

Differentiating Instruction: Phonemic Awareness, Phonemic Decoding, & Fluency

Levittown Public Schools

Grades K-3

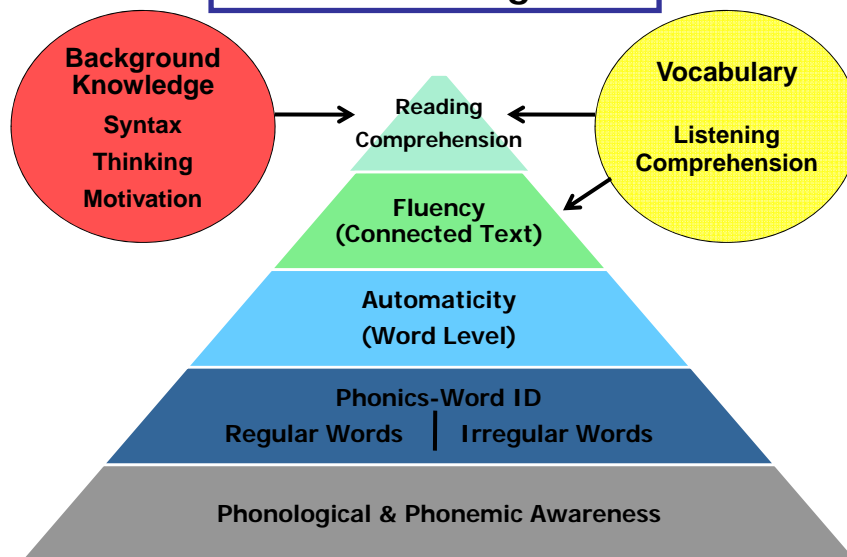
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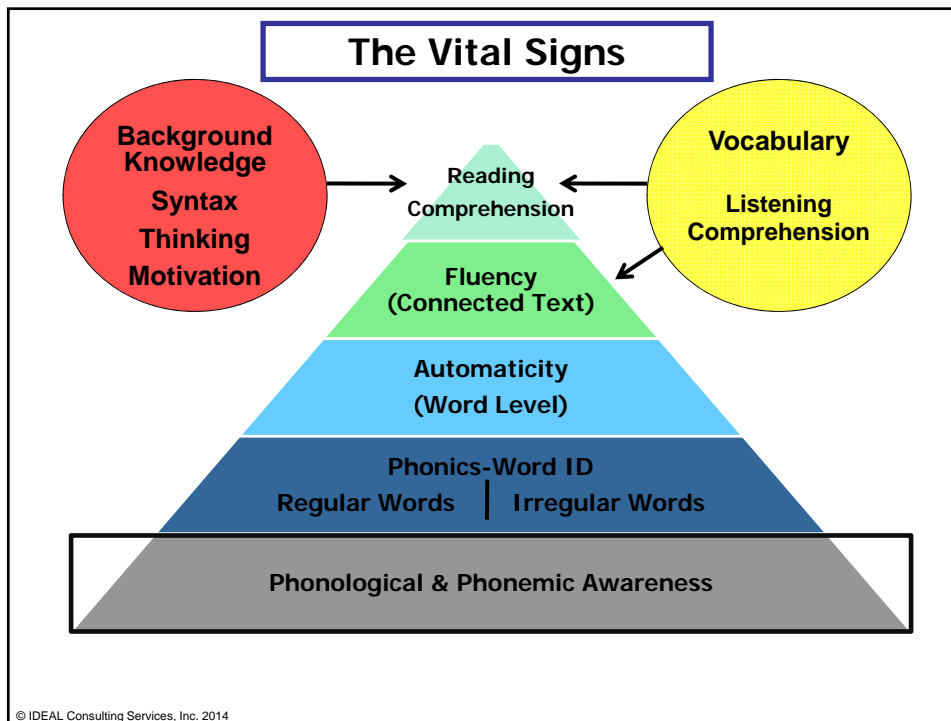
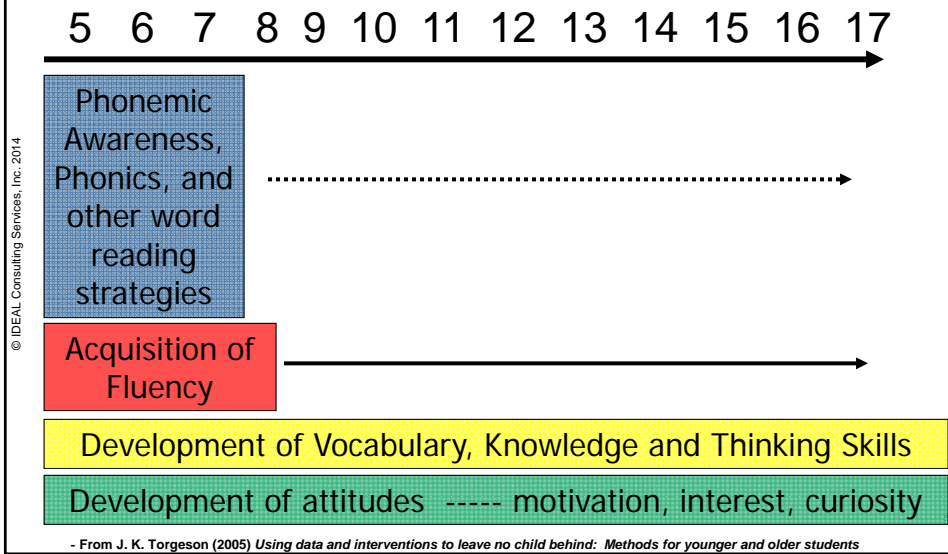
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The Vital Signs



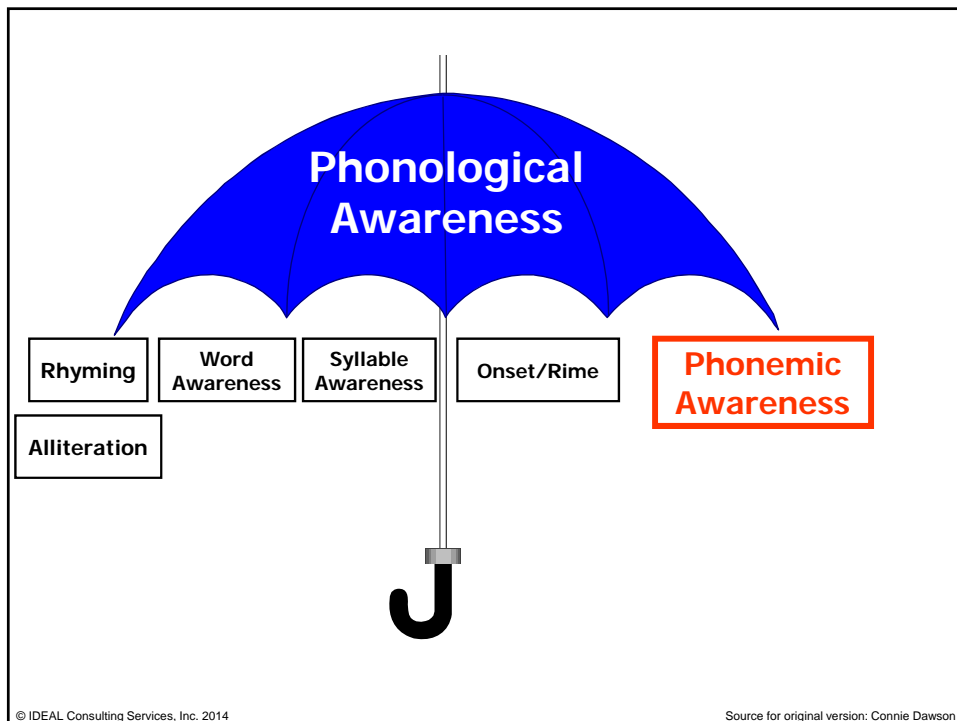
Developing proficient reading skills: an *ideal* developmental path by *Age*



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

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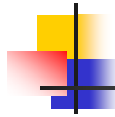
Source for original version: Connie Dawson



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.

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Phonemes: 25 Consonant (Gillon)

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

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Note: There is much debate as to whether to include /wh/ as a consonant phoneme.
Gillon, G. T., (2004). *Phonological awareness: From research to practice*. New York: Guilford Press

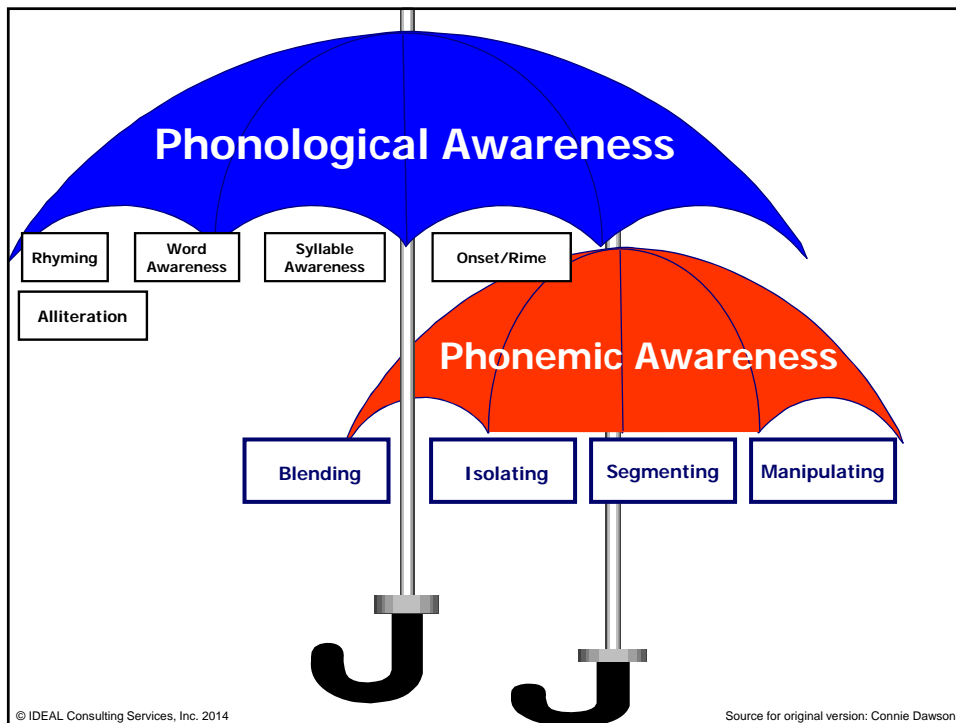


Phonemes: 16 Vowel (Gillon)

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

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Gillon, G. T., (2004). *Phonological awareness: From research to practice*. New York: Guilford Press





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”

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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.

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Adapted from: *Phonological Awareness: Principles for Instruction and Progress Monitoring*, Texas Center for Reading and Language Arts and the Texas Education Agency, 2000, 2002, 2004.



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)

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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 *Joey likes cake*. 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. Say-*Joey likes cake*. (Once the student understands the skill, read each sentence to the student and ask him/her 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. Tom ran home. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have two pets. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you eat lunch? (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What are you doing? (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Terry loves to play soccer. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Yesterday it rained. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	_____	_____	_____	_____	_____	_____

Rhyme Recognition

Say: Two words that sound the same at the end are rhyming words, such as *hat* and *sat*. Do *sit* and *bit* rhyme? (Yes) Do *chair* and *boy* rhyme? (No) (If the child appears to grasp the skill, do the same for the following pairs of words. Put a check in the box to the right of the pair if the child answers correctly.)

1. bed---fed (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. top---hop (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. run---soap (no)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. hand---sand (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. funny---bunny (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. girl---giant (no)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	_____	_____	_____	_____	_____	_____

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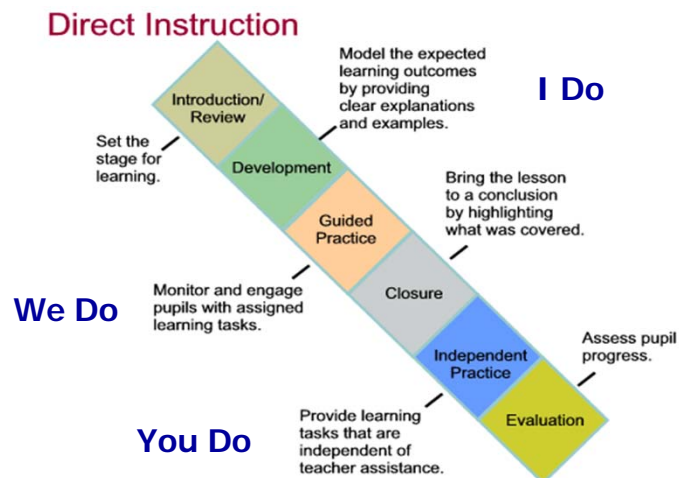
Direct Instruction

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

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Before doing anything... Develop a Routine



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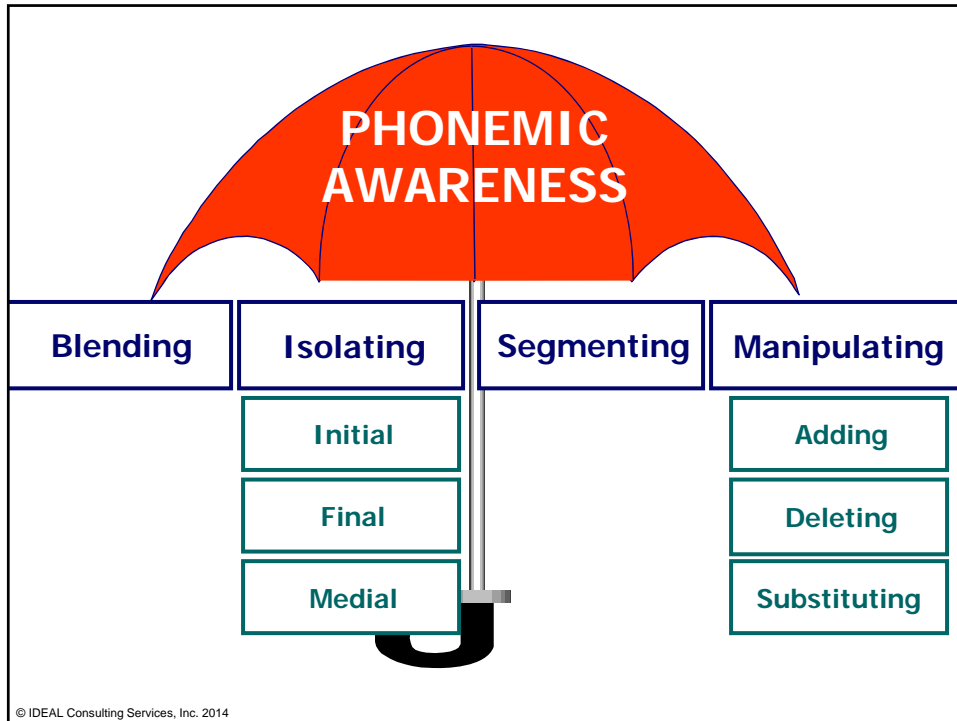
Develop a Routine... Within your Three Tier Model

- Tier I: I I We We We You You You You
- Tier II: I I I We We We We We We You
You You You You You
- Tier III: I I I I I We We We We We We
We We We We We We You 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) **foot...ball** (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...tle**
- Deleting **boy**
 - Use compound words & progress to words with 2-3 syllables.
 - Say **cowboy**. Now say cowboy again, but don't say "cow".




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., /sssiiiit / becomes **sit**).
- Segmenting: Requires students to divide spoken words into smaller speech sounds...preferably phonemes (e.g., **sit** becomes /s/.../i/.../t/).

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 <h2 style="margin: 0;">Blending: Model Step by Step</h2>	
<p><u>Step 1:</u></p> <ul style="list-style-type: none"> ■ State the instructions. ■ <u>Say:</u> <i>We are going to play a say-the-word game. I'll say the sounds. You say the word.</i> 	<p>am mit mom</p>
<p><u>Step 2:</u></p> <ul style="list-style-type: none"> ■ Model by saying the word slowly. ■ <u>Say:</u> <i>Listen.</i> (Pause) <i>aaaammmmm.</i> (Signal with finger spelling routine...hand extended upward) 	
<p><u>Step 3:</u></p> <ul style="list-style-type: none"> ■ Test by having the students say the word fast. ■ <u>Say:</u> <i>What word?</i> (Signal by making a fist) 	<p>fat Sid</p>
<p><u>Step 4:</u></p> <ul style="list-style-type: none"> ■ 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. 	
<p><u>Step 5:</u></p> <ul style="list-style-type: none"> ■ Give individual turns to several students. 	<p><u>Note:</u> Do <i>not</i> write the words on the blackboard.</p>

 <h2 style="margin: 0;">Smooth Segmenting: Model Step by Step</h2>	
<p><u>Step 1:</u></p> <ul style="list-style-type: none"> ■ State the instructions. <u>Say:</u> <i>Put your fists together. Get ready to stretch the word.</i> 	<p>fin sit list</p>
<p><u>Step 2:</u></p> <ul style="list-style-type: none"> ■ Model by saying all the sounds slowly. ■ <u>Say:</u> <i>The word is fin. What word?</i> (Pause) <i>fin Stretch it. ffffiinnnn</i> (Pull fists apart) <i>Shrink it.</i> (Put fist together) <i>fin</i> 	<p>fish trip</p>
<p><u>Step 3:</u></p> <ul style="list-style-type: none"> ■ Test by having the students say all the sounds in sit. ■ <u>Say:</u> <i>Let's stretch another word. Get ready. sit</i> 	
<p><u>Step 4:</u></p> <ul style="list-style-type: none"> ■ 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. 	
<p><u>Step 5:</u></p> <ul style="list-style-type: none"> ■ Give individual turns to several students. 	<p><u>Note:</u> Do <i>not</i> write the words on the blackboard.</p>



Separate Segmenting: Model Step by Step

<p><u>Step 1:</u></p> <ul style="list-style-type: none"> State the instructions. Say: <i>Were going to say the sounds in a word.</i> 	<p>sat fan fast</p>
<p><u>Step 2:</u></p> <ul style="list-style-type: none"> Model. Say: <i>Fist in the air. Put up one finger for each sound.</i> (Pause) <i>The word is sat. What word? sat First sound? /sss/</i> (Hold up one finger.) <i>Next sound? /aaa/</i> (Hold up two fingers) <i>Last sound? /t/</i> (Hold up three fingers.) 	<p>shop with</p>
<p><u>Step 3:</u></p> <ul style="list-style-type: none"> Test by having the students say all the sounds in fan. Say: <i>Let's say the sounds in another word. Get ready. fan</i> 	
<p><u>Step 4:</u></p> <ul style="list-style-type: none"> 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. 	
<p><u>Step 5:</u></p> <ul style="list-style-type: none"> Give individual turns to several students. 	<p><u>Note:</u> Do <i>not</i> write the words on the blackboard.</p>

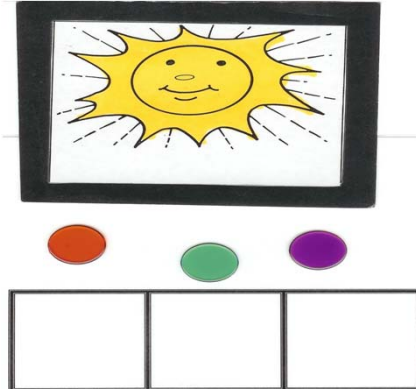


Phonemic Awareness Activity: Blending Phonemes

- Blending
 - Guess What's in My Bag? (with phonemes)
 - I Spy (e.g., *I spy with my little eye...*)

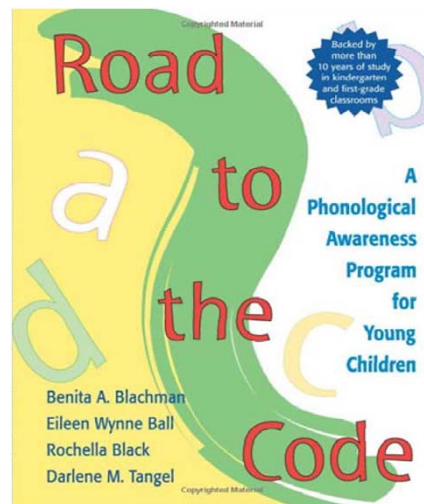
Phonemic Awareness Activity: Segmenting Phonemes

Elkonin (sound) boxes



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Phonemic Awareness Activity: Say It & Move It



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Experience the Concept!

Phoneme Counting Sort

2	3	4	5	6

"Book: /b/ /oo/ /k/.
 Three phonemes."














































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Phoneme Counting Sort

	violin		knit		apron
	rooster		paint		tack
	cry		bottle		backpack
	paper		rope		lettuce
	hay		roach		koala
	jar				

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Phoneme Counting Sort

2	3	4	5	6
 cow	 star	 snail	 apron	 domino
 knee	 cry	 bread	 peanut	 dragon
 pea	5 five	 clown	7 seven	 dinosaur
 saw	 tack	 turtle	 plant	 backpack
	 mice	 paint	 rooster	 snowman
 tie	 rope	 box	 lettuce	 violin
8 eight	 kite	 giraffe	 koala	
 key	 roach	 bottle	 robot	
 hay	 ant	 bridge	 skunk	
 jar	 lock	 paper	 ticket	
	 knit	 tent	 rabbit	

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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)

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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)

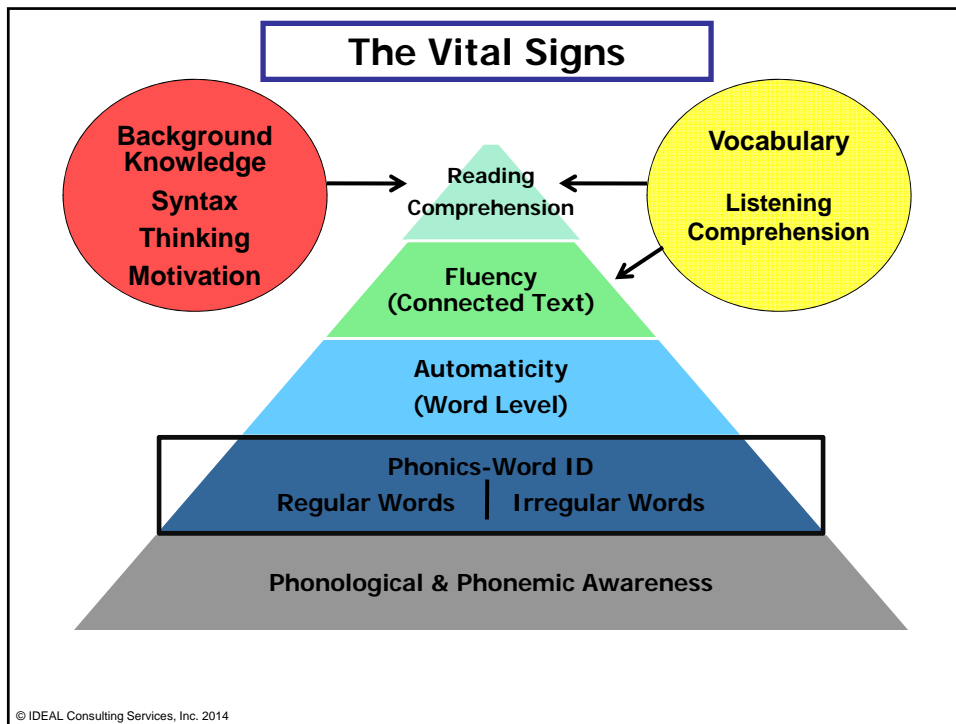
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Phonemic Awareness Activity: All Subskills

- 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.



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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.

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What is phonemic decoding (aka phonics)?

Includes:

- Word attack strategies
 - Letter-Sound Correspondence **m**
 - Syllable Types **pig**
 - Syllable Division **pig/tail**
- Structural Analysis
 - Prefix, Root & Suffix **mistake**


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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."*

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How much of the English language is decodable?

- a. Approximately 25%
- b. Approximately 55%
- c. Approximately 85%

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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)

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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)

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

- Phonics Awareness:
 - **Verify** that students are reaching specific phonics objectives;
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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

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Phonics Assessment: Beginning Decoding Skills Survey

Words and Sentences to Read

Set 1

see	rag	rich	dust
one	lid	shop	step
play	dot	tack	trip
you	hum	whip	pond
are	bet	thin	brag

Set 2

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

Set 3

vop	shap
yug	thit
zin	chut
keb	wheck

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Phonics Assessment: Beginning Decoding Skills Survey

ERROR PATTERN CHART - Beginning Decoding Skills Survey

Attach the Beginning Decoding Skills Survey Scoring Form.
 Cross off all words not attempted and put a check in the No Try box.
 Write all words read incorrectly on the line next to the word attempted.
 Put a check in the box in the chart that describes the error(s) for each word.

Comments (continue on back):

- Observations: (check all that apply)
- Slow Quick to guess
 - Guesses after trying to decode using letter-sound analysis Possible b/d reversal
 - Reads sound-by-sound, but cannot blend

Real Words	Error Patterns									
	No Try	Signs Wrong	Consonants		Short Vowels	(Sound(s) Added, Omitted or Reversed)	Digraphs	Blends	Long Vowels	Two Syllables
		Initial	Final							
<i>High Frequency Words</i>										
1 see										
2 one										
3 play										
4 you										
5 are										
<i>CVC Words</i>										
6 rag										
7 lid										
8 dot										
9 hum										
10 bet										
<i>Digraphs & Short Vowels</i>										
11 rich										
12 shop										
13 tank										
14 whip										
15 than										
<i>Blends & Short Vowels</i>										
16 shut										
17 step										
18 trip										
19 pond										
20 brag										
<i>Sentences</i>										
1 The cat hid in a box.										
2 The fish is still in the deep lake.										
3 Seven pink shellfish were in my bathtub.										
<i>Nonsense Words</i>										
<i>CVC</i>										
21 top										
22 yug										
23 sun										
24 keb										
<i>Digraphs</i>										
25 shap										
26 chat										
27 chat										
28 whack										

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Phonics Assessment: Advanced Decoding Skills Survey

Nonsense Words

Set #1

fut	shap	frep	blang
dit	thox	drup	valk
kep	lutch	selm	jing

Set #2

weaf	voop	soid	fird
jaib	awk	zout	gorf
yume	voe	foy	lern

Set #3

shaffen	gruckle	dirper	pherbod
comsplut	slafnode	voymaw	padestic

Real Words

frozen	deciding	athletic	demonstrate
wrecker	forgotten	fantastic	lotion
alive	several	publishing	brighten

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Phonics Assessment: Advanced Decoding Skills Survey

ERROR PATTERN CHART - Advanced Decoding Skills Survey

Note your observations. Check all that apply:
 Slow reader Quick to guess Perseverant Easily frustrated Other

Nonsense Words	No. Try	Consonants		Short Vowels (or schwa)	Consonant Digraphs & Trigraphs	Error Patterns					
		Initial	Final			Blends	Sounds Added or Omitted	Long Vowels	Diphthongs & Other Vowels	R-combined Vowels	Multi-syllabic Words
<i>One syllable & one vowel</i>											
1 dit											
2 dit											
3 kep											
4 shap											
5 floot											
6 hutch											
7 fup											
8 drup											
9 selm											
10 blang											
11 vuk											
12 jing											
<i>Long & other vowels spelled with more than one letter</i>											
13 veed											
14 jaih											
15 yume											
16 vooop											
17 awk											
18 voa											
19 soid											
20 zous											
21 foy											
<i>R-controlled vowels</i>											
22 dirt											
23 poorf											
24 lerm											
<i>Multi-syllabic words</i>											
25 shaften											
26 compht											
27 truckle											
28 shafode											
29 dirper											
30 vorrnaw											
31 rharbod											
32 padestic											
<i>Real Words</i>											
1 frozen											
2 wrecker											
3 alive											
4 deciding											
5 forgotten											
6 several											
7 athletic											
8 fantastic											
9 publishing											
10 demonstrate											
11 lotion											
12 brighten											

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Assessment: Word Attack Skills Test (Beginning Level) Student Copy

Word Attack Skills Test – Beginning Level Student Copy

Small Letter Sounds

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

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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	

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Assessment: Word Attack Skills Test (Beginning Level)
Examiner Copy

Name: _____ Date: _____

#	Item	Response	#	Item	Response
Small Letter Sounds (Say: <i>What sound?</i>)			Capital Letter Sounds (Say: <i>What sound?</i>)		
1	a		27	D	
2	m		28	A	
3	t		29	R	
4	s		30	H	
5	i		31	G	
6	f		32	B	
7	d		33	E	
8	r		34	Q	
9	o		Regular Words (Say: <i>What word?</i>)		
10	g		35	it	
11	l		36	am	
12	h		37	if	
13	u		38	sam	
14	c		39	mad	
15	b		40	cat	
16	n		41	him	
17	k		42	hot	
18	e		43	tag	
19	v		44	must	
20	p		45	hand	
21	y		46	flag	
22	j		47	drop	
23	x		48	strap	
24	w		49	skunk	
25	q				
26	z				

Note: Record + if the item is correct; record what the student says if the item is incorrect. If a letter name is stated say, *Yes that is the letter name...but what sound does it make.*

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Assessment: Word Attack Skills Test (Beginning Level) Examiner Copy - Retest

Word Attack Skills Test – Beginning Level Examiner Record Form – Letter Sounds Retest

Name: _____ Date: _____

#	Item	Response		#	Item	Response
Letter Sounds (Say: <i>What sound?</i>)				Letter Sounds (Say: <i>What sound?</i>)		
1				27		
2				28		
3				29		
4				30		
5				31		
6				32		
7				33		
8				34		
9				35		
10				36		
11				37		
12				38		
13				39		
14				40		
15				41		
16				42		
17				43		
18				44		
19				45		
20				46		
21				47		
22				48		
23				Notes:		
24						
25						
26						

Note: Write the target sounds (at least 4 examples of each one) and the review sounds in the "Item" columns. Score a + for a correct response; and, write exactly what the students says if the response is incorrect.

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Assessment: Word Attack Skills Test (Beginning Level) Examiner Copy-Retest

Word Attack Skills Test – Beginning Level Examiner Record Form – Regular Words Retest

#	Target Word Response	Item 1 Response	Item 2 Response	Item 3 Response
1	it			
2	am			
3	if			
4	sam			
5	mad			
6	cat			
7	him			
8	hot			
9	tag			
10	must			
11	hand			
12	flag			
13	drop			
14	strap			
15	skunk			

Note: Write additional words in the "Item" columns. Score each response in the cell directly under the targeted word. Score a + for a correct response; and, write exactly what the students says if the response is incorrect.

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Assessment: Word Attack Skills Test (Intermediate Level)
Student Copy (Section I)

Section I

bath matter handing shop

handed licked hopped when

quiz fold sunny biggest

loan cart fine hope

cane

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Assessment: Word Attack Skills Test (Intermediate Level)
Student Copy (Section II)

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

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Assessment: Word Attack Skills Test (Intermediate Level)
Student Copy (Section III)

Section III

confuse payment sixteen handful

distant enjoyable useless darkness

invention artist sensible package

mission sentence selfish vacation

preschool expect overtime million

friendship compare adventure detective

accuse joyous interfere forward

realize

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Assessment: Word Attack Skills Test (Intermediate Level)
Examiner Copy (pg. 1)

Name: _____ Date: _____

#	Item	Response	#	Item	Response
Section I (Say: <i>What word?</i>)			21b	funniest (y)	
1	bath (th)		21c	cried (y)	
2	matter (er)		22	pray (ay)	
3	handing (ing)		23	proud (ou)	
4	shop (sh)		24	thirst (ir)	
5a	handed (ed)		25	curb (ur)	
5b	licked (ed)		26a	taped (Vce)	
5c	hopped (ed)		26b	hoping (Vce)	
6	when (wh)		26c	timer (Vce)	
7	quiz (ou)		27	knock (kn)	
8	fold (ol)		28	boil (oi)	
9	sunny (y)		29	enjoy (oy)	
10	biggest (est)		30	graph (ph)	
11	loan (oa)		31	wrap (wr)	
12	cart (ar)		32	haunt (au)	
13a	fine (Vce)		33	hawk (aw)	
13b	hope (Vce)		Section III		
13c	cane (Vce)		34	confuse (con)	
Section II			35	payment (ment)	
14	neat (ea)		36	sixteen (teen)	
15	toot (oo)		37	handful (ful)	
16	candle (le)		38	distant (dis)	
17	meet (ee)		39	enjoyable (able)	
18	pain (ai)		40	useless (less)	
19	lunch (ch)		41	darkness (ness)	
20	port (or)		42	invention (tion)	
21a	happier (y)		43	artist (ist)	
			44	sensible (ible)	

Note: Record + if the item is correct; record what the student says if the item is incorrect.

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Assessment: Word Attack Skills Test (Intermediate Level)
Examiner Copy (pg. 2)

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#	Item	Response	#	Item	Response
Section III contd. (Say: <i>What word?</i>)			Additional Items (Say: <i>What word?</i>)		
45	package (age)				
46	mission (sion)				
47	sentence (ence)				
48	selfish (ish)				
49	vacation (ation)				
50	preschool (pre)				
51	expect (ex)				
52	overtime (over)				
53	million (ion)				
54	friendship (ship)				
55	compare (com)				
56	adventure (ure)				
57	detective (ive)				
58	accuse (ac)				
59	joyous (ous)				
60	interfere (inter)				
61	forward (for)				
62	realize (ize)				
Notes:					

Note: Record + if the item is correct; record what the student says if the item is incorrect.



Phonics: Identify Critical Content

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- 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 ✓



Teach Letter-Sound Correspondences via a Research-based Scope & Sequence

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- **DI sequence** for introducing the sounds of **individual letters**:

a m t s i f d r o g l h u c b n k v e w j p y T L M F
D I N A R H G B x q z J E Q

- **Journeys sequence** for introducing the sounds of **individual letters**:

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.

- **Foundations sequence** for introducing the sounds of **individual letters**:

t b f n m c a i r o g d s e u l h k p j v w z qu 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/ // /m/ /n/ /s/ /v/ /z/ /sh/ etc.)
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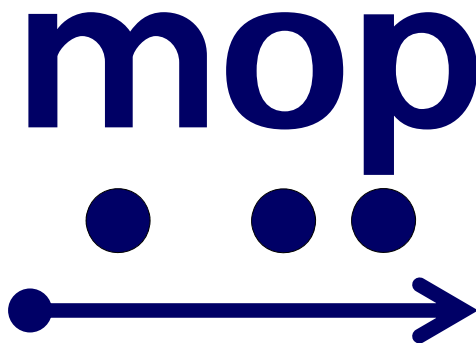
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Explicit Instruction A: Blending/Word Reading

- 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 it's 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.

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Explicit Instruction: Blending/Word Reading



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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?**

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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 **CCCVC** words (**split, sprint**)

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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.

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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**

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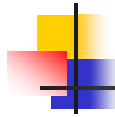
The Six Syllable Types (cont'd)

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

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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

- **Foundations 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

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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.

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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.

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Isolated-Sounds Format: Model Step-by-Step

<p>Step 1:</p> <ul style="list-style-type: none"> Model/Test using the <i>Point, Out-In, & Touch Signal</i> Say: <i>These letters usually say /sh/. What sound?</i> Signal. 	sh	ing	sh	th
<p>Step 2:</p> <ul style="list-style-type: none"> Alternate between the new letter combination and a previously taught one. Say: <i>What sound?</i> Signal. 	er	sh	th	ing
<p>Step 3:</p> <ul style="list-style-type: none"> Present the remaining letter combinations using an alternating pattern. 	er	sh	er	th
<p>Step 4:</p> <ul style="list-style-type: none"> Call on individual students to identify letter combinations. 	ing	th	sh	er

<h2>Word-List Format: Model Step-by-Step</h2>				
<p>Step 1:</p> <ul style="list-style-type: none"> Identify the underlined sound using the <i>Point, Out-In, & Touch Signal</i> Say: <i>What sound?</i> Signal. 	<u>sh</u> ip	di <u>sh</u>	<u>sh</u> ell	ri <u>ng</u>
<p>Step 2:</p> <ul style="list-style-type: none"> Read the whole word using the <i>Point, Out-In, & Touch Signal</i>. Say: <i>What word?</i> Signal. 	wi <u>sh</u>	<u>th</u> at	he <u>r</u>	rush
<p>Step 3:</p> <ul style="list-style-type: none"> Once Steps 1-2 have been repeated with words containing underlined combinations, reread the entire list without first i.d. the combination. Say: <i>What word?</i> Signal. 	them	fish	sing	fern
<p>Step 4:</p> <ul style="list-style-type: none"> Call on individual students to read one or more words. 	shin	with	shop	



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 (bas/ket)
 - ... CV/CV (pi/lot)
 - ... VC/VC (sev/en)
- } Flex

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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...)
 - **sunset** (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.
 - **sunset**
- After finding the pattern (VC/CV), place an arch under each word part.
 - **sunset**
- Mark each vowel & prompt, "What sound?"
 - **sunset**
- Loop under each arch & prompt, "What part?"
- Run a finger under the whole word & prompt, "What word?"

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Explicit Instruction: Multi-syllable Word Reading


pigtail

Closed
Syllable

Vowel
Combination
/ai/

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Experience the Concept!
Multi-syllable Word Reading Activity

Mark Up & Read Each Word











basket	table	inspector	purple	subject
invite	tennis	disgust	barber	steeple

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Experience the Concept! Multi-syllable Word Reading Activity

Mark Up & Read Each Word

 <p>basket closed / closed</p>	 <p>table open / c-le</p>	 <p>inspector closed / closed / r-controlled</p>	 <p>purple r-controlled / c-le</p>	 <p>subject closed / closed</p>
 <p>invite closed / vce</p>	 <p>tennis closed / closed</p>	 <p>disgust closed / closed</p>	 <p>barber r-controlled / r-controlled</p>	 <p>steeple vowel combo / c-le</p>

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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

- **Foundations sequence** for introducing the sounds of **affixes**:

s es ed ing er est ful ment ness less able en ish ive
y ly ty tion sion ture al ent an

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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**.

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Isolated-Sounds Format: Model Step-by-Step

<p><u>Step 1:</u></p> <ul style="list-style-type: none"> ■ Model/Test using the <i>Point, Out-In, & Touch Signal</i> ■ Say: These letters usually say /le/. What sound? Signal. 	<p>le un le er</p>
<p><u>Step 2:</u></p> <ul style="list-style-type: none"> ■ Alternate between the new affix and a previously taught one. ■ Say: What sound? Signal. 	<p>est le er un</p>
<p><u>Step 3:</u></p> <ul style="list-style-type: none"> ■ Present the remaining affixes using an alternating pattern. 	<p>est le un est</p>
<p><u>Step 4:</u></p> <ul style="list-style-type: none"> ■ Call on individual students to identify affixes. 	<p>un er le est</p>

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

<p><u>Step 1:</u></p> <ul style="list-style-type: none"> Construct a word list comprised of 4-5 words in which the new affix is added to a known root word. <u>Underline</u> the root word. 	<p><u>handle</u> <u>paddle</u> <u>juggle</u></p>
<p><u>Step 2:</u></p> <ul style="list-style-type: none"> Have the students read the word list. Have the students say the underlined root word. Say: <i>Say the underlined part.</i> Signal. Have the students say the entire word. Say: <i>Say the whole word.</i> Signal. 	<p><u>cattle</u> <u>middle</u></p>
<p><u>Step 3:</u></p> <ul style="list-style-type: none"> Have the students reread the word list without initially reading the underlined root word. 	

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

<p><u>Step 1:</u></p> <ul style="list-style-type: none"> Construct a word list comprised of 8-12 words. The newly introduced affix should appear in half the words. <u>Underline</u> the root word within each word. 	<p><u>handle</u> <u>letter</u> <u>biggest</u> <u>saddle</u></p>
<p><u>Step 2:</u></p> <ul style="list-style-type: none"> Have the students read the word list. Have the students say the underlined root word. Say: <i>Say the underlined part.</i> Signal. Have the students say the entire word. Say: <i>Say the whole word.</i> Signal. 	<p><u>riddle</u> <u>hottest</u> <u>untie</u> <u>wiggle</u></p>
<p><u>Step 3:</u></p> <ul style="list-style-type: none"> Have the students reread the word list without initially reading the underlined base word. 	

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).

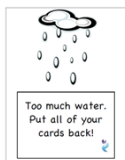


From: Reading Resource.net (<http://www.readingresource.net/>)

Phonics Activities using Word Cards

- 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.



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

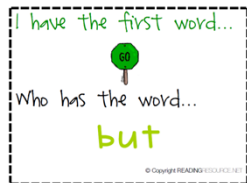
From: Reading Resource.net (<http://www.readingresource.net/>)

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.

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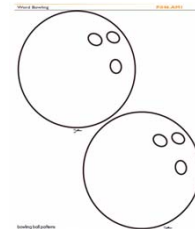
Note: Save the game as a Microsoft Word document & you can change the cards to include words that match your focus phonics skill.

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

Phonics Activities using Word Cards

- 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.



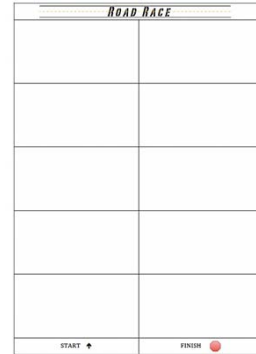
Adapted from: Florida Center for Reading Research (<http://www.fcrr.org/>)

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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.

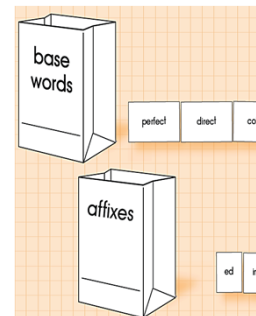


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Phonics Activities using Word & Sound Cards

- 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.



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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)

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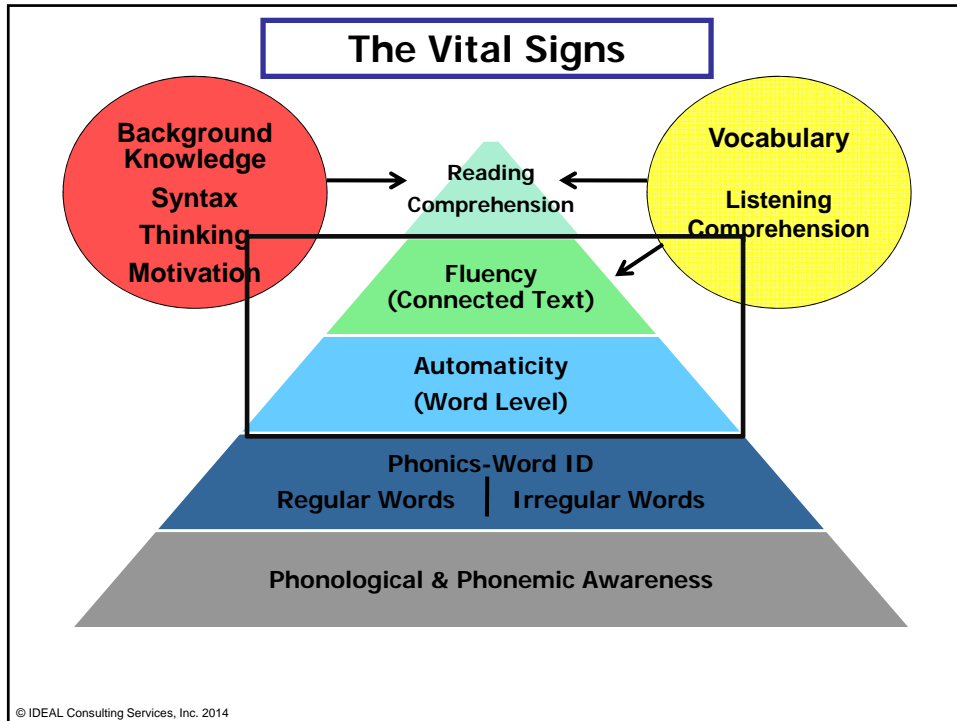


Sample: Explicit Lesson Format

(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)

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Myth or Fact???

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

FACT!

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What is fluency?

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

- National Reading Panel

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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.

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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.

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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."

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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

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Alphabet Conversation

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

ab.cdefg.hijklm.n.o.p.qrs.tuv.w.xy.z

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A Few Strategies to Build Fluency

1. Speed Drills
 - a. Word Level
 - b. Phrase Level
 - c. Sentence Level
2. Partner Reading
3. Repeated Reading

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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.

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Speed Drills: Word Level (Phyllis Fischer)

at fat sat am Sam sat at Sam Sam fat sat
Sam am Sam at Sam sat fat sat am at Sam
at fat Sam sat am fat at Sam am at Sam
fat am sat Sam fat am at fat Sam sat Sam
Sam am at fat sat Sam at am fat at Sam
am Sam at fat sat am sat fat Sam at am
Sam sat fat at Sam sat am at fat sat Sam
fat at fat am sat Sam fat Sam fat at Sam
am Sam Sam fat at am at Sam sat at am
sat fat Sam fat am fat at sat Sam at sat
Sam am at am at fat sat fat Sam am fat
fat at am sat Sam at fat sat Sam Sam am

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

Speed Drills-Word Level: 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, pre-determined goal is met at least 3 times.

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Speed Drills: Phrase Level (Phrase Speed Practice)

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we know that	set an example	would you please
what to do	most of the people	when she goes
above and below	we know that	would you please
which way to go	he said that	here and there
where to go	they are called	study and learn
most of the people	would you please	when she goes
set an example	help them to	he said that
above and below	what to do	where to go
which way to go	study and learn	help them to
here and there	they are called	would you please

1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases

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

Speed Drills: Phrase Level (Phrase It!)

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1 st try	_____ phrases correct per minute
2 nd try	_____ phrases correct per minute
3 rd try	_____ phrases correct per minute
4 th try	_____ phrases correct per minute
5 th try	_____ phrases correct per minute

I like them.	you and I
She called me.	We have some.
It is time.	This is my dog.
one of us	these people

1 st try	_____ phrases correct per minute
2 nd try	_____ phrases correct per minute
3 rd try	_____ phrases correct per minute
4 th try	_____ phrases correct per minute
5 th try	_____ phrases correct per minute

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

Speed Drills: Phrase Level (Chunky Passages)

Stew'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!"

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<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.

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

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From: <http://www.readingresource.net/downloadcentral.html>

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

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<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.

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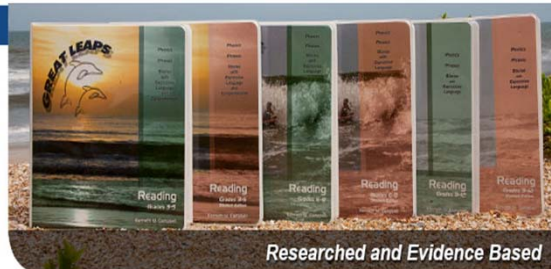
<http://www.abcdrp.com/supplements.asp>

Speed Drills: Great Leaps

Great Leaps Reading

- Proven K-12 to Adult Programs to Improve Reading Fluency
- Affordable, Adaptable, Easy to Implement
- Versatile - Can Be Done Anywhere
- Dramatic Improvements in Reading Accuracy, Speed and Comprehension

Great Leaps products are recognized worldwide as affordable, easy to use educational tools.



<http://www.greatleaps.com>

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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.

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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.

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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.

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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.”

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2. Partner Reading – A “Proven” Routine

Timing: 10-15 minutes

Materials:

- A copy of independent reading material for each student of about 50 words
- Paired Partner Reading form

Procedure:

1. Pre-teach students the reading and partner feedback procedures, including:
 - How partners will move to a shared space
 - How partners will sit together?
 - Who will read first? (Stronger reader should read first)
 - What students will say when an error is made: (“Try again,” or “That word is...”)
 - Examples of praise at the end of each practice (“Good reading,” or “Well done,” etc.)
 - How to use the Paired Reading form
2. Partners silently read the passage
3. Reader 1 reads the passage 3 times in a row
 - Stopping each time to self-evaluate reading
 - Getting feedback on 2nd/3rd reading from partner
4. Reader 2 reads the passage 3 times in a row
 - Stopping each time to self-evaluate reading
 - Getting feedback on 2nd/3rd reading from partner

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2. Partner Reading – A “Proven” Routine

I noticed that my partner...

After the 2nd reading After the 3rd reading

Remembered more words



Read faster



Read smoother



Read with expression



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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**).

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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

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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.

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Survey Level Assessment: Select the Right Text

ORAL READING FLUENCY (National Norms)
SURVEY LEVEL ASSESSMENT TABLE

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

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Survey Level Assessment: Select the Right Text

ORAL READING FLUENCY (National Norms)
SURVEY LEVEL ASSESSMENT TABLE

Testing Period		Fall		Winter		Spring	
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	6	127-162	109-126	138-174	121-137	150-189	133-149
	5	107-148	90-106	123-163	105-122	137-178	117-136
	4	95-129	79-94	110-147	96-109	123-163	106-122
	3	72-112	54-71	95-135	79-94	111-148	92-110
	2	50-85	32-49	76-112	61-75	92-129	77-91
	1			24-61	17-23	52-95	37-51

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

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Survey Level Assessment: Select the Right Text

ORAL READING FLUENCY (National Norms)
SURVEY LEVEL ASSESSMENT TABLE

Testing Period		Fall		Winter		Spring	
Reading Level		Independent	Instructional	Independent	Instructional	Independent	Instructional
GRADE	8	133-166	115-132	142-173	124-141	151-183	133-150
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	6	127-162	109-126	138-174	121-137	150-189	133-149
	5	107-148	90-106	123-163	105-122	137-178	117-136
	4	95-129	79-94	110-147	96-109	123-163	106-122
	3	72-112	54-71	95-135	79-94	111-148	92-110
	2	50-85	32-49	76-112	61-75	92-129	77-91
	1			24-61	17-23	52-95	37-51

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

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Survey Level Assessment: Select the Right Text

ORAL READING FLUENCY (National Norms)
SURVEY LEVEL ASSESSMENT TABLE

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

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

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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.



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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*

new	put	were	there	some	glasses
glasses	some	there	were	put	new
there	put	new	were	some	glasses
some	new	put	glasses	there	were
there	glasses	new	some	were	put

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Repeated Reading Process

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**

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.



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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](#)

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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.



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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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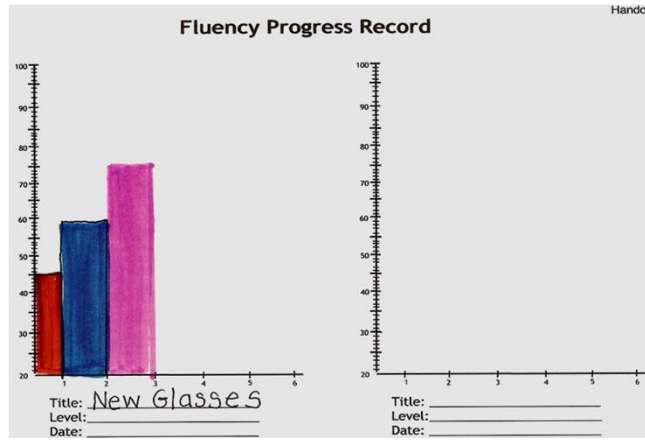
The Effects of Graphing

- 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!

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Fluency Over Time



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Connected Text Fluency Practice: Free Stories



http://www.freereading.net/index.php?title=Main_Page

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Connected Text Fluency Practice: Free Stories

Curriculum Based Measurement for Early Literacy

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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 (HO23F970008).

[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>

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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.aaronshp.com/rt/books/index.html#ReadersOS>

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Educational Links: Instruction

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- IDEAL Consulting Services
 - <http://www.idealconsultingservices.com/>
- National Center on Response to Intervention
 - <http://www.rti4success.org/>
- 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
 - <http://www.abcdrp.com/supplements.asp>