 8-12 words. The newly introduced affix should appear in half the words. \underline{Underline} the root word within each word. \end{itemize}</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>\begin{itemize} \item \textit{handle} \item \textit{letter} \item \textit{biggest} \item \textit{saddle} \end{itemize}</td>
</tr>
<tr>
<td>Step 2:</td>
<td>\begin{itemize} \item Have the students read the word list. \item Have the students say the underlined root word. \item Say: \textit{Say the underlined part. Signal.} \item Have the students say the entire word. \item Say: \textit{Say the whole word. Signal.} \end{itemize}</td>
</tr>
<tr>
<td></td>
<td>\begin{itemize} \item \textit{riddle} \item \textit{hottest} \item \textit{untie} \item \textit{wiggle} \end{itemize}</td>
</tr>
<tr>
<td>Step 3:</td>
<td>\begin{itemize} \item Have the students reread the word list without initially reading the underlined base word. \end{itemize}</td>
</tr>
</tbody>
</table>
Phonics Activities using Word Cards

- **Word Reading Board Game**
  Develop word-level automaticity (words with regular & irregular spelling patterns) with this fun activity! Print the game board / directions & glue on a file folder (note: word cards will need to be copied on different colored card stock).

  ![Game Board]

  From: Reading Resource.net (http://www.readingresource.net/)

- **CVC Game, CVCC Game, and CCVC Game**
  Place cut-out cards in a basket and have students take turns practice reading words with different spelling patterns. If students pull out a "flower" card and read the word correctly, they get to keep the word. When students pull out the "sun" card, they get another turn. Lastly, when a "rain cloud" is pulled out, they must put all of their cards back into the basket. The student with the most cards at the end is the winner.

  ![Card Game]

  Note: Save the game as a Microsoft Word document & you can change the cards to include words that match your focus phonics skill.

  From: Reading Resource.net (http://www.readingresource.net/)
Phonics Activities using Word Cards

"Who Has" CVC Game
Help students learn how to read CVC words with this fun game that uses the top 30 CVC words from Fry's Word List. Each child in the classroom receives a card. The student with the "Go" sign will read out loud, "Who has the word...". The other student who has that card will say, "I have the word..." and the game continues until the "Stop" sign is found.

Note: Save the game as a Microsoft Word document & you can change the cards to include words that match your focus phonics skill.

Word Bowling
Place the bag of bowling word cards on a flat surface. Provide students with a student sheet.
Taking turns, each student selects a bowling ball word out of the bag and reads it orally.
If able to read the word, the student receives the score written on the back of the card (assign points according to word difficulty). If unable to read the word, the student receives no points for a "gutter ball."
The student records points on the score card.
Continue until student sheet is complete.

Adapted from: Florida Center for Reading Research (http://www.fcrf.org/)
Phonics Activities using Word Cards

- **Word Pattern Road Race**
- This is a two player game.
- To play the game:
  - Have students put their game pieces at the bottom of the first column.
  - Explain they should read their word cards aloud in order until they encounter the card containing the first word in the left column on the game board. After students read the word aloud, they move the game piece onto that word on the game board.
  - The game continues as students read the words and move their game pieces up the left column, then over and down the right column. The first student to reach the bottom of the second column wins.

Phonics Activities using Word & Sound Cards

- **Affix It**
  - Place base word cards in bag labeled base words. Place affix cards in bag labeled affixes.
  - Provide students with a timer. Provide each student with a student sheet.
  - Students each choose five cards from the base words bag & five cards from the affixes bag.
  - Record selected base words & affixes on student sheet.
  - Set the timer for three minutes. Students make as many words as possible. Record words on the student sheet as they are made. Students read the words aloud after the timer rings.
**Irregular Words**

Words in which some of the letters do not “follow the rules”

- **Friend, the, beautiful, would, have**

**Teaching strategies**

- Teach and group words with similar orthographic patterns together (would, could, should)
- Point out the regular and irregular parts of the word
- Have a routine for introducing new irregular words (spell it, say it, write it, find it...)
- Letter Combinations NOT to be taught: ae (algae), ei (reign), eo (pigeon), ie (chief), gh (ghost), oe (shoe), ue (clue), ui (build), & uy (buy)

---

**Sample: Explicit Lesson Format**

(adapted from Project Read)

- **Review** (e.g., with flash cards)
  - Previously taught sounds
- **Direct instruction of New Skill**
  - Explicit (model, lead, check); multi-sensory
- **Word reading**
  - Read words that practice new skill
- **Sentence reading**
  - Read sentences that include previously taught skills
- **Passage reading**
  - Decodable text
- **Dictation** (i.e., spell all words in a short sentence)
Myth or Fact???

- **Almost all** children who experience reading problems within the intermediate grades had difficulties acquiring **accurate** and **fluent** reading skills.

FACT!
What is fluency?

- Fluency is the ability to read text accurately, quickly, and with expression.

- National Reading Panel

Fluency requires automaticity!

How does automaticity develop?

- Multiple exposures & practice with the unit to be learned (letter, pattern, word, etc.)

- For most students, 20 to 40 successful encounters with a word are needed to achieve automaticity.
Fluency includes reading with prosody

- **Prosody** is the appropriate use of intonation and phrasing or...reading *with expression*.

- Prosody develops through...
  - Modeling (i.e., teacher read-alouds)
  - Direct, explicit feedback on students’ oral reading

- Prosody *requires automaticity* with individual words in the passage.

---

Teaching Fluency: Prosody

- Prosody should be *explicitly* modeled through teacher read-alouds.

- Attention to using the correct intonation with punctuation can begin with the “alphabet conversation.”
Alphabet Conversation

The alphabet conversation is a great way to help young children begin to understand how the intonation of their voice should change, based on punctuation.

For example:

. ⇒ Stop
,
⇒ Pause
?
⇒ Rise in voice
!
⇒ Excitement

abc?def?g,h,i,j!klm.nop.qrs!tu?vwx,yz!

ab.cdefg.hijklm.n.o.p.qrs.tuv.w.xy.z
A Few Strategies to Build Fluency

1. Speed Drills
   a. Word Level
   b. Phrase Level
   c. Sentence Level

2. Partner Reading

3. Repeated Reading

1. Speed Drills

- This technique is used to develop automaticity at the word, phrase & sentence levels.

- Speed drills can be used to develop automatic recognition of decodable and irregular words in isolation or within connected text.
Speed Drills: Word Level (Phyllis Fischer)

http://www.oxtonhouse.com/decoding_automaticity_and_reading_fluency.html

Instructions

- The student is presented with a list of words that provide practice with a skill/concept that has been taught (e.g., CVC word).
- There are 4 – 5 different words arranged from left to right and top to bottom, repeated throughout the page.
- The teacher reviews the words before the first read of any drill.
- The student reads the page for 1 minute (30 seconds for older kids).
- The teacher records the WRC (words read correctly).
- The student practices independently.
- The student re-reads the same speed drill to the teacher for one-minute.
- The student repeats the same speed drill until a specific, predetermined goal is met at least 3 times.
# Speed Drills: Phyllis Fischer Recording Sheet

<table>
<thead>
<tr>
<th>SPEED DRILL RECORDING SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAYS</strong></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TITLE OF DRILL</strong></th>
<th><strong>GOAL</strong></th>
</tr>
</thead>
</table>

**DATE:** January 12, 2014

---

# Speed Drills: Phrase Level (Fluent Phrasing)

http://www.fcrr.org/Curriculum/studentCenterActivities.shtm

http://www.oxtonhouse.com/decoding_automaticity_and_reading_fluency.html
Speed Drills: Phrase Level (Phrase Speed Practice)

http://www.fcrr.org/Curriculum/studentCenterActivities.shtm

Speed Drills: Phrase Level (Phrase It!)

http://www.fcrr.org/Curriculum/studentCenterActivities.shtm
Speed Drills: Phrase Level (Chunky Passages)

Slew’s Ready!

One Sunday afternoon
Jim’s grandma filled
a big pot with meat
and put it
on the stove,
Then she put
in some water
with lots of potatoes,
some onions, and celery.
Later in the day,
she cut up some carrots
to put in the pot of stew.
She put in beans,
peas, and tomatoes.
Then she added
some salt and pepper.
That afternoon,
Jim came home
from school
on the bus.
When he walked
in the door,
he said,
“Something smells good!
What’s cooking?”
Jim’s grandma told him
they would have beef stew
for dinner.
“I love beef stew,”
said Jim.
“I can’t wait to eat!”

http://www.fcrr.org/Curriculum/studentCenterActivities.shtm

Speed Drills: Sentence Level (Fluency Builder)

The
The goat
The goat is
The goat is on
The goat is on the
The goat is on the road.

The
The goat
The goat is
The goat is on
The goat is on the
The goat is on the road.

From: http://www.readingresource.net/downloadcentral.html
Speed Drills: Sentence Level (Express It!)

Activity
Students read sentences with expression.
1. Place the sentence strips face up in a stack at the center.
2. Working in pairs, student one selects the top sentence strip and reads it silently. Reads the sentence(s) again, this time orally, using proper phrasing, intonation, and expression.
3. Student two then reads the same sentence(s) aloud. If the sentence(s) is read with different phrasing, intonation, or expression, students discuss why.
4. Reverse roles and continue until all sentences are read.
5. Peer evaluation.

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

http://www.fcrr.org/Curriculum/studentCenterActivities.shtm

Speed Drills: Sentence Level (Sentence Chains)

B1 Sentence Chains - Unit 1

I don't know that old man.
I don't know most of the old men.
I don't have an old boat.
I won't live on an old boat.
I hope I won't have to live on an old boat.
I told Sam that I won't live on an old boat.
I know that the cat won't live on the boat.
I won't give Sam an old boat.
I won't go to the show with Tom.
I won't go to the show with Jill.
Jill won't go to the show with Sam.
I told Sam that I won't go to the show with him.

http://www.abcdrp.com/supplements.asp
2. Partner Reading – Adult Led

- This technique is used to develop fluency at the **text level**.

**Steps:**

1. Teacher reads a passage to a student, **modeling** appropriate phrasing and expression. Student follows along with a copy of the text.
2. Teacher re-reads a section of the same text. Student immediately **echo reads** the same section.
3. Student reads the same text **independently** to the teacher.
Experience the Concept: Paired Reading

Many people live in Africa.
Many animals live in Africa too.
Africa is their home.
Zebras are wild.
Zebras have black and white stripes.
Zebras eat grass.
Lions are wild.
Lions are big cats.
Lions eat zebras and other animals.

2. Partner Reading – Student Led

- **Steps:**
  - Assign each student a partner.
  - One student **whisper reads** to partner.
    - Narrative – Partners alternate by page or time
    - Informational – Partners alternate by paragraph
  - Both students need to be *actively engaged* with the text.
    - **Read - Stop - Respond**
      - **Respond by:** Highlight critical details, take notes, retell content, or answer partner’s questions.
  - Train students on how to coach (i.e., correct errors):
    - Ask – Can you figure this word out?
    - Tell – This word is ______. What word? Reread the sentence.
2. Partner Reading – Student Led

- **Scaffolding for the lower-level readers:**
  - Partners read the materials together (or echo read).
  - Partner #1 (higher reader) reads segment of text.
  - Partner #2 (lower reader) reads the SAME material.
  - Lowest reader placed on a triad and reads with another student.
  - Partners allowed to say “me” or “we.”
2. Partner Reading – A “Proven” Routine

I noticed that my partner…

<table>
<thead>
<tr>
<th>After the 2nd reading</th>
<th>After the 3rd reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remembered more words</td>
</tr>
<tr>
<td></td>
<td>Read faster</td>
</tr>
<tr>
<td></td>
<td>Read smoother</td>
</tr>
<tr>
<td></td>
<td>Read with expression</td>
</tr>
</tbody>
</table>

3. Repeated Reading

- Repeated oral reading is one of the most effective techniques for improving fluency at the **text level**.

- Repeated reading involves orally reading and re-reading the same passage three to four times **with feedback**.
Select the Right Text

- Select passages that the student can read at a rate within the **Average range** (based on Norms) with at least **95-98% accuracy**...
  - Independent Level – Average range w/ 95-98% accuracy
  - Instructional Level – Low Average range w/ 90-94% accuracy
  - Frustrational Level – Below Average range w/ < 90% accuracy

Conduct a Survey-Level Assessment to Determine Independent Reading Level

1. When conducting a SLA using the **Oral Reading Fluency** measure, select a minimum of **three probes** from current and lower grade levels (use Progress Monitoring Passages).
2. Administer and score the probes in progressively lower levels until **success** is reached. Administration of the SLA is discontinued when an **Independent Reading Level** has been reached.
3. Record data in a SLA table.
You are working with a second-grade student who reads Level 2 materials at a rate of: **90 wrc with 3 errors**.

What level of materials should be used for Fluency Work? **Middle of the Year Grade 2 Materials**
### Survey Level Assessment: Select the Right Text

**ORAL READING FLUENCY (National Norms)**

**SURVEY LEVEL ASSESSMENT TABLE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall Independent</th>
<th>Fall Instructional</th>
<th>Winter Independent</th>
<th>Winter Instructional</th>
<th>Spring Independent</th>
<th>Spring Instructional</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>133-166</td>
<td>115-132</td>
<td>142-173</td>
<td>124-141</td>
<td>151-183</td>
<td>133-150</td>
</tr>
<tr>
<td>7</td>
<td>127-164</td>
<td>110-126</td>
<td>137-175</td>
<td>120-136</td>
<td>149-187</td>
<td>131-148</td>
</tr>
<tr>
<td>6</td>
<td>127-162</td>
<td>109-126</td>
<td>138-174</td>
<td>121-137</td>
<td>150-189</td>
<td>133-149</td>
</tr>
<tr>
<td>5</td>
<td>107-148</td>
<td>90-106</td>
<td>123-163</td>
<td>105-122</td>
<td>137-178</td>
<td>117-136</td>
</tr>
<tr>
<td>4</td>
<td>95-129</td>
<td>79-94</td>
<td>110-147</td>
<td>96-109</td>
<td>123-163</td>
<td>106-122</td>
</tr>
<tr>
<td>3</td>
<td>72-112</td>
<td>54-71</td>
<td>95-135</td>
<td>79-94</td>
<td>111-148</td>
<td>92-110</td>
</tr>
<tr>
<td>2</td>
<td>50-85</td>
<td>32-49</td>
<td>76-112</td>
<td>61-75</td>
<td>92-129</td>
<td>77-91</td>
</tr>
<tr>
<td>1</td>
<td>24-61</td>
<td>17-23</td>
<td>52-95</td>
<td>37-51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You are working with a first-grade student who reads Level 1 materials at a rate of: **62 wrc with 2 errors**.

What level of materials should be used for Fluency Work? **End of the Year Grade 1 Materials**

---

You are working with a third-grade student who reads Level 2 materials at a rate of: **55 wrc with 3 errors**.

What level of materials should be used for Fluency Work? **Beginning of the Year Grade 2 Materials**
A Research-Based Repeated Reading Routine

Day 1: Introduction

- Student reads passage for the first time *(COLD READ)*.

- Teacher assesses accuracy and reading rate...and then records information on a chart and/or a graph.

Adapted from Neuhaus: *Practices for Developing Accuracy & Fluency*

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Story #1: New Glasses

Jane got new glasses, but she didn’t put them on. She didn’t think she looked good in them, so she slipped them in the pocket of her jacket and ran to the park. She hopped and jumped and just had fun at the park. After it got dark, she went home. She took off her jacket and felt in her pocket. No glasses! Her glasses were not there. She ran back to the park. In the darkness she didn’t see her glasses. She fretted and didn’t get much sleep. In the morning, she ran to the park. There were her glasses under a tree. Glad Jane skipped home with her glasses on.
Repeated Reading Process

Day 2: FOCUS = Accuracy

- Teacher introduces a **Word Recognition Chart** with **irregular words** from the story.
- Student re-reads the passage orally.
- Teacher asks **Comprehension Questions** at the end of the reading.

Adapted from Neuhaus: *Practices for Developing Accuracy & Fluency*

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**RAPID WORD RECOGNITION CHART**

for **New Glasses**

<table>
<thead>
<tr>
<th>new</th>
<th>put</th>
<th>were</th>
<th>there</th>
<th>some</th>
<th>glasses</th>
</tr>
</thead>
<tbody>
<tr>
<td>glasses</td>
<td>some</td>
<td>there</td>
<td>were</td>
<td>put</td>
<td>new</td>
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<td>there</td>
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<td>there</td>
<td>glasses</td>
<td>new</td>
<td>some</td>
<td>were</td>
<td>put</td>
</tr>
</tbody>
</table>
Day 3: **FOCUS = Punctuation**

- Review Word Recognition Chart.
- Student circles all of the **Punctuation Marks** in the passage.
- Student re-reads the passage orally...with attention to punctuation.

Adapted from Neuhaus: *Practices for Developing Accuracy & Fluency*

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**Story #1: New Glasses**

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Repeated Reading Process

Day 4: FOCUS = **Phrasing**

- Review Word Recognition Chart.
- Teacher helps the student “chunk” the sentences in the passage with **Phrasing Arcs**.
- Student re-reads the passage orally with attention to phrasing.

Adapted from Neuhaus: *Practices for Developing Accuracy & Fluency*
Repeated Reading Process

Day 5: Focus = Reassess = Hot Read

- Teacher reassesses accuracy & rate and then records the information on a chart and/or a graph.
- Student should get feedback about his/her progress. Graphs depicting progress can really motivate a student to practice reading!

Adapted from Neuhaus: Practices for Developing Accuracy & Fluency

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The Effects of Graphing

- Graphing repeated reading results can be very motivating for students. They become interested in their results and are eager to see their results improve...so they typically practice reading more often!
Fluency Over Time

Fluency Progress Record

Title: New Glasses
Level:
Date:

Connected Text Fluency Practice: Free Stories

free reading is a high-quality, open-source, free reading intervention program for grades PK-6.

- Find Literacy Activities
- Share Lessons & Ideas
- Teach the Program

Connected Text Fluency Practice: Free Stories

Curriculum Based Measurement for Early Literacy

Welcome to Curriculum-Based Measurement for Early Literacy on the Web!

This website is a product of Project AIM (Alternative Identification Models), a three-year, longitudinal investigation funded by the U.S. Department of Education, Office of Special Education Programs (H323F970008).

Deborah Speece, Lisa Pericola Case, and Dawn Eddy Molloy were the principal investigators.

This site contains curriculum-based materials developed for the project (Letter Sound Fluency; Oral Reading Fluency) and includes normative data, examiner materials, and student materials. Click on the links to your left to access administration materials.

Compiled by Project AIM Staff, University of Maryland, 1999-2000

http://terpconnect.umd.edu/~dlspeece/cbmreading/index.html

Reader’s Theatre

Resources for Reader’s Theater by Aaron Shepard

Includes up to 16 Play Scripts from famous Authors...including World Folk Tales, Fairy Tales, and Legend Stories.

http://www.aaronshep.com/rt/books/index.html#ReadersOS
Educational Links: Instruction

- IDEAL Consulting Services
  - http://www.idealconsultingservices.com/
- National Center on Response to Intervention
- Florida Center for Reading Research
  - http://www.fcrr.org/
- Vaughn Gross Center for Reading & Language Arts
  - http://www.meadowscenter.org/vgc/
- Intervention Central
  - http://www.interventioncentral.org/
- Explicit Instruction
  - http://explicitinstruction.org/
- Reading Resource.net
  - http://www.readingresource.net/
- Tools for Educators (Bingo)
  - http://www.toolsforeducators.com/bingo/
- ABeCeDarian Company