Institute on Beginning Reading II

Enhancing Alphabetic Principle Instruction in Core Reading Instruction

For Each Student

For All Students

Assessment

Goals

Instruction
Acknowledgments

- Oregon Department of Education
- Institute for the Development of Educational Achievement, College of Education, University of Oregon
- U.S. Department of Education, Office of Special Education Programs
**Content Development**

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<thead>
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IBR Foundational Features: Translating Research into Practice

- Schoolwide: Each & All
- Prevention Oriented
- Readers by 3rd Grade
- Scientifically Based
- Results Focused
IBR Guiding Questions

1. **Goals**: What outcomes do we want for our students in our state, district, and schools?
2. **Knowledge**: What do we know and what guidance can we gain from scientifically based reading research?
3. **Progress Monitoring Assessment**: How are we doing? What is our current level of performance as a school? As a grade? As a class? As an individual student?
4. **Outcome Assessment**: How far do we need to go to reach our goals and outcomes?
5. **Core Instruction**: What are the critical components that need to be in place to reach our goals?
6. **Differentiated Instruction**: What more do we need to do and what instructional adjustments need to be made?
The objectives of today’s session are to:

1. Understand the importance of the alphabetic principle in core reading instruction.
2. Determine if students are making adequate progress on DIBELS measures.
3. Identify methods to enhance core reading instruction.
What is the Alphabetic Principle?

- The ability to associate sounds with letters and use these sounds to form words.
  - The understanding that words in spoken language are represented in print.
  - Sounds in words relate to the letters that represent them.

(Liberman & Liberman, 1990)
The alphabetic principle is composed of two parts:

- **Alphabetic Understanding**: Words are composed of letters that represent sounds.

- **Phonological Recoding**: Translation from written representation into a sound-based system to arrive at the meaning of words in the lexicon (stored vocabulary) in long-term memory. (Wagner & Torgesen, 1987)
Definitions

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

- **Phoneme**: A phoneme is a speech sound. It is the smallest unit of language and has no inherent meaning.

- **Phonological awareness**: The ability to hear and manipulate the sound structure of language. This is an encompassing term that involves working with the sounds of language at the word, syllable, and phoneme level.

- **Phonics**: The process of using the code (sound-symbol relationships) to recognize words.
Letter-sound knowledge is prerequisite to effective word identification. A primary difference between good and poor readers is the ability to use letter-sound correspondences to identify words. (Juel, 1991)

Students who acquire and apply the alphabetic principle early in their reading careers reap long-term benefits. (Stanovich, 1986)

Teaching students to phonologically recode words is a difficult, demanding, yet achievable goal with long-lasting effects. (Liberman & Liberman, 1990)
What the Research Says About Alphabetic Principle

- A whole word strategy, by itself, has limited utility in an orthography based on an alphabet.
- Readers must have a strategy to phonologically recode words. (Ehri, 1991; NRP, 2000)
- During the alphabetic phase, readers must have lots of practice phonologically recoding the same words to become familiar with the spelling patterns. (Ehri, 1991)
Correlation between the ability to decode words and reading comprehension.

(Foorman, Francis, Shaywitz, Shaywitz, & Fletcher, 1997)

<table>
<thead>
<tr>
<th>Grade</th>
<th>DECODING</th>
<th>GR. 1</th>
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</table>
What the Research Says About Alphabetic Principle

- Good readers have a reliable strategy to “phonologically recode” words. (Ehri, 1991)
- A primary difference between good and poor readers is the ability to use letter-sound correspondences to identify words. (Juel, 1991)
- Difficulties in decoding and word recognition are at the core of most reading difficulties. (Lyon, 1997)
“Unless the reader-to-be can convert the printed characters on the page into the phonetic code, these letters remain just a bunch of lines and circles totally devoid of linguistic meaning.” (Shaywitz, 2003, p. 50)

Because our language is alphabetic, **decoding is an essential and primary means of recognizing words.** There are simply too many words in the English language to rely on memorization as a primary word identification strategy. (Bay Area Reading Task Force, 1996)
Children can access words in many ways (e.g., decoding, whole word, word parts). Successful readers, however, rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words. (Ehri, 1994)
What Skills Does Alphabetic Principle (AP) Include?

- Letter-sound correspondences
- Regular word reading
- Advanced word analysis skills
- Irregular word reading
- Reading in texts
What Skills Does AP Include?

To develop the alphabetic principle across grades K-3, students need to learn two essential skills:

- **Letter-sound correspondences**: comprised initially of individual letter sounds and progresses to more complex letter combinations.
- **Word reading**: comprised initially of reading simple CVC words and progresses to compound words, multisyllabic words, and sight words.
Definitions Related to Letter-Sound Correspondence

- **Letter-sound correspondence**: A sound associated with a letter.

- **Continuous sound**: A sound that can be prolonged (stretched out) without distortion (e.g., m, s, f, a).

- **Stop sound**: A sound that cannot be prolonged; a short, plosive sound (e.g., t, k, d).

- **Most common sound**: The sound that a letter most usually represents when it appears in a short one syllable word (e.g., red, cat, pill).
Definitions Related to Word Reading

- **Regular word**: A word in which all letters represent their most common sounds (e.g., sit, fan, got).

- **Irregular word**: A word in which one or more letters does not represent the most common sound (e.g., was, of) or a word for which the student has not learned the letter-sound correspondence or the word type (e.g., CVCe).

- **Sight word reading**: The process of reading words at a regular rate without vocalizing the individual sounds in the word.

- **Decodable text**: Text in which the reader can read the majority of words accurately because the reader has been taught the sounds and word types.
Progression of Regular Word Reading

**Sounding Out**
(saying the sound of each letter)

**Whole Word Reading**
(vocalizing each sound and blending it to a whole word)

**Sight Word Reading**
(sounding the word out in your head and then reading the whole word)

**Automatic Word Reading**
(reading the word without sounding it out)
Skills in Kindergarten

- **Letter-sound correspondence**: Identifies and produces the most common sound associated with individual letters.
- **Decoding**: Blends the sounds of individual letters to read one-syllable words.
  - When presented with the word *fan* the student will say “/ffaaannn/, fan.”
- **Sight word reading**: Recognizes and reads words by sight (e.g., I, was, the, of).
What Skills Does Alphabetic Principle Include?

Skills in First Grade

- **Letter-sound and letter-combination knowledge**: produces the sounds of the most common letter sounds and combinations (e.g., th, sh, ch, ing).

- **Decoding**: sounds out and reads words with increasing automaticity, including words with consonant blends (e.g., mask, slip, play), letter combinations (e.g., fish, chin, bath), monosyllabic words, and common word parts (e.g., ing, all, ike).

- **Sight words**: Reads the most common sight words automatically (e.g., very, some, even, there).
Skills in 2\textsuperscript{nd} and 3\textsuperscript{rd} Grade

- **Letter-Sound Knowledge**: produces the sounds that correspond to frequently used vowel diphthongs (e.g., ou, oy, ie) and digraphs (e.g., sh, th, ea).

- **Decoding and Word Recognition**:
  - applies advanced phonic elements (digraphs and diphthongs), special vowel spellings, and word endings to read words.
  - Reads compound words, contractions, possessives, and words with inflectional word endings.
  - Uses word context and order to confirm or correct word reading efforts (e.g., does it make sense?).
  - Reads multisyllabic words using syllabication and word structure (e.g. base/root word, prefixes, and suffixes) in word reading.

- **Sight word reading**: increasing number of words read accurately and automatically.
Reviewing Curriculum Maps

See worksheet with curriculum maps

- Review the curriculum map for your grade to answer the following questions:
  - What are the high priority skills for the next 3 months? ______________________________
  - What other skills may be necessary to teach before the high priority skills? ______________
  - What skills do you predict to be difficult for some children? __________________________
Objectives of today’s session:

1. Understand the importance of the alphabetic principle in core reading instruction.

2. Determine if students are making adequate progress on DIBELS measures.

3. Identify methods to enhance core reading instruction.
To evaluate how students are responding to our instruction, each DIBELS measure has an established goal. DIBELS uses three levels to describe learner performance:

- Established
- Emerging
- Deficit
Levels of Learner Performance

- **Established**: Student has met or exceeded the benchmark value for the measure.
  - Implication: Current instructional program is meeting the child's needs.

- **Emerging**: Student is at-risk for not meeting the next critical benchmark.
  - Implication: Modify instructional program and monitor performance more often (1-2 x month)

- **Deficit**: Student is at significant risk of not meeting the next critical benchmark.
  - Implication: Modify instructional program significantly and monitor performance more often (2-3 x month)
DIBELS Assessment of AP

- DIBELS are sensitive to changes in student performance
  - **Short-duration**: Each measure is brief and permits frequent monitoring without detracting from instructional time.
  - **Sensitive**: Each measure is designed to detect growth in small increments.
  - **Repeatable**: Each measure has 20 alternate forms for progress monitoring.
Each measure is designed to assess accuracy and fluency.

- **Accuracy:** How well does the child perform the skill?
- **Fluency:** How easily or quickly does the child perform the skill?

The best way to gather this information is to use the student *booklets* and examine responses to the task.
The DIBELS Measure Used to Assess Alphabetic Principle: NWF

- Nonsense Word Fluency (NWF) for 1st Grade
  - How Well? 50
  - By When? Middle of First Grade
  - Interim performance predictive of the later goal: 24 at the beginning of First Grade
Examine Student Booklets for Patterns

- How well does the child perform the skill?
  - Accuracy
  - Skill

<table>
<thead>
<tr>
<th>Example nonsense word “fek”</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter sound</td>
<td>/f/ /e/ /k/</td>
</tr>
<tr>
<td>Letter sound &amp; blend</td>
<td>/f/ /e/ /k/ /fek/</td>
</tr>
<tr>
<td>Word level</td>
<td>/fek/</td>
</tr>
</tbody>
</table>
When analyzing student performance, look for patterns of performance:

- Words or sounds **Correct**?
  - Specific sounds correct (e.g. stop vs. continuous), blends, words that begin with continuous sound, vowels, etc.

- Pattern of **Errors**?
  - Specific sounds (e.g., stop vs. continuous), substitutions, omission, errors involving vowels.
  - Make sure to rule out articulation, hearing difficulties, or simply having a bad minute!
DIBELS Assessment of AP

- How easily and quickly does the child perform the skill?
  - How many nonsense words were attempted?
    - A score of 50 letter-sounds per minute involving 20 words is an indication of a whole word strategy.
    - A score of 50 letter-sounds per minute involving 12 words is an indication of a sounding out strategy.
Assessing Accuracy & Fluency With Nonsense Word Fluency: Frank

- **What is Frank’s knowledge of the alphabetic principle?**
  - Inconsistent on letter-sounds
  - Does not blend any sounds together

  How easily can he perform the skill?
  - His skill is *developing*.

  Instructional implication?
  - He is in need of *intensive* intervention to meet the end of year goal of being a reader.

<table>
<thead>
<tr>
<th>Benchmark 1</th>
<th>DIBELS™ Nonsense Word Fluency</th>
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<tbody>
<tr>
<td>wot</td>
<td>dyj</td>
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<tr>
<td>hll</td>
<td>zel</td>
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<tr>
<td>min</td>
<td>ros</td>
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<td>faj</td>
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<tr>
<td>fof</td>
<td>ibj</td>
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<tr>
<td>ruz</td>
<td>huf</td>
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</tbody>
</table>

Total: 16
Assessing Accuracy & Fluency With Nonsense Word Fluency: Tanya

- What is Tanya’s knowledge of the alphabetic principle?
  - Accurately produces all letter sounds
  - Consistently blends sounds together to read the word

- How easily can she perform the skill?
  - Her skill is established.

- Instructional implication?
  - Move to instruction on connected text reading.
Work in small groups to complete two additional NWF case scenarios. In doing so, please determine the instructional implications for each case.
The goals and objectives of today’s session are to:

1. Understand the importance of the alphabetic principle in core reading instruction.

2. Determine if students are making adequate progress on DIBELS measures.

3. Identify methods to enhance core reading instruction.
Two Ways to Enhance Core Instruction

1. What we teach: *Design*
   - Sequence
   - Task factors
   - Curriculum maps

2. How we teach: *Delivery*
   a) Demonstrate explicit steps and strategies
   b) Model multiple examples
   c) Provide multiple opportunities to practice
   d) Structure ample review and opportunities for learning
Design: What We Teach

Using the curriculum map, write down the skills that should be the instructional focus from now until mid-year.

### Mapping of Instruction to Achieve Instructional Priorities

**Kindergarten**

<table>
<thead>
<tr>
<th>Instructional Priority: <strong>Alphabetic Principle</strong></th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Focus 1: Letter-Sound Correspondence</strong></td>
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<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>1a: Identifies letter matched to a sound</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>*1b: Says the most common sound associated with individual letters</td>
<td>X</td>
<td>X</td>
<td>13&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>25&lt;sup&gt;a&lt;/sup&gt;</td>
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<tr>
<td><strong>Focus 2: Decoding (Sounding Out Words)</strong></td>
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<td></td>
<td>X</td>
<td>X</td>
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<td>*2a: Blends letter sounds in 1-syllable words</td>
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<td></td>
<td>13&lt;sup&gt;a&lt;/sup&gt;</td>
<td>25&lt;sup&gt;a&lt;/sup&gt;</td>
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<tr>
<td><strong>Focus 3: Sight-Word Reading</strong></td>
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<td>3a: Recognizes some words by sight</td>
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*High priority skill
a. DIBELS NWF Score
Using the curriculum map, write down the skills that should be the instructional focus from now until mid-year.

### Mapping of Instruction to Achieve Instructional Priorities
#### First Grade

<table>
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<tr>
<th>Instructional Priority: <strong>Alphabetic Principle</strong></th>
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<tr>
<td><strong>Focus 1: Letter &amp; Letter Combinations</strong></td>
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<tr>
<td>* 1a: Produces L-S correspondences (1/sec)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>* 1b: Produces sounds to common letter</td>
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<td>combinations</td>
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<td><strong>Focus 2: Decoding (Sounding Out)</strong></td>
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<td>* 2a: Decodes words with consonant blends</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>* 2b: Decodes words with letter combinations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>* 2c: Reads regular 1-syllable words fluently</td>
<td>24&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>50&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
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<td>* 2d: Reads words with common word parts</td>
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<td><strong>Focus 3: Sight-Word Reading</strong></td>
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<td>* 3a: Reads common sight words automatically</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td><strong>Focus 4: Reading Connected Text</strong></td>
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<td>* 4a: Read accurately (1 error in 20 words)</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>20&lt;sup&gt;b&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td>40&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>4c: Phrasing attending to ending punctuation</td>
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<td></td>
<td>X</td>
<td>X</td>
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<td>4d: Reads and rereads to increase familiarity</td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>4e: Rereads and self-corrects while reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Highlight priority skill
a. DIBELS NWF Score
b. DIBELS ORF Score
Using the curriculum map, write down the skills that should be the instructional focus from now until mid-year.

### Mapping of Instruction to Achieve Instructional Priorities

**Second Grade**

<table>
<thead>
<tr>
<th>Instructional Priority</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus 1: Letter-Sound Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* 1a: Produces diphthongs and digraphs</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus 2: Decoding and Word Recognition</strong></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* 2a: Uses advanced phonics elements to recognize words</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b: Reads compound words, contractions, possessives, inflectional endings</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* 2c: Reads multisyllabic words</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus 3: Sight-Word Reading</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* 3a: Reads more sight words accurately</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Focus 4: Reading Connected Text</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* 4a: Reads 90-100 wpm</td>
<td>44&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>68&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>90&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>4b: Reads with phrasing and expression</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4c: Listens to fluent oral reading and practices increasing oral reading fluency</td>
<td>10&lt;sup&gt;b&lt;/sup&gt;</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>4d: Reads and rereads to increase familiarity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4e: Self-corrects word recognition errors</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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* High priority skill
a. DIBELS ORF Score
b. Minutes of practice per day
**Using the curriculum map, write down the skills that should be the instructional focus from now until mid-year.**

### Mapping of Instruction to Achieve Instructional Priorities

<table>
<thead>
<tr>
<th>Instructional Priority</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>9</th>
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<tbody>
<tr>
<td><strong>Third Grade</strong></td>
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<tr>
<td><strong>Alphabetic Principle</strong></td>
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</tr>
<tr>
<td><strong>Focus 1: Decoding and Word Recognition</strong></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1a: Produces common word parts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b: Reads regular multisyllabic words</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c: Reads compound words, contractions, possessives, inflectional endings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d: Uses word meaning and order in the sentence to confirm decoding efforts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e: Uses word structure knowledge to recognize multisyllabic words</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus 2: Sight-Word Reading</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a: Increases sight words read fluently</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Focus 3: Reading Connected Text</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a: Reads 110-120 wpm</td>
<td>77&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>92&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>110&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>3b: Reads with phrasing, expression, and inflection</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c: Increases independent reading</td>
<td>5&lt;sup&gt;b&lt;/sup&gt;</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

* High priority skill
  a. DIBELS ORF Score
  b. Minutes per day
1. Separate auditorily and/or visually similar letters (e.g., e/i, p/b).

2. Introduce common continuous sounds early (e.g., /m/, /s/ /r/).

3. Teach the sounds of letters than can be used to build many words (e.g., m, s, a, t).

4. Introduce lower case letters first unless upper case letters are similar in configuration (e.g., similar: S, s; U, u; W, w; dissimilar: R, r; T, t; F, f).

5. Ensure students review previously learned letter sounds regularly.

6. Once students can identify 4-6 letter sounds in 2 seconds or less, include in CVC word reading.

(Carnine, Silbert, & Kame'enui, 1997)
### Task Factors that Influence Difficulty

<table>
<thead>
<tr>
<th>Program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>m</td>
<td>p</td>
<td>d</td>
<td>v</td>
<td>f</td>
<td>b</td>
<td>l</td>
<td>t</td>
<td>c</td>
<td>k</td>
</tr>
<tr>
<td>#2</td>
<td>h</td>
<td>p</td>
<td>r</td>
<td>b</td>
<td>s</td>
<td>f</td>
<td>m</td>
<td>t</td>
<td>g</td>
<td>c</td>
</tr>
<tr>
<td>#3</td>
<td>m</td>
<td>o</td>
<td>p</td>
<td>s</td>
<td>f</td>
<td>a</td>
<td>t</td>
<td>b</td>
<td>c</td>
<td>l</td>
</tr>
<tr>
<td>#4</td>
<td>b</td>
<td>j</td>
<td>h</td>
<td>p</td>
<td>a</td>
<td>x</td>
<td>e</td>
<td>y</td>
<td>c</td>
<td>e</td>
</tr>
</tbody>
</table>

- Which program will get students reading words most quickly? ________ #3
- Which program may be difficult for lower performing students? ________ #1

**Why?** Letters look and sound too similar.
Teaching Regular Word Reading

- Instructional materials must be carefully designed based on:
  - letters in words
  - complexity of words

- Letters in words for initial blending (sounding-out) instruction should:
  - consist of continuous sounds (e.g., m, s, l, a, f)
  - be familiar
  - be visually and auditorily dissimilar (i.e., do not teach /b/ and /d/ together)
  - occur in a large number of words so they will be of high utility

(Carnine, Silbert, & Kame'enui, 1997)
Teaching Regular Word Reading

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

(Carnine, Silbert, & Kame‘enui, 1997)
### Simple Regular Words According to Difficulty

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Reason for Relative Difficulty/Ease</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC and CVC words that begin with</td>
<td>Words begin a continuous sound.</td>
<td>it, fan</td>
</tr>
<tr>
<td>continuous sounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCC and CVCC words that begin with a</td>
<td>Words are longer and end with a consonant blend.</td>
<td>lamp, ask</td>
</tr>
<tr>
<td>continuous sound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CVC words that begin with a stop sound.</td>
<td>Words begin with a stop sound.</td>
<td>cup, tin</td>
</tr>
<tr>
<td>CVCC words that begin with a stop sound.</td>
<td>Words begin with stop sound and end with a consonant blend.</td>
<td>dust, hand</td>
</tr>
<tr>
<td>CCVC</td>
<td>Words begin with a consonant blend.</td>
<td>crib, blend, snap, flat</td>
</tr>
<tr>
<td>CCVCC, CCCVC, and CCCVCC</td>
<td>Words are longer.</td>
<td>clamp, spent, scrap</td>
</tr>
</tbody>
</table>
A primary goal of beginning reading instruction is to prepare students to read texts fluently so that they are able to construct meaning as they read.

(Texas Center for Reading and Language Arts, 1998)
Teaching Word Reading In Texts

- Instructional and material considerations:
  - introduce reading in text after students can sound out regular words in 3 seconds or less on the first reading.
  - provide initial practice in **decodable text** in which students can apply their newly learned decoding skills successfully (include only words students can decode).
  - provide repeated opportunities to re-read words in texts to develop accuracy and fluency (e.g., re-reading passages or books.

(Carnine, Silbert, & Kame`enui, 1997)
Teaching Word Reading In Texts

- Instructional and material considerations (cont.):
  - encourage students to use the sounding out strategy to read the words in a text by saying the sounds in the word to themselves (generally lasts 1-2 weeks).
  - progress to having students read words without saying the sounds.
  - lead students in reading text with increasing automaticity and attention to phrasing.

(Carnine, Silbert, & Kame’enui, 1997)
When teaching irregular words, it is important to:

1. Select words that have high utility and are used frequently in grade-appropriate literature and informational text.

2. When introducing words, separate words that are frequently confused by students (e.g., they/them, was/saw, even/every, there/their).

3. Limit the number of sight words introduced at one time and adjust pace according to student success.

(Carnine, Silbert, & Kame’enui, 1997)
Teaching Irregular Word Reading (cont.)

- When teaching irregular words, it is important to:
  4. In later irregular word instruction, limit the number of irregular words introduced (5-7 new words). Ensure that words in sets are not similar.
  6. Preteach the sight words at least one lesson prior to using the word in reading connected text.
  8. Provide a cumulative review of important, high-frequency sight words as part of daily reading instruction. This should be a brief period of review (2-3 minutes).

(Carnine, Silbert, & Kame’enui, 1997)
Knowledge of advanced word analysis skills is essential if students are to progress in their knowledge of the alphabetic writing system and gain the ability to read fluently and broadly.

(Texas Center for Reading and Language Arts, 1998)
Step I: Knowledge of Letter Combinations

1. Introduce and teach letter combinations that represent sound relationships that are the most common in primary grade literature [e.g., /ph/ appears in a large number of words, but many of these words are not commonly found in primary grade books; /ol/ appears in relatively few words, but the words are very common (e.g., cold, hold, told)].

3. Separate letter combinations that are auditorily and visually similar (e.g., /sh/, /ch/; /oa/, /or/, /oo/, and /ou/; r-controlled vowels such as /ar/, /ur/, and /or/).

5. Use letter combinations that can be used to read important words with high utility.

(Carnine, Silbert, & Kame’enui, 1997)
Teaching Advanced Word Analysis

Step 2: Words with a VCe Pattern

1. Students should be able to discriminate vowel letter names from vowel letter sounds before VCe pattern words are introduced.

2. In the beginning, the teacher presents a rule and leads students through decoding VCe pattern words.

5. After initial instruction on the rule, practice in discriminating between word types would be helpful. The following format for discrimination is an example: CVCe | CVC

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

7. Make sure to change the order of the word list regularly.

   (Carnine, Silbert, & Kame’enui, 1997)
1. **Circle** the pairs of letter combinations that students are most likely to confuse:

   - ch-sh
   - ph-wr
   - ur-ea
   - ea-ou
   - ou-oo
   - ar-ir
   - bl-fl
   - ai-ay

3. **Circle** the words students should be able to read successfully if they know each letter sound and also /sh/. **Underline** the irregular words:

   - ship
   - was
   - nest
   - here
   - boy
   - said
   - fun
   - boat
   - wish
   - bent
3. Classify the following words into the proper word type:

<table>
<thead>
<tr>
<th>Word</th>
<th>CVC</th>
<th>CVCC</th>
<th>VCe</th>
<th>CCVCC</th>
<th>CCVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>mope</td>
<td></td>
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<td></td>
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<td>sit</td>
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<tr>
<td>trip</td>
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</tr>
</tbody>
</table>

4. Which of the following is something the teacher can do when teaching a new skill in the alphabetic principle to increase success for all students:
   a) Re-write the program
   b) Separate letters/words that sound or look the same
Our curriculum review indicates that many programs need the following instructional enhancements:

1. Demonstrate explicit steps and strategies
2. Model multiple examples
3. Provide multiple opportunities to practice
4. Structure ample review and opportunities for learning
Demonstrate Explicit Steps & Strategies

- Model all steps or strategies necessary to complete the task successfully.
  - Factors that affect student learning:
    - Teacher wording (need to be concise)
    - Showing before asking
    - Providing feedback
Instructional Objective: Beginning Word Reading

- **Example:** Point to the word *map* on the board, show students how to blend the sounds together by touching under each sound as you sound it out. “Listen, I will sound out to read this word. /mmm/ /aaa/ /p/: the word is map. Sound out the word with me: /mmm/ /aaa/ /p/: what word did you read? Yes, you read map. I’ll do another one: /sss/ /iii/ /t/: sit.”

- **Example:** Point to the word *map* on the board, call on volunteers to read the word.
Multiple models and examples should be provided prior to asking students to display the skill.

**Instructional Objective: Reading Words with “at”**

Example: Write the letter pattern “at” on the board and say “Let’s build /aaat/. I know “a” says /aaa/ and “t” says /t/. So this says /aaat/, at. What does this say? at. Let’s build off at (write a “m” in front). This letter says /mmm/, so build on at. /mmm/ /at/, mat. I read mat. Read it with me, /mm/ /at/, what word? Yes mat.” Repeat with others substituting s, p, f, r, h.

Example: Write the words mat, sat, fat on the board. “Let’s read these words the fast way”.

Harn, Simmons, & Kame’enui © 2003
Opportunities to practice a skill is a powerful predictor of student learning (Howell & Nolet, 2001).

- Provides timely feedback of student understanding so corrective feedback can be provided, if necessary.
- Methods to increase opportunities to practice include: choral responding, small group instruction, providing individual turns.
Instructional Objective: Reading Irregular Words

- Example: Write the words was, of, to, me in the 4-by-4 grid box in different orders for each row. Point to each word in the first row and say “These words don’t sound out, we read them the fast way. This word is was, what word?” Repeat with each of the others. Go back to the first word and say, We are going to read all these words together the fast way. Don’t read the word until I touch it.” (Keep the group together and pace it at about 1 word per 2 seconds).
Instructional Objective: Reading Irregular Words

Example: Write the words **was, of, to, me** on the board. Point to each word in the first row and say “These words don’t sound out, we read them the fast way. This word is was, what word?” Repeat with each of the others. Ask for volunteers to re-read the words.
Provide students opportunities to review previously learned skills.

- The practice needs to be sufficient, distributed across time, and cumulative.
- Review skills most recently taught most often
  - Review activities can be very brief (2 minutes) and done a couple of times throughout a lesson using the same approach used in initial instruction.
Kindergarten Example: Teaching Letter Sounds

- Introduce Letter and Sound: Display letter sound chart 26. Touch the letter G. “What is the name of the letter? This letter stands for the /g/ sound. When you say /g/, you can feel it in your throat. Say /g/.”

- Read aloud the rhyme on the chart, tracking the print. Point to each ‘g’ and have the children say the /g/ sound. Ask: What letter stands for the /g/ sound?

Poem

Wiggle, giggle, geese in the sun.
Waggle, gaggle. Oh what fun!
Follow the steps below to evaluate the lesson.

<table>
<thead>
<tr>
<th>Rating the Lesson</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Underline the “instructional language” and evaluate how well it <em>demonstrates explicit steps and strategies</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Models multiple examples</em> (Number of models provided: _________)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Provides multiple opportunities to practice</em> (Number of opportunities for students to practice: _________ )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>How well do you feel the lesson will meet the needs of all students?</em></td>
<td></td>
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</tbody>
</table>
Fix-Up for the Lesson

- What skill is being taught: ______________
- Is it a high priority skill? Yes  No

<table>
<thead>
<tr>
<th>Criteria</th>
<th>How to Enhance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit steps &amp; strategies</td>
<td>Make more explicit</td>
</tr>
<tr>
<td>Number of modeled examples</td>
<td>Model the letter name; good number of sound models</td>
</tr>
<tr>
<td>Opportunities to practice</td>
<td>Good opportunities</td>
</tr>
</tbody>
</table>
Kindergarten Example: Teaching Letter Sounds

- Introduce Letter and Sound: Display letter sound chart 26. Touch the letter G. “The name of this letter is g. What’s the name? This letter makes the /g/ sound. What sound? Yes /g/. When you say /g/, you can feel it in your throat. Say /g/.
  
  These words start with /g/ (have children repeat the sound and word): good, give, game.

- Read aloud the rhyme on the chart, tracking the print. Tell the children that each time they hear /g/ to say /g/. At the end point to g and say “The letter g stands for the /g/ sound. What sound?”

- Enhancements?
  - Make teacher wording more explicit and clear (provide simple words with g in the beginning position)
  - Model letter name
  - Finish lesson by focusing on sound again
  - Increase opportunities to produce sound within the poem
  - Wrap up with /g/.
Kindergarten Example: Word Reading with Short ‘u’

- Display letter cards: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, r, s, t, u, v, w, and y. Model how to build cut in the pocket chart. “First I’ll stretch the sounds: /c/ /uuu/ /t/, cut. How many sounds did you hear? The first sound is /c/. I’ll put up a c to spell that. The next sound is /u/. I’ll put up a u to spell that. The last sound is /t/. What letter stands for /t/?” Add the letter t.

- Replace the c with known consonants (b, h, j, r) building other short u words for the children to identify.
Follow the steps below to evaluate the lesson.

<table>
<thead>
<tr>
<th>Rating the Lesson</th>
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<tbody>
<tr>
<td>Underline the “instructional language” and evaluate how well it <em>demonstrates explicit steps and strategies</em></td>
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<tr>
<td>Models multiple examples <em>(Number of models provided: _________)</em></td>
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<tr>
<td>Provides multiple opportunities to practice <em>(Number of opportunities for students to practice: _________)</em></td>
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<tr>
<td>How well do you feel the lesson will meet the needs of all students?</td>
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</tbody>
</table>
Fix-Up for the Lesson

- What skill is being taught: ________________
- Is it a high priority skill? Yes  No

### Areas Targeted for Enhancement

<table>
<thead>
<tr>
<th>Criteria</th>
<th>How to Enhance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit steps &amp; strategies</td>
<td>Make more explicit and concise</td>
</tr>
<tr>
<td>Number of modeled examples</td>
<td>Good number of models</td>
</tr>
<tr>
<td>Opportunities to practice</td>
<td>Increase student production of the skill</td>
</tr>
</tbody>
</table>
Kindergarten Example: Word Reading with Short ‘u’

Display letter cards: c, g, h, m, n, r, t, and u. Model how to build mut in the pocket chart. “First I’ll stretch the sounds: /mm/ /uu/ /t/, mut. The first sound is /mm/. M makes the /mm/ sound. The next sound is /u/. U makes the /uu/ sound. The last sound is /t/. T makes the /t/ sound. Let’s read the word together (run our finger under the word) /mmuut/, mut. What word did we read? Yes, mut.

- Replace the m with known consonants (r, c, g, h) and repeat procedure.

Enhancements?
- Make teacher wording more explicit & concise
- Make task more focused by taking away unnecessary letters
- Make initial model easier by using a continuous sound (i.e., mut vs. cut)
- Provide opportunity to read the whole word
1st Grade Example: Word Reading with /j/

- **Sound**: Point to the –dge spelling on the sound card and explain that this is another spelling for the /j/ sound. Ask students what they notice about the spelling. Explain the green box means that a short vowel comes before this spelling and that this spelling is at the end of a word or syllable.
  - Ask students to suggest words that end with –dge, such as fudge, budge, smudge
- **Blending**: Use the general blending procedure for the following word lines.

  fudge  ridge  bridge  badge  judge
Evaluating the Effectiveness of the Lesson

Follow the steps below to evaluate the lesson.

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<thead>
<tr>
<th>Rating the Lesson</th>
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</thead>
<tbody>
<tr>
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<td>Models multiple examples (Number of models provided: _________)</td>
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<tr>
<td>Provides multiple opportunities to practice (Number of opportunities for students to practice: _________)</td>
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<tr>
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Fix-Up for the Lesson

- What skill is being taught: ______________
- Is it a high priority skill? Yes  No

**Areas Targeted for Enhancement**

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<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Explicit steps &amp; strategies</td>
<td>Increase explicitness</td>
</tr>
<tr>
<td>Number of modeled examples</td>
<td>Provide words with new sound</td>
</tr>
<tr>
<td>Opportunities to practice</td>
<td>Increase using sound in isolation and word reading</td>
</tr>
</tbody>
</table>
1st Grade Example: Word Reading with /j/

- **Sound**: Point to the –dge spelling on the sound card and explain that this is another spelling for the /j/ sound. Write the words fudge and ridge on the board and underline –dge. Point to –dge and say, “This word part says /j/. What sound? It is in the words fudge and ridge.” Ask students what they notice about the spelling. Explain the green box means that a short vowel comes before this spelling and that this spelling is at the end of a word or syllable.

- **Enhancements?**
  - Make instruction more explicit
  - Provide example words for new sound and then asked for additional
  - Increase opportunities to use new word part in isolation and word reading

- **Blending**: Use the general blending procedure for the following word lines.

- **Ask students to suggest other words that end with –dge, such as budge, smudge, nudge
1st Grade Example: Introducing and Using ‘ar’

- **Introduce ‘ar’ as in shark**: Point to ‘ar’ and say “When these letters are together, they usually say /are/. What do these letters say? Yes, /are/.” Repeat step until firm.

- **‘Ar’ Words**: Point to ‘ar’ in arf. “What do these letters say? Yes /are/."

- **Touch the ball for arf**: “Read this word the fast way. Get ready. (signal) Yes, arf.”

- Repeat with barking.
Follow the steps below to evaluate the lesson.

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<th>2</th>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Models multiple examples</strong> (Number of models provided: _________)</td>
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<td>2</td>
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<tr>
<td><strong>Provides multiple opportunities to practice</strong> (Number of opportunities for students to practice: _________)</td>
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<td>1</td>
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Fix-Up for the Lesson

- What skill is being taught: ________________
- Is it a high priority skill? Yes  No

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<tr>
<td>Explicit steps &amp; strategies</td>
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<tr>
<td>Number of modeled examples</td>
<td>Modeled more common words</td>
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<td>Opportunities to practice</td>
<td>Increase using sound in word reading</td>
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1st Grade Example: Introducing and Using ‘ar’

- Introduce ‘ar’ as in shark: Point to ‘ar’ and say “When these letters are together, they usually say /are/. What do these letters say? Yes, /are/.” Repeat step until firm.

- ‘Ar’ Words: Point to ‘ar’ in art. “What do these letters say? Yes /are/.”

- Touch the ball for art. “Read this word. Yes, art.”

- Repeat with arc, mart, barking, cart.

Enhancements?

- Make first word reading example a more common and simple word
- Increase number of word reading examples
1st Grade Example: Introduce & Use /th/

- **Introduce /th/:** Display the phonics card and have children identify the thumb in the picture. Explain that t and h together stand for one sound /th/, the sound heard at the beginning of *thumb, thank, and then*. Tell children that th can appear at the end of a word such as *path, teeth, and cloth*. Have children repeat the sound several times as you touch the card.

- **Word blending with th:** Blend and read the words thin, that, and then. As you demonstrate each step using a pocket chart and letter cards, have children repeat after you using word builder cards.
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Fix-Up for the Lesson

- What skill is being taught: ______________
- Is it a high priority skill? **Yes**  **No**

## Areas Targeted for Enhancement

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<tbody>
<tr>
<td>Explicit steps &amp; strategies</td>
<td>Make more explicit by making example words consistent (focus on voiced sound)</td>
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<tr>
<td>Number of modeled examples</td>
<td>Good number of models</td>
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<tr>
<td>Opportunities to practice</td>
<td>Have children practice each step</td>
</tr>
</tbody>
</table>
1st Grade Example: Introduce & Use /th/

- **Introduce /th/:** Display the phonics card with th. Tell students “These letters (pointing to th) say /th/, like at the beginning of the, then, and those.” Have children repeat the sound several times as you touch the card.

- **Word blending with th:** Blend and read the words this, than, that, and then. Point to ‘this’ and say, “I know these letters say /th/, what sound? Yes /th/. I’ll use /th/ to read this word, /th/ /iii/ /ss/, this. Blend it with me, /th/ /iii/ /ss/, this.” Repeat with remaining words.

- **Enhancements?**
  - Make teacher wording more explicit and clear (focus on teaching voiced sound as used in more high frequency words)
  - Delay teaching unvoiced (at beginning and end of words) until clear on voiced sound.
  - Include decoding examples that all have the same sound
  - Demonstrate blending steps more clearly with focus on using /th/
2nd Grade Example: Reading CVCe Words with -ing

- Listen for Beginning Sounds: Tell children that a word ending with silent e keeps its long vowel sound when ing is added.
  - Write +ing and taking next to take. Underline the a and say its sound. Have children listen for the long “a” as you blend taking. Have children blend the word. Repeat with biting, blaming, smiling.
  - Point out the spelling change when adding –ing (the e is dropped but the vowel is still long).

| take +ing | taking |
| bite +ing | biting |
| blame +ing | blaming |
| smile +ing | smiling |
Evaluating the Effectiveness of the Lesson

Follow the steps below to evaluate the lesson.

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### Fix-Up for the Lesson

- **What skill is being taught:** ______________
- **Is it a high priority skill?** Yes  No

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<tr>
<td>Opportunities to practice</td>
<td>Increase wording reading opportunities</td>
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Listen for Beginning Sounds: Tell children that a word ending with silent e keeps its long vowel sound when ing is added.

Write +ing and taking next to take. Underline the a and say its sound. Point out that last letter is an ‘e’ which makes the ‘a’ say the long sound. Have children listen for the long “a” as you blend take. Point to the +ing and tell students this says “ing” and have children repeat. Blend ‘take’ and ‘ing’ together running your finger under the word. Lead children in blending the word. Repeat with biting, blaming, smiling. Repeat the word list again changing the order of presentation.
2nd Grade Example: Decoding CVVC and CVCe Words

- Discuss CVVC and CVCe spelling patterns. Put the following chart on the board:

- Point to the CVVC words, and explain that when two vowels appear between two consonants, readers should pronounce the long vowel sound in the first vowel.

(Continues on next slide)
2nd Grade Example: Decoding CVVC and CVCe Words (continued)

- Point to the word **grain**, underline the letters ‘ai’ in the middle of the word, and pronounce the word /grraan/, emphasizing the long a sound. Repeat with other similar words.

- Point to the CVCe words, and explain that when a vowel is followed by a consonant and the letter ‘e’, the ‘e’ is usually silent and the vowel before the ‘e’ is usually long.

<table>
<thead>
<tr>
<th>CVVC</th>
<th>CVCe</th>
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<tbody>
<tr>
<td>grain</td>
<td>late</td>
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<tr>
<td>green</td>
<td>these</td>
</tr>
<tr>
<td>peach</td>
<td>bike</td>
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What skill is being taught: ________________
Is it a high priority skill? Yes  No

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<td>Provided multiple models</td>
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<td>Opportunities to practice</td>
<td>Provided practice opportunities</td>
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</table>
Discuss CVVC and CVCe spelling patterns. Put the following chart on the board:

Point to the CVVC words, and explain that when two vowels appear between two consonants, readers should pronounce the long vowel sound in the first vowel.

Point to the word **grain**, underline the letters ‘ai’ in the middle of the word. Say “The first vowel is an ‘a’ so we’ll say the long vowel sound. The word is /grraaan/, grain. What word? Yes, grain. In the next word, the first vowel is an ‘e’ so we’ll say the long vowel sound. The word is green. What word? Yes, green.” Repeat with other words.

- Enhancements?
  - Make teacher wording more explicit
  - Provide multiple models
  - Provide more practice opportunities
3rd Grade Example: Reading High-Frequency Words

- Display the transparency 2-23 with the sentences and high frequency words missing. Have children use what they know about letter sounds to read the words on their own first. Help them say the word if necessary. Then have children use the words special, brought, reason, surprise to complete the sentences.
Evaluating the Effectiveness of the Lesson

Follow the steps below to evaluate the lesson.

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<tr>
<td>Models multiple examples (Number of models provided: __________)</td>
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<td>Provides multiple opportunities to practice (Number of opportunities for students to practice: __________)</td>
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**Fix-Up for the Lesson**

- What skill is being taught: ______________
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<tr>
<td>Number of modeled examples</td>
<td>Modeled appropriate word reading</td>
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<tr>
<td>Opportunities to practice</td>
<td>Increase student production of the words</td>
</tr>
</tbody>
</table>
Display the transparency 2-23 with the sentences and high frequency words missing. Tell the students to point to the words at the top of the page and tell them you can’t sound out the words. Tell them the first word and have them repeat with the others. Tell them to use these words to complete the sentences. Allow students time to complete the first sentence, then read it together as a group. Have students read the high frequency word again. Repeat with remaining sentences.

- Make teacher wording more explicit
- Model and teach word reading
- Triple the number of practice opportunities
Using your adopted core reading materials, identify an initial lesson that teaches the alphabetic principle and complete the included Application Activity.

What things do you want to follow-up on within your team reading meetings?